

Assessment Plan

2021-22



ADP - Elementary Education

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: Prepare teachers for careers in public and private schools through a curriculum that builds on a broad foundation in Christian liberal arts education through specialization in elementary education with methods, clinical studies in teaching, and learning theory.

Alignment With GFU Mission: Aligns most strongly with the mission elements Think with Clarity, Act with Integrity, and Serve with Passion.

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: Katy Turpen

Outcome: Content Knowledge

Candidates will demonstrate their content knowledge by averaging a 3.0, or higher on rubrics 1, 7 and 9 of the edTPA.

Rubric 1 - Planning for Literacy Learning:

Candidate's plans for instruction build on each other to support learning of • the essential literacy strategy for comprehending OR composing text • with clear connections to skills.

Rubric 7 - Engaging Students in Learning

Students are engaged in learning tasks that address their understanding of (1) essential literacy strategy for comprehending OR composing text, and (2) related skills. Candidate links prior academic learning to new literacy learning.

Rubric 9 - Subject-Specific Pedagogy

Candidate models the essential literacy strategy to comprehend OR compose text WITH limited opportunities for practice.

Outcome Status: Active

OutcomeType: Core Theme #1: Liberal Arts Foundation, Core Theme #2: Professional Preparation

Start Date: 06/01/2019

Assessment Tools

Exam/Quiz - National/State - edTPA rubrics 1,7 and 9 (Active)

Target: Students must receive an overall score of 42 across 18 rubrics. The ELED goal is that students receive a 3.0 average,

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which means a 3.0 or above on all scores. Rubrics are set up on a 1-5 scale.

Schedule for Data Collection: Yearly in June

Schedule for Data Analysis & Reporting: June 30th

Outcome: Content Knowledge Application

Candidates will be able to demonstrate the ability to apply content knowledge understanding in early childhood and elementary, and successfully meet the challenges of classroom teaching by scoring an average of 3 on Danielson Clinical Practice Evaluation Rubrics 1a, 1e, and 3c.

Danielson 1a - Demonstrating Knowledge of Content and Pedagogy: The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

Danielson 1e - Designing Coherent Instruction: Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

Danielson 3c - Engaging Students in Learning The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

Outcome Status: Active

OutcomeType: Core Theme #2: Professional Preparation

Start Date: 06/01/2018

Assessment Tools

Exam/Quiz - National/State - Danielson Rubric - administered 8 -10 times during the practicum experience (Active)

Target: Students need an overall average 2.5 on the final rubric which covers 21 domains. This does allow for some 2's, but the goal of the ELED department is to have an average a 3 or higher in these specific areas.

Schedule for Data Collection: Data will be collected during the practicum experience of candidates. This happens in the Spring of each year.

Schedule for Data Analysis & Reporting: June 30th

Outcome: Reflective Practitioner

Candidates will demonstrate an ability to reflect on their practice accurately, corresponding to the assessments that would be given by an external and unbiased observer. and demonstrate professionalism in the classroom by acting with integrity and honesty, by achieving a 3.0 average on Danielson Rubrics 4a and 4f.

Danielson Rubric 4a - Reflecting on Teaching: The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

Danielson Rubric 4f - Showing Professional The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in a team or departmental decision making. The teacher complies fully with school and district regulations.

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Outcome Status: Active

OutcomeType: Core Theme #2: Professional Preparation, Core Theme #3: Christ Centered Community, Core Theme #4: Local & Global Engagement

Start Date: 06/01/2018

Assessment Tools

Field Placement/Internship Evaluation - Danielson Clinical Placement (Active)

Target: Students need to achieve a 2.5 overall with 21 different indicators. Students are scored on each indicator using a rubric between 1-4

Schedule for Data Collection: Students are scored each spring 8-10 times by a University Supervisor each Spring.

Schedule for Data Analysis & Reporting: June 30

Outcome: Effective Practitioner

Candidates will demonstrate an ability to analyze teaching effectiveness and use assessment data to inform instruction by scoring a 3.0 or higher on edTPA Rubrics 10 and 15.

edTPA rubric 10 - Analyzing Teacher Effectiveness: Candidate proposes changes that address students' collective learning needs related to the central focus.

Candidate makes superficial connections to research and/or theory.

edTPA rubric 15 - Using Assessment to Inform Instruction: Next steps propose general support that improves student learning related to assessed learning objectives. Next steps are loosely connected with research and/or theory.

Outcome Status: Active

OutcomeType: Core Theme #3: Christ Centered Community

Start Date: 06/01/2018

Assessment Tools

Exam/Quiz - National/State - edTPA Teacher Portfolio (Active)

Target: Teacher candidates are expected to score a cut score of 42. There are 18 rubrics and each rubric is scored on a 5 pt scale. The expectation of the EEd candidates a 3.0 average on every rubric.

Schedule for Data Collection: Students submit in the Spring of each year.

Schedule for Data Analysis & Reporting: June 30th

Outcome: Licensing Complete

100% of candidates will be eligible for an Oregon Preliminary Teaching License upon completion of the program by getting a passing score of 220 or higher on the NES or ORELA exam and passing the edTPA with a minimum score of 42.

A passing ORELA score in the state of Oregon is a 220 per Teachers Standards and Practices Commission.

A passing edTPA in the state of Oregon is a 42 per Teachers Standards and Practices Commission.

Outcome Status: Active

OutcomeType: Core Theme #2: Professional Preparation, Core Theme #4: Local & Global Engagement

Start Date: 06/01/2018

Assessment Tools

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Exam/Quiz - National/State - edTPA Teacher Portfolio

ORELA Civil Rights Exam
ORELA Subtest I
ORELA Subtest II (Active)

Target: The cut score for the edTPA is 42

The ORELA cut score is 220

Schedule for Data Collection: All tests must be completed by graduation.

Schedule for Data Analysis & Reporting: June 30th.

Outcome: Inclusive Educator

Outcome #6 Inclusive Educator

Candidates will demonstrate an understanding of learner development and an ability to embrace all diversities with all scores above a 2.0 or higher on the Educator Disposition Assessment and 3.0 on edTPA Rubric 2 and 3.

Educator Disposition Assessment Indicator 6 - Goes through the expected and superficial motions to embrace all diversities. Strives to build a safe classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task

edTPA rubric 2 - Planning to Support Varied Student Learning Needs: Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.

edTPA rubric 3 - Using Knowledge of Students to Inform Teaching and Learning: Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' • prior academic learning OR • personal, cultural, or community assets. Candidate makes superficial connections to research and/or theory.

Outcome Status: Active

OutcomeType: Core Theme #2: Professional Preparation, Core Theme #3: Christ Centered Community, Core Theme #4: Local & Global Engagement

Start Date: 06/01/2018

Assessment Tools

Exam/Quiz - National/State - edTPA - scored by Pearson (Active)

Target: EdTPA has a required cut score of 42. The ELED program would like all candidates to be a 3.0 average.

Schedule for Data Collection: Students are required to submit an edTPA each Spring before being recommended for licensure.

Schedule for Data Analysis & Reporting: June 30th

Field Placement/Internship Evaluation - School of Education Dispositions Rubric (Active)

Target: Students need to be at a 2 or higher on every indicator.

Schedule for Data Collection: Candidates are evaluated at the beginning, middle and end of a 20-month program.

Schedule for Data Analysis & Reporting: July of each year.

Outcome: 1.1 Dispositions

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

Outcome Status: Inactive

Start Date: 08/25/2017

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Assessment Tools

Exam/Quiz - National/State - ORELA Subtest 1 and Subtest II

ORELA Civil Rights Test
ORELA ESOL Test (Active)

Target: All students will pass

Schedule for Data Collection: May 15 of every year

Schedule for Data Analysis & Reporting: November and April

GPA - GPA 2.75 (Active)

Target: 100% of students will have a GPA of 2.75

Schedule for Data Collection: May 15 of each year

Schedule for Data Analysis & Reporting: 11/2017

Student Self Assessment - Dispositions Rubric (Active)

Target: Students will score 2 or higher in all categories

Schedule for Data Collection: Beginning of Program

End of Fall Semester Year One

End of Spring Semester Year One

End of Summer Semester Year One

End of Fall Semester Year Two

End of Spring Semester Year Two

Schedule for Data Analysis & Reporting: May 2018

May 2019

Related Documents:

[Rubric for Dispositions ELED.doc](#)

Field Placement/Internship Evaluation - Danielson Framework, Domain 4 (Active)

Target: Criteria:

Ones should not be on the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract.

The final average must be 2.5.

Schedule for Data Collection: May 15

Schedule for Data Analysis & Reporting: May 15

Outcome: 2.1 Differentiation

Teacher candidates will differentiate their teaching to meet the needs of the diversity of students within their classrooms? (InTASC 1,2)

Outcome Status: Inactive

OutcomeType: Student Learning Outcome

Assessment Tools

Field Placement/Internship Evaluation - 375/475 CT and Supervisor Danielson Evaluation (Active)

Target: Domain 3: Instruction

Ones should not be on the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract.

The final average must be 2.5.

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Schedule for Data Collection: May 15 of each year

Schedule for Data Analysis & Reporting: At the end of 375 and 475 student teaching

Outcome: 4.1 Unit Planning and Assessment

Teacher candidates will design and plan a unit that integrates assessment into the learning and teaching process? (InTASC 3)

Outcome Status: Inactive

OutcomeType: Student Learning Outcome

Assessment Tools

Presentation/Performance - edTPA scores for Task 1, rubric 5 and edTPA scores for Task 3, rubrics 11,12, 13, 14, and 15 (Active)

Target: Students should have an average score of 3.0

Schedule for Data Collection: May 15 of each year.

Schedule for Data Analysis & Reporting: Yearly

Capstone Assignment - Rubric Unit Overview in ELED 371 and 414 (Active)

Target: Students will have a 3 above in all categories

Schedule for Data Collection: May 15

Schedule for Data Analysis & Reporting: May 15

Field Placement/Internship Evaluation - Danielson Domain 1 and 3 (Active)

Target: Criteria:

Ones should not be in the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract.

The final average must be 2.5.

Schedule for Data Collection: May 15

Schedule for Data Analysis & Reporting: May 15

Outcome: 5.1 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

Assessment Tools

Capstone Assignment - Rubric Unit Overview in ELED 371 and 414 (Active)

Target: All students will score a 3 or above.

Schedule for Data Collection: May 15 of each year.

Schedule for Data Analysis & Reporting: Annually

Portfolio Review - edTPA scores for Task 1, rubrics 1, 2, 3, 4 and Task 2 6, 7, 8, 9, 10 (Active)

Target: All students must have 3's in all categories

Schedule for Data Collection: May 15

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Schedule for Data Analysis & Reporting: Annually

Field Placement/Internship Evaluation - Danielson Domain 2 (Active)

Target: Criteria:

Ones should not be in the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract.

The final average must be 2.5.

Schedule for Data Collection: May 15

Schedule for Data Analysis & Reporting: Annually

Outcome: 6.1 Assessment and Evaluation

Teacher candidates will evaluate the learning of their P-6 students to describe student progress, plan for increased student learning, and implement their observations in their teaching? (InTASC 6)

Outcome Status: Inactive

OutcomeType: Student Learning Outcome

Assessment Tools

Portfolio Review - edTPA scores for Task 4, rubrics 16, 17, and 18 (Active)

Target: All students will score 3 or above.

Schedule for Data Collection: May 15 of each year

Schedule for Data Analysis & Reporting: Annually

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

Assessment Tools

Field Placement/Internship Evaluation - Danielson Domain 4

(Active)

Target: Criteria:

Ones should not be in the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract.

The final average must be 2.5.

Schedule for Data Collection: May 15 of each year.

Schedule for Data Analysis & Reporting: Annually