

Student Learning Objectives (SLOs) for the Bachelors Degrees in Elementary and Secondary Education

A total of 13 SLOs guide the undergraduate programs leading to initial teacher licensure and to provide assessment data meeting the requirements of the Higher Learning Commission's (HLC) accreditation process. The Department of Curriculum and Instruction has adopted as SLOs our standards which are supported by our Conceptual Framework and have been carefully aligned with the professional standards of the Kansas State Department of Education, the Interstate New Teachers Assessment and School Consortium, and the National Board for Professional Teaching Standards. (See the Conceptual Framework Handbook.)

SLOs

1. The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide his or her educational practices.
2. The educator understands the role of technology in society and demonstrates skill in using instructional tools and technology to gather, analyze, and present information; enhance instructional practices; facilitate professional productivity and communication; and help all students use instructional technology effectively.
3. The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.
4. The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.
5. The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline the educator teaches and can create opportunities that make these aspects of subject matter meaningful for all students.
6. The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.
7. The educator plans effective integrated and coherent instruction based upon the knowledge of all students, home, community, subject matter, curriculum standards, and current methods of teaching reading.
8. The educator understands and uses formal and informal assessment strategies to evaluate

and ensure the continual intellectual, social, and personal development of all learners.

9. The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
10. The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning, including critical thinking, problem solving, and reading.
11. The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
12. The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).
13. The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

Assessment

The standards are assessed by a variety of direct and indirect assessments throughout each student's tenure in the program. In order to measure student progress relative to the SLOs, the department is using its signature assessment tool, the Student Teaching Portfolio. The portfolio is completed during the student teaching experience, and it is comprised of six formal entries. One of the entries has four distinct sub-sections. The entries and their components have been aligned to both the SLOs and the university's components of Knowledge, Critical Thinking, Communication, Diversity, and Academic and Professional Integrity.

SLO

	1	2	3	4	5	6	7	8	9	10	11	12	13
Knowledge	1				3.2	3.2	3.1 3.2		4				
Critical Thinking	1							3.3	4			3.4 6	
Communication		3.2								5	5		6
Diversity			2	2			3.1 3.2						
Academic and Professional Integrity												3.4 6	6

Student Teaching Portfolio Entry

2011-2013 Results

(For reporting purposes, those SLOs assessed by the same portfolio entry(ies) have been grouped together.)

SLO 1 (Knowledge and Critical Thinking)

The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide his or her educational practices.

Assessment Data Table

Number of Students	Academic Year	Unsatisfactory < 70%	Developing 70%-79%	Acceptable 80%-89%	Exemplary 90% <
310	2011-2012	2 (0.5%)	7 (2%)	21 (7%)	280 (90%)
340	2012-2013	7 (2%)	10 (3%)	31 (9%)	292 (86%)

DATA SUMMARY AND REFLECTION

Entry 1 of the Student Teaching Portfolio evaluates the background of the candidate as well as the candidate's philosophy in three key areas: Planning and Preparation, Effective Instruction, and Professionalism. The candidate is assessed on an eight-point rubric. 323 of the 340 candidates (95%) performed at the acceptable or exemplary level. The assessment specifically prompts students to discuss how they can effectively teach all students and respect their beliefs. Through anecdotal evidence, it is postulated that those who scored in the developing and unsatisfactory range may have not explicitly stated their beliefs in their philosophical narrative. As we are gathering this evidence, continued emphasis will be placed upon explicitness in writing and evaluation of beliefs in future years.

SLOs 2, 5, and 6 (Knowledge and Communication Skills)

The educator understands the role of technology in society and demonstrates skill in using instructional tools and technology to gather, analyze, and present information; enhance instructional practices; facilitate professional productivity and communication; and help all students use instructional technology effectively.

The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline the educator teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Assessment

Entry 3.2 of the student teaching portfolio asks students, as part of a multi-week unit prepared and presented during their internships, to demonstrate their knowledge of their content fields and their abilities to communicate that knowledge within the rhetorical situation of the public school classroom. Candidates bring together content and pedagogical knowledge and effectively communicate to students. The department has established a score of 80% as the baseline level of student performance. The target level of performance is represented by the ratings of "acceptable" or "exemplary."

Assessment Data Table

Number of Students	Academic Year	Unsatisfactory < 70%	Developing 70%-79%	Acceptable 80%-89%	Exemplary 90% <
310	2011-2012	0	0	4 (1%)	306 (99%)
340	2012-2013	0	3 (0.9%)	30 (9%)	307 (90%)

DATA SUMMARY AND REFLECTION

The skill sets required and measured by Entry 3.2 are complex and sophisticated. 340 candidates completed the assessment. 100% scored at the target level. The entry asks for evidence not only of knowledge of learning strategies, adaptations, active learning, content reading, content integration, instructional technology, and the use of community resources; but also the successful communication of that content to public school students.

While 100% of our students reached target, fewer students achieved to the exemplary level than the previous year. This could be the result of more discriminating scoring. The faculty will explore this question.

SLOs 5 and 6 (Diversity)

The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline the educator teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Assessment

Entry 2 of the student teaching portfolio is an assessment where the candidate analyzes the contextual factors of the classrooms within which they complete their internships. Candidates are responsible for recording the data of their classroom and analyzing the potential impact of these factors upon their teaching. The entry reflects the need to meet the needs of a diverse student (K-12) population, recognizing the many forms diversity can take. The department has established a score of 80% as the baseline level of candidate performance. The target level of performance is represented by the ratings of "acceptable" or "exemplary."

Assessment Data Table

Number of Students	Academic Year	Unsatisfactory < 70%	Developing 70%-79%	Acceptable 80%-89%	Exemplary 90% <
310	2011-2012	1 (0.3%)	9 (3%)	48 (15%)	252 (81%)
340	2012-2013	7 (2%)	13 (4%)	61 (18%)	259 (76%)

DATA SUMMARY AND REFLECTION

Entry Two of the Student Teaching Portfolio evaluates student understanding of the contextual factors of the classroom, school, and district in which they complete their student internship as well as student characteristics of the students. For the 2012-2013 academic year, 320 of the 340 candidates (94%) scored in the acceptable to exemplary range. Scores are developed from a combined scoring of a five point checklist and a ten point rubric for fifteen total points on the assessment. Anecdotal evidence suggests that those scoring in the developing and unsatisfactory range may not be receiving full credit on the rubric items due to some prompts requiring students to consider multiple components of certain contextual factors. As an example one of the prompts requires students to consider the social, cognitive, physical, AND emotional characteristics of a student [emphasis added]. If the student neglects to mention one of these characteristics in detail, it will result in a lower score on the rubric. Additional monitoring of these areas will be completed in the next academic year to determine if candidates are failing to fully address the prompts as the anecdotal evidence suggests or if students truly are lacking in their understanding of contextual factors.

SLO 7 (Knowledge and Diversity)

The educator plans effective integrated and coherent instruction based upon the knowledge of all students, home, community, subject matter, curriculum standards, and current methods of teaching reading.

Assessment One

Entry 3.1 of the student teaching portfolio asks candidates to develop a multi-week unit of study that is based on worthwhile and challenging learning goals and carefully aligned to school curricula and state standards for the appropriate content. The department has established a score of 80% as the baseline level of student performance. The target level of performance is represented by the ratings of "acceptable" or "exemplary."

Assessment Two

Entry 3.2 of the student teaching portfolio asks candidates, as part of a multi-week unit prepared and presented during their internships, to demonstrate their knowledge of their content fields and their abilities to communicate that knowledge within the rhetorical situation of the public school classroom. Candidates bring together content and pedagogical knowledge and effectively communicate to students. The department has established a score of 80% as the baseline level of student performance. The target level of performance is represented by the ratings of "acceptable" or "exemplary."

Assessment One Data Table

Number of Students	Academic Year	Unsatisfactory < 70%	Developing 70%-79%	Acceptable 80%-89%	Exemplary 90% <
310	2011-2012	0	0	3 (1%)	307 (99%)
340	2012-2013	0	1 (0.3%)	2 (0.6%)	337 (99%)

DATA SUMMARY AND REFLECTION

The data from Entry 3.1 clearly indicate candidates are capable of conceptualizing their various academic disciplines and placing their work within the existing frameworks for delivery of instruction. We note no meaningful change from the previous year.

Assessment Two Data Table

Number of Students	Academic Year	Unsatisfactory < 70%	Developing 70%-79%	Acceptable 80%-89%	Exemplary 90% <
310	2011-2012	0	0	4 (1%)	306 (99%)
340	2012-2013	0	3 (0.9%)	30 (9%)	307 (90%)

DATA SUMMARY AND REFLECTION

The skill sets required and measured by Entry 3.2 are complex and sophisticated. 340 candidates completed the assessment. 100% scored at the target level. The entry asks for evidence not only of knowledge of learning strategies, adaptations, active learning, content reading, content integration, instructional technology, and the use of community resources; but also the successful communication of that content to public school students.

While 100% of our students reached target, fewer students achieved to the exemplary level than the previous year. This could be the result of more discriminating scoring. The faculty will explore this question.

SLO 8 (Critical Thinking)

The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and personal development of all learners.

Assessment

Entry 3.3 of the student teaching portfolio is devoted to the analysis of assessment procedures. In entry 3.3 the candidate describes her or his instructional unit assessment plan and provides analysis of student performance in relation to their instructional goals and objectives. Candidates must also discuss how they will use this data to plan and adjust instruction. The department has established a score of 80% as the baseline level of student performance. The target level of performance is represented by the ratings of "acceptable" or "exemplary."

Assessment Data Table

Number of Students	Academic Year	Unsatisfactory < 70%	Developing 70%-79%	Acceptable 80%-89%	Exemplary 90% <
310	2011-2012	2 (0.6%)	6 (2%)	23 (7%)	279 (90%)
340	2012-2013	0	1 (0.3%)	29 (8%)	310 (91%)

DATA SUMMARY AND REFLECTION

Our data on the performance of the candidates' ability to gather and analyze assessment data indicates that 99% of the candidates reached the target level, successfully describing their unit assessment plan, analyzing student performance based on the instructional goals and objectives for the unit, and discussing how the data could be used to plan for and adjust for future instruction. While this data suggests exceptional student achievement, the clinical instructors and university faculty continue to monitor our students' ability to use assessment data for planning and the development of assessment criteria.

SLO 9 (Knowledge and Critical Thinking)

The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Assessment

Entry 4 of the student teaching portfolio asks the candidate to reflect upon and evaluate the relative effectiveness of instruction they have delivered to public school students. The entry requires a knowledge of the socio-cultural dynamics unique to the classroom situation, and the entry requires critical reflection upon the environment the intern was able to create. The entry is assessed by a rubric, and the department has established a score of 80% as the baseline level of student performance. The target level of performance is represented by the ratings of "acceptable" or "exemplary."

Assessment Data Table

Number of Students	Academic Year	Unsatisfactory < 70%	Developing 70%-79%	Acceptable 80%-89%	Exemplary 90% <
310	2011-2012	5 (2%)	19 (6%)	25 (8%)	261 (84%)
340	2012-2013	23 (7%)	16 (5%)	27 (8%)	274 (80%)

DATA SUMMARY AND REFLECTION

Our data on this entry suggest the overwhelming majority of our candidates can critically reflect upon the classroom environments they are able to create in public schools, as 88% of 340 candidates performed at the acceptable level or better. This data shows an increase of 5% in the number of students at the unsatisfactory level. Last year we noted that the clinical instructors were going to “more clearly define the requirements.” At this point, we suspect the change in student performance as exhibited quite possibly a reflection of this internal monitoring process.

SLOs 10 and 11 (Communication Skills)

The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning, including critical thinking, problem solving, and reading.

The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Assessment

Entry 5 of the student teaching portfolio requires interns to collect five formal observations of their teaching from their University Supervisor, Cooperating Teacher(s), and other appropriate school personnel. Additionally, the entry includes the pre-observation materials the intern prepares in advance of the observation and the post-observation reflections upon the lesson. Entry 5 brings together communication skills from multiple points of view. The intern must communicate effectively with the observer as well as the students with whom he or she is working. The department has established a score of 80% as the baseline level of student performance. The target level of performance is represented by the ratings of "acceptable" or "exemplary."

Assessment Data Table

Number of Students	Academic Year	Unsatisfactory < 70%	Developing 70%-79%	Acceptable 80%-89%	Exemplary 90% <
310	2011-2012	3 (1%)	10 (3%)	29 (9%)	268 (86%)
340	2012-2013	6 (2%)	11 (3%)	27 (8%)	296 (87%)

DATA SUMMARY AND REFLECTION

The data suggest that the vast majority of our undergraduate students provide evidence of instruction and are well versed in the use of instructional strategies; communication and collaboration techniques; and methods for promoting critical thinking, problem solving, and supportive learning environments in K-12 classrooms, with only 5% performing below an acceptable level of 80%. Of the 95% meeting this standard, it is noteworthy that 87% do so at an Exemplary level. These data are almost identical to those of last year. While not captured in the table above, anecdotal evidence suggest that students not meeting an acceptable level commonly do so after only turning in partial evidence of their otherwise satisfactory teaching performance.

SLO 12 (Critical Thinking and Academic and Professional Integrity)

The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

Assessment One

Entry 3.4 of the student teaching portfolio requires the candidate to reflect on the multi-week instructional unit and which of the instructional learning goals were most and least successful. Candidates consider how they might improve their units and its teaching in subsequent classes.

The department has established a score of 80% as the baseline level of student performance. The target level of performance is represented by the ratings of "acceptable" or "exemplary."

Assessment Two

Entry 6 of the student teaching portfolio requires the candidates to document their contacts with parents and other community members as well as the professional growth activities in which they participated during student teaching. The department has established a score of 80% as the baseline level of student performance. The target level of performance is represented by the ratings of "acceptable" or "exemplary."

Assessment One Data Table

Number of Students	Academic Year	Unsatisfactory < 70%	Developing 70%-79%	Acceptable 80%-89%	Exemplary 90% <
310	2011-2012	0	3 (1%)	21 (7%)	286 (92%)
340	2012-2013	3 (0.9%)	7 (2%)	20 (6%)	310 (91%)

DATA SUMMARY AND REFLECTION

The data suggest our candidates are reflective practitioners who continually assess their teaching and its impact on student learning, using that information to plan for future teaching situations. 97% of 340 candidates reached the target level.

Assessment Two Data Table

Number of Students	Academic Year	Unsatisfactory < 70%	Developing 70%-79%	Acceptable 80%-89%	Exemplary 90% <
310	2011-2012	13 (4%)	32 (10%)	40 (13%)	225 (73%)
340	2012-2013	20 (6%)	31 (9%)	52 (15%)	237 (70%)

DATA SUMMARY AND REFLECTION

The data suggest that 15% of our undergraduate students fail to always meet professional responsibilities that make teachers true professional educators to the extent expected by the department. While the portion of students meeting this standard (85%) is very similar to last year's performance, it is worth noting that the portion of students performing at the Exemplary level has decreased by 3 percentage points. To prevent this downward movement from becoming an ongoing trend, and to increase the percentage of students performing at acceptable or exemplary levels, the department needs to clearly communicate professional expectations to all students and all supervisors including Clinical Instructors, Cooperating Teachers, and University Faculty.

SLO 13 (Communication Skills and Academic and Professional Integrity)

The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

Assessment Entry 6 of the student teaching portfolio requires the interns to document their contacts with parents and other community members as well as the professional growth activities in which they have participated during student teaching. The department has established a score of 80% as the baseline level of student performance. The target level of performance is represented by the ratings of "acceptable" or "exemplary."

Assessment Data Table

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The data suggest that 15% of our undergraduate students fail to always meet professional responsibilities that make teachers true professional educators to the extent expected by the department. While the portion of students meeting this standard (85%) is very similar to last year's performance, it is worth noting that the portion of students performing at the Exemplary level has decreased by 3 percentage points. To prevent this downward movement from becoming an ongoing trend, and to increase the percentage of students performing at acceptable or exemplary levels, the department needs to clearly communicate professional expectations to all students and all supervisors including Clinical Instructors, Cooperating Teachers, and University Faculty

