This plan provides the PLO/SLO assessment plan for AY 2022-2025

Name of the program: Education

Plan for AY 2022-2023, 2023-2024, 2024-2025 2022-2023

Expected date of submission 6/30/2022

Department chair/program director: Minaz Fazal

Dean's signature

To ensure NYIT's CPI process meeting *MSCHE Standard V: Educational Effectiveness Assessment: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.* in this CPI report, each department is requested to create a three-year assessment/evaluation plan to improve student learning for each degree programs. Reports should address the following points:

Program's Student Learning Outcome Assessment Plan

1. PLO: State/update each degree program's learning outcomes based on the guideline and best practices:
   The original PLO are here: http://www.nyit.edu/planning/academic_assessment_plans_reports.

   The Education program encompasses three degree programs: M.S. in Early Childhood Education, M.S. in Childhood Education, and M.A.T. (Master of Arts in Teaching) in Adolescent Education. All Education program learning outcomes are based on the following 10 InTASC (Interstate Teacher Assessment and Support Consortium) standards grouped into four major categories of teaching practice:

1

I. The Learner and Learning

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.

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.

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.

II. Content Knowledge

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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

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.

III. Instructional Practice

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.

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.

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.

IV. Professional Responsibility
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.

2. Matrix: provide/update the assessment matrix that indicates which learning outcomes are assessed in which set of courses. The original

matrix is here: http://www.nyit.edu/planning/academic_assessment_plans_reports.

M.S. Early Childhood Education and M.S. Childhood Education

Course No.	Course Title	InTASC 01	InTASC 02	InTASC 03	InTASC 04	InTASC 05	InTASC 06	InTASC 07	InTASC 08	InTASC 09	InTASC 10
EDPC 603	Foundations I: Philosophy and Technology of Education	X		X		X				X	
EDPC 605	Curriculum Design and Development	X	X	X	X	X	X	X	X	X	
EDPC 610	Foundations II: Diversity, Learning, and Technology in		X				X				
EDPC 615	Human Growth, Development, and Learning		X				X				
EDPC 664	Institutes in Education	X	X	X	X	X	X	X	X		
EDLI 635	Theory and Practice of Literacy Instruction	X	X	X	X	X	X	X	X		
EDLI 636	Diagnosis and Remediation of Literacy Disorders	X	X	X	X		X	X	X	X	
EDLA 615	English Language Arts and Technology	X	X	X	X	X	X	X	X		
EDSS 620	Social Studies and Technology				X	X	X	X	X		

EDMA 625	Math, Science, and Technology I	X	X	X	X	X	X	X	X		
EDSC 626	Math, Science, and Technology II	X	X	X	X	X	X	X	X		
EDPC 681	Supervised Student Teaching and Seminar	X	X	X	X	X	X	X	X	X	X

M.A.T Adolescent Education

Course No.	Course Title	InTASC 01	InTASC 02	InTASC 03	InTASC 04	InTASC 05	InTASC 06	InTASC 07	InTASC 08	InTASC 09	InTASC 10
EDPC 603	Foundations I: Philosophy and Technology of	X		X		X				X	
EDPC 605	Curriculum Design and Development	X	X	X	X	X	X	X	X	X	
EDPC 630	Culturally Responsive Teaching		X	X	X	X		X		X	X
EDLI 635	Theory and Practice of Literacy Instruction	X	X	X	X	X	X	X	X		
EDPC 610	Foundations II: Diversity, Learning, and Technology in		X				X	X			
EDPC 616	Human Growth, Development, and Learning	X	X				X				

5

EDPC 635	Methods and Materials for Middle and Secondary	X		X	X		X	X		X	
EDLI 637	Reading in the Content Area	X	X	X	X	X	X	X	X	X	
EDPC 681	Supervised Student Teaching and Seminar	X	X	X	X	X	X	X	X	X	X

3. METHOD: Describe the method of assessment, and measurement instruments (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, and standardized assessment tool). Note: direct learning outcome assessment is required. Both direct and indirect assessment are strongly recommended.

    Direct measuring instruments include but not limited to: course assignment, portfolios, internships evaluation, capstone course work, thesis, research project, standardized tests, etc.
    Indirect measuring instruments include but not limited to: Student survey, interview, alumni survey, employer survey, focus group, students' reflection, etc.

    For each course a keystone assignment has been established and is assessed based on rubrics that are tagged to the InTASC standards thereby establishing content validity of the rubrics. Inter-rater reliability is not necessary to establish since there is only one instructor assigned to all sections of any given course.

4. Timeline of the PLO assessment: for example:

Program Learning Outcomes /InTASC Standards timeline
The standards are distributed across all coursework, hence each PLO/standard is addressed every academic year.

PLO /InTASC Standards	AY 22-23	AY 23-24	AY 24-25
1	X	X	X
2	X	X	X
3	X	X	X
4	X	X	X
5	X	X	X
6	X	X	X
7	X	X	X
8	X	X	X
9	X	X	X
10	X	X	X

5. Personal responsibilities for implementing the assessment, collecting data and analyzing the results against expected outcomes. Mostly importantly, how faculty work collaboratively to identify the strength and challenges in student learning to inform continuous improvement efforts.

It is our program requirement that every candidate submit their Keystone assignment for each course in Taskstream. All instructors are aware of this policy and implement in their courses. Instructors are required to grade these keystone assignments in Taskstream based on pre-loaded rubrics which are tagged to the InTASC standards. The assessment coordinator is in charge of generating reports from Taskstream and if there are any concerns regarding candidate performance on any given set of standards, it is discussed during department meetings, and if necessary, individual student conferences are held as part of their gateway evaluation.

II. Brief description of how the plan is shared and communicated with all faculty members in the department

Progress and results are and will continue to be communicated with other faculty during department and assessment meetings.

Last updated 2/11/23