

CWU Student Learning Outcome Assessment Plan  
 Department: **Geological Sciences (consistent with Science Education Secondary Teaching Outcomes)**

Program: **Earth Science Teaching Major**

<b>Student Learning Outcomes (performance, knowledge, attitudes)</b>	<b>Related Program/ Departmental Goals</b>	<b>Related College Goals</b>	<b>Related University Goals</b>	<b>Method(s) of Assessment (What is the assessment?)*</b>	<b>Who Assessed (Students from what courses – population)**</b>	<b>When Assessed (term, dates) ***</b>	<b>Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)</b>
Demonstrate an ability to individually and collaboratively engage in inquiry and integrate the nature of science.	SCED Goal 1, 3, 4	1, 4, 6	1, 6	Science Program major/minor teaching portfolio, WEST-E content assessment, entry to and exit from program survey Practicum field observation WA pedagogy assessment	All Biology, Chemistry, Earth Science, and Physics Teaching major and minor students	End of major/minor program, prior to student teaching SCED 324 Student teaching	Minimum requirement is proficiency for this outcome. Student must provide suitable evidence and reflect on performance relative to associated NSES, NSTA, and WA Comp standards. SCED 324 portfolio performance benchmark proficiency All standards met for WA Pedagogy Assessment
Explain and apply fundamental science content concepts, principles, and methods.	SCED Goal 1, 3, 5	1, 4, 6	1, 6	Science Program major/minor teaching portfolio, WEST-E content assessment, entry to and exit from program survey Practicum field observation WA pedagogy assessment Major Field Test - Biology	All Biology, Chemistry, Earth Science, and Physics Teaching major and minor students	End of major/minor program, prior to student teaching SCED 324 Student teaching	Minimum requirement is proficiency for this outcome. Student must provide suitable evidence and reflect on performance relative to associated NSES, NSTA, and WA Comp standards. SCED 324 portfolio performance benchmark proficiency All standards met for WA Pedagogy Assessment
Demonstrate an ability to effectively facilitate learning for all students.	SCED Goal 2, 3, 4	1, 6	1, 6	Science Program major/minor teaching portfolio, entry to and exit from program survey Practicum field observation WA pedagogy assessment	All Biology, Chemistry, Earth Science, and Physics Teaching major and minor students	End of major/minor program, prior to student teaching SCED 324 Student teaching	Minimum requirement is proficiency for this outcome. Student must provide suitable evidence and reflect on performance relative to associated NSES, NSTA, and WA Comp standards. SCED 324 portfolio performance benchmark proficiency

							All standards met for WA Pedagogy Assessment
Create safe, effective learning environments that support inquiry, collaboration, intellectual risk-taking, ethical decision-making, and student construction of knowledge.	SCED Goal 1, 2, 3, 4	1, 6, 7	1, 6	Science Program major/minor teaching portfolio, WEST-E content assessment, entry to and exit from program survey Practicum field observation WA pedagogy assessment	All Biology, Chemistry, Earth Science, and Physics Teaching major and minor students	End of major/minor program, prior to student teaching SCED 324 Student teaching	Minimum requirement is proficiency for this outcome. Student must provide suitable evidence and reflect on performance relative to associated NSES, NSTA, and WA Comp standards. SCED 324 portfolio performance benchmark proficiency All standards met for WA Pedagogy Assessment
Demonstrate an ability to assess teaching and learning outcomes using multiple methods, effectively evaluate teaching and learning effectiveness, and improve practice based on reflection and data.	SCED Goal 2, 3, 4, 7, 8	1, 6	1, 6	Science Program major/minor teaching portfolio, entry to and exit from program survey Practicum field observation WA pedagogy assessment	All Biology, Chemistry, Earth Science, and Physics Teaching major and minor students	End of major/minor program, prior to student teaching SCED 324 Student teaching	Minimum requirement is proficiency for this outcome. Student must provide suitable evidence and reflect on performance relative to associated NSES, NSTA, and WA Comp standards. SCED 324 portfolio performance benchmark proficiency All standards met for WA Pedagogy Assessment
Demonstrate an ability to make science personally and socially relevant to individual and community by incorporating current events within collaborative and social networks.	SCED Goal 1, 2, 4	1, 5, 6	4, 6	Science Program major/minor teaching portfolio, entry to and exit from program survey Practicum field observation WA pedagogy assessment	All Biology, Chemistry, Earth Science, and Physics Teaching major and minor students	End of major/minor program, prior to student teaching SCED 324 Student teaching	Minimum requirement is proficiency for this outcome. Student must provide suitable evidence and reflect on performance relative to associated NSES, NSTA, and WA Comp standards. SCED 324 portfolio performance benchmark proficiency All standards met for WA Pedagogy Assessment
Participate in a variety of activities that enhance professional development and improve teaching	SCED Goal 2, 7, 8	1, 6	1, 6	Science Program major/minor teaching portfolio, entry to and exit from program survey Practicum field observation WA pedagogy assessment	All Biology, Chemistry, Earth Science, and Physics Teaching major and minor students	End of major/minor program, prior to student teaching SCED 324 Student teaching	Minimum requirement is proficiency for this outcome. Student must provide suitable evidence and reflect on performance relative to

effectiveness.							associated NSES, NSTA, and WA Comp standards. SCED 324 portfolio performance benchmark proficiency All standards met for WA Pedagogy Assessment
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\*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

\*\*Data needs to be collected and differentiated by location (Ellensburg campus vs. University Centers – see NWCCU standard 2.B.2)

\*\*\*Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)