

## Teacher Education Course Outcomes & Assessments

### General Overview:

Each course within the Teacher Education Program has clearly stated outcomes and assessments per college policy. These outcomes and assessments are located on the course syllabus, on the master course outline, and in the Teacher Education Handbook. Faculty cover outcomes and assessments with students at the beginning of each semester when the course syllabus is reviewed and then throughout the course within each unit, chapter, activity, or assignment.

Beginning in the fall of 2006 and then each semester thereafter, all full-time, part-time, and adjunct Teacher Education faculty will be required to submit a Classroom Outcomes Assessment Report for courses taught. Faculty will use an Outcomes Template to address student evaluations, classroom instruction, curriculum, outcomes, assessments, student success, and student retention. Classroom outcomes will then be rolled into a Teacher Education Outcomes Assessment Report, which will include all required and elective courses. This process will broaden the scope of assessment and will facilitate faculty discussion beyond the classroom level. As a result of this collaborative effort, faculty will address areas such as the scope of courses, common language for policies and procedures, instruction, delivery, assessment, data gathering, and reporting. Faculty will address program outcomes as well.

### Process:

All faculty are required to submit a Classroom Assessment Report to the Teacher Education Coordinator or the Education Department Chairperson following the end of each semester. The Coordinator or Chairperson then rolls classroom reports into a Teacher Education Outcomes Assessment Report. The report is reviewed with the coordinator in preparation for the following semester's in-service workshop. Faculty meet during in-service week to discuss the Teacher Education Outcomes Assessment Report, making adjustments as needed for the forthcoming semester. Each semester, faculty will follow this cyclical process of planning, implementation, and assessment.

The Teacher Education Outcomes Assessment Report will also be used in part to drive the plan for improvement process. Faculty may develop professional goals, which are included in the faculty's Individual Development Plan (IDP), as a result of classroom/program assessment. The Education Department Chairperson will utilize faculty IDPs and the Teacher Education Outcomes Assessment Report to develop program-related goals and budget requests in the Education Department's Unit Development Plan (UDP).

The following table provides outcomes and assessments for required and elective courses in the Teacher Education Program. Required courses are identified in bold. For a more complete description of course outcomes, activities, and assessments, please see Master Course Outlines.

### For the fall semester of 2006, instructors will assess course learning outcomes indicated in bold.

Course	Student learning outcome	Assessment
EDUC 110 Peer Tutor Training	<b>1. Students will gain a general understanding of peer tutoring theories, concepts, and techniques and apply them in peer tutoring situations.</b>	<b>Assignments/activities, analysis papers, portfolio. The above items will be assessed using a criterion-referenced rubric</b>
	2. Students will increase an awareness of their	Assignments/activities, analysis papers,

	personal strengths and weaknesses and how to use these traits to improve peer tutoring.	portfolio. The above items will be assessed using a criterion-referenced rubric.
<b>EDUC 201 Foundations of Education</b>	<ol style="list-style-type: none"> <li>1. Students will demonstrate an understanding of teaching definitions, concepts, and techniques.</li> <li>2. Students will critically discuss the diversity of educational issues.</li> <li>3. <b>Students will critically discuss their background information relating to educational issues. (ICTS 9)</b></li> <li>4. Students will develop an analytical philosophy statement.</li> <li>5. Students will evaluate effective instruction and the necessary skills to achieve educational goals.</li> <li>6. <b>Students will demonstrate effective communication skills. (ICTS 6)</b></li> </ol>	<p>Exams, discussion, and assignments</p> <p>Essay (holistic scoring), oral presentation (rubric)</p> <p><b>Autobiographical Essay (portfolio entry) assessed using a holistic scoring rubric</b></p> <p>Item analysis exam and philosophy statement assignment (holistic rubric)</p> <p>Item analysis exam; instructor evaluation</p> <p><b>Autobiographical Essay (portfolio entry) assessed using a holistic scoring rubric</b></p>
<b>EDUC 202 Field Experience</b>	<ol style="list-style-type: none"> <li>1. Students will complete 45 hours of supervised K-12 classroom experience.</li> <li>2. <b>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)</b></li> </ol>	<p>A completed CSI Performance Form (portfolio entry) by the cooperating, licensed teacher</p> <p><b>CSI Performance Form (portfolio entry)</b></p>
EDUC 203 Applied Education	<ol style="list-style-type: none"> <li>1. Students will complete a minimum of 45 contact hours per enrolled credit of supervised K-12 classroom or related educational experience.</li> <li>2. <b>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)</b></li> </ol>	<p>A completed CSI Performance Form by the cooperating, licensed teacher</p> <p><b>CSI Performance Form</b></p>
<b>EDUC 204 Families, Communities and Culture</b>	<ol style="list-style-type: none"> <li>1. Students will identify how school, family, and community interactions serve as a basis for understanding cultural diversity.</li> <li>2. Students will identify how school, family, and community interactions serve as a basis for extending learning opportunities of children.</li> <li>3. <b>Students will demonstrate their attitudes and knowledge as a foundation for understanding the diversity among students in school. (ICTS 3)</b></li> <li>4. <b>Students will demonstrate how to make appropriate adjustments in planning,</b></li> </ol>	<p>Assignment/class activity using instructor rubric</p> <p>Assignment/class activity using instructor rubric</p> <p><b>Statement of Informed Beliefs Diversity Essay assessed using an holistic scoring rubric</b></p> <p><b>Statement of Informed Beliefs Diversity Essay assessed using an holistic scoring</b></p>

	<p><b>delivery, and assessment of instruction to meet students' diverse needs and experiences. (ICTS 3)</b></p> <p><b>5. Students will demonstrate effective communication skills. (ICTS 6)</b></p>	<p><b>rubric</b></p> <p><b>Statement of Informed Beliefs Diversity Essay assessed using an holistic scoring rubric</b></p>
<p><b>EDUC 205 Development/ Individual Differences</b></p>	<p>1. Students will demonstrate an understanding of normal child developmental stages and general aspects of 13 exceptionalities in children.</p> <p>2. Students will discuss student learning styles, strategies, and group configurations for optimal classroom management.</p> <p>3. Students will collect student learning data to interpret student individual differences.</p> <p><b>4. Students will use systematic observation for gathering data to develop a student profile.</b></p> <p><b>5. Students will demonstrate an understanding of how students learn and develop. (ICTS 2)</b></p> <p><b>6. Students will identify opportunities that support student learning and development. (ICTS 2)</b></p> <p><b>7. Students will demonstrate effective communication skills. (ICTS 6)</b></p>	<p>Exam</p> <p>Assignments, class discussion, exam using an instructor rubric</p> <p>Assignments and class discussion evaluated using an instructor rubric</p> <p><b>Individual Differences Student Profile Essay (portfolio entry) assessed using an holistic scoring rubric</b></p> <p><b>Individual Differences Student Profile Essay (portfolio entry) assessed using an holistic scoring rubric</b></p> <p><b>Individual Differences Student Profile Essay(portfolio entry) assessed using an holistic scoring rubric</b></p> <p><b>Individual Differences Student Profile Essay (portfolio entry) assessed using an holistic scoring rubric</b></p>
<p><b>EDUC 215 Educational Technology</b></p>	<p><b>1. Students will demonstrate a sound understanding of technology operations and concepts (ISTE 1).</b></p> <p>2. Students will plan and design effective learning environments and experiences supported by technology.</p> <p>3. Students will implement curriculum plans that include methods and strategies for applying technology to maximize student learning.</p> <p>4. Students will apply technology to facilitate a variety of effective assessment and evaluation strategies.</p> <p>5. Students will use technology to enhance their productivity and professional practice.</p> <p>6. Students will understand the social, ethical,</p>	<p><b>Computer Skills Assessment (CSA); holistic scoring rubric</b></p> <p>Virtual learning environment</p> <p>Slide presentation and written assignment</p> <p>Evaluation and assessment assignment</p> <p>Written responses</p> <p>Written responses</p>

	legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	
EDUC 265 Online Learning Environments	<ol style="list-style-type: none"> <li>1. Discuss how online learning differs from traditional classroom learning</li> <li>2. Critically evaluate online resources</li> <li>3. Compare the advantages and limitations of the online and face-to-face learning</li> <li>4. List characteristics needed for successful online learning</li> <li>5. Discuss the challenges and opportunities faced by online faculty and online students</li> <li>6. Participate in online threaded discussion forums</li> <li>7. Participate in an online synchronous chat session</li> <li>8. Work actively as a member of an online collaborative team</li> <li>9. Describe the strengths and weaknesses of various modes of asynchronous and synchronous teaching and learning tools</li> <li>10. Reflect upon online experiences - write a reflection paper based on the experience of learning in an online learning environment</li> </ol>	<p>Discussion Board Rubric</p> <p>Discussion Board Rubric Discussion Board Rubric</p> <p>Discussion Board Rubric</p> <p>Discussion Board Rubric</p> <p>Checklist Checklist Checklist/Peer Rating Form</p> <p>Virtual Activity Classroom Checklist</p> <p>Reflection Paper Rubric</p>
<b>EDUC 290 Exit Seminar</b>	<ol style="list-style-type: none"> <li>1. Students will organize and present a completed Professional Notebook.</li> <li>2. Students will meet CSI Teacher Education Exit requirements.</li> <li>3. <b>Students will be “at target” on Idaho Core Teacher Standards (ICTS) 2, 3, 6, 9, and 10 and International Society for Technology in Education (ISTE) Standard 1</b></li> </ol>	<p>Professional Notebook evaluated with a criterion-referenced rubric</p> <p>Fulfilled AA requirements; 2.75 cumulative GPA; completed Teacher Education Exit Survey; Proficient Teacher Education Portfolio</p> <p><b>Portfolio evaluation using a holistic scoring rubric</b></p>