

ELEMENTARY EDUCATION

SPRING 2009

OBJECTIVES AND OUTCOMES ASSESSED:

- Obj. 4: The Elementary Education program will assist students in the development of a knowledge base in a variety of academic disciplines that is reflective of a well-rounded, liberal arts education.
 - LO 4b: The graduating student will be able to cite examples of activities that address standards within the Massachusetts Curriculum Frameworks for the four major academic areas.
- Obj. 5: The Elementary Education program will assist students in the development of knowledge about all aspects of human growth and development (cognitive, linguistic, emotional, social, and physical) and how they relate to learning.
 - LO 5a: The graduating student will be able to create lesson plans that include goals, objectives, activities, and assessments that are developmentally appropriate for a specified age group.
- Obj. 7: The Elementary Education program will assist students in the development of an understanding of effective instructional approaches and teaching strategies for a wide range of diverse learners.
 - LO 7a: The graduating student will be able to create comprehensive, developmentally-appropriate lesson plans that include

SUMMARY REPORT

**ELEMENTARY EDUCATION PROGRAM
OUTCOMES ASSESSMENT SUMMARY REPORT
2007-2009**

Prepared by: Jeri Bayer, Director of Education, June 2009

OUTCOMES ASSESSED

Objective 4: The Elementary Education program will assist students in the development of a knowledge base in a variety of academic disciplines that is reflective of a well-rounded, liberal arts education.

Outcome 4b: The graduating student will be able to cite examples of activities that address standards within the Massachusetts Curriculum Frameworks for the four major academic areas.

Objective 5: The Elementary Education program will assist students in the development of knowledge about all aspects of human growth and development (cognitive, linguistic, emotional, social, and physical) and how they relate to learning.

Outcome 5a: The graduating student will be able to create lesson plans that include goals, objectives, activities, and assessments that are developmentally appropriate for a specified age group.

Objective 7: The Elementary Education program will assist students in the development of an understanding of effective instructional approaches and teaching strategies for a wide range of diverse learners.

Outcome 7a: The graduating student will be able to create comprehensive, developmentally-appropriate lesson plans that include clear objectives, reference the Massachusetts Curriculum Frameworks, describe effective teaching strategies, identify procedures for assessments, and consider a variety of learning styles and special needs.

PRODUCTS EVALUATED

The products evaluated were fifty lesson plans completed by students during the Spring 2009 semester in the following upper-level Elementary Education courses: Introduction to Special Education, Language and Literacy in Education, and Diversity and Multiculturalism in Education.

PROCESS FOLLOWED

The Director of Education examined each of the fifty lesson plans. Using a rubric, she identified the academic area(s) each plan addressed and evaluated aspects of ten criteria within each plan. The rubric and graphs reflecting the results of this assessment are included in this report.

ANALYSIS

Outcome 4b

Of the fifty lesson plans, 11 addressed standards in the Massachusetts Curriculum Framework (MCF) for Mathematics, 6 addressed standards in Science and Technology/Engineering, 28 addressed standards in English Language Arts (ELA), 11 addressed standards in History and

Social Science, and 6 addressed standards in Arts. The activities that the lesson plans propose will be the means by which children will make progress in addressing the standards in those areas are described within the "Instructional Practice" section of the plans. In three of the five aspects of Instructional Practice that were evaluated ("Procedures Appropriate to Goals and Objectives", "Time Frame Realistic", and "Likely to Engage Students") the majority of students received scores indicating proficiency. In the other two areas ("Procedures Effective" and "Procedures Clearly Described") the majority of students received scores indicating that they were developing proficiency. Only a handful of students received scores indicating that they lack proficiency in four of the five aspects, and in the aspect, "Likely to Engage Students", no student received that score.

Objective 5a

Developmental appropriateness was evaluated within two of the general criteria: Goals and Outcomes and MCF Standards. The results indicate that the vast majority of the fifty students are proficient in identifying goals, outcomes, and MCF standards that are developmentally appropriate for an identified age group (42 students regarding Goals and Outcomes, and 45 students regarding MCF standards).

Objective 7a

To address Objective 7a we have to consider almost all of the lesson plan's criteria (Goals and Outcomes, MCF Standards, Instructional Practice, Assessment, and Accommodations). The results among the eleven or more aspects within these criteria are mixed. As mentioned in the discussion about Objective 5a, students appear to have a good sense of developmental appropriateness. Clarity around goals and outcomes, however, seems to be an area that could use some work (22 students are developing proficiency and one is not proficient). Also needing work is the referencing of the MCFs (11 are developing proficiency and 20 are not proficient). With regard to Instructional Practice, while most students are able to describe activities that are likely to engage children (35 are proficient, 15 are developing proficiency, and no one completely lacks proficiency), those activities are not as likely to help children meet the lesson objectives (21 are proficient, 26 are developing proficiency, and 3 are not proficient). There is also clearly room for improvement in the area of assessment (more than half of the students are either developing proficiency or are not proficient in identifying a plan for assessment, and once identified, ensuring that the plan addresses the lesson goals). In the area of accommodations, most students are able to propose ones that are appropriate for given groups of children, but there is some weakness in the description of what precisely those accommodations should consist of.

DISCUSSION OF RESULTS

The analysis of the assessment with reference to Outcome 4b is reassuring. It appears that students are familiarizing themselves with the four main academic MCFs and can describe activities that address the frameworks' standards. It is important to note that a significant majority of students chose to create lessons that address ELA standards and that the number of those working with Math, History and Social Science, and Science and Technology/Engineering was small. It is extremely important that our student become familiar with the ELA Framework, but faculty may want to make a point to encourage exploration of the other frameworks as well.

Similarly reassuring are the assessment results with reference to Outcome 5a. By the time students take the three courses from which the lesson plans were drawn, they have taken, at the minimum, Introduction to Teaching and Introduction to Psychology. It is also likely that they have taken or are concurrently taking Developmental Psychology I. In these three courses, students are introduced to human development and learning needs and capacities at each age level. The students who produced these lesson plans have clearly benefited from these courses as they are able to identify age-appropriate learning activities and match activities to appropriate grade-leveled MCF standards.

By looking at the results of this assessment through the lens of Outcome 7a, we can identify some areas on which to improve our focus with students. In our courses, our instructors would do well to explain more clearly and give additional practice opportunities in the areas of goals and outcomes articulation, how to properly reference the MCFs, considering the effectiveness of certain instructional practices, creating appropriate assessments, and describing appropriate accommodations.

CONCLUSIONS AND ACTION PLAN

The lesson plan is an essential tool that students need to learn develop for their own use as teachers-to-be as well as to demonstrate understanding of critical concepts and skills critical in their college courses. Although the current Director of Education is leaving her position, it is hoped that her replacement will look carefully at these results and discuss them with the adjunct faculty who teach Elementary Education courses. The results appear to indicate that the program will be strengthened by a stronger emphasis not only on the lesson plan itself, but on areas of knowledge it reflects, particularly the MCFs, goals and objectives, effective teaching strategies, assessment, and accommodations.

RUBRIC

Elementary Education Lesson Plan Rubric

CRITERIA		STANDARDS			SCORE
General	Elements	Not Proficient: 0	Developing Proficiency: 1	Proficient: 2	
Goals and Outcomes	Clear	The purpose of the lesson (instructional goal) and/or the learning outcomes for the students are unclear.	The purpose of the lesson (instructional goal) and/or the learning outcomes are somewhat or in part unclear.	The purpose of the lesson (instructional goal) and/or the learning outcomes are clear.	
	Developmentally Appropriate	The purpose of the lesson (instructional goal) and/or the learning outcomes for the students are developmentally inappropriate.	The purpose of the lesson (instructional goal) and/or the learning outcomes are somewhat or in part developmentally inappropriate.	The purpose of the lesson (instructional goal) and/or the learning outcomes are developmentally appropriate.	
Massachusetts Curriculum Framework (MCF) standards	Referenced	The selected MCF standards are not fully identified, stated, and/or referenced.	Some of the selected MCF standards are not fully identified, stated, and/or referenced.	The selected MCF standards are all clearly identified, stated, and referenced.	
	Developmentally Appropriate	The selected MCF standards are not developmentally appropriate for the grade level of the lesson.	At least some of the selected MCF standards are developmentally inappropriate for the grade level of the lesson.	The selected MCF standards are developmentally appropriate for the grade level of the lesson.	
	Appropriately Applied	The selected MCF standards don't reflect the goal and intended outcomes of the lesson.	At least some of the selected MCF standards don't reflect the goal and intended outcomes of the lesson.	The selected MCF standards reflect the goal and intended outcomes of the lesson.	
Materials	Necessary materials included	The list of materials does not include the items needed by both students and teacher to successfully engage in the lesson.	The list of materials does not include all of the items needed by both students and teacher to successfully engage in the lesson.	All of the materials required for both students and teacher to successfully engage in the lesson as described in the procedures are clearly listed.	
	Published materials appropriately referenced	Published materials are not correctly referenced using MLA formatting.	Only some published materials are correctly referenced using MLA formatting.	All published materials are correctly referenced using MLA formatting.	
	Handout samples included	No samples of handouts are included.	Only some samples of handouts are included.	Samples of all handouts are included.	
PROCEDURES					
Motivational Technique	Clearly described	A motivational technique is not mentioned or is unclear.	The motivational technique mentioned is only somewhat clearly described.	The motivational technique is clearly described.	
	Likely to activate and engage	The motivational technique would not be likely to activate children's prior knowledge or experience and engage them in the learning process.	The motivational technique would not be likely to activate children's prior knowledge or experience and engage them in the learning process.	The motivational technique will likely activate children's prior knowledge or experience, and engage them in the learning process.	
	Procedures appropriate to goals & objectives	There is little to no connection between the activities described in the procedures and the lesson objectives.	The procedures describe some activities that do align with the lesson objectives.	The procedures clearly describe activities that will help students achieve the objectives of the lesson.	
Instructional Practice	Procedures effective	The procedures include teaching strategies that are not likely to be effective in the context described.	The procedures include teaching strategies that are only somewhat likely to be effective in the context described.	The procedures include effective teaching strategies.	
	Procedures clearly described	The procedures are not easy to follow, sufficiently detailed and/or appropriately sequenced.	The procedures are only somewhat easy to follow, sufficiently detailed and/or appropriately sequenced.	The procedures are easy to follow, sufficiently detailed and appropriately sequenced.	

Elementary Education Lesson Plan Rubric

	Time frame realistic	The time frame is unrealistic.	The time frame is somewhat unrealistic.	The time frame is realistic
	Likely to engage students	The activities are not likely to generate children's interest and engagement.	The activities are only somewhat likely to generate children's interest and engagement.	The activities will likely generate children's interest and engagement.
Closure	Wrap up plan adequately detailed	No plan for closure is described or the description that is provided is minimal and offers almost no guidance to the teacher as to how to ensure that the learning has been summarized.	The plan for how the lesson is to be wrapped up is somewhat lacking in clarity about how the teacher will provide a summary of the lesson and what the students should have learned or how s/he will engage the students in constructing a meaningful context for what they have learned.	The plan for how the lesson is to be wrapped up is clearly articulated and describes how the teacher will provide a summary of the lesson and what the students should have learned or how s/he will engage the students in constructing a meaningful context for what they have learned.
	Opportunity for student reflection included	The plan does not provide an opportunity for the students to reflect on their learning, or what the remaining areas of confusion might be.	The plan may not give the teacher opportunity to satisfactorily identify remaining areas of confusion for the students and to reinforce the most important points so that the learning is solidified for future lessons.	The plan gives the teacher opportunity to identify remaining areas of confusion for the students and to reinforce the most important points so that the learning is solidified for future lessons.
Assessment	Plan provided	No plan for assessment is described	A plan for assessment is described but is lacking in detail or appropriateness.	The plan for assessment is clearly and fully described
	Plan addresses lesson goals	Plan provided does not respond to the stated goals and intended outcomes of the lesson.	The assessment plan addresses some of the goals and intended outcomes.	The plan clearly addresses the lesson's goals and intended outcomes. A well-developed rubric for guiding assessment may also be included.
Accommodations	Described	An accommodation is described for only one or none of the three kinds of students specified.	An accommodation is described for only two of the three kinds of students specified.	At least one accommodation is described for each of the following kinds of students: ELL, ADHD, gifted.
	Appropriate	The accommodation(s) described are not appropriate.	At least one of the accommodations described is not appropriate.	The accommodation(s) described are appropriate.
Follow-Up Lessons	Activities suggested	No suggestions are made for follow-up activities	Only one suggestion is made for a follow-up activity.	At least two suggestions are made for follow-up activities.
	Suggested activities appropriate and beneficial	The activity(ies) suggested are inappropriate and would neither enrich nor remediate the students' learning with regard to the lesson's goal(s).	The activity(ies) suggested are only somewhat logical and would only somewhat enrich or remediate the students' learning with regard to the lesson's goal(s).	The activity(ies) suggested are logical and would clearly offer either solid enrichment or remediation regarding the lesson's goal(s).
Language Mechanics and Grammar		There are many spelling and grammatical errors that interfere with the reader's comprehension.	Some spelling and grammatical errors are made which are distracting to the reader and interfere with comprehension.	Few or no spelling and grammatical errors are made.
Comments:				

RESULTS

Results for Assessment for Outcome 4b

Outcome 4b: The graduating student will be able to cite examples of activities that address standards within the Massachusetts Curriculum Frameworks for the four major academic areas.

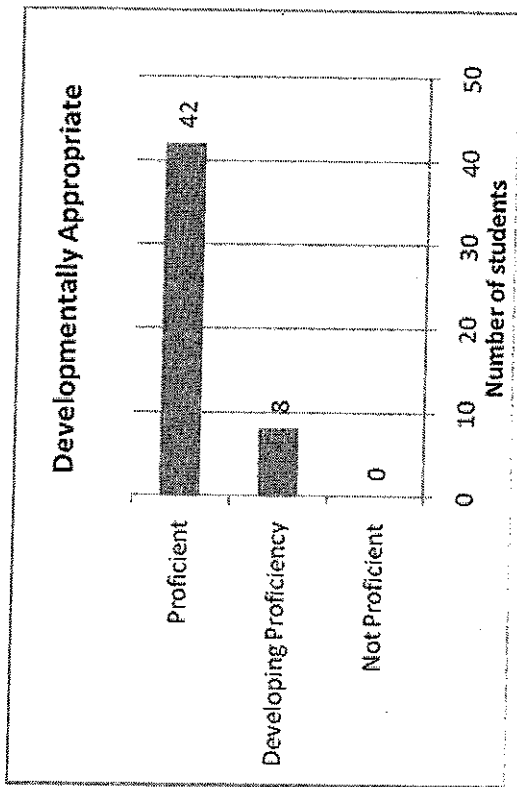
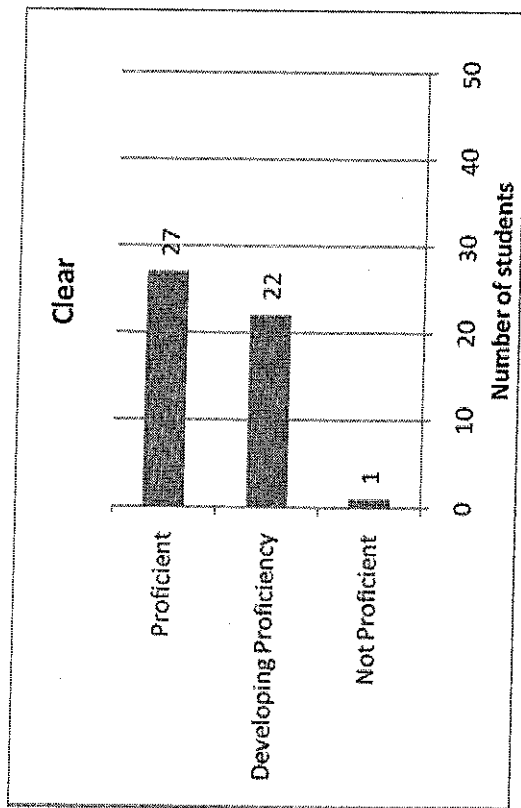
Frameworks Addressed in Lesson Plans*

- English Language Arts (ELA): 28
- History and Social Science: 11
- Mathematics: 11
- Science and Technology/Engineering: 6
- Arts: 6

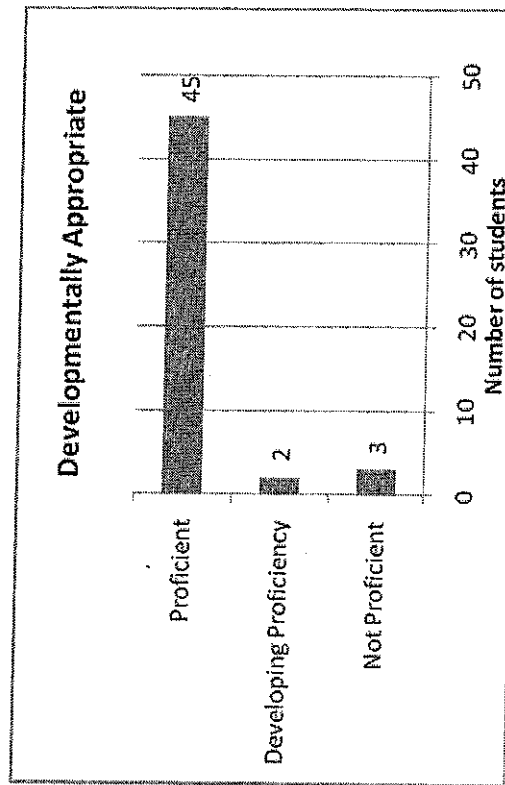
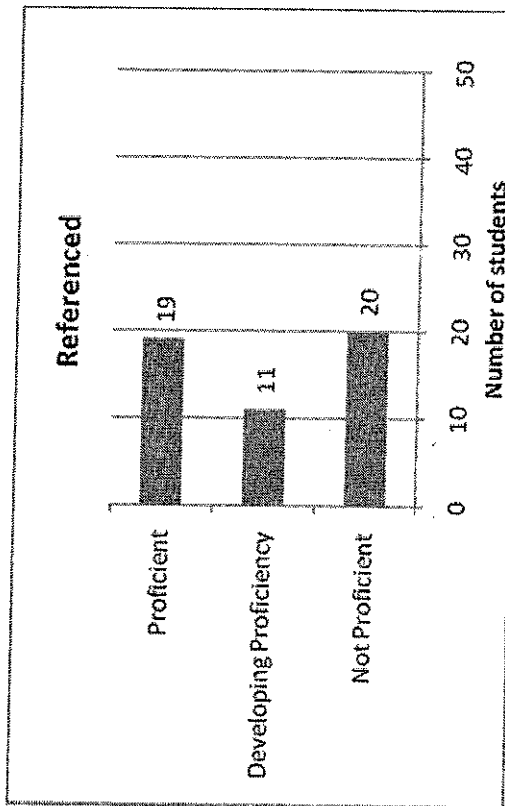
*Some lesson plans addressed standards from more than one MCF.

Elementary Education Assessment Results
Rubric-Based Ratings of 50 Student Lesson Plans Collected from Three Courses: Spring 2009

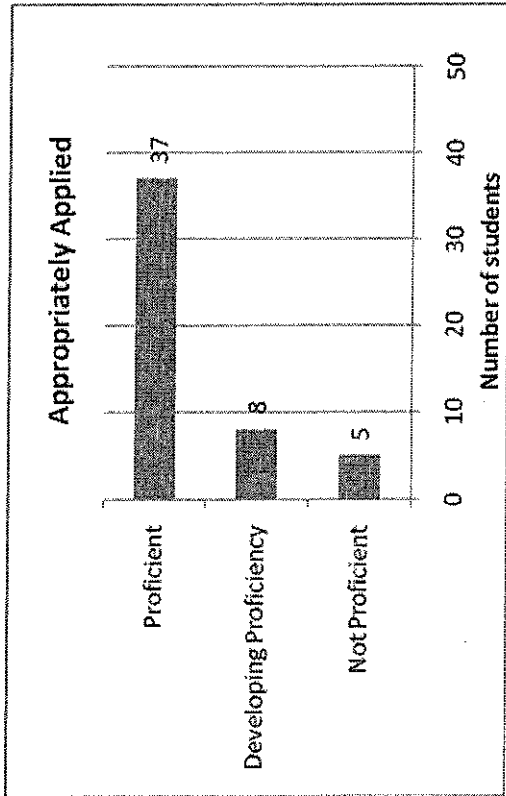
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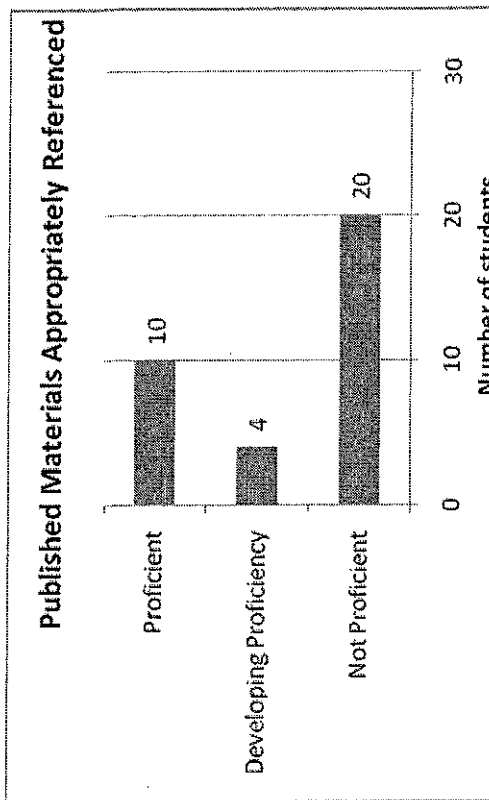
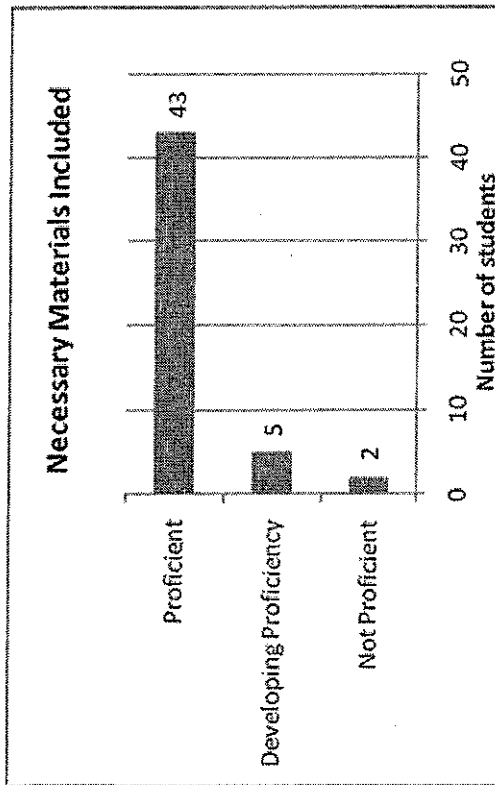
General Criterion 2: Massachusetts Curriculum Framework (MCF) Standards



General Criterion 2: Massachusetts Curriculum Framework (MCF) Standards (Continued)

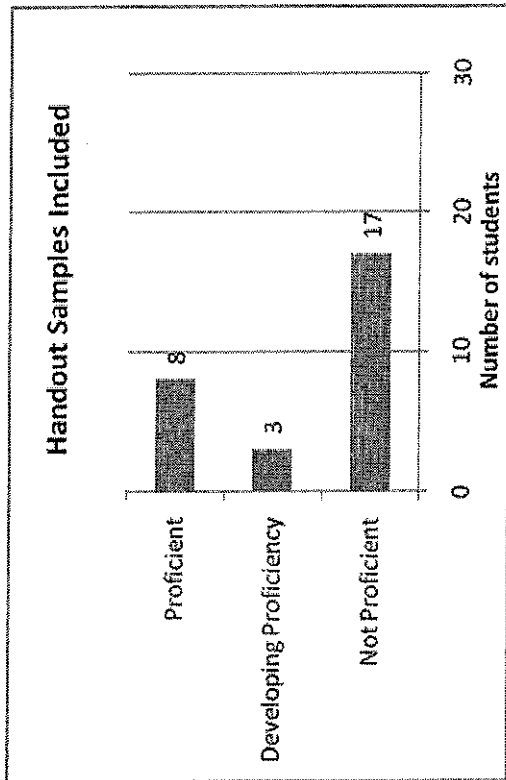


General Criterion 3: Materials



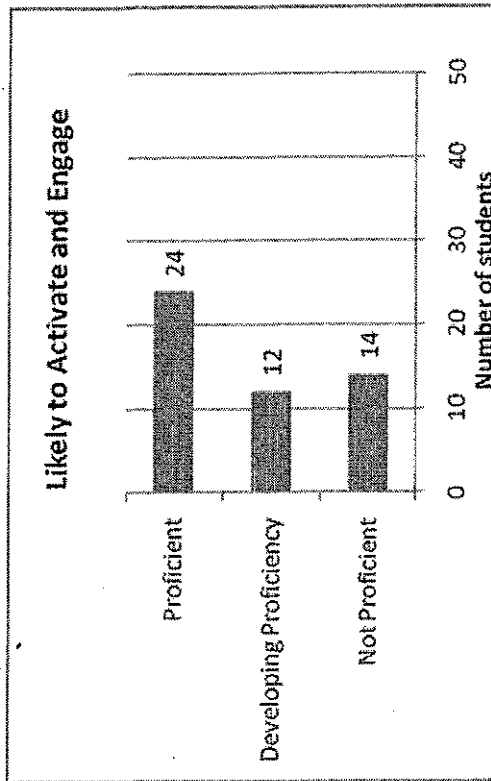
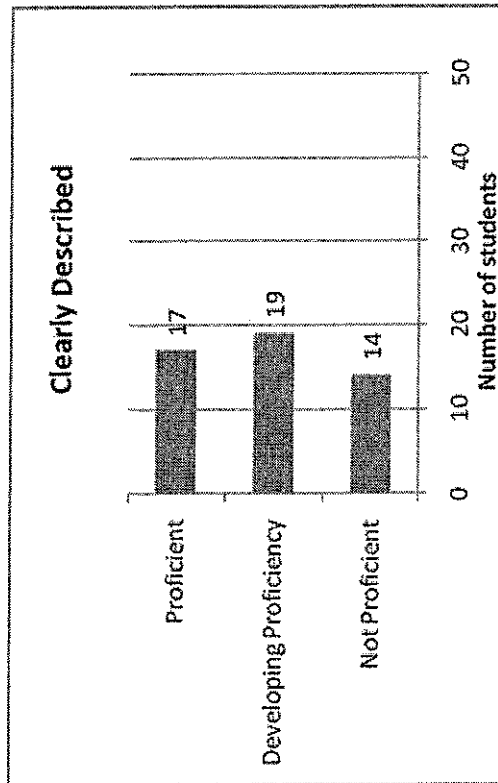
Note: For 16 students, "Not Applicable".

General Criterion 3: Materials (Continued)

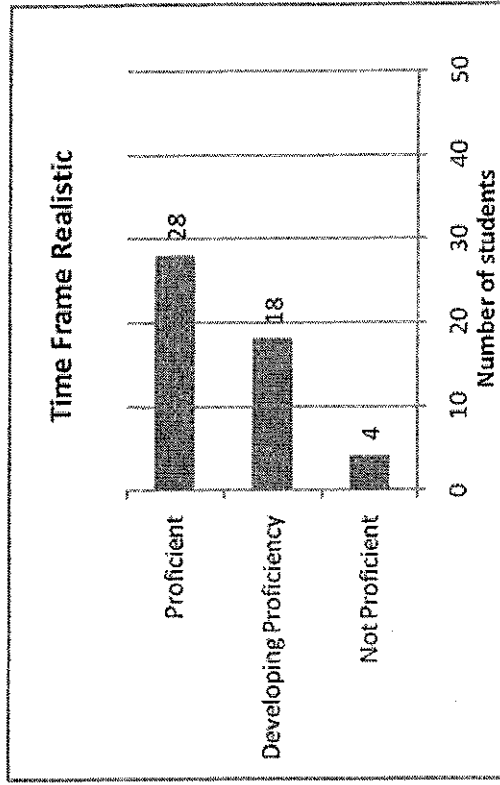
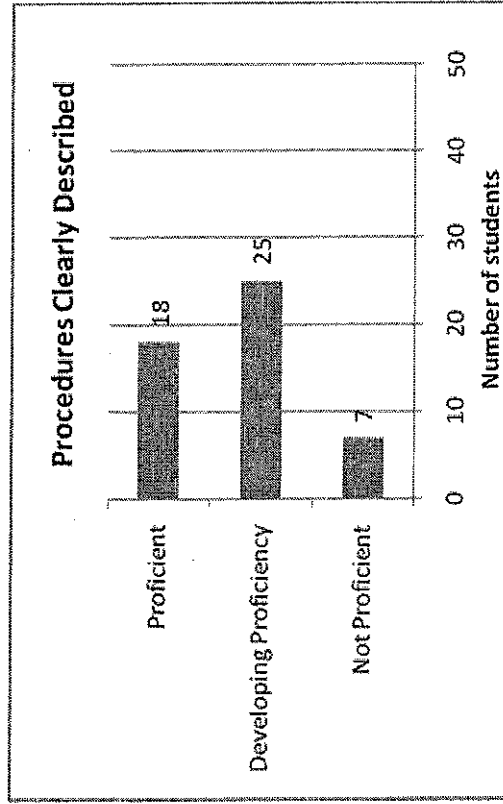
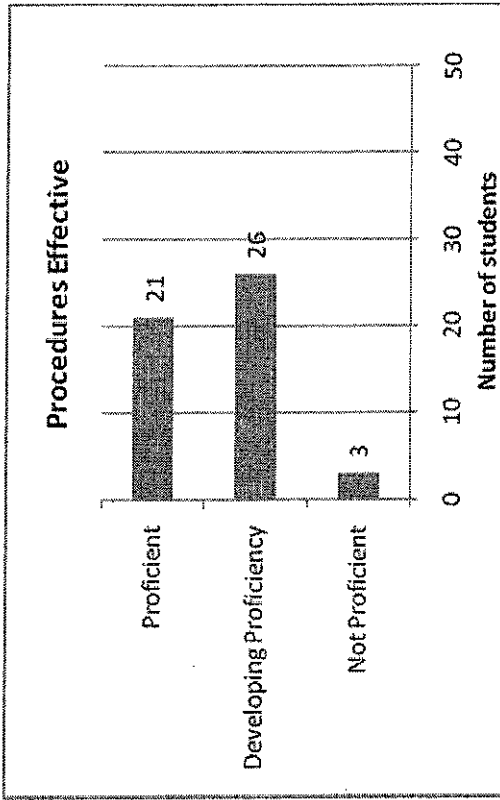
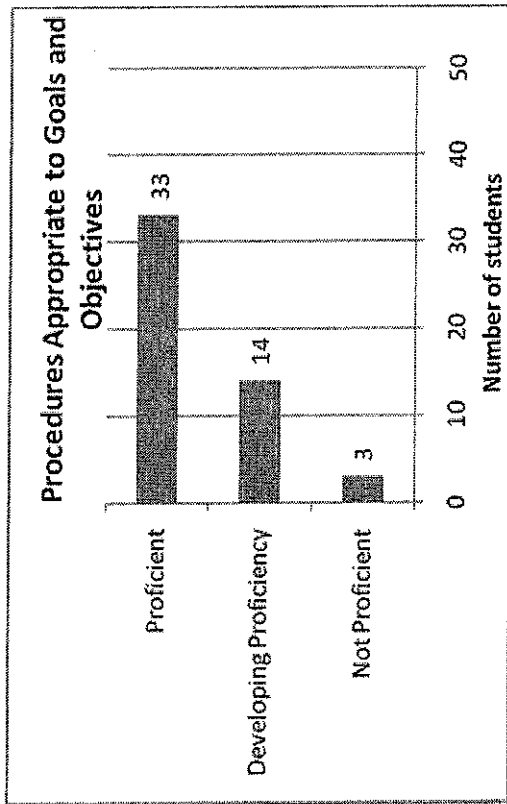


Note: For 22 students, "Not Applicable".

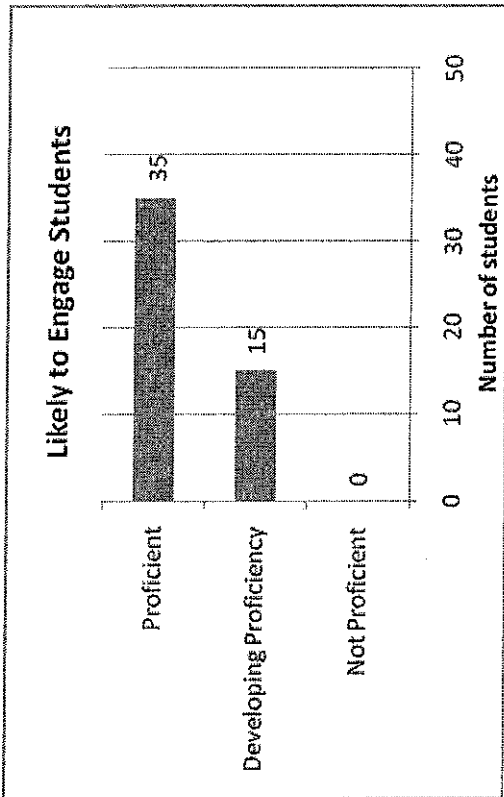
General Criterion 4: Motivational Technique



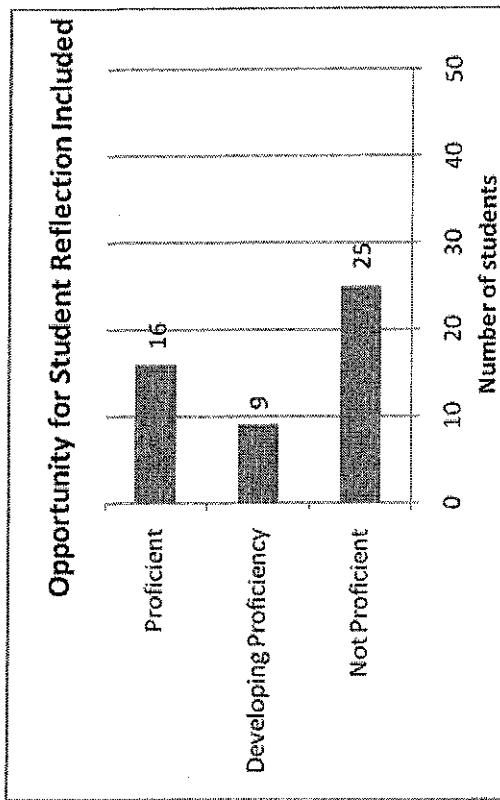
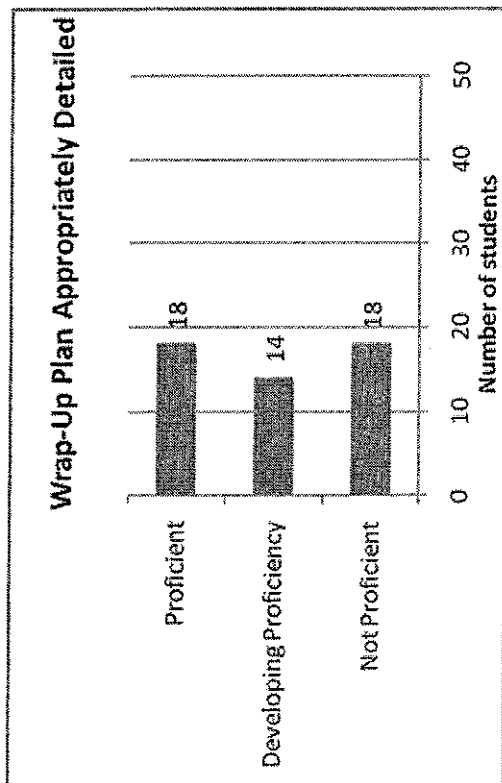
General Criterion 5: Instructional Practice



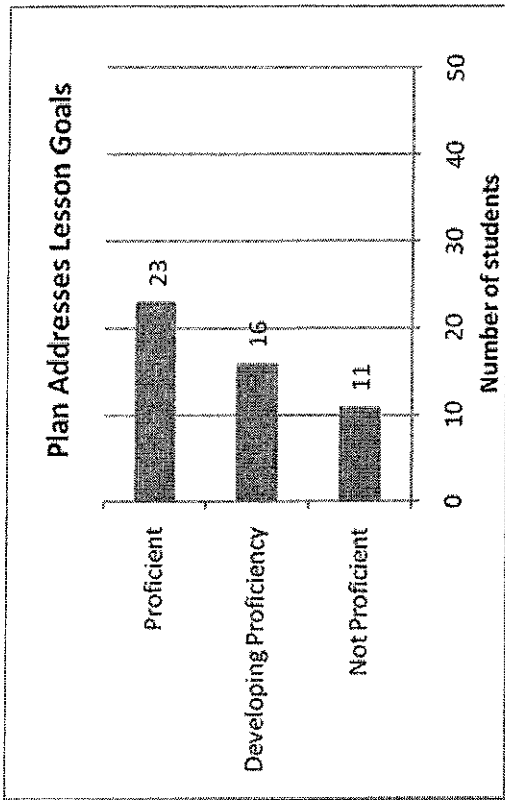
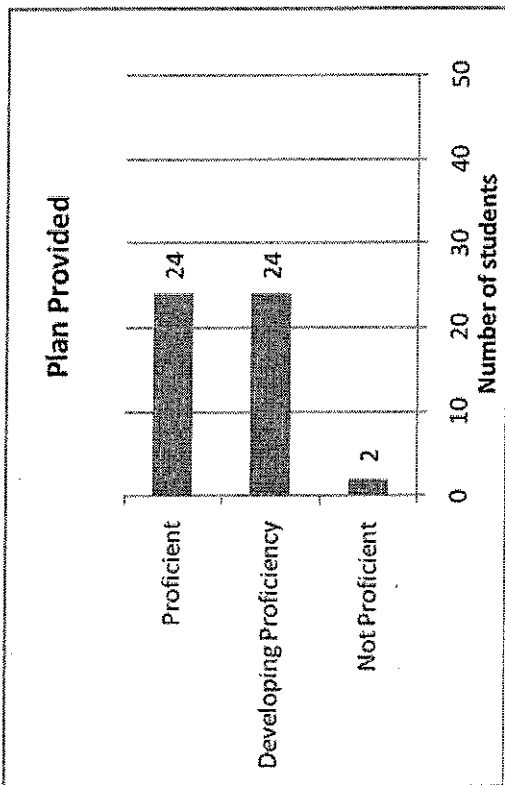
General Criterion 5: Instructional Practice (Continued)



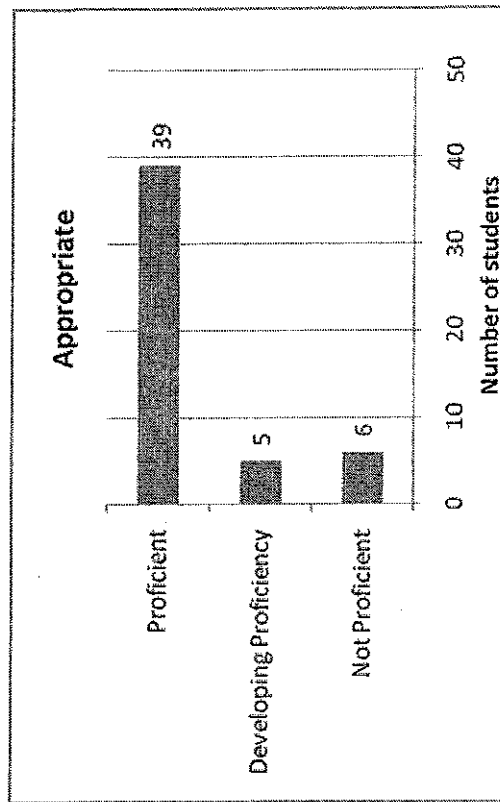
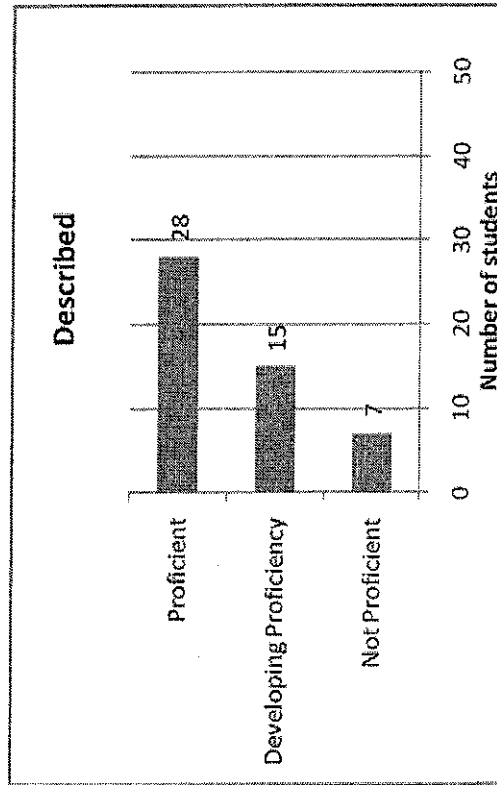
General Criterion 6: Closure



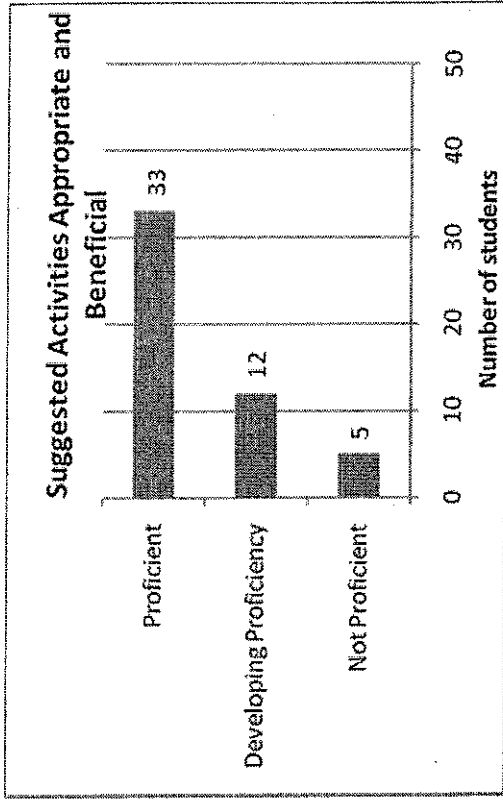
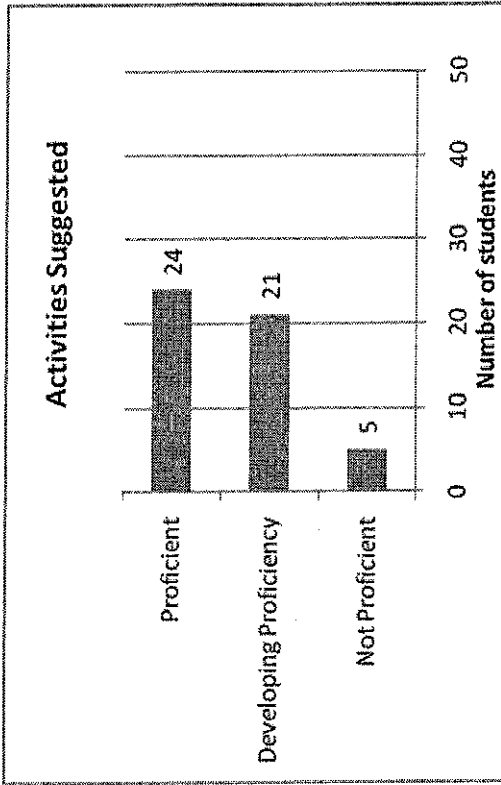
General Criterion 7: Assessment



General Criterion 8: Accommodations



General Criterion 9: Follow-Up Lessons



General Criterion 10: Language Mechanics and Grammar

