

Annual Assessment Report Graduate Education Department

Graduate Education uses a variety of clearly documented outcomes based assessment methods to track and give feed-back to its M.Ed. and Vermont teacher licensure students. The department offers M.Eds. in 6 concentrations: Arts, Curriculum, Information Technology, Reading, School Leadership and Special Education. In addition, the Graduate Education offers licensure programs for Elementary, Middle, Secondary, Special Education, Educational Technology Specialist, Art, Theatre Arts, Reading, Principal, and English as a Second Language.

Evaluating Graduate Education Students

The licensure programs are embedded in the M.Ed., therefore all licensure students are both licensure and M.Ed. candidates. Students taking licensure courses within their M.Ed. program are primarily assessed based on the Vermont Department of Education standards which can be accessed through <http://www2.smcvt.edu/ropa/index.htm>. When taking courses toward the M.Ed. concentration, students are assessed primarily through papers, presentations and the final Capstone paper and presentation. Please see Appendixes A and B for the writing and presentation rubrics.

There are three common documents used in designing assessments: the Saint Michael's College Education Department theme and dispositions, the *Vermont Standards and Principles*, and the subject matter competencies which addressed in each licensure/endorsement area. Specifics about these may be obtained in the *Saint Michael's College: Guide to Teacher Education Programs and Licensure*, available in the Education Office.

Four Forms of Evaluation

There are four primary forms of evaluation used along the way for teacher education licensure candidates.

First, assessments are embedded within each course. All of the assessments are linked to both the *Vermont Standards and Principles* and the individual endorsement competencies. In addition, all students must maintain a 3.0 GPA in their education courses, as well as overall, in order to remain in the education department.

Second, a formal method of assessment is a *licensure portfolio of student work*. This portfolio process continues through the student's education courses and through student teaching. The licensure portfolio is based on SMC requirements and Vermont State Department of Education requirements. The licensure description given to all students is below.

Licensure Portfolio:

During your student-teaching semester, you will create a licensing portfolio that meets state requirements. Some material from your coursework may be included, but most of the material will be written and collected from your classroom experience with teachers and children/adolescents.

Secondary educators, your licensing portfolio is created and evaluated as part of Senior Seminar: Secondary. Elementary Educators, your licensing portfolio is created and evaluated through ED 415 Portfolio Development. You will receive

detailed instructions and be shown many examples of the correct way to meet criteria expected of beginning teachers eligible for licensure in Vermont.

The purpose of this portfolio is to demonstrate your competence as a beginning teacher. In addition, this portfolio is a requirement from the State Department of Education in Vermont; successful completion is required if you want to be a licensed teacher in Vermont (and reciprocally, many other states).

The following table specifies suggested artifacts for the licensure portfolio entries. These artifacts each illustrate the successful completion of a specific goal related to a curriculum or teaching skill. All students must “meet standard” on the State Licensure entries.

**Portfolio Requirements by Program
Required by the Vermont Department of Education (DOE)**

ENTRY	Course in which Artifact is Practiced/ Completed: GRADUATE ELEMENTARY (P)- Practice (F)- Final Portfolio	Course in which Artifact is Practiced/ Completed: GRADUATE MIDDLE/ SECONDARY (P)- Practice (F)- Final Portfolio
Entry I: Analyzing the Learning Environment	<ul style="list-style-type: none"> • GED 516 Analysis of Environment (F) • GED 520: Observation of Students (P) • GED 689 Completed (F) 	<ul style="list-style-type: none"> • GED 516: Analysis of Environment (F) • GED 520: Observation of Students (P) • GED 689: Completed (F)
Entry II: Accommodating Students Identified as Having Special Needs	<ul style="list-style-type: none"> • GED 641: Two Case Studies and Laws Quiz (P) • GED 643: Tutoring Case Study (P) • GED 689: Completed (F) 	<ul style="list-style-type: none"> • GED 641: Case Study and Laws Quiz (P) • GED 689: Completed (F)
Entry III: Collegueship & Advocacy	<ul style="list-style-type: none"> • Volunteer work • GED 516: Discussion Group Synthesis (P) • GED 641: Parent/Advocate Panel Reflections (P) • GED 643: Reflection on Working with a Peer (P) • GED 678: Community Project Reflection (P) • GED 693: Reflection on Partnership (P) • GED 689: Completed (F) 	<ul style="list-style-type: none"> • Volunteer work • GED 516: Discussion Group Synthesis (P) • GED 641: Parent/Advocate Panel Reflections (P) • GED 689: Completed (F)
Entry IV: Teaching Episodes	<ul style="list-style-type: none"> • GED 516, 528, 641, 693, 651, 674, 667, 670: Lesson Planning (P) • GED 520: Plan & Teach Lesson (P) • GED 643: Case Study (P) • GED 689: Videotape (P) • GED 689: Completed (F) 	<ul style="list-style-type: none"> • GED 516, 547, 641: Lesson Planning (P) • GED 520: Plan & Teach Lesson (P) • GED 689: Videotape (P) • GED 689: Completed (F)
Entry V: Teaching Over Time	<ul style="list-style-type: none"> • GED 520: Resource Evaluation (P) • GED 528: Unit Planning (P) • GED 693: Unit Planning (P) • Praxis I & II • Resume & Transcript(s) • GED 689: Completed (F) 	<ul style="list-style-type: none"> • GED 520: Resource Evaluation (P) • GED 547: Unit Planning (P) • Praxis I & II • Resume & Transcript(s) • GED 689: Completed (F)

<p>Entry VI: Self-Reflection and Vision</p>	<ul style="list-style-type: none"> • GED 516: Philosophy (P) • GED 520: Observation & Written Summary (P) • GED 520: Final Presentation (P) • GED 678: Synthesis of Learning & Philosophy Statement (P) • GED 689: Completed (F) 	<ul style="list-style-type: none"> • GED 516: Philosophy (P) • GED 520: Observation & Written Summary (P) • GED 520: Final Presentation (P) • GED 678 Synthesis of Learning (P) • GED 689: Completed (F)
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Third, in accordance with State Licensure Regulations, we use the standardized Praxis levels I and II. These are national tests developed by Educational Testing Service. Undergraduate and graduate students must pass both Praxis I and II prior to student-teaching. Praxis I Skills Assessment measures basic skills in reading, writing and mathematics. Praxis II tests content knowledge and therefore the tests vary depending licensure area. Elementary students are tested in content knowledge across the curriculum whereas secondary licensure students are tested for content knowledge in their particular endorsement area. Minimum acceptable scores are set by the department of education and therefore are subject to change.

Fourth, success in student teaching, along with successful completion of the licensure portfolio, can be seen as the ultimate authentic assessment measure in the education department. All of the information about student teaching can be obtained in the *Student Teacher Handbooks for Elementary and Secondary Education*, available in the education office. During this experience, the students receive continually feedback from both a college supervisor and their field placement teacher on a very specific list of teaching skills. . Students must pass the 16 week student teaching experience with a grade of a “B” or better.

Appendix A Capstone Presentation Rubric

Presentation Rubric	Not Quite	Well Done	Super
<p>Required Elements <i>The audience gains a clear understanding of the following aspects of your work</i> ✓ Purpose/problem ✓ Methodology ✓ Findings ✓ Lit Review ✓ Conclusions (Including impact on your field) ✓ Recommendations</p>	<p><i>Some elements are missing or not clearly presented.</i></p> <p>Comments:</p>	<p><i>All elements are included and identifiable.</i></p> <p>Comments:</p>	<p><i>All elements are clearly presented and well integrated in the presentation.</i></p> <p>Comments:</p>
<p>Coherence <i>All parts fit together to create a meaningful representation of your work. There is a clear focus on your study throughout the presentation and an identifiable theme, structure or graphic that serves to tie the presentation together.</i></p>	<p><i>Presentation of information is disjointed, flow of information is not smooth, connections are not clear.</i></p> <p>Comments:</p>	<p><i>Information presented is clearly connected with smooth & logical transitions.</i></p> <p>Comments:</p>	<p><i>All parts of presentation fit smoothly together to create a whole that clearly represents the work and the presenter.</i></p> <p>Comments:</p>
<p>Presentation Medium <i>Media used in the presentation directly support the content and assist in the audience's appreciation of the study. They are professional in appearance and easily understood by audience members.</i></p>	<p><i>There is not a good match between the presentation content and materials used. Materials are not professional in appearance</i></p> <p>Comments:</p>	<p><i>Materials support the content well and are professional in appearance.</i></p> <p>Comments:</p>	<p><i>Materials add to the appreciation and understanding of the project.</i></p> <p>Comments:</p>
<p>Engagement <i>Presenter holds the audience's attention, invites viewers to learn more and uses techniques such as voice projection and body language to communicate effectively with the audience. The presenter is thoroughly familiar with the presentation content and able to convey the information to the group effectively.</i></p>	<p><i>Techniques to promote audience engagement are not evident.</i></p> <p>Comments:</p>	<p><i>Techniques to promote audience engagement are adequate.</i></p> <p>Comments:</p>	<p><i>Audience engagement is promoted in numerous ways throughout the presentation</i></p> <p>Comments:</p>

The following result in an automatic lowering of the presentation grade: any required element absent or not clearly presented, errors in grammar or mechanics in presentation materials, materials that are not readable from all places in the room, voice that is not audible, extended speaking with no visual support, interruption of the presentation with material peripherally related to the study, going over time limit.

Appendix B Writing Rubric

	Getting There	Good	Excellent
Background and Purpose	Purpose of the study and what it's about are mentioned but are not clearly stated.	Readers gain a basic understanding of the purpose of the study, what it's about and why the study is important.	Readers gain clear understanding of purpose of the study, what it's about and why the study is important.
Bias	Bias is mentioned.	Bias is clearly identified.	Bias is clearly identified with specific examples, indicates how it might affect the findings and is appropriately explained throughout the paper.
Literature Support	Literature is cited, needs additional synthesis, and does not adequately support the study.	Literature is synthesized and provides a foundation for the study.	Literature is well synthesized, provides a comprehensive foundation for the study and is appropriately cited throughout the paper
Methodology	Methods are cursorily mentioned.	Methods are explained in detail.	The readers gain a clear perspective of the researcher's time frame, methodology and ways of gaining access.
Analysis	Data are cursorily analyzed.	Data are analyzed from various perspectives resulting in identifying patterns.	Analysis is rich, in-depth, identifies patterns, and contributes to a greater understanding of the research question.
Findings	Findings are identified.	Findings are explained in depth.	Findings are explained in depth and tied back to the literature review.
Recommendations and Conclusion	Paper ends with brief conclusion.		Paper clearly summarizes findings and identifies next steps and recommendations.
Writing	Please see numbers 1, 2 and 3 of the writing assessment rubric.	Please see number 4 of the writing assessment rubric.	Please see number 5 of the writing assessment rubric.