

Assessment Activities, 2008-2009
Program: Master's of Education in Secondary Teaching

<i>University Assessment Goals</i>	<i>Graduate School Goals</i>	<i>Program Outcomes</i>	<i>Assessment Procedures and Criteria</i>
<p>1. Graduates will demonstrate disciplinary competence and/or professional proficiency.</p>	<p>1. Graduates will demonstrate the disciplinary competence and/or professional proficiency with a global perspective in service to others.</p>	<p><u>Outcome #1:</u> The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. <u>Outcome #5:</u> The teacher candidate uses an understanding of individual and group motivation and classroom management techniques to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. <u>Outcome #7:</u> The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. <u>Outcome #8:</u> The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>Periodic grade checks are used to determine if students are maintaining a 3.0 G.P.A. on a 4.0 scale.</p>
<p>2. Graduates will <u>demonstrate critical thinking</u> skills.</p>	<p>2. Graduates will demonstrate an ability to combine critical thinking, disciplined research, and effective problem-solving in their field of study.</p>	<p><u>Outcome #4:</u> The teacher candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>Student work is periodically entered in an online portfolio and evaluated using rubrics created by professors. Students must attain a target or acceptable rating.</p>
<p>3. Graduates will demonstrate Ignatian values, to include but not limited to a commitment to an exploration of faith and the promotion of justice.</p>	<p>3. Graduates will demonstrate ethical decision making, service, and civic responsibility in accordance with the Judeo-Christian tradition and Ignatian values.</p>	<p><u>Outcome #11:</u> The teacher candidate understands, values, and brings to teaching the following faith-based gifts and ideals: education of the whole person, <i>cura personalis, magis</i>, service of faith and promotion of justice, leadership, and contemplation in action.</p>	<p>Student work is periodically entered in an online portfolio and evaluated using rubrics created by professors. Students must attain a target or acceptable rating.</p>
<p>4. Graduates will demonstrate the ability to <u>communicate clearly</u> and effectively.</p>	<p>4. Graduates will respectfully and effectively communicate information through all modes of expression.</p>	<p><u>Outcome #6:</u> The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. <u>Outcome #10:</u> The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support the students' learning and well-being. <u>Outcome #12:</u> The teacher candidate understands and uses technology to plan, design, and evaluate learning experiences, as well as to assess student progress. In addition, the teacher candidate utilizes technology to enhance productivity and professional practice.</p>	<p>Student work is periodically entered in an online portfolio and evaluated using rubrics created by professors. Students must attain a target or acceptable rating.</p>
<p>5. Graduates will demonstrate deliberative reflection for personal and professional formation.</p>	<p>5. Graduates will demonstrate deliberative reflection for lifelong personal and professional formation.</p>	<p><u>Outcome #9:</u> The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out</p>	<p>Student work is periodically entered in an online portfolio and evaluated using rubrics created by professors. Students must attain a target or acceptable rating.</p>

		opportunities to grow professionally.	
6. Graduates will demonstrate the ability to work effectively across race, ethnicity, culture, gender, religion, and sexual orientation. (<u>Diversity</u>)	6. Graduates will demonstrate an ability to work effectively and in solidarity across the distinctions of human diversity.	<u>Outcome #2</u> : The teacher candidate understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. <u>Outcome #3</u> : The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Student work is periodically entered in an online portfolio and evaluated using rubrics created by professors. Students must attain a target or acceptable rating.