

COLLEGE OF EDUCATION

PREPARING INQUIRING EDUCATORS: KNOWLEDGE, UNDERSTANDING, APPLICATION

The College's student learning outcomes reflect: William Paterson University's Student Learning Outcomes; the College of Education's (Preparing Inquiring Educators: Knowledge, Understanding, Application) conceptual framework; the Standards for School Leaders from the ELCC/ISLLC; and the standards from these organizations that are included in the NJ DOE licensure code

Knowledge

- Adapts instruction to individual differences in needs, learning styles and multiple intelligences
- Demonstrates mastery of content knowledge
- Translates NJ Core Curriculum Standards into developmentally appropriate content
- Incorporates appropriate pedagogical knowledge in planning lessons
- Selects a variety of traditional and authentic assessments to evaluate student progress
- Employs the lesson planning process appropriately

Understanding

- Holds high expectations for all students
- Respects diversity and cultural differences by treating all students equitably
- Demonstrates an openness to learning new ideas and becoming a life long learner
- Reflects upon teaching: *What do I do? Why do I do it? How can I do it better?*
- Exemplifies high professional and ethical standards

Application

- Demonstrates effective communication skills
- Creates a physically and psychologically safe environment
- Manages the learning environment
- Develops a sense of community in the learning environment
- Poses questions if it fits problems and issues which require inquiry and critical thinking
- Teaches for understanding
- Works collaboratively with colleagues and families
- Demonstrates resourcefulness
- Demonstrates an interest in applying new technologies to teaching and learning

PROGRAM: Secondary Education K-12 Subject Field

GOALS	OBJECTIVES/OUTCOMES	ASSESSMENT METHOD	USING PROGRAM ASSESSMENT FOR PROGRAM IMPROVEMENT
<ul style="list-style-type: none"> To prepare inquiring educators who have the knowledge, understanding and professional dispositions to be effective with diverse populations in K-12 settings. 	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> Adapts instruction to individual differences in needs, learning styles and multiple intelligences Demonstrates mastery of content knowledge Translates NJ Core Curriculum Standards into developmentally appropriate content Incorporates appropriate pedagogical knowledge in planning lessons Selects a variety of traditional and authentic assessments to evaluate student progress Employs the lesson planning process appropriately <p><i>Understanding</i></p> <ul style="list-style-type: none"> Holds high expectations for all students Respects diversity and cultural differences by treating all students equitably Demonstrates an openness to learning new ideas and becoming a lifelong learner Reflects upon teaching: What do I do? Why do I do it? How can I do it better? Exemplifies high professional and ethical standards <p><i>Application</i></p> <ul style="list-style-type: none"> Demonstrates effective communication skills Creates a physically and psychologically safe environment Manages the learning environment Develops a sense of community in the learning environment Poses questions if it fits problems and issues which require inquiry and critical thinking Teaches for understanding Works collaboratively with colleagues and families Demonstrates resourcefulness Demonstrates an interest in applying new technologies to 	<ul style="list-style-type: none"> Praxis II (Critical Assessment #1) Grade Point Average (G.P.A.) (Critical Assessment #2) Teacher Work Sample (Critical Assessments #3,5,6,7,8) Student Teaching Evaluation (Critical Assessment #4) Writing Assessment Disposition Assessment Exit Survey Principal Survey Survey of Program Graduates 	<p>Praxis II</p> <ul style="list-style-type: none"> English and Social Studies Data for the last three years indicate that the WPU pass rate falls below the NJ pass rate in both the English and Social Studies tests required for certification. Both programs have been revised to better align the curriculum with what is being tested. The College of Education worked collaboratively with the English and History departments to accomplish the needed curriculum changes. Furthermore, a workshop series was instituted to assist candidates in passing the exams. In addition, a policy was instituted that beginning with September 08, candidates must pass Praxis II prior to student teaching. <p>Grade Point Average (G.P.A.)</p> <ul style="list-style-type: none"> All candidates must have a 2.75 gpa to be accepted into and remain in this program. <p>Teacher Work Sample</p> <ul style="list-style-type: none"> Candidates in K-12 English Education performed better in this assessment than candidates in Social Studies and Mathematics. A review of all TWS data seems to indicate a need to revise secondary programs to provide candidates with additional work in aligning goals, instruction and assessment. This is new data and the faculty will discuss and consider revisions in the 08-09 academic year. <p>Student Teaching Evaluation</p> <ul style="list-style-type: none"> Candidates in the secondary education program scored lower than the rest of the candidates in the first outcome “using data to adapt instruction to individual differences, learning styles and multiple intelligences”. The program is incorporating additional readings and activities related to assessment in CISE 450. Information about data and assessment will be emphasized in the practicum semester. Mathematics, Music, Art, Spanish and Physical Education candidates at WPU have had 100% pass rate in the last three years as have Science students in the Biology and General

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GOALS	OBJECTIVES/OUTCOMES	ASSESSMENT METHOD	USING PROGRAM ASSESSMENT FOR PROGRAM IMPROVEMENT
	<p>teaching and learning</p> <ul style="list-style-type: none"> • Additional outcomes based on Professional Association Standards 		<p>Science II test. Health and Physical education candidates have pass rates between 95% and 100% depending on the year.</p> <p><i>Writing Assessment</i></p> <ul style="list-style-type: none"> • Only 6% of candidates taking this assessment scored at the unacceptable level. There is no need for program modifications. <p><i>Disposition Assessment</i></p> <ul style="list-style-type: none"> • Candidates complete a disposition self-assessment in CIED 203. Candidate dispositions continue to be assessed throughout the program using an Early Alert Reporting System. <p><i>Exit Survey</i></p> <ul style="list-style-type: none"> • K-12 candidates overall felt less prepared than other candidates in adapting instruction for students with special needs and English language learners. All K-12 candidates felt very well prepared to integrate NJCCCS and well prepared to implement a variety of instructional strategies. English and Social Studies candidates felt less prepared to take the praxis exams than the rest of the unit candidates. Social Studies and English candidates also felt less well informed about the process of certification than the rest of the unit candidates. These data will be discussed at dept. meetings in fall 2008 for possible programmatic changes. <p><i>Principal Survey</i></p> <ul style="list-style-type: none"> • This survey is conducted every two years. In data from fall 2007 principals rate WPUNJ candidates as exemplary in being open to learning new ideas and respecting diversity and cultural differences. Data indicate a need for additional classroom management techniques as well as using a variety of traditional and authentic assessments. <p><i>Survey of Program Graduates</i></p> <ul style="list-style-type: none"> • A survey aligned with the specific program standards was developed and will be sent to graduates in Summer 08.

PROGRAM: Elementary Education K-5 and Elementary Education with 5-8 Subject Field Endorsement

GOALS	OBJECTIVES/OUTCOMES	ASSESSMENT METHOD	USING PROGRAM ASSESSMENT FOR PROGRAM IMPROVEMENT
<ul style="list-style-type: none"> To prepare inquiring educators who have the knowledge, understanding and professional dispositions to be effective with diverse populations in K-5 and 5-8 settings 	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> Adapts instruction to individual differences in needs, learning styles and multiple intelligences Demonstrates mastery of content knowledge Translates NJ Core Curriculum Standards into developmentally appropriate content Incorporates appropriate pedagogical knowledge in planning lessons Selects a variety of traditional and authentic assessments to evaluate student progress Employs the lesson planning process appropriately <p><i>Understanding</i></p> <ul style="list-style-type: none"> Holds high expectations for all students Respects diversity and cultural differences by treating all students equitably Demonstrates an openness to learning new ideas and becoming a lifelong learner Reflects upon teaching: What do I do? Why do I do it? How can I do it better? Exemplifies high professional and ethical standards <p><i>Application</i></p> <ul style="list-style-type: none"> Demonstrates effective communication skills Creates a physically and psychologically safe environment Manages the learning environment Develops a sense of community in the learning environment Poses questions if it fits problems and issues which require inquiry and critical thinking Teaches for understanding Works collaboratively with colleagues and families Demonstrates resourcefulness Demonstrates an interest in applying new technologies to 	<ul style="list-style-type: none"> Praxis II (Critical Assessment #1) Grade Point Average (G.P.A.) (Critical Assessment #2) Assessment of Candidate's Ability to Plan Instruction (Critical Assessment #3) Student Teaching Evaluation (Critical Assessment #4) Assessment of Candidate's Effect on Student Learning (Critical Assessment #5) Analysis of Math Curriculum Standards Assignment (Critical Assessment #6) Differentiated Instruction Lesson Plan (Critical Assessment #7) Writing Assessment Disposition Assessment Exit Survey Principal Survey Survey of Program Graduates 	<p>Praxis II</p> <p>95% of WPU Elementary Education candidates passed the test in 2006-07 compared to a state-wide pass rate of 99%. Workshops to assist candidates were provided as a result of this data. A policy has been instituted to require candidates to pass Praxis II prior to student teaching.</p> <p>Data for 5-8 endorsement will be available in 2009.</p> <p>Grade Point Average (G.P.A.)</p> <ul style="list-style-type: none"> All candidates must have a 2.75 gpa to be accepted into and remain in this program. <p>Assessment of Candidate's Ability to Plan Instruction</p> <ul style="list-style-type: none"> The assessment of the <i>Interdisciplinary Multicultural Unit</i> developed by candidates provided evidence that candidates need more knowledge and understanding of how diverse students learn. To address this concern, a Pre-Practicum workshop will be offered in Fall 2008 entitled "Modifying Instruction for Diverse Students." Lesson Planning Assignment Candidates scored at the acceptable or target levels in all rubrics in this assignment. The weakest areas appear to be instructional strategies. A video on Lesson Planning has been developed and appears in the Office of Field Experiences Home Page. <p>Assessment of Candidate's Effect on Student Learning</p> <ul style="list-style-type: none"> The assessment of the Case Study assignment provide further evidence that candidates need further work in the area of assessment of children's learning as well as in reflection. In the course CIEE 229, the faculty will develop and implement additional guided tasks to enhance candidates' ability to reflect. <p>Analysis of Math Curriculum Standards Assignment</p> <ul style="list-style-type: none"> Candidates scored at the acceptable or target levels in all rubrics of this

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GOALS	OBJECTIVES/OUTCOMES	ASSESSMENT METHOD	USING PROGRAM ASSESSMENT FOR PROGRAM IMPROVEMENT
	teaching and learning <ul style="list-style-type: none"> • Additional outcomes based on the Association for Childhood Education International (ACEI) 		assignment; however reflection and analysis of content and process standards appear to be areas requiring greater attention. Faculty will provide greater emphasis in analyzing standards in CIED 203 and in the Pre-Practicum workshops. <p><i>Differentiated Instruction Lesson Plan</i></p> <ul style="list-style-type: none"> • Not all candidates scored at the acceptable or target levels in all rubrics of this assignment. The data indicate that more need to be done in teaching skills in differentiating instruction and integrating assistive technology into the curriculum. A new workshop in “Modifying Instruction for Diverse Learners” will be offered for Practicum candidates. There will be added emphasis in assistive technology <p><i>Student Teaching Evaluation</i></p> <ul style="list-style-type: none"> • Candidates in the K-5 program scored higher in all competencies/outcomes assessed in student teaching compared to the unit as a whole. K-5/5-8 candidates (n.4) scored lower than the rest of the candidates in the unit in using data to adapt instruction, and using a variety of traditional and authentic assessments to evaluate student progress, pointing to the need for more instruction and experiences in the area of assessment. <p><i>Writing Assessment</i></p> <ul style="list-style-type: none"> • Only 4 out of 86 candidates tested scored unacceptable in this assessment. No modifications to the program seem indicated at this time. <p><i>Disposition Assessment</i></p> <ul style="list-style-type: none"> • Candidates complete a disposition self-assessment in CIED 203 and an evaluation of their dispositions is done in CIRD 229 (first supervised field experience). All candidates met <i>target</i> on assessment rubric for dispositions during this course. Candidate dispositions continue to be assessed throughout the program using an Early Alert Reporting System.

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GOALS	OBJECTIVES/OUTCOMES	ASSESSMENT METHOD	USING PROGRAM ASSESSMENT FOR PROGRAM IMPROVEMENT
			<p>Exit Survey</p> <ul style="list-style-type: none"> • 100% of candidates agree or strongly agree that they were prepared to integrate NJCCCS into their teaching; assess students' learning; use lesson planning process effectively; create a safe learning environment; and guide and manage classroom behavior. • 100% of candidates agree or strongly agree that they have developed professional dispositions for teaching. • Data indicate that areas for improvement include: adapting instruction for students with special needs and English language learners. • Data also indicate a need for the unit to improve advisement, preparation for the praxis exam and provide clarity about to candidates about the certification process • Exit survey data will be discussed in fall 2008 to determine necessary program changes. <p>Principal Survey</p> <ul style="list-style-type: none"> • This survey is conducted every two years. In data from fall 2007 principals rate WPUNJ candidates as exemplary in being open to learning new ideas and respecting diversity and cultural differences. Data indicate a need for additional classroom management techniques as well as using a variety of traditional and authentic assessments. <p>Survey of Program Graduates</p> <ul style="list-style-type: none"> • A survey aligned with program standards was developed and will be sent to graduates in Summer 08.

PROGRAM: Early Childhood P-3 and Early Childhood P-3 and Elementary K-5			
GOALS	OBJECTIVES/OUTCOMES	ASSESSMENT METHOD	USING PROGRAM ASSESSMENT FOR PROGRAM IMPROVEMENT
<ul style="list-style-type: none"> • To prepare inquiring educators who have the knowledge, understanding and professional dispositions to be effective with diverse populations in early childhood settings 	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Adapts instruction to individual differences in needs, learning styles and multiple intelligences • Demonstrates mastery of content knowledge • Translates NJ Core Curriculum Standards into developmentally appropriate content 	<ul style="list-style-type: none"> • Praxis II (Critical Assessment #1) • Grade Point Average (G.P.A.) (Critical Assessment #2) • Assessment of Candidate's Ability to Plan Instruction: Thematic unit Plan (Critical Assessment #3) • Student Teaching Evaluation (Critical Assessment #4) • Assessment of Candidate's Effect 	<p>Praxis II</p> <ul style="list-style-type: none"> • A Praxis exam for P-3 was required beginning January 2008; data will be available in February 2009. 95% of Elementary Education candidates passed the test in 2006-07 compared to a state-wide pass rate of 99%. Workshops to assist candidates were provided as a result of this data. A policy has been instituted to require candidates to pass Praxis II prior to

PROGRAM: Early Childhood P-3 and Early Childhood P-3 and Elementary K-5

GOALS	OBJECTIVES/OUTCOMES	ASSESSMENT METHOD	USING PROGRAM ASSESSMENT FOR PROGRAM IMPROVEMENT
	<ul style="list-style-type: none"> • Incorporates appropriate pedagogical knowledge in planning lessons • Selects a variety of traditional and authentic assessments to evaluate student progress • Employs the lesson planning process appropriately <p><i>Understanding</i></p> <ul style="list-style-type: none"> • Holds high expectations for all students • Respects diversity and cultural differences by treating all students equitably • Demonstrates an openness to learning new ideas and becoming a lifelong learner • Reflects upon teaching: What do I do? Why do I do it? How can I do it better? • Exemplifies high professional and ethical standards <p><i>Application</i></p> <ul style="list-style-type: none"> • Demonstrates effective communication skills • Creates a physically and psychologically safe environment • Manages the learning environment • Develops a sense of community in the learning environment • Poses questions if it fits problems and issues which require inquiry and critical thinking • Teaches for understanding • Works collaboratively with colleagues and families • Demonstrates resourcefulness • Demonstrates an interest in applying new technologies to teaching and learning • Additional outcomes based on National Association for Education of Young Children (NAEYC) standards 	<p>on Student learning: Child Study (Critical Assessment #5)</p> <ul style="list-style-type: none"> • Professional Portfolio (Critical Assessment #6) • Writing Assessment • Disposition Assessment • Exit Survey • Principal Survey • Survey of Program Graduates 	<p>student teaching.</p> <p>Grade Point Average (G.P.A)</p> <ul style="list-style-type: none"> • All candidates must have a 2.75 gpa to be accepted into and remain in this program. <p>Assessment of Candidate's Ability to Plan Instruction: Thematic Unit Plan Candidates scored strongest (at Target - 9 out of 11) in knowledge and integration of content areas. Candidates scored at Acceptable/ Unacceptable (10 out of 11) on assessment, so this is an area that needs attention.</p> <p>Student Teaching Evaluation</p> <ul style="list-style-type: none"> • P-3, but not P-3/K-5 candidates had slightly lower means than the unit means in the following competencies assessed during student teaching: writing developmentally appropriate lesson/unit plans, communicating high expectations for all students, demonstrating respect for diversity and cultural differences, reflects on teaching, managing the learning environment, and teaching for understanding. The biggest difference between P-3 and all unit candidates is in the area of classroom management. This concern will be discussed by the faculty. <p>Assessment of Candidate's Effect on Student learning: Child Study Candidates scored high in data collection and presentation of study but only 4 out of 11 were Target in demonstrating a high degree of understanding of use of data collection and assessment in planning instruction</p> <p>Professional Portfolio</p> <p>Writing Assessment More P-3 candidates scored at the unacceptable level (12%) than all applicants to the unit. Also, more candidates scored at the target level than all candidates in the unit. Candidates who score at the unacceptable level are referred to the University Writing Center and are permitted to retake this assessment.</p>

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GOALS	OBJECTIVES/OUTCOMES	ASSESSMENT METHOD	USING PROGRAM ASSESSMENT FOR PROGRAM IMPROVEMENT
			<p><i>Disposition Assessment</i></p> <ul style="list-style-type: none"> • Candidates complete a disposition self-assessment in CIEC 204. Candidate dispositions continue to be assessed throughout the program using an Early Alert Reporting System. • One P-3 candidate was assessed as not meeting the professional dispositions required for the program. The candidate was counseled. She has decided to graduate without teacher certification. <p><i>Exit Survey</i></p> <p>100% of P-3 and P-3, K-5 candidates strongly agreed that they were well prepared in all competencies expected. In addition, all candidates believed that they were well advised, well supported and well supervised by faculty and that they received adequate information regarding the certification process.</p> <p><i>Principal Survey</i></p> <ul style="list-style-type: none"> • This survey is conducted every two years. In data from fall 2007 principals rate WPUNJ candidates as exemplary in being open to learning new ideas and respecting diversity and cultural differences. Data indicate a need for additional classroom management techniques as well as using a variety of traditional and authentic assessments. <p><i>Survey of Program Graduates</i></p> <ul style="list-style-type: none"> • A survey aligned with the NAEYC standards was developed and will be sent out to graduates of the program in the summer.

PROGRAM: Elementary Education K-5 with Teacher of Students with Disabilities Endorsement

GOALS	OBJECTIVES/OUTCOMES	ASSESSMENT METHOD	USING PROGRAM ASSESSMENT FOR PROGRAM IMPROVEMENT
<ul style="list-style-type: none"> • To prepare inquiring educators who have the knowledge, understanding and professional dispositions to be effective with diverse populations in special education settings 	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Adapts instruction to individual differences in needs, learning styles and multiple intelligences • Demonstrates mastery of content knowledge • Translates NJ Core Curriculum Standards into developmentally appropriate 	<ul style="list-style-type: none"> • Praxis II (Critical Assessment #1) • Grade Point Average (G.P.A.) (Critical Assessment #2) • Assessment of Candidate's Ability to Plan: Comprehensive Differentiated Lesson Plan (Critical Assessment #3) • Student Teaching Evaluation (Critical Assessment #4) 	<p><i>Praxis II</i></p> <ul style="list-style-type: none"> • Candidates in K-5 with TSD endorsement program take the K-5 Praxis II exam. 95% of WPU Elementary Education candidates passed the test in 2006-07 compared to a state-wide pass rate of 99%. Workshops to assist candidates were provided as a result of this data. A policy has been instituted to require

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GOALS	OBJECTIVES/OUTCOMES	ASSESSMENT METHOD	USING PROGRAM ASSESSMENT FOR PROGRAM IMPROVEMENT
	<p>content</p> <ul style="list-style-type: none"> • Incorporates appropriate pedagogical knowledge in planning lessons • Selects a variety of traditional and authentic assessments to evaluate student progress • Employees the lesson planning process appropriately <p><i>Understanding</i></p> <ul style="list-style-type: none"> • Holds high expectations for all students • Respects diversity and cultural differences by treating all students equitably • Demonstrates an openness to learning new ideas and becoming a lifelong learner • Reflects upon teaching: What do I do? Why do I do it? How can I do it better? • Exemplifies high professional and ethical standards <p><i>Application</i></p> <ul style="list-style-type: none"> • Demonstrates effective communication skills • Creates a physically and psychologically safe environment • Manages the learning environment • Develops a sense of community in the learning environment • Poses questions if it fits problems and issues which require inquiry and critical thinking • Teaches for understanding • Works collaboratively with colleagues and families • Demonstrates resourcefulness • Demonstrates an interest in applying new technologies to teaching and learning • Additional outcomes based on Council for the Exceptional Children (CEC) and ACEI 	<ul style="list-style-type: none"> • Assessment of Candidate’s Effect on Student Learning (Critical Assessment #5) • Assessment to Instruction Plan (Critical Assessment #6) • Functional Assessment Plan/Behavior Intervention Plan (Critical Assessment #7) • Developmental Journaling and Self-Reflection (Critical Assessment #8) • Writing Assessment • Disposition Assessment • Exit Survey • Principal Survey • Survey of Program Graduates 	<p>candidates to pass Praxis II prior to student teaching.</p> <p><i>Grade Point Average (G.P.A)</i></p> <ul style="list-style-type: none"> • All candidates must have a 2.75 gpa to be accepted into and remain in this program. <p><i>Assessment of Candidate’s Ability to Plan: Comprehensive Differentiated Lesson Plan</i></p> <p>All candidates (20/20) scored at Target on this assessment for Spring 2008 indicating a thorough understanding of the lesson planning process.</p> <p><i>Student Teaching Evaluation</i></p> <ul style="list-style-type: none"> • In the assessment of student teaching candidates in the K-5 Special Education program had slightly lower means than the rest of the unit in managing the learning environment and had slightly higher means in using data to adapt instruction to individual differences and posing questions which require inquiry and critical thinking. <p><i>Assessment of Candidate’s Effect on Student Learning</i></p> <p><i>Assessment to Instruction Plan</i></p> <p>Candidates were weakest in writing appropriate goals and objectives. They also had difficulty articulating how a student’s difficulties manifest in the classroom. These results will be discussed at fall 2008 department meeting.</p> <p><i>Functional Assessment Plan/Behavior Intervention Plan</i></p> <p>Candidates had difficulty with the reflection on their work. This may be because it is the final item on the project and they are rushing to finish the paper or it may indicate that candidates have difficulty reflecting on what they have done. It is recommended that the reflection section be a separate assignment. Candidates had the most difficulty with positive behavior interventions. This may be due to the fact that this is a class taken early in the program of study. The dept. will discuss these data in fall 2008.</p>

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GOALS	OBJECTIVES/OUTCOMES	ASSESSMENT METHOD	USING PROGRAM ASSESSMENT FOR PROGRAM IMPROVEMENT
			<p><i>Developmental Journaling and Self-Reflection</i> Candidates need additional experience in determining what community, school and classroom factors affect learning as well as how students' prior skills and prior learning affect the teaching and learning process.</p> <p><i>Writing Assessment</i> Majority of the Special Education candidates (96%) scored at the target or acceptable level. Only 3% scored at the unacceptable level.</p> <p><i>Disposition Assessment</i></p> <ul style="list-style-type: none"> • Candidates complete a disposition self-assessment in SPC 255. Candidate dispositions continue to be assessed throughout the program using an Early Alert Reporting System. <p><i>Exit Survey</i> Data from Special Education candidates for Spring 2008 indicate that these candidates felt better prepared than all other candidates in the unit in all competencies expected. Candidates felt extremely well prepared in integrating technology into instructional activities and in learning to create a physically and psychologically safe learning environment.</p> <p><i>Principal Survey</i></p> <ul style="list-style-type: none"> • This survey is conducted every two years. In data from fall 2007 principals rate WPUNJ candidates as exemplary in being open to learning new ideas and respecting diversity and cultural differences. Data indicate a need for additional classroom management techniques as well as using a variety of traditional and authentic assessments. <p><i>Survey of Program Graduates</i></p> <ul style="list-style-type: none"> • A survey aligned with program standards was developed and will be sent out to graduates of the program in the summer.