Secondary Education Program Assessment Plan

The Secondary Education 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>
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</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. | Effective educators have high expectations for students and help students develop responsibility for their own learning. | 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* | 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  
- WEST-E Endorsement Test  
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 |
| B. Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them | | | |
| C. Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning. | | | |

UG = Undergraduate; PB = Post-baccalaureate
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<tr>
<td>Japanese with a Teaching Endorsement</td>
<td>▪ Mathematics - Secondary</td>
<td>▪ Woodring 1st and 3rd Year Follow-up Studies (2011)</td>
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<td>Physical Education &amp; Health - P-12</td>
<td>▪ Physics/Mathematics - Secondary</td>
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<td>Political Science/Social Studies*</td>
<td>▪ Sociology/Social Studies*</td>
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<tr>
<td>Spanish with a Teaching Endorsement</td>
<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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**General Curriculum, Methods, and Field Experiences**

- SEC 430 Secondary Methods I: Instructional Strategies, Daily Planning & Standards
- SEC 431 Secondary Methods II: Assessments and Long Term Planning
- SEC 432 Secondary Methods III: Management, Motivation & Discipline
- SEC 435 Middle School Practicum
- SEC 433/436 Peer Teaching Lab and High School Practicum
- SEC 450 Introduction to Middle School
- SEC 495 Internship – Secondary

**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.

**Foundations**

- EDUC 301 Educational Psychology I: Development & Individual Differences
- EDUC 302 Educational Psychology II: Learning, Motivation, & Assessment
- SEC 411 Philosophical Foundations of Education

**Special Education and Diverse Needs**

- SPED 363 Secondary Students with Special Needs

**General Curriculum, Methods, and Field Experiences**

- SEC 425 Developmental Reading, Writing & Learning 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)
C. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.

D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.

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| C. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds. | Effective educators use a variety of assessments to evaluate student progress and performance. | ▪ SEC 430 Secondary Methods I: Instructional Strategies, Daily Planning & Standards  
▪ SEC 431 Secondary Methods II: Assessments & Long Term Planning  
▪ SEC 432 Secondary Methods III: Management, Motivation & Discipline  
▪ SEC 435 Middle School Practicum  
▪ SEC 433/436 Peer Teaching Lab and High School Practicum  
▪ SEC 450 Introduction to Middle Schools  
▪ SEC 452 Intensive Middle School Practicum  
▪ SEC 495 Internship – Secondary | ▪ 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)  
| D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners. | 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 | ▪ EDUC 301 Educational Psychology I: Development & Individual Differences  
▪ EDUC 302 Educational Psychology II: Learning, Motivation, & Assessment  
▪ EDUC 310 The Teacher & the Social Order  
▪ SEC 411 Philosophical Foundations of Education  
▪ SPED 363 Secondary Students with Special Needs | Educational Theory Case Study (EDUC 301, 302)  
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  
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| contributing to the well-being of the current generation while helping to ensure the well-being of future generations. | • SEC 452 Intensive Middle School Practicum  
• SEC 495 Internship – Secondary | • EBI Survey of Alumni and Principals (2005-2008) |

**Standard 5.4: Understanding of Teaching as a Profession**

A. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting.

B. Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.

C. Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.

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.

Knowledgeable educators understand concepts related to professional ethics, legal and policy issues, and the roles and responsibilities of the profession.

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.

Foundations

- EDUC 301 Educational Psychology I: Development & Individual Differences
- EDUC 302 Educational Psychology II: Learning, Motivation, & Assessment
- EDUC 310 The Teacher & the Social Order
- SEC 411 Philosophical Foundations of Education

Special Education and Diverse Needs

- SPED 363 Secondary Students with Special Needs

General Curriculum, Methods, and Field Experiences

- SEC 410 The Dynamics of Teaching
- SEC 425 Developmental Reading, Writing & Learning in Secondary Schools
- SEC 432 Secondary Methods III: Management, Motivation & Discipline
- SEC 435 Middle School Practicum
- SEC 433/436 Peer Teaching Lab and High School Practicum
- SEC 450 Introduction to Middle Schools
- SEC 452 Intensive Middle School Practicum
- SEC 495 Internship – Secondary

Educational Theory Case Study (EDUC 301, 302)

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

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)
## 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>
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<td>WEST-B</td>
<td>Minimum 2.75 GPA</td>
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<td>Intern Development Evaluation System (IDES)</td>
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| GPA of 2.75 or higher overall or for the last 45 graded quarter credits | Orientation Training:  
  - Bloodborne pathogens  
  - Professionalism  
  - Prevention of sexual harassment  
  - Legal and professional responsibilities | WEST-E  
  Practicum performance evaluations | Performance-based Pedagogy Assessment (PPA) | Follow-up surveys of alumni and principals at 1st year and 3rd year (2011) |
| 60-80% of endorsement coursework complete (UG) | Fingerprinting/character and fitness clearance | Completion of all education/endorsement courses, grade of C or better | or beginning January 2012: Teacher Performance Assessment (TPA) | WA State New Teacher Survey (2009) |
| Bachelor’s degree or equivalent in an endorsement area (PB) | Educational theory case study (EDUC 301, 302) | Applications for internship/certification | Draft Professional Growth Plan | EBI Survey of Alumni and Principals (2005-2008) |
| English composition course, minimum grade of B- | Grade of C or better in education/endorsement courses | Fingerprinting/character and fitness clearance through internship term | Dean’s affidavit attesting to character and fitness | |
| Reflective Essay | Remediation of any Student of Concern issue | | Degree requirements met (UG) | |
| | | | Internship Survey | |