Secondary Education MIT Program Assessment Plan

The Secondary Education MIT program assessment plan is comprised of two components: Program Alignment with Conceptual Framework & State Standards and Transition Point Assessments & Requirements. Our assessment plan defines candidate learning outcomes relative to state standards and the conceptual framework, aligns curriculum with the learning outcomes, and identifies sources of evidence of candidate proficiency collected through multiple assessment measures at major transition points.

**Program Alignment with Conceptual Framework & State Standards**

<table>
<thead>
<tr>
<th>State Standard V: Knowledge and Skills</th>
<th>Conceptual Framework Component</th>
<th>Where Addressed (Courses/Field Experiences)</th>
<th>How Assessed (Sources of Data)</th>
</tr>
</thead>
</table>
| Standard 5.1: Knowledge of Subject Matter and Curriculum Goals | Knowledgeable educators understand the central concepts, tools of inquiry, and structure of subject matter to create learning experiences that make subject matter meaningful to students. | General University Requirements: Communication; quantitative and symbolic reasoning; humanities; social sciences; comparative, gender, and multicultural studies; and natural sciences | Admissions Summary
  - WEST-B Basic Skills Test
  - GPA |
| **A. Content driven.** All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology. | **Approved Academic Majors or Equivalent including Content Curriculum, Methods, and Field Experience:**
  - Anthropology/Social Studies*
  - Art - P-12 Specialist
  - Biology
  - Chemistry
  - Chemistry/Biology - Secondary
  - Chemistry/Mathematics - Secondary
  - Chemistry/Physics - Secondary
  - Dance, BA or BFA
  - Earth Science - Secondary
  - Earth Science/Science - Secondary
  - Economics/Social Studies*
  - English-Literature Emphasis
  - French with a Teaching Endorsement
  - General Science - Secondary
  - Geography/Social Studies*
  - German with a Teaching Endorsement
  - History/Social Studies*
  - Japanese with a Teaching Endorsement | Secondary Education Program Level Assessments Fall 2007 - Spring 2009
  - Pilot of Combined SEC 433/436 Field Experience Survey Data - Spring 2011 |
| **B. Aligned with curriculum standards and outcomes.** All students know the learning targets and their progress towards meeting them | | Qualification for Internship
  - Pre-internship GPA
  - WEST-E Endorsement Test |
| **C. Integrated across content areas.** All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning. | | Program Completion
  - Intern Development and Evaluation System (IDES)
  - Performance-based Pedagogy Assessment (PPA)
  - Woodring Internship (Exit) Survey |
| | | Post Program Completion
  - Career Services Center Placement Survey |
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<tbody>
<tr>
<td>Math, Music Education - P-12: Choral,</td>
<td>Mathematics - Secondary</td>
<td></td>
<td>Woodring 1st and 3rd Year Follow-up</td>
</tr>
<tr>
<td>General or Instrumental</td>
<td></td>
<td></td>
<td>Studies (2011)</td>
</tr>
<tr>
<td>Physical Education &amp; Health - P-12</td>
<td></td>
<td></td>
<td>EBI Survey of Alumni and Principals</td>
</tr>
<tr>
<td>Physics/Mathematics - Secondary</td>
<td></td>
<td></td>
<td>(2005-2008)</td>
</tr>
<tr>
<td>Political Science/Social Studies*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology/Social Studies*</td>
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<tr>
<td>Spanish with a Teaching Endorsement</td>
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<tr>
<td>Special Education - P-12</td>
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<tr>
<td>Theatre Arts – Educational Theatre Concentration</td>
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<tr>
<td>SEC 426 Social Studies for the Secondary School is delivered through the Dept. of Secondary Education.</td>
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</tbody>
</table>

### Foundations
- SEC 512 Seminar in Educational Philosophy
- SEC 513 Seminar in Socio-cultural and Legal Education

### General Curriculum, Methods, and Field Experiences
- SEC 435 Middle School Practicum
- SEC 450 Introduction to Middle School
- SEC 532 Curriculum & Instruction in the Secondary Schools
- SEC 533 Assessment & Professional Development in Secondary Schools
- SEC 534 Management, Motivation & Discipline in the Secondary Schools
- SEC 595 Graduate Internship

### Standard 5.2: Knowledge of Teaching

**A. Informed by standards-based assessment.** All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.

**B. Intentionally planned.** All students benefit from standards-based planning that is personalized.

**C. Influenced by multiple instructional strategies.** All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic needs as they respond meaningfully to student contributions.

**Thoughtful educators** adapt instruction to meet student needs as they respond meaningfully to student contributions.

- Knowledgeable educators use best practices in their profession including the research-based instructional strategies, academic content area expertise, and effective technology.

- Effective educators use a variety of assessments to

**Foundations**
- SEC 512 Seminar in Educational Philosophy
- SEC 513 Seminar in Socio-cultural and Legal Education

**Special Education and Diverse Needs**
- SPED 510 Middle and Secondary Level Learning Problems

**General Curriculum, Methods, and Field Experiences**
- SEC 435 Middle School Practicum
- SEC 433/436 Peer Teaching Lab and High School Practicum
- SEC 450 Introduction to Middle School
- SEC 452 Intensive Middle School Practicum
- SEC 525 Content Reading, Writing & Communication in Secondary Schools

**Secondary Education Program Level Assessments Fall 2007 - Spring 2009**

- Pilot of Combined SEC 433/436 Field Experience Survey Data - Spring 2011

**Qualification for Internship**
- Pre-internship GPA

**Program Completion**
- Intern Development and Evaluation System (IDES)
- Performance-based Pedagogy Assessment (PPA)
- Woodring Internship (Exit) Survey
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</table>
| backgrounds.                           | evaluate student progress and performance. | ▪ SEC 531 Teaching Adolescents  
▪ SEC 532 Curriculum & Instruction in the Secondary Schools  
▪ SEC 533 Assessment & Professional Development in Secondary Schools  
▪ SEC 534 Management, Motivation & Discipline in the Secondary Schools  
▪ SEC 595 Graduate Internship | Post Program Completion  
▪ Career Services Center Placement Survey  
▪ Woodring 1st and 3rd Year Follow-up Studies (2011)  
| D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners. | ▪ SEC 531 Teaching Adolescents  
▪ SEC 532 Curriculum & Instruction in the Secondary Schools  
▪ SEC 533 Assessment & Professional Development in Secondary Schools  
▪ SEC 534 Management, Motivation & Discipline in the Secondary Schools  
▪ SEC 595 Graduate Internship | ▪ IT 544 Instructional Technology in Education |

**Standard 5.3: Knowledge of Learners and their Development in Social Contexts**

A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.

B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.

C. Family/Neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.

D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.

Thoughtful educators appreciate and value human diversity and show respect for students’ varied talents and perspectives.

Knowledgeable educators understand and apply general concepts, theories, and research about effective teaching regardless of the content area.

Effective educators create a learning environment that encourages students to develop positive self-motivation and social interaction skills while engaged in learning.

Thoughtful educators also understand issues related to sustainability education and take responsibility for contributing to the well-being of the current generation while helping to ensure the well-being of future generations.

Foundations
- SEC 501 Introduction to Educational Research
- SEC 512 Seminar in Educational Philosophy
- SEC 513 Seminar in Socio-cultural and Legal Education

Special Education and Diverse Needs
- SPED 510 Middle and Secondary Level Learning Problems

General Curriculum, Methods, and Field Experiences
- SEC 435 Middle School Practicum
- SEC 433/436 Peer Teaching Lab and High School Practicum
- SEC 450 Introduction to Middle School
- SEC 452 Intensive Middle School Practicum
- SEC 510 Teacher as Communicator
- SEC 525 Content Reading, Writing & Communication in Secondary Schools
- SEC 531 Teaching Adolescents
- SEC 532 Curriculum & Instruction in the Secondary Schools
- SEC 533 Assessment & Professional Development in Secondary Schools
- SEC 534 Management, Motivation & Discipline in the Secondary Schools
- SEC 595 Graduate Internship

Secondary Education Program Level Assessments Fall 2007 - Spring 2009
- Pilot of Combined SEC 433/436 Field Experience Survey Data - Spring 2011
- Qualification for Internship  
  ▪ Pre-internship GPA
- Program Completion  
  ▪ Intern Development and Evaluation System (IDES)  
  ▪ Performance-based Pedagogy Assessment (PPA)  
  ▪ Woodring Internship (Exit) Survey
- Post Program Completion  
  ▪ Career Services Center Placement Survey  
  ▪ Woodring 1st and 3rd Year Follow-up Studies (2011)  
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<td><strong>Standard 5.4: Understanding of Teaching as a Profession</strong></td>
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<tr>
<td><strong>A. Informed by professional responsibilities and policies.</strong> All students benefit from a collegial and professional school setting.</td>
<td>Thoughtful educators possess dispositions that support the learning and well-being of all students. They reflect on the impact of their professional practice and recognize when instruction needs to be diversified, augmented or simply changed.</td>
<td><strong>Foundations</strong></td>
<td>Secondary Education Program Level Assessments</td>
</tr>
<tr>
<td></td>
<td>Knowledgeable educators understand concepts related to professional ethics, legal and policy issues, and the roles and responsibilities of the profession.</td>
<td>▪ SEC 501 Introduction to Educational Research</td>
<td>▪ Spring 2011 Pilot</td>
</tr>
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<td></td>
<td>Effective educators use a variety of assessments to evaluate student progress and performance and use information about student learning to improve their own professional practice.</td>
<td>▪ SEC 512 Seminar in Educational Philosophy</td>
<td>▪ Fall 2007 – Spring 2009</td>
</tr>
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<td></td>
<td></td>
<td>▪ SEC 513 Seminar in Socio-cultural and Legal Education</td>
<td>Qualification for Internship</td>
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<td><strong>Special Education and Diverse Needs</strong></td>
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<td>▪ SPED 510 Middle and Secondary Level Learning Problems</td>
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<td><strong>General Curriculum, Methods, and Field Experiences</strong></td>
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<td>▪ SEC 435 Middle School Practicum</td>
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<td>▪ EBI Survey of Alumni and Principals (2005-2008)</td>
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<td></td>
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<td>▪ SEC 452 Intensive Middle School Practicum</td>
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</tbody>
</table>
### Transition Point Assessments & Requirements

<table>
<thead>
<tr>
<th>Admission</th>
<th>Program Retention</th>
<th>Qualification for Fulltime Internship</th>
<th>Program Completion</th>
<th>Post Program Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRE or MAT</td>
<td>Orientation Training</td>
<td>WEST-E</td>
<td>Performance-based Pedagogy Assessment (PPA)</td>
<td>Follow-up surveys of alumni and principals at 1&lt;sup&gt;st&lt;/sup&gt; year and 3&lt;sup&gt;rd&lt;/sup&gt; year (2011)</td>
</tr>
<tr>
<td>GPA of 3.0 or higher for the last 90 graded quarter credits including upper division post-baccalaureate credits</td>
<td>▪ Bloodborne pathogens</td>
<td>Practicum performance evaluations</td>
<td>or beginning January 2012: Teacher Performance Assessment (TPA)</td>
<td>WA State New Teacher Survey (2009)</td>
</tr>
<tr>
<td>Bachelor’s degree or equivalent in an endorsement area; 80% of endorsement coursework complete</td>
<td>▪ Professionalism</td>
<td>Completion of all education/endorsement courses, grade of C or better</td>
<td>Draft Professional Growth Plan</td>
<td>EBI Survey of Alumni and Principals (2005-2008)</td>
</tr>
<tr>
<td>English composition course, minimum grade of B</td>
<td>▪ Prevention of sexual harassment</td>
<td>Applications for internship/certification</td>
<td>Dean’s affidavit attesting to character and fitness</td>
<td></td>
</tr>
<tr>
<td>Recommendations (3)</td>
<td>▪ Legal and professional responsibilities</td>
<td>Fingerprinting/character and fitness clearance through internship term</td>
<td>Internship Survey</td>
<td></td>
</tr>
<tr>
<td>Reflective Essay</td>
<td>Fingerprinting/character and fitness clearance</td>
<td>SEC 691 Research Seminar - Secondary (degree requirement)</td>
<td></td>
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</tr>
<tr>
<td>Interview</td>
<td>Grade of C or better in education/endorsement courses</td>
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<td></td>
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<tr>
<td></td>
<td>Remediation of any Student of Concern issue</td>
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<td></td>
</tr>
</tbody>
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**Minimum 3.0 GPA**

**Orientation Training:**
- Bloodborne pathogens
- Professionalism
- Prevention of sexual harassment
- Legal and professional responsibilities

**Practicum performance evaluations**

**Teacher Performance Assessment (TPA)**

**Performance-based Pedagogy Assessment (PPA)**

**Intern Development Evaluation System (IDES)**

**Remediation of any Student of Concern issue**

**Grade of C or better in education/endorsement courses**

**Fingerprinting/character and fitness clearance through internship term**

**Career Services Center Placement Survey**

**Follow-up surveys of alumni and principals at 1<sup>st</sup> year and 3<sup>rd</sup> year (2011)**

**WA State New Teacher Survey (2009)**

**EBI Survey of Alumni and Principals (2005-2008)**