Woodring College of Education
Preparing thoughtful, knowledgeable, and
effective educators for a diverse society

Elementary Education Program
Assessment Plan

The Elementary 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

State Standard V: Knowledge and Skills	Conceptual Framework Component	Where Addressed (Courses/Field Experiences)	How Assessed (Sources of Data)
Standard 5.1: Knowledge of Subject Matter and Curriculum Goals **A. Content driven.** All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology. **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.	*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. *Effective* educators have high expectations for students and help students develop responsibility for their own learning.	**General University Requirements**: Communication; quantitative and symbolic reasoning; humanities; social sciences; comparative, gender, and multicultural studies; and natural sciences **Approved Academic Majors (credits):** ▪ Anthropology – Elementary (45) ▪ Art – Elementary (49) ▪ Communication - Elementary (50) ▪ Earth Science - Elementary (73-84) ▪ Elementary Education Studies (53-57) ▪ English - Elementary (45) ▪ Environmental Studies – Elementary (61-68) ▪ French, German or Spanish – Elementary (45) ▪ General Science – Elementary (50-51) ▪ Geography – Elementary (66-73) ▪ History - Elementary (45) ▪ Language, Literacy, and Cultural Studies (45-56) ▪ Mathematics - Elementary (50) ▪ Music – Elementary (44 plus 6 qtrs. applied music) ▪ Psych: Human Development – Elementary (49-54) ▪ Social Studies - Elementary (51-57) ▪ Sociology - Elementary (50)	Admissions Summary ▪ WEST-B Basic Skills Test ▪ GPA Program Level Assessments ▪ Teacher Work Sample **or** TPA Fall 2011 (ELED 471) ▪ Literacy Practicum (ELED 492) 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 Service Center Placement Survey

UG = Undergraduate; PB = Post-baccalaureate

State Standard V: Knowledge and Skills	Conceptual Framework Component	Where Addressed (Courses/Field Experiences)	How Assessed (Sources of Data)
		Special Education and Diverse Needs ▪ SPED 364 Teaching Each Student ▪ SPED 430 Problem Solving for Diverse Needs **Methods, Curriculum Content, Field Experiences** ▪ ART 380 Art Educating the Child ▪ ELED 370 Introduction to Teaching ▪ ELED 425 Social Studies for the Elementary School ▪ ELED 470 Developing Teaching ▪ ELED 471 Documenting Teaching ▪ ELED 480 Literacy II: Beginning Communicators ▪ ELED 481 Literacy III: Fluent Communicators ▪ ELED 492 Practicum in Literacy ▪ ELED 494 Internship ▪ HLED 455 Health Education Grades K-8 ▪ MATH 381 Teaching K-8 Mathematics I ▪ MATH 382 Teaching K-8 Mathematics II ▪ MATH 383 Teaching K-8 Mathematics III ▪ MATH 491 Mathematics Internship Seminar ▪ MUS 361 Music for Elementary Teachers ▪ PE 345 Physical Education for Elementary School ▪ SCED 480 Science Methods & Curriculum ▪ SCED 490 Lab/Field Experience in Elem. Science	▪ Woodring 1st and 3rd Year Follow-up Studies (2011) ▪ EBI Survey of Alumni and Principals (2005-2008)
Standard 5.2: Knowledge of Teaching **A. Informed by standards-based assessment.** All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies. **B. Intentionally planned.** All students benefit from standards-based planning that is personalized. **C. Influenced by multiple instructional strategies.** All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds. **D. Informed by technology.** All students	*Thoughtful* educators adapt instruction to meet student needs as they respond meaningfully to student contributions. *Knowledgeable* educators use best practices in their profession including the research-based instructional strategies, academic content area expertise, and effective technology. *Effective* educators use a variety of assessments to evaluate student progress and performance.	**Foundations** ▪ EDUC 301 Educational Psychology I: Development & Individual Differences ▪ EDUC 302 Educational Psychology II: Learning, Motivation, & Assessment **Special Education and Diverse Needs** ▪ SPED 364 Teaching Each Student ▪ SPED 430 Problem Solving for Diverse Needs **Methods, Curriculum Content, Field Experiences** ▪ ART 380 Art Educating the Child ▪ ELED 425 Social Studies for the Elementary School ▪ ELED 470 Developing Teaching ▪ ELED 471 Documenting Teaching ▪ ELED 480 Literacy II: Beginning Communicators ▪ ELED 481 Literacy III: Fluent Communicators ▪ ELED 492 Practicum in Literacy ▪ ELED 494 Internship	Program Level Assessments ▪ Developing Teaching (ELED 470) ▪ Teacher Work Sample **or** TPA Fall 2011 (ELED 471) ▪ Literacy Practicum (ELED 492) Qualification for Internship ▪ Pre-internship GPA Program Completion ▪ Intern Development and Evaluation System (IDES) ▪ Performance-based Pedagogy Assessment (PPA) ▪ Woodring Internship (Exit) Survey Post Program Completion ▪ Career Service Center Placement Survey

State Standard V: Knowledge and Skills	Conceptual Framework Component	Where Addressed (Courses/Field Experiences)	How Assessed (Sources of Data)
benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.		▪ HLED 455 Health Education Grades K-8 ▪ MATH 381 Teaching K-8 Mathematics I ▪ MATH 382 Teaching K-8 Mathematics II ▪ MATH 383 Teaching K-8 Mathematics III ▪ MATH 491 Mathematics Internship Seminar ▪ MUS 361 Music for Elementary Teachers ▪ PE 345 Physical Education for Elementary School ▪ SCED 480 Science Methods & Curriculum ▪ SCED 490 Lab/Field Experience in Elem. Science **Instructional Technology** ▪ IT 344 Basic Instructional Technology Skills ▪ IT 442 Classroom Use of Instructional Technology	▪ Woodring 1st and 3rd Year Follow-up Studies (2011) ▪ EBI Survey of Alumni and Principals (2005-2008)
Standard 5.3: Knowledge of Learners and their Development in Social Contexts **A. Learner centered.** All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies. **B. Classroom/school centered**. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others. **C. Family/Neighborhood centered.** Student learning is informed by collaboration with families and neighborhoods. **D. Contextual community centered.** All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.	*Thoughtful* educators appreciate and value human diversity and show respect for students' varied talents and perspectives. *Knowledgeable* educators understand and apply general concepts, theories, and research about effective teaching regardless of the content area. *Effective* educators create a learning environment that encourages students to develop positive self-motivation and social interaction skills while engaged in learning. *Thoughtful* educators also understand issues related to sustainability education and take responsibility for contributing to the well-being of the current generation while helping to	**Foundations** ▪ EDUC 301 Educational Psychology I: Development & Individual Differences ▪ EDUC 302 Educational Psychology II: Learning, Motivation, & Assessment ▪ EDUC 310 The Teacher & the Social Order **Special Education and Diverse Needs** ▪ SPED 364 Teaching Each Student ▪ SPED 430 Problem Solving for Diverse Needs **Methods, Curriculum Content, Field Experiences** ▪ ART 380 Art Educating the Child ▪ ELED 370 Introduction to Teaching ▪ ELED 425 Social Studies for the Elementary School ▪ ELED 470 Developing Teaching ▪ ELED 471 Documenting Teaching ▪ ELED 480 Literacy II: Beginning Communicators ▪ ELED 481 Literacy III: Fluent Communicators ▪ ELED 491 September Experience ▪ ELED 492 Practicum in Literacy ▪ ELED 494 Internship ▪ HLED 455 Health Education Grades K-8 ▪ MATH 381 Teaching K-8 Mathematics I ▪ MATH 382 Teaching K-8 Mathematics II ▪ MATH 383 Teaching K-8 Mathematics III ▪ MATH 491 Mathematics Internship Seminar ▪ MUS 361 Music for Elementary Teachers	Educational Theory Case Study (EDUC 301, 302) Program Level Assessments ▪ Teacher Work Sample **or** TPA Fall 2011 (ELED 471) ▪ Literacy Practicum (ELED 492) Qualification for Internship ▪ Pre-internship GPA Program Completion ▪ Intern Development and Evaluation System (IDES) ▪ Performance-based Pedagogy Assessment (PPA) ▪ Woodring Internship (Exit) Survey Post Program Completion ▪ Career Service Center Placement Survey ▪ Woodring 1st and 3rd Year Follow-up Studies (2011) ▪ EBI Survey of Alumni and Principals (2005-2008)

State Standard V: Knowledge and Skills	Conceptual Framework Component	Where Addressed (Courses/Field Experiences)	How Assessed (Sources of Data)
	ensure the well-being of future generations.	▪ PE 345 Physical Education for Elementary School ▪ SCED 480 Science Methods & Curriculum ▪ SCED 490 Lab/Field Experience in Elem. Science	
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 **Special Education and Diverse Needs** ▪ SPED 364 Teaching Each Student ▪ SPED 430 Problem Solving for Diverse Needs **Methods, Curriculum Content, Field Experiences** ▪ ELED 370 Introduction to Teaching ▪ ELED 470 Developing Teaching ▪ ELED 471 Documenting Teaching ▪ ELED 480 Literacy II: Beginning Communicators ▪ ELED 481 Literacy III: Fluent Communicators ▪ ELED 492 Practicum in Literacy ▪ ELED 494 Internship ▪ HLED 455 Health Education Grades K-8 ▪ MATH 491 Mathematics Internship Seminar ▪ SCED 490 Laboratory/Field Experience in Elementary Science	Educational Theory Case Study (EDUC 301, 302) Program Level Assessments ▪ Professional Practice (ELED 470) ▪ Teacher Work Sample **or** TPA Fall 2011 (ELED 471) ▪ Literacy Practicum (ELED 492) Qualification for Internship ▪ Pre-internship GPA Program Completion ▪ Intern Development and Evaluation System (IDES) ▪ Performance-based Pedagogy Assessment (PPA) ▪ Woodring Internship (Exit) Survey Post Program Completion ▪ Career Service Center Placement Survey ▪ Woodring 1st and 3rd Year Follow-up Studies (2011) ▪ EBI Survey of Alumni and Principals (2005-2008)

Transition Point Assessments & Requirements

Admission	Program Retention	Qualification for Fulltime Internship	Program Completion	Post Program Completion
WEST-B GPA of 2.75 or higher overall or for the last 45 graded quarter credits Minimum 45 graded credits (UG) Bachelor's degree in approved major or 30 quarter credits in endorsement field (PB) English composition course, minimum grade of B- Reflective Essay	Minimum 2.75 GPA Orientation Training: ▪ Bloodborne pathogens ▪ Professionalism ▪ Prevention of sexual harassment ▪ Legal and professional responsibilities Fingerprinting/character and fitness clearance Educational theory case study (EDUC 301, 302) Grade of C or better in education/endorsement courses Remediation of any Student of Concern issue First practicum: teaching/professional behavior assessment (ELED 370) Child Study Inquiry project (ELED 370) Program Level Assessment: Professional Practice (ELED 470)	Minimum 2.75 GPA WEST-E Practicum performance evaluations Completion of all education/endorsement courses, grade of C or better Applications for internship/certification Fingerprinting/character and fitness clearance through internship term Program Level Assessments: ▪ Teacher Work Sample **or** TPA Fall 2011 (ELED 471) ▪ Literacy practicum assessment (ELED 492)	Intern Development Evaluation System (IDES) Performance-based Pedagogy Assessment (PPA) **or** beginning January 2012: Teacher Performance Assessment (TPA) Draft Professional Growth Plan Dean's affidavit attesting to character and fitness Degree requirements met (UG) Internship Survey	Career Services Center Placement Survey Follow-up surveys of alumni and principals at 1st year and 3rd year (2011) WA State New Teacher Survey (2009) EBI Survey of Alumni and Principals (2005-2008)