

Program-Level Assessment: Annual Report (Due October 1, 2023)

Program Name (no acronyms): Education

Department: Education

Degree or Certificate Level: Undergraduate BA

College/School: School of Education

Date (Month/Year): 9/2023

Assessment Contact: jessica.leonard@slu.edu

In what year was the data upon which this report is based collected? 2022-2023

In what year was the program's assessment plan most recently reviewed/updated? 2020

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? No

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

Graduates will demonstrate responsive teaching praxis by following a cycle of design, planning, implementation, assessment, and reflection on learning.

Compass Theme: Context

SLO 2 Graduates will be able to use reflection to articulate their role in serving others in educational contexts.

Compass Theme:

Sense of Context

Sense of Context: As reflective scholar-practitioners, teacher candidates will critically examine how education is influenced by context.

MEES Standards: 5, 8

Standard 5: Positive Classroom Environment: The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

SLO 4 Graduates will be able to explain the role culture plays in educational settings and in the learning process.

Compass Theme:

Sense of Identity

Sense of Identity: As reflective scholar-practitioners, teacher candidates will analyze the rich complexities of an individual's identity.

MEES Standards: 2, 8

Standard 2: Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Standard 8: ProfessionalismThe teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

Compass Theme:

Sense of Purpose

Compass Theme:

Sense of Context

Compass Theme:

Sense of Inquiry

Compass Theme:

Sense of Identity

Compass Theme:

Sense of Praxis

Sense of Identity

As reflective scholar-practitioners, teacher candidates develop a ***Sense of Identity*** that includes a critical self-awareness of who they are as individuals, members, and leaders in a multicultural society; the biases that influence their behavior and how they work with others; the power they exercise in personal and professional settings; and the privilege that shapes their own behavior and their interactions with others. At the same time, reflective scholar-practitioners develop a critical understanding of each learner's identities so as to teach in ways that honor and respond to the richness of individual identities and the diversity of identities encountered in learning environments.

Sense of Purpose

As reflective scholar-practitioners, teacher candidates develop a ***Sense of Purpose*** that motivates, clarifies direction, guides action toward reaching goals, and lends meaning to all of their actions in service to others. The path to developing this ***Sense of Purpose*** is grounded in Jesuit values and evolves through an openness to continuous learning.

Sense of Context

As reflective scholar-practitioners, teacher candidates develop a ***Sense of Context*** characterized by the ability to critically examine varied systems and settings in which teaching and learning take place. This includes an exploration of the cultures of individuals, families, learning settings, and communities; a study of relationships and communication within and across settings; and an examination of past, present, and

future influences on individuals, families, learning settings, communities, and the broader society.

Sense of Inquiry

As reflective scholar-practitioners, teacher candidates develop a ***Sense of Inquiry*** that recognizes teaching as a collaborative and continuous inquiry experience – individually, in settings for learning, and in the community and broader society. Engaging in independent and collaborative inquiry through critical questioning and thinking (driven by curiosity and wonderings) teacher candidates are consumers of, and contributors to, the ongoing professional dialogue about learning. As stewards of scholarship and learning, challenges and risk-taking are seen as opportunities to learn and go beyond current perspectives, assumptions, and biases.

Sense of Praxis

As reflective scholar-practitioners, teacher candidates develop a ***Sense of Praxis*** that begins with an unwavering belief that each individual can learn, grow, and develop their unique identity and purpose to contribute as citizens of the world. Teacher candidates develop a rich understanding of the foundational theory of the subject matter they will teach. This understanding includes the evolving body of professional knowledge in the field, and forms the foundation for translating theory into practice through designing, implementing, and accounting for meaningful learning experiences now and throughout their career. Such experiences intentionally reflect an understanding of how learners grow, develop, and think, with the highest respect for individual and cultural differences in the design of engaging learning environments.

MEES Standards: 2, 5, 8

Standard 2: Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Standard 5: Positive Classroom Environment: The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

22-23 SLO 2 and 4 MEES 2,5,8

SLO 2 Graduates will be able to use reflection to articulate their role in serving others in educational contexts.

Compass Theme:

Sense of Context

As reflective scholar-practitioners, teacher candidates develop a *Sense of Context* characterized by the ability to critically examine varied systems and settings in which teaching and learning take place. This includes an exploration of the cultures of individuals, families, learning settings, and communities; a study of relationships and communication within and across settings; and an examination of past, present, and future influences on individuals, families, learning settings, communities, and the broader society.

MEES Standards: 5, 8

Standard 5: Positive Classroom Environment.

The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Standard 8:

Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

SLO 4 Graduates will be able to explain the role culture plays in educational settings and in the learning process.

Compass Theme:

Sense of Identity

As reflective scholar-practitioners, teacher candidates develop a *Sense of Identity* that includes a critical self-awareness of who they are as individuals, members, and leaders in a multicultural society; the biases that influence their behavior and how they work with others; the power they exercise in personal and professional settings; and the privilege that shapes their own behavior and their interactions with others. At the same time, reflective scholar-practitioners develop a critical understanding of each learner's identities so as to teach in ways that honor and respond to the richness of individual identities and the diversity of identities encountered in learning environments.

MEES Standards: 2, 8

Standard 2: Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Standard 8:

Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program

majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

| | |
|---|---|
| <p>SLO 2</p> <p>Indirect Assessment: EDI 4940 Portfolio III Focus Group Data</p> <p>Direct Assessment: Professional Portfolio Rubrics for Missouri Educator Evaluation System Standards 5, 8</p> | <p>SLO 4</p> <p>Indirect Assessment: EDI 4940 Portfolio III Focus Group Data</p> <p>Direct Assessment: Professional Portfolio Rubrics for Missouri Educator Evaluation System Standards 2, 8</p> |
| <p>Graduates will be able to use reflection to articulate their role in serving others in educational contexts.</p> <p>SLO 2: Sense of Context: Graduates will be able to use reflection to articulate their role in serving others in educational contexts.</p> <p>Sense of Context directly correlates to the professional portfolio rubrics used by the university supervisors for the Missouri Educator Evaluation System (MEES). The MEES consists of 9 different measures. For the purpose of this report, standards 5 and 8 will be used.</p> <p>MEES 5 consists of measuring a positive classroom environment: The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.</p> <p>As our students progress through our program they are in 3 different portfolio courses that culminate in the creation of their final professional portfolio. This professional portfolio allows our students to showcase the extensive lessons and professional research they have completed during their time in the School of Education and their student teaching semester. For each standard, our student teachers must connect each MEES to their work. Many of our students connect positive classroom environments in their action research projects. MEES 8 is directly connected to how teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students. The culminating portfolio is used by our students during interviews for potential teaching opportunities. The students share their portfolios with potential school districts to actively show their opportunities for professional growth in order to improve learning for all of their future students.</p> <p>Compass Theme: Sense of Context</p> <p>Introduced: EDF 2010 Foundations of Education</p> <p>Developed: EDF 3890 School and Community</p> <p>Reinforced: EDI 3940 Portfolio II</p> <p>Achieved: Student Teaching (EDI 4810 or EDI 4820 or EDI 4830 or EDI 4840 or EDSP 4380 or EDSP 4850) and EDI 4940 Portfolio III</p> | <p>Graduates will be able to explain the role culture plays in educational settings and in the learning process.</p> <p>Upon completion of our program, students are asked to participate in a focus group. The focus group consists of a series of quantitative and qualitative questions. The focus group questions are a direct connection to their sense of identity. Our graduates are reflective scholar-practitioners who can analyze the rich complexities of their own identity and an individual's identity.</p> <p>Compass Theme: Sense of Identity</p> <p>Introduced: EDF 2240 Growth, Development, and Learning</p> <p>Developed: EDF 3620 Multicultural Issues in the Classroom</p> <p>Reinforced: EDI 3940 Portfolio II</p> <p>Achieved: Student Teaching (EDI 4810 or EDI 4820 or EDI 4830 or EDI 4840 or EDSP 4380 or EDSP 4850) and EDI 4940 Portfolio III</p> |

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

The survey was analyzed by averaging the scores. Verbal responses to interview prompts were analyzed using a qualitative content analysis method. The purpose was to identify themes related to the *student learning outcome for this assessment cycle, graduates will demonstrate responsive teaching praxis by following a cycle of design, plan, implement, assess, and reflect on learning.*, and categorize them in related areas (e.g. course work, fieldwork, etc.). The analyses of the focus group data included the program director and staff from the field office. The results of these analyses were brought to the May 2022, undergraduate faculty meeting in the School of Education and shared. During this meeting, we discussed the findings and brainstormed solutions. The conversation about what to do with this information included the entire undergraduate faculty. The conversation led to a discussion about realigning the program portfolio with the student teaching performance assessment (Missouri Educator Evaluation System, MEES). This follow-up work was completed by a smaller group of faculty members.

The university supervisor and cooperating educator work collaboratively through the student teaching semester to monitor the progress of the student's level of performance for each MEES indicator. At the conclusion of the student teaching semester, the artifacts which include the formative questionnaire are completed by the cooperating teacher and the university supervisor.

For the summative assessment regarding each MEES standard the cooperating teacher, student, and university supervisor discuss progress toward the level of meeting performance.

Indirect and Direct Assessments:

Reviewed annually during department meetings (two meetings per academic year) with action items determined, and responsibility assigned for follow-up

Minutes are kept from meetings for follow-up and documentation for external audiences

[Spring 2022 SOE--Tabulated Senior Survey and Focus Group Comments](#)

[MEES rubric](#)

[Survey Questions](#)

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The Teacher Candidate Assessment Rubric is a specifically designed evaluation tool used to assess Teacher Candidates, both formatively and summatively, throughout the culminating semester. The nine focus standards were selected from the Missouri Educator Evaluation System (MEES) to evaluate Teacher Candidates similarly to the principal evaluations of first-year teachers. A rubric and a fill-in chart have been provided for each of the nine standards with representative indicators for each standard. The rubric specifically highlights the transition from "knowing to doing" that occurs during the Clinical Experience. The first row of the rubric articulates performance occurring across a continuum based on a 0-4 scale: 0-Not Evident, 1-Emerging, 2-Developing, 3-Skilled, and 4-Exceeding, and is the same for each standard.

The overall purpose of the state-required rubric is to create a common language, expectations and understanding around the performance of the Teacher Candidate in the Clinical Experience. The overall

purpose of the state optional tool (fill in the chart) is to document observed or evidenced teacher candidate performance and to provide specific, constructive feedback related to each standard. These formative evaluations provide opportunities for the Teacher Candidate to analyze their growth on a single standard over time. This promotes reflection, as well as conferencing and goal-setting with evaluators.

Teacher Candidates will be scored/assessed by both the Cooperating Teacher (CT) and the University Supervisor (US). The scores of the CT and US are equally weighted and reported during the certification recommendation process.

Fall 2022 $n=4$; Spring 2023 $n=19$

NOTE: MEES numbers reflect the mean of the cooperating teacher's score and the university supervisor's score.

Standard 2: **Student Learning, Growth, and Development.** The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Fall 2022

0n scored 0

0n scored 1

0n scored 2

1n scored 3

3n scored 3.5

0n scored 4

Spring 2023

0n scored 0

0n scored 1

0n scored 2

1n scored 3

6n scored 3.5

12n scored 4

Standard 5: **Positive Classroom Environment.** The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Fall 2022

0n scored 0

0n scored 1

0n scored 2

2n scored 3

1n scored 3.5

1n scored 4

Spring 2023

0n scored 0

0n scored 1

0n scored 2

2n scored 3

2n scored 3.5

15n scored 4

Standard 8: **Professionalism.** The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

Fall 2022

0n scored 0

0n scored 1

0n scored 2

0n scored 3

2n scored 3.5

2n scored 4

Spring 2023

0n scored 0

0n scored 1

0n scored 2

2n scored 3

6n scored 3.5

11n scored 4

Fall 2022/Spring 2023 Focus Group

The focus group took place in Fitzgerald Hall conducted by a graduate student in the Higher Education Program. The purpose was to identify themes related to the student learning outcome for this assessment cycle, graduates will demonstrate responsive teaching praxis by following a cycle of design, plan, implement, assess, and reflect on learning., and categorize them in related areas (e.g. course work, fieldwork, etc.). From the faculty analysis, a connection can be made to our student learning outcome of a Sense of Identity. Our current SLO Sense of Identity illustrates why our newly redesigned undergraduate curriculum is important to our future students.

[Spring 2022 SOE--Tabulated Senior Survey and Focus Group Comments](#)

[MEES rubric](#)

[Survey Questions](#)

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

[Undergraduate Assessment - Survey Data and Group Discussion](#)

From our faculty discussion we have learned:

- as a faculty we know some classes are challenging during the student teaching period. We are looking into changing some classes and credit hours for the future
- as a faculty we know from this discussion, that secondary classes need a chance to look at an IEP and discuss what an IEP does for families
- All of the above statements directly correlate to the pedagogical changes we have made in our creation of our new redesigned undergraduate program

Strengths

- our students are equipped to write lesson plans

Areas of Growth

- as a faculty we need to discuss more about lesson plan format and think about “habits of mind” Curriculum/Pedagogical Remedies

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

During a faculty meeting, the results were shared from the graduate questionnaire and survey. No one was surprised by the data. We have heard the same critiques year after year, these critiques are why we have created a whole new curriculum for our undergraduates. As a faculty, we are passionate about learning from the past and are hopeful in the creation of our new program.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you’ve initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

This data is helping to inform the decision regarding student teaching, portfolio development, course content, and teaching techniques as we redesign our undergraduate program. The portfolio course has changed due to the fact we want our students to take ownership of their learning outcomes.

As a full faculty, we recognize we can improve our whole program by conducting a deeper analysis of the MEES data. From this data, we have created an entirely new redesigned curriculum.

The Bachelor of Arts in Education program at Saint Louis University aims to develop reflective individuals educated in the liberal tradition and committed to service, inquiry, and value-centered learning. It also seeks to prepare students who want to obtain a sound educational background and develop leadership qualities including risk-taking, civic responsibility, and ethical character. An education degree is a valuable asset for a number of careers related to education and schooling. The main objective of all of SLU's education programs is to prepare dedicated, reflective scholar-practitioners who exhibit the knowledge, skills, and dispositions embedded in the conceptual framework of the school. As reflective scholar-practitioners, the shared values that guide the School of Education include social justice, Cura Personalis (care for the whole person), excellence, integrity and trust, and respect. Students are prepared to be reflective educators who can implement educational programs consistent with their areas of expertise. The School of Education provides a well-rounded liberal arts background to enhance students' educational experience. Students enter a tight-knit community of faculty and peers committed to innovative learning, diversity, and the intellectual ideas of the Jesuit tradition. Students are prepared to practice "Cura Personalis" — care for the whole person — and work for social justice in their communities. Students will graduate prepared to collaborate with families, build classroom communities, have high expectations for all students, and advocate for social change.

Theoretical and Conceptual Framework

- The re-visioned Bachelor of Arts in Education program aims to develop reflective individuals educated in the liberal tradition and committed to service, inquiry, and value-centered learning.
- It also seeks to prepare students who want to obtain a sound educational background and develop leadership qualities including risk-taking, civic responsibility, and ethical character.

The School of Education's vision, mission, and values, along with Ignatian Pedagogy and Bronfenbrenner's Ecological System Theory (1979), provide the foundation and conceptual frame for the program's redesign.

From those foundational perspectives, the faculty developed the five Compass Themes as central learning outcomes. These five key learning outcomes are the driving force of the curriculum. Compass Themes were informed by listening sessions with stakeholders. Knowledge and skills students will gain are outlined for each Compass Theme.

The redesigned program is intentionally designed to develop a sense of the 5 compass themes:

**identity,
purpose,
context,
inquiry,
and praxis**

Sense of Identity-*critical self-awareness of who they are and* develops a critical understanding of each learner's identities

Sense of Purpose- motivates, clarifies direction, guides action towards reaching goals, and lends meaning to all of their actions in service to others. Sense of Purpose is grounded in Jesuit values and evolves through openness to continuous learning.

Sense of Context- to critically examine varied systems and settings in which teaching and learning take place.

Sense of Inquiry- recognizes teaching as a collaborative and continuous inquiry experience. Reflective scholar-practitioners will engage in independent and collaborative inquiry through critical questioning and thinking (driven by curiosity and wonderings)

Sense of Praxis- begins with an unwavering belief that each individual can learn, grow, and develop their unique identity and purpose to contribute as citizens of the world. Teacher candidates develop a rich understanding of the foundational theory of the subject matter they will teach. Experiences intentionally reflect an understanding of how learners grow, develop, and think, with the highest respect for individual and cultural differences in the design of engaging learning environments.

Next are our Program Hallmarks:

- Provides a program unique to Saint Louis University that is grounded in Jesuit and Catholic values,
- Offers a unified undergraduate teacher education program with all concentration areas integrated into one program,
- Focuses on equity guided by inquiry for the purpose of advocacy,
- Embeds early and often field experiences supporting student discernment and preparation for application,
- Integrates Teacher Learning Communities (TLCs) throughout the program, and
- Engages students in a yearlong internship/student teaching experience for all certification areas.

If no changes are being made, please explain why.

As a full faculty, we recognize we can improve our whole program by conducting a deeper analysis of the MEES data. From this data, we have created an entirely new redesigned curriculum.

The Bachelor of Arts in Education program at Saint Louis University aims to develop reflective individuals educated in the liberal tradition and committed to service, inquiry, and value-centered learning. It also seeks to prepare students who want to obtain a sound educational background and develop leadership qualities including risk-taking, civic responsibility, and ethical character. An education degree is a valuable asset for a number of careers related to education and schooling. The main objective of all of SLU's education programs is to prepare dedicated, reflective scholar-practitioners who exhibit the knowledge, skills, and dispositions embedded in the conceptual framework of the school. As reflective scholar-practitioners, the shared values that guide the School of Education include social justice, Cura Personalis (care for the whole person), excellence, integrity and trust, and respect. Students are prepared to be reflective educators who can implement educational programs consistent with their areas of expertise. The School of Education provides a well-rounded liberal arts background to enhance students' educational experience. Students enter a tight-knit community of faculty and peers committed to innovative learning, diversity, and the intellectual ideas of the Jesuit tradition. Students are prepared to practice "Cura Personalis" — care for the whole person — and work for social justice in their communities. Students will graduate prepared to collaborate with families, build classroom communities, have high expectations for all students, and advocate for social change.

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7. Closing the Loop: Review of [Previous Assessment Findings and Changes](#)

A. What is at least one change your program has implemented in recent years as a result of previous assessment data?

This data is helping to inform the decision regarding student teaching, portfolio development, course content, and teaching techniques as we redesign our undergraduate program. The portfolio course has changed due to the fact we want our students to take ownership of their learning outcomes.

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The School of Education's vision, mission, and values, along with Ignatian Pedagogy and Bronfenbrenner's Ecological System Theory (1979), provide the foundation and conceptual frame for the program's redesign.

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Sense of Context- to critically examine varied systems and settings in which teaching and learning take place.

Sense of Inquiry- recognizes teaching as a collaborative and continuous inquiry experience. Reflective scholar-practitioners will engage in independent and collaborative inquiry through critical questioning and thinking (driven by curiosity and wonderings)

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Next are our Program Hallmarks:

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- Engages students in a yearlong internship/student teaching experience for all certification areas.

B. How has the change/have these changes identified in 7A been assessed?

No assessment has been made since the new program rolled out in Fall 2022. The first year of graduates will be 2025-2026.

C. What were the findings of the assessment?

D. How do you plan to (continue to) use this information moving forward?

As we are teaching out our old program, we are collecting data to analysis in years 2025-2026.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.

Education, B.A. Program Assessment Rubric (proposed for 2021-2022)

| Student Learning Outcomes | Exemplary | Passing | Concerning | Comments |
|--|--|---|--|----------|
| <p>1. Graduates will be able to formulate arguments for ethical decision making that are informed by morals, values, and theological principles.</p> <p>Compass Theme: Sense of Purpose</p> <p>MEES Standards: 6, 8, 9</p> | <p>Graduates construct, justify and support a moral position using multiple references to professional sources.</p> | <p>Graduates describe and/or apply for a moral, theoretical position.</p> | <p>Graduates summarize a position statement without providing support or examples.</p> | |
| <p>2. Graduates will be able to use reflection to articulate their role serving others in educational contexts.</p> <p>Compass Theme: Sense of Context</p> <p>MEES Standards: 5, 8</p> | <p>Graduates reflections demonstrate conclusions and justification for that</p> | <p>Graduates describe having completed the reflection process and identifies at least 2 outcomes of that reflection.</p> | <p>Graduates summarizes the work process but does not include the results of the reflection (what's new, what needs to be changed/addressed)</p> | |
| <p>3. Graduates will be able to analyze educational problems and present solutions for solving those problems.</p> <p>Compass Theme: Sense of Inquiry</p> <p>MEES Standards: 1 & 4</p> | <p>Graduates analyze using appropriate tools and describe solutions that are clearly connected to the analysis.</p> | <p>Graduates provide surface level analysis of an educational problem, identifying a problem and some of the evidence to support the existence of the problem. Provides "simplistic" solutions.</p> | <p>Graduates identify a problem with minimal solutions, or offer solutions that don't fit the problem, or offer overly simplistic solutions.</p> | |
| <p>4. Graduates will be able to explain the role culture plays in educational settings and in the learning process.</p> <p>Compass Theme: Sense of Identity</p> <p>MEES Standards: 2, 8</p> | <p>Graduates clearly articulate the role of culture in these settings, outlining specific examples, complex examples of the connections between culture and schooling.</p> | <p>Graduates identify basic connections between culture and education but not how they impact learning.</p> | <p>Graduates provide some connections between culture and education, but they are overly simplistic.</p> | |
| <p>5. Graduates will demonstrate responsive teaching praxis by following a cycle of design, plan,</p> | <p>Graduates create original lessons and units that promote student</p> | <p>Graduates adapt or create published/existing lessons and units that promote either</p> | <p>Graduates make minor revisions in published lessons and units that may promote</p> | |

Commented [1]: Acceptable?

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|--|--|--|--|--|
| implement, assess and reflect on learning. Compass Theme: Sense of Praxis MEES Standards: 1, 3, 7 | engagement with higher level thinking. | student engagement or higher level thinking. | engagement, but focus on lower levels of thinking. | |
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