Program: BA Elementary Education

1. **Mission:** *What is the mission of your program? How does it align with the mission of the college and university? How do your PLOs inform or reflect your mission? [250 words max]*

The Elementary Education Program mission aligns with the COE Conceptual Framework: ***The Professional Educator*** We strive to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Since our last PAR evaluation, we have an enhanced commitment to serve rural communities in our state.

Alignment
The Elementary Program and our community partners, aligns with the COED and university mission as well as national and state accreditation standards for educator preparation programs (EPP's). Our mission aligns with the university's mission of "Know, Do, and Become through our emphasis on developing teacher candidates, knowledge, skills, and dispositions and becoming lifelong learners, contributing citizens, and ethical professionals.

The Elementary Education Program makes regular contributions through program faculty service on many State level committees that directly influence teacher education policy This participation keeps us up to date and in alignment with changes to State and National standards.

The additional focus on rural schools aligns with the Idaho Legislature's passage of *The Idaho Rural recruitment and Retention Act at the State level and* aligns with Dr. Tromp's stated objectives for Boise State at the university level.

Program PLOs
Our Program Learning Outcomes (PLO) focus on the preparation of candidates to be professionally licensed educators Kindergarten through 8th grade that are endorsed or have dual certification in a specific content area specialty. Our selected PLOs for the 19-20 PAR cycle come from program accreditation standards for the state of Idaho. The state program accreditation standards are aligned with the national InTASC standards. There are 10 state/InTASC standards with multiple substandards. Similar to the 16-17 PAR cycle, our program stakeholders selected specific accreditation substandards that have been identified as areas for improvement for this new 19-20 PAR cycle.

2. **Assessment Processes:** Responses to this item reflect the **current state** in the department/program. Provide a current 'snapshot' of your PLO assessment process.

a. Engagement & Process
Describe how the department discusses, uses, and shares information about student learning outcomes achievement (i.e., How does the assessment process work beyond individual courses? Who is involved? How do the department's faculty interact around this topic? How often? How are results shared and with whom?). [750 words max]

Program Assessment is part of the continuous improvement process for all education programs on campus. We have a multi-tiered process for sharing data and ensuring program quality. The Elementary Program is actively represented and participates in the unit assessment processes described below:

Teacher Education Coordinating Council (TECC) – Program coordinator is a member of this governing council for all initial and advanced programs on campus; reviews data across programs, any curriculum or admission/selection criteria and changes; The scope of issues to be brought to the table for discussion and decision purposes shall focus upon items that have a measurable impact upon more than one program. TECC meets every month during the school year.

Continuous Improvement Team: The Elementary Program Coordinator and additional faculty are active members of this team that leads national and state accreditation processes. implementing more efficient and effective movement through the teacher education programs, for keeping abreast of accreditation issues and preparation, and for improving field experience coordination and functioning has the following purposes and functions. CIT meets every other week during the school year.

The Elementary Education Program Summits
The Elementary Education Program faculty, advisors and instructors come together each semester to discuss data, establish PLOs for program goals, and map changes across the elementary curriculum.

This group is composed of faculty from different programs and colleges that contribute to the Elementary Education Program, and meet once a semester. Please see the link below to the elementary state program review data files.

Teacher Education Liaison Group: from TECC bylaws: **Teacher Education Liaison Group**
(including clinical field experience representatives in Elementary and Secondary programs and all field supervisors from all of the departments involved throughout the unit) Elementary program faculty and instructors are well represented in this group with the responsibility to update field guides, consider and recommend improvements in field experiences, and implement problem solving strategies emerging from field experiences. TELG meets every month during the school year.

Teacher Education Advisory Board - involves stakeholder groups outside of Boise State where data from program learning outcomes and assessment may be reviewed with K-8 school partners and representatives so outcomes are shared with and improvement processes/decisions include external stakeholder input. Data that has been shared include all the Professional Year data from Taskstream, including PYA averages per component (22) and Individual Professional Learning Plan (IPLP) goals around the 22 components. Surveys of employer and alumni may also be included as a point of data collection and wider sharing in this section as applicable.

b. Strengths & Challenges
What is going well in the assessment of this program? Are there any challenges, gaps, or areas for improvement in the assessment of this program? [250 words max
Strengths
Boise State Elementary Program Graduates are well prepared at exit to contribute to p-12 student learning through proficiency on multiple measures of important aspects of teaching effectiveness across their program and at exit and into their first years of practice. The preponderance of overlapping evidence from different sources triangulate, elaborate, and confirm that Elementary teacher candidates are well started beginners when they enter the field of teaching. The strength in our assessment process comes from a mix of program-created (used for signature assignments across the same sections of courses or across similar assignments at different places in the program) , COED created (used across programs), State (Used across Institutions of higher Ed), and National Assessments. This allows us to take a program, state, and national look at the progress and success of our program.

Data Sources Include:
Program created assessments
Three progessive Intervention Case Studies across the program
Three signature assignments for Reflection across the program
Signature course assignments across course sections that align with PLO's & ULO's
College of Education
Summative Performance Assessment of Teaching
Formative observations of teaching
Case Study of our graduates performance in their First Years of Teaching: Studying Practice and Student Learning
State
Professional Year Assessment
Alumni Surveys
Employer Surveys
Case Study of our graduates performance in their First Years of Teaching: Studying Practice and Student Learning
National
PRAXIS exams demonstrating content knowledge

We think our system of assessment is rigorous, inclusive, and allows us to pinpoint areas in need of improvement. More information about these assessments can be found in Template II.

Challenges to our Assessment Process

Finding the "right" Assessment

State and National standards change frequently creating a need for continuous updating and alignment. For instance a new National Standard has been added for assessing teacher candidates reading, writing, and math skills at entrance to program with a nationally normed test. We have spent over a year trying to develop or find an assessment that aligns with our programs beliefs and purposes for such an assessment. We have engaged with other programs, colleges units, and other Education preparation programs to identify an assessment that does not add extra cost and stress to our students.

Implementing a new State Assessment

The State has also instituted new state literacy examinations for all teachers. Our program has had a representative on the state committee to help us have a voice in the process. We entered a pilot of the exams during the 2019-2020 year that are connected to three of our required literacy courses in the Elementary Program program. We are currently engaged in analyzing the data to see where our courses and course instructors are in alignment with this assessment. However, The State is analyzing data to see if the test itself has content validity and is determining cut scores. We engage in our analysis with caution asn we wait to see the results of the State's analysis before we can revise course PLO's or signature assignments.

Building New Assessments to align with New Course requirements

New Finishing Foundations Requirements - We have rebuilt our finishing foundations course to align with new university requirements. We have developed several rubrics to align with PLO's and SLO's for the course. We will need to review rubrics with the assignments across sections and then revise based on the results,

We are currently working to link the Rubric for the Diversity Case to study in our Finishing Foundations course to our FS course ED CIFS 201 and another checkpoint at admission to the program. Although we say our program is committed to social justice and equity we have no way to measure our progress toward that goal. These three data points across time will help us track program progress and make changes to course content in a more systematic way.

3. **Continuous Improvement:** *Responses to this item are <u>backwards looking</u> in that you are reflecting on action items and next steps that were identified in your last report.*

a. ***Curriculum, instructional, or programmatic changes*** *(see previous PAR Template II, column 4; previous Curriculum Map; and Follow-Up Report, question III):*

16-17 PAR Goals	16-17 PAR Action Items	19-20 PAR Update
	16-17 GOAL 1	
Goal 1: Planning for the Needs of Diverse Learners *Candidates can identify the academic language demands of lessons and units.* *Candidates can write Language targets that are aligned with the content standards and ELA standards.* *Candidates can plan and enact Instructional activities and targeted supports that are aligned with the identified language targets for the whole class, small group, and*	**Elementary Education students need additional knowledge and skills in language acquisition.** **Program Progress Data Snapshots for Goal 1** **Alumni and Employer Surveys** showed lower scores related to teaching and supporting diverse learners and language learners. Action Items have resulted in an increase of scores in this area. **2017 survey 2019 survey** 49% 62% *% of scores at 3 or Above*	Curriculum changes were successful. All Elementary Education majors are now required to take ED LLC 300 Second Language Acquisition where candidates learn to identify language demands, write language targets, and plan instruction that includes unit planning for English Language Learners. Candidates develop knowledge of levels of language learners and characteristics of culturally diverse students. **Evidence of Learning** Signature Assignment from Ed LLC 300

individual learners. *Candidates will develop positive dispositions and knowledge of culturally and linguistically diverse students, including levels of language development.*	*Proficient or above* **S-PAT Performance Scores** Scores in 2017 showed students scoring below a 2.5 on multiple measures of *planning for language learners*. In 2018 we added a new rubric item to our S-PAT planning template for a direct measure at program completion. Score for planning for language learners has increased to a 2.9 out of 3.0 **Spring 2018 Spring 2020** **2.7 2.9**	
Goal 1: Planning for the Needs of Diverse Learners *Candidates will develop positive dispositions and knowledge of culturally and linguistically diverse students.*	All Elementary Candidates need a field experience in a culturally diverse setting. **Program Progress Data Snapshot** 100% of Elementary Candidates have a documented placement in a diverse setting **Curriculum Mapping -** Added Assignments to address dispositions	All Elementary Candidates now have a field placement in a culturally diverse setting developing relationships with culturally diverse p-8 students. This was achieved by developing a partnership between the Department of Language Literacy and Culture, the office of teacher education,and Service learning to create a culturally diverse Early Field placement connected to ED LLC 200. Five new partnerships were established in culturally diverse elementary schools and existing partnerships expanded. . This provides more opportunities for diverse placements in the professional year. **ED CIFS 201 Philosophy** *Discuss, develop, and describe beliefs with regard to learning and language differences; developing a sense of self (INTASC 2)* **Evidence of Learning:** *Philosophy of Education paper; weekly reflections; approaches to teaching project; service learning; research project* **ED CIFS 203 ED PSY** *Discuss, develop, and describe the learning differences and language needs; connecting theory with practice; developing self-*

		awareness and open-mindedness (INTASC 2) ***Evidence of Learning***: *Socialization experiment; Learner Self-Evaluation; Learner Autobiography; Theory Analysis*
Goal 1: Planning for the Needs of Diverse Learners *Candidates can plan and enact Instructional activities and targeted supports that are aligned with the identified language targets for the whole class, small group, and individual learners.*	**Curriculum Mapping-** Added assignments differentiated instructional activities for language learners and culturally diverse students **Program Progres Data snapshot** **Alumni and Employer Surveys** showed lower scores related to teaching and supporting diverse learners and language learners. Action Items have resulted in an increase of scores in this area. **2017 survey 2019 survey** **49% 62%** *% of scores at 3 or Above Proficient or above* **S-PAT Performance Scores** Scores in 2017 showed students scoring below a 2.5 on multiple measures of *planning for language learners*. In 2018 we added a new rubric item to our S-PAT planning template for a direct measure at program completion. Score for planning for language learners has increased to a 2.9 out of 3.0 **Spring 2018 Spring 2020** **2.7 2.9**	More assignments have been added earlier in the program with signature assignments **ED LLC 340 Comprehensive Literacy** *Identify the components of literacy: reading, writing, speaking, & listening and describe the role of language development in each. Introduction to language targets in lesson planning for field placements (INTASC 2)* ***Evidence of Learning:*** *Literacy Learner report,Lesson plans* **ED LLC 345 Writing Methods** *Identify language demands (text structures) in different genres of writing and write language learning target in lesson plans; describe issues related to supporting language learners (INTASC 2)* ***Evidence of Learning:*** *Lesson plans* **ED CIFS 333 Science Methods** *Dissect Nation Science standards grouping to identify science specific language demands & create aligned language targets. Writing Language targets in lesson/unit plans* ***Evidence of Learning: Unit/Lesson plans*** INCLUSION OF TEACHING EXPERIENCE IN DIVERSE SETTING-Teaching a lesson at FAMILY STEM NIGHT at Title one schools. **Professional Year** Creation of OnLine seminar with activities on Language Acquisition to guide professional year students in lesson planning and unit planning for language learners. This is used by liaisons in professional year seminars in student teaching , viewed by students in ED CIFS 430

		Evidence of Learning *ED CIFS 430- Lesson plans and unit plan* *Formative Observations* *S-PAT unit plan*
Goal 1: Planning for the Needs of Diverse Learners *Faculty will be able to support the development of candidates ability to identify the academic language demands of lessons and units, write Language targets that are aligned with the content standards and ELA standards ,and plan and enact Instructional activities and targeted supports that are aligned with the identified language targets for the whole class, small group, and individual learners.*	**Convene a Linguistic Task Force with membership from across programs to, develop and deliver Professional Development to Faculty in the area of language acquisition**	The Linguistic Task Force with membership from across programs met, developed and delivered Professional Development to Faculty a. Faculty survey to identify faculty need for PD b.. Summer Course in Language Acquisition for faculty c. Co teaching opportunities for faculty - Experts from the Boise School district co-taught elementary education courses with several faculty members.
Goal 1: Planning for the Needs of Diverse Learners The Program will demonstrate its commitment to strengthening candidates ability to support language learners.	**The Program needs to prioritize and expand its attention to teaching diverse learners**.	Redesign of the Boise State Core Practices took place by the Coherence Task Force 2018-2019 Equity was selected as a Core Value of the Program.
	16-17 GOAL 2	
Goal 2: Understand and implement differentiate instruction to meet the needs of diverse learning needs. *Candidates will understand the purpose and theory of differentiated instruction and its connection to equity.*	**Program Progress Data Snapshot** 2017 multiple measures of Goal 2 indicated scores below a 2.5 **Direct measures were added to the S-PAT end of program performance assignment. While scores have increased they remain flat.** **Spring 19 Spring 20** WG-2.72 WG 2.75 IND 2.75 IDV 2.73 **Map the teaching of differentiated instruction across the program**	**Early Program Additions to build knowledge** Signature assignments for learning theories of differentiation, planning for differentiation in content areas, and implementing differentiation strategies were added to courses from early program to professional year. This was accomplished through curriculum mapping in the Elementary Education Program retreats and summits held twice each school year. Examples **ED CIFS 203 ED PSY**

		Class readings. discussions on the purpose and theories of differentiated instruction. ***Evidence of Learning***: *Differentiated instruction assignment* **ED ESP 250 Intro SPED** *Distinguish between learning differences and language needs for students with disabilities and discuss the implications within the RTI process. (INTASC 2)* ***Evidence of Learning:*** *Case Study activity distinguishing English language learning needs/behaviors vs. academic needs/behaviors*
Goal 2: Understand and implement differentiate instruction to meet the needs of diverse learning needs. *Candidates will demonstrate knowledge of a variety of strategies for differentiating content, process, and products by readiness, learning profile, and interest.*	**Map the teaching of differentiated instruction across the program**	*ED CIFS 430- Differentiation module, paper, showcase* ***Evidence of Learning*** Students present a variety of differentiation strategies as a showcase to their peers and other teachers. They create brochures, presentation boards and interactive components. Evidence of Learning
Goal 2: Understand and implement differentiate instruction to meet the needs of diverse learning needs. *Candidates will create and enact lesson and unit plans that include evidence of differentiating content, process, AND product based on readiness, interest AND learning profile for whole class, small group, and individuals.*	**Map the teaching of differentiated instruction across the program**	***ED CIFS 430 Language acquisition online module,*** ***Evidence of Learning*** *Lesson Planning analysis for language demands and targets* ***ED LLC 442- Integrated Unit*** *Development of integrated unit literacy and social students with Language Demands and Targets in the Planning template* ***Evidence of Learning*** *Unit Plan* **S-PAT Unit Plan** *-addition of Language Demands and Targets to the Unit Plan Template that calls for Differentiation whole group, small group,*

		and for individuals
	16-17 GOAL 3	
Goal 3: Use formative and summative assessment to monitor P-12 learner progress (from 16-17 PAR) *Candidates will demonstrate knowledge of assessment systems and theories,*	**Progress data snapshot 2017** Scores from multiple sources at the end of the program and into candidates' first years of teaching were in the score range of basic or **below a 2.5.** These are lower than other scores measuring professional practice than are **closer to a score of 3 or above 2.5** which is considered proficient. **2020** -Scores from multiple sources at end of the program and into **candidates' first years of teaching are at or near scores of proficient (above a 2.5), but are still lower than other scores measuring professional practice.** **Example data set** **Professional Year Assessment for 1F- Planning for Assessment.** Fall 17 interns Spring 18 ST 2.40 2.50 Spring 19 interns Fall 19 ST 2.46 2.79 Fall 19 interns Spring 20 ST 2.39 2.73 *scores show growth from internship to student teaching has increased to ablive a 2.5* **This remains a programmatic goal. Revisions to the new course are being informed by 2019-2020 data** **One course in assessment at the end of the program has been insufficient to**	**Early and Mid Program Actions** Alignment of the program curriculum map with newly revised and more rigorous state standards for Assessment Skills in Elementary Education Programs has been completed in mid and late program. **ED CIFS 201 Philosophy** *Address their understanding and beliefs with regard to assessment; historical aspect of assessment, standards, and policy* ***Evidence of Learning*** *Philosophy of Education paper; weekly reflections; approaches to teaching; research paper* **ED CIFS 203 Ed PSY** *Discuss the different forms of assessment (formative and summative); become aware of the connection between learner attributes, instructional practice, and modes of assessment* ***Evidence of Learning*** *Activity Facilitation; Theory Analysis; Learner Autobiography* **ED LLC 340 Comprehensive Literacy** *1.Candidates learn about a variety of literacy specific assessments and diagnostic tools* *2.Collect, analyze and interpret data about individual learners and their literacy development and make appropriate instructional recommendations.* ***Evidence of Learning*** *ICLC Exam, 340 Case Study-signature assignment on taskstream.* **ED LLC 345 Writing Methods**

	address the complexity of assessment theory and practice.	*Candidates learn about three modes of assessment through course readings, lecture and in class activities.*
		Candidates collect, analyze and interpret data using the three modes of assessment about individual learners and their writing development and make appropriate instructional recommendations.
		Evidence of Learning
		Pocketbook of assessment
		Student Profile: Case Study
		Ed LLC 345 Content Literacy (CID)
		Candidates learn to assess; comprehension through reading/vocabulary/writing strategies in class (formative assessment)
		Evidence of Learning
		ILLC exam, Strategy demonstration
		ED LLC 300 Second Language Acquisition
		Assessment of ELL student writing through the features of academic language
		Evidence of Learning
		Assessment product
		ED CIFS 333 Science Methods
		Readings on how to think about 3D science and assessment. Lesson and unit planning that includes assessment aligned with targets.
		Evidence of Learning
		Assessment assignment
		ED CIFS 331 Math Methods
		a focus on planning instruction based upon student work from formative

		assessment items, and the DMT Assessment Framework (with references to de Lange and Webb). ***Evidence of Learning*** *writing rote/recall, conceptual, problem solving, and justification items based upon student work and pedagogical decisions*
Goal 3: Use formative and summative assessment to monitor P-12 learner progress (from 16-17 PAR) *Candidates can collect, analyze, interpret, and represent student assessment data in a variety of forms both graphic and narrative and use results to inform and improve instruction and communicate student progress.*	**More skill practice and knowledge development needed** **Program candidates and graduates expressed a desire for more practice and understandings of classroom assessment skills.**	<u>Professional Year:</u> **Clinical Experiences and end of program courses** **Development of New Course ED CIFS 430** We increased the number of credits in our classroom Assessment Course from 2 to 3 credits and moved it from online to a face to face course. Successful curriculum changes were implemented that now require all elementary candidates to take their classroom assessment course during their professional year internship so they can bridge assessment theory to practice across content areas. However, University requirements for a new communication course forced further changes to this course. We combined Assessment with classroom Management and created a 4 credit course Fall of 19 still in the professional year. Development of this new course is still in its pilot stages It engages students in a Response to Intervention case study engaging candidates in data collection, intervention, progress monitoring, and data analysis to inform intervention and student progress. They also engage in a unit assessment plan. **S-PAT Unit Planning Template** has been revised increasing expectations for the demonstration of Assessment Literacy.

b. ***Assessment process changes or improvements***
(see previous PAR Template 1, question 6 and/or any self-identified areas for improvement): Have you made any changes to address the challenges, gaps, and/or areas for improvement identified in the assessment process?
As in the section above, the 16-17 PAR goals are included below with the specific changes made to the assessment process.

Goal 1. Planning for the Needs of Diverse Learners
Redesign of the S-PAT rubric by the S-PAT rubric redesign committee happened summer of 2018 the rubric now includes a direct measurement of candidates ability to plan for and implement instruction that supports language learners at the end of program. Passing this assessment is required for graduation.
Redesign of the Formative Observation Form (written feedback recorded in Taskstream 4 times each semester) to provide a direct measure of students ability to plan for and implement differentiated instruction under the Core Practice of developmental appropriate content and pedagogy.

Goal 2: Understand and implement differentiate instruction to meet the needs of Diverse Learning Needs.
Redesign of the S-PAT rubric by the S-PAT rubric redesign committee happened summer of 2018 the rubric now includes a direct measurement of candidates ability to plan for and implement differentiated instruction for whole class, small groups, and individuals. Passing the S-PAT is required for graduation.
Signature Course Assignments in ED CIFS 203 and ED CIFS 430
Interview process at admission to Teacher Education

Goal 3. Use formative and summative assessment to monitor P-12 learner progress
Redesign of the S-PAT rubric by the S-PAT rubric redesign committee to include direct
measurement of candidates ability to engage in high levels of assessment skills and practice at
the end of Program.
Revisions to the Student Learning Outcome section of the S-PAT to expand candidates' analysis of their students learning and connections to their teaching.
Two signature assignments have been added to Taskstream documenting assessment planning and assessment analysis

c. ***Response to scores of "no evidence" or "beginning:"*** If your program received such ratings on the last PAR, please indicate specifically what has been done to move the program forward in these areas? [250 words max] -

There were no scores of "no evidence" or "beginning" received from the 16-17 PAR cycle. However, the elementary education programs are engaged in continuous improvement across all PLOs.

4. **Curriculum Map:** *Complete the Curriculum Map Template and provide a summary analysis based on the following questions:*

a. **Are students provided with multiple learning opportunities to develop the learning outcomes**?
Yes, PLOs are measured using our own schema and throughout the curriculum through multiple
 assignments during different points in time.

b. **Are courses in the major sequenced in a logical pattern to facilitate student achievement of the learning outcomes**?
Yes, our students first acquire knowledge and are then provided opportunities to reinforce and practice knowledge and skills. In their last year in the program, students are able to generalize and apply knowledge, skills and dispositions independently.

c. **How are learning experiences such as internships, service-learning courses, or other opportunities reflected on the map and how do they support the development of the**

PLOs?

All elementary education students engage in two early field placements through service learning connected to ED-LLC 200 and ED-LLC 340. During their professional year (i.e., senior or final year in the program) candidates complete an intern and student teaching semester. In their intern teaching semester, candidates spend three full days/week in supervised field placements K-8 schools with a mentor teacher and a university supervisor. In their student teaching semester, candidates spend five full days/week in supervised field placements K-8 schools with a mentor teacher and a university supervisor.

In the early field placements, candidates are provided the opportunity to reinforce and practice skills they are learning in their courses. In the professional year, candidates are provided to the opportunity to move from scaffolded practice to independence.

Undergraduate programs, please also address:

d.   **Considering ULOs 1 through 6, which ULOs are reinforced within your curriculum and to what extent?** *How are students provided with opportunities to develop these outcomes prior to and during their Finishing Foundations experience? Provide relevant examples as appropriate.*

ULO	Early program	Mid program	Late program
ULO 1	ED-CIFS 201 Philosophy paper Oral presentation	ED-LLC 340 Professional case study report ED-LLC 345 Candidates learn to write and teach across four different genres for five different audiences	ED-LLC 442 Integrated unit plan that includes how to teach writing across the disciplines **ED-CIFS 400 Finishing Foundations** Interpretive analysis Multimodal vision statement
ULO 2	ED-CIFS 203 Oral presentation	ED-LLC 345 Oral presentation of poetry	ED-CIFS 460 Oral presentation -Context Report & Inquiry Project Professional year assessment -3A ED-CIFS 461/465 Oral presentation -Mock Interviews **ED-CIFS 400 Finishing Foundations** Multimodal vision statement & Goal setting **ED-CIFS 400 Finishing Foundations** Signature Reflection Assignment- Mock interviews
ULO 3	ED-CIFS 201 Equity and diversity case study ED-ESP 250 Presentation at Disability Fair	ED-LLC 340 Case study of individual learner ED-LLC 345 Case study of individual learner	ED-CIFS 460 Inquiry project ED-CIFS 461/465 Case study of three students

			ED-CIFS 400 Finishing Foundations Interpretive analysis
ULO 4	ED-CIFS 203 Team presentation ED-ESP 250 Presentation at Disability Fair		ED-CIFS 460 Context report ED-CIFS 461/465 Work in professional learning communities **ED-CIFS 400 Finishing Foundations** Ethical case study
ULO 5	ED-CIFS 201 Equity and diversity case study ED-ESP 250 Special education law and ethics		ED-CIFS 460, 461, &465 Professional ethical practice Reflection Assignment **ED-CIFS 400 Finishing Foundations** Ethical case study
ULO 6	ED-CIFS 201 Equity and diversity case study ED-ESP 250 Exceptional learners	ED-LLC 345 Diversity readings and language targets Culturally-responsive pedagogy ED-LLC 300 Understanding language learners and acquisition Culturally-responsive pedagogy	ED-LLC 442 Unit plan content on social studies, social issues, etc. Language targets, culturally-responsive pedagogy **ED-CIFS 400 Finishing Foundations** Ethical case study

List the Current Intended Program Learning Outcomes (one per row, typically 6-8 per program) Learner-centered statements that address: What should students know, be able to do, and become as a result of completing the program?	Measures Used to Assess Outcomes What evidence is used by the department/ program to determine whether the outcome has been achieved? **Direct measure(s)** such as portfolios, embedded assignments, lab reports, etc. **Indirect measure(s)** such as surveys, focus groups, etc. of students, alumni, employers, supervisors, etc. **Informal method(s)** such as faculty observations, informal reports, discussions, etc.	Interpretation of Key Findings What have you discovered about student learning in each of the intended learning outcomes areas?	Actions Taken or Planned Based on Findings Based on the assessments and results reported in this table, how have or will the findings be used by the faculty to make changes to the curriculum, specific courses, and/or to the pedagogy used in the program? Please report: (1) actions already taken, and/or (2) actions planned for the future. Provide relevant examples. * NOTE: These items reflect new action items based on assessment reported in this table. You will report on these action items in your next assessment report.
EXAMPLE: Apply literary criticism in the traditions of the discipline.	EXAMPLE: Review sample of entry-level assignments from XYZ 150 using a rubric – establishes baseline. Review of sample of final projects from XYZ 450 by program faculty to consider course and program revisions.	EXAMPLE: The sample of graduating projects did not show as much growth as expected. We expected to see more students achieving mastery on this PLO. Approximately 35% of the graduating seniors were mastering this outcome – we are targeting 60%	EXAMPLE: After reviewing the assessment results and our curriculum map, we noticed this topic was not being developed so we added PLO to XYZ 280 and XYZ 350. We expect to see a 60% of students mastering PLO by our next PAR reporting cycle.
1.The Learner and Learning PLO's 1-3			
PLO 1 Standard 1.2 The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how **to make instructional decisions** that build on learners' strengths and needs.	Although we're not listing direct measures for this PLO, there are two larger outcomes that are driving actions for improvement: 1. Idaho's suicide rates are one of the highest in the country (5th highest) 2. The Idaho State Board of Education has urged teacher preparation programs to include Social Emotional Learning (SEL) standards in their curriculum. Currently, the SEL standards are not formally required, but	A review of program curriculum showed there was not a systematic or purposeful mapping of social emotional learning content across the program. The current assessment measures in place for PLO 1 (standard 1.2) focuses more on cognitive, physical, and linguistic development.	We have developed a collaboration with the Counselor Education Department to deliver seminars to candidates in their student teaching semester (during professional year) on suicide prevention. We expect 95% of our graduates to receive their Question Persuade Refer (QPR) Gatekeeper Suicide Prevention Training certificates prior to graduation. A social emotional curriculum aligned to the national SEL organization was added to ED-CIFS 430 with a signature assignment piloted in 2019-2020 to establish baseline data. The assignment will be revised based on student performance on the rubric, student feedback collected by survey.

	elements of them are embedded in program accreditation standards.		We have also added a new seminar in the intern teaching semester on working with families experiencing poverty. Our program aspires to create early and mid program assignments aligned with the shared SEL framework. Before the next PAR cycle we expect to have an early and mid program signature assignment. Last, overall throughout the program, more attention needs to be focused on trauma-informed instruction, especially with the events associated with COVID-19. We have assembled a Revisioning Teacher Education committee that is tasked with supporting the needs and changes in our programs during the pandemic, which will include this topic.
PLO 2 Standard 2.6 The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	**S-PAT Standard Performance Assessment for Teachers**- All teacher candidates must design, teach, analyze and reflect upon the results of a comprehensive instructional unit over the course of their 15-week student teaching semester. There are multiple rubrics used to evaluate the candidates performance on the S-PAT including the ability to differentiate instruction for whole groups. small groups, and individuals. E**lementary Education Interview process** Candidates are interviewed by a team of faculty, teachers, and principals. They are scored on the COED dispositions rubric.	When reviewing performance data on the S-PAT in this specific area, the results indicate teacher candidates are more successful at differentiating content for readiness but lack skills in differentiating learning processes and assessment by student profile and interest. Results also indicate that candidates lack variety when designing differentiated instruction for whole groups. **Performance scores are flat** **Direct measures of the whole group differentiation (WP) and Individual (IND) were added to the S-PAT end of program performance assignment.** **Spring 19 Spring 20** WG-2.72 WG 2.75 IND 2.75 IDV 2.73	In 2018 we added signature assignments for differentiation in early programs. This is now beginning to bear fruit as these candidates interview for entrance in the program and can speak to differentiation and the desire to meet all students needs flexibly. We will continue to monitor the quantitative line item in the dispositions rubric that aligns with differentiated instruction A goal is to map differentiation across the curriculum so candidates are not just learning about it in a few courses. If we can do this successfully we will see scores rise on the S-PAT rubric section on Differentiation.

		Interview pilot data has shown student knowledge and positive dispositions around differentiated instruction.	
2. Content Knowledge PLO: 4 & 5			
PLO 3 Standard 4.7 The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.	**PRAXIS Assessment subtest 5004 Social Studies.** Elementary education teacher candidates must pass this exam according to the predetermined state cut off score to begin their student teaching year.	- Analyses conducted in 2017-2018 in Continuous Improvement Team meetings found scores have been lower for this content area than other content areas tested. - First time pass rates lower than past years. - Review of the curriculum showed students were not required to take a history course.	We submitted a curriculum change and now require History 111 or 112, starting in the 2019-2020 catalog year. We are also working with the History Department to create a social studies overview course. This change should become evident in student performance on the Praxis starting in Fall 2021. We will track scores and hope to see improvements in the pass rates by the next PAR. We are also developing an integrated Social Studies unit in ED LLC 442. The rubric will measure the ability of candidates to plan social studies content lessons.
3. Instructional Practice 6,7,& 8			
PLO 4 Standard 7.5 The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.	**Formative Observations** During clinical placements in schools. Teacher candidates are observed 8 times by University Supervisors across two semesters with the formative observation Form. This Form includes a rating for the use of technology **S-PAT Standard Performance Assessment for Teachers-** All Teacher candidates must design, teach, analyze and reflect upon the results of a comprehensive instructional unit. Rubrics evaluate the use of technology in alignment with the national ISTE standards.	Analysis of scores on these formative and summative assessments show candidates 1. Are not engaging their students in technology to differentiate or motivate on a regular basis. 2. They lack a variety of technology tools and strategies to teach and assess.	During the 2018-2019 school year all University supervisors engaged in technology professional development and were able to check out devices to model strategies to candidates. We plan to map out strategies that faculty are and will model in our classes to teach and reinforce the use of technology as instructional strategies ED CIFS 430 -Differentiation showcase has added a technology application for all presentations We hope to see increases in ratings for the frequency of use increase as well as the variety of strategies in technology on the formative observations.

4. Professional Responsibility PLO 9-10			
PLO 5 Standard 9.12 The teacher identifies and reflects on his/her own beliefs and biases and utilizes resources to broaden and deepen his/her own understanding of cultural, ethnic, gender, and learning differences to develop reciprocal relationships and create more relevant learning experiences.	Our teacher education programs adopted "Equity" as a core value, but realized we don't have a way to measure if we're actually teaching value to our teacher candidates. In response, "Equity" was added in 2018-2019 as a core instructional practice on the formative observation form used to assess intern and student teaching during clinical placements in schools. Teacher candidates are observed 8 times by university supervisors across two semesters with the Formative Observation Form. This form includes a rating for equitable practices.	We added equity core practices to the Formative Observation form in 2018-2019. However, after reviewing the baseline data and collecting feedback from our liaisons and faculty, we realized this was added too early without properly training our raters to know what equity as a core instructional practice looks like and how to evaluate it among our teacher candidates. As a result, we are now in the process of developing products and solutions for both faculty and teacher candidates to deepen knowledge around the Equity core instructional practice and value.	**Core Practices Video Series** Faculty and local experts collaborated to create the Core Practices Video series to be used by faculty and university supervisors. The video series can also be used as part of course curriculum with students **Faculty Professional Development Course** A 1 credit course was offered to faculty on equity 5 Elementary Education Faculty participated. **Equity Case Study** Signature assignments with a common rubric are being implemented in early Program in ED CIFS 201 and at End of Program in CIFS 400- Finishing Foundations. We have created a rubric and added items to align with ULO's for Equity and Diversity. We plan to add the **Equity Case Study analysis** with the same rubric to our Teacher Education admission process at Mid Program as well. This should launch Spring of 2021, and will allow is to measure and monitor teacher candidate growth in this area. We will have data to analyze starting in the 2020-2021 school year and target more courses for teaching the framework as necessary until we see growth across the program and have 90% of students scoring proficient at the end of the program.
PLO 6 Standard 9.11 The teacher actively seeks professional, community, and technological resources, within and outside the school, as a support for analysis, reflection,	New Requirements for Finishing Foundations Courses for Reflection ULO1 ULO2 ULO3 ULO5 Reflection Assignment	After reviewing our program against the new requirements for finishing foundations courses we identified areas for improvement.	In an effort to be as aligned as possible with the new requirements, the elementary education program coordinator joined the Finishing Foundations Sub Committee pilot team along with another instructor from the program. We have designed three assignments to strengthen alignment with the new requirements: a. Create a vision statement

and problem-solving.			b. Do a critical analysis of your knowledge and skills & create actionable goals c. Equity and Diversity Case study d. Signature Reflection Assignment We have designed common rubrics across sections for all assignments and look forward to analyzing the data from the pilot, revising the course further, and looking at more data. We submit our course proposal changes at the end of May 2020, and will observe the evidence and data for this PLO in the new PAR cycle.

Program Assessment PAR Curriculum Map

Name of Program: Elementary Education

These courses reflect the shared UF curriculum. The FF course in the program creates the bookend of the UF curriculum. (No changes to the blue column.)

Program Learning Outcomes (List program-specific learning outcomes, one per row below)	ULO & PLO alignment <indicate with "x">	UF 100 (3)	UF 200 (3)	English 101/102 (FW) (3)	Foundations of Comm (FC)	Math 157 Numbers and Oppe	FM Math 257 (4)	FN 2- Science w/lab (8)	FA Foundations of Art (3)	Humanities (3-4)	PS History 111 or 112 (3)	PS ED CIFS 201 Education, Sc	Ed LLC 200 Cultural Diversity	Ed CIFS 203 Educational Psyc	Ed TECH 202 Teaching in the	Ed ESP Exceptionalities in th	Ed LLC 340 Comprehensive L	Ed LLC 345 Writing Processe	Ed LLC 300 Foundations of Li	Ed CIFS 331 Elementray Math	Ed-CIFS 333- Elementary Scie	Kines 355 Elementary Health	ART 321 or COUN 301 Or MU	Ed LLC 442 Disciplinary Liter	Ed CIFS 430 Fundamental Fra	Ed CIFS 460 Professional Year	Ed CIFS 461 Professional Year	Ed LLC 465 or 466 Professior	Ed CIFS 400 Const a Porfessional Year Portfolio (1)
PLO 1: Learner Development—The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.						KI	KI					KDIR	KDIR			KDIR	KSIR	KSIR	KSIR	KSIR	KSIR		KSR	KSRA		KSDRA			KSDA
PLO 2: Learning Differences—The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.													KSDI	KDI		KDIR	KSIR	KSIR	KSIR				KSR	KSRA		KSDRA			KSDA
PLO 3: Learning Environments—The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation												KSIR	KI	KI	KI	KSIR	KSIR			KSIR				KSIR		KSDRA			
PLO 4: Content Knowledge—The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.						KI	KI	KI	KI	KI	KI	KR		KIR	KI		KSIR	KSIR	KSIR	KSIR	KSIR	KSIR	KR	KSIR	KSIR	KSDRA			KSDA
PLO 5: Application of Content—The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.						KI	KI					K/D IR					KSIR	KSIR	KSIR	KSIR	KSIR	KSIR	KR	KSIR	KSIR	KSDRA			KSDA
PLO 6: Assessment—The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making														KIR			KSIR	KSIR	KSIR	KSIR	KSIR	KSIR	KR	KSIR	KSIR	KSDRA			KSDA
PLO 7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.																KI	KSIR	KSIR	KSIR	KSIR	KSIR	KSIR	KSR	KSIR	KSIR	KSDRA			KSDA
PLO 8: Instructional Strategies—The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways														KI	KI	KI	KSIR	KSIR	KSIR	KSIR	KSIR	KSIR	KSR	KSIR	KSIR	KSDRA			KSDA
PLO 9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.												KD I		KSIR		KSIR	KSIR	KSIR	KSIR	KSIR	KSIR			KSIR		KSDRA			KSDA
PLO 10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.												KI				KSIR	KI					KSIR	KSI RA			KSDRA			KSDA

University Learning Outcomes (1 - 6)

Outcome	Courses																																	
1. Written Communication – Write effectively in multiple contexts, for a variety of audiences	4, 6, 7, 9		X	X								X				X	X					X		X	X	X		X
2. Oral Communication – Communicate effectively in speech, both as a speaker and listener	8, 9, 10	X			X						X		X		X		X								X	X	X	X
3. Critical Inquiry – Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.	2, 5, 6	X									X			X	X	X				X	X	X	X		X
4. Innovation and Teamwork – Think creatively about complex problems to produce, evaluate, and implement innovative possible solutions, often as one member of a	3, 10											X	X					X				X
5. Ethics – Analyze ethical issues in personal, professional, and civic life and produce reasoned evaluations of competing value systems and ethical claims.	9, 10		X								X		X					X				X
6. Diversity – Apply knowledge of diversity and systems of inequality to address social issues of local and global importance	1, 2, 7		X							X	X		X		X	X				X				X

If a schema outside of the options provided in #3 is used, please provide a key below (abbreviations and their meaning):

edge (K) Disposition (D) Skills (S) & Introduced (I) Reinforced/Practiced (R) Apply & Generalize indep

*Please see the PAR Help Guide for additional information, background, and guidance.