

Student Outcomes Assessment and Success Report AY2017-18 *Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.*

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Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

Part 1a: Summary of Assessment Activities

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>b. (1) What assignments or activities did you use to determine how well your students attained the outcome?</p> <p>(2) In what course or other required experience did the assessment occur?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results?</p>	<p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report?</p>
<p>1.3(a). Students engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community</p>	<p>(1) Professional Development activities in Teaching Portfolio (2) SCED396L (spring) SCED402 (fall/spring)</p>	<p>All students enrolled in SCED 402 (8 students) and SCED 396L (8 students) should Meet (M) or Exceed Expectations (E) on the component of professional development activities in their content field. The achievement was evaluated based on the rubric (Rubric #3).</p>	<p>Professional Development Activities</p> <ul style="list-style-type: none"> Content field: E(5) M(6) D(5) 	<p>-Revised learning outcome/rubric based on SPA report feedback -Need to encourage our students to participate in professional development activities in their content area</p>
<p>1.3(b). Students engage in professional development opportunities in the Science Education field such as conferences, research opportunities, or projects</p>	<p>(1) Professional Development activities in Teaching Portfolio (2) SCED396L (spring) SCED402 (fall/spring)</p>	<p>All students enrolled in SCED 402 (8 students) and SCED 396L (8 students) should Meet (M) or Exceed Expectations (E) on the component of professional development activities in the Science Education field. The achievement was evaluated</p>	<p>Professional Development Activities</p> <ul style="list-style-type: none"> Science Education field: E(8) M(5) D(3) 	<p>Revised learning outcome/rubric based on SPA report feedback</p>

		based on the rubric (Rubric #3)		
3.1 (a) Students plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science	(1) Lesson Plan (2) SCED396L (spring) Exit survey before graduation	-All students enrolled in SCED 396L (8 students) should Meet (M) or Exceed Expectations (E) on related components of the lesson plan. The achievement was evaluated based on the rubric (Rubric #1) -All students who graduate in May 2018 (3 students) should report a Strongly satisfied (SS) or Satisfied (S) on the related component of the survey	Lesson Plan <ul style="list-style-type: none"> Variety of inquiry approaches E(7) M(1) D(0) Exit Survey <ul style="list-style-type: none"> Variety of inquiry approaches SS(3) S(0) D(0) SD(0) 	-Revised learning outcome/rubric based on SPA report feedback -Included exit survey data
3.1 (b) Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.	(1) Lesson Plan (2) SCED396L (spring) Exit survey before graduation	-All students enrolled in SCED 396L (8 students) should Meet (M) or Exceed Expectations (E) on related components of the lesson plan. The achievement was evaluated based on the rubric (Rubric #1) -All students who graduate in May 2018 (3 students) should report a Strongly satisfied (SS) or Satisfied (S) on the related component of the survey	Lesson Plan <ul style="list-style-type: none"> Active inquiry lessons E(5) M(3) D(0) Exit Survey <ul style="list-style-type: none"> Active inquiry lessons SS(3) S(0) D(0) SD(0) 	-Revised learning outcome/rubric based on SPA report feedback -Included exit survey data
3.1 (c) Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.	(1) Lesson plan (2) SCED396L (spring) Exit survey before graduation	-All students enrolled in SCED 396L (8 students) should Meet Expectations (M) or Exceed Expectations (E) on related components of the lesson plan. The achievement was evaluated based on the rubric (Rubric #1). -All students who graduate in May 2018 (3 students) should report a Strongly satisfied (SS) or Satisfied (S) on the related component of the survey	Lesson Plan <ul style="list-style-type: none"> Continuing naïve concepts and preconceptions E(4) M(3) D(1) Exit Survey <ul style="list-style-type: none"> Continuing naïve concepts and preconceptions SS(2) S(1) D(0) SD(0) 	-Revised learning outcome/rubric based on SPA report feedback -Included exit survey data

4.1 (a) Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected	(1) Unit plan (2) SCED 398L	All students enrolled in SCED 398L (8 students) should Meet (M) or Exceed Expectations (E) on related components of the unit plan. The achievement was evaluated based on the rubric (Rubric #2)	Unit Plan: Effects on Student Learning <ul style="list-style-type: none"> student learning of scientific knowledge E(6) M(2) D(0) 	-Revised learning outcome/rubric based on SPA report feedback
4.1 (b). Provide data to show that 6-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.	(1) Unit plan (2) SCED 398L (fall)	All students enrolled in SCED 398L (8 students) should Meet (M) or Exceed Expectations (E) on related components of the unit plan. The achievement was evaluated based on the rubric (Rubric #2).	Unit Plan: Effects on Student Learning <ul style="list-style-type: none"> Student learning of Nature of Science E(3) M(4) D(1) 	-Revised learning outcome/rubric based on SPA report feedback
4.1 (c). Provide evidence that teacher candidates engage 6-12 students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.	1) Unit plan (2) SCED 398L (fall)	All students enrolled in SCED 398L (8 students) should Meet (M) or Exceed Expectations (E) on related components of the unit plan. The achievement was evaluated based on the rubric (Rubric #2)	Unit Plan: Effects on Student Learning <ul style="list-style-type: none"> Student learning of scientific inquiry E(2) M(5) D(1) 	-Revised learning outcome/rubric based on SPA report feedback

Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Notes

- Use your outcomes library as a reference.
- Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark."
- Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample(e.g., "85% of the 25 students whose portfolios were reviewed met the established benchmark").

Part 1b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

Science Education students are required to take two science methods courses: SCED396L and SCED398L in their junior and senior year. After taking these two courses, they are eligible to take the student teaching course (SCED402). Currently we have 29 students in the Science Education program, and only 8 were enrolled in SCED 398L in Fall 2017, 8 in SCED 396L in Spring 2018, and 8 in SCED 402 in 2017 - 2018. Most of the learning outcomes in this report are assessed via students' teaching portfolio (SCED396L and SCED402), lesson plans (SCED396L), and unit plans (SCED398L).

Regarding 1.3 (a) and 1.3 (b) (i.e., professional development activities), five out of sixteen students received a "Does Not Meet Expectations" in the content field while three received a "Does Not Meet Expectations" in the Science Education field. In response to unprecedentedly low achievement in this particular section, activities to further emphasize this issue have already been planned for future students. Every year, our program will offer a science education seminar series with various topics. In order to accomplish our expectation regarding these two learning outcomes, we will support our students in attending a local science teacher conference. We will also encourage our students to engage in professional development activities in their content area such as various talks and symposiums provided by each science department.

Regarding 3.1 (a), 3.1(b) and 3.1(c) (i.e., inquiry) assessment, our rubric includes specific elements which are aligned to National Science Teacher Association (NSTA) standards: Variety of inquiry approaches, Active inquiry lessons, and Continuing naïve concepts and preconceptions. These elements are used to evaluate our students' ability to create multiple lesson plans that demonstrate their understanding of how students learn science, that actively engage students in inquiry to collect and interpret data, and that confront and address students' naive concepts/preconceptions about science. The data from SCED 396L lesson plans show that most students received an "Exceeds Expectations" or "Meets Expectations" for the three elements. Our students' lesson plans are reviewed by the instructor and host teacher before each student teaches the lessons and then during the instructor's supervising. Thus, students have an opportunity to revise their lesson plans before submitting their final version. We will continue to use this review process which will contribute to improving the quality of our students' lesson plans. The exit survey data also show that our students have a higher level of self-efficacy regarding these three elements.

The learning outcomes 4.1(a), 4.1(b), and 4.1(c) (i.e., Effects on student learning) are related to our majors' reflection on their unit teaching. When our students take SCED398L, they are required to teach one unit including over five science lessons at a secondary school classroom. After teaching their unit, the students are required to reflect upon their teaching practice. This unit reflection includes two parts: Effects on student learning and Personal reflection. For Effects on student learning, our majors need to address how their unit teaching affects student learning in terms of Science content (4.1(a)), Nature of Science (4.1(b)), and Inquiry (4.1(c)). In the data, most of our students did well in reflecting on their teaching in terms of the three elements.

In the coming year, our assessment plan will focus on instructional and assessment strategies for science teaching that appear in our students' lesson/unit plan as well as their teaching practice at a secondary school classroom. These elements align with NSTA standards which we should implement in order to keep our national accreditation. Our assessment data will be used to prepare our program report for national accreditation (i.e., SPA and CAEP). The assessment data will also be shared with the Science Education advisory committee. Our Science Education advisory committee, consisting of tenured faculty from each science department, meets regularly to discuss enrollment, identify potential curricular changes, and identify the strengths and weaknesses of assessment in the core content-pedagogy courses. We believe that this Science Education advisory committee has contributed to the Science Education program development.

Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
Engage students in professional development activities	1) Provide Science Education seminars 2) Encourage students to attend the science teacher conference 3) Encourage students to participate in science talks, symposiums, and research	1) Number of participants in Science Education seminars 2) Number of participants in the HASTI conference 3) Number of students who attended more than three talks/symposiums 4) Increased 6 year graduation rates	Accomplishments 1) Science Education seminars: -Fall 2017: 8 -Spring 2018: 11 2) HASTI conference: -Spring 2018: 3 3) Science talks: 11 - 2017-2018 4) 6 year graduation rates: 75% (Cohort total 4 in Fall 2012) 25% (Cohort total 8 in Fall 2011)	Continuing goal: current goals
Provide proactive advising for SCED majors	1) Advising for freshmen/transfer students at the beginning of semester 2) Explicit degree audits every semester for all SCED majors	1) Course completion ratio 2) DFDr rates	4) Course completion ratio 2017-2018 Lower division: 100% Upper division: 98.9% 2) DFDr rates Fall 2017: 0% Spring 2018: 1.44%	Continuing goal: current goals Additional goal: - Provide consistent advising and explicit degree audits for SCED minors
Engage students in various community engagement activities	1) Encourage students to participate in the Night at the Museum event	1) Number of participants in the Night at the Museum event	1) Night at the Museum: 15 2) Science fair judge: 6	Continuing goals: current goals

	2)Encourage students to serve as science fair judges for local schools	2)Number of students who serve as a science fair judge		Additional goals: Presenting science activities at a local school
Recruit more SCED majors/minors	1)Invite SCED/Science majors to a biannual SCED open house 2)Introduce SCED programs to science freshmen	1)Number of participants in SCED open house 2) Changes in the number of SCED majors/minors	1) Open house - Fall 2017: 10 - Spring 2018: 11 2) Increased enrollment: Current: 29 majors/3 minors (cf. 20 majors in 2015)	Continuing goals: current goals Additional goals: -Advertise SCED programs to science majors -Recruiting event at a local high school
Encourage SCED freshmen to participate in departmental events	1)Invite SCED freshmen to an open house/SCED seminars 2) Encourage SCED freshmen to join in community engagement events 3) Introduce SCED curriculum to SCED freshmen	Freshmen retention rates	Freshmen retention by latest department: 2017-2018: 100%	Continuing goals: current goals
Manage graduates/alumni	1)Exit interview/survey with those who complete program 2)Update contact/employment information of graduates	Completers' survey data	Survey data summary: high scores for all items/high self-efficacy in science teaching	Continuing goals: current goals Additional goals: -conducting employer survey -recruiting alumni mentors

Notes

- a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
- c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.

Part 2b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college’s assessment site in Blackboard.

Among the learning outcomes in the Student Outcomes Assessment, our Science Education majors experienced low achievement in engaging professional development activities in their content and Science Education field (learning outcomes 1.3(a) and 1.3 (b), see part 1a). These two learning outcomes are part of the main NSTA standards which we should adopt for our program’s national accreditation. In order to improve our students’ accomplishment regarding these learning outcomes, we provide various events such as a science education seminar series and support our majors in attending science teacher conferences. We also encourage our students to engage in various community engagement events both on and off campus. We believe that these efforts have contributed to an increase in our majors’ freshmen retention and 6 year graduation rate.

While our majors’ first year retention is high, their 4 year graduation is relatively low (22.22 % for the Fall 2014 cohort). The current SCED curriculum requires a double major for Biology, Chemistry, and Physics teaching majors, which needs a minimum of 9 semesters to complete. However, starting Fall 2017, Science Education students who have Chemistry or Physics as their second major can choose a BA degree for their content area. We expect these changes will contribute to an increase in our majors’ 4 year graduate rate. Furthermore, we will request the Biology Department to offer a BA degree for Biology teaching majors. This degree can increase our majors’ 4 year graduation rate.

We are currently providing proactive advising for Science Education majors. This seems to have contributed to our students’ high course completion ratio and low DFDr rates. We will keep providing consistent advising for our majors. The number of Science Education minors has increased for the past year, so we will also advise these minors on a regular basis. We are currently tracking student interim grades so that we can target and aid students who are not currently meeting class standards. We recommend students to use free tutoring program for core science courses. Regarding our students’ career readiness, we will keep inviting local science teachers as panel members for our Science Education seminars. We also plan to recruit more alumni mentors. As a recruitment activity, we plan to build a partnership with a local high school by providing hands on science demonstrations for high school students on a regular basis. We will also keep encouraging ISU science majors to add Science Education as their second major.

Dear Elsun,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: Science Education	
Assessment Practice Overall Rating: Mature (2.44/3.00)	
Student Success Practice Overall Rating (notes below in blue): Mature (2.75/3.00)	
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcome are student-centered and mostly specific and measurable.• Good mix of direct and indirect measures to assess student learning.• Clear information is provided about expected and actual student performance on assessments.• Indication that rubrics are used to evaluate student performance on assessments and that rubrics were designed to address the sections of assignments that correspond with the related learning outcomes.• Great information about using results to inform practice and increase student professional involvement and learning.• Great use of national standards to inform teaching and assessment, and strong incorporation of advisory committee and faculty in the assessment and planning process.• Clear, relevant student success goals with well-detailed action plans and data points for follow-up.• Excellent additional action plan items based on what was learned from findings.	<ul style="list-style-type: none">• Some of the learning outcomes are very compound, making them hard to accurately measure without complex evaluative tools.• The learning outcomes do not consistently describe what students should learn and how learning will be demonstrated. For instance, 4.1 (b) indicates what 6-12 students should learn rather than what the student should learn. If the student should learn how to evaluate, analyze, and address student 6-12 student performance in these areas, reword the outcome in this way. It is still compound (evaluate, analyze, and address are three different performances), but it focuses on your student rather than your student's students.• Consider attaching rubrics in the future if feedback is desired.• Note which faculty are responsible for which action items. Consider how the advisory board might be involved.

Assessment (Parts 1a & 1b) Scoring Rubric is included below. Student Success (Parts 2a & 2b) Scoring Rubric is included on the last page for reference only.

Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p>Student Learning Outcomes</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p>Performance Goals & Measures</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

Analysis & Results	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
Sharing & Use of Results for Continuous Improvement	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)Unit/Program:

Office of Student Success/Office of Assessment & Accreditation Evaluation Date:

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
Goals/ Objectives	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
Action Steps	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
Data that Informs Progress on Each Goal/Objective	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
Assessment of Outcomes and Continuous Improvement	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results. No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
Overall Rating	<input type="checkbox"/> Undeveloped	<input type="checkbox"/> Developing	<input type="checkbox"/> Mature	<input type="checkbox"/> Exemplary