# Marquette University
## Learning Assessment Plan

### Educational Policy and Leadership Studies

**Program:** Post-Baccalaureate Teacher Certification  
**Degree:** M.Ed.  
**Date Submitted:** May 8, 2006

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<th>Program Learning Outcomes Students will be able to:</th>
<th>Performance Indicators</th>
<th>Measures</th>
<th>Use of the Information</th>
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| 1. Understand a specific content area sufficiently to provide a range and depth of subject learning for learners with diverse abilities and backgrounds and to engage students in pedagogically powerful lessons. | • Long & short term lesson plans aligned with curriculum goals.  
• Long & short term lesson plans integrate multiple strategies to address learning differences.  
• Understanding of major concepts, assumptions, debates, processes of inquiry, and ways of knowing central to subjects being taught  
• Disciplinary knowledge related to other subject areas  
• Use of multiple representations & explanations of concepts capture key ideas and link them to students’ prior understandings.  
• Use of differing viewpoints, theories, “ways of knowing,” and methods of inquiry  
• Evaluation of curriculum materials & resources for comprehensiveness, accuracy, and usefulness  
• commitment to development of critical thinking & problem solving | • Teaching Unit Plan, submitted to and evaluated by supervisor during student teaching practicum  
• Content Area Concept Analysis & Resource Packet  
• Educational Criticism of Curricular Artifact | **Student Teaching Supervisor** submits data to Director of Teacher Education for entry into data management system. Coordinator of Assessment, Director of Teacher Education, Chair of EDPL, and Teacher Education Committee review data and recommend program modifications if indicated. |
| 2. Analyze stages of development, ranges of diversity, and interrelationships of individual and | • Design of instruction or interventions to meet students’ needs. | Anecdotal Records, submitted to and evaluated by supervisor during student teaching practicum. | **Student Teaching Supervisor** submits data to Director of Teacher Education for entry into data management system. Director of Graduate Studies and Master’s Program Committee review data and recommend program modifications if indicated.  
**Course instructor for EDPL238** submits data for entry into data management system. Director of Graduate Studies and Master’s Program Committee review data and recommend program modifications if indicated.  
**Course instructor for EDPL234** submits data for entry into data management system. Director of Graduate Studies and Master’s Program Committee review data and recommend program modifications if indicated. |
### Cultural Differences to Design Curriculum and Instruction to Meet the Needs of All Students

- Identification and accessing of resources that meet individual student needs.
- Use of understanding of how students’ physical, social, emotional, moral, and cognitive development influence learning in teaching.
- Use of students’ strengths as a basis for growth and errors as opportunities for learning.
- Identification of differences in student intelligences and performance modes.
- Use of students’ experiences, cultures, and community in instruction.

### Case Study of a Learner with Recommendations that Focus on Student Strengths

- Course instructor for EDPL 237 submits data for entry into data management system. Coordinator of Assessment, Director of Teacher Education, Chair of EDPL, and Teacher Education Committee review data and recommend program modifications if indicated.

### Course Instructor for EDPL 237

3. Use Knowledge of Multiple Teaching and Assessment Strategies to Plan, Implement, and Modify Instruction, Ensuring the Learning and Development of All Students.

- Implementation of lesson plans that integrate multiple strategies to address student learning differences.
- Implementation of formal and informal assessment strategies in teaching.
- Teaching strategies that promote critical thinking, problem solving.
- Use of understanding of individual and group motivation and behavior to create learning environment that encourages positive social interaction.
- Organization, allocation and management of time, space, activities and attention provides

### Student Teaching Observation Report, Items 4.9, 4.10, 7.7, 7.9, and 8.10, Completed by Supervisor and Cooperating Teacher during Student Teaching Practicum.

- Videocase of one’s Teaching

### Student Teaching Supervisors Submit Data to Director of Teacher Education for Entry into Data Management System. Coordinator of Assessment, Director of Teacher Education, Chair of EDPL, and Teacher Education Committee review data and recommend program modifications if indicated.

- Course Instructor for EDPL 238 submits data for entry into data management system. Director of Graduate Studies and Master’s Program Committee review data and recommend program modifications if indicated.
| 4. Demonstrate effective communication skills to nurture supportive learning environments and productive relationships with families and the larger community | • Plan to establish a positive classroom climate.  
• Identification of methods to motivate students to achieve.  
• Evidence of productive relationships to support student learning.  
• Effective verbal, nonverbal and media communication techniques  
• Questions and discussion facilitation that are appropriate for discussion’s purpose  
• Clear articulation of objectives and goals to students  
• Effective connection with an audience through purposeful structure | • Classroom Management Plan, evaluated by supervisor during student teaching practicum  
• Teaching Unit Plan identifying community resources, evaluated by supervisor during student teaching practicum.  
• Videocase of one’s teaching  
• Group Inservice on Curriculum Planning Model | **Student teaching supervisors** submit data to Director of Teacher Education for entry into data management system. Coordinator of Assessment, Director of Teacher Education, Chair of EDPL, and Teacher Education Committee review data and recommend program modifications if indicated.  
**Course Instructors in EDPL 238 and EDPL 234** submit data for entry into data management system. Director of Graduate Studies and Master’s Program Committee review data and recommend program modifications if indicated.  
**Course Instructors for EDPL 237 and EDPL 238** submit data for entry into data management system. Director of Graduate Studies and Master’s Program Committee review data and recommend program modifications if indicated. |

| 5. Apply psychological, historical, and educational research literature to evaluate the effects of own and others’ professional decisions and actions on students, parents, colleagues, and members of the community and to identify areas for professional growth. | • Demonstration of habit of reflection by regularly recording and interpreting events and incidents.  
• Evaluation of outcomes in the context of a personal philosophy of education  
• Use of educational research and theory to analyze how teaching can be improved  
• use of learning and developmental theories to evaluate and form instructional decisions  
• Awareness of major areas of research on teaching  
• Evaluation of influence of teaching practice on student learning  
• skill in critical use of classroom observation as a source for valuating teaching and planning | • Student Teaching Journal, evaluated by supervisor during student teaching practicum  
• Analysis & Critique of Teaching Practice Journal  
• Analysis/Critique/Reflection on Teaching Video of Own Whole Group Teaching | **Student teaching supervisors** submit data to Director of Teacher Education for entry into data management system. Coordinator of Assessment, Director of Teacher Education, Chair of EDPL, and Teacher Education Committee review data and recommend program modifications if indicated.  
**Course Instructors for EDPL 237 and EDPL 238** submit data for entry into data management system. Director of Graduate Studies and Master’s Program Committee review data and recommend program modifications if indicated. |
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<tr>
<th>6. Analyze curriculum, teaching and learning using theoretical and research perspectives from the social sciences (history, psychology, sociology, education)</th>
<th>professional improvement</th>
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<tbody>
<tr>
<td>• Understanding of how students’ conceptual frameworks and misconceptions can influence learning</td>
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<td>• Professional discourse about subject matter knowledge and children’s learning of the discipline</td>
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<tr>
<td>• Understanding of how students construct knowledge, acquire skills, and develop habits of mind and how to use instructional strategies that promote student learning for a wide range of student abilities</td>
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<td>• Critical Lit. review on learning and learner-centered teaching in a particular discipline/content area</td>
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<tr>
<td>• Pedagogical Creed – based on theoretical frameworks and research on teaching</td>
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| Course instructor for EDPL 238 submits data for entry into data management system. Director of Graduate Studies and Master’s Program Committee review data and recommend program modifications if indicated |  |