# Marquette University
## Learning Assessment Plan

### Educational Policy and Leadership Studies

**Program:** Curriculum and Instruction  
**Degree:** MA  
**Date Submitted:** May 1, 2006

<table>
<thead>
<tr>
<th>Program Learning Outcomes Students will be able to:</th>
<th>Performance Indicators</th>
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<th>Use of the Information</th>
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</table>
| 1. Understand a specific content area sufficiently to provide a range and depth of subject learning for all learners. | 1.1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing central to the discipline(s) s/he teaches.  
1.3 The teacher relates his/her disciplinary knowledge to other subject areas.  
1.8 The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students’ prior understandings.  
1.9 The teacher can represent and use differing viewpoints, theories, “ways of knowing,” and methods of inquiry in his/her teaching of subject matter concepts  
1.10 The teacher can evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness in representing particular ideas and concepts  
4.4. The teacher values the development of critical thinking, problem solving and performance capabilities. | #1. Content Area Concept Analysis & Resource Packet  
#7. Educational Criticism of Curricular Artifact  
#2. Capstone Exam Essays in Content Teaching Area (drawn from minor course work) | Course instructor for: EDPL238  
EDPL234  
Submitted to Dept. during final Semester and is evaluated by three faculty members using a rubric. |

| 2. Analyze learning and teaching using theoretical and research perspectives from the social sciences (history, psychology, sociology, education) | 1.2. The teacher understands how students’ conceptual frameworks and misconceptions can influence learning  
1.7. The teacher engages in professional discourse about subject matter knowledge and children’s learning of the discipline  
2.1 The teacher understands how students construct knowledge, acquire skills, and develop habits of mind – and knows how | #3. Case Study of a Learner with recommendations that focus on student strengths  
#5a. Critical Lit. review on learning and learner-centered teaching in a particular discipline/ content area | Course instructor for: EDPL 237 |
| 3. Apply psychological and educational research literature to monitor and improve student learning in one’s teaching discipline | 4.7. The teacher uses teaching and learning strategies that promote critical thinking, problem solving, and performance skills  
5 The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction  
5.5 The teacher demonstrates commitment to helping students become self-motivated  
5.13 The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.  
7 The teacher plans instruction based upon knowledge of subject matter, students, the community, curriculum goals  
8. The teacher understands and uses formal & informal assessment techniques | #6a. Instructional Analysis/Critique of Teaching Video of Own Whole Group Teaching  
#10a. Action Research Project Focused on Student Learning | #6a. Instructional Analysis/Critique of Teaching Video of Own Whole Group Teaching  
Course instructors for:  
EDPL 238 (6.a)  
EDPL 222 (10.a) |
| 4. Evaluate own teaching practice using a variety of educational frameworks and research tools | 9.1. The teacher understands methods of inquiry that provide him/her with a variety of self assessment and problem-solving strategies for reflecting on his/her practice and its influences on student growth and learning.  
9.2. The teacher understands critical frameworks for reflecting on teaching practice (e.g. from social, cultural, and philosophical foundations of education.)  
9.3 The teacher is aware of major areas of research on teaching & resources available for professional learning  
9.5 The teacher is committed to reflection, assessment and learning as an ongoing process  
9.7 The teacher is committed to seeking out, developing, and continually refining practices that address the needs of all students  
9.9 The teacher articulates and defends a philosophy of education to guide his/her practice  
9.10. Teachers critically use classroom observation, information about students, cultural, social and philosophical frameworks and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.  
9.11. Teachers seek out professional literature, colleagues, and other resources to support his/her own development as a learner | #4. Analysis & Critique of Teaching Practice Journal  
#11. Pedagogical Creed – based on theoretical frameworks and research on teaching.  
#10c. Reflection on Action Research Process & Future Plans  
#6b. Reflection on Videotape Analysis | Course instructors for:  
EDPL 237 (4a.)  
EDPL 238 (11)  
EDPL 222 (10c.)  
EDPL 238 (6b.) |
| 5. Advocate for school programs that support the learning and well-being of a diverse student population | 9.12 The teacher draws upon professional colleagues within the school and other professional areas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback. | 12. School Leadership Proposal  
EDPL Goal #5 | Course instructors for:  
EDPL 223  
EDPL Goal #5 |
| 10.9 The teacher participates in collegial activities designed to make the school a productive learning environment. | 10.10. The teacher fosters relationships with school colleagues and parents to support students’ learning and well-being. | Student Learning and School Leadership (through work with colleagues, professionals, families, the community, and as a learner) |
| 10.11 The teacher can identify and use community resources to foster student learning. | 10.14 The teacher acts as an advocate for students. |

#6 Demonstrate communication skills (oral, written & media) that support educational leadership

6.1 Teachers communicate with an audience without heavy reliance on notes or scripted material
6.2 Teachers connect with an audience through purposeful structure (introduction/development/conclusion/focus on main point)
6.3 Teachers incorporate professional visuals that are legible, understandable & appropriate to the topic & audience
6.4 Writing is clearly focused and organized
6.5 Ideas in writing are sufficiently developed
6.6 Writing is error-free and carefully edited
6.7 Citations and references in writing are in correct APA style
6.4 The teacher understands and can use effective verbal, nonverbal and media communication techniques
6.6. The teacher is a thoughtful and responsive listener
6.8 The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received
6.10 The teacher knows how to ask questions and stimulate discussion in ways that are appropriate for the discussion’s purpose
6.12 The teacher knows how to use a variety of media communication tools, including audiovisual aids and computers, to enrich learning opportunities

#8. Group Inservice on Curriculum Planning Model
5b Oral Presentation of Research-based Curriculum Proposal for School Department or Team

10b. Oral Presentation of Action Research Findings

Course instructor for:
EDPL 234 (8)
EDPL 237 (5b)
EDPL 221 (9)
EDPL 222 (10b)