

STEP Assessment Plan

All teaching majors at USU receive their coursework, clinical experiences and student teaching experience in the Secondary Teaching Education Program (STEP) of the College of Education and Human Services. Their assessment procedure is described below. In addition, all student must demonstrate mastery of content knowledge by passing the ETS PRAXIS exam prior to their student teaching experience.

The evaluation of the Secondary Teacher Education Program (STEP) is based on measures of student performance. The performances that are measured on the STEP are derived from the Interstate New Teacher Assessment and Support Consortium (INTASC) standards:

- Content Pedagogy
- Student Development
- Diverse Learners
- Multiple Instructional Strategies
- Motivation and Management
- Communication and Technology
- Planning
- Assessment
- Reflective Practice: Professional Growth
- School and Community Involvement

Three unique performance assessments were developed from the conceptual framework of the ten INTASC standards. These assignments allow on-going evaluation of student performance and progress as well as data for the evaluation of the program. The three assessments are described below.

Portfolio:

Students who enter the secondary education program begin developing a professional portfolio which is an integral tool in the assessment of their professional performance as a teacher. Students select materials from the 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 knowledge skills, and attitudes reflected in the 10 standards of teaching in the conceptual framework. In every secondary education course, the relationship between course work, the conceptual framework, and the portfolio is explained. Students are taught how to analyze the materials they select and how to write a rationale explaining why the artifact fits the standard(s) indicated by the student. Students must complete the portfolio before entering student teaching. The reviews of the portfolios allow faculty to identify areas of the program which are successfully preparing students to perform as teachers.

Student Teaching Performance Report (STPR)

The Student Teaching Performance Report (STPR) uses the same INTASC standards as the professional portfolio. The form identifies tasks for each principle that delineates the knowledge, skills, and dispositions that constitutes successful performance. 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.

Performance Surveys of First Year Teachers

While the previous three sources of data are compiled as students complete the secondary education program, the performance surveys of first year teachers are designed to gather data about the students' performance after the first year of teaching. Surveys are sent to the graduates of the secondary education program and their principals at the end of their first year of teaching. The surveys provide data as to how well beginning teachers perform in relation to the ten standards that make up the secondary education program. Information obtained from the surveys provides information for the evaluation of the secondary education program.

PRAXIS Content Knowledge Exams

Prior to student teaching all teaching majors must meet a State of Utah mandated passing score in the ETS PRAXIS exam in their content area.