



Unit Assessment Report: Assessment #3 – Ability to Plan

School Year: 2015-2016

Description: Ability to Plan is a core assessment of the College of Education. The ability to plan is assessed through different assignments in different programs. To meet key assessment #3 candidates are required to demonstrate command of their subject matter and professional and pedagogical knowledge, skills and dispositions needed to convey and apply the subject matter and theories learned to P-12 students and settings.

For elementary program the ability to plan is assessed through the EdTPA rubric which is on a 5 point scale. The same rubric is used for practicing teachers who are pursuing national board teacher certification and thus very elaborate and demanding.

Initial Programs - Elementary (5 Point Scale)	Mean Score
Elementary Education - Undergraduate	2.90
Elementary Education – Graduate Evening Masters	3.00
Early Childhood Education - Undergraduate	3.20
Early Childhood Education - Graduate	2.90

The ability to learn standards for teacher candidates in secondary and special education is assessed using a number of rubrics. The rubrics are on a 3 point scale. For special education program the rubric assesses:

3.0 = Indicator Met

2.0 = Indicator Partially Met

1.0 = Indicator not Met

Different programs of the Secondary Education have unit plans developed during their specialty methods courses. A 3 point scale rubric is used to assess their ability to plan and execute as well. The rubrics for different programs are tailored to meet the needs of different content areas. The rubric rates candidates' performance as Unacceptable (1), Acceptable (2), or Target (3). There have not been candidates and courses offered in certain areas and thus no data available for the academic year 2013-14.

Initial Programs - 3 Point Scale	Mean Score
Special Education Undergraduate	3.00
Special Education Graduate	N/A
Secondary Education – Mathematics undergraduate	N/A
Secondary Education – Mathematics graduate	N/A
Secondary Education – Science undergraduate	3.00
Secondary Education – Science graduate	2.97
Secondary Education – Social Science History undergraduate	N/A
Secondary Education – Social Science History Graduate	N/A
Secondary Education – Social Science Psychology undergraduate	N/A
Secondary Education - Social Science Psychology graduate	N/A
Secondary Education – English Language Arts undergraduate	N/A
Secondary Education - English Language Arts Graduate	N/A
Secondary Education Average of all candidates	2.99
Initial Candidates Average	3.00

The ability to plan is assessed during different courses in advanced licensure programs. All programs use 3 point scale rubrics. Assessment #3 rubrics for the programs in Instructional Technology, Educational Leadership, Reading and English as a Second Language use a 3 point scale rating applicants' planning abilities as Target (3), Acceptable (2), and Unacceptable (1).

Advanced Programs – 3 Point Scale	Mean Score
Educational leadership: Principal Preparation	3.00
English as a Second Language	N/A
Instructional Technology	2.85
Reading and Literacy	2.87
Advanced Programs Average	2.91

In the Counseling program the ability to plan standards is assessed when candidates complete a pedagogical project by developing and presenting proactive curricular material to **be presented** in a unit. The activity is assessed using a two point scale.

Advanced Program – 2 Point Scale	Mean Score
School Counseling	N/A

Interpretation and Findings:

The Elementary Education program uses the EdTPA rubric to assess teacher candidates and thus their performance is compared to the performance of practicing teachers with advanced experience in the profession. As a result we believe that our elementary teacher candidates perform very well with a mean of 3.58 and 3.65.

The requirements for meeting the ability to plan standard for the other programs at the initial or advanced level are demanding as well as since this standard assesses candidates' ability to apply theory into practice in real settings. The 2 point scale used to assess Counseling students' ability to plan and the fact that the performance takes place during foundational courses indicates that there will be adequate assistance for candidates who perform at level 1 to polish their planning skills during subsequent coursework.

As data indicate overall candidates in the College of Education at Lewis University in initial and advanced licensure programs demonstrate the knowledge and skills needed to plan for effective instruction or support the learning environment in order to insure student learning.

Respectfully Submitted,

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