

**Program:** Initial Licensure (Elementary Education, Secondary Education, Dual License)     **Assessment period:** 2006-2008

**Program or Department Mission:**

The mission of the School of Education at Utah Valley State College is to empower candidates to become knowledgeable, prepared, ethical individuals who can assume the role of teacher in early education programs, elementary and secondary schools, as well as prepare them for further career choices and advancement. The professional program provides essential coursework and experiences to support students as they construct knowledge and progress to become professional educators who are committed to the profession and care about and value students. To accomplish this task we engage students in research- and standards-based instruction in content and pedagogy. Candidates are expected to plan, instruct, and assess in a manner that is appropriate for curriculum, school and district goals, and the diverse development, skills, experiences, and needs of all students. Technological resources provide avenues for learning about and implementing the overall instructional process. Candidates reflect on their own practice and performance, analyze progress, and make choices for future professional growth. Knowledge is put into practice through experiences in well planned and supervised field work and student teaching in a variety of settings. Graduates acquire and develop knowledge, skills, and dispositions to positively impact students, the community, and themselves as they continue on the journey to life-long learning.

Plan		Report	
Intended goals, outcomes, or objectives	Means of Assessment & Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	Praxis II Content Test Scores Course Grades Ratings Work Sample Key Assignments Surveys		
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal growth.	Ratings Work Sample Key Assignments Surveys		
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Ratings Work Sample Key Assignments Surveys		



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4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Ratings Work Sample Key Assignments Surveys		
5. The teacher 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.	Ratings Work Sample Key Assignments Surveys		
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Ratings Work Sample Key Assignments Surveys		
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	Ratings Work Sample Key Assignments Surveys		
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	Ratings Work Sample Key Assignments Surveys		
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	Ratings Work Sample Key Assignments Surveys		
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	Ratings Work Sample Key Assignments Surveys		

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Plan submission date: January 10, 2007 Submitted by: Linda Pierce		Report submission date: Submitted by:	