## Assessment Processes for Undergraduate Programs in EDUCATION

<table>
<thead>
<tr>
<th>Program</th>
<th>Student Learning Objectives</th>
<th>Evidence Gathered</th>
<th>Evaluation Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary and Secondary Teacher Education</strong></td>
<td>Candidates and Graduates: 1. Believe in and are committed to teaching for social justice, defined as improving the learning of all pupils and enhancing their life chances. 2. Possess subject matter knowledge, pedagogical knowledge, and pedagogical content knowledge, and demonstrate this knowledge in practice. 3. Are knowledgeable about and understand the relationships among culture, language, learning, and schooling. 4. Develop and demonstrate in practice social justice orientations, commitments, and interpretive frameworks. 5. Demonstrate commitment to learning across their professional lifespan and possess knowledge of technology tools to do so. 6. Assess and promote all pupils’ learning.</td>
<td>Course Grades</td>
<td>Course grades from relevant subject matter courses provide evidence of teacher candidate competence with regard to content knowledge. Candidates develop and demonstrate competency with regard to pedagogy and pedagogical content knowledge within several methods courses. Candidates are exposed to a variety of theoretical approaches to learning, as well as a variety of teaching methods, within social, political, cultural and academic contexts. Grades from the methods courses and relevant courses in the Arts and Sciences content areas are evidence that our candidates and graduates possess subject matter knowledge, pedagogical knowledge and pedagogical content knowledge. In order to enroll in the Full Practicum, candidates must attain satisfactory completion of required pre-practica and complete 80% of the course work related to required Education courses; in addition, candidates must pass the full practicum (i.e. meet the five Massachusetts standards on the PPA) in order to receive the Boston College endorsement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student scores on standardized license or board examinations—Massachusetts Tests for Educator Licensure (MTEL)</td>
<td>The pass rates on the MTEL are evidence that our graduates possess subject matter knowledge, pedagogical knowledge, and pedagogical content knowledge, and that candidates and graduates have demonstrated competence in their specific field and with regard to Massachusetts standards. These tests are also requirements for the Massachusetts License, but are not a program requirement.</td>
</tr>
</tbody>
</table>
All undergraduate teacher candidates are required to complete a final capstone seminar on Inquiry. A major part of this seminar requires an Inquiry Project. The projects require candidates to conduct practitioner research about a specific topic or question that addresses pupil learning, during their student teaching placement. Candidates must identify a description of a conceptual and theoretical framework, present a short review of the relevant literature, describe the school context, and explain any influences from personal background and life experience that impact their view of education, teaching, and practice. Candidates must also describe the actions (intervention) they implemented, data sources used, analysis/interpretation of the results, and also discuss implications for their own teaching, and for other teachers, the school, the pupils, and the profession. The Inquiry Scoring Rubric (ISR) is used to evaluate the project, addressing four categories: Teacher as Researcher, Content and Pedagogy, Pupils’ Learning, and Learning to Teach for Social Justice. The “Teacher as Researcher” category is evidence that candidates are committed to learning across their professional lifespan. “Content and Pedagogy” shows that candidates possess subject matter knowledge, pedagogical knowledge, and pedagogical content knowledge. The “Learning to Teach for Social Justice” category proves that candidates believe in and are committed to teaching for social justice, are knowledgeable about and understand the relationships between and among culture, language, learning and schooling. The “Learning to Teach for Social Justice” category proves that candidates believe in and are committed to teaching for social justice, are knowledgeable about and understand the relationships between and among culture, language, learning and schooling. The “Learning to Teach for Social Justice” category proves that candidates believe in and are committed to teaching for social justice, are knowledgeable about and understand the relationships between and among culture, language, learning and schooling. The “Learning to Teach for Social Justice” category proves that candidates believe in and are committed to teaching for social justice, are knowledgeable about and understand the relationships between and among culture, language, learning and schooling. The “Learning to Teach for Social Justice” category proves that candidates believe in and are committed to teaching for social justice, are knowledgeable about and understand the relationships between and among culture, language, learning and schooling. The “Learning to Teach for Social Justice” category proves that candidates believe in and are committed to teaching for social justice, are knowledgeable about and understand the relationships between and among culture, language, learning and schooling. The “Learning to Teach for Social Justice” category proves that candidates believe in and are committed to teaching for social justice, are knowledgeable about and understand the relationships between and among culture, language, learning and schooling.

The attendance rates at our New Teacher Academy verify that our graduates demonstrate commitments to learning across their professional lifespan.
All teacher candidates and graduates are surveyed via a five-survey system. Surveys include an Entry Survey, administered upon entering the program, an Exit Survey, administered upon program completion, and One-, Two-, and Three-Year-Out Surveys, administered during the three years after graduation. (Response rates are greater than 90% for Entry and Exit surveys and greater than 60% for One-, Two-, and Three-Year-Out surveys.)

The purposes of the surveys include assessing: (1) candidates’/graduates’ perceptions, expectations and beliefs about teaching and their expected career trajectories; (2) candidates’/graduates’ sense of preparedness for teaching and their evaluations of the program, and; (3) beginning teachers’ practices and strategies and the impact of the program on their own learning, their teaching practices, and their pupils’ learning.

Items and scales from the survey system are evidence that our candidates believe in and are committed to teaching for social justice, are knowledgeable about culture, language, learning and schooling, are committed to learning across the professional lifespan, and promote all pupils’ learning. These surveys also demonstrate the adequate advising/student support we provide, and provide evidence for program review.
Massachusetts requires that all teacher candidates pursuing Initial licensure complete a supervised field experience, which is assessed according to five standards, each comprised of 4-8 indicators, using the “Preservice Performance Assessment” (PPA). With the knowledge and approval from the state, Boston College expanded this assessment to include two additional standards and an expansion of a third to create the PPA+. The seven standards are (BC additions are italicized):

A. Plans Curriculum and Instruction
B. Delivers Effective Instruction
C. Manages Classroom Climate
D. Promotes Equity and Social Justice
E. Meets Professional Responsibilities
F. Assesses and Promotes Pupil Learning
G. Demonstrates an Inquiry Stance in Daily Practice
Performance on Standards A, B, C, D, and E (the Massachusetts Professional Standards) is evidence that our candidates successfully complete the program and are eligible for the university endorsement. Standards A (Plans Curriculum and Instruction) and B (Delivers Effective Instruction) also show that our candidates possess pedagogical knowledge and pedagogical content knowledge. Standard D (Promotes Equity and Social Justice) is used to show that candidates are knowledgeable about and understand the relationships among culture, language, learning and schooling, and that our candidates demonstrate social justice orientations in practice. Standards E (Meets Professional Responsibilities) and G (Demonstrates an Inquiry Stance in Daily Practice) prove that candidates demonstrate a commitment to learning across their professional lifespan and possess knowledge of technology tools to do so. Lastly, Standard F (Assesses and Promotes Pupil Learning) is evidence that our candidates assess and promote all pupils’ learning in their teaching. This assessment is also a requirement of the program, specifically the Practicum experience, as well as a requirement for the Massachusetts teaching license. It should be noted that the state is currently reassessing its standards for teacher performance and evaluation; it is not yet known if the PPA will continue to be required.