

## Teacher Education Program Outcomes

### Student Learning Outcomes, Program Level:

Upon completion of the Teacher Education Program at the College of Southern Idaho, a graduating student with an Associate of Arts Degree in Bilingual Elementary Education, Elementary Education, Secondary Education, or Special Education will have fulfilled the following program learning outcomes as demonstrated in a Teacher Education Program Portfolio. The portfolio requires students to demonstrate their decision-making ability, problem-solving competency, individuality, and creativity in five portfolio entries from five required education courses. Each portfolio entry addresses one or more Idaho Core Teacher Standards (ICTS) or International Society for Technology in Education (ISTE) standards: The entries are from the following courses: EDUC 201 Foundations of Education (Autobiographical Essay), EDUC 202 Field Experience (Performance Form), EDUC 204 Families, Communities, and Culture (Statement of Informed Beliefs Diversity Essay), EDUC 205 Development/Individual Differences (Individual Differences Student Profile Essay), and EDUC 215 Educational Technology (Technology Portfolio).

### EDUC 201 Foundations of Education

Learning Outcome 1: Students will critically discuss their background information relating to educational issues. (ICTS 9)

Learning Outcome 2: Students will demonstrate effective communication skills. (ICTS 6)

Activity: In EDUC 201 Foundations of Education, students will write an Autobiographical Essay (Portfolio Entry).

### EDUC 202 Field Experience

Learning Outcome 3: Students will interact in a professional, effective manner with peers, school personnel, students, parents, and other community members to support students' learning and well-being. (ICTS 10)

Activity: In EDUC 202 Field Experience, students will complete 45 hours of supervised K-12 classroom experience. A cooperating, licensed teacher completes a CSI Student Performance Form.

### EDUC 204 Families, Communities, and Culture

Learning Outcome 4: Students will demonstrate their attitudes and knowledge as a foundation for understanding the diversity among students in school. (ICTS 3)

Learning Outcome 5: Students will demonstrate how to make appropriate adjustments in planning, delivery, and assessment of instruction to meet students' diverse needs and experiences. (ICTS 3)

Learning Outcome 6: Students will demonstrate effective communication skills. (ICTS 6)

Activity: In EDUC 204 Families, Communities, and Culture, students will write a Statement of Informed Beliefs Diversity Essay (Portfolio Entry).

### EDUC 205 Development/Individual Differences

Learning Outcome 7: Students will use systematic observation for gathering data to develop a student profile.

Learning Outcome 8: Students will demonstrate an understanding of how students learn and develop. (ICTS 2)

Learning Outcome 9: Students will identify opportunities that support student learning and development. (ICTS 2)

Learning Outcome 10: Students will demonstrate effective communication skills. (ICTS 6)

Activity: In EDUC 205 Development/Individual Differences, students will write an Individual Difference Student Profile Essay (Portfolio Entry).

### **EDUC 215 Educational Technology**

Learning Outcome 11: Students will demonstrate a sound understanding of technology operations and concepts (ISTE 1).

Activity: In EDUC 215 Educational Technology, students will develop a technology portfolio. (Portfolio Entry)

### **Outcomes Assessment:**

Review of the student's Teacher Education Outcomes Portfolio is a three-step process to ensure that the student's work proves proficient ("acceptable" or "at target" according to a holistic grading rubric) and to ensure the portfolio is justly reviewed.

1. Within the course, the portfolio entry is evaluated by the course instructor (or supervising teacher) using a holistic scoring rubric. The entry is also evaluated on how well it meets the identified ICTS or ISTE standard. (See rubric scoring sheets for EDUC 201, EDUC 202, EDUC 204, EDUC 205, and EDUC 215.)
2. In EDUC 290 Exit Seminar, students revisit, revise, and resubmit each portfolio entry after addressing the instructor's comments made on the original entry and by applying what he/she has learned or would like to change since originally submitting the assignment. The EDUC 290 instructor reviews the portfolio (each entry) using the same holistic scoring rubric as mentioned above. The instructor recommends the student's work as "not acceptable," "acceptable," or "at target." The instructor also evaluates how well each portfolio entry meets the identified ICTS or ISTE standard. Students who do not submit a portfolio receive a course grade of No Pass (NP) and must repeat the course.
3. After the student's portfolio is reviewed by the EDUC 290 instructor, it is submitted to the Teacher Education Committee (Teacher Education Program faculty) for review. Each portfolio entry is reviewed using the same holistic scoring rubric as mentioned above. If the portfolio proves "acceptable" or "at target," the student successfully completes (Pass) EDUC 290. If the portfolio proves "not acceptable," the student receives a No Pass (NP) in EDUC 290 and must retake the course. The committee's recommendation is final.