Master's Programs Assessment Plan: Assessing Program Goals for

Early Childhood Education, M.S.
Elementary Education, M. Ed., M.S.
General Studies, M.S.

(dev. 05/07 SjB)

Assessment Area 1: Knowledge, Instruction & Assessment

Goals Assessed

Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice (knowledge of learning and learners).
Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.
Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).
Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students
Goal 3.1 Candidates demonstrate an ability to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time.
Goal 3.2 Candidates demonstrate an ability to assess the progress of students through multiple methods, adjust practice to meet students' assessed needs and clearly explain student performance to parents, appropriate school personnel and administrators.

Advanced Critical Tasks and Assessment of Knowledge, Instruction & Assessment

Candidates are expected to develop foundational knowledge about learning theory and P-12 students and family relationships. They are expected to be knowledgeable about instructional and assessment methods in relevant fields of study.

To assess candidate knowledge, instruction and assessment, Advanced Critical Tasks are identified in courses in the major. Advanced Critical Tasks is a general term for demonstrations of candidate's knowledge of P-12 students, content, pedagogy and assessment in the major (early childhood, elementary, general studies). Advanced Critical Tasks are also demonstrations of candidate's ability to plan effective learning environments and to use effective communication skills. Advanced Critical Tasks vary from course to course in format (e.g., lesson plans, curriculum units or projects) but they all function to demonstrate candidate knowledge about teaching and learning (including use of technology). Note: Not every program goal is met in every assignment but instead, over all of the assignments.

Advanced Critical Tasks are assessed with the Advanced Critical Tasks Rubric (see attached).

Program	**Course & Advanced Critical Task**	**Course & Advanced Critical Task**	**Course & Advanced Critical Task**	**Course & Advanced Critical Task**	**Course & Advanced Critical Task**
Early Childhood Education	TL 510 Early Intervention	TL 527 Curricular Foundations	TL 529 Language Development	TL 547 Young Children's Thinking	TL 553 Collaborative Relationships
Elementary Education	TL 530 Foundations of Reading Instruction: *Theory Practice Study*	TL 518 Science/ Elementary School:	TL 519 Social Studies/ Elementary School:	TL 522 Mathematics/ Elementary School:	TL 590 Writing/ Elementary School: *Writing Process Portfolio*
General Studies Education	TL 540 Theories & Philosophies of Curriculum	TL 542 Improvement of Instruction Secondary	TL 569 Action Research or ERF 509 Intro to Research: *Action Research Report*	N/A	N/A

When Administered

In each of the courses on the grid (see above), candidate performance is assessed. Typically, the assessment is completed at the end of each course, though some assessments may occur at other times throughout the course.

Assessment Tool 1: Advanced Critical Task Rubric

See attached.

Assessment Area 2: Effect on Student Learning

Goals Assessed

Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice.
Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.
Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).
Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students
Goal 3.1 Candidates demonstrate an ability to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time.
Goal 3.2 Candidates demonstrate an ability to assess the progress of students through multiple methods, adjust practice to meet students' assessed needs and clearly explain student performance to parents, appropriate school personnel and administrators.
Goal 5.1 Candidates demonstrate ability to collaborative with others as members of learning communities who can contribute to the effectiveness of the school.

Internship/Practicum and Assessment of Effect on Learning

Candidates are expected to be proficient in working with students and with promoting achievement.
The practicum/internship experiences demonstrate candidates' performance working with children, other professionals, and families. In practicum/internship experiences, candidates apply their knowledge about learning, child development, subject matter in the field of study, the instructional setting, instruction, and assessment. The following grid shows the courses in which the internship/practicum occurs.

Early Childhood	Elementary	General Studies
	TL 581 Resident Internship 1-4 cr TL 582 Resident Internship 1-4 cr	TL 581 Resident Internship 1-4 cr TL 582 Resident Internship 1-4 cr

Assessments

Practicum/Internship Report (see attached)
Portfolio Reviews

When Assessments are Administered

The Internship Practicum Report is completed at least once during TL 581 and 582 (Resident Internships) for Elementary and General Studies Resident Teachers.
Portfolio Reviews for Elementary and General Studies (Middle Level) Resident Teachers are completed at the end of the residency.

Assessment Area 3: Knowledge of Research

Goals Assessed

Goal 4.1 Candidates research and reflect systematically about their practice and so deepen their knowledge and adapt and strengthen their practice.

Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.

Assessment of Knowledge of Research

Candidates are expected to be knowledgeable about research in their major field study and to be able to systematically study their own practices. In the course TL 569 Action Research, candidates learn how to study their own practice. All candidates complete a scholarly project (TL 995) or an independent study (TL 997) as a means to apply and demonstrate skills associated with educational research.

- TL 995: The scholarly project demonstrates critical analysis and application of information and experiences gained throughout the program of study. The project allows students to demonstrate scholarly skills in an integrated manner that is directly related to their roles as teachers, program evaluators, and action researchers. The scholarly project must be approved by the student's advisor.

- TL 997: The independent study is designed to enable the student to investigate a topic related to the major field of study. The study analyzes and discusses information and ideas already in the literature of the field and is designed to ensure that a student can investigate a topic, and then organize and write a scholarly paper on the investigation. The form of the independent study is typically a traditional research paper. The independent study topic must be approved by the student's advisor.

	TL 569 Action Research	**TL 995 or 997**
	Report on Action Research	Scholarly Project or Independent Study

Assessment Tool

Research Rubric (see attached)

When Administered

The rubric is applied to during the relevant course, but generally assesses students at the beginning, middle, and end of their program of study.

Course_____ Date_____ Faculty _____ Program(s) _____

Advanced Critical Task Rubric (Masters Programs)

Goals	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Score
Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice.	Knowledge of development and other theory to support effective design of instruction and assessment for all students is not demonstrated or is cursory. It is not apparent that differences among learners are valued.	Instruction and assessment are designed with consideration of cognitive, social, cultural (including language), physical and individual traits. Accommodations are provided and attend to needs of the learners.	It is evident that learner differences are regarded as assets to the learning community; connections between sociocultural, developmental and related theory, instructional practice and understanding of students are developed routinely to adjust for learner needs.	
Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.	Some or all of following are evident: Expression interferes with meaning, lacks effective organization, appearance is poor, has errors in mechanics, style or usage. Use of APA is ineffective.	Expression is effective, cohesive with a supportive organization, has an acceptable appearance, has minimal errors in mechanics, usage, and style. Effective use of APA.	Expression is highly effective and is extremely well organized with a professional appearance throughout, is error free with a linguistically mature style of writing. Accurate use of APA.	
Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).	Content is erroneous or incomplete; learning situation is content poor. Content does not account for diverse student needs.	Content knowledge is accurate; content needs of students are addressed; ample content is evident in the learning situation; content accounts for diverse student needs.	Content knowledge is fluid; instruction supports making connections between content and experience; learning situation is content rich; strategically incorporates content for diverse students.	
Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students	Curricular and instructional approaches are conventional or not reflective of course content; learner role tends to be passive or opportunity to think or problem solve is limited; attention to student diversity is not apparent in choice of instructional practices or materials.	Curricular and instructional approaches are suited to the subject area, actively engage diverse learners to develop critical/strategic thinking and to solve problems. Instructional practices are varied, draw upon technology when appropriate, and are adapted to diverse learners.	Curricular and instructional approaches support conceptual connections across disciplines and create an environment where thinking and problem solving are habits; learners are highly engaged; instruction capitalizes on diversity. Technology use is seamless and integral.	
Goal 3.1 Candidates demonstrate an ability to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time.	Building a community of learners is unlikely under the conditions provided; expectations are unclear or not tailored to needs of learners.	Students have choice and input in the classroom environment; motivation and strategies support meeting behavior and/or learning standards.	Classroom processes are democratic in nature; classroom experiences are meaningful and consequential; students can successfully self-monitor due to the classroom support system.	
Goal 3.2 Candidates demonstrate an ability to assess the progress of students through multiple methods, adjust practice to meet students' assessed needs and clearly explain student performance to parents, appropriate school personnel and administrators.	Assessment choices and practices provide incomplete information about the student in the learning situation; or, assessment results are not communicated in a way that is useful to students.	Assessment practices uncover what learners can do; students are engaged in self assessment; teacher assessment is used to adjust instruction; feedback to students is supportive and instructive.	Assessment practices motivate students to understand their strengths and areas for growth; it is differentiated for diverse learners; students are guided to use assessment information to set learning goals.	

Internship/Practicum Assessment Tool for Advanced Programs

Student/Intern/Resident:_____ School/Program:_____

Course # _____ Semester:_____ Date:_____

Novice: Performance needs improvement; emerging abilities and behaviors indicate limited impact on student learning
Apprentice: Performance indicates candidate is learning to apply the knowledge skills and dispositions required to impact student learning
Practitioner: Performance indicates candidate can independently and effectively apply the knowledge skills and dispositions required to impact student learning
Expert: Performance indicates candidate is exceptionally effective in impacting student learning

1. Professional & Personal Qualities	Novice	Apprentice	Practitioner	Expert	Not Observed
a. Prompt and regular in attendance	1	2	3	4	
b. Positive when interacting with staff and students	1	2	3	4	
c. Open and responsive to suggestions, directions, and/or constructive criticism	1	2	3	4	
d. Is professional in attitude, appearance, and action	1	2	3	4	
e. Is well organized	1	2	3	4	
f. Plans in a timely manner	1	2	3	4	
g. Communicates well orally	1	2	3	4	
h. Communicates well in writing	1	2	3	4	
i. Is dependable	1	2	3	4	
j. Shows initiative	1	2	3	4	
k. Communicates with mentors/instructors regularly	1	2	3	4	
l. Able to conduct instruction and other professional activities consistent with program and/or district expectations	1	2	3	4	

2. Planning	Novice	Apprentice	Practitioner	Expert	Not Observed
a. Plans according to students needs, standards, goals and objectives	1	2	3	4	
b. Plans for documenting and assessing student progress	1	2	3	4	
c. Implements both formal and informal assessments and is able to interpret and apply the information for individualized instruction	1	2	3	4	
d. Has necessary materials for the lesson(s)	1	2	3	4	
e. Instruction and assessment are designed with consideration of cognitive, social, cultural (including language), physical and individual traits	1	2	3	4	
f. Accommodations are provided and attend to needs of the learners	1	2	3	4	
g. Plans for use of technology, as appropriate	1	2	3	4	

3. Instructional Practice (including assessment)	Novice	Apprentice	Practitioner	Expert	Not Observed
a. Content knowledge is accurate	1	2	3	4	
b. Content needs of students are addressed	1	2	3	4	
c. Ample content is evident in the learning situation	1	2	3	4	
d. Content accounts for diverse student needs	1	2	3	4	
e. Curricular and instructional approaches are suited to the subject area	1	2	3	4	
f. Instruction actively engages diverse learners (all learners)	1	2	3	4	
g. Instruction encourages critical/strategic thinking and problem solving	1	2	3	4	
h. Instructional practices are varied and draw upon technology when appropriate	1	2	3	4	
i. Instruction and materials are adapted to diverse learners	1	2	3	4	
j. Assessment practices uncover what learners can do	1	2	3	4	
k. Students are engaged in self assessment;	1	2	3	4	
l. Teacher uses assessment to adjust instruction	1	2	3	4	
m. Feedback to students is supportive and instructive	1	2	3	4	

4. Educational Environment	Novice	Apprentice	Practitioner	Expert	Not Observed
a. Makes both academic and behavior expectations clear	1	2	3	4	
b. Implements an appropriate variety of academic and behavior expectations in fair manner	1	2	3	4	
c. Is individually and culturally sensitive	1	2	3	4	
d. Students have choice and input in the classroom environment	1	2	3	4	
e. Motivation and practices support meeting behavior and/or learning standards (e.g., promotes collaboration, uses praise, encourages responsibility)	1	2	3	4	
f. Interacts well with students, formally and informally—builds relationships	1	2	3	4	
g. Shows genuine enthusiasm for teaching	1	2	3	4	

5. Partnerships	Novice	Apprentice	Practitioner	Expert	Not Observed
a. Communicates and consults with parents, teachers, and other school personnel	1	2	3	4	
b. Encourages and assists students, parents/families to become active participants in the educational team	1	2	3	4	
c. Uses collaborative strategies in working with students with special needs, parents and school and community personnel in various learning environments	1	2	3	4	
d. Collaborates with other classroom teachers and other school personnel to meet needs of students and to support school and district goals	1	2	3	4	
e. Requests assistance proactively	1	2	3	4	

Research Rubric	**Goal 4.1 Candidates demonstrate an ability to systematically inquire about and reflect on their practice.** **Goal 1.2 Candidates demonstrate an ability to be effective communicators using writing.**			
Item Number	**1 Does not meet Expectations**	**2 Meets Expectations**	**3 Exceeds Expectations**	**Score**
III.1 Topic, Purpose or Research Questions	Topic of inquiry not clearly identified—may be too broad/narrow to sustain rich/scholarly inquiry.	Topic of inquiry is clearly identified and adequate to sustain scholarly inquiry.	Topic of inquiry is clearly identified to sustain rich and scholarly inquiry.	
III.2 Adequacy of Information	Information sources are weak or poorly chosen.	Information sources are appropriate.	Information sources are well chosen and thorough.	
III.3 Methods	Shallow and seemingly random approach to inquiry with limited sources from the professional literature and if relevant, sparse or unrelated data.	Good general approach to inquiry making use of multiple resources from the professional literature and if relevant varied sources of data such as interviews, surveys, field notes, work samples.	Detailed and systematic approach to inquiry making use of an abundance of resources from the professional literature and if relevant multiple sources of data such as interviews, surveys, field notes, work samples.	
III.4 Results	Results/findings/conclusions are unsupported by data and/or literature or resources.	Results/findings/conclusions are sufficiently supported by data and/or literature or resources.	Results/findings/conclusions are well supported by data and/or literature or resources.	
III.5 Significance	Results of inquiry do little to deepen candidate's knowledge or strengthen candidate's practice.	Results of inquiry add to candidate's knowledge base and provide evidence of capacity to strengthen candidate's practice.	Results of inquiry reveal depth of knowledge of topic; findings have potential to strengthen practice of professionals in the community.	
III.6 Writing: Organization	Organizational structure is confusing.	Organizational structure is clear and functional.	A strong organizational structure leads the reader purposefully through the text.	
III.7 Writing: Ideas	The product lacks scholarship and professionalism appropriate for the Masters' level: vocabulary is inaccurate or inaccessible; writing reflects little awareness of audience (e.g., indifferent or distant, flat, jargonistic); weak use of APA which interferes with communication of ideas.	The product reflects scholarship and professionalism appropriate for the Masters' level: vocabulary is accurate and understandable; ideas are expressed accurately and in own words; use of APA generally correct and supports communication and scholarship.	The product meets/exceeds Masters' level ability to communicate scholarly ideas and/or professional information; vocabulary well chosen; ideas expressed in engaging, confident and knowledgeable voice; highly effective use of APA (fluent, correct, supports communication).	
III.8 Writing: Conventions	Numerous conventional and APA errors make the text difficult to read.	Writing conventions, including APA, is generally correct with few errors.	Writing conventions, including APA, are correct and enhance understanding.	
III.9 Disposition	Inability to pursue inquiry independently for variety of reasons (e.g., attitudes, skills, knowledge); numerous revisions required.	Ability to pursue inquiry with some support: curious, initiative, sufficient independence; takes direction well; revisions are well handled.	Ability to pursue inquiry independently: highly curious, has initiative to learn and be independent; revisions lead to greater independence.	
III.10 Dissemination—Presentation	Presentation was limited, needed more substance, perhaps unrehearsed.	Presentation of work to advisor, TL faculty and/or fellow graduate students was substantive and polished.	Presentation reaches an audience beyond UND and was substantive, polished, engaging with good support materials.	

Department of Teaching & Learning Graduate Programs
Assessment of Student Learning: Rubric III (rev. 12/14/06—SjB)

The Research Rubric is designed to assess the capstone course work, TL 995 and 997, in the masters programs in the Department of Teaching & Learning relative to program goals which are based on the National Board for Professional Teaching Standards and which we have aligned with the Conceptual Framework of the department and UND's Teacher Education Program.

Conceptual Framework Excerpt
Teacher As Articulate Visionary: Teachers can envision alternative solutions to the challenges posed in schools, embrace diversity and support pluralistic views.

Program Goals Based on NBPT Standards
Candidates demonstrate an ability to be effective communicators both orally and in writing.

Candidates research and reflect systematically about their practice and so deepen their knowledge and adapt and strengthen their practice.

T&L 995 Scholarly Project

The scholarly project demonstrates critical analysis and application of information and experiences gained throughout the program of study. The project allows students to demonstrate scholarly skills in an integrated manner that is directly related to their roles as teachers, program evaluators, and action researchers. The scholarly project must be approved by the student's advisor.

T&L 997 Independent Study

The independent study is designed to enable the student to investigate a topic related to the major field of study. The study analyzes and discusses information and ideas already in the literature of the field and is designed to ensure that a student can investigate a topic, and then organize and write a scholarly paper on the investigation. The form of the independent study is typically a traditional research paper. The independent study topic must be approved by the student's advisor.

Name of Faculty Member Scoring the Project _____
(This is used to check faculty member's name off the list assessment list. Your name is listed once for each student you assess each semester.)

Complete the entire rubric (both pages) for EACH student you have advised for TL 995 or 997 this semester.
DEADLINE: _____

General Directions: This rubric is used to score all T&L 995 or 997 Scholarly Project or Independent Study. Please provide information requested below and then score the project using the rubric provided. You may write comments about the project or rubric on the back of the rubric. Once completed, send the results to _____. You may wish to keep a copy for your own records. The scoring process is meant for department use only and is not expected to be used to generate a course grade.

Graduate Program (Check one): ___ Early Childhood Education, M.S. ___ Elementary Education, M.Ed. ___ Elementary Education, M.S. ___ General Studies Education, M.S. ___ Reading Education, M.Ed. ___ Reading Education, M.S.	Capstone Course (Check one) ___ TL 995 ___ TL 997 Semester and Year Completed: _____
Title of Project or Study: Type of Presentation (Check all that apply): ___ Written Only ___ Oral Only ___ Written & Oral ___ Collaborative ___ Individual	Type of Project or Study (Check one): ___ Teacher Research ___ Curriculum Project ___ Review and Analysis of Literature ___ Portfolio Project ___ Handbook ___ Web Page with Resource File ___ Manuscript Submitted for Review ___Other _____

Research Rubric: Goal 4.1 Candidates demonstrate an ability to systematically inquire about and reflect on their practice. Goal 1.2 Candidates demonstrate an ability to be effective communicators using writing.				
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III.3 Methods	Shallow and seemingly random approach to inquiry with limited sources from the professional literature and if relevant, sparse or unrelated data.	Good general approach to inquiry making use of multiple resources from the professional literature and if relevant varied sources of data such as interviews, surveys, field notes, work samples.	Detailed and systematic approach to inquiry making use of an abundance of resources from the professional literature and if relevant multiple sources of data such as interviews, surveys, field notes, work samples.	
III.4 Results	Results/findings/conclusions are unsupported by data and/or literature or resources.	Results/findings/conclusions are sufficiently supported by data and/or literature or resources.	Results/findings/conclusions are well supported by data and/or literature or resources.	
III.5 Significance	Results of inquiry do little to deepen candidate's knowledge or strengthen candidate's practice.	Results of inquiry add to candidate's knowledge base and provide evidence of capacity to strengthen candidate's practice.	Results of inquiry reveal depth of knowledge of topic; findings have potential to strengthen practice of professionals in the community.	
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