Curriculum Mapping for Program Assessment and Improvement

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College of Education
Elementary Education Program
Background Information

- Elementary Education Program
- 30 instructional faculty
- Field supervisors
- Serve about 200 elementary teacher candidates every semester.
Elementary Education Program
Undergraduate degrees

- Elementary Education
- Elementary & Special Education
- Elementary & Early Childhood Education
- Elementary Education & Multilingual Learning
Assessment Practices

- Ensure that our graduates are prepared to be successful first year teachers
- Knowledge, Skills, and Dispositions
- Formative and Summative
- Internal & External
  - Hawaii Teacher Standards Board (HTSB)
  - Center for the Accreditation of Educator Preparation (CAEP)
- Interstate Teacher Assessment Support Consortium (InTASC) standards
Curriculum Map

- Communicate curricular content, processes, skills, and strategies taught in required courses

- Identified the points where essential concepts and skills were introduced, reviewed, and mastered

- Build our students’ skills over the four semesters in our programs.

- Collection and monitoring of evidence of student growth and achievement

- Help the faculty monitor our own effectiveness in teaching
Process

- Opportunities to communicate curricular content, processes, skills, and strategies taught in required courses
- Contribute to and build our students’ skills over the four semesters in our programs
- Identified the points where essential concepts and skills were introduced, reviewed, and mastered (for summative assessment)
- Collection and monitoring of evidence of student growth and achievement
- Helped the faculty monitor own effectiveness in teaching
INTASC Standard #1: Learner Development

- The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
INTASC Standard #2: Learning Differences

- The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
INTASC Standard #3: Learning Environments

- The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
INTASC Standard #4: Content Knowledge

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
INTASC Standard #5: Application of Content

- The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
INTASC Standard #6: Assessment

- The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
INTASC Standard #7: Planning for Instruction

- The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
INTASC Standard #8: Instructional Strategies

- The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
INTASC Standard #9: Professional Learning and Ethical Practice

- The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard #10: Leadership and Collaboration

- The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
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- **F** = Field Observation Form
- **XXX** = Planning Commentary for Assessment #3
- **XX** = Introductory Level
- **X** = Novice Level