

## COLLEGE OF EDUCATION ASSESSMENT, CONCEPTUAL FRAMEWORK AND LEARNING OUTCOMES

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Consistent with the conceptual framework, the College of Education is committed to developing an assessment culture throughout the unit. The unit assessment plan is guided by the vision set forth within the COE conceptual framework and the mission and vision statements.

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### MISSION STATEMENT: PREPARING LEADERS IN LEARNING

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*The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.*

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### VISION STATEMENT: ENHANCING LIFELONG LEARNING

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*The preparation programs in the College of Education strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education students, faculty, and staff reflect the diversity of our local communities, possess the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.*

A common set of values and expectations defined in the COE conceptual framework serve as the foundation for the unit assessment plan. All activities within the college are built on a foundation of valuing diversity, social justice, equal opportunity, best educational practices, collaboration, and personal excellence. The programs employ four primary means, or delivery modes, of preparing educational professionals: a) Professional coursework; b) Field/clinical experiences; c) Scholarship and research; and d) Connections to communities. Programs place varying emphasis on particular delivery modes based upon the needs of the program, but the overall aim is to ensure that students preparing for a career in education acquire the knowledge, skills, and dispositions that serve as the foundation for lifelong professional growth. These four delivery modes blend to produce professionals who are prepared to assume leadership roles in their educational communities – to become leaders in learning. We particularly promote three aspects of this professional preparation for leadership in learning, ensuring that our graduates are: a) Competent (multiculturally, discipline-specifically, pedagogically, technologically, and ethically); b) Reflective (assessment-oriented, data-driven decision-makers who are intellectually engaged lifelong learners); and c)

Engaged (in leadership, collaboration, advocacy, and innovation) (See Attachment I for overview over conceptual framework).

The conceptual framework stems from the mission and vision statements and serves as the foundation for the goals and objectives that guide the operation of all programs within the College of Education. Three broad learning outcomes, directly derived from the conceptual framework, have been identified as points of reference for the assessment of student knowledge, skills and dispositions. To assure consistent and appropriate interpretation of the learning outcomes, AAA developed expected outcomes that reflect the specific expectations for student learning. In Fall 2009, the definitions and expected outcomes for each learning outcome were reviewed and, where necessary, revised to reflect clear expectations for student learning across programs. The purpose of these aims is to ensure that students graduate from College of Education programs as:

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### LEARNING OUTCOME 1: COMPETENT PROFESSIONALS

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- a) demonstrate subject-specific knowledge
- b) demonstrate pedagogical and practical knowledge (culturally responsive)
- c) demonstrate ability to use technology in teaching and learning
- d) demonstrate ability to teach in a multicultural and multilingual society
- e) demonstrate ethical practice

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### LEARNING OUTCOME 2: REFLECTIVE LEADERS

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- a) assess educationally-related activities
- b) practice data-driven decision making
- c) are intellectually engaged
- d) actively pursue personal and professional lifelong learning

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### LEARNING OUTCOME 3: ENGAGED PROFESSIONALS

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- a) demonstrate professional leadership capacities
- b) engage in collaborative efforts to advance teaching and learning
- c) advocate for children, families, and communities
- d) seek to develop innovative practices

These learning outcomes are reflective of the unit mission, vision, and conceptual framework. The outcomes have been aligned with NCATE and state program standards in order to ensure that unit level assessments also provide information about program specific student.

A wide variety of direct and indirect assessment data are collected on a regular basis in order to determine if students meet unit and program standards. Some of the data are collected at the unit level in the form of surveys, whereas others are tied to individual courses. When appropriate, course objectives have been aligned with NCATE and CTC standards on syllabi. In addition, syllabi include the COE mission statement and program objective

# CONCEPTUAL FRAMEWORK

## Preparing Leaders in Lifelong Learning

