Assessment Plan
College of Education
Kean University

Initial Teacher Certifications Programs
Early Childhood (earns P-3 and K-5 licensure), Elementary (earns K-5 licensure),
Elementary/Middle School (earns K-5 and 5-8 (in a content area) licensure), Secondary
Education (earns High School certification in a subject area of their choosing), Special Education
(majors earn Teacher of the Handicapped licensure and one of the previously listed licenses),
and Physical Education and Health (earning the license by the same name).

Mission:
The mission of the College of Education, based on our Conceptual Framework, is to prepare informed,
dynamic professionals for diverse settings who:
- believe that all children are capable of learning.
- demonstrate a broad background in humanities, mathematics, and the sciences, have an in-
depth understanding of one academic discipline, and can apply this knowledge and
understanding in their professional settings, (Knowledge and Skills);
- think creatively and critically in solving educational problems and can make sound decisions
based on their knowledge of theory, (Knowledge and Skills);
- design and integrate a variety of instructional strategies and technologies matched to
appropriate diverse learning styles (Skills);
- accurately assess, analyze, and monitor student learning; make appropriate adjustments to
instruction; and have a positive effect on all students, (Skills and Dispositions);
- recognize, respect, and respond appropriately to individual and cultural differences,
(Dispositions);
- establish professional and collaborative relationships among all educational stakeholders,
(Dispositions);
- commit to be life-long learners and advocates for quality schooling for all, (Dispositions).

Assessment Process:
The assessment process for the initial teacher candidates of the College of Education is explicitly
designed to be a system that measures the achievement of the Student Learning Outcomes designated
into the categories of Knowledge, Skills, and Dispositions. The College of Education has a Conceptual
Framework (an NCATE requirement) that has at its core, the SPECTRUM Model of Learning Outcomes.
A student chooses between the following majors: Early Childhood (earns P-3 and K-5 licensure),
Elementary (earns K-5 licensure), Elementary/Middle School (earns K-5 and 5-8 (in a content area)
licensure), Secondary Education (earns High School certification in a subject area of their choosing),
Special Education (majors earn Teacher of the Handicapped licensure and one of the previously listed
licenses), and Physical Education and Health (earning the license by the same name). Each of the COE
programs that lead to initial teacher licensure have their courses and assessments aligned with the COE
Learning Outcomes as well as to their programs’ national standards. (See Table 1 for programs’
alignments.). Direct Measures and Indirect Measures that serve as evidence that our teacher candidates
are meeting our College of Education Learning Outcomes as well as their programs’ national standards for initial teacher licensure programs are uniform across the programs. For the College of Education’s NCATE accreditation, it is incumbent upon us to collect program data across the unit that is our evidence that our students are meeting outcomes and standards. Table 2 provides a chart that shows where indirect and direct measures are taken at transition points through their program. The culminating direct-measure assessments, the Professional Internship Competencies Assessment and the Teacher Work Sample, are collected in the senior student teaching field experience semester and the capstone course that is a co-requisite. The Assessment System for the College of Education uses common data collected across the programs from the Direct and Indirect Measures for program improvement through a program review and report process. See Table 3 for a graphic representation of how the data is used in decision-making for program improvement.

Program Student Learning Outcomes (See Table 1 for alignment with KU and GE SLOs.)

**College of Education’s Student Learning Outcomes (SLOs) (3 Categories)**

**Knowledge**
**Subject Matter**
The beginning teacher has a thorough understanding and knowledge of subject matter and national, professional, and New Jersey Core Curriculum Content Standards, and uses such knowledge to create effective learning experiences for students.

**Student Learning**
The beginning teacher has knowledge of how students learn and develop and creates opportunities for each student’s academic development.

**Diversity of Learners**
The beginning teacher understands differences in how students learn and knows how to provide instruction and classroom settings to accommodate such diversity through the use of differentiated instruction and collaborative learning.

**Classroom Management**
The beginning teacher understands classroom management theories.

**Assessment**
The beginning teacher knows how to assess, evaluate, analyze, and monitor student learning. (KU4 Skills)

**Planning Instruction**
The beginning teacher plans instruction based on knowledge of subject matter, of national, professional, and New Jersey Core Curriculum Content Standards, of students, and of curriculum goals and models.

**Instructional Strategies/Technologies**
The beginning teacher uses a variety of instructional strategies and technologies that encourage each student to develop critical thinking and problem-solving skills.

**Learning Environment**
The beginning teacher creates a learning environment that encourages active, engaged learning, positive interaction, and self-motivation for all students.

**Communication**
The beginning teacher effectively communicates in the classroom by using a variety of communication skills including verbal and nonverbal techniques, technology, and media.
Assessment
The beginning teacher effectively uses formal and informal assessment strategies to evaluate student progress and makes appropriate adjustments to instruction based on his/her assessment.

Student Support
The beginning teacher works with parents/family members, school colleagues, and community members to support student learning and development.

Reflection and Professional Development
The beginning teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.

Dispositions
Diversity/Individual Differences
The beginning teacher appreciates individual, cultural, and linguistic differences, shows respect for the diverse talents of all learners, and is committed to helping develop self-confidence and competence.

High Expectations and Fairness
The beginning teacher believes that all students can learn at high levels and demonstrates a commitment to meet the educational needs of all students in a caring, non-discriminatory and equitable manner.

Community/Culture
The beginning teacher works productively within community and cultural norms.

Positive Climate
The beginning teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

Positive Role Model
The beginning teacher recognizes her/his responsibility to serve as a positive role model.

Life-long Learner
The beginning teacher is a life-long learner who seeks out opportunities for continued growth.

* KU Student Outcomes: Kean University graduates should be able to:
1. Think critically, creatively and globally;
2. Adapt to changing social, economic, and technological environments;
3. Serve as active and contributing members of their communities; and
4. Advance their knowledge in the traditional disciplines (GE) and enhance their skills in professional areas (Prof. pgms)

**General Education Student Learning Outcomes

Student Learning Outcomes – Knowledge: Students will demonstrate proficiency in knowledge and content by:
(K1) applying the scientific method to comprehend natural concepts and processes;
(K2) evaluating major theories and concepts in social sciences;
(K3) relating historical references to literature; and
(K4) evaluating major theories and concepts in the fine arts.

Student Learning Outcomes – Skills: Students will demonstrate the skills necessary to:
(S1) write to communicate and clarify learning;
(S2) communicate effectively through speech;
(S3) solve problems using quantitative reasoning;
(S4) think critically about concepts in multiple disciplines; and
(S5) show information literacy.
Table 1

College of Education Student Learning Outcomes for Initial Teacher Certification Programs and the Relationship to Kean University (KU) Student Learning Outcomes (SLO), NJ Professional Standards for Teachers (NJPST), and National Professional Organizations that Nationally Recognize COE Programs

<table>
<thead>
<tr>
<th>KU SLOs</th>
<th>Kean’s SPECTRUM MODEL</th>
<th>NJPST</th>
<th>ACEI</th>
<th>NAEYC</th>
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<td></td>
<td>The beginning teacher has a thorough understanding and knowledge of subject matter and national, professional, and New Jersey Core Curriculum Content Standards, and uses such knowledge to create effective learning experiences for students.</td>
<td>1.1, 1.2, 1.3</td>
<td>2.1-2.7</td>
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<td>1.1-1.5, 2.a-2.c</td>
<td>1.1-1.5, 3.2</td>
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<td>The beginning teacher has knowledge of how students learn and develop and creates opportunities for each student’s academic development.</td>
<td>1.5, 1.8, 1.9, 2.1, 2.2, 2.3, 2.7</td>
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<td>1,4</td>
<td>5a, 5b, 5c, 5d, 5e, 5f, 6b</td>
<td>7.2, 8.1, 8.6</td>
<td>3.5, 3.2.1, 3.2.2</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.10</td>
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<td>Diversity of Learners</td>
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<td></td>
<td>The beginning teacher understands differences in how students learn and knows how to provide instruction to accommodate such diversity</td>
<td>2.2, 2.3, 2.6, 2.9, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8</td>
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<td>5a, 5b, 6b</td>
<td>7.1, 8.1</td>
<td>2.2, 3.1, 3.3, 3.4, 4.4</td>
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<td>3a-3.b, 5.b</td>
<td>3.4, 3.5, 3.6</td>
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<td>1,2,3,4</td>
<td>Classroom Management</td>
<td>The beginning teacher understands classroom management theories</td>
<td>4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.10, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8-6.12</td>
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<td>5f</td>
<td>7.3, 8.2, 8.3, 8.4, 8.6</td>
<td>4.2</td>
<td>1.1, 1.4, 1.5, 1.6</td>
<td>4.5, 4.6</td>
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<tr>
<td>1,2,4</td>
<td>Assessment</td>
<td>The beginning teacher knows how to assess, evaluate, analyze, and monitor student learning.</td>
<td>5.1, 5.2, 5.4, 5.5, 5.6, 5.7</td>
<td>4.0</td>
<td>3</td>
<td>8a, 8b, 8c</td>
<td>7.5, 8.3</td>
<td>2.4, 4.0</td>
<td>1.1, 1.2, 1.4, 1.5</td>
<td>4-c, 5. a-5.c</td>
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<td>1,2,4</td>
<td>Planning Instruction</td>
<td>The beginning teacher plans instruction based on knowledge of subject matter, of national, professional, and New Jersey Core Curriculum Content Standards, of students, and of curriculum goals and models.</td>
<td>1.1, 1.2, 1.4, 4.8, 4.12</td>
<td>2.1-2.7, 3.1</td>
<td>4</td>
<td>6a, 6b</td>
<td>7.3, 8.4, 8.5, 8.6, 16.1, 16.2</td>
<td>2.5, 4.1</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10</td>
<td>1.a-1.c, 3-a, 4.a-4.c</td>
<td>3.1, 3.2, 3.3</td>
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## Instructional Strategies/Technologies

The beginning teacher uses a variety of instructional strategies and technologies that encourage each student to develop critical thinking and problem-solving skills.

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<td>Instructional Strategies/Technologies</td>
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<td>3.3</td>
<td>4</td>
<td>5a, 5b, 5c, 5d, 5e, 5f</td>
<td>6.1, 7.2, 7.6, 8.3, 8.7, 8.9, 16.3</td>
<td>3.1, 3.2, 3.2.4, 3.3.3, 4.1</td>
<td>1.6, 1.8, 1.10</td>
<td>3.b</td>
<td>3.7, 4.1, 4.2,</td>
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## Learning Environment

The beginning teacher creates a learning environment that encourages active, engaged learning, positive interaction, and self-motivation for all students.

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<td>Learning Environment</td>
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<td>5f, 9a, 9b, 9c, 9d</td>
<td>7.4, 8.2, 8.8, 16.3</td>
<td>2.1</td>
<td>1.1, 1.4, 1.5</td>
<td>3.a-3.b</td>
<td>4.3, 4.5, 4.6</td>
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## Communication and Technology

The beginning teacher effectively communicates in the classroom by using a variety of communication skills including verbal and nonverbal techniques, technology, and media.

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<td>4</td>
<td>5c, 5d</td>
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<td>3.6.1, 3.6.2, 3.6.3, 4.6, 4.7</td>
<td>1.4, 1.5, 1.10</td>
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<td>3.7, 4.1</td>
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## Assessment

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<td>7.5, 7.6</td>
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<td>1.2, 1.4, 5.a-5.b</td>
<td>4.3, 5.1,</td>
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<td>KU SLOs</td>
<td>The beginning teacher effectively uses formal and informal assessment strategies to evaluate student progress and makes appropriate adjustments to instruction based on his/her assessment.</td>
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<td><strong>1, 2, 4</strong></td>
<td><strong>Student Support</strong></td>
<td>The beginning teacher works with parents/family members, school colleagues, and community members to support student learning and development.</td>
<td>9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9</td>
<td>1, 5.2</td>
<td>1, 2, 3</td>
<td>7a, 7b</td>
<td>8.7, 8.8, 16.1</td>
<td>2.5, 4.10</td>
<td>1.1, 1.2, 1.4, 1.5</td>
<td>6.b</td>
<td>3.1, 3.4, 3.5, 3.6, 4.4</td>
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<td><strong>1, 2, 4</strong></td>
<td><strong>Reflection and Professional Development</strong></td>
<td>The beginning teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.</td>
<td>10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7</td>
<td>5.1</td>
<td>5</td>
<td>10a, 10b, 10c, 10d</td>
<td>8.4, 8.5, 8.8</td>
<td>2.3</td>
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<td>The beginning teacher</td>
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<td>1, 3.4</td>
<td>5a, 5b</td>
<td>7.1, 8.1</td>
<td>2.2, 3.1, 3.3, 3.4, 1.1, 1.2, 1.9</td>
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<td>High Expectations and Fairness</td>
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<td>3.b, 6.b, 4.3, 6.1, 6.4</td>
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The beginning teacher believes that all students can learn at high levels and persists in helping all students achieve success.

<p>| 1.3 | Community/Culture |
| 3.1, 3.2, 3.8, 4.7 | 5.2 | 2 | 7a, 7b | 7.1, 7.4, 8.1 | 2.3, 2.5, 3.6.1 | 1.1, 1.2, 1.4, 1.5, 1.9 | 6.b, 6.4 |</p>
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<td>Positive Climate</td>
<td>6.4, 6.5, 6.6, 6.8, 6.9</td>
<td>3.4</td>
<td>4</td>
<td>5f</td>
<td>7.4, 8.7, 8.8</td>
<td>4.3</td>
<td>1.2, 1.4, 1.5, 1.6</td>
<td>3.a</td>
<td>4.5, 4.6</td>
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<tr>
<td>1, 3, 4</td>
<td>Positive Role Model</td>
<td>4.9, 4.10, 4.11, 4.12</td>
<td>5.1</td>
<td>5</td>
<td>10b, 10c</td>
<td>7.2, 7.3, 8.1</td>
<td>2.3, 3.7.1, 3.7.2</td>
<td>1.3, 1.4, 1.5, 1.6, 1.10</td>
<td>6.b</td>
<td>2.1-2.3, 6.3</td>
<td></td>
</tr>
<tr>
<td>1-4</td>
<td>Life-long Learner</td>
<td>10.1, 10.3</td>
<td>5.1</td>
<td>5</td>
<td>10a</td>
<td>8.5, 8.8</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4</td>
<td>1.c, 6.a</td>
<td>6.2</td>
<td></td>
<td></td>
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</tbody>
</table>

Table 2

Kean University
College of Education
### KEY COMMON UNIT & PROGRAM ASSESSMENTS
 (*I = Initial programs, A = Advanced programs*)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>When Collected</th>
<th>How Collected</th>
<th>What Happens Once Collected</th>
</tr>
</thead>
</table>
| Praxis I (I)                                     | Entry to Program                    | ETS to Dean’s Office to Departments                                          | • Used for entry to COE/Program  
• Evidence of competency in education general requirements                                                                                      |
| Introductory Field Performance Competency Assessment (I) | Intro. Field Course (Sophomore Field) | Course Instructors compile data and submit online                           | • Distributed to programs for program improvement  
• Entry to COE/Program                                                                                                                             |
| Teacher Work Sample Portfolio (I)                | One phase each year in program      | Levels I, II, & III by Course Instructors to TPC; Level III also by University Supervisor to TPC                                 | • Distributed to programs for program improvement  
• Distributed to COE for unit evaluation                                                                                                           |
| Preprofessional Field Experience Performance Competency Assessment (I) | During Preprofessional Field Experience (Junior Field) | By Cooperating Teacher and University Supervisor to TPC                     | • Distributed to programs for program improvement  
• Distributed to COE for unit evaluation                                                                                                           |
| Professional Internship Performance Competency Assessment (I) | During Professional Internship (Senior Field) | By Cooperating Teacher and University Supervisor to TPC                     | • Distributed to programs for program improvement  
• Distributed to COE for unit evaluation                                                                                                           |
| Video Tape Analysis (I)                          | During Professional Internship      | By University Supervisor to TPC                                               | • Distributed to programs for program improvement                                                                                                           |
| Praxis II Exam(s) (I)                            | Before Professional Internship      | Candidate submits score to TPC and ETS to Dean’s Office to Departments       | • Used for entry to Professional Internship  
• Distributed to programs as evidence of competency in content knowledge  
• Distributed to COE for unit evaluation                                                                                                           |
<p>| Report Cards (surveys about your                  | Each semester in culminating classes | Instructor submits to COE NCATE                                             | • Distributed to programs for program improvement                                                                                                           |</p>
<table>
<thead>
<tr>
<th>Learning experiences (I, A)</th>
<th>Office</th>
<th>• Distributed to COE for unit evaluation</th>
</tr>
</thead>
</table>
| Survey of Graduates (I, A) | Mailing one year after graduation | Graduates complete online [www.kean.edu/~ncate](http://www.kean.edu/~ncate) | • Distributed to programs for program improvement  
• Distributed to COE for unit evaluation |