DEPARTMENT OF Elementary Education, Literacy and Educational Leadership
Graduate Childhood Education Initial (MIITC) MS Degree
Assessment Plan

Student Learning Objective (SLO)	Courses* Resulting in Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures, Criteria, Rubrics of Student Achievement of Goals/Objectives	Timetable
1. The Learner and Learning Students will use understanding of child development, individual differences and diverse cultures to ensure inclusive, student-centered learning environments that enable each learner to meet high standards.	EXE 500 SPF 503 EDU 500, 501, 510, 511, 546, 620, 671, 654, 682, 690	Written tests, assignments, projects (individual and group), papers, participation in class discussions, field experience rubrics	Students demonstrate mastery through their performance in student teaching (EDU 500/510) on items 10-16 and 43-46 with scores of 3 or above. Rubric is attached. Students will achieve a passing score on the edTPA Task 1.	Student teaching rubric and edTPA scores are assessed annually.
2. Content Students will demonstrate understanding of the central conceptus, tools of inquiry, and structures of the disciplines to be taught and be able to connect concepts to engage learners in critical thinking, creativity and collaborative problem solving related to authentic issues.	SPF 503 EDU 500, 501, 510, 511, 546, 620, 671, 654, 682, 690	Written tests, assignments, projects (individual and group), papers, participation in class discussions, field experience rubrics	Students demonstrate mastery through their performance in student teaching (EDU 500/510) on items 25-42 with scores of 3 or above. Rubric is attached. Students will achieve a passing score on the edTPA Task 1.	Student teaching rubric and edTPA scores are assessed annually.
3. Instructional Practice Students will use multiple methods of assessment, plan instruction that supports every student in meeting rigorous learning goals and use varied and innovative	EXE 500 SPF 503 EDU 500, 501, 510, 511, 546, 620, 671, 654, 682, 690	Written tests, assignments, projects (individual and group), papers, participation in class discussions, field experience rubrics	Students demonstrate mastery through their performance in student teaching (EDU 500/510) on items 8-9 and 17-24 with scores of 3 or above. Rubric is attached. Students will	Student teaching rubric and edTPA scores are assessed annually.

			achieve a passing score on the edTPA Tasks 2 and 3.	
4. Professional Responsibility Students will engage in ongoing professional learning, use evidence to reflect on their own practice, seek appropriate leadership roles and collaborate with families, colleagues and the community to advance the profession.	EXE 500 SPF 503 EDU 500, 501, 510, 511, 546, 620, 671, 654, 682, 690	Written tests, assignments, projects (individual and group), papers, participation in class discussions, field experience rubrics	Students demonstrate mastery through their performance in student teaching (EDU 500/510) on items 1-7 and 47 with scores of 3 or above. Rubric is attached. Students will achieve a passing score on the edTPA.	Student teaching rubric and edTPA scores are assessed annually.

* Course Titles: EDU 501 Seminar for the Reflective Teacher; EDU 620 Teaching and Learning in Diverse Elementary School Classrooms; EXE 500 Individuals with Special Needs; SPF 503 Educational Psychology; EDU 546 Theory, Research, and Practice in English Language Arts Instruction; EDU 671 Theory, Research, and Practice in Science Instruction; EDU 654 Theory, Research, and Practice in Social Studies Instruction; EDU 511 Methods of Teaching English/Language Arts; EDU 682 Teaching Mathematics in the Elementary School ; EDU 500 Practicum in Education; EDU 510 Practicum in Childhood Education; EDU 690 Master's Project

Process/procedures for making changes if suggested by assessment results:

The Department of Elementary Education and Reading will meet as a group each year to evaluate the student teaching evaluation and edTPA scores. Based on results of student performance, the Department will identify strengths and weaknesses in the curriculum. Courses and/or curriculum will be revised if necessary.

DEPARTMENT OF Elementary Education and Reading
Graduate Childhood Education Initial (MIITC) MS Degree
Curriculum Map

I = Introduced; R = Reinforced; M=Mastered

Student Learning Objective (SLO)	EXE 500	SPF 503	EDU 501	EDU 511	EDU 546	EDU 620	EDU 671 654	EDU 682	EDU 690	EDU 500 510	Assessment
1. The Learner and Learning Students will use understanding of child development, individual differences and diverse cultures to ensure inclusive, student-centered learning environments that enable each learner to meet high standards.	I	I	I	R	R	R	R	R	R	M	Student teaching rubric edTPA Task 1
2. Content Students will demonstrate understanding of the central conceptus, tools of inquiry, and structures of the disciplines to be taught and be able to connect concepts to engage learners in critical thinking, creativity and collaborative problem solving related to authentic issues.		I	I	R	R	R	R	R	R	M	Student teaching rubric edTPA Task 1
3. Instructional Practice Students will use multiple methods of assessment, plan instruction that supports every student in meeting rigorous learning goals and use varied and innovative instructional strategies to encourage learners to develop deep understanding of content.	I	I	I	R	R	R	R	R	R	M	Student teaching rubric edTPA Tasks 2 and 3
4. Professional Responsibility Students will engage in ongoing professional learning, use evidence to reflect on their own practice, seek appropriate leadership roles and collaborate with families, colleagues and the community to advance the profession.	I	I	I	R	R	R	R	R	R	M	Student teaching rubric edTPA

Assessment Measure: Buffalo State College Student Teaching Evaluation Elementary and Early Childhood

This form is completed by the mentor teachers in the schools and the college supervisor for each student teacher at the end of each placement.

The Scale is Below:

- Score of 4 (CONSISTENTLY EVIDENT): Candidate exhibits behaviors beyond the expectations of candidates at this point in their program. Candidate demonstrates behaviors consistent with professional dispositions in multiple situations/data points.
- Score of 3: (OFTEN EVIDENT) This is the TARGET score. Candidate has met the standard at the level expected at this point in their program. Candidate demonstrates behaviors that align with expectations for this specific disposition.
- Score of 2: (OCCASIONALLY EVIDENT) Candidate's understanding and effort does not meet the target, but he/she exhibits some of the behaviors associated with the disposition.
- Score of 1: (RARELY EVIDENT) Candidate's behaviors related to a disposition are not evident or rarely exhibited.

NOTE: *A score of 2 should be viewed as a "teachable moment" for the assessor. In this case, the assessor should meet with the candidate to discuss the behaviors that warranted the score and to clarify expectations. A score of 1 warrants a meeting with the candidate, but also requires the completion of a "Candidate Consultation Form" so that the Teacher Education Unit at Buffalo State College can develop a plan to help the candidate improve. Candidate Consultation Forms can be found in the Student Teaching Handbook. For more information about these processes and/or this assessment, please contact the Supervisor.

The form has 50 items to assess 7 Dispositions, Core Competencies in Lesson Planning, Differentiating Instruction, Transitions/Management, Assessment, Instruction, Educational Technology, Specific Content Areas (ELA, Science, Math, Social Studies, The Arts, Health Education and Physical Education) and Developmentally Appropriate Practices. Candidates need to plan ahead to make sure that they demonstrate all of these competencies and teach lessons in all of the required content areas. They may need to collaborate with other teachers in order to do this.

Area	Items on the Evaluation
Dispositions	1. PROFESSIONAL (Disposition 1) Candidate is ethical, exhibits professional pride in appearance and demeanor, and demonstrates high quality communication skills. 2. RELIABLE AND DEPENDABLE (Disposition 2) Candidate is punctual and organized, completes essential tasks without prompting, and meets deadlines. 3. RESPECTFUL (Disposition 3) Candidate is judicious and empathetic in interactions with students and colleagues. 4. COMMITTED TO STUDENT LEARNING (Disposition 4) Candidate makes decisions and plans that are student centered, foster higher-order thinking skills, and demonstrate understanding of the important contribution of diversity. 5. REFLECTIVE (Disposition 5) Candidate shows an openness to continuous improvement, listens effectively, demonstrates receptivity to feedback by improving performance, and tailors and reformats instruction based on assessed student needs. 6. ENTHUSIASTIC (Disposition 6) Candidate shows initiative and leadership, practices creative problem solving, and is energetic and open to new ideas. 7. COLLABORATIVE (Disposition 7) Candidate works well with peers, faculty and mentors and seeks to learn from them and share ideas and practices.
Lesson Planning	8. Planning: Candidate creates a developmentally appropriate plan that is differentiated for individual students and can justify the plan using knowledge of child/adolescent development and theory and/or research.

	9. Enactment: Candidate introduces tasks that allow for developmental flexibility, provides scaffolding when appropriate, and considers developmental differences in the assessment of student learning. 10. Student Response: Students engage with the lesson and remains on task for its duration. Students ask appropriate questions and engage in thinking at all levels of Bloom's taxonomy.
Differentiating Instruction	11. Planning: Candidate uses data on student cultural, linguistic, or developmental differences to inform the plan; plans adaptations to address specific students' needs; and provides justification for why the plan would work. 12. Materials: Candidate selects or creates a set of materials that differentiates instruction to meet the individual needs of students, has clear directions, and is consistent with learner goals. 13. Instruction: Candidate adapts the lesson to meet the needs of the individual while simultaneously satisfying the learning goals. Candidate uses multiple approaches to differentiate instruction. 14. Assessment: Candidate creates alternative assessments that are appropriate to the learning goals and assesses student thinking at the higher levels of Bloom's taxonomy. 15. Student Response: Students engage with the lesson and remain on task for its duration, ask appropriate questions, and engage in thinking at all levels of Bloom's taxonomy.
Transitions & Management	16. Planning: Candidate introduces tasks that allow for developmental flexibility, plans transitions to begin and end the activity, and designs an instructional plan that considers developmental differences in the assessment of student learning. 17. Enactment: Candidate provides clear directions to facilitate student engagement before beginning the activity. Candidate effectively guides student movement during the lesson. 18. Student Response: Students engage with the lesson and remain on task for its duration. Students ask appropriate questions and engage in thinking at all levels of Bloom's taxonomy. 19. Classroom Management: Candidate uses proactive classroom management strategies such as proximity control and nonverbal communication. Candidate anticipates and provides direction for student movement throughout the lesson.
Assessment	20. Assessment: Candidate selects or creates multiple assessments to evaluate student performance, assesses higher level thinking skills, and provides oral and written feedback on student thinking. 21. Elicit Student Thinking: Candidate uses instructional strategies that foster high student engagement and selects or creates instructional strategies that give students a chance to observe, reflect, infer and explain. Candidate uses instructional strategies that elicit student thinking. 22. Quality of Inferences: Candidate stays true to the data when making inferences, synthesizes the assessment data into a complete picture of student performance, and identifies and implements an instructional response or strategy in response to common student thinking. 23. Relationship to Learning: Candidate sets short and long term learning goals in relation to an external benchmark, creates developmentally appropriate learning goals, and achieves the learning goals of the lesson.
Instruction	24. Relevance: Candidate incorporates student interests, builds on prior experiences and existing knowledge, incorporates student decision-making, and provides a justification for teaching strategies. 25. Instruction: Candidate elicits and interprets student thinking, provides direction and guidance related to the learning, and provides effective feedback related to the learning objectives. 26. Student Response: Students appear motivated, engage with the lesson and remain on task for its duration. Students engage in thinking at all levels of Bloom's taxonomy and ask appropriate questions.

	27. Student Thinking: Candidate formatively assesses student speaking, writing, and thinking; recognizes common patterns of student thinking and development; and identifies an instructional strategy in response to student thinking.
Technology	28. Candidate facilitates and inspires student learning using developmentally appropriate digital tools.
	29. Candidate designs individualized learning experiences using digital tools.
	30. Candidate demonstrates capability in technology systems.
	31. Candidate models and teaches safe, legal, and ethical use of technology.
ELA	32. Candidate knows and understands concepts of reading, writing, and oral language.
	33. Candidate designs and implements effective instruction in reading, writing, and oral language.
Science	34. Candidate knows and understands fundamental science concepts.
	35. Candidate designs and implements effective instruction in science.
Math	36. Candidate knows and understands fundamental mathematical concepts.
	37. Candidate designs and implements effective instruction in mathematics.
Social Studies	38. Candidate knows and understands fundamental social studies concepts.
	39. Candidate designs and implements effective instruction in social studies.
The Arts	40. Candidate knows and understands fundamental concepts of performing arts and visual arts.
	41. Candidate designs and implements effective instruction in the arts
Health Education	42. Candidate knows and understands fundamental concepts of health education.
	43. Candidate designs and implements effective instruction in health education.
Physical Education	44. Candidate knows and understands fundamental concepts of physical education.
	45. Candidate designs and implements effective instruction in physical education.
Development-ally Appropriate Practice	46. Candidate uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
	47. Candidate supports and engages families and communities through respectful, reciprocal relationships.
	48. Candidate knows about and uses observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
	49. Candidate understands and practices responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
	50. Understands positive relationships and supportive interactions as the foundation of their work with children.

Link to information about edTPA: https://www.edtpa.com/