## Marquette University
### Learning Assessment Plan

## Educational Policy and Leadership Studies

**Program:** Teacher Certification Program  
**Degree:** N/A, Student earns degree in major  
**Date Submitted:** May 1, 2006

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Performance Indicators</th>
<th>Measures</th>
<th>Use of the Information</th>
</tr>
</thead>
</table>
| **1.** Apply deep content knowledge to organize subject matter from multiple perspectives, respond to diverse abilities and backgrounds, and engage students in pedagogically powerful lessons. | Long and short term lesson plans  
- aligned with curriculum goals.  
- integrating multiple strategies to address student learning differences. | Critical Task #15 – Teaching Unit Plan, evaluated by supervisor during student teaching practicum. | 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. |
| **2.** Analyze stages of development, ranges of diversity, and interrelationships of individual and cultural differences to design instruction to meet the needs of all students. | Assessment of individual students’ performance.  
Design of instruction or interventions to meet students’ needs.  
Identification and accessing of resources. | Critical Task #13 – Anecdotal Records, evaluated by supervisor during student teaching practicum. | 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. |
| **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 plans integrating  
- multiple strategies to address student learning differences.  
- formal assessment strategies.  
- informal assessment strategies. | Critical Task #12 – 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. | 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. |
| 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. | Critical Task #14 – Classroom Management Plan, evaluated by supervisor during student teaching practicum. | 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. |
| Evidence of productive relationships to support student learning. | Critical Task #15 – Teaching Unit Plan identifying community resources, evaluated by supervisor during student teaching practicum. |

| 5. Reflect upon practice to identify areas for professional growth, evaluate effects of professional decisions and actions on others, and to examine schooling and society. | Identification of a goal, activities, and plan for assessing achievement of goal. | Critical Task #16 – Professional Development Plan, evaluated by supervisor during student teaching practicum. | 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. |