**2009 Education Program Assessment Plan**

**Program Mission**

**Step1: Department/Program Mission (Due May 15, 2009)**

The mission of the Education Department is to educate scholarly practitioners that examine the purpose of schooling and the relationship between school and society. Grounded in the liberal arts traditions and situated in a richly diverse community, the Albion College Teacher Education Program fosters the development of moral and ethical teacher-scholars who advocate for learners’ intellectual and personal growth as well as positive societal change. Students and faculty in the department are committed to challenging, broadening and deepening their learning centered practice by focusing on self-reflections, life long learning, multicultural education, and interdisciplinary curriculum building. Together, as democratic learning communities, we analyze and confront social, political, psychological, and economic problems as we teach disciplinary knowledge in diverse school settings.

**Step 2: List goals/outcomes (Due May 15, 2009)**

1. Graduates of the teacher education programs at Albion College are grounded in the liberal arts and understand the subject matter they are recommended for certification to teach.  
  
2. Graduates of the teacher education programs at Albion College translate subject matter knowledge into meaningful and relevant learning experiences.  
  
3. Graduates of the teacher education programs at Albion College are thoughtful and caring learner-teachers, respectful of self and others, who seek out, value, and incorporate different viewpoints and positions about learners, learning, teaching and subject matter.  
  
4. Graduates of the teacher education programs at Albion College are ethically grounded deliberators, who are continuously learning through reflective critical thinking.  
  
5. Graduates of the teacher education programs at Albion College are child and youth advocates working for a more fair, equitable and democratic society.  
  
6. Graduates of the teacher education programs at Albion College understand the issues surrounding technology and society and can use technological tools, practices, and concepts to enhance learning, communication, and personal/professional productivity to implement curriculum, differentiate instruction, and assess learning.

**Relationship between Program Goals and Program Components:** An education program, particularly a teacher preparation program as at Albion College, must be responsive and maintain equilibrium between several contextual factors. The program must be able to respond to federal and state policies, regulatory agencies, College requirements, other departmental major/minor requirements, and most importantly student needs. While maintaining equilibrium between these forces the Education program stills needs to remain focused on developing professional educators.

 In this context the six goals listed above serve two functions. One, they keep the entire department and program components focused on educating scholarly practitioners that examine the purpose of schooling and the relationship between school and society. Specific elements or modules of the program can remain consistent and focused on accomplishing the program mission and goals even while being remodeled or repurposed to maintain the equilibrium between contextual factors. The second function of these goals is to serve as a synthesizing focus or “strange attractor” that serves to bring all the elements of the of a teacher program into a cohesive whole that can accomplish the mission of the department.

 Because of the unique context of surrounding a teacher preparation program and competing forces that determine the some of the elements of the program, the goals for the program serve different functions from what goals in other programs might the program components due not directly cascade from the goals.

**Step 3: Identify program components (Due May 15, 2009)**

*Required courses, elective courses,out-of-classroom or other experiences that are designed to achieve each educational objective. NOTE: Every class will not, nor is it expected to,achieve each outcome. The goal is to get an even distribution of experiences that achieve the outcomes.*

**ALBION COLLEGE ELEMENTARY TEACHER EDUCATION PROGRAM**

Students qualifying for an elementary teaching certificate must complete a teaching major of at least 8 units. All courses in the teaching major, planned program, and all education courses, except student teaching, must be taken for numeric grades.

**REQUIREMENTS**

Students enrolled in the Elementary Education Program complete the following:  
(a) Education Courses

Education 201 Processes in Teaching/Learning (1 Unit)  
Education 202 Foundational Contexts of Education (1 Unit)  
Education 259 Pedagogy of Math and Science (1 Unit)  
Education 371 Literacy Pedagogy in the Elementary School (1 Unit)  
Education 372 Teaching Reading in the Content Areas (1/2 Unit)  
Education 396 Elementary Integrated Curriculum (Maymester) (1Unit)  
OPTIONAL: Education 398 Shurmur Mentorship Practicum (1/2 Unit)  
PLUS: One semester Student Teaching and Student Teaching Seminar

(b) Planned Program

Math 104 Mathematics for Elementary Teachers (1 Unit)   
English 203 or 101H Advanced Expository Writing or Honors Composition (1 Unit)

(prerequisite for English 203 is English 101)

English 348 English Language (1 Unit)  
Psychology 251 Developmental Psychology (1 Unit) (prerequisite is Psychology 101)   
PLUS: One unit from the following lab courses: Biology 195, Chemistry 107, Geology 101 or 103, Physics 105

(c) Elementary Teaching Majors  
Required courses for completion of these majors are determined jointly by the department involved and the Shurmur Education Institute. They include: English, French, German, History, Mathematics, Physical Education, Spanish  
  
Our policy is that no courses offered in the Shurmur Education Institute (courses labeled Education) will be substituted with a course at another institution of higher learning; this policy is consistent with the practice of most teacher preparation programs. If you wish to make any other course substitutions, you must have the approval of the appropriate department chair and ask them to notify us by email or written memo. Students who begin their studies in Education as juniors or seniors usually need additional time at Albion to complete requirements. They can graduate with their class and then return to Albion for a ninth semester to complete Elementary, Secondary, or K-12 requirements.  
  
ADMISSION PROCEDURES  
The State of Michigan will grant teacher certification to Albion College graduates who successfully complete the required course of study and are recommended as having met the qualifications for selection as outlined below:

I. Students desiring admission to EDUC 201, the first education course, must complete a Request Sheet- available in the Education Office- and have earned a college minimum cumulative academic average of 2.7 by the end of the second semester of their college work.   
II. Students admitted into the 200-level courses in the Elementary Program must:

a) maintain a college minimum gpa of 3.0 in their teaching major, professional education courses and planned program;  
b) maintain a minimum cumulative gpa of 2.7;  
c) pass the Writing Competence Examination prior to the end of the sophomore year;  
d) meet each semester with an Education staff member (Education advising)

III. Formal acceptance in the Education Program requires all the above plus students must:

a) complete an application;  
b) complete EDUC 201 with a 3.0 or above and a supportive evaluation from the field placement teacher;  
c) obtain passing scores for the Michigan Basic Skills Test prior to the beginning of the junior year;  
d) obtain two recommendations from faculty members outside of Education, one of whom is in the department of the teaching major;  
e) complete at least 25 documented hours of work with children/adolescents in an education setting outside your education courses.

IV. Prior to certification, Elementary Education students must take and pass the Elementary Education test and optional subject area test (Major) during the junior or senior year.

TESTING  
  
Act 267 of the Public Acts of 1986 requires that all students wishing admission to any Michigan Teacher Education Program must take and pass the Basic Skills Test administered by National Evaluation Systems, Inc. This test should be taken during the freshman year and no later than the sophomore year. Students will not be eligible to attend 300-level courses if they have not passed the Basic Skills Test. All students must take and pass the Elementary Education Test during the junior or senior year. This will enable them to teach grades K-5 (all subjects) and grades 6, 7, and 8 (all subjects, in a self-contained classroom only). Students may also take the optional subject area test in their major in order to teach grades K-5 (all subjects), grades K-8 (all subjects, in a self-contained classroom), and grades 6, 7, and 8 (in their major area of study). Passing scores must be received before a student can be recommended for Elementary Certification. Dates, sites, and fee information for all tests is available in the Registration Bulletin which may be obtained in the Shurmur Education Institute office. Test objectives for all tests are also available in the office upon request.  
  
As requested by the Michigan Department of Education to release information on institutional reports for teacher tests, we are reporting that Albion College students who completed the Education program for certification during the academic year 2004-2005 had a 100% passing rate for the Basic Skills test and the Elementary Education test. Because only a few students take other required subject area tests, Albion’s pass rates for these tests are not included by the State in this reporting period.   
  
STUDENT TEACHING  
  
Students must sign up for student teaching at the Shurmur Education Institute office not later than January 31 of the academic year preceding the year in which they wish to do their teaching. An autobiography, resume, and formal application must be presented by this date. Students must make their own transportation arrangements for getting to and from their student teaching assignments. We try to place all Education student teachers within the Albion area. We feel that this provides a multicultural and diverse socioeconomic context. However, if we are unable to place you within the Albion area, we will place you as close to Albion as possible (maximum 30 mile radius). Students are not allowed to take other courses, have a job, or participate in an intercollegiate sport or similar activity that would interfere with student teaching.  
  
FIELD EXPERIENCES  
  
Field experiences are connected throughout the Elementary Program. Students will observe in classrooms and gradually begin to teach small groups and whole classes during their sophomore year and junior internship year. We also encourage students to get involved with programs such as HOSTS, FLES, and Big Brothers/ Big Sisters in addition to the Elementary Program.  
  
CERTIFICATION FEE  
  
In October, 1988, House Bill No. 5718, specifically Act No. 339, was approved by the Governor and filed with the Secretary of State. The Act requires that all certification applicants pay a fee of $160.00 for the issuance of a Michigan teaching certificate. Albion College is not involved in the collection of the fee. A Detroit bank will bill the student, who then remits payment to the State of Michigan. Albion College can only recommend a student for certification; the State does not certify until the student submits the fee.

**ALBION COLLEGE SECONDARY TEACHER EDUCATION PROGRAM**

Students qualifying for a secondary teaching certificate must complete (a) a teaching major of at least 8 units, and (b) a teaching minor of at least 5 units. All courses in the teaching major, minor, and all education courses, except student teaching, must be taken for numeric grades.

**REQUIREMENTS**

Students enrolled in the Secondary Education Program complete the following:  
  
(a) Education Courses

Psychology 251 Developmental Psychology (1 Unit) (Psychology 101 is a prerequisite)  
Education 201 Processes in Teaching/Learning (1 Unit)  
Education 202 Foundational Contexts of Education (1 Unit)  
Education 373 Literacy Pedagogy in Secondary Schools (1 Unit)  
Education 397 Boundary Crossing in Secondary Schools (Maymester) (1 Unit)  
OPTIONAL: Education 398 Shurmur Mentorship Practicum (1/2 Unit)  
PLUS: One semester Student Teaching and Student Teaching Seminar  
PLUS: Content specific pedagogy courses (1/2 Unit for major & 1/2 Unit for minor):  
Education 338/339 Humanities - Pedagogy in the Content Areas: English, French, German, Spanish, Speech

Communication.

Education 348/349 Social Science - Pedagogy in the Content Areas: History, Political Science, Psychology.  
Education 358/359 Science - Pedagogy in the Content Areas: Biology, Chemistry, Computer Science, Earth

Science/Geology, Math, Physics.

<or other content specific pedagogy course(s)> ( Physical Education/Health, and Music students take pedagogy

courses in those departments)

(b/c) Secondary Teaching Majors and Minors

Required courses for completion of these majors and minors are determined jointly by the Department involved and the Shurmur Education Institute. They include: Biology, Chemistry, Earth Science/ Geology, English, French, German, Health (minor), History, Mathematics, Music, Physical Education, Physics, Political Science, Psychology, Spanish

K 12 Certification is an option in Foreign Languages, Music, and Physical Education.

(Information available in the Shurmur Education Institute.) Our policy is that no courses offered in the Shurmur Education Institute (courses labeled Education) will be substituted with a course at another institution of higher learning; this policy is consistent with the practice of most teacher preparation programs. If you wish to make any other course substitutions, you must have the approval of the appropriate department chair and ask them to notify us by email or written memo. Students who begin their studies in Education as juniors or seniors usually need additional time at Albion to complete requirements. They can graduate with their class and then return to Albion for a ninth semester to complete Elementary, Secondary, or K-12 requirements.  
  
ADMISSION PROCEDURES  
  
The State of Michigan will grant teacher certification to Albion College graduates who successfully complete the required course of study and are recommended as having met the qualifications for selection as outlined below:

I. Students desiring admission to EDUC 201, the first education course, must complete a Request Sheet- available in the Education Office- and have earned a college minimum cumulative academic average of 2.7 by the end of the second semester of their college work.  
II. Students admitted into the 200-level courses in the Elementary Program must:

a. maintain a college minimum gpa of 3.0 in their teaching major, minor, and professional education courses;  
b. maintain a minimum cumulative gpa of 2.7;  
c. pass the Writing Competence Examination prior to the end of the sophomore year;  
d. Meet each semester with an Education staff member (Education advising).

III. Formal acceptance in the Education Program requires all the above plus students must:

a. complete an application;  
b. complete EDUC 201 with a 3.0 or above and a supportive evaluation from the field placement teacher;  
c. obtain passing scores for the Michigan Basic Skills Test prior to the beginning of the junior year;  
d. obtain two recommendations from faculty members outside of Education, one of whom is in the department of the teaching major, the other from the department of the teaching minor;  
e. Complete at least 25 documented hours of work with children/adolescents in an education setting outside your education courses.

IV. Prior to certification, Secondary and K-12 Education students must take and pass the subject area tests (major and minor) during the junior or senior year.  
  
TESTING  
  
Act 267 of the Public Acts of 1986 requires that all students wishing admission to any Michigan Teacher Education Program must take and pass the Basic Skills Test administered by National Evaluation Systems, Inc. This test should be taken during the freshman year and no later than the sophomore year. Students will not be eligible to attend 300-level courses if they have not passed the Basic Skills Test. All students must take and pass the subject area tests in their teaching major and minor, and passing scores must be received before a student can be recommended for Secondary or K-12 Certification. Dates, site and fee information for all tests is available in the Registration Bulletin which may be obtained in the Shurmur Education Institute office. Test objectives for all tests are also available in the office upon request.  
  
As requested by the Michigan Department of Education to release information on institutional reports for teacher tests, we are reporting that Albion College students who completed the Education program for certification during the academic year 2002-2003 had a 100% passing rate for the Basic Skills test and the Elementary Education test. Because only a few students take other required subject area tests, Albion’s pass rates for these tests are not included by the State in this reporting period.  
  
STUDENT TEACHING  
  
Students must sign up for student teaching at the Shurmur Education Institute office not later than January 31 of the academic year preceding the year in which they wish to do their teaching. An autobiography, résumé, and formal application must be presented by this date. Students must make their own transportation arrangements for getting to and from their student teaching assignments. We try to place all Education student teachers within the Albion area. We feel that this provides a multicultural and diverse socioeconomic context. However, if we are unable to place you within the Albion area, we will place you as close to Albion as possible (maximum 30 mile radius). Students are not allowed to take other courses, have a job, or participate in an intercollegiate sport or similar activity that would interfere with student teaching.  
  
FIELD EXPERIENCES  
  
Field experiences are connected throughout the Secondary and K-12 Programs. Students will observe in classrooms and gradually begin to teach small groups and whole classes before student teaching. We also encourage students to get involved with volunteer programs such as HOSTS, FLES, and Big Brothers/Big Sisters in addition to the Secondary Program and K-12 Program.  
  
CERTIFICATION FEE  
  
In October 1988, House Bill No. 5718, specifically Act No. 339, was approved by the Governor and filed with the Secretary of State. The Act requires that all certification applicants pay a fee of $160.00 for the issuance of a provisional certificate. Albion College is not involved in the collection of the fee. A Detroit bank will bill the student. Albion College can only recommend a student for certification; the state does not certify until the student submits the fee.

**Step 4: Select methods/data sources and instruments (Due May 15, 2009)**

*...that you will use to gather information about whether expected outcomes and learning objective are being achieved. NOTE: You do not need to collect data from the same sources every year. Rather, some kind of assessment rotation will be sufficient (e.g., Years1 & 3, collect data from graduating seniors, Years 2 & 4 collect data from employers and alumni, etc.).*

Data related to **Outcome #1** is collected from several different sources: student grades and grade point average, results of the "Michigan Test of Teacher Competencies" (MTTC) subject and certification level tests, professional portfolios (digital and hard copy) and field supervisor and mentor teacher assessments.

Data related to **Outcome #2** is collected from several different sources: student grades and grade point average, results of the "Michigan Test of Teacher Competencies" (MTTC) subject matter tests and certification level tests, professional portfolios (digital and hard copy) and field supervisor and mentor teacher assessments.  
  
Data related to **Outcome #3** is collected from several different sources: portfolio of reflections, professional portfolios (digital and hard copy), field supervisor and mentor teacher assessments, and program completion rate.  
  
Data related to **Outcome #4** is collected from several different sources: portfolio of reflections, professional portfolios (digital and hard copy), field supervisor and mentor teacher assessments, and program completion rate.  
  
Data related to **Outcome #5** is collected from several different sources: portfolio of reflections, professional portfolios (digital and hard copy), field supervisor and mentor teacher assessments, and program completion rate.  
  
Data related to **Outcome #6** is collected from several different sources: digital portfolio of reflections, digital professional portfolios, and field supervisor and mentor teacher assessments.

**Step 5: Analyze and interpret the data (Due October 1, 2009 with preliminary data; Due November 2, 2009 with final data for this assessment cycle)**

In this section we will analyze and interpret the data for each of the goals listed in section 2 in turn:

**Goal One**

“Graduates of the teacher education programs at Albion College are grounded in the liberal arts and understand the subject matter they are recommended for certification to teach.”

 Students in the education program receive their grounding in liberal arts and preparation in their subject matter areas through the classes and experiences they receive from other departments. Eighty-five percent of the students completing the education program and recommended for certification in the 2008/09 academic year had at least a 3.0 GPA in their major and a 2.7 GPA overall. Everyone recommended for certification has successfully passed the "Michigan Test of Teacher Competencies" (MTTC) subject and certification level tests. A requirement for completing the education program is a capstone experience that includes a field experience in which the student must demonstrate their understanding of the subject matter they are recommended for certification. The field experience is assessed by a field supervisor and the mentor teacher.  All students received satisfactory assessments of the field experience. Finally, professional portfolios (digital and hard copy) were completed by each student which documented their subject matter knowledge and liberal arts education. The portfolios were assessed by the education department faculty using a consistent rubric and showed a grounding in the liberal arts and understanding of subject matter.

**Goal Two**

“Graduates of the teacher education programs at Albion College translate subject matter knowledge into meaningful and relevant learning experiences.”

 Students in the education program receive their pedagogical training through the professional sequence of classes they take from the education department. Eighty-five percent of the students completing the education program and recommended for certification in the 2008/09 academic year had at least a 3.0 GPA in their professional sequence and a 2.7 GPA overall. Everyone recommended for certification has successfully passed the "Michigan Test of Teacher Competencies" (MTTC) subject and certification level tests. A requirement for completing the education program is a capstone experience that includes a field experience in which the student must demonstrate their ability to prepare and deliver meaningful and relevant learning experiences. The field experience is assessed by a field supervisor and the mentor teacher.  All students received satisfactory assessments of the field experience. Finally, professional portfolios (digital and hard copy) were completed by each student which documented their ability in instructional design, assessment, and creating effective learning environments. The portfolios were assessed by the education department faculty using a consistent rubric and all students received a satisfactory assessment.

**Goal Three**

“Graduates of the teacher education programs at Albion College are thoughtful and caring learner-teachers, respectful of self and others, who seek out, value, and incorporate different viewpoints and positions about learners, learning, teaching and subject matter.”

 A requirement for completing the education program is a capstone experience that includes a field experience in which the student must demonstrate their ability to be thoughtful and caring learner-teachers respect self and others, and incorporate different viewpoints. The field experience is assessed by a field supervisor and the mentor teacher.  All students received satisfactory assessments of the field experience. Professional portfolios (digital and hard copy) were completed by each student which documented their responsibilities and relationships to the school, classroom, student and greater community. The portfolios were assessed by the education department faculty using a consistent rubric and all students received a satisfactory assessment. Additionally, all students participating in the capstone experience prepared a “reflective portfolio” that documented their systematic reflection to organize and improve teaching and develop effective relationships. The portfolios were assessed by the education department faculty using a consistent rubric and all students received a satisfactory assessment. One hundred percent of the students who enrolled in the capstone experience successfully completed the program.

**Goal Four**

“Graduates of the teacher education programs at Albion College are ethically grounded deliberators, who are continuously learning through reflective critical thinking.”

 A requirement for completing the education program is a capstone experience that includes a field experience in which the student must demonstrate their ability to be ethically grounded and learn through reflective critical thinking. The field experience is assessed by a field supervisor and the mentor teacher.  All students received satisfactory assessments of the field experience. Professional portfolios (digital and hard copy) were completed by each student which documented their ability to uphold the professional code of ethics, analyze the effects of their decisions and actions upon others, and engage in meaningful self-evaluation. The portfolios were assessed by the education department faculty using a consistent rubric and all students received a satisfactory assessment. Additionally, all students participating in the capstone experience prepared a “reflective portfolio” that documented their continuous learning and professional development though reflective thinking. The portfolios were assessed by the education department faculty using a consistent rubric and all students received a satisfactory assessment. One hundred percent of the students who enrolled in the capstone experience successfully completed the program.

**Goal Five**

“Graduates of the teacher education programs at Albion College are child and youth advocates working for a more fair, equitable and democratic society.”

 A requirement for completing the education program is a capstone experience that includes a field experience in which the student must demonstrate their ability to model and provide educational experiences that encourage students toward a more fair, equitable and democratic society. The field experience is assessed by a field supervisor and the mentor teacher.  All students received satisfactory assessments of the field experience. Professional portfolios (digital and hard copy) were completed by each student which documented their ability to synthesize a teacher’s role in changing society, design learning activities for students that involve volunteer, civic, and social groups, and service learning. The portfolios were assessed by the education department faculty using a consistent rubric and all students received a satisfactory assessment. Additionally, all students participating in the capstone experience prepared a “reflective portfolio” that documented their reflections and critical assessment of their child and youth advocacy. The portfolios were assessed by the education department faculty using a consistent rubric and all students received a satisfactory assessment. One hundred percent of the students who enrolled in the capstone experience successfully completed the program.

**Goal Six**

**“**Graduates of the teacher education programs at Albion College understand the issues surrounding technology and society and can use technological tools, practices, and concepts to enhance learning, communication, and personal/professional productivity to implement curriculum, differentiate instruction, and assess learning.”

A requirement for completing the education program is a capstone experience that includes a field experience in which the student must demonstrate their understanding and ability to use technological operations and concepts. The field experience is assessed by a field supervisor and mentor teacher.  All students received satisfactory assessments of the field experience. Professional portfolios (digital and hard copy) were completed by each student which documented their understanding of the equity, ethical, legal, social, physical, and psychological issues of using technology in K-12 issues, and the ability to plan design and evaluate effective technological learning experiences. The portfolios were assessed by the education department faculty using a consistent rubric and all students received a satisfactory assessment. Additionally, all students participating in the capstone experience prepared a “reflective portfolio” that demonstrated their ability to use multi-media technology and reflect on their experiences using technology. The portfolios were assessed by the education department faculty using a consistent rubric and all students received a satisfactory assessment.

 Overall, the education program is successfully achieving the goals and objectives that have been established.

**Step 6: How will the data collected be used for decision-making, strategic planning, etc. (Due October 1, 2009 with preliminary data; Due November 2, 2009 with final data for this assessment cycle)**

*NOTE:You will need to submit a summary report of your findings to the Assessment Committee for review. In that report, please include details of how the data will be used, any program changes that will be made (or not made). Questions to ask yourself/to include in the report are as follows:*

·       *How, exactly, will your data be used to help with program planning and improvement?*

·       *Will your program form a committee to review assessment findings, and make recommendations for change or improvement in a timely manner?*

·       *Will your entire department convene to discuss assessment results and program changes?*

·       *Who will make formal recommendations for curricular or other changes—the chair/head? The committee?*

Analysis of overall GPAs, major GPAs, professional program GPAs, assessment of capstone experience field work, professional portfolios, reflective portfolios, and program completion rates; all show that the Education Program is successfully achieving its goals. This data shows that the Education department is achieving *what* it sets out to achieve.

 At the end of each semester the entire department participates in a program assessment meeting. The data discussed above are reviewed. If the results are unacceptable of if there are any issues or problems, they are discussed and improvement actions planned and put into motion.

 However, the Education Department is not satisfied simply with knowing that it achieved *what* it intended. At the end of semester assessment meetings the Department also reviews information about *how* those results were achieved and looks for improvement in the processes used. Students who complete the program complete a survey and participate in an exit interview. The field supervisors are interviewed to for their perspective on program execution and comments are solicited from mentor teachers. All this information is analyzed and data display is prepared for the assessment meeting.

 The last end of semester assessment meeting the following overall findings were discussed:

 Strengths

•         The complete program

•         Faculty/Staff

•         Field placements/Maymester

•         Courses

Next Steps

•         More classroom management

•         Current issues/topics in education

•         Few placement issues

•         Some content area integration comments

(More detail is available if desired.)

 For the “Next Steps” action items were created and assigned. These action items have been tracked through weekly departmental meetings.