# Spring 2014 Flashdrive Collection

**Program Assessment Plans:**

Please use the format provided to update your assessment plans for each program. The last update we did was in Spring 2009.

I've put the old Program Assessment Plans in a folder on this flashdrive for your reference.

These will be used as evidence for NCATE Standard 2 Assessment and CAEP Standard 5

Unit-wide student learning outcomes are CLoPTRoDD and I'll cover that so no need to put those 7.

If you do more programs, copy the template to use.

Once you make changes, please save this file but put your last name on the end of it. That way I'll know whose files are whose when I put them together.

If you have questions, please email me at toddmm@buffalostate.edu

**PAP 1:**

**Program (include degree granted): CTE Undergraduate BS, BME Undergraduate BS, FCS Undergraduate BS, CTE Post-Bac, BME Post-Bac**

**Mission Statement:**

| **Student Learning Outcomes (can be SPA stds for initial programs)** | **Assessment (s) Used to Measure (more than one may be listed for each SLO)** |
|---|---|
| 1. CTE program completers achieve at high standards and demonstrate readiness for classroom entry teaching positions | Dispositions, Unit Plan, Lesson Plans, Cooperating Teacher Evaluation, Employment Portfolio |
| 2. Teacher candidates acquire knowledge of child and adolescent development. | Unit Plan, Lesson Plans, Cooperating Teacher Evaluation |

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| 3. Candidates know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students | Unit Plan, Lesson Plans, Coop. Tchr. Eval., College Supervisor |
| 4. Candidates implement instruction that engages and challenges all students to meet or exceed the learning standards. | Lesson Plans, Coop. Tchr. Eval., College Supervisor |
| 5. Candidates work with all students to create a dynamic learning environment that supports achievement and growth | Coop. Tchr. Eval., College Supervisor |
| 6. Candidates use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction | Lesson Plans, Coop. Tchr. Eval., College Supervisor |
| 7. Candidates demonstrate professional responsibility | Coop. Tchr. Eval., College Supervisor |
| 8. Candidates set individual goals and strive for growth | College Supervisor, Dispositions |
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| **Name of Assessment** | **Type or Form of Assessment** | **When is the Assessment Administered?** | **Collected in TaskStream LAT? Y or N** | **Where and when is the data reviewed?** |
|---|---|---|---|---|
| Classroom Observations | Written, Rubric | CTE 302 | N | |
| Field Experiences-Career fairs, Mentoring | Rubric | CTE 311, CTE 350 | N | Each semester |
| Self-assessment, Project | Personal rating sheet, Rubric | CTE 402 | N | Throughout Semester |
| State Required Seminars | Various | Before applying for certification | N | |
| Unit Plan | Document | CTE 302 | Y | During semester of course |
| Lesson Plans | Document, Demonstration | CTE 404 | Y | During semester of course |
| Student Teaching | Demonstration of planning, instruction and assessment skills | CTE 413 | N | Throughout student teaching-Coop. Tchr, Supv. Tchr, Seminars |

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| Plans to Ensure Fairness, Accuracy, and Consistency |
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| Discussion at faculty meeting to ensure fairness, accuracy and consistency with the avoidance of bias. |
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**PAP2:**

**Program (include degree granted): CTE Graduate MS, BME Graduate MS**

**Mission Statement:**

| **Student Learning Outcomes (can be SPA stds for initial programs)** | **Assessment (s) Used to Measure (more than one may be listed for each SLO)** |
|---|---|
| 1. Students demonstrate content knowledge | Portfolio and/or credential review |
| 2. Students acquire advanced professional and pedagogical knowledge and skills | Advanced Program Rubric |
| 3. Candidate effect on student learning is demonstrated | Presentation Rubric |
| 4. Candidate effect on improving education is demonstrated | Presentation to committee, Master's Project |
| 5. Candidates express professional dispositions | Unit Evaluations |

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| Name of Assessment | Type or Form of Assessment | When is the Assessment Administered? | Collected in TaskStream LAT? Y or N | Where and when is the data reviewed? |
|---|---|---|---|---|
| Professional Area Assessment | Portfolio and/or Credential Review | Prior to Admission | N | Department Chair Discretion |
| Assessment of Candidate Pedagogical Content | Checklist, TWS | CTE 536, CTE 620, BME 605, CTE 600 | N | Instructor Discretion |
| Assessment of candidate Professional and Pedagogical skills and knowledge | Checklist, TWS | CTE 550, CTE 555, BME 602 | N | Instructor discretion |
| Assessment of Candidate Effect on Student Learning | Checklist, TWS | CTE 530, CTE 605 | N | Instructor Discretion |
| Assessment of Candidate Effect on Improving Education | Rubric, Presentation to committee | SPF 689/BME601, CTE 690 | N | Determined via conference between candidate and instructor/advisor |
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| Plans to Ensure Fairness, Accuracy, and Consistency |
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| Discussion at faculty meeting to ensure fairness, accuracy and consistency with the avoidance of bias. |
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**PAP 3:**

**Program (include degree granted):**

**Mission Statement:**

| Student Learning Outcomes (can be SPA stds for initial programs) | Assessment (s) Used to Measure (more than one may be listed for |
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| Name of Assessment | Type or Form of Assessment | When is the Assessment Administered? | Collected in TaskStream LAT?<br>Y or N | Where and when is the data reviewed? |
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| Plans to Ensure Fairness, Accuracy, and Consistency |
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**PAP 4:**

**Program:**

**Mission Statement:**

| Student Learning Outcomes (can be SPA stds for initial programs) | Assessment (s) Used to Measure (more than one may be listed for |
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| Name of Assessment | Type or Form of Assessment | When is the Assessment Administered? | Collected in TaskStream LAT?<br>Y or N | Where and when is the data reviewed? |
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| Plans to Ensure Fairness, Accuracy, and Consistency |
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