

## FCSE Plan for Measuring the Achievement of Degree and Program Objectives

The Bachelor of Science (BS) Degree in Family and Consumer Sciences Education is designed to develop the needed background knowledge of basic family, consumer, and human development; family and consumer sciences education; interior design; instructional technology; and nutrition and food sciences. Students choosing this major must also be admitted to the Secondary Teacher Education Program (STEP) administered by the College of Education.

All graduates from the department must satisfy requirements for the basic core curriculum and meet the following three minimum requirements: (1) Grade point average must be 2.75 or higher in all courses required for the major. (2) Courses required for the major may be repeated only once to improve a grade. (3) Courses required for the major may not be taken for *pass-fail* credit. The format of the Family and Consumer Sciences Education curriculum with several emphasis and endorsement areas has added greater opportunities and flexibility for students within the major.

The Family and Consumer Sciences Education degree prepares an individual to become a high school teacher of family and consumer sciences. High school teaching opportunities exist in Utah, the Intermountain West, and the United States. Those earning a Bachelor of Science Degree in Family and Consumer Sciences Education become eligible for teacher licensure in Utah. Additional requirements or endorsements may be required in other states.

The evaluation of the Secondary Teacher Education Program (STEP) is based on measures of student performance. The performances that are measured are derived from the Conceptual Framework for STEP. Three unique performance assessments were developed from the conceptual framework. These assessments allow continuous evaluation of student performance and progress, as well as, data for the evaluation of the program.

**NOTE: Graduating seniors in Family and Consumer Sciences Education must demonstrate competency by applying skills they have learned to an integrating task or experience. Family and Consumer Sciences Education majors must complete and demonstrate competency through a **student portfolio** AND a capstone **student teaching** experience.**

### Student Portfolio

Students in the first course in STEP begin developing a portfolio which will become an integral tool in the assessment of their professional performance as a teacher. Students select materials from their professional education courses, courses in their major/minor, clinical experiences, as well as other experiences they have had working with children to demonstrate successful performance of the knowledge, skills, and attitudes reflected in each the 12 principles of the conceptual framework. In this course, the relation between the portfolio and the conceptual framework is explained and students are informed about how the portfolio will be used in assessing their performance. At this level, the portfolio is a working portfolio which will be

added to in succeeding semesters. Students have to pass a portfolio review to advance to the next level, but at this stage, the review is an assessment of having a portfolio organization.

Students continue the process of documenting achievement for each portfolio area. Prior to student teaching, students submit their portfolios for review and participate in a portfolio interview. The rubric for evaluating the portfolios includes measures of student performance for each of the 12 principles as well as evidence of reflection and communication skills. Students must pass this review before they student teach.

The portfolios present a picture of the professional development of students based on performance indicators as they move through the program. The composites of the reviews of the portfolios allow faculty to identify areas of the program which are successfully training students to perform as teachers. Faculty members who participated as interviewers discuss the results of the interviews after each cycle of formal parts of the assessment of STEP. For example, in the spring 2000 interviews, it was noted that students did not have a good understanding of the principle, Knowledge Construction. It was also noted that students had demonstrated performance related to classroom management but had a difficult time incorporating that performance into the proper place in the portfolio. The analysis of these results leads to earlier and more in depth discussions of the 12 principles and the conceptual framework.

### Student Teaching

Family and Consumer Sciences Education students complete a capstone experience in student teaching. Students spend a minimum of 14 weeks in the student teaching site under the supervision of a qualified Family and Consumer Sciences Education instructor. Students are evaluated during a minimum of 3 supervisory visits by ASTE faculty members. During the visits, student teachers are evaluated utilizing the Student Teaching Performance Report (STPR) developed through the Secondary Education department.

The STPR was developed after the latest revision of the conceptual framework and has the same 12 principle structure as the portfolio. Tasks were identified that delineate the knowledge, skills, and dispositions that constitute successful performance. Indicators were identified for the tasks which are used to judge the degree to which the student teacher has demonstrated achievement. The evaluation form is completed jointly by the student teacher, cooperating teacher, and university supervisor as a summative evaluation of that student's performance. The level of performance is indicated by placing a mark on a line which represents a continuum from successful completion of the task to unsuccessful performance.

Figure 1 shows the Knowledge Construction portion of STPR. A space is provided for anecdotal comments.

KNOWLEDGE CONSTRUCTION: Understands central concepts and tools of inquiry to create learning experiences that make the material meaningful for students.			
Content knowledge	Explains concepts accurately and clearly	----- -----	Explains lessons in shallow, confusing, or inaccurate terms
Choices of content	Uses appropriate content materials and tools of inquiry	----- -----	Shows lack of knowledge of the subject: uses inappropriate materials
Student experiences	Engages students in meaningful learning experiences where they can construct their own knowledge using a wide array of tasks and materials	----- -----	Delivers knowledge with no opportunities for student involvement
Comments:			

Figure 1. The Knowledge Construction portion of the Student Teaching Performance Report.

An abridged version was also produced to be used for formative evaluations after each observation by the university supervisor. It has the 12 principles and the associated criteria but the indicators of success have been omitted. Users of this version provide written, anecdotal evaluation of the student performance for each of the 12 concepts.

### Measurement of Other Student Outcomes

Family and Consumer Sciences Education faculty members should develop measurement methods for determining the satisfaction of employers, placement success, and student satisfaction of the program post-graduate.

## **Exit Interviews**

All graduates in Family and Consumer Sciences Education will complete an exit interview in connection with FCSE 5500 – Family and Consumer Sciences Education Secondary Curriculum Seminar.

- Family and Consumer Sciences Education faculty should meet before the seminar and prepare specific items of inquiry for all students as they have completed student teaching.
- University-wide questions should be gathered from the appropriate USU assessment program(s).
- Family and Consumer Sciences Education faculty members should meet soon after the conclusion of the seminar to plan and update the Family and Consumer Sciences Education program accordingly.

## **Using Assessment Data for Departmental Decision Making**

Faculty in the ASTE department should carefully review the assessment plan on an annual basis. Once measurement data has been collected, decisions should be considered and implemented. To this end, the ASTE department should:

- Involve all faculty and staff members in the collection of information as outlined in the assessment plan;
- Select an assessment coordinator within the department;
- Provide input to the assessment plan on an annual basis;
- Prepare recommendations to be submitted to the assessment coordinator;
- Replace the summer departmental retreat with an assessment retreat where the recommendations can be discussed and implemented for the year; and
- Continue with an on-going process of measurement – assessment – implementation.

## **Department Website**

Once the ASTE department assessment plan is in place, the department technology coordinator is to update the department website. All documents will be supplied to the technology coordinator by the department assessment coordinator.

## **Appendix A**

### **Twelve Principles for Secondary Teacher Education at Utah State University**

Teaching is a complex interaction among instructors and students that is influenced by the unique requirements of the subject being taught and the characteristics of the community in which the school is located. Although each classroom is different and each student/teacher interaction is unique, there are well established principles that guide instruction. The Secondary Teacher Education Program is structured around twelve principles that guide the selection of content for its courses and the assessment procedures of the program. The twelve principles are described below. These principles will be used to organize the professional portfolio which is prepared during the first two semesters of the program.

**Knowledge Construction:** Teacher uses central concepts and tools of inquiry to create meaningful learning for students.

**Learner Development:** Teacher provides opportunities that support intellectual, social, and personal growth for students.

**Multiculturalism:** Teacher engages all students in learning activities by providing for differences in gender, socioeconomic status, culture, and English language proficiency.

**Exceptionality:** Teacher implements learning activities for students with special needs.

**Instructional Strategies:** Teacher uses reading and writing as well as other strategies to enhance student learning and develop students critical thinking, problem solving, and performance skills.

**Management/Motivation:** Teacher produces a positive, orderly classroom climate; shows care and respect for each student to orchestrate lessons which engage the class in learning.

**Communication:** Teacher provides clear instruction and valuable feedback.

**Technology:** Teacher uses a variety of media to supplement instruction.

**Instructional Planning:** Teacher plans well organized instruction based on student development level and standards. Uses a variety of appropriate strategies which promote both conceptual development and higher level thinking.

**Assessment:** Teacher uses informal and formal measurements to make formative and summative evaluations which accurately assess meaningful learning.

**Cooperation/Collaboration:** Teacher works with other professionals and parents to achieve school mission.

**Professionalism:** Teacher demonstrates professionalism by seeking and using knowledge of current literature, associating with other professionals, reflecting on practice, and performing in a legal and ethical manner.