OUTCOMES ASSESSMENT REPORT
2022-2023

Elementary Education   B.A.

Teacher Education's vision, mission, and core values are tailored to prepare teacher candidates as agents of social change who transform the lives of individuals and communities they serve. While immersing them in authentic academic and professional settings, providing them with opportunities to bridge theory and practice and to engage in critical reflection that informs action.

The core values that ground Teacher Education work in educator preparation include: Authentic Learning - immersing students in real-world, meaningful experiences; Reflective Practice - critical reflection on self and practice as a way to develop a deep sense of identity and beliefs that ground practice; Diversity - embracing diversity in order to enrich our teaching, research, and advocacy, utilizing a culturally responsive, inclusive, and strengths based-approach; Social Justice - commitment to critical reflection on systemic inequities and to action leading to shifts in policies, practices and structures that create opportunities for all; Excellence & Quality - commitment to a culture of continuous improvement of quality and excellence in teaching, research, and service through reflective inquiry and innovation; Transformation - embracing our role as leaders, advocates and change agents working to transform systems to be more equitable and responsive to the diverse needs of individuals and communities.

Program Mission: To immerse teacher candidates in authentic academic and professional settings, providing them with opportunities to bridge theory and practice and to engage in critical reflection that informs action.

Program Vision: To prepare teacher candidates as agents of social change who transform the lives of individuals and communities they serve.

Program Core Values:
- Authentic Learning
- Reflective Practice
- Diversity
  Social Justice
- Excellence & Quality
- Transformation

Student Learning Outcome 1:
Mastery of Content Knowledge and Skills

NMHU Traits Specifically Linked to Student Learning Outcome 1
- Mastery of Content Knowledge and Skills

First Means o Assessment for Outcome 1: Teacher Education Capstone Portfolio Section 1: Learner and Learning and Section 2: Content Knowledge. **Criterion for success**: Score of Target (3 points) or Exemplary (4 points) as scored by assessor 1 and assessor 2.

Summary of Data:

Number of Students Meeting Criterion:	23	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	23	Percent of Students Meeting Criterion:	100%

Second Means of Assessment for Outcome 1: Field Base III-Student Teaching Classroom Observations Cooperating Teacher and University Supervisor. **Criterion for success**: Score of Target of Applying or Innovating.

Summary of Data:

Number of Students Meeting Criterion:	23	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	23	Percent of Students Meeting Criterion:	100%

Student Learning Outcome 2:
Effective Communication Skills

NMHU Traits Specifically Linked to Student Learning Outcome 2
- Effective Communication Skills

First Means of Assessment for Outcome 2: School of Education Dispositions - **Communication**. **Criterion for success**: Score of Target Applying (3 points) or Innovating (4 points) as scored by Cooperating Teacher and University Supervisor.

Summary of Data:

Number of Students Meeting Criterion:	23	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	23	Percent of Students Meeting Criterion:	

Second Means of Assessment for Outcome 2: Elevate NM Observation Rubric-Element 3-A: Communicating with Students in a Manner that is Appropriate to their Culture, Language and Level of Development. **Criterion for success**: Score of Target Applying or (4 points) as scored by Cooperating Teacher and University Supervisor.

Summary of Data:

Number of Students Meeting Criterion:	23	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	23	Percent of Students Meeting Criterion:	100%

Student Learning Outcome 3:
Critical and Reflective Thinking Skills

NMHU Traits Specifically Linked to Student Learning Outcome 3
- Critical and Reflective Thinking Skills

First Means of Assessment for Outcome 3: Teacher Education Capstone Portfolio Section 1: Learner and Learning and Section 2: Content Knowledge, Section 3: Instructional Practice. **Criterion for success**: Score of Target (3 points) or Exemplary (4 points) as scored by assessor 1 and assessor 2.

Summary of Data

Number of Students Meeting Criterion:	23	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	23	Percent of Students Meeting Criterion:	100%

Second Means of Assessment for Outcome 3: School of Education Dispositions -**Critical Thinking and Reflective Practice**. **Criterion for success**: Score of Target Proficient (3 points) as scored by Cooperating Teacher and University Supervisor.

Summary of Data

Number of Students Meeting Criterion:	23	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	23	Percent of Students Meeting Criterion:	100%

Student Learning Outcome 4:
Effective Use of Technology

NMHU Traits Specifically Linked to Student Learning Outcome 4
- Effective Use of Technology

First Means of Assessment for Outcome 4: Teacher Education Capstone Portfolio Section 5: Technology Integration. **Criterion for success**: Score of Target (3 points) or Exemplary (4 points) as scored by assessor 1 and assessor 2.

Summary of Data

Number of Students Meeting Criterion:	23	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	23	Percent of Students Meeting Criterion:	100%

Second Means of Assessment for Outcome 4: Teacher Education Capstone Portfolio completed by candidate as a webpage and effectively using the appropriate technology applications. **Criterion for success**: Score of Target (3 points) or Exemplary (4 points) as scored by assessor 1 and assessor 2.

Summary of Data

Number of Students Meeting Criterion:	23	Number of Students Not Meeting Criterion:	0
Total Number of Students Assessed:	23	Percent of Students Meeting Criterion:	100%

<u>Utilization of Results:</u>
The results of data collection will assist faculty and staff in our teacher preparation programs to design the retention strategies listed below to support our teacher candidates to successfully complete their program.

Retention Strategies:

- Advising
  - Advising hours that meet candidate needs.
  - Availability of Zoom Advising
  - Advising Training for all faculty advisors
    - Accuracy
    - Double check mechanisms
  - Student friendly scheduling
  - Scheduling advising sessions for students in the department of teacher education in May and August.
- Scaffolding thru programs
  - Strategic improvement strategies based in [student performance] outcomes data.
    - Designing instruction
    - Unit and lesson planning
    - Classroom Management strategies
  - Effective prior knowledge built and practiced before portfolio.
    - Structuring of academic writing
  - Intro to Portfolio Course (1 – 3 credits)
    - Prior to FB3
    - Intro in FB2 and 4150
    - Intro to philosophy essay
    - Theories/Theorists
    - Intro to portfolio
    - Structuring of academic writing
- DTE community building
  - Events
    - Main Campus
    - Rio Rancho
  - Offer co-teach workshops and professional development opportunities for teacher candidates.
  - Field trips