

GEORGIA SOUTHERN UNIVERSITY
COLLEGE OF EDUCATION
PROGRAM: BS. ED. MIDDLE GRADES EDUCATION
INSTITUTIONAL EFFECTIVENESS PLAN (MARCH 2004)

PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODOLOGIES	ACHIEVEMENT STATUS	FEEDBACK AND IMPROVEMENT
<p>1. Content Knowledge: Demonstrates a knowledge of the content in one's teaching field including:</p> <ul style="list-style-type: none"> • the concepts and skills that define the discipline; • how the knowledge in one's 	<p>All learning outcomes are assessed throughout the program in artifacts collected in each of the methods courses and field experiences. These artifacts include reflection logs, instructional designs, lesson and unit designs, demonstration teaching in the partner schools, assessment designs, assessment rubrics, portfolio artifacts, shadow studies, reflective papers, microteaching, and presentations. Faculty review the performance results and recommendations from candidates and public school supervisors to identify areas of the program that need modifications.</p> <p>Assessment Checkpoint 1:</p> <p>Candidates must meet all admission requirements to the Teacher Education Program at the end of the Pre-Professional Block (EDUF 2120, EDUR 2121, SPED 2120, ITEC 2120, & COED 2110)</p> <hr/> <p>Assessment Checkpoint 2:</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in MGED 3131 and MGED 5333. These courses are prerequisites for enrolling in Methods Block I.</p> <p>Candidates must also demonstrate performance in each of the required content</p>	<p>Partially Achieved</p>	<ul style="list-style-type: none"> • Review content courses on program of study to address broad-field science content requirements • Expand collaboration with faculty in content areas • Review student teaching expectancies related to SPA

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<p>discipline is organized, linked to other disciplines, and used in the real world; and</p> <ul style="list-style-type: none"> the Georgia QCC objectives and National Content Standards. 	<p>performance in each of the required content courses in the program for the two areas of concentration.</p> <p>Assessment Checkpoint 3 (Methods Block I):</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in MGED 3332, MGED 3432, and MGED 3721. These courses are prerequisites for Methods Block II.</p> <p>Candidates must also demonstrate performance in each of the required content courses in the program for the two areas of concentration.</p> <p>Assessment Checkpoint 4 (Methods Block II):</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in EDUF 3232, MGED3232, MGED 3532, and MGED 3722. These courses are prerequisites for student teaching.</p> <p>Assessment Checkpoint 5 (Student Teaching):</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in MGED 4799.</p>		<p>requirements</p> <ul style="list-style-type: none"> MGED 3532: Emphasis on implementing the 5 NCTM process standards in candidates' units (NCATE math requirement) With the elimination of Georgia QCC standards and the implementation of Georgia Performance Standards, content will be revised to reflect those standards
<p>2. Instructional Planning: Plans and evaluates curriculum and a variety of teaching-learning strategies that:</p> <ul style="list-style-type: none"> Reflect appropriate goals 	<p>Assessment Checkpoint 2:</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in MGED 3131 and MGED 5333. These courses are prerequisites for enrolling in</p>	<p>Achieved, but continuing to enhance</p>	<ul style="list-style-type: none"> In the process of revising candidate assessment forms to better document candidate performance and dispositions In the process of revising Student

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<p>and objectives based on a range of student needs and achievement</p> <ul style="list-style-type: none"> Engage students in learning within and across the disciplines and how subjects they study can be used to explore important issues in their lives and the world around them Accommodate diverse student populations Emphasize important themes and topics that cut across the disciplines 	<p>Methods Block I.</p> <p>Assessment Checkpoint 3 (Methods Block I):</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in MGED 3332, MGED 3432, and MGED 3721. These courses are prerequisites for Methods Block II.</p> <p>Assessment Checkpoint 4 (Methods Block II):</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in EDUF 3232, MGED3232, MGED 3532, and MGED 3722. These courses are prerequisites for student teaching.</p> <p>Assessment Checkpoint 5 (Student Teaching):</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in MGED 4799.</p>		<p>Teaching and Practicum expectancies to meet SPA requirements</p>
<p>3. Instruction: Demonstrates competency in using a variety of teaching strategies and materials that engage students in meaningful learning:</p> <ul style="list-style-type: none"> Accommodates a range of learners with attention to gender and diversity issues; Modifies instruction to reflect changes in student 	<p>Assessment Checkpoint 2:</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in MGED 3131 and MGED 5333. These courses are prerequisites for enrolling in Methods Block I.</p> <p>Assessment Checkpoint 3 (Methods Block I):</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in</p>	<p>Achieved, but continuing to enhance</p>	<ul style="list-style-type: none"> In the process of revising candidate assessment forms to better document candidate performance and dispositions In the process of revising Student Teaching and Practicum expectancies to meet SPA requirements Continue to expand opportunities for candidates to have diverse

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<p>achievement and interests</p> <ul style="list-style-type: none"> Provides instructional strategies that are appropriate in difficulty and complexity for insuring high levels of student learning Provides ways to confront, explore, and understand important and challenging concepts, topics, and issues in purposeful ways Demonstrates effective use of oral and written language 	<p>MGED 3332, MGED 3432, and MGED 3721. These courses are prerequisites for Methods Block II.</p> <p>Assessment Checkpoint 4 (Methods Block II):</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in EDUF 3232, MGED3232, MGED 3532, and MGED 3722. These courses are prerequisites for student teaching.</p> <p>Assessment Checkpoint 5 (Student Teaching):</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in MGED 4799.</p>		<p>placements.</p>
<p>4. Technology: Demonstrates competency in using technology and other multi-media resources to maximize student learning</p> <ul style="list-style-type: none"> Selects and uses technology and current resources to support one's own professional growth 	<p>Assessment Checkpoint 2:</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in MGED 3131 and MGED 5333. These courses are prerequisites for enrolling in Methods Block I.</p> <p>Assessment Checkpoint 3 (Methods Block I):</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in MGED 3332, MGED 3432, and MGED 3721. These courses are prerequisites for Methods Block II.</p> <p>Assessment Checkpoint 4 (Methods Block II):</p>	<p>Achieved, but continuing to enhance</p>	<ul style="list-style-type: none"> Introduce CPS (Methods Block II) Develop Web Quest activity (MGED 3332) Revised Comprehensive technology form Exposure to electronic grade book Formalize electronic portfolio process across program (TK-20) MGED 3532: Continue to assist candidates in developing skill in incorporating technology in order to impact how students learn mathematics (i.e. calculators, spreadsheets, Internet, math software packages)

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<p>5. Classroom Environment: Creates a learning community which promotes a caring, safe, and active learning environment:</p> <ul style="list-style-type: none"> • Provides for the needs, rights, and responsibilities of all students • Creates a classroom environment in which students are encouraged to take intellectual risks and work independently and collaboratively • Selects and implements a range of classroom management strategies which are appropriate for a range of student needs • Communicates clear standards of conduct to students: response to 	<p>Assessment Checkpoint 3 (Methods Block I):</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in MGED 3332, MGED 3432, and MGED 3721. These courses are prerequisites for Methods Block II.</p> <p>Assessment Checkpoint 4 (Methods Block II):</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in EDUF 3232, MGED3232, MGED 3532, and MGED 3722. These courses are prerequisites for student teaching.</p> <p>Assessment Checkpoint 5 (Student Teaching):</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in MGED 4799.</p>	<p>Achieved, but continuing to enhance</p>	<ul style="list-style-type: none"> • In the process of revising candidate assessment forms to better document candidate performance and dispositions • Develop performance log for classroom management

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<p>students' behavior is fair, consistent, and appropriate</p> <ul style="list-style-type: none"> Provides constructive feedback to students, as well as non-verbal communication 			
<p>6. Student Assessment: Demonstrates competency in using formative and summative evaluation to assess learning as part of an on-going teaching-learning process.</p> <ul style="list-style-type: none"> Uses multiple formal and informal strategies for assessment, including student self-evaluation Diagnosis student needs (academic and affective) and modifies teaching and learning strategies to meet the needs of students and improve student learning Uses multiple records of student progress (ex: anecdotal records, observations, checklists, and quantitative data) to diagnose student learning and modify instruction Demonstrates an understanding and an application of appropriate uses of assessment strategies and data 	<p>Assessment Checkpoint 2: Analyze performance of the learning outcomes in each of the artifacts collected in MGED 3131 and MGED 5333. These courses are prerequisites for enrolling in Methods Block I.</p> <p>Assessment Checkpoint 3 (Methods Block I): Analyze performance of the learning outcomes in each of the artifacts collected in MGED 3332, MGED 3432, and MGED 3721. These courses are prerequisites for Methods Block II.</p> <p>Assessment Checkpoint 4 (Methods Block II): Analyze performance of the learning outcomes in each of the artifacts collected in EDUF 3232, MGED3232, MGED 3532, and MGED 3722. These courses are prerequisites for student teaching.</p> <p>Assessment Checkpoint 5 (Student Teaching): Analyze performance of the learning outcomes in each of the artifacts collected in MGED 4799.</p>	<p>Partially Achieved</p>	<ul style="list-style-type: none"> MGED 3332: Reading level assessment activity developed MGED 3131: broadened section for assessment in all lesson plans Develop comprehensive assessment form across all assessment points MGED 3532: Conducting and analyzing a pre-test (use information for designing unit) MGED 3532: Conducting an item analysis of the final test (will tie back to pretest) MGED 3532: Implementing an alternative assessment in their unit and discussing impact on what they learned about their students Continue to enhance strategies for improving student learning Develop assessment strategies for documenting that candidates can affect student learning. Develop a document form for parent conferences

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<ul style="list-style-type: none"> Demonstrates methods for reporting and communicating assessment results to students, parents, and other educators. 			
<p>7. Young Adolescent Development and Middle Level Education: Demonstrates knowledge and an application of human growth and developmental characteristics of young adolescents.</p> <ul style="list-style-type: none"> Articulates a philosophy of sound middle level education and how to translate one's philosophy into instructional practices Demonstrates knowledge and application of the essential components of sound middle school education Demonstrates knowledge of the curriculum and instructional components appropriate to sound middle level education, including an academic core, interdisciplinary teaming, exploratory programs, and teacher-based advisory Draws on one's knowledge of young adolescent development in order to understand and foster 	<p>Assessment Checkpoint 2: Analyze performance of the learning outcomes in each of the artifacts collected in MGED 3131 and MGED 5333. These courses are prerequisites for enrolling in Methods Block I.</p> <p>Assessment Checkpoint 3 (Methods Block I): Analyze performance of the learning outcomes in each of the artifacts collected in MGED 3332, MGED 3432, and MGED 3721. These courses are prerequisites for Methods Block II.</p> <p>Assessment Checkpoint 4 (Methods Block II): Analyze performance of the learning outcomes in each of the artifacts collected in EDUF 3232, MGED3232, MGED 3532, and MGED 3722. These courses are prerequisites for student teaching.</p> <p>Assessment Checkpoint 5 (Student Teaching): Analyze performance of the learning outcomes in each of the artifacts collected in MGED 4799.</p>	<p>Achieved, but continuing to enhance</p>	<ul style="list-style-type: none"> MGED 3131: all students complete shadow study on an elementary and a middle school student, full field placement has option of 4th or 5th grade, developmentally appropriate research paper added to course MGED 3721, MGED 3731, and MGED 4799: candidates complete Responding to Student Diversity Form for Unit Require philosophy of education paper for student teaching portfolio

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<p>student knowledge, skills, interests, aspirations, and values</p> <ul style="list-style-type: none"> • Supports the well-being of students from middle childhood through young adolescence by fostering self-esteem, self-awareness, character development, civic responsibility, and respect for diverse individuals and groups 			
<p>8. Professionalism: Exhibits the dispositions expected of professional educators in their work with students, families, communities, other colleagues, and other stakeholders.</p> <ul style="list-style-type: none"> • Demonstrates commitment to the belief that all children can learn • Articulates beliefs about teaching and learning that guide one's professional practice • Reflects on one's instruction, assumes responsibility for one's own actions and seeks opportunities to make changes • Makes decisions that demonstrate judgment consistent with professional 	<p>Assessment Checkpoint 2: Analyze performance of the learning outcomes in each of the artifacts collected in MGED 3131 and MGED 5333. These courses are prerequisites for enrolling in Methods Block I.</p> <p>Assessment Checkpoint 3 (Methods Block I): Analyze performance of the learning outcomes in each of the artifacts collected in MGED 3332, MGED 3432, and MGED 3721. These courses are prerequisites for Methods Block II.</p> <p>Assessment Checkpoint 4 (Methods Block II): Analyze performance of the learning outcomes in each of the artifacts collected in EDUF 3232, MGED3232, MGED 3532, and MGED 3722. These courses are prerequisites for student teaching.</p> <p>Assessment Checkpoint 5 (Student</p>	<p>Achieved, but continuing to enhance</p>	<ul style="list-style-type: none"> • Develop training program for site-based student teaching • Require philosophy of education paper for student teaching portfolio

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<p>standards and ethics for teaching</p> <ul style="list-style-type: none"> • Communicates effectively with other teachers, administration, parents, and staff • Participates effectively as a team member • Demonstrates effective use of oral and written language 	<p>Teaching):</p> <p>Analyze performance of the learning outcomes in each of the artifacts collected in MGED 4799.</p>		