

Academic Assessment Report - AY 2013-2014

College of Education, Name of Program: College of Education: Department of Physical Education, Recreation and Health

Program SLOs: (National Standards from IRA for focused assessment 2013-2014)

(List Standard/element and align each with their appropriate Kean University SLO as well as General Education SLO)

Standard1; element 1.1, SLO #1

Standard 2, element 2.1, SLO #2

Standard 3, element 3.2, SLO #3

Standard 4, element 4.3, SLO #4

Standard 5, element 5.1, SLO #5

Standard 6, element 6.3 SLO #6

Program Level Student Learning Outcomes <i>(Re-post here each Standard/element for the year's focus)</i>	Assessment Measure(s) <i>(Add rows if necessary)</i>	Assessment Criteria <i>(Describe how data is collected--rubric, survey, etc.)</i>	Results of Assessment <i>(Specific to Data Collected)</i>	Action Taken <i>(Closing the Loop: New action or follow up from last Assessment Report – Specific to the results of assessment)</i>
SLO #1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational and sociocultural foundations of reading and writing development, processes and components.	Direct: Revised and updated Comprehensive Examination	Grade on comprehensive examination.		
	Indirect: Observation of candidate in practicum and clinic experiences	Supervision, observational data.		

SLO #2 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum	Direct: Develops and implements the curriculum to meet the specific needs of students who struggle with reading.	Evaluation of written product by rubric		
	Indirect: Observation of clinical and classroom teaching.	Checklist to evaluate elements of the rubric		
SLO #3 Candidates understand types of assessments and their purposes, strengths and limitations.	Direct: Develops and implements a test battery to a student in clinic.	Assessment course collection assessed via rubric		
	Indirect: Observation of use of instruments in battery during assessment process and written results.	Assessment of implementation and written reasons for choosing these instruments for this child (children)- strengths and weaknesses.		

SLO #4 Candidate assists teachers in developing reading and writing instruction that is responsive to diversity and demonstrates this in their own teaching.	Direct: Student Leadership Project.	Written rubric will be provided and used as an assessment.		
	Indirect: Observation of model lessons and classroom teaching	Written rubric used as an assessment device.		
SLO #5 Support teachers in in the use of evidence based grouping practice to	Direct: Section III Written Leadership Project.	Rubric assessment		

meet the needs of all students				
	Indirect: Observation of the candidates reading grouping instruction in his/her classroom.	Rubric assessment		
SLO #6 Uses knowledge of students and teachers to build effective professional development programs.	Direct: Section I Written Leadership project.	Rubric assessment		
	Indirect: Presentation of project at school and in University class.	Rubric assessment		