

Program Level Assessment: Annual Report (Due October 1, 2023)

Program Name (no acronyms): Education

Department: Education

Degree or Certificate Level: Undergraduate BA

College/School: School of Education

Date (Month/Year): 9/2023

MEES Standard 2, 8

Standard 2: Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Standard 8: Professionalism The teacher candidate is a reflective practitioner who continually assesses the effects of his or her actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

Compass Theme:

Sense of Purpose

Compass Theme:

Sense of Context

Compass Theme:

Sense of Inquiry

Compass Theme:

Sense of Identity

Compass Theme:

Sense of Praxis

Sense of Identity

As reflective scholar-practitioners, teacher candidates develop a *Sense of Identity* that includes a critical self-awareness of who they are as individuals, members, and leaders

future influences on individuals, families, learning settings, communities, and the broader society.

Sense of Inquiry

As reflective scholar-practitioners, teacher candidates develop a ***Sense of Inquiry*** that recognizes teaching as a collaborative and continuous inquiry experience – individually, in settings for learning, and in the community and broader society. Engaging in independent and collaborative inquiry through critical questioning and thinking (driven by curiosity and wonderings) teaches(ing) in a way that is (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z) (aa) (ab) (ac) (ad) (ae) (af) (ag) (ah) (ai) (aj) (ak) (al) (am) (an) (ao) (ap) (aq) (ar) (as) (at) (au) (av) (aw) (ax) (ay) (az) (ba) (bb) (bc) (bd) (be) (bf) (bg) (bh) (bi) (bj) (bk) (bl) (bm) (bn) (bo) (bp) (bq) (br) (bs) (bt) (bu) (bv) (bw) (bx) (by) (bz) (ca) (cb) (cc) (cd) (ce) (cf) (cg) (ch) (ci) (cj) (ck) (cl) (cm) (cn) (co) (cp) (cq) (cr) (cs) (ct) (cu) (cv) (cw) (cx) (cy) (cz) (da) (db) (dc) (dd) (de) (df) (dg) (dh) (di) (dj) (dk) (dl) (dm) (dn) (do) (dp) (dq) (dr) (ds) (dt) (du) (dv) (dw) (dx) (dy) (dz) (ea) (eb) (ec) (ed) (ee) (ef) (eg) (eh) (ei) (ej) (ek) (el) (em) (en) (eo) (ep) (eq) (er) (es) (et) (eu) (ev) (ew) (ex) (ey) (ez) (fa) (fb) (fc) (fd) (fe) (ff) (fg) (fh) (fi) (fj) (fk) (fl) (fm) (fn) (fo) (fp) (fq) (fr) (fs) (ft) (fu) (fv) (fw) (fx) (fy) (fz) (ga) (gb) (gc) (gd) (ge) (gf) (gg) (gh) (gi) (gj) (gk) (gl) (gm) (gn) (go) (gp) (gq) (gr) (gs) (gt) (gu) (gv) (gw) (gx) (gy) (gz) (ha) (hb) (hc) (hd) (he) (hf) (hg) (hh) (hi) (hj) (hk) (hl) (hm) (hn) (ho) (hp) (hq) (hr) (hs) (ht) (hu) (hv) (hw) (hx) (hy) (hz) (ia) (ib) (ic) (id) (ie) (if) (ig) (ih) (ii) (ij) (ik) (il) (im) (in) (io) (ip) (iq) (ir) (is) (it) (iu) (iv) (iw) (ix) (iy) (iz) (ja) (jb) (jc) (jd) (je) (jf) (jg) (jh) (ji) (jj) (jk) (jl) (jm) (jn) (jo) (jp) (jq) (jr) (js) (jt) (ju) (jv) (jw) (jx) (jy) (jz) (ka) (kb) (kc) (kd) (ke) (kf) (kg) (kh) (ki) (kj) (kk) (kl) (km) (kn) (ko) (kp) (kq) (kr) (ks) (kt) (ku) (kv) (kw) (kx) (ky) (kz) (la) (lb) (lc) (ld) (le) (lf) (lg) (lh) (li) (lj) (lk) (ll) (lm) (ln) (lo) (lp) (lq) (lr) (ls) (lt) (lu) (lv) (lw) (lx) (ly) (lz) (ma) (mb) (mc) (md) (me) (mf) (mg) (mh) (mi) (mj) (mk) (ml) (mm) (mn) (mo) (mp) (mq) (mr) (ms) (mt) (mu) (mv) (mw) (mx) (my) (mz) (na) (nb) (nc) (nd) (ne) (nf) (ng) (nh) (ni) (nj) (nk) (nl) (nm) (nn) (no) (np) (nq) (nr) (ns) (nt) (nu) (nv) (nw) (nx) (ny) (nz) (oa) (ob) (oc) (od) (oe) (of) (og) (oh) (oi) (oj) (ok) (ol) (om) (on) (oo) (op) (oq) (or) (os) (ot) (ou) (ov) (ow) (ox) (oy) (oz) (pa) (pb) (pc) (pd) (pe) (pf) (pg) (ph) (pi) (pj) (pk) (pl) (pm) (pn) (po) (pp) (pq) (pr) (ps) (pt) (pu) (pv) (pw) (px) (py) (pz) (qa) (qb) (qc) (qd) (qe) (qf) (qg) (qh) (qi) (qj) (qk) (ql) (qm) (qn) (qo) (qp) (qq) (qr) (qs) (qt) (qu) (qv) (qw) (qx) (qy) (qz) (ra) (rb) (rc) (rd) (re) (rf) (rg) (rh) (ri) (rj) (rk) (rl) (rm) (rn) (ro) (rp) (rq) (rr) (rs) (rt) (ru) (rv) (rw) (rx) (ry) (rz) (sa) (sb) (sc) (sd) (se) (sf) (sg) (sh) (si) (sj) (sk) (sl) (sm) (sn) (so) (sp) (sq) (sr) (ss) (st) (su) (sv) (sw) (sx) (sy) (sz) (ta) (tb) (tc) (td) (te) (tf) (tg) (th) (ti) (tj) (tk) (tl) (tm) (tn) (to) (tp) (tq) (tr) (ts) (tt) (tu) (tv) (tw) (tx) (ty) (tz) (ua) (ub) (uc) (ud) (ue) (uf) (ug) (uh) (ui) (uj) (uk) (ul) (um) (un) (uo) (up) (uq) (ur) (us) (ut) (uu) (uv) (uw) (ux) (uy) (uz) (va) (vb) (vc) (vd) (ve) (vf) (vg) (vh) (vi) (vj) (vk) (vl) (vm) (vn) (vo) (vp) (vq) (vr) (vs) (vt) (vu) (vv) (vw) (vx) (vy) (vz) (wa) (wb) (wc) (wd) (we) (wf) (wg) (wh) (wi) (wj) (wk) (wl) (wm) (wn) (wo) (wp) (wq) (wr) (ws) (wt) (wu) (wv) (ww) (wx) (wy) (wz) (xa) (xb) (xc) (xd) (xe) (xf) (xg) (xh) (xi) (xj) (xk) (xl) (xm) (xn) (xo) (xp) (xq) (xr) (xs) (xt) (xu) (xv) (xw) (xx) (xy) (xz) (ya) (yb) (yc) (yd) (ye) (yf) (yg) (yh) (yi) (yj) (yk) (yl) (ym) (yn) (yo) (yp) (yq) (yr) (ys) (yt) (yu) (yv) (yw) (yx) (yy) (yz) (za) (zb) (zc) (zd) (ze) (zf) (zg) (zh) (zi) (zj) (zk) (zl) (zm) (zn) (zo) (zp) (zq) (zr) (zs) (zt) (zu) (zv) (zw) (zx) (zy) (zz)

Compass Theme:
Sense of Context

As reflective scholar-practitioners, teacher candidates develop a *Sense of Context* characterized by the ability to critically examine varied systems and settings in which teaching and learning take place. This includes an exploration of the cultures of individuals, families, learning settings, and communities; a study of relationships and communication within and across settings; and an examination of past, present, and future influences on inipkffes, fxa fties, l8(li)8()3(ha)3()1(t)8(in8(ss)8(a)3(a)3(t)8(ing)8(s,8ni

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g. a rubric) used in the process and include them in/with this report document (please do not just refer to the assessment plan).

The survey was analyzed by averaging the scores. Verbal responses to interview prompts were analyzed using a qualitative analysis method. The purpose was to identify themes related to the *student learning outcome for this assessment cycle, graduates will demonstrate responsive teaching praxis by following a cycle of design, plan, implement, assess, and reflect on learning.*, and categorize them in related areas (e.g. course work, fieldwork, etc.). The analyses of the focus group data included the program director and staff from the field office. The results of these analyses were brought to the May 2022, undergraduate faculty meeting in the School of Education and shared. During this meeting, we discussed the findings and brainstormed solutions. The conversation about what to do with this information included the entire undergraduate faculty. The conversation led to a discussion about realigning the program portfolio with the student teaching performance assessment (Missouri Educator Evaluation System MEES). This follow-up work was completed by a smaller group of faculty members.

The university supervisor and cooperating educator work collaboratively through the student teaching semester to monitor the progress of the student's level of performance for each MEES indicator. At the conclusion of the student teaching semester, artifacts which include the formative questionnaire are completed by the cooperating teacher and the university supervisor.

For the summative assessment regarding each MEES standard the cooperating teacher, student, and university supervisor discuss progress toward the level of meeting performance.

Indirect and Direct Assessments:

Reviewed annually during department meetings (two meetings per academic year) with action items determined, and responsibility assigned for follow-up

Minutes are kept from meetings for follow-up and documentation for external audiences

[Spring 2022 SQE Fabulated Senior Survey and Focus Group Comments](#)

[MEES rubric](#)

[Survey Questions](#)

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

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purpose of the state optional tool (fill in the chart) is to document observed or evidenced teacher candidate performance and to provide specific, constructive feedback related to each standard. These formative evaluations provide opportunities for the Teacher Candidate to analyze their growth on a single standard over time. This promotes reflection, as well as conferencing and ~~scoring~~ ^{collaborating} with evaluators.

Teacher Candidates will be scored/assessed by both the Cooperating Teacher (CT) and the University

Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of

as a faculty we need to discuss more about lesson plan format and think about “habits of mind”
Curriculum/Pedagogical Remedies

6. Closing the Loop: Dissemination and Use of Curriculum Assessment Findings

- A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?
During a faculty meeting, the results were shared from the graduate questissne then ande3.1 (o)-6.6 (u)

The Bachelor of Arts in Education program at Saint Louis University aims to develop reflective individuals educated in the liberal tradition and committed to service, inquiry, and valued learning. It also seeks to prepare students who want to obtain a sound educational background and develop leadership qualities including risk-taking, civic responsibility, and ethical character. An education degree is a valuable asset for a number of careers related to education and schooling. The main objective of all of SLU's education programs is to prepare dedicated, reflective scholar-practitioners who exhibit the knowledge, skills, and dispositions embedded in the conceptual framework of the school. As reflective scholar-practitioners, the shared values that guide the School of Education include social justice, Cura Personalis (care for the whole person), excellence, integrity and trust, and respect. Students are prepared to be reflective educators who can implement educational programs consistent with their area of expertise. The School of Education provides a well-rounded liberal arts background to enhance students' educational experience. Students enter a tight-knit community of faculty and peers committed to innovative learning, diversity, and the intellectual ideas of the Jesuit tradition. Students are prepared to practice "Cura Personalis" – care for the whole person – and work for social justice in their communities. Students will graduate prepared to collaborate with families, build classroom communities, have high expectations for all students, and advocate for social change.

Theoretical and Conceptual Framework

No assessment has been made since the new program rolled out in Fall 2022. The first year of graduate be 20252026.

C. What were the findings of the assessment?

D. How do you plan to (continue to) use this information moving forward?

As we are teaching out our old program, we are collecting data to analysis in year 2025

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.

Education, B.A. Program Assessment Rubric (proposed for 2021-2022)

Student Learning Outcomes	Exemplary	Passing	Concerning	Comments
<p>1. Graduates will be able to formulate arguments for ethical decision making that are informed by morals, values, and theological principles.</p> <p>Compass Theme: Sense of Purpose</p> <p>MEES Standards: 6, 8, 9</p>	<p>Graduates construct, justify</p>			
<p>2. Graduates will be able to use reflection to articulate their role serving others in educational contexts.</p> <p>Compass Theme: Sense of Context</p> <p>MEES Standards: 5, 8</p>	<p>Graduates reflections demonstrate conclusions and justification for that</p>			

