

# Assessment Plan

2020-21



## Program (COE) - Elementary Education: Traditional

**University Mission:** George Fox University, a Christ-centered community, prepares students spiritually, academically, and professionally to think with clarity, act with integrity, and serve with passion.

**Program Mission:** Embrace a Christ-centered worldview that supports and develops professionals who think critically, transform practice, and promote justice.

**Alignment With GFU Mission:** Integrates faith (Core Theme 3), learning (CT 1&2), and living (CT4) based on a Christ-centered worldview (CT3). We believe that this theoretical learning perspective provides a conceptual framework from which we can achieve the goal of our programs: to support and develop professionals who think critically, transform practice, and promote justice.

**Degree Outcomes:**

- Understand how learners grow and develop within and across the cognitive, linguistic, social, emotional and physical areas and design appropriate and challenging learning experiences for all learners
- Understand individual differences and diverse cultures and communities and apply this knowledge to creating environments that support individual and collaborative learning on behalf of student achievement
- Use a variety of instructional strategies to support every student in meeting rigorous learning goals
- Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content
- Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making
- Engage in ongoing professional learning and use evidence to continually evaluate his/her practice and adapt practice to become more effective

**Assessment Lead:** Shannon Steuckle

### Outcome: 1.1 Dispositions

Teacher candidates have the academic and professional dispositions that will be predictive of success in the UGTE Program. (InTASC 9)

**Outcome Status:** Inactive

**OutcomeType:** Admissions Evaluation

**Inactive Date:** 08/17/2018

### Assessment Tools

**Exam/Quiz - In Course - School of Education Dispositions assessment (Fall Sophomore year at admissions) (Active)**

**Target:** 100% of the students will score at least a 2 out of a 3 point scale

**Schedule for Data Collection:** Yearly

**Schedule for Data Analysis & Reporting:** Yearly

**Related Documents:**

[TRAD Continuous Improvement](#)

[TRAD Assessment Plan Question 1](#)

[TRAD Data Table](#)

[Rubric ED 240 CT Evaluation](#)

[Rubric ED 240 CT Evaluation](#)

[Trad Dispositions Rubric](#)

**GPA - Grade point average in the program. (Active)**

**Target:** 100% of students have a GPA of 2.75 or higher

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**Schedule for Data Collection:** Yearly  
**Schedule for Data Analysis & Reporting:** Yearly  
**Related Documents:**  
[TRAD Data Table](#)  
[TRAD Assessment Plan Question 1](#)  
[TRAD Data Table](#)  
[Rubric ED 240 CT Evaluation](#)  
[Trad Dispositions Rubric](#)

**Portfolio Review** - Dispositional Assessments collected as part of the admission process for UGTE. (Active)

**Target:** On the 4-point scales, students must have at least a 2 average to be admitted. Each group of students admitted to the program will have a 2.5 or above average on the 4-point scale.

**Schedule for Data Collection:** Data is collected during the admissions process.

**Schedule for Data Analysis & Reporting:** Analysis is conducted annually at the department meeting.

## Related Goals

Program (COE) - Elementary Education: Traditional

**Departmental** - Supports and develop professionals who think critically, transform practice, and promote justice

## Outcome: 2.1 Differentiation

The teacher education candidate will be able to design an integrated thematic instructional unit for students of various levels of language proficiency across the four language domains of listening, speaking, reading, and writing in the content area (EDUC 371 final assignment objective)

(InTASC 1,2)

**OutcomeType:** Student Learning Outcome

**Start Date:** 03/13/2018

## Assessment Tools

**Capstone Assignment** - EDUC 371 Rubric  
(Active)

**Target:** 1. All students will achieve a score of "3" or higher on each component of the EDUC 371 rubric and a minimum of 18 points.

**Schedule for Data Collection:** May 15 of each year

**Schedule for Data Analysis & Reporting:** Yearly

**Related Documents:**

[TRAD Continuous Improvement 2](#)

[TRAD Assessment Data 2](#)

[Rubric 475](#)

[Rubric 375](#)

[TRAD Assessment Plan Question 2](#)

[375/475 CT and Supervisor Evaluation inTASC](#)

[Data 2010 2011](#)

## Outcome: 3.1 Math Content

Teacher candidates will create a series of math lessons that foster student learning by incorporating activities, tasks, and assignments that develop authentic uses of language, discourse structures, and content area learning

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(InTASC 5)

**Outcome Status:** Active

**OutcomeType:** Student Learning Outcome

**Start Date:** 03/13/2018

## Assessment Tools

**Exam/Quiz - National/State** - edTPA rubrics 16, 17, and 18 (Active)

**Target:** All students will achieve a score of 3 or higher for edTPA rubrics 16, 17, and 18

**Schedule for Data Collection:** May 15 of each year

**Schedule for Data Analysis & Reporting:** By year

**Related Documents:**

[TRAD Data Table 3](#)

[TRAD Continuous Improvement 3](#)

[TRAD Assessment Plan 3](#)

[211 Fall 2011](#)

[211 Spring 2012](#)

[212 Spring 2012](#)

[All Data 2010](#)

## Outcome: 4.1 Unit Planning and Assessment

The teacher candidate will be able to understand and apply knowledge of the role of individual learner variables in the process of developing their students' proficiencies in language development and academic content during clinical practice.

(InTASC 3, Danielson standard for teaching 1.b; TESOL standards Domain 1.a)

**Outcome Status:** Active

**OutcomeType:** Student Learning Outcome

**Start Date:** 03/13/2018

## Assessment Tools

**Presentation/Performance** - Danielson rubric 1B (Active)

**Target:** 1. All students will pass the Danielson rubric 1B with a score of "3" or higher during the 475 practicum

**Schedule for Data Collection:** May 15 of each year

**Schedule for Data Analysis & Reporting:** Yearly

**Related Documents:**

[TRAD Data Question 4](#)

[TRAD Continuous Improvement 4](#)

[EDUC 475 Chapter 2](#)

[EDUC 375 Chapter 2](#)

[375/475 CT and Supervisor Evaluation inTASC](#)

[Data 2011](#)

[Data 2011](#)

[Data 2012](#)

[Data 2010 2011](#)

## Related Goals

Program (COE) - Elementary Education: Traditional

**Departmental** - Supports and develop professionals who think critically, transform practice, and promote justice

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## Outcome: 6.1 Lesson Planning and Assessment

Teacher candidates will plan and implement a series of lessons that are designed to foster student learning? (InTASC 7,8)

**Outcome Status:** Inactive

**OutcomeType:** Student Learning Outcome

**Inactive Date:** 03/13/2018

### Assessment Tools

**Presentation/Performance** - Rubric 375 Chapter 3 & field experience  
Rubric 475 Chapter 3 & field experience (Active)

**Target:** All students will score 2 and above; which is proficient

**Schedule for Data Collection:** May 15 of each year

**Schedule for Data Analysis & Reporting:** Annually

**Related Documents:**

[TRAD Continuous Improvement 5](#)

[TRAD Data Question 5](#)

[TRAD Data Summary Question 5](#)

[Rubric 375 Chapter 3](#)

[Rubric 475 Chapter 3](#)

[Data 2010 2011](#)

## Outcome: 5.1 Assessment and Evaluation

The teacher education candidate will be able to complete an assessment on one child integrating assessments from two courses EDUC 413 and EDUC 480 (InTASC 6) ILA standards 3.1, 3.2, 3.3, 3.4; Danielson 1f, TESOL standards 1a.2, 3.a.3, 3.b.1, 4.b.3, 4.c.1, 4.c.5)

**Outcome Status:** Active

**OutcomeType:** Student Learning Outcome

**Start Date:** 12/14/2018

### Assessment Tools

**Capstone Assignment** - Course Rubric (Active)

**Target:** 1. All students will achieve a score of "3" or higher on each component of the shared EDUC 413/480 rubric for a minimum of 18 points.

**Schedule for Data Collection:** December 15 of each year

**Schedule for Data Analysis & Reporting:** Annually

**Related Documents:**

[375/475 CT and Supervisor Evaluation inTASC](#)

[Rubric 375 Chapter 4](#)

[475 Rubric Chapter 4](#)

[TRAD Continuous Improvement 6](#)

[TRAD Continuous Improvement 6](#)

[TRAD Data TWS Chapter 4](#)

[TRAD Data 375 Chapter 4](#)

[TRAD Data 475 Chapter 4](#)

[TRAD Data Summary Question 6](#)

[Data 2010 2011](#)

[Data 2010 2011 Field Experience](#)

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## Outcome: 7.1 Professional Dispositions

Teacher candidates have the professional dispositions that will empower them to actively and successfully implement the conceptual framework ideals of Think Critically, Transform Practice and Promote Justice, within their teaching practice? (InTASC 7, 8, 10)

**Outcome Status:** Inactive

**OutcomeType:** Student Learning Outcome

**Inactive Date:** 03/13/2018