ALIGNING PROGRAM ASSESSMENTS TO STUDENT LEARNING OUTCOMES
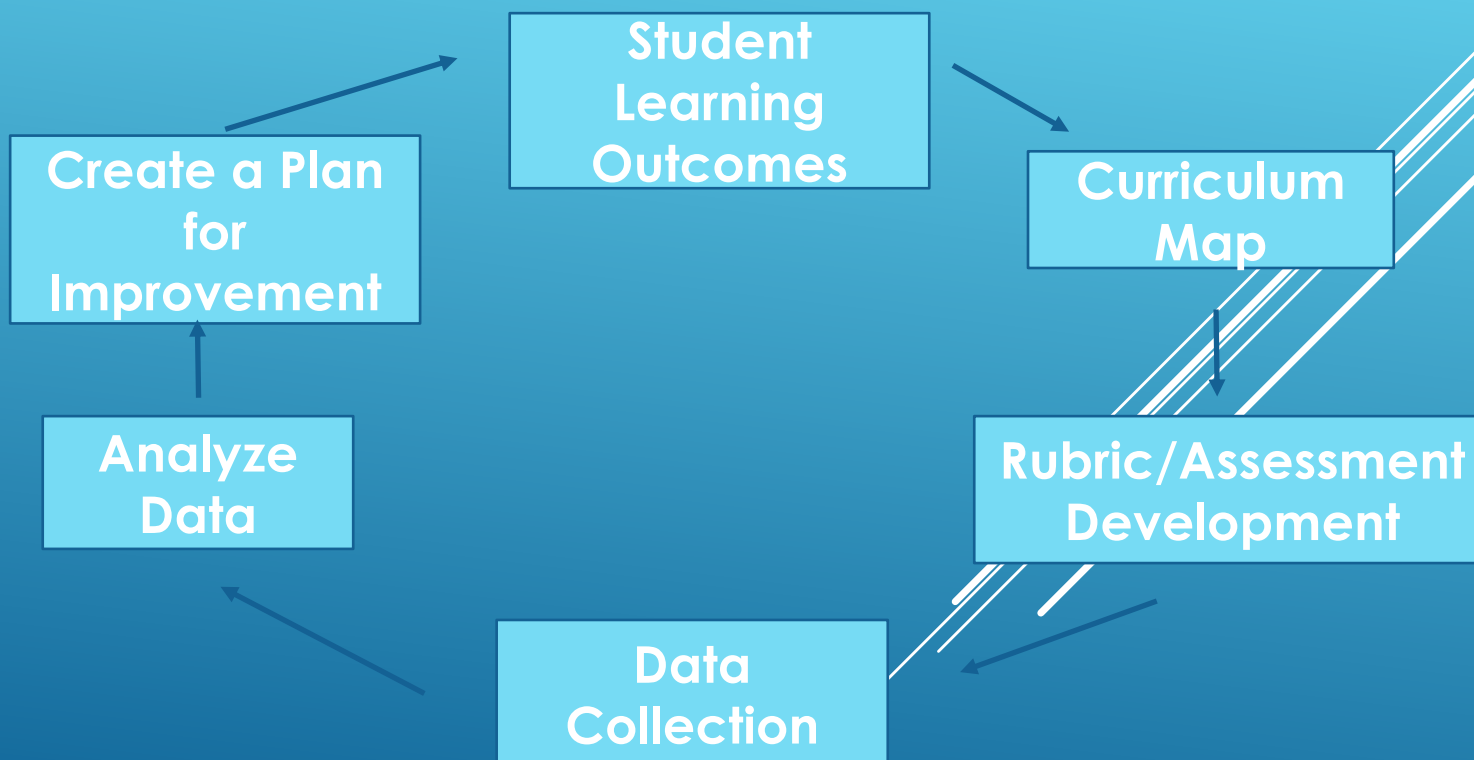
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PROCESS

Student Learning Outcomes

Curriculum Map

Rubric/Assessment Development

Data Collection

Analyze Data

Create a Plan for Improvement

SESSION OBJECTIVES

- Kutztown faculty will share direct experiences in aligning program assessments to student learning outcomes (SLO's)

- Faculty will share how their departments normed grading for key assessments.

- Participants will have an opportunity to make connections to their own assessment process

OUTCOMES FOR THE SPECIAL EDUCATION VISUAL IMPAIRMENT PROGRAM

1) **Learner Development** — The teacher candidate will be able to understand 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.

1) **Learning Differences** — The teacher candidate will be able to use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

1) **Learning Environments** — The teacher candidate will be able to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

1) **Content Knowledge** — The teacher candidate will be able to understand 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.

SLO'S CONTINUED

5) Application of Content — The teacher candidate will be able to understand 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.

6) Assessment — The teacher candidate will be able to understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate's and learner's decision making.

7) Planning for Instruction — The teacher candidate will be able to plan 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.

8) Instructional Strategies — The teacher candidate will be able to understand and use 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.

9) Professional Learning and Ethical Practice — The teacher candidate will be able to engage 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.

10) Leadership and Collaboration — The teacher candidate will be able to seek 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.

PROGRAM CURRICULUM MAP FOR THE SPECIAL EDUCATION VISUAL IMPAIRMENT

Program Level LEARNING OUTCOMES I = Introduce; R= Reinforce; M = Mastery; and A = Assessment Opportunity

Program Name: SPU Visually Impaired Birth-21 Elementary Education PreK-4	LEARNER DEVELOPMENT	LEARNING DIFFERENCES	LEARNING ENVIRONMENTS	CONTENT KNOWLEDGE	APPLICATION OF CONTENT	ASSESSMENT	PLANNING FOR INSTRUCTION	INSTRUCTIONAL STRATEGIES	PROFESSIONAL LEARNING & ETHICAL PRACTICES	LEADERSHIP & COLLABORATION
SPU 101 Early Intervention	I		I	I				I	I	I
SPU 201 Cognitive Development	I	I	I	I		I			I	I
SPU 316 Literacy Development	R	R		R			M	R	R	
SPU 330 Low Incidence Disabilities	M	M		M				R	M	M
SPU 200 Teaching Unified English Braille		I			I	I	I	I		R
SPU 202 Orientation and Mobility		R	I		I	R	I			
SPU 204 Anatomy of the Eye	R			R	R	R	R			
SPU 221 Assessment Visual Impairments	R	R	R			R	M	R	R	R
SPU 300 Teaching Unified English Braille II			R			R	R	R		R
SPU 302 Adapting Materials and Methods	A	M	M	M	A	M	M	M	A	M
SPU 390/391 Clinical Experience Birth-21	A	A	A	A	A	A	A	A	A	A
EEU 205 Teaching Science in Early Childhood	R	R	R	R, M	R, M	R	R	R	I	I
EEU 209 Math Foundations for Pre-K-1	R	I, R	R	M	R, M	I	I	I	I	I
EEU 211 Family Collaboration and Diversity		I, R	I, R	R	R	R	I,R	I, R	R	R
EEU 215 Introduction to Early Childhood Education	I	I	I,R,A	I,A	I	I			I	
EEU 300 Early Literacy Dev. & Acquisition Pre-K-1				I	I,R	I	I	I		
EEU 301 Teaching Literacy in Grades 2-4			R	R	I	R	R	R	I,R	I
EEU 303 Language Development & Teaching Arts in	R	R	R	R	R	R	R	R		
EEU 304 Teaching Social Studies in Pre-K-4				I	I, R	R	R	R		
EEU 306 Integrating Principles of Learning in Pre-K-4	R	R	R	M	M	M	M	M	R	R
EEU 309 Teaching Math in Grades 2-4	R	R	R	R	R	R		R	R	R
EEU 390 Clinical Experience I Pre-K-4	R,A	R,A	R,A	R,A	R,A	R,A	R,A	R,A	R,A	R,A
EEU 391 Clinical Experience II Pre-K-4	M,A	M,A	M,A	M,A	M,A	M,A	M,A	M,A	M,A	M,A
LLT 321: Technologies for the 21st Century	R	R	R	R	R	I	R	I	R	R

OUTCOMES FOR THE ENGLISH MAJOR PROGRAM

100 level courses: Style, Design, and Genre, 6 credits

Students identify literary, rhetorical, or historical purposes for texts.
Students develop understanding of audience.
Students identify and critically evaluate genre conventions.
Students identify syntax and mechanical structures appropriate to genres.

200 level courses: Technologies and Histories of Writing, 9 credits

Students analyze the relationships among texts, media, and discourse communities.
Students develop discursive writing processes.
Students develop thesis and argument.
Students work with digital means of communication.
Students access relevant and reliable information.
Students create and critically evaluate literary, rhetorical, or historical ethos.

OUTCOMES FOR THE ENGLISH MAJOR PROGRAM, CONTINUED

300 level courses: Cultures and Contexts, 15 credits

Students interpret literary or rhetorical representations of cultural systems, locally and globally.
Students identify and compare representations of historical and contemporary contexts.
Students develop cultural self-awareness and cultivate social responsibility.
Students create cultural empathy, locally and globally.
Students critically evaluate literary or rhetorical representations of themes and personal situatedness.

Diverse Literatures or Rhetorics

Students identify literary, cinematic, or rhetorical tropes specific to literatures/films of the Global South or otherwise marginalized writers and/or filmmakers as those tropes appear in the writers' and/or filmmakers' texts.

ENGLISH MAJOR PROGRAM CURRICULUM MAP FOR 200-LEVEL SLOS

REQUIRED COURSES AND EXPERIENCES	Program Level LEARNING OUTCOMES					
	Students will be able to read and interpret texts…	Students will be able to use appropriate forms, media, technologies, and writing practices…	Students will be able to effectively search for, identify, retrieve, evaluate, and synthesize research materials…	Students will be able to think critically and develop an argument…	Students will recognize the connections among coursework, professional goals…	
Example: UBW100: Intro to Underwater Basketweaving	I = Introduce; R= Reinforce; M = Mastery; and A = Assessment Opportunity					
ENG/WRI 100	I, A	I, A	I, A	I, A	I, A	
100-level courses	R, A	R	R	R, A		
200-level courses	R	R, A	R, A	R		
300-level courses	R, A	R	R, A	R, A		
ENG/WRI 380	M, A	M, A	M, A	M, A	R, A	
ENG/WRI 390					M, A	

ALIGNING ASSESSMENTS TO SLO'S

Involvement of Faculty in Assessment Development

- Choosing which course to assess
- Ensuring the chosen courses do indeed connect to the assessment SLOs
- Faculty choose and / or design the assignment to be used in the assessment process.
- Development of assessment rubric
- Links to accreditation bodies

SLO #6 ASSESSMENT — THE TEACHER CANDIDATE WILL BE ABLE TO UNDERSTAND AND USE MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN THEIR OWN GROWTH, TO MONITOR LEARNER PROGRESS, AND TO GUIDE THE TEACHER CANDIDATE'S AND LEARNER'S DECISION MAKING.

	Exceeds Expectations	Meeting Expectations	Inconsistently Meets
Assessment & Instructional Design			
Learner evaluation *CEC Standard 4 Assessment* *4.0, & 4.3* *ISCI 4 K1-K5* *ISCI 4 S7 & S8* *B&VIS1-S5*	The teacher candidate in collaboration with colleagues and families consistently uses a variety of assessment and data sources in making educational decisions about individuals with visual impairments.	The teacher candidate in collaboration with colleagues and families uses appropriate methods of assessment and data sources in making educational decisions about individuals with visual impairments.	The teacher candidate does not use methods of assessment and data sources in making educational decisions about individuals with visual impairments.
Assessment design *CEC Standard 4 Assessment 4.1* *ISCI 4 S1-S9* *B&VI4S1-5*	The teacher candidate selects and uses a wide range of technically sound formal and informal assessments that minimize bias.	The teacher candidate selects and uses technically sound formal and informal assessments that minimize bias.	The teacher candidate inappropriately selects formal and informal assessments and fails to minimize bias.

Student Learning Outcome (SLO) #2: Students will be able to use appropriate forms, media, technologies, and writing practices when composing and designing texts.

This SLO aligns with Institutional SLO #1: Communicate clearly and effectively orally and in writing.

	Performance Levels			
	4	**3**	**2**	**1**
ENG 380: Senior Seminar student final projects	Genre: Deftly composes in a genre appropriate to audience and purpose, using the genre's characteristics consistently and effectively Design: Deftly composes with evidence of effective multimodal design Practice: Deftly deploys writing process appropriate to project, effectively composing with a recursive process	Genre: Competently composes in a genre appropriate to purpose and audience Design: Competently composes with multimodal design Practice: Competently deploys writing process appropriate to project	Genre: Uses some characteristics, or uses characteristics inconsistently, of a genre appropriate to purpose and audience Design: Composes in more than one mode, but to a minimal degree Practice: Demonstrates minimal engagement with the writing process appropriate to project	Genre: Demonstrates insufficient evidence of appropriate genre for purpose and audience Design: Composes in only one mode Practice: Demonstrates insufficient evidence of effective writing process appropriate to project

DISCUSSION

How would you define these terms? What questions would you need to ask of your assessment team?

What concepts or phrasing in your own depts rubric will need to be teased out / defined / discussed before you can apply the rubric?

"NORMING" THE ASSESSMENT SCORING PROCESS

Working with sample texts.

- Discussing shared and divergent understandings & interpretations

- Communal note-taking

- Adjusting the rubric in response to this discussion

- Norming another set of sample student-texts

Scoring Process

- In the English dpt, each student text is read by at least two readers; a third is used in the case of significant disagreement.

- In SEVI, ⅓ of assessments were read by at least two people

"NORMING" THE ASSESSMENT SCORING PROCESS CONTINUED

How reliability is Addressed

- Multiple readers; divergent readings are addressed

- Sample size is addressed in the report

- Future assessments of the same assignment and SLOs can be combined or compared.

- Norming Assessment Grading

Findings

"NORMING"THE ASSESSMENT SCORING PROCESS

Working with sample texts.

- Discussing shared and divergent understandings & interpretations

- Communal note-taking

- Adjusting the rubric in response to this discussion

- Norming another set of sample student-texts

Scoring Process

- In the English dpt, each student text is read by at least two readers; a third is used in the case of significant disagreement.

- In SEVI, ⅓ of assessments were read by at least two people

ASSESSMENT DECISIONS

- When should "key assessments" be given?

- Where are rubrics placed?

- Data collection Procedures

DISCUSSION

Share scoring methods in group

In your area, what process can you use to "norm" assessment grading? Create a plan of action.

DATA COLLECTION TASK STREAM

Evaluation/Score   View Work   Evaluation
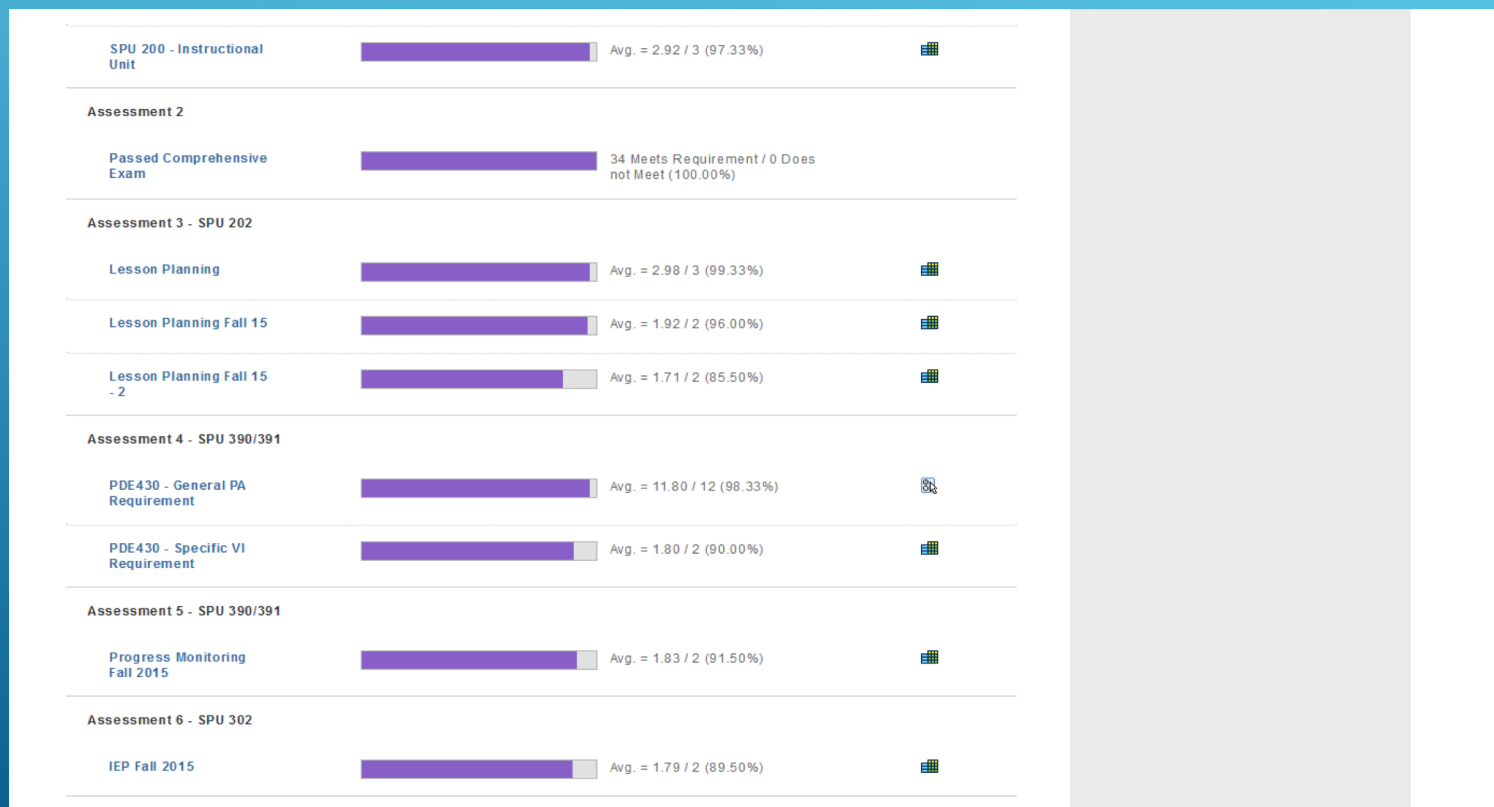
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RATIONALE & INSTRUCTIONAL TIME CEC STANDARD 1: LEARNER DEVELOPMENT AND INDIVIDUAL LEARNING DIFFERENCES & STANDARD 3: CURRICULAR CONTENT KNOWLEDGE B&VIK1-K6 B&VI1S1-S3 B&VI3K1 .

2. EXCEEDS EXCEPTIONS	1. MEETS EXPECTATIONS	0. INCONSISTENTLY MEETS EXPECTATIONS
The teacher candidates recommended instructional time is fully based on student needs including visual functioning, reflects a thorough understanding of the intervention, and is justified with current best practices including an individual's abilities, interests, learning environments, and cultural/linguistic factors.	The teacher candidates justifies instructional time based on student needs including visual functioning, reflects a clear understanding of the intervention, and can be justified with current best practices including an individual's abilities, interests, learning environments, and cultural/linguistic factors.	The teacher candidate recommended instructional time is not based on student needs including visual functioning, reflects a lack of understanding of the intervention, and cannot be justified with current best practices.

CRITERION SCORE :

2.00

ASSESSMENT STANDARD 4: ASSESSMENT 4.3 ISCI4K1-K4 ISCI4S1-S9 B&VI4S1-S5

2. EXCEEDS EXCEPTIONS	1. MEETS EXPECTATIONS	0. INCONSISTENTLY MEETS EXPECTATIONS
The teacher candidate initiates the appropriate assessment tools consistently in collaboration with colleagues and families for the purpose of making instructional decisions for students with visual impairments.	The teacher candidate demonstrates the ability to develop appropriate assessment tools in collaboration with colleagues and families for the purpose of making instructional decisions for students with visual impairments.	The teacher candidate rarely demonstrates the ability to develop assessment tools and does not collaborate with colleagues and families for the purpose of making instructional decisions for students with visual impairments.

CRITERION SCORE :

1.00

SPECIAL EDUCATION DATA COLLECTION: USE OF TASK STREAM

ACTION PLAN

Analyzing Assessment Data

- Context matters and sample size matter

- Acknowledge limitations of assessment process or design as employed; make a plan to adjust for the next assessment, if necessary

- What does the data suggest about our PROGRAM? That is, remind yourself that this is not an assessment of the students or their texts, but of our teaching and curriculum.

- Identify holes, challenges, or problems in the *program*. Where are we not performing well?

Program changes based on Assessment Data

- ↖ Be cautious about making changes with only a single semester or year of data.

- ↖ Identify the courses, assignments, and / or SLOs that can be adjusted to better target the problem areas.

- ↖ Work with all faculty connected to those courses or assignments to brainstorm adjustments.

- ↖ Talk to students, too!

ACTION PLAN

How are you currently making programmatic changes based on data? (Are you?)

How might you use your new assessment data to make more data-based changes?