



**Mills at Northeastern, School of Education**  
**Single Subject Program Assessment**

**SS Program assessment:**

**a. Program goals and distinctive features:**

The ELJJ programs' goals and distinctive features are:

- Praxis as the core element: We situate the work of preparing teachers in reflective action that transforms pedagogy, curricula, schools, and society. The program's experiences, structures, products, and requirements combine practice and theory explicitly and purposefully.
- Coaching as cognitive apprenticeship: We rely on experienced and knowledgeable coaches to apprentice teachers into the complexities and joys of teaching.
- Inquiry stance development: Because teaching and learning are defined by complex social contexts, we instill in teachers an inquiry stance toward practice. The program prepares students with the knowledge, skills, and dispositions necessary to base their teaching on what and how students learn.
- Lesson study cohort-based program: The program year begins at its earnest in early summer, engaging students in community building exercises while completing course work in a summer school context. Coach-led cohorts are multidisciplinary and across grade levels.
- Access and flexibility: The program recognizes the resources and needs of each student and aims to collaborate to achieve their respective professional goals. Individual pathways are possible for students who are teaching full time, part time, or in a student teaching arrangement.
- Culturally sustaining, anti-oppressive, anti-racist focus: With a long tradition of preparing teachers who work with multiply marginalized students.

**b. Student learning outcomes:**

Students who complete the MA in Single Subject Education will:

- Understand and apply anti-racist teaching practice principles in planning and teaching academic content.

- Demonstrate understanding and practical skills to plan curriculum, pedagogy, and assessment procedures that are appropriate for their respective teaching context.
- Demonstrate a professional ethos and professional practices that are culturally and gender- inclusive.
- Demonstrate an inquiry stance toward teaching practice and the ability of make decisions that are informed by empirical data.

**c. Program evaluation and additional assessment practices:**

Learning to teach resides in the development of praxis, or the inextricable coexistence of theory and practice in teaching. For this reason, the assessment of student learning outcomes must include triangulation from both coursework and fieldwork elements of the program. Furthermore, there are state required assessments that we must consider as we prepare each candidate to become the best teacher possible. With that said, these outlined assessments will take place every summer.

**i. Field Experience Rubric.** We will also rely on a Field Experience Rubric to assess each student's teaching skills and development during their field placements. These rubrics assess the following Teaching Performance Expectations (TPEs), which are defined by the CCTC:

- TPE #1: Engaging and Supporting All Students in Learning
- TPE #2: Creating and Maintaining Effective Environments
- TPE #3: Understanding & Organizing Subject Matter for Student Learning  
Content Specific Pedagogy
- TPE #4: Planning Instruction and Designing Learning Experiences
- TPE #5: Assessing Student Learning
- TPE #6: Developing as a Professional Educator

Students will receive a total score representing their overall practical teaching abilities and development, which is used to evaluate their readiness to teach. We will use this score to inform our decision whether to recommend the teacher candidate for a Single subject credential. We will also utilize the individual TPE scores to inform our decisions about the program.

**ii. edTPA.** The CCTC requires teacher candidates (i.e., students) to complete a standardized teaching performance assessment, the edTPA. The edTPA assesses three main tasks: planning, instruction, and assessment. Teacher candidates must submit a portfolio in which they document these three tasks and incorporate a reflective analysis of

the materials and video documentation of their teaching. edTPA's are scored with rubrics, and teacher education programs receive summative reports by submission date for each of the edTPA components. We will utilize these summative scores to evaluate the effectiveness of the program, particularly pertaining to the initial credential year.

**iii. Research Project Rubric.** Beyond meeting CCTC standards and requirements to be recommended for a teaching credential, each student must complete a research project in which they explore some aspect of their teaching practice. These projects will constitute the focus of the EDUC 210A and EDUC 210B course sequence. As such, the grade in each course will provide one data point to assess students' growth. However, to better assess each student's abilities and development as teachers with an inquiry stance toward practice, we will rely on a rubric to evaluate the following dimensions for each student's work:

- Research design
- Data gathering and analysis
- Interpretation and implications for practice

We will base our evaluation of each student on their research presentations as well as their written reports.

**iv. Exit Survey.** At the end of the credential year, students will complete an Exit Survey in which we will assess students' satisfaction and appreciation of the following facets of the program:

- Overall satisfaction
- General preparedness to teach
- Content and student need preparation
- Structure and organization
- Standards coverage and understanding
- Field experience
- Individual course content and work
- Guidance and support

**v. Alumni and Community Partners Survey.** Yearly, we will survey alumni as well as school districts and county agencies of education to assess graduates' impact on teaching and learning in schools, we seek evidence that program graduates:

- Seek and gain employment in the education system.

- Exercise leadership functions and apply leadership practices that contribute to the development, improvement, and transformation of their organizations.
- Strengthen and enhance links between their respective educational organizations and the program, the School of Education, the College, and Northeastern University.

#### d. Institutional evaluation and assessment practices:

Program directors as well as tenured and tenure-track faculty will participate in analyzing all data at the end of each academic year. They all collaborate to prepare a preliminary report to be shared with adjunct faculty, field supervisors, and representatives of school districts in which students complete field experiences. Comments and feedback from the various constituents in response to the report as well as other specific concerns or issues will be used to set goals for subsequent academic years as well as to improve the program. An Executive Summary, including conclusions and recommendations for each program, will be presented to the Dean of the School of Education at Mills College at Northeastern University. Early in the spring, the Director of the Educators for Liberation, Justice, and Joy will meet with the Dean to discuss program strengths and weaknesses revealed in the data and review the program's plan for implementing relevant changes. This meeting is a prerequisite for the development of new courses and program or staffing changes that the program revision plan entails.

Depending on when this program is approved and the accreditation review by the CCTC, we will evaluate the success of the program on enrollment figures as well as total number of graduates who meet all requirements for a preliminary credential recommendation. We aim for a goal of 30 enrolled students three years after the program is announced and we can take advantage of promotion, recruitment, and retention support at the College and University levels. Conversely, we aim for 90 percent completion rate for the credential year and 75 percent completion for the MA.