# Unit Missions

## 🏅TELR Mission Statement

### Mission statement

The purpose of the Teacher Education Programs is to prepare highly qualified and confident teachers who will provide effective instruction that will positively impact the learning of a diverse student population.  The Educational Leadership Program prepares educational leaders who can address the unique challenges of the Mississippi Delta region by providing the knowledge necessary to improve leadership effectiveness, teacher quality, and thus, student achievement.

## Learning Outcomes
### BSE-ELE 01: LO Mastery of the appropriate content and skills.
**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate mastery of the <u>appropriate content and skills</u>.

**Data Collection (Evidence)**
1. Institutional reports and individual score reports for the Praxis II Subject Area Test in Elementary Education and the Praxis II Principles of Learning and Teaching (PLT) were the assessment tools used.  In addition, all Praxis attempts have been captured in Banner to provide a more detailed analysis of first-time pass rates.

2. These assessments are norm-referenced measures, the passage of which is required to receive a teaching license in Mississippi. The assessments are taken by all candidates prior to admission to the teaching internship.

3. The assessment results were analyzed using Task Stream reports.  Data results were compared with those of past years to identify trends in strengths and weaknesses in candidates' knowledge of content and pedagogy

**Results of Evaluation**
<u>Spring 2012 – Campus Group</u>
(N = 21).  The mean score on the Praxis II Subject Area Test was 168.81, with a median score of 168; the minimum passing score is 158. On the Praxis II PLT, the mean score was 166.24 and the median 166; the minimum passing score is 152.  Two failed on the first two attempts, and four candidates failed on the first attempt.  This indicates only a 71% first-time pass rate.  All but four students successfully passed the Praxis II PLT on the first attempt. This indicates a 81% first time pass rate.  All candidates successfully completed the internship and all met the minimum GPA requirement for Admission to Teacher Education and Admission to Internship.

<u>Spring 2012 – Hinds Group</u>
(N = 5).  The mean score on the Praxis II Subject Area Test was 174.40, with a median score of 176; the minimum passing score is 158. On the Praxis II PLT, the mean score was 163.60 and the median 166; the minimum passing score is 152.  Two candidates failed the Praxis II Subject Area Test on the first attempt.  This indicates only a 60% first-time pass rate.  All but two students successfully passed the Praxis II PLT on the first attempt. This indicates a 60% first time pass rate. All candidates successfully completed the internship and all met the minimum GPA requirement for Admission to Teacher Education and Admission to Internship.

<u>Fall 2012 – Campus Group</u>
(N = 21).  The mean score on the Praxis II Subject Area Test was 174.48, with a median score of 173; the minimum passing score is 158. Five candidates did not pass the Praxis II Subject area test on the first attempt and two students did not pass on the second attempt.  This indicates on a 76% first time

pass rate.  All candidates successfully completed the internship and all met the minimum GPA requirement for Admission to Teacher Education and Admission to Internship.

Fall 2012 – Hinds Group

 (N = 7).  The mean score on the Praxis II Subject Area Test was 169.43, with a median score of 167; the minimum passing score is 158. Two candidates did not pass the Praxis II Subject area test on the first attempt.   This indicates only a 71% first time pass rate.  All candidates successfully completed the internship and all met the minimum GPA requirement for Admission to Teacher Education and Admission to Internship.

**Use of Evaluation Results**
Continue to track the Praxis II Subject Area Test scores and Principles of Learning and Teaching test scores.  Track first-time pass rates for the Praxis I.  Provide for interventions prior to the first test administration for all teacher education candidates.

First time pass rate on the Praxis II Subject Area Test continue to be a concern. Therefore, workshops prior to test taking have been implemented.

**Related Items**
**GE 03: Quantitative Skills**

## ⥥BSE-ELE 02: LO Demonstrate mastery of content knowledge

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate mastery of <u>content knowledge</u>.

**Data Collection (Evidence)**
1. College BASE (C-Base), a criterion-referenced academic achievement exam (covering mathematics, social studies, science, and English) was administered. The C-Base was developed at the University of Missouri and is used across the U.S. as an assessment of content knowledge for pre-service elementary education teacher candidates. Scores range from 40 – 560, with a mean score of 300. Reports provide mean scores and standard deviations for each tested group.

2. The assessment was administered to all candidates in CEL 301 *Introduction to Elementary Education*/CUR 302 *Orientation and Field Experiences*, as a measure of students' content knowledge.

3. An institutional summary and individual score reports provided descriptive data. Data results were compared with those of past years to identify trends in strengths and weaknesses in candidates' knowledge of content.

**Results of Evaluation**
The following results are reported on four groups of candidates. Group one consists of on-campus students taking the C-Base test in March 2012. Group two consists of candidates enrolled in the Hinds 2 + 2 Program who took the test in March 2012. Group three consists of on-campus candidates taking the C-Base test in September 2012. Group four consists of candidates enrolled in the Hinds 2 + 2 Program who took the test in September 2012.

<u>Spring 2012 – Campus Group</u>
 (*N = 29*), Averages and standard deviations respectively were English, 232 and 65; mathematics, 250 and 49; science 210 and 65; and social studies, 219 and 46. The composite score for candidates was 229.

The highest average performance was in the area of Math (Average = 250). The math score is 21 points higher than the composite score of 229, indicating a meaningful difference between these candidates' performance in math and their overall performance on the C-Base. The second highest average performance was in the area of English (Average = 232). The English score is 3 points higher than the composite score of 229. Because this group of candidates' math score and English score exceeds the composite score, they have demonstrated a relative strength in math and English as compared to other areas in which they were tested. The standard deviation for this group in math is 49. While the math scores are the highest of this group of candidates, the standard deviation indicates that English had greater variance of student scores than math.

For this group of candidates, science scores were the lowest at an average of 210, which is 19 points lower than the group composite score of 229. Nineteen points represents a meaningful difference,

thus this group of candidates shows a minor weakness in science as compared to other tested areas. The standard deviation for science scores is 49. It indicates a smaller variance in scores compared to English with a standard deviation of 65.

Spring 2012 – Hinds Group
 (*N = 14)* Averages and standard deviations respectively were English, 252 and 55; mathematics, 262 and 37; science 260 and 52; and social studies, 231 and 50.  The composite score for candidates was 259.

The highest average performance for these candidates was in the area of math (Average = 262). However, the math score is only 3 points higher than the composite score of 259, not indicating a difference between these candidates' performance in math and their overall performance on the C-Base. The science score also exceeds the composite score, but only by 1 point.  Because this group of candidates' math scores and science scores exceed the composite score, they have demonstrated a slight strength in these areas as compared to other areas in which they were tested. The standard deviation for this group in math is 37 and the standard deviation in science is 52.

For this group of candidates, social studies scores were the lowest at an average of 231, which is 28 points lower than the group composite score of 259. This represents a meaningful difference and indicates a significant weakness in social studies as compared to other tested areas.

Fall 2012 – Campus Group
 (*N = 33)* Averages and standard deviations respectively were English, 231 and 51; mathematics, 257and 45; science 218 and 51; and social studies, 202 and 49.  The composite score for candidates was 224.

The highest average performance was in the areas of math (Average = 257).  The math score is 33 points higher than the composite score of 224, indicating a meaningful difference between these candidates' performance in math and their overall performance on the C-Basel. The second highest average performance was in the area of English (Average = 231).  The English score is 7 point higher than the composite score of 229. Because this group of candidates' math score and English score exceeds the composite score, they have demonstrated a relative strength in math and a slight strength in English as compared to other areas in which they were tested. The standard deviation for this group in math is 45. While the math scores are the highest of this group of candidates, the standard deviation indicates that English had greater variance of student scores than math.

For this group of candidates, social studies scores were the lowest at an average of 202, which is 22 points lower than the group composite score of 224. Twenty-two points represents a meaningful difference, thus this group of candidates shows a weakness in social studies as compared to other tested areas. The standard deviation for social studies scores is 49.

Fall 2012 – Hinds Group
 (*N = 13)* Averages and standard deviations respectively were English, 231 and 41; mathematics, 285 and 47; science 218 and 54; and social studies, 206 and 22.  The composite score for candidates was 237.

The highest average performance was in the area of mathematics (Average = 285). The math scores are 48 points higher than the composite score of 237, indicating a meaningful difference between these candidates' performance in mathematics and their overall performance on the C-Base. Because this group of candidates' mathematics scores exceed the composite score, they have demonstrated a relative strength in mathematics as compared to other areas in which they were tested. The standard deviation for this group in mathematics is 47.

For this group of candidates, social studies and science scores were the lowest. Social studies scores were an average of 206, which is 31 points lower than the group composite of 237. Science scores were an average of 218, which is 19 points lower than the group composite score of 237. This represents a meaningful difference and indicates a weakness in social studies and science as compared to other tested areas. The standard deviation for social studies scores is 22. The standard deviation for science scores is 54. The scores indicate that the smallest variance for this group is in the area of social studies.

Trends Noted
On the C-Base, candidates typically score highest in the area of English and lowest in the areas of social studies and science. However, when compared to the national norms, the candidates demonstrated low to marginal content knowledge of science, social studies, English, and math.

**Use of Evaluation Results**
Candidates began taking the C-Base in 2006.  The results for each group of candidates taking the test have been low to marginal and this trend continues. However, the 2012 scores are beginning to show an increase from all scores since the 2006 scores.  Actions based upon those trends have been to conference with candidates regarding their individual scores. Faculty will continue to meet with candidates and offer tutoring advice. Faculty can now offer specific sites for candidates to receive help in the different content areas. Candidates may use the writing lab and the Office of Academic Support Services. The departments of science and social studies are working on tutorials for candidates who score low in these areas.

It appears that candidates in both the campus program and the Hinds program performed strongest on measures related to Association for Childhood Education International Standards 2.1 (Reading, Writing, and Oral Language); and 2.3 (Mathematics); with 2.2 (Science) and 2.4 (Social Studies) being areas of weakness. The Hinds candidates performed better than the on-campus students in all areas with the exception of the Fall 2012 group in English and Science. The scores were the same in those two areas.  The scores are consistent with data provided by ACT composite averages for students entering the Elementary Education Program at this institution.  Elementary faculty will continue to use this test data to establish a baseline reference upon which to determine how best to direct students in their efforts to compensate for content area weaknesses.  Even though candidates take the C-Base test upon entering the elementary education program, the test is not used as an admission requirement.  The instructor for the introductory course in which the C-Base is given, meets with each candidate individually after scores are received.  The instructor, along with the candidate's advisor, discusses the score report with the candidate.  Low scores provide a basis for the advisor to devise an action plan with the candidate to improve his/her content knowledge.

Faculty members will continue to review courses of action for improving the content preparation of candidates entering the elementary education program with content area deficits.

**Related Items**

**GE 01: Critical and Creative Thinking**

**GE 02: Communication**

## BSE-ELE 03: LO Plan an integrated unit of instruction for a diverse student population.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate the ability to plan an integrated unit of instruction for a diverse student population.

**Data Collection (Evidence)**
1. A.  The Integrated Units are scored with grading rubrics developed by the faculty; the grading rubrics are linked to the Association for Childhood Education International (ACEI) standards, the international professional association that guides Elementary Education teacher preparation programs.  The grading rubrics contain the following components: Contextual Factors and Class Description,  Learning Goals: Objectives, Concepts, and Skills, Lesson Planning Structure and Content, Assessment Plan, Subject Area Integration, Assessment Plan, Home/School/Community Connection, and Reflection and Self-Evaluation.

2. A.  Data was collected in TaskStream, the online information technology system used by the College of Education.

3. A.  TaskStream reports l provided means and score distributions.

(See Appendix A, Instrument 1 for the Integrated Lesson Plan scoring guide.)


1. B. The Teacher Intern Assessment Instrument Indicators 1 – 9 were used to assess the candidates' ability to plan instruction.

2. B. Data were collected during CEL 317 *Principles and Techniques of Teaching in Early Childhood* and CEL 318 *Principles and Techniques of Teaching in the Middle Grades*, as well as in the teaching intern experience.

3. B.  A 4-point rubric was used. TaskStream reports provided descriptive data.

(See Appendix A, Instrument 2 for the Teacher Intern Assessment Instrument scoring guide.)

- Appendix A, Instrument 1
- Appendix A, Instrument 2

**Results of Evaluation**
Spring 2012- Campus Group – CEL 317 *Principles and Techniques of Teaching in Early Childhood*
 (N=25) Overall results showed that candidates in the CEL 317 – *Principles and Techniques of Early Childhood* demonstrated their ability to plan at or above the acceptable levels in most categories of the Integrated Unit. An area that is of concern is that of assessment planning.  In spring 2012, 8% of the candidates scored at the emerging or unacceptable level in this category.

Spring 2012 Hinds Group – CEL 317 *Principles and Techniques of Teaching in Early Childhood*
(N=9) Overall results showed that candidates in the CEL 317 – *Principles and Techniques of Early Childhood* demonstrated their ability to plan at or above the acceptable levels in most categories of the Integrated Unit. An area that is of concern is that of differentiated instruction.  In spring 2012, 11% of the candidates scored at the emerging level in this category.

Overall, with the exceptions of assessment planning and differentiated instruction the candidates in both groups demonstrated that they were able to effectively and appropriately plan for elementary students.

Spring 2012 - Campus Group – CEL 318 *Principles and Techniques of Teaching in the Middle Grades*
(N=25) Overall results showed that candidates in the CEL 318 *Principles and Techniques of Teaching in the Middle Grades* demonstrated their ability to plan at or above the acceptable levels in most categories of the Integrated Unit. An area that is of concern is that of using a variety of materials. In Spring 2012, 29% of the candidates scored at the emerging level in this category.

Spring 2012- Hinds Group – CEL 318 *Principles and Techniques of Teaching in the Middle Grades*
(N = 11) Overall results showed that candidates in the CEL 318 *Principles and Techniques of Teaching in the Middle Grades* demonstrated their ability to plan at or above the acceptable levels in most categories of the Integrated Unit.   An area that is of concern is that of Differentiated Instruction.  In Spring 2012, 52% of the candidates scored at the emerging level in this category.

Overall, with the exception of Differentiated Instruction and Using A Variety of Materials, the candidates in both groups demonstrated that they were able to effectively and appropriately plan for elementary students.

Fall 2012- Campus Group – CEL 317 *Principles and Techniques of Teaching in Early Childhood*
(N=22) 95% of candidates were able to articulate appropriate and clear learning goals for students, while 90% of candidates effectively and appropriately aligned learning objectives with standards. Eighty-eight percent of candidates developed learning goals that were significant, challenging and varied.  Within the CEL 317, *Principles and Techniques of Teaching in Early Childhood*, Lesson Plan component, *which was completely revised to more thoroughly address each of the content areas and candidates' ability to plan for each of these areas*, 81-85% of candidates were able to effectively plan objectives, instructional activities, and materials for all areas of language arts.  The weakest areas of the language arts section of lesson planning were related to the candidates' abilities to differentiate instruction and to the area of writing.  This was evident with only 76% of candidates scoring at an acceptable or target level. In the area of social studies, 86-92% of candidates were able to effectively plan objectives, instructional activities, and materials.  As with language arts, the weakest area of social studies lesson planning was related to the candidates' abilities to differentiate instruction with only 83% of candidates at the acceptable or target level.  In the area of mathematics, 87-92% of candidates were able to effectively plan objectives, instructional activities, and materials.  Even though the weakest area of mathematics lesson planning was related to the candidates' abilities to differentiate instruction, it was not extremely low with 86% of candidates at the acceptable or target level.  The lowest area of mathematics lesson planning was related to diagnosing mathematical errors with 80% of candidates at the acceptable or target level.  In the area

of science, 85-93% of candidates were able to effectively plan objectives, instructional activities, materials, and differentiate instruction.   The weakest area of science lesson planning was related to the candidates' abilities to plan for engaging students through inquiry with only 76% of candidates at the acceptable or target level.  For the integrated areas of the arts, physical education and health, 77-81% of candidates were at the acceptable or target levels for planning in these areas with physical education being the lowest area at 77%.  For the CEL 317 Assessment Plan component, 80% of candidates aligned learning goals and instruction and 91% used multiple modes and approaches of assessment at the acceptable level or target level while 83% of candidates appropriately adapted assessments based on the individual needs of students.

Other areas of the Integrated Unit included Contextual Factors, Home/ School/ Community Connections, and Reflection and Self-Evaluation.  For Contextual Factors, 86% of candidates adequately displayed knowledge of students' varied approaches to learning, students' skills and prior learning, and implications for instructional planning and assessment.  The weakest areas of contextual factors were knowledge of community, school, and classroom factors and characteristics of students with only 80% of candidates at the acceptable or target levels.  The instructor is aware of this potential weakness and is addressing this through identification of specific websites regarding contextual factors and how this affects teaching and learning.  Ninety to ninety-three percent of candidates performed at the acceptable or target level for all indicators of Home/School/Community Connections. In regard to Reflection and Self-Evaluation, 86-90% of candidates effectively interpreted student learning, gained insights on effective instruction and assessment, and were able to articulate implications for future teaching and professional development.

Fall 2012 Hinds Group – CEL 317 *Principles and Techniques of Teaching in Early Childhood*.
(N= 9 ) 100% of the Hinds candidates were able to articulate appropriate and clear learning objectives for students that were significant, challenging and varied, while 98% of candidates appropriately aligned objectives with national, state, and local standards.  Within the CEL 317, *Principles and Techniques of Teaching in Early Childhood*, Lesson Plan component, *which was completely revised to more thoroughly address each of the content area and candidates' ability to plan for each of these areas*, 96-100% of candidates were able to effectively plan objectives, instructional activities, and materials for all areas of language arts.  The weakest areas of the language arts section of lesson planning were related to the candidates' abilities to differentiate instruction.  This was evident with only 75% of candidates scoring at an acceptable or target level. In the area of social studies, 88-92% of candidates were able to effectively plan objectives, instructional activities, and materials.  As with language arts, the weakest area of social studies lesson planning was related to the candidates' abilities to differentiate instruction with only 75% of candidates at the acceptable or target level.  In the area of mathematics, 96-100% of candidates were able to effectively plan objectives, instructional activities, and materials.  Again, the weakest area of mathematics lesson planning was related to the candidates' abilities to differentiate instruction, with 78% of candidates at the acceptable or target level.  In the area of science, 89-92% of candidates were able to effectively plan objectives, instructional activities, and materials.  The weakest area of science lesson planning was related to the candidates' abilities to differentiate instruction with only 75% of candidates at the acceptable or target level.  For the integrated areas of the arts, physical education and health, 92-95% of candidates were at the acceptable or target levels for planning.  For the CEL 317 Assessment Plan component, 98% of candidates aligned learning goals and instruction and 96% used multiple modes and approaches of assessment at the acceptable level or target level while 93% of candidates appropriately adapted assessments based on the individual needs of students.

Other areas of the Integrated Unit included Contextual Factors, Home/ School/ Community Connections, and Reflection and Self-Evaluation. For Contextual Factors, 100% of candidates adequately displayed knowledge of students' varied approaches to learning, students' skills and prior learning, and implications for instructional planning and assessment. Eighty-one to eighty-nine percent of candidates performed at the acceptable or target level for all indicators of Home/School/Community Connections. In regard to Reflection and Self- Evaluation, 93-95% of candidates effectively interpreted student learning, gained insights on effective instruction and assessment, and were able to articulate implications for future teaching and professional development.

Fall 2012 - Campus Group – CEL 318 *Principles and Techniques of Teaching in the Middle Grades* (N = 22)
Overall results showed that candidates in the CEL 318 *Principles and Techniques of Teaching in the Middle Grades* demonstrated their ability to plan at or above the acceptable levels in most categories of the Integrated Unit. An area that is of concern is that of instructional planning and assessments. In Fall 2012, 30% of the candidates scored at the emerging level in this category.

Fall 2012- Hinds Group – CEL 318 *Principles and Techniques of Teaching in the Middle Grades* (N = 23)
In fall 2012 within the Learning *Objectives* component for CEL 318, 81-86% of candidates were able to articulate appropriate and clear learning objectives for students, while 96% of candidates effectively and appropriately aligned learning objectives with standards. Eighty-nine percent of candidates developed learning goals that were significant, challenging and varied. Within the CEL 318 Lesson Plan component, *which was completely revised to more thoroughly address each of the content area and candidates' ability to plan for each of these areas*, 73-79% of candidates were able to effectively plan objectives, instructional activities, and differentiate instruction for all areas of language arts. The weakest areas of the language arts section of lesson planning were related to the candidates' abilities to plan assessment for the different areas of language arts. This was evident with only 69% of candidates scoring at an acceptable or target level for this areas. In the area of social studies, 68-71% of candidates were able to effectively plan objectives, and differentiate instruction. The weakest area of social studies lesson planning was related to the candidates' abilities to plan instructional activities for teaching social studies with only 60% of candidates at the acceptable or target level. In the area of mathematics, 76-79% of candidates were able to effectively plan objectives, materials, and differentiate instruction. As with social studies, the weakest area of mathematics lesson planning was related to the candidates' abilities to plan instructional activities with 69% of candidates at the acceptable or target level. In the area of science, 70-81% of candidates were able to effectively plan objectives, materials, and differentiate instruction. The weakest area of science lesson planning was again related to the candidates' abilities to plan instructional activities for teaching science with only 67% of candidates at the acceptable or target level. For the integrated areas of the arts, physical education and health, 71-87% of candidates were at the acceptable or target levels for planning in these areas with health being the lowest area at 71%. For the CEL 318 Assessment Plan component, 68% of candidates aligned learning goals and instruction and 81% used multiple modes and approaches of assessment at the acceptable level or target level while only 66% of candidates appropriately adapted assessments based on the individual needs of students.
Other areas of the Integrated Unit included Contextual Factors, Home/ School/ Community Connections, and Reflection and Self-Evaluation. For Contextual Factors, 86-93% of candidates adequately displayed knowledge of community, school, and classroom and characteristics of students,

knowledge of students' varied approaches to learning, students' skills and prior learning. The weakest area of contextual factors was implications for instructional planning and assessment with only 81% of candidates at the acceptable or target levels. Eighty-one to eighty-nine percent of candidates performed at the acceptable or target level for all indicators of Home/School/Community Connections. In regard to Reflection and Self -Evaluation, 74-86% of candidates effectively gained insights on effective instruction and assessment, aligned goals, instruction, and assessment, and were able to articulate implications for future teaching and professional development. The weakest areas of reflection and self-evaluation were interpretation of student learning with 78% of candidates at the acceptable or target level, and implications for professional development with 72% at the acceptable or target

While there are some areas of concern for both groups of candidates, in the majority of categories, candidates demonstrated that they were able to effectively and appropriately plan for middle school students.

<div align="center">Methods Courses</div>

Spring 2012- Campus Group – CEL 317 *Principles and Techniques of Teaching in Early Childhood* and CEL 318 *Principles and Techniques of Teaching in the Middle Grades*
(N = 24) – Indicators 1-9 of the Teacher Intern Assessment Instrument was used, with a rating scale of 0-3. For CEL 317, *Principles and Techniques of Teaching in Early Childhood*, mean ratings ranged from 2.00/3 on incorporates diversity to 2.04 on using knowledge of student interests to 2.33 on prepares appropriate assessments, 2.38 on integrates knowledge from several subject areas to 2.50 on selects a variety of appropriate materials and technology and plans appropriate teaching procedures to 2.63 on selects developmentally appropriate objectives for lessons based on state frameworks to 2.83 to using assessment information. The overall mean score was 2.40/3. For CEL 318, *Principles and Techniques of Teaching in the Middle Grades*, mean ratings ranged from 2.08/3 on prepares appropriate assessments to 2.48/3 on uses assessment information and incorporates diversity. The overall mean was 2.30/3.

Spring 2012- Hinds Group – CEL 317 *Principles and Techniques of Teaching in Early Childhood* and CEL 318 *Principles and Techniques of Teaching in the Middle Grades*
(N = 9) – Indicators 1-9 of the Teacher Intern Assessment Instrument was used, with a rating scale of 0-3. For CEL 317, *Principles and Techniques of Teaching in Early Childhood*, mean ratings ranged from 1.78/3 on incorporates diversity to 1.89/3 on using a variety of strategies to 2.11/3 on using knowledge of student interests to 2.22/3 on prepares appropriate assessments and uses assessment information to 2.33 on integrates knowledge from several subject areas to 2.44 on selects a variety of appropriate materials and technology and plans appropriate teaching procedures to 2.56 on selects developmentally appropriate objectives. The overall mean score was 2.03/3. For CEL 318, *Principles and Techniques of Teaching in the Middle Grades*, mean ratings ranged from 1.67/3 on plans appropriate teaching procedures to 1.89/3 on selects developmentally appropriate objectives for lessons based on state frameworks, selects a variety of appropriate materials and technology, incorporates diversity, and uses a variety of strategies.

Fall 2012- Campus Group – CEL 317 *Principles and Techniques of Teaching in Early Childhood* and CEL 318 *Principles and Techniques of Teaching in the Middle Grades*
(N = 21) – Indicators 1-9 of the Teacher Intern Assessment Instrument were used, with a rating scale of 0-3. For CEL 317 *Principles and Techniques of Teaching in Early Childhood*, mean ratings ranged

from 2.30/3 on "Incorporates diversity" to 2.70/3 on "Selects a variety of appropriate materials and technology for lessons". The overall mean was 2.51/3. For CEL 318 *Principles and Techniques of Teaching in the Middle Grades,* mean ratings ranged from 1.90/3 on "Selects a variety of appropriate materials and technology for lessons" to 2.48/3 on "Selects developmentally appropriate objectives for lessons based on state frameworks and best practices". The overall mean was 2.15/3.

Fall 2012- Hinds Group – CEL 317 *Principles and Techniques of Teaching in Early Childhood* and CEL 318 *Principles and Techniques of Teaching in the Middle Grades*
(N = 20) – Indicators 1-9 of the Teacher Intern Assessment Instrument were used, with a rating scale of 0-3. For CEL 317 *Principles and Techniques of Teaching in Early Childhood*, mean ratings ranged from 2.25/3 on "Incorporates diversity, including multicultural perspectives, into lessons" to 2.85/3 on "Selects developmentally appropriate objectives for lessons based on state frameworks and best practices, Plans appropriate teaching procedures, and Integrates knowledge from several subject areas in lessons". The overall mean was 2.74/3. For CEL 318 *Principles and Techniques of Teaching in the Middle Grades*, mean ratings ranged from 1.82/3 on "Plans appropriate teaching procedures." to 2.32/3 on "Selects developmentally appropriate objectives for lessons based on state frameworks and best practices". The overall mean was 2.06/3.

For the methods courses, 2012 data identified a strength in "Selecting developmentally appropriate objectives". A weakness was identified in "Incorporates diversity".

Teaching Internship

Spring 2012 – Campus Group
(N = 14) – On the Teacher Intern Assessment Instrument (TIAI), Cooperating Teacher mean ratings ranged from 2.71/3 on incorporates diversity to 2.86/3 on using assessment information and integrates knowledge from several subject areas to 2.93 on using knowledge of student interests, plans appropriate teaching procedures, using a variety of strategies, selects a variety of appropriate materials and technology, selects developmentally appropriate objectives for lessons based on state frameworks and prepares appropriate assessments to 3.00/3 on selects a variety of appropriate materials and technology . On the final observation, DSU Supervisor mean ratings ranged from 2.79/3 on prepares appropriate assessments and integrates knowledge from several subject areas to 3.0/3 on plans appropriate teaching procedures, selects a variety of appropriate materials and technology, and uses a variety of strategies.

Spring 2012 – Hinds Group
 (N = 16) – On the Teacher Intern Assessment Instrument (TIAI), Cooperating Teacher mean ratings ranged from 1.44/3 on incorporates diversity to 1.75/3 on integrates knowledge from several subject areas to 1.94 in using assessment information to 2.06 on using knowledge of student interests to 2.63 on using a variety of strategies to 2.69 on selects a variety of appropriate materials and technology to 2.88 on selects developmentally appropriate objectives for lessons based on state frameworks and prepares appropriate assessments to 3.00/3 on plans appropriate teaching procedures. On the final observation, DSU Supervisor mean ratings ranged from 1.44/3 on incorporating diversity to 3.0/3 on appropriate teaching procedures.

Fall 2012 – Campus Group
(N = 22) - On the Teacher Intern Assessment Instrument , Cooperating Teacher mean ratings ranged from 2.59/3 on "Uses higher-order questions to engage students in analytical, creative, and critical

thinking and uses family and/or community resources (human or material) in lessons to enhance student learning," to 3.00/3 on "Communicates high expectations for learning to all students." On the final observation, Delta State University Supervisor mean ratings ranged from 2.86/3 on "Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.)" to 3.0/3 on "Plans appropriate teaching procedures and "Integrates knowledge from several subject areas in lessons."

Fall 2012 – Hinds Group
(N = 7) - On the Teacher Intern Assessment Instrument , Cooperating Teacher mean ratings ranged from 2.29/3 on "Maintains records of student work and performance and appropriately communicates student progress." to 2.86/3 on "Conveys enthusiasm for teaching and learning and Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment."  On the final observation, Delta State University Supervisor mean ratings ranged from 2.29/3 on "Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.)" to 3.0/3 on "Uses a variety of strategies to introduce and close lessons and conveys enthusiasm for teaching and learning."

Trends Noted
For the methods courses, 2012 data identified strengths in using assessment information and selecting developmentally appropriate objectives.   A 2012 weakness was identified in incorporates diversity at both the campus and Hinds sites. For the internship, 2012 data identified a strength in selects a variety of appropriate materials and technology by the Cooperating Teachers and the DSU Supervisors. Other areas indicating strengths were plans appropriate teaching procedures and uses a variety of strategies.

Data from 2009, 2010, and 2011 identified incorporating diversity into planning and teaching as a weakness and this seems to be improving with the 2012 data.  Field trips to diverse settings and seminars regarding diversity are continuing to be implemented.

**Use of Evaluation Results**
Faculty in all classes that require candidates to plan lessons will continue to emphasize each component of the planning process.   A concentrated effort will be made to continue to teach candidates how to differentiate instruction to meet the needs of diverse learners.  Seminars will be offered to candidates in the area of differentiated instruction.  Special attention will also be given to variety of ways to assess students, to include using prior knowledge and a variety of instructional activities.

Data from 2010-11 identified incorporating diversity into planning and teaching as a weakness and this seems to be improving with the 2012 data.  Field trips are planned to diverse settings and seminars regarding diversity are continuing to be implemented.

Candidates' performance in several areas showed an increase from 2010.  Faculty will closely monitor these areas to determine any long term trends.

**Related Items**
   **GE 07: Cultural Awareness**

**GE 08: Perspectives**

**GE 09: Cross-disciplinary Appreciation**

**GE 10: Values**

## BSE-ELE 04: LO Demonstrate the pedagogical and professional knowledge, skills, and dispositions

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate the <u>pedagogical and professional knowledge, skills, and dispositions</u> needed to successfully complete the teaching internship and be deemed safe to practice.

**Data Collection (Evidence)**
1. During the teaching internship that comprises the candidate's final semester in the program, the Teacher Intern Assessment Instrument (TIAI) was used to assess pedagogical and professional knowledge, skills, and dispositions.  The Teacher Intern Assessment Instrument, cross-referenced to Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, is an instrument used statewide to measure teacher candidates' abilities within the following domains: planning and preparation, communication and interaction, teaching and learning, managing the learning environment, assessment of student learning, and professionalism and partnerships.  The instrument has a 4-point scale (0 - 3) with a rating of 2 deemed Acceptable and safe to practice.

2. Observation data from the candidate's Cooperating Teacher and Delta State University Supervisor was collected.

3. Data were collected and analyzed in TaskStream. Analysis reports contain means, medians, and distribution of scores for each indicator. Aggregate ratings of cooperating teachers and Delta State University Supervisors were studied by the faculty to identify strengths and weaknesses in the performance of the interns and the results were compared with those of past years to identify trends.

(See Appendix A, Instrument 2 for the Teacher Intern Assessment Instrument scoring guide.)

* Appendix A, Instrument 2

**Results of Evaluation**
*Domain II focuses on Communication and Interaction*

<u>Spring 2012 – Campus Group</u>
(N = 14) – Cooperating Teachers identified a weakness in "Establishing opportunities for communication with parents and guardians" (2.79/3) and a strength in "Conveys enthusiasm for teaching and learning and providing opportunities for cooperating and interaction; uses acceptable written, oral, and nonverbal communication; and provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning" (3.0/3).  On the final observation, Delta State University Supervisors identified no weaknesses; a strength was identified in "conveying enthusiasm for teaching and learning and communicates high expectations for learning to all students" (3.0/3).

Spring 2012 – Hinds Group
(N = 16) - Cooperating Teachers identified a weakness in "Establishes opportunities for communication with parents and/or guardians  (newsletters, positive notes, extracurricular activities, etc.)   " (1.38/3) and a strength in "Uses acceptable written, oral, and nonverbal communication" (3.0/3).  On the final observation, Delta State University Supervisors identified a weakness in "Establishes opportunities for communication with parents and/or guardians  (newsletters, positive notes, extracurricular activities, etc.)   " (1.38/3) and a strength in "Uses acceptable written, oral, and nonverbal communication" (3.0/3).

Fall 2012 – Campus Group
(N = 22) – Cooperating Teachers identified a weakness in "Establishing opportunities for communication with parents and guardians" (2.68/3) and a strength in "Communicating high expectations for learning to all students and uses acceptable written, oral, and nonverbal communication" (3.0/3).  On the final observation, Delta State University Supervisors identified a weakness in "Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.)" (2.86/3); a strength was identified in "Providing clear directions, communicating high expectations for learning, conveying enthusiasm for teaching and learning and establishing opportunities for communication with parents" (3.0/3).

Fall 2012 – Hinds Group
(N = 7)  – Cooperating Teachers identified a weakness in "Provides clear, complete written and/or oral directions for instructional activities" (2.43/3) and a strength in "Conveys enthusiasm for teaching and learning". (2.86/3).  On the final observation, Delta State University Supervisors identified a weakness in "Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.)." (2.29/3);    a strength was identified in "communicating high expectations for learning and conveying enthusiasm for teaching and learning". (3.0/3).

*Domain III focuses on Teaching for Learning*

Spring 2012 – Campus Group
(N = 14) – Cooperating Teachers identified weaknesses in "Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners )i.e., learning styles, multiple intelligences and enrichment/remedial needs); provides opportunities for students to apply concepts in problem solving and critical thinking; uses high-order questions to engage students in analytical, creative, and critical thinking; and uses family and/or community resources (human or material) in lessons to enhance student learning (2.86/3). Identified strengths were in Demonstrates knowledge of the subject(s) taught; uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.); responds to and elicits student input during instruction; and allows sufficient and equitable wait time to encourage students to expand and support their responses (3.00/3). On the final observation, Delta State University Supervisors also identified a weakness in "uses family and/or community resources (human or material) in lessons to enhance student learning" (2.91/3) and identified a strength in the remaining indicators in this domain (3.0/3).

Spring 2012 – Hinds Group
(N = 16) – Cooperating Teachers identified a weakness in "Uses family and/or community resources (human or material) in lessons to enhance student learning (1.25/3) and a strength in "Demonstrates knowledge of the subject(s) taught (2.94/3); On the final observation, Delta State University Supervisors also identified a weakness in "uses family and/or community resources (human or material) in lessons to enhance student learning (1.25/3) and a strength identified is "Responds to and elicits student input during instruction" (2.88/3).

Fall 2012 – Campus Group
(N = 22) - Cooperating Teachers identified weaknesses in "Using community resources and uses higher-order questions to engage students in analytical, creative, and critical thinking." (2.59/3) and a strength in "Responding to and eliciting student input and Demonstrates knowledge of the subject(s) taught." (3.0/3).  On the final observation, Delta State University Supervisors also identified a weakness in "Using higher order questions" (2.95/3); a strength was identified in "Demonstrates knowledge of the subject(s) taught." (3.0/3).

Fall 2012 – Hinds Group
(N = 7) - Cooperating Teachers identified a weakness in "Uses family and/or community resources (human or material) in lessons to enhance student learning (1.25/3) and a strength in "Demonstrates knowledge of the subject(s) taught" (2.94/3) and "Responds to and elicits student input during instruction" (2.88/3). On the final observation, Delta State University Supervisors also identified a weakness in "uses family and/or community resources (human or material) in lessons to enhance student learning and uses high-order questions to engage students in analytical, creative, and critical thinking" (2.29/3) and a strength identified is Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (2.86/3).

*Domain IV focuses on Management of the Learning Environment*

Spring 2012 – Campus Group
(N = 14) - Cooperating Teachers identified no weaknesses in this domain. Strengths were in all areas of this domain. (3.0/3).  On the final observation, Delta State University Supervisors identified no weaknesses in this domain. Strengths were in Demonstrates knowledge of the subject(s) taught and Responds to and elicits student input during instruction and Allows sufficient and equitable wait time to encourage students to expand and support their responses (3.00/3).

Spring 2012 – Hinds Group
(N = 16) - Cooperating Teachers identified a weakness in "Adjusting lessons" (2.06/3) and a strength in "Uses instructional time effectively (3.00/3) and "Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment" (2.94/3). On the final observation, Delta State University Supervisors identified weaknesses in "Adjusts lessons according to individual student cues, professional reflections, and group responses (2.06/3) and a strength was identified in "Uses instructional time effectively (3.00/3).

Fall 2012 – Campus Group

(N = 22) - Cooperating Teachers identified a weakness in "Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs." (2.82/3), and a strength in "Adjusting lessons, using a variety of strategies, and demonstrating fairness and supportiveness" (3.0/3). On the final observation, Delta State University Supervisors identified weaknesses in "Monitoring and adjusting the environment" (2.91/3) and a strength was identified in "Adjusting lessons, using a variety of strategies, and demonstrating fairness and supportiveness" (2.95/3).

Fall 2012 – Hinds Group
(N = 7) - Cooperating Teachers identified a weakness in "Adjusts lessons according to individual student cues, professional reflections, and group responses." (2.57/3) and a strength in "Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment". (2.86/3). On the final observation, Delta State University Supervisors identified a weaknesses in "Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs". (2.57/3). A strength was identified in "Attends to or delegates routine tasks and Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment" (2.86/3)

*Domain V focuses on Assessment of Student Learning*

Spring 2012 – Campus Group
(N = 14) – Cooperating Teachers identified a weakness in "Maintains records of student work and performance and appropriately communicates student progress (2.71/3)
and a strength in "Develops and uses a variety of formal assessments to differentiate learning experiences that accommodate differences in developmental and/or educational needs and provides timely feedback on student's academic performance and discusses corrective procedures to be taken (3.00/3) On the final observation, Delta State University Supervisors identified a weakness "Communicates assessment criteria and performance to students and develops and uses a variety of informal and formal assessments to differentiate learning experiences that accommodate differences in developmental and/or educational needs (2.86/3) and a strength in "Provides timely feedback on student's academic performance and discusses corrective procedures to be taken (2.93/3).

Spring 2012 – Hinds Group
(N = 16) - Cooperating Teachers identified a weakness in "Develops and uses a variety of formal assessments to differentiate learning experiences that accommodate differences in developmental and/or educational needs (1.50 /3) and Provides timely feedback on student's academic performance and discusses corrective procedures to be taken (1.56/3) and strengths in "Develops and uses a variety of informal and formal assessments to differentiate learning experiences that accommodate differences in developmental and/or educational needs" (2.63 /3) and "Communicates assessment criteria and performance to students"(2.50/3).

Fall 2012 – Campus Group
(N = 22) - Cooperating Teachers identified a weakness in "Communicating assessment criteria" (2.77/3) and a strength in "Maintaining records" (2.91/3). On the final observation, Delta State University Supervisors rated all five areas as strengths (2.95-3.0/3).

Fall 2012 – Hinds Group

(N = 7) - Cooperating Teachers identified a weakness in "Maintains records of student work and performance and appropriately communicates student progress (2.29/3.0) On the final observation, Delta State University Supervisors identify a weakness in "Develops and uses a variety of formal assessments (ex. pretests, quizzes, unit tests, Rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs" (2.43/3.0). Strengths were identified in Communicates assessment criteria and performance to students and Maintains records of student work and performance and appropriately communicates student progress. (2.83/3.0)

Trends Noted
Some areas of the TIAI for Domains II-V continue to show weaknesses for some candidates. The staff is providing opportunities for students to cooperate, communicate, and interact with each other to enhance learning; using higher-order thinking questions to engage students in analytical, creative, and critical thinking; adjusting lessons according to individual student cues, professional reflections, and group responses; and communicating assessment criteria and performance to students.

**Use of Evaluation Results**
Continue to track, assess, and analyze data.  Even though weaknesses were identified, those areas are not true weaknesses as scores were in the acceptable ranges.  In these terms, weakness indicates an area where the scores were slightly lower than other areas.  Those areas will be closely monitored.

**Related Items**
    **GE 02: Communication**

    **GE 04: Inquiry and Technology**

# BSE-ELE 05: LO Demonstrate the ability to positively impact student learning.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate the ability to positively impact student learning.

**Data Collection (Evidence)**
1. The Teacher Work Sample (TWS) Folio is a performance-based assessment that requires teacher candidates to assess their impact on student learning while simultaneously improving their ability to reflect upon practice and make needed improvements. In CEL 497 *Diagnosis and Evaluation of Student Achievement in the Elementary School*, taught the first semester of the senior year, candidates were required to complete the Teacher Work Sample.  In the teaching internship, candidates developed and implemented a Teacher Work Sample in their internship classroom.

2. For each experience, the candidate completed a seven-day unit of integrated study and developed a corresponding Teacher Work Sample.  In completing the Teacher Work Sample,  candidates gathered data, assessed, and reflected upon the following eight dimensions related to teaching and learning: Contextual Information, Learning Goals, Assessment Plan, Design for Instruction, Instructional Decision Making, Analysis of Student Learning, Reflection and Self-Evaluation, and Design for Instruction in Elementary Education.

3. Each component of the Teacher Work Sample was graded with its respective rubric. TaskStream reports provided means, medians, and distributions of scores for each indicator.

(See Appendix A, Instrument 3 for the Teacher Work Sample rubrics.)

- Appendix A, Instrument 3

**Results of Evaluation**

Methods Courses

Spring 2012 – Campus Group
(N = 24) – Overall mean ratings by component were as follows: Contextual Factors 2.66/3, Learning Goal 2.78/3, Assessment Plan 2.67/3, Design for Instruction 2.77/3, Instructional Decision Making 2.88/3, Analysis of Student Learning 2.54/3, Reflection and Self Evaluation 2.53/3, and Design for Instruction in Elementary Education 2.62/3.

Spring 2012 – Hinds Group
 (N = 9) – Overall mean ratings by component were as follows: Contextual Factors 2.95/3, Learning Goal 2.69/3, Assessment Plan 2.45/3, Design for Instruction 2.75/3, Instructional Decision Making 2.54/3, Analysis of Student Learning 2.53/3, Reflection and Self Evaluation 2.53/3, and Design for Instruction in Elementary Education 2.73/3.

<u>Fall 2012 – Campus Group</u>
 (N = 21) – Overall mean ratings by component were as follows: Contextual Factors 2.53/3, Learning Goal 2.66/3, Assessment Plan 2.41/3, Design for Instruction 2.48/3, Instructional Decision Making 2.67/3, Analysis of Student Learning 2.35/3, Reflection and Self Evaluation 2.59/3, and Design for Instruction in Elementary Education 2.42/3.

<u>Fall 2012 – Hinds Group</u>
(N = 20) – Overall mean ratings by component were as follows: Contextual Factors 2.77/3, Learning Goal 2.64/3, Assessment Plan 2.62/3, Design for Instruction 2.82/3, Instructional Decision Making 2.67/3, Analysis of Student Learning 2.61/3, Reflection and Self Evaluation 2.68/3, and Design for Instruction in Elementary Education 2.56/3.

<p align="center">Internship</p>

<u>Spring 2012 – Campus Group</u>
 (N = 14) - Overall mean ratings by component were as follows:
Contextual Factors 2.86/3, Learning Goals 3.0/3, Assessment Plan 2.91/3, Design for Instruction 2.95/3, Instructional Decision Making 2.93/3, Analysis of Student Learning 2.98/3, Reflection and Self Evaluation 2.84/3, and Design for Instruction in Elementary Education 2.93/3.

<u>Spring 2012 – Hinds Group</u>
 (N = 16) - Overall mean ratings by component were as follows:
Contextual Factors 2.98/3, Learning Goals 3.0/3, Assessment Plan 3.0/3, Design for Instruction 2.99/3, Instructional Decision Making 2.98/3, Analysis of Student Learning 3.0/3, Reflection and Self Evaluation 2.96/3, and Design for Instruction in Elementary Education 2.98/3.

<u>Fall 2012 – Campus Group</u>
 (N = 22) - Overall mean ratings by component were as follows:
Contextual Factors 2.96/3, Learning Goals 3.0/3, Assessment Plan 2.99/3, Design for Instruction 2.99/3, Instructional Decision Making 3.0 /3, Analysis of Student Learning 3.0 /3, Reflection and Self Evaluation 2.98/3, and Design for Instruction in Elementary Education 3.0/3.

<u>Fall 2012 – Hinds Group</u>
(N = 7) - Overall mean ratings by component were as follows:
Contextual Factors 2.86/3, Learning Goals 2.74/3, Assessment Plan 2.76/3, Design for Instruction 2.78/3, Instructional Decision Making 2.72/3, Analysis of Student Learning 2.82/3, Reflection and Self Evaluation 2.83/3, and Design for Instruction in Elementary Education 2.89/3.

<u>Trends Noted</u>
In Methods courses, there was a weakness in the Assessment Plan and Analysis of Student Learning and Design for Instruction in Elementary Education.  The interpretation of data, requiring candidates to analyze pre and post data seems to be the biggest problem, as has been the trend.  Of course, the assessment plan is tied directly into the analysis section.  Scores increased in all areas from methods courses to internship, as is to be expected.   Internship ratings varied from 2.83 – 3.0, with many of

the ratings at 3.0.  The lowest evaluation was in the area of Assessment for the Hinds group. In addition, another weakness was Reflections and Self-Evaluation for the campus group and Hinds group for both the students enrolled in methods classes and interns.

**Use of Evaluation Results**
More emphasis will be placed upon integrating other subject areas due to the lower rating of that area in one of the internship semesters.  Faculty will continue to emphasize analyzing data within appropriate courses.

Scores usually increase between methods and internship on the Teacher Work Sample.  However, we are beginning to see a truer picture as supervisors of interns are now capturing first attempts on the Teacher Work Sample in Task Stream as well as final submission.  The Teacher Work Sample has also been revised to more closely align with the rubrics.

**Related Items**
**GE 02: Communication**

**GE 05: Self**

**GE 08: Perspectives**

## ⬛BSE-ELE 06: LO Demonstrate the ability to diagnose and remediate deficits in reading skills.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate the ability to <u>diagnose and remediate deficits in reading skills</u>.

**Data Collection (Evidence)**
1. A Reading Case Study (RCS) was used to collect data during CRD 326. The grading rubric is aligned with Association for Childhood Education International standards and contains components that cover the areas of background information, general observations of the elementary student with whom the candidate is working, accurate test administration, analysis of testing results, recommendations for remediation, and development and implementation of needs-based instruction. The grading rubric uses a 3-point scale (Unacceptable, Acceptable, and Target).

2. Each candidate in CRD 326 *Diagnosis and Remediation of Reading Difficulties* completed the Reading Case Study while working with an assigned student in a local school.

3. The scores were analyzed in Excel.

(See Appendix A, Instrument 4 for the Reading Case Study Scoring Guide.)

- 📄Appendix A, Instrument 4

**Results of Evaluation**
Spring 2012– Campus Group
 (N=11) Candidates scored 100% (target) in describing student data, gathering background information, and test administration and results. For this group, 96% were at the target level in the area of summary and recommendations, 88% were at the target level for the area of analysis, and 83% were at the target level for general observations. In the area of field experiences, only 52% were at the target level, 35% at the acceptable level, and 13% at the unacceptable level. For the area of analysis, 8% scored at the acceptable level and 4% at the unacceptable level. In addition, 4% were at the unacceptable level in the area of summary and recommendations.

Spring 2012 – Hinds Group
 (N=6) In the spring semester of 2012, 100% of Hinds candidates scored at the target level in describing student data, background information, general observations, test administered/results, and summary/recommendations. For this group, 67% were at the target level for field experiences and teaching with 33% at the acceptable level. In addition, 50% of the Hinds candidates scored at the target level in analysis, while 17% scored at the acceptable level, and 33% scored at the unacceptable level.

Fall 2012 – Campus Group

(N=20) One hundred percent of candidates scored at the target level in describing background information, general observations, and tests administered and results.  For this group, 95% were at the target level and 5% were at an acceptable level for student data. In the area of field experiences, 46% were at the target level, 41% were at the acceptable level, and 13% were at the unacceptable level.  For the area of analysis, 55% were at the target level, 35% scored at the acceptable level and 10% scored at the unacceptable level.  For summary and recommendations, 75% were at the target level, 20% were at the acceptable level, and 5% were at the unacceptable level.

Fall 2012 – Hinds Group
(N=18) One hundred percent of candidates scored at the target level in describing student data, background information, and general observations.  For this group, 95% were at the target level and 5% were at the acceptable level for tests administered/results.  In the area of field experiences, 88% were at the target level, and 12% were at the acceptable level.  For the area of analysis, 27% were at the target level, 68% scored at acceptable level and 5% were at the unacceptable level.

Trends Noted
Overall, the candidates demonstrated that they were able to impact student learning through the gathering and interpretation of student data, gathering background information, and test administered/results. One area that continues to be an area of weakness is that of analysis for both On-Campus students and Hinds students.  This is an area that will continue to be watched.  Two areas of concern for spring 2012 are the unacceptable ratings in field experiences/teaching and summary/recommendations for the on-campus candidates.

The data show that the majority of candidates met the Association for Childhood Education International (ACEI) standards referenced to the Reading Case Study (RCS).  Data show strong evidence that they used their understanding of assessment as it relates to planning instruction based on the developmental needs of students [ACEI 3.1 and 4.0].  ACEI 2.1 is inherent in the very nature of the Reading Case Study.  While the candidates use critical thinking as they plan and summarize/reflect, they are challenged when they must use this level of thinking to analyze error patterns in students' reading. Possible explanations for this is the fact that analyzing reading errors is an advanced level reading instruction skill, and highly scientific in nature. Because the development of the *RCS* is closely supervised and candidates meet with the instructor to discuss their analyses, valuable insight is gained, and their growth is reflected in their ability to summarize and articulate relevant recommendations at the conclusion of the *RCS*.

**Use of Evaluation Results**
Analyzing data continues to be a low-scoring area.  Faculty will continue to emphasize analyzing student data in all courses that incorporate pre-and/or post-testing.

The instructors of the course will continue to emphasize presentation of test data, summarizing case study findings, and making appropriate recommendations for further instruction.  Particular emphasis will be placed upon analyzing results of data.  Faculty will conference with instructor of the Fall 2012 group to inquire as to the nature of the low scores in field experiences/teaching for that group.

**Related Items**
    **GE 01: Critical and Creative Thinking**

**GE 02: Communication**

## ⬛BSE-ELE 07: LO Exhibit professional dispositions associated with successful teaching.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Exhibit professional dispositions associated with successful teaching.

**Data Collection (Evidence)**
1 & 2. The undergraduate version of the *Dispositions Rating Scale* (DRS) was developed by the College of Education faculty and is correlated with the Teacher Intern Assessment Instrument and was used to assess students' dispositions in CEL 301 *Introduction to Elementary Education*/CUR 302 *Orientation and Field Experiences*, and the teaching internship. The scale is also used throughout the program to document dispositional concerns and exemplary dispositions.  The instrument uses a 4-point scale and assesses these professional dispositions: Fairness, Belief That All Students Can Learn, Professionalism, Resourcefulness, and Dependability.

3. Each disposition was be analyzed for means, medians, and score distributions using TaskStream.

(See Appendix A, Instrument 5 for the *Dispositions Rating Scale* – Undergraduate Version.)

- ⬛Appendix A, Instrument 5

**Results of Evaluation**
    CEL 301 *Introduction to Elementary Education*/CUR 302 *Orientation and Field Experiences*
Spring 2012 – Campus Group
 (N = 31) - Instructor mean ratings ranged from 1.81 in Dependability to 2.03 in Fairness to 2.06 in Resourcefulness to 2.10 on the Belief that All Students Can Learn and 2.23 on Professionalism. The overall mean score was 2.05.

Spring 2012 – Hinds Group
 (N=15) – Instructor mean ratings ranged from 1.87 in Professionalism and Dependability to 1.93 in Resourcefulness to 2.00 in Fairness and 2.13 on the  Belief That All Students Can Learn.  The overall mean score was 1.96

Fall 2012 – Campus Group
(N = 34 ) – Instructor mean ratings ranged from 1.85 in Dependability to 2.06 in Professionalism to 2.32 in Fairness and Resourcefulness to 2.41 on the Belief that All Students Can Learn. The overall mean score was 2.19.

Fall 2012 – Hinds Group

(N=8) – Instructor mean ratings ranged from 2.0 on the Belief That All Students Can Learn to 2.75 in Professionalism to 2.88 in Resourcefulness and Dependability to 3.00 in Fairness. The overall mean score was 2.70.

Internship

Spring 2012 – Campus Group
(N = 14) - Cooperating Teacher mean ratings ranged from 3.64 on Professionalism and Resourcefulness to 3.79 on Dependability to 3.86 on the Belief That All Students Can Learn and Fairness, with an overall mean of 3.76. DSU Supervisor mean ratings ranged from 3.79 on Resourcefulness to 3.86 in Professionalism to 3.93 on the Belief That All Students Can Learn to 4.00 on Dependability and Fairness, with an overall mean of 3.91.

Spring 2012 – Hinds Group
(N= 16) Cooperating Teacher mean ratings ranged from 3.25 on Professionalism to 3.31 on Resourcefulness and Dependability to 3.38 in Fairness and 3.44 on the Belief That All Students Can Learn, with an overall mean of 3.34. DSU Supervisor mean ratings range from 3.25 in Professionalism to 3.31 in Resourcefulness and Dependability to 3.38 on Fairness to 3.44 on the Belief That All Students Can Learn, with an overall mean of 3.34.

Fall 2012 – Campus Group
(N = 58) – Cooperating Teacher mean ratings ranged from 3.61 on Resourcefulness to 3.71 on The Belief That All Students Can Learn and Professionalism to 3.71on Fairness to 3.68 on Dependability. DSU Supervisor mean ratings ranged from 3.55 on Resourcefulness to 3.57 on Professionalism to 3.66 on Dependability to 3.69 on the Belief That All Students Can Learn and Fairness.

Fall 2012 – Hinds Group
(N= 7) - Cooperating Teacher mean ratings ranged from 3.29 on the Belief that All Students Can Learn to 3.57 on Resourcefulness and Dependability to 3.71 on Fairness and Professionalism. DSU Supervisor mean ratings ranged from 3.29 on the Belief that All Children Can Learn to 3.43 on Professionalism and Dependability to 3.71 on Resourcefulness to 3.86 on Fairness.

Trends Noted
Data were collected at multiple points and from multiple perspectives using the *Dispositions Rating Scale (DRS)* to allow for analysis with respect to a number of dimensions. These data reflect responses on instructor ratings for CEL 301 and CUR 302 and cooperating teacher and supervisor ratings for CEL 496. For the purposes of this report, data analysis focused on the following: 1) general patterns that emerged with respect to whether or not disposition evaluation results differ between the CEL 301, *Introduction to Elementary Education, CUR 302, Orientation and Field Experiences,* and CEL 496, *Directed Teaching in the Elementary School,* as well as 2) general patterns of candidate behavior with respect to professional dispositions.

The instructor's ratings for CEL 301 and CUR 302 over all semesters showed some distribution over the range of descriptors, as opposed to reflecting primarily ratings that fell exclusively in the target and acceptable ranges. There were some emerging behavior ratings in CEL 301. This is understandable since this is an Introduction to Elementary Education course. CUR 302 showed the candidates scoring in the acceptable range. Of particular concern is the marginal ratings related to professionalism, resourcefulness, and dependability for all semesters.

Data summaries related to the evaluation of dispositions during CEL 496, *Directed Teaching in the Elementary School,* for the campus groups revealed several patterns. First, percentages indicated that candidates performed at the target or acceptable levels according to results of cooperating teachers and university supervisors on the majority of indicators.  For all indicators, university supervisors and cooperating teachers rated candidates at the acceptable to target levels.

In general, a much higher percentage of candidates were viewed by university supervisors (faculty) as functioning at targeted professional levels during CEL 496 than during CEL 301 or CUR 302.  It is significant to note that the Campus and Hinds CEL 496 candidates did not receive any marginal or unacceptable ratings from either cooperating teachers or supervisors.

**Use of Evaluation Results**
During CEL 496, *Directed Teaching Internship,* candidates consistently demonstrated target and acceptable behaviors associated with the teaching profession. Cooperating teachers appeared to view their dispositions more favorably, perhaps because they work with the candidates and have difficulty maintaining objectivity. However, they do interact with the candidates in the real world, so their ratings could reflect well-rounded opportunities to interact with and observe candidates, therefore making their perceptions quite valid. University faculty may, therefore, operate from a limited view of the candidate, though they do know the candidates longer and in many contexts.  Clearly, the majority of teacher candidates enter the program exhibiting the professionalism associated with Association for Childhood Education International Standards 5.1 and 5.2. They exit the program with these values, commitments, and professional ethics more firmly entrenched according to ratings from the *Dispositions Rating Scale (DRS).*

## BSE-ELE 08: LO Demonstrate ability to synthesize views of education that are commensurate of best practices and professionalism.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate ability to <u>synthesize views of education</u> that are commensurate of best practices and professionalism.

**Data Collection (Evidence)**
1. Each semester, all teacher candidates in CEL 301 *Introduction to Elementary Education/*CUR 302 *Orientation and Field Experiences* develop a brief position paper that synthesizes the candidate's views of education, providing rationale related to beliefs about the purposes of and influences upon education, personal goals, factors associated with the teaching/learning climate, content to be taught and influences upon it, and professional growth expectations and responsibilities. Candidates refine their philosophies during the teaching internship semester.  The grading rubric contains a 4-point scale (Unacceptable, Emerging, Acceptable, and Target).

2.  Both philosophies were graded with the same grading rubric. However, scores assigned to candidates in CEL 301 *Introduction to Elementary Education/*CUR 302 *Orientation and Field Experiences* are given with the consideration that they are novices to education and have not yet had an opportunity to attain much of the knowledge and engage in key experiences that are necessary for synthesizing an appropriate view of the teaching/learning interaction.

3. Scores for each indicator were entered into TaskStream and analyzed for means, medians, and score distributions.

(See Appendix A, Instrument 6 for the Philosophy scoring guide.)

- Appendix A, Instrument 6

**Results of Evaluation**
   CEL 301 *Introduction to Elementary Education* and CUR 302 *Orientation and Field Experiences*
Spring 2012 – Campus Group
 (N= 29) – Mean ratings ranged from 1.66/3 (with a 4-point scale of 0-3) on Composition/Mechanics to 2.24/3 on Professionalism.  The overall mean rating was 2.01/3.  The means of all five areas were at the Acceptable level

Spring 2012 – Hinds Group
 (N= 15) Mean ratings ranged from 2.40/3 (with a 4-point scale of 0-3) on Teaching Rationale, Appropriate Teaching/Learning Climate, and Content to 2.33/3 on Professionalism and Composition/Mechanics. All five areas were at the Acceptable level.

Fall 2012 – Campus Group

(N=22) – Mean rating ranged from 2.32/3 (with a 4-point scale of 0-3) on Composition/Mechanics to 2.59 on Appropriate Teaching/Learning Climate and Professionalism. The overall mean rating was 2.50/3. The means of all five areas were at the Acceptable level.

Spring 2012 – Hinds Group
 (N=7) – Mean rating ranged from 2.14/3 (with a 4-point scale of 0-3) on Composition/Mechanics to 3.0 on Appropriate Teaching/Learning Climate and Professionalism. The overall mean rating was 2.74/3. The means of all five areas were at the Acceptable or Target levels

Trends Noted
Spring ratings were at much higher levels than previous semesters.  All areas were at the acceptable level. Overall, candidates were successful in addressing all components associated with the Philosophy Statement assessment.  While the majority of candidates performed at the acceptable level on most indicators, a greater percentage performed at the target level on indicators related to the teaching rationale and the appropriate teaching/learning climate.  The same holds true for the CUR 302 *Orientation and Field Experiences* group.

Composition/Mechanics has traditionally been a weakness**.**  However, that area as well as other areas did drastically improve with the spring group of candidates.

Internship

Spring 2012 – Campus Group
(N= 18) – Mean ratings ranged from 2.28/3 (with a 4-point scale of 0-3) on Composition/Mechanics to 2.83/3 on Teaching Rationale.  The overall mean rating was 2.56/3.  The means of all five areas were at the Acceptable to Target level.

Spring 2012 – Hinds Group
 (N= 7) Mean ratings ranged from 2.29/3 (with a 4-point scale of 0-3) on Composition/Mechanics to 3.0/3 on Teaching Rationale and Appropriate Teaching/Learning Climate.  The overall mean rating was 2.76/3. The means of all five areas were at the Acceptable to Target level.

Fall 2012 – Campus Group
 (N=22) – Mean ratings ranged from 2.32/3 (with a 4-point scale of 0-3) on Composition/Mechanics to 2.59 on Appropriate Teaching/Learning Climate and Professionalism. The overall mean rating was 2.50/3. The means of all five areas were at the Acceptable to Target level.

Fall 2012 – Hinds Group

(N=7) – Mean ratings ranged from 2.14/3 (with a 4-point scale of 0-3) on Composition/Mechanics to 3.0/3 on Appropriate Teaching/Learning Climate and Professionalism. The overall mean rating was 2.74/3. The means of all five areas were at the Acceptable or Target levels.

Trends Noted
All areas were at the acceptable level for spring. All areas were at the acceptable or target level for fall.  With composition/mechanics being at the lowest rating for both the intro group and internship groups, it continues to be identified as an area of weakness.

Composition/Mechanics has been a weakness**.**  However, that area has slightly improved within recent semesters.

**Use of Evaluation Results**
Continue to track Praxis I scores to identify first-attempt pass rates, as the writing subtest links to the previous weakness in Composition/Mechanics.  Implement grammar/writing workshops with elementary education candidates.

**Related Items**
**GE 01: Critical and Creative Thinking**

**GE 02: Communication**

**GE 04: Inquiry and Technology**

**GE 08: Perspectives**

# EDD 01: LO Content and Pedagogical Content Knowledge

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Content and Pedagogical Content Knowledge – Demonstrate mastery of the prior knowledge needed to be successful in the Doctor in Education program.

**Data Collection (Evidence)**
1. A Doctoral Admission Portfolio will be used. The portfolio will include a professional resume/vita, writing samples, personal philosophy of education/theory of teaching and learning, self-evaluation aligned with personal and professional goals, evidence of leadership ability, and a statement of purpose for pursuing doctoral study. A 4-point rubric is used to evaluate the portfolio.

2. The portfolio will be submitted within the first six hours in the program.

3. Average scores and pass rate percentages will be calculated.

**Results of Evaluation**
See results below.

When, Where, and with Whom Were Results Disseminated:
Educational Leadership faculty in spring faculty meeting and assessment committee in spring meeting.

Analysis of Portfolio Results:

| Semester | Average Score | Number Submitted | # Pass | | # Marginal Pass | | # Fail | | # Repeaters |
|---|---|---|---|---|---|---|---|---|---|
| F '12 | 2.49 | 9 | 6 | 66% | 3 | 33% | 0 | 0 | 0 |
| Spr '12 | 2.25 | 8 | 6 | 75% | 1 | 12.5% | 1 | 12.5% | 0 |
| F '11 | 1.97 | 11 | 4 | 36% | 2 | 18% | 5 | 45% | 1 (F) |
| Spr '11 | 2.02 | 12 | 4 | 33% | 5 | 42% | 3 | 25% | 1 (F) |
| F '10 | 2.14 | 8 | 4 | 50% | 2 | 25% | 2 | 25% | 0 |
| Spr '10 | 2.09 | 11 | 4 | 36% | 2 | 18% | 5 | 45% | 4 (4 F) |
| F '09 | 1.89 | 15 | 6 | 40% | 1 | 7% | 8 | 53% | 2 (2 P) |
| Spr '09 | 2.14 | 35 | 18 | 51% | 7 | 20% | 10 | 29% | 1 (F) |
| F '08 | 1.88 | 10 | 5 | 50% | 3 | 30% | 2 | 20% | 1 (P) |
| Spr '08 | 2.19 | 11 | 7 | 64% | 1 | 9% | 3 | 27% | 0 |
| F '07 | 1.83 | 10 | 3 | 30% | 4 | 40% | 3 | 30% | 1 (F) |

**Use of Evaluation Results**

Recommended Changes Based upon this Analysis:

Program faculty reviewed the portfolio instructions, rubric, and tips for success. The instructions, rubric, presentation, and tips remain on the Ed.D. website.  For more student convenience, we will now accept and assess portfolios in summer as well as the spring & fall dates.

Trends Noticed and Actions Based upon those Trends across the Year(s):

Average scores for 2012 were higher than for the previous four years with a submission rate of approximately average with the other years.  Additionally, applicants were stronger in both spring and fall semesters with zero failed attempts at the portfolio.  Otherwise, submissions were stable except for the 2009 boom. The 2010 and 2011 failure rates are the same. The overall scores are slightly lower for 2011 (with such a small N, this may be because of the 2 repeaters who were unsuccessful).

**Related Items**
**GE 03: Quantitative Skills**

# EDD 02: LO Program Specific Content

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Program Specific Content – Demonstrate mastery of the knowledge associated with content in Educational Leadership.

**Data Collection (Evidence)**

1. Comprehensive Examinations: Comprehensive examinations will be taken at the end of the program by all candidates and must be passed in order to register for ELR 888 *Dissertation Seminar*. They will be divided into 3 sections: research, curriculum, and supervision and based upon the core program courses and scored by program faculty.

2. Results will be compiled and analyzed by program faculty and reported to the Unit Assessment Director and the National Council for Accreditation of Teacher Education (NCATE) Coordinator annually.

3. Results will be analyzed by program faculty by section and overall scores and trends are identified.

**Results of Evaluation**
**Analysis of Results:**

There was a rather small group of candidates in spring 2011. The pass rate was high. Pass rate has increased dramatically since spring 2006. Since some students were detected attempting to cheat on comps in another program, the computers where the test is administered no longer allow internet access or USB port access during testing. All candidates are encouraged to sit for comps during the spring before they hope to take ELR 888 Dissertation Seminar since they must pass all three sections of comps before they may take this annually offered course. This gives them the following summer for any needed retakes. Therefore, comps are not usually needed during the fall semesters. Analysis of Comprehensive Exam Results:

|  | Curriculum | | Success Rate | Supervision | | Success Rate | Research | | Success Rate |
|---|---|---|---|---|---|---|---|---|---|
|  | Pass | Fail | | Pass | Fail | | Pass | Fail | |
| Summer 2012 | 2 | 0 | 100% | 1 | 0 | 100% | 5 | 0 | 100% |
| Spring 2012 | 16 | 1 | 94% | 17 | 0 | 100% | 5 | 4 | 20% |
| Summer 2011 | 0 | 0 | N/A | 0 | 0 | N/A | 0 | 0 | N/A |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Spring 2011 | 7 | 0 | 100% | 7 | 0 | 100% | 7 | 0 | 100% |
| Summer 2010 | 0 | 0 | N/A | 2 | 0 | 100% | 3 | 0 | 100% |
| Spring 2010 | 17 | 0 | 100% | 15 | 2 | 88% | 14 | 3 | 82% |
| Summer 2009 | 0 | 0 | N/A | 3 | 0 | 100% | 1 | 0 | 100% |
| Spring 2009 | 1 | 0 | 100% | 1 | 0 | 100% | 1 | 0 | 100% |
| Summer 2008 | 0 | 0 | N/A | 0 | 0 | N/A | 1 | 0 | 100% |
| Spring 2008 | 1 | 0 | 100% | 1 | 0 | 100% | 0 | 1 | 0% |
| Fall 2007 | 1 | 0 | 100% | 1 | 0 | 100% | 2 | 0 | 100% |
| Summer 2007 | 2 | 0 | 100% | 2 | 0 | 100% | 2 | 1 | 66% |
| Spring 2007 | 5 | 0 | 100% | 5 | 0 | 100% | 5 | 0 | 100% |
| Fall 2006 | 1 | 0 | 100% | 1 | 0 | 100% | 0 | 3 | 0% |
| Summer 2006 | 1 | 0 | 100% | 2 | 0 | 100% | 6 | 4 | 60% |
| Spring 2006 | 14 | 2 | 87.5% | 15 | 5 | 75% | 7 | 10 | 41% |
| Fall 2005 | 6 | 0 | 100% | 4 | 2 | 66% | 2 | 4 | 33% |
| Summer 2005 | 9 | 0 | 100% | 9 | 0 | 100% | 7 | 2 | 77% |
| Spring 2005 | 3 | 0 | 100% | 3 | 0 | 100% | 2 | 2 | 50% |

**Use of Evaluation Results**
**Recommended Changes Based upon this Analysis:**
Having seen only the 2012 version of the comprehensive exam, changes have already been made for how students are evaluated.  Most notably, each of the three sections now require students to illustrate competency by offering solutions via methods of application to address practical, field-based problems and issues; this is in strict opposition to a lengthy quiz of student knowledge as has been the standard in the past--simple facts without proper application are impertinent.

**Trends Noticed and Actions Based upon those Trends across the Year(s):**
Students struggled most with the research portion of comps, which for 2012 was comprised of approximately 100 true-false and multiple choice questions about statistical facts.  Entirely absent was any sort of interpretation of data or synthesis of findings with meaning.  Since at least 2010, the research section was failed most often, resulting in retakes in summer.  It seems that after each instance of retaking a portion of the exam, students pass; this is peculiar in some ways but until a stable form of testing is established one can only speculate.

**Related Items**
**GE 03: Quantitative Skills**

**GE 04: Inquiry and Technology**

## EDD 03: LO Ability to Plan

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
. Ability to Plan – Demonstrate the ability to develop a supervisory plan for classroom-based instruction.

**Data Collection (Evidence)**
1. Needs Assessment Project: Candidates will use the knowledge they will gain about assessment, data interpretation, and data analysis to address a problem in their school or district. The goal will be to show the ability to design, align, and evaluate curriculum and to guide professional learning.

2. The CUR 812 *Comprehensive Assessment and Data Analysis*
instructor will administer the project and grades it according to a
rubric.

3. Mean scores and percent correct will be calculated for the total score and each section of the project.

**Results of Evaluation**
**Analysis of Results:**
Overall, the candidates are performing well on this assessment (88% average correct of total possible). The highest scores for this group were the Identify the Problem (96%) and the Describe Hunches & hypotheses sections (92%). The lowest scores were the Develop an action plan/implementation (76%) and the Narrative (85%) sections. These results are consistent with those from previous years.

| | | CUR 812 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Area | Possible score | Average score 2008 N=22 | Percent 2008 | Average score 2009 N=19 | Percent 2009 | Average score 2010 N=14 | Percent 2010 | Average score 2011 N=15 | Percent 2011 | Average score 2012 N=14 | Percent 2012 |
| Identify the problem | 15 | 13.5 | 90% | 14.6 | 98% | 14.5 | 97% | 13.8 | 92% | 14.36 | 96% |
| Describe hunches & hypotheses | 10 | 8.6 | 86% | 9.1 | 91% | 9.2 | 91% | 8.7 | 87% | 9.21 | 92% |
| Identify questions & data | 10 | 9.2 | 92% | 9 | 90% | 8.6 | 86% | 8.7 | 87% | 9.07 | 91% |
| Analyze multiple measures | 20 | 17.5 | 87.5% | 17.7 | 89% | 18.7 | 93.5% | 17.6 | 88% | 17.36 | 87% |
| Analyze political realities & root causes | 10 | 8.8 | 88% | 9.3 | 93% | 9.2 | 92% | 8.7 | 87% | 9.07 | 91% |
| Develop an action plan/implementation | 20 | 18.1 | 90.5% | 18 | 90% | 18.2 | 91% | 17.7 | 89% | 15.5 | 76% |
| Narrative (reflection) | 15 | 14.6 | 97.3% | 14.4 | 96% | 14.3 | 95.3% | 14.1 | 94% | 12.71 | 85% |
| Total | 100 | 90.3 | 90.3% | 92.1 | 92.1% | 92.7 | 92.7% | 89.4 | 89.4% | 87.28 | 88% |

**Use of Evaluation Results**
**Recommended Changes Based upon this Analysis:**
The new faculty member that will now teach this class will focus specifically on the aspects of the assignment with the lowest scores, including the Analyze multiple measures, the Develop an action plan/implementation (76%) and the Narrative (85%) sections. Examples of high quality work will be made available for students as well as direct instruction on these aspects of the assignment should result in improved scores next year.

**Trends Noticed and Actions Based upon those Trends across the Year(s):**
It is good to see that four of the seven areas assessed have increased since 2011. These most recent results align more closely with years past and are even higher in some cases. It is expected that the scores will stabilize and increase with the new faculty's consistency and invested efforts of developing the course.

**Related Items**

**GE 01: Critical and Creative Thinking**

**GE 02: Communication**

**GE 04: Inquiry and Technology**

## EDD 04: LO Clinical Practice

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Clinical Practice – Demonstrate the knowledge, skills, and dispositions necessary for a school leader while in the field.

**Data Collection (Evidence)**
1.  Mentor Evaluation Form: The mentors will complete evaluation forms of the intern's work during the practicum projects in the field.

2. Data will be collected during AED 737 *Practicum III in School Administration*, which will be taught each fall and spring semester.

3. Mean scores and score distributions will be calculated.

**Results of Evaluation**

| AED 737 | Review of Literature | Project 1 | Project 2 | Project 3 | Project 4 | Mentor Evaluation | Final |
|---|---|---|---|---|---|---|---|
| Candidate 1 | 95 | 98 | 98 | 96 | 96 | 100 | A |
| Candidate 2 | I | I | I | I | I | I | I |
| Candidate 3 | 96 | 97 | 90 | 95 | 95 | 100 | A |
| Candidate 4 | 99 | 100 | 99 | 89 | 93 | 100 | A |
| Candidate 5 | 92 | 96 | 95 | 98 | 90 | 98 | A |
| Candidate 6 | 92 | I | I | I | I | I | I |
| Candidate 7 | 94 | 100 | 98 | 98 | 99 | 100 | A |
| Candidate 8 | 95 | 95 | 75 | 75 | 76 | 72 | C |
| Candidate 9 | 93 | 98 | 90 | 92 | 99 | 95 | A |
| Candidate 10 | 89 | 97 | 96 | 99 | 99 | 100 | A |
| Candidate 11 | 100 | 100 | 100 | 100 | 100 | 100 | A |
| Candidate 12 | 100 | 100 | 100 | 100 | 100 | 100 | A |
| Candidate 13 | 90 | 94 | 92 | 90 | 95 | 90 | A |
| Candidate 14 | 100 | 98 | 99 | 99 | 99 | 100 | A |
| Candidate 15 | 94 | 95 | 89 | 89 | 94 | 90 | A |

**Use of Evaluation Results**
**Analysis of Results:**
This course was revised in 2007. The changes made have been very positive and have allowed the instructor more control over projects candidates choose in the field. Candidates in AED 737 are much better prepared for the workload of this course if they were successful in AED 636.
The average for the mentor evaluations remains consistently high; therefore, program faculty are pleased with the field supervisors' views of candidate performance.  The quality of projects was outstanding.  Candidates chose projects that were relevant to current issues and rated as highly applicable.

**Related Items**
**GE 02: Communication**

**GE 07: Cultural Awareness**

**GE 08: Perspectives**

**GE 09: Cross-disciplinary Appreciation**

## EDD 05: LO Ability to Support Student Learning and Development

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Ability to Support Student Learning and Development –
Demonstrate ability to create and maintain a school culture which supports student learning and development.

**Data Collection (Evidence)**

1. The Curriculum Resource Unit (CRU) is a compilation of activities and materials on a particular curriculum topic or problem.  The Curriculum Resource Unit is typically developed by a curriculum leader as a resource for teachers who want to create their own learning units on the topic. Contains suggestions and information that assist the teacher in supplementing the basic textbook in a course.  The Curriculum Resource Unit has five components: (1) Introduction, (2) Instructional Goals, (3) Learning Activities, (4) Evaluation Techniques, and (5) References and Resources.

2. The Curriculum Resource Unit is an assignment in CUR 819 *Curriculum Construction and Coordination*, which is taught each summer.

3.  Averages for each component will be calculated in order to provide diagnostic information.

**Results of Evaluation**

We've seen a sharp increase in the Instructional Goals section since last year, which is likely the result of a new instructor (now a faculty member).  With this increase also came a decrease in scores on the learning activities.

| N | Introduction 20 points | Instructional goals 20 points | Learning activities 20 points | Evaluation techniques 20 points | References list 20 points | Overall 100 points |
|---|---|---|---|---|---|---|
| 2012 N=8 | 19.1/20 96% | 19.6/20 98% | 18.6/20 93% | 19.5/20 98% | 18.6/20 93% | 93.4 93.4% |
| 2011 N=11 | 95% | 87% | 99% | 98% | 94% | 91.5% |
| 2010 N=10 | 96% | 85% | 100% | 92.5% | 97.5% | 94.2% |
| 2009 N=8 | 92.9% | 95.1% | 94.3% | 94% | 94% | 94.3% |

**Use of Evaluation Results**
**Analysis of Results:**
The program faculty are satisfied with the scores overall, though there are areas in which we will focus for improvement. It is positive that one of the highest scores has been quite low for the past two consecutive years, so the change in scores was likely due to the change in faculty and will likely result in increased improvement over time due to instructor consistency and competence.

**Recommended Changes Based upon this Analysis:**
Direct instruction is needed on the references & learning activities, as students performed most poorly on these elements of the curriculum resource unit. Students should be informally pre-tested, should receive direct instruction at least twice with discussion included, and ongoing assistance should be provided as students complete the project so as to target improvement in this area. Learning activities are central to sound curriculum and lead the way to being able to identify whether students are successful in learning.

**Trends Noticed and Actions Based upon those Trends across the Year(s):**
Despite somewhat different group sizes, achievement is comparable across 2011 and 2012, with the only real change in three areas: instructional goals and learning activities. While the first of these areas' scores increased in 2012, the latter decreased. Otherwise scores were stable regardless of the group size.

**Related Items**
**GE 02: Communication**

**GE 04: Inquiry and Technology**

**GE 06: Social Institutions**

**GE 07: Cultural Awareness**

**GE 08: Perspectives**

**GE 10: Values**

## EDS-EAS 01: LO Content and Pedagogical Content Knowledge

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
<u>Content and Pedagogical Content Knowledge</u> – Demonstrate mastery of the knowledge with both the content and pedagogy of the Specialist in Educational Leadership program

**Data Collection (Evidence)**
1.  Entrance scores on a nationally recognized, norm-referenced test of verbal ability will be required.  Typically, candidates submit CAAP or GRE Writing scores.

2.  Scores will be submitted to the Graduate Office and documented in Banner.

3.  Mean scores will be calculated.  Admission rubrics are used to determine admission status for the program.

**Results of Evaluation**
Candidates must receive a minimum score of 3.0 on the CAAP, a 172 on the Praxis Writing Exam, or 3.00 on the GRE Analytical Writing assessments in order to receive full admission in the Ed.S. Program.

Summary of Results:

*   CAAP – Three candidates submitted scores.  The average was 4.00 and the scores ranged from 3.5 to 4.75.
*   GRE Analytic Writing – Four candidates submitted scores. The average was 3.375 and the scores ranged from 3.0 to 4.0.

The mean from the 2012 CAAP was somewhat higher than that of the past two past years.  The mean from the 2012 GRE Analytic Writing assessment was lower than that of the previous year.

**Use of Evaluation Results**
1.  In late 2010, the Educational Leadership faculty considered adding the Praxis I Writing Assessment as a choice for the test of verbal/written ability.  A score of 174 was suggested; this would bring the program admissions test into line with those used by other Ed.S. programs in the College of Education.  No action was taken on this proposal during 2011 because of changes in federal financial aid requirements regarding admission status.

2. None at this time.

**Related Items**
GE 01: Critical and Creative Thinking

GE 03: Quantitative Skills

GE 04: Inquiry and Technology

# EDS-EAS 02: LO Program Specific Content

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Program Specific Content – Demonstrate mastery of the knowledge associated with content in Educational Leadership.

**Data Collection (Evidence)**
1 & 2. Comprehensive Examinations: Essay-style comprehensive examinations will be taken at the end of the program by all candidates and must be passed in order to earn the degree. Items will be based upon the School Leadership Licensure Assessment (SLLA) and scored by program faculty.

3. Mean scores, score distributions, and pass rates will be compiled annually. A 3-point scale of $0 – 2$ is used, with an average of 1 required to pass the exam.

**Results of Evaluation**
In 2012, 11 candidates took comprehensive examinations, in the Spring, and 11 in the Summer and Fall. The average score was 1.40. The average scores on each question ranged from 1.0 (Q2) to 1.8 (Q4).

Data have been collected by question to provide diagnostic information. The overall average score of 1.40 was slightly lower than the overall average scores of 1.56 in 2009 and 1.50 in 2010.

**Use of Evaluation Results**
1. No specific trend was found when compared with scores from previous years.

2. Course content will be analyzed and emphasis will be placed in areas of weakness so that scores in all areas are in the acceptable range.

**Related Items**
GE 01: Critical and Creative Thinking

GE 03: Quantitative Skills

GE 04: Inquiry and Technology

# EDS-EAS 03: LO Ability to Plan

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Ability to Plan – Demonstrate the ability to develop a supervisory plan for classroom-based instruction.

**Data Collection (Evidence)**

1. The Curriculum Alignment Project will provide the candidate with experience working with the district level administrator in charge of curriculum and instruction. The candidate will plan and conduct a curriculum audit of language arts at a designated grade level. The area to be addressed in the audit are :
   - Alignment between the local curriculum and the state framework
   - Alignment between the curriculum and instruction
   - Alignment of assessment to curriculum and instruction
2. The project will be completed in AED 736 *Practicum II in School Administration*, a practicum course. The course will be taught each Fall and Spring semester.
3. .Range of scores and means will be calculated annually. The project is scored with a 5-point rubric: 5 – Exemplary 4 – Good, 3 – Acceptable, 2 – Fair, 1 – Poor.

**Results of Evaluation**

In 2012, 26 candidates completed the Curriculum Alignment Project.
The average score for the project was 4.65 with the lowest score being 3.6 and the highest being 5.0. 12 candidates received a score of 5.0. The highest score was in Planning (4.73). The lowest scores were in Creativity (4.54), Compilation (4.54), and Impact on Student Learning (4.54).

**Use of Evaluation Results**

Faculty will review the assignment to address student weaknesses in Creativity, Compilation, and Impact on Student Learning. Course content will be reviewed to ensure that knowledge and skills related to management of a school or school district are addressed appropriately.

**Related Items**

**GE 02: Communication**

**GE 03: Quantitative Skills**

**GE 04: Inquiry and Technology**

## EDS-EAS 04: LO Clinical Practice

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Clinical Practice – Demonstrate the knowledge, skills, and dispositions necessary for a school leader while in the field.

**Data Collection (Evidence)**

1. Mentor Evaluation Form: The mentors will complete evaluation forms of the intern's work during the practicum projects in the field.
2. Data will be collected during AED 736 *Practicum II in School Administration*, which will be taught each fall and spring semester. Mean scores and score distributions will be calculated.

**Results of Evaluation**

In 2012, Mentor Evaluation Forms were completed on 17 candidates in AED 736 *Practicum II in School Administration*. Fifteen candidates received the grade of A (88%) and 2 received the grade of B (12%). An A was identified as the average grade.

The average grade was somewhat higher than that of past years, but the number of candidates in past years was smaller than in 2011.

**Use of Evaluation Results**

1. Consider disaggregating the mentor evaluation score for each of AED 736 *Practicum II in School Administration* projects and link these to the Educational Leadership Constituent Council Standards to obtain diagnostic information.
2. None at this time.

**Related Items**

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

GE 07: Cultural Awareness

GE 09: Cross-disciplinary Appreciation

## EDS-EAS 05: LO Ability to Support Student Learning and Development

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Ability to Support Student Learning and Development – Demonstrate ability to create and maintain a school culture which supports student learning and development.

**Data Collection (Evidence)**

1.  Curriculum Development Project: The project requires candidates to complete the following:

    - Purpose of curriculum design and delivery
    - Components and content of written curriculum
    - Curriculum and assessment development cycle

2. This project will be part of the requirements for CUR 703 *Dynamic Leadership for Curriculum and Assessment*.

3. Means and score distributions will be calculated.

**Results of Evaluation**

In 2012, 20 candidates completed the Curriculum Development Project. The scores ranged from 75 – 100, with a mean of 97.25 and a median and mode of 100.

2011 ratings were much higher than those of 2008, 2009, and 2010.

| 2008 (Baseline Year)  N = 27 | 2009 N = 43 | 2010 N = 22 | 2011 N = 20 |
|---|---|---|---|
| 100 | 63 | 100 | 100 |
| 100 | 53 | 95 | 100 |
| 97 | 58 | 90 | 100 |
| 97 | 63 | 95 | 92 |
| 97 | 91 | 92 | 95 |
| 97 | 85 | 95 | 94 |
| 97 | 89 | 85 | 100 |
| 97 | 93 | 95 | 100 |
| 97 | 56 | 89 | 99 |
| 94 | 50 | 100 | 100 |
| 94 | 80 | 90 | 93 |
| 94 | 75 | 98 | 100 |
| 94 | 78 | 90 | 100 |
| 93 | 80 | 92 | 98 |
| 93 | 75 | 87 | 100 |

| | | | |
|---|---|---|---|
| 93 | 92 | 100 | 100 |
| 93 | 60 | 95 | 75 |
| 93 | 77 | 95 | 100 |
| 90 | 78 | 100 | 99 |
| 90 | 93 | 92 | 100 |
| 90 | 67 | 87 | |
| 87 | 72 | 100 | |
| 87 | 98 | | |
| 84 | 80 | | |
| 83 | 84 | | |
| 80 | 49 | | |
| 80 | 76 | | |
| | 70 | | |
| | 70 | | |
| | 65 | | |
| | 86 | | |
| | 76 | | |
| | 74 | | |
| | 76 | | |
| | 66 | | |
| | 65 | | |
| | 71 | | |
| | 91 | | |
| | 87 | | |
| | 88 | | |
| | 93 | | |
| | 66 | | |
| | 71 | | |
| **Mean** 92.26 | **Mean** 75.12 | **Mean** 93.7 | **Mean** 97.25 |

**Use of Evaluation Results**
1. No changes recommended at this time.

2. It should also be noted that the project requirements were revised for 2010, and continue to be examined in 2011 to match the curriculum management cycle used in many Mississippi school districts.

**Related Items**
GE 02: Communication

GE 06: Social Institutions

**GE 07: Cultural Awareness**

**GE 08: Perspectives**

**GE 09: Cross-disciplinary Appreciation**

# EDS-EAS 06: LO Dispositions

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

<u>Dispositions</u> – Demonstrate appropriate dispositions necessary for success as a school leader.

**Data Collection (Evidence)**

1. The graduate version of the Dispositions Rating Scale (DRS) will be administered to all candidates early in the program. Program faculty will use these to monitor candidate progress throughout the program. Any areas of weakness must be rectified before the candidate is eligible to sit for Comprehensive Examinations.

Dispositional characteristics assessed are as follows: fairness, the belief that all students can learn, professionalism, resourcefulness, dependability, commitment to inquiry.

The assessment uses a 4-point scale:  1 does not meet expectations; 2 meets a few expectations, but not sufficient; 3 meets expectations; and 4 exceeds expectations.

2.  The DRS will be administered at full admission to the program.  Faculty will review the DRS again when clearing the candidate to take the comprehensive examination.

3. Score ranges will be calculated.

**Results of Evaluation**

Nineteen candidates were reviewed at application to the comprehensive exam.  No candidates received a rating below 3 (meets expectations).

The results are comparable to those of past years.

**Use of Evaluation Results**

1.  It is recommended that the Dispositions Rating Scale be administered as a self-assessment in CUR 701 *Philosophy of Education*.  This will begin with the Fall 2012 semester.  Faculty would review the self-assessment at application to the comprehensive examination, as well as reviewing any disposition flags for the student.  Each student must be cleared before sitting for the comprehensive examination.

2.  None at this time.

**Related Items**

> **GE 05: Self**

> **GE 08: Perspectives**

> **GE 10: Values**

# EDS-ELE 01: LO Demonstrate an understanding of the knowledge and skills

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Demonstrate an understanding of the <u>knowledge and skills associated with the content</u> of the Ed.S. Degree program in Elementary Education.

**Data Collection (Evidence)**

1 & 2. A comprehensive examination will be administered each semester to candidates in the final course work of the Educational Specialist degree program.

3. A rubric will be used to evaluate the examinations and scores will be analyzed to assess strengths and weaknesses in the program.

The assessment data are linked to both the National Board For Professional Teaching Standards (NBPTS) for the middle childhood/generalist (Standard II, knowledge of Content and Curriculum) and the early childhood generalist (Standard V, Knowledge of Integrated Curriculum). These standards relate directly to knowledge/skills elementary teachers need in order to understand the content to be taught. Assessment data are also linked to Guiding Principle 1 of the College of Education Conceptual Framework.

**Results of Evaluation**

2012, a total of eleven EdS candidates took the comprehensive exam. All of the candidates (100%) passed the exam. All of the candidates responded to items for CEL 705 & CEL 706, which is a requirement for Comps. Of the eleven responses for CEL 705, four received target ratings and seven received acceptable ratings. Of the eleven responses for CEL 706, two received target ratings and nine received acceptable ratings. Candidates had choices between CEL 711, CEL 712, CSP 616, and CSP 648. Eight of the candidates responded to prompts for CEL 711 with three receiving target ratings and five receiving an acceptable rating. Ten candidates responded to prompts from CEL 712 with three receiving a target rating and seven receiving acceptable ratings. Two of the candidates responded to prompts for CSP 616 with one receiving an acceptable rating and one receiving an unacceptable rating. CSP 648 was added as a choice Fall 2012 since many of the candidates took it as a substitute for CSP 616 when CSP 616 was no longer offered online. None of the online students responded to CSP 648.

A total of ten Tishomingo EdS candidates took the comprehensive exam. All of the candidates (100%) passed the exam. All of the candidates responded to items for CEL 705 & CEL 706, which is a requirement for Comps. Of the ten responses for CEL 705, seven received target ratings and three received acceptable ratings. Of the ten responses for CEL 706, nine received target ratings and one received acceptable ratings. Candidates had choices between CEL 711, CEL 712, CSP 616, and CSP 648. Nine of the candidates responded to prompts for CEL 711 with five receiving target ratings and 4 receiving an acceptable rating. Eight candidates responded to prompts from CEL 712 with six receiving a target rating and two receiving acceptable ratings. CSP 648 was added as a choice Fall 2012 since the EDS Tishomingo candidates took it as a substitute for CSP 616 when CSP 616 was no longer offered online. Five of the candidates responded to prompts for CSP 648 with four receiving target ratings and one receiving an acceptable rating.

Trends Noted

Performance on the comps has remained consistent for the Online & Tishomingo EDS students. Dissemination of a comps study guide began in 2011 to mirror the support offered to the MED candidates. The pass rate for the 2011 candidates was slightly less than the 2010 candidates but the number of 2011 candidates was greater. CSP 648 was added to the comps Fall 2012 to accommodate candidates who took it instead of CSP 616; however, no online candidates chose to respond to the CSP 648 prompt.

This was the first comps for Tishomingo EDS students. These students benefited from the dissemination of a comps study guide just like the other elementary graduate program students. Though they performed well on the exam, subsequent results will be monitored for trends.

**Use of Evaluation Results**

1. Response to the prompt for CSP 648 will be monitored to determine its usefulness.

2. Fall 2012 was the first comps for Tishomingo EDS students. Though they performed well on the exam, subsequent results will be monitored for trends.

**Related Items**
**GE 03: Quantitative Skills**

## EDS-ELE 02: LO Demonstrate skill in verbal ability

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate skill in <u>verbal ability</u> adequate for success in a graduate program

**Data Collection (Evidence)**
A satisfactory writing proficiency score must be submitted by the student during the first 12 hours of coursework in order to receive full admission.  Candidates may choose <u>one</u> of the following assessments:
CAAP – minimum score of 3
GRE Writing – minimum score of 4.0
MAT – minimum score of 30
Praxis I Writing (PPST or CBT) – minimum score of 174
NTE (Communication Skills) – minimum score of 653

**Results of Evaluation**
Twenty-three online candidates and 10 Tishomingo candidates gained full acceptance in the Ed.S. Program in 2012. Their Praxis writing scores ranged from 174-178. CAAP writing scores ranged from 3-4. NTE scores ranged from 653-674.  All candidates demonstrated acceptable verbal ability.

<u>Trends Noted</u>
All candidates who gained full admission demonstrated verbal proficiency.

**Use of Evaluation Results**
1.  Faculty agreed that  174 on the Praxis I Writing examination as opposed to requiring the score of 172 that is acceptable for licensure with the State Department of Education is more suitable for graduate students who must demonstrate a higher level of verbal proficiency.

2.  The requirement for the 174 writing score will be maintained.

**Related Items**
**GE 02: Communication**

## ⬚EDS-ELE 03: LO Demonstrate the ability to plan and support planning

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate the ability to plan and support planning at a level commensurate with the Educational Specialist level of expertise.

**Data Collection (Evidence)**
1 & 2. In order to show that candidates in the Educational Specialist degree program in Elementary Education can plan and support planning at an advanced level of expertise, candidates in CEL 705 *Practicum in Early Childhood Education* and CEL 706 *Middle Grades Practicum w*ill plan and teach lessons based on a modified Graduate Teacher Work Sample that incorporates a research component for this advanced level of preparation. The first nine indicators of the Teacher Intern Assessment Instrument will also be used. CEL 705 *Practicum in Early Childhood Education* is taught the first semester of each academic year.

3. These sections of the Graduate Teacher Work Sample (TWS) will be used to show the ability to plan and support planning: Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction, Instructional Decision Making, and Design for Instruction in Elementary Education.
    The assessment data in this area are related to the National Board of Professional Teaching Standards, Standard II (Knowledge of Content and Curriculum) and Standard VI (Meaningful Applications of Knowledge) for the middle childhood/generalist and Standard VI (Multiple Teaching Strategies of Meaningful Learning) for the early childhood generalist.

**Results of Evaluation**
Online candidates in CEL706 demonstrated the ability to select developmentally appropriate objectives (96%); plan appropriate teaching procedures (100%); select a variety of appropriate materials and technology for lessons (100%); prepare appropriate assessment materials and procedures (100%); use assessment information (100%); use knowledge of students' background to make instruction relevant (100%); integrate knowledge from several subject areas (100%); incorporate diversity (100%); and use a variety of strategies to introduce and close lessons (100%). Online candidates in CEL 705 demonstrated the ability to select developmentally appropriate objectives (100% met indicator); plan appropriate teaching procedures (97%); select a variety of appropriate materials and technology for lessons (93%); prepare appropriate assessment materials and procedures (90%); use assessment information (90%); use knowledge of students' background to make instruction relevant (90%); incorporate diversity (95%); and use a variety of strategies to introduce and close lessons (90%). The lowest rating was for candidates' ability to integrate knowledge from several subject areas (87%);

Tishomingo candidates in CEL 705 demonstrated the ability to select developmentally appropriate objectives (100% met indicator); plan appropriate teaching procedures (97%); select a variety of appropriate materials and technology for lessons (93%); prepare appropriate assessment materials and procedures (90%); use assessment information (93%); use knowledge of students' background to make instruction relevant (100%); incorporate diversity (95%); and use a variety of strategies to introduce and close lessons (96%).

Overall, the online candidates demonstrated the ability to plan effective lessons. Though not excessive, the lowest ratings were noted in the ability to integrate knowledge from several subject areas. Overall, the Tishomingo candidates demonstrated the ability to plan effective lessons. Their performance was comparable to their online peers.

Trends Noted
Past deficits in the selection of appropriate materials were addressed with increased student engagement in readings and research on the topic. The use of technology for lessons was a weakness in the past but is not noted as a weakness for a 2012 EDS. Deficits in opening and closing lessons were addressed in all EDS courses that required developing and implementing instruction. Consequently, no weaknesses were noted for the 2012 candidates.

**Use of Evaluation Results**
1.  Revisit course content and experiences that involve integrating knowledge from several subject areas. Course instructors will engage online candidates in discussions about integrating subject areas. Tishomingo instructors will use face-to-face class meetings to discuss best practices in planning effective lessons for diverse learners.

2.  The Graduate Teacher Work Sample had been revised to make the use of technology a requirement. Further revisions were made and implemented Fall 2012 to clarify tasks and prompts and to offer candidates more direct explanations of expectations.

**Related Items**
**GE 01: Critical and Creative Thinking**

**GE 02: Communication**

**GE 04: Inquiry and Technology**

## EDS-ELE 04: LO Demonstrate the ability to successfully teach in a field experience/clinical setting.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Demonstrate the ability to successfully teach in a field experience/clinical setting.

**Data Collection (Evidence)**

1 & 2. Candidates in CEL 705 *Practicum in Early Childhood Education* and CEL 706 *Middle Grades Practicum* will teach a lesson that will be videotaped and assessed using a scoring guide.

3. A modification of the Graduate Teacher Work Sample incorporating parts of the Teacher Intern Assessment Instrument (TIAI) (indicators 10-34) will be used to collect data.

**Results of Evaluation**

Most candidates in CEL 705-Practicum in Early Childhood received either target or acceptable ratings in all areas of the TIAI (indicators 10-34). Candidates demonstrated their ability to use a variety of appropriate teaching strategies (2.8/3.), use a variety of strategies to foster appropriate student behavior according to individual and situational needs (2.9/3), communicate assessment criteria and performance standards to the students (2.8/3), and develop and use a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs (2.9/3). Weaknesses were noted in the areas of using higher-order questions to engage students in analytic, creative, and critical thinking (2.5/3), provide learning experiences that accommodate differences in developmental and individual needs of diverse learners (2.6/3), and provide opportunities for the students to cooperate, communicate, and interact with each other to enhance learning (2.6/3).

All candidates in CEL 706-Practicum in Middle Level received target ratings in all indicators demonstrating professional knowledge and skills during clinical practice.

All Tishomingo candidates in CEL 705-Practicum in Early Childhood received either target or acceptable ratings in all areas of the TIAI (indicators 10-34). Candidates demonstrated their ability to use a variety of appropriate teaching strategies (3/3 or 100%.), provide learning experiences that accommodate differences in developmental and individual needs of diverse learners (3/3 or 100%), use instructional time effectively (3/3 or 100%), develops and use a variety of informal assessments (3/3 or 100%), and develop and use a variety of formal assessments (3/3 or 100%). They also demonstrated the ability to use higher-order questions to engage students in analytic, creative, and critical thinking (2.9/3 or 97%).

Overall, the candidates demonstrated that they have the content and pedagogical content knowledge to implement effective instruction. CEL 705 candidates exhibited weaknesses in using higher-order thinking questions and accommodating student differences. Tishomingo candidates' lowest rating was for using higher-order questions to engage students in higher-order thinking.

Trends Noted

Overall, candidates in both practicum experiences showed weakness in using higher-order questions.

**Use of Evaluation Results**
1.  Discussions and activities that focus on questioning to facilitate students' higher-order thinking abilities will continue be included in online practicum courses and the face-to-face class activities for the Tishomingo candidates.
Trends will be examined, especially for the prompts that require candidates to use higher level thinking skills.

2. Discussions and activities that focus on questioning to facilitate students' higher-order thinking abilities will be included in the face-to-face class meetings for Tishomingo candidates and added to the online classes that involve lesson planning and teaching.

**Related Items**
**GE 02: Communication**

**GE 04: Inquiry and Technology**

**GE 07: Cultural Awareness**

**GE 08: Perspectives**

**GE 09: Cross-disciplinary Appreciation**

## ⧉EDS-ELE 05: LO Demonstrate that candidate's teaching has an impact on student learning and support of an environment that supports learning.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate that candidate's teaching has an <u>impact on student learning and support of an environment that supports learning</u>.

**Data Collection (Evidence)**
1 & 2. Candidates in CEL 705 *Practicum in Early Childhood Education* and CEL 706 *Middle Grades Practicum* will use student data from the Teacher Work Sample to demonstrate impact on student learning.

3. The Analysis of Student Learning sections of the Graduate Teacher Work Sample will be used to collect this data. This area is directly related to Standard III (Learning Environment) of the middle childhood/generalist standards for the National Board of Professional Teaching Standards.

**Results of Evaluation**
Most candidates in CEL 705-Practicum in Early Childhood demonstrated the ability to meaningfully interpret student data and draw appropriate conclusions. All (100%) candidates developed clear learning goals that aligned with national, state, and/or local standards. The learning goals were appropriate (2.7/3 or 96%) and represented variety in challenge levels (2.7/3 or 90%). The assessments were aligned with learning objectives and clearly stated performance expectations (2.9/3 or 90%). However, they lacked multiple modes (2.4/3 or 80%). Candidates demonstrated the ability to use a variety of instruction, activities, assignments and resources (2.6/3 or 80%) and used technology during instructional activities (2.8/3 or 93%). The lowest ratings were noted for the candidates' ability to interpret data (2.2/3 or 73%) and demonstrate evidence of impact on student learning (2.3/3 or 76%).
In CEL 706- All (100%) candidates developed clear learning goals that aligned with national, state, and/or local standards. The learning goals were appropriate (3/3 or 100%) and represented variety in challenge levels (3/3 or 100%). The assessments were aligned with learning objectives (3/3 or 100%) and most candidates clearly stated the performance standards (2.89/3 or 96%). The assessments included multiple modes (3/3 or 100%). All candidates demonstrated the ability to use a variety of instruction, activities, assignments and resources (3/3 or 100%) and used technology during instructional activities (3/3 or 100%). The lowest ratings were noted for the candidates' ability to interpret data (3/3 or 100%) and demonstrate evidence of impact on student learning (3/3 or 100%).
Most Tishomingo candidates in CEL 705-Practicum in Early Childhood demonstrated the ability to meaningfully interpret student data and draw appropriate conclusions. All candidates (100%) developed clear learning goals that aligned with national, state, and/or local standards. The learning goals were appropriate (3/3 or 100%) and represented variety in challenge levels (2.9/3 or 96%). The assessments were aligned with learning objectives and clearly stated performance expectations (2.7/3 or 90%). The assessments also demonstrated multiple modes (2.9/3 or 96%). Candidates demonstrated the ability to use a variety of instruction, activities, assignments and resources (3/3 or 100%) and used technology during instructional activities (3/3 or 100%). The lowest ratings were

noted for the candidates' ability to interpret data  (2.2/3 or 73%) and demonstrate evidence of impact on student learning (1.9/3 or 63%).

Trends Noted
Beginning Spring '11, the TWS was modified to include more in-depth exploration of the community's impact on contextual factors and task 6 of the TWS was modified to require candidates to analyze prescribed subgroups which reflect current classroom populations, assessments, and school district policies. Overall ratings for these areas were improved and remain strong. A 2012 review of Section 6 indicates candidates showed weaknesses in the ability to interpret the data and demonstrate evidence of their impact on student learning. This weakness will be addressed with modifying the sample Section 6 of the TWS with an extended section on interpreting data and demonstrating evidence of impact on student learning.
Fall 2012 was the first iteration of CEL 705 for the Tishomingo candidates. Data will be watched for trends.

**Use of Evaluation Results**
1. Faculty discussed the rigor of this assessment in regards to the task that requires data analysis for subgroups. It was agreed that the all EDS candidates, including all off-campus programs, need to incorporate policies and community involvement and they need to complete this task with more in-depth analysis of student learning.


 2. Section 6 of the EDS TWS sample was modified with an extended section on interpreting data and demonstrating evidence of impact on student learning.

**Related Items**
**GE 05: Self**

**GE 07: Cultural Awareness**

## EDS-ELE 06: LO Demonstrate that candidate teaching reflects appropriate dispositions necessary for effective teaching.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate that candidate teaching reflects underline appropriate dispositions necessary for effective teaching.

**Data Collection (Evidence)**
1.  Candidates complete a Dispositions Portfolio prior to taking the comprehensive examination.  The portfolio includes (1) completing the Graduate Dispositions Rating Scale as a self-assessment, and (2) the submission of artifacts to provide a rationale for the self-ratings given.  The program coordinator uses a 4-point scale (1 low – 4 high) to assess the candidate's skill in providing a rationale for the self-ratings.

2.  Data are collected in TaskStream.

3.  TaskStream reports provide necessary statistical data for interpretation of the information.

National Board of Professional Teaching Standards, Standard II (Equity, Fairness, and Diversity) of the middle childhood/generalist area is directly related to dispositions.

**Results of Evaluation**
In 2012, candidate dispositions ratings revealed an average of 2.67/4 (66%) for fairness, 3.33/4 (83%) for the belief that all students can learn, 3.00/4 (75%) for professionalism, 2.67/4 (66%) for resourcefulness, 2.67/4 (66%) for dependability, and 3.00/4 (75%) for commitment to inquiry. The lowest ratings were for fairness, but the highest ratings were for the belief that all students can learn. According to candidate's self-ratings, most (96%) gave themselves "exceeds expectations" for fairness, belief that all students can learn, professionalism, resourcefulness, dependability, and commitment to inquiry.
Tishomingo candidate dispositions ratings revealed an average of 3.2/4 (80%) for fairness, 3.30/4 (83%) for the belief that all students can learn, 3.30/4 (82%) for professionalism, 3.00/4 (75%) for resourcefulness, 3.10/4 (77%) for dependability, and 3.20/4 (80%) for commitment to inquiry. The lowest rating was for dependability. According to candidate's self-ratings, most (92%) gave themselves "exceeds expectations" for fairness, belief that all students can learn, professionalism, and commitment to inquiry.
Overall, the evidence suggested the online and the Tishomingo candidates believed that all students could learn, they were professional, and were committed to inquiry.

Trends Noted
Previous candidate dispositions ratings (2011) were higher than the ratings for all areas of the disposition rating scale. The document that lists examples of strong evidence for the criteria will be modified to give more examples of ways to prove the dispositions. The candidate's self-ratings remain consistent across the years: candidates had higher self-ratings than faculty ratings. Fall 2012

was the first iteration of the Disposition Portfolio for the EDS Tishomingo candidates. Their ratings were higher in all areas than their online peers.

**Use of Evaluation Results**

1. The document that lists examples of strong evidence for the dispositions will be revised and posted online as a resource.

2. Tips were added to the disposition rating scale information on the webpage for support as the candidates developed their portfolios. This document contained suggestions for demonstrating fairness. This area will continue to be watched.

**Related Items**

**GE 05: Self**

**GE 08: Perspectives**

**GE 10: Values**

# MAT 01: LO Demonstrate proficiency in basic pre-professional and content knowledge

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate proficiency in basic pre-professional and <u>content knowledge</u> the Mississippi Department of Education requires for Alternate - Route Teacher Education candidates through the Master of Arts in Teaching Degree Program.

**Data Collection (Evidence)**
1 & 2. All MAT teacher candidates will be required to pass an essay-type comprehensive examination. The examination focuses on the planning, implementation, and assessment of teaching and learning. The examination will be administered during the spring semester of each academic year. Teacher candidates who do not pass all portions of the examination will be provided with study recommendations and will retake failed portions during the Summer I term of each academic year.

3. The rubric scoring criteria is represented by 1-Unacceptable, 2-Acceptable and 3-Target.

**Results of Evaluation**
100% of the Cohort VII candidates passed the comprehensive examination during the spring 2012 semester. The MAT candidates answered 5 questions submitted by three of their professors. The questions were generated from the following courses: CUR/CEL 611 – Classroom Management, CUR/CEL 612 – Development, Assessment, and Evaluation, CSP 546 – Advanced Survey of Exceptional Children, CUR/CEL 614 – Methods of Instruction, CML 509 – Technology in Education. Candidates must earn an average score of at least 2.00 to pass the exam. The overall average score for CUR/CEL 611 was 2.5, CSP 546 was 1.9, CEL/CSD 614 was 2.4, CUR/CEL 612 was 2.7, and CML 509 was 3.0.

<u>Analysis of Results</u>
The overall average for CSP 546: Advanced Survey of Exceptional Children was a 1.9. Over the last three years the CSP 546 data have declined. I recommend changes in content taught in the course to reflect an introduction of special education content that needs to be understood by a regular education teacher. None of the MAT candidates are special education majors, therefore; instead of advanced topics such as special education law and in depth special education theory, these candidates need to understand how to develop interventions for (Response to Intervention) RTI portfolios, the components of an IEP, how to build a working relationship with the inclusion teacher, and legal responsibilities of the teacher.

<u>Trends Noted</u>
The following chart shows the average for each course over three years of data.

|  | Cohort V | Cohort VI | Cohort VII |
|---|---|---|---|
| CEL CUR 611 | 2.37 | 2.2 | 2.5 |
| CSP 546 | 2.37 | 2.2 | 1.9 |
| CEL CSD 614 | 2.12 | 2.35 | 2.4 |

| | | | |
|---|---|---|---|
| CEL CUR 612 | 2.6 | 2.78 | 2.7 |
| CML 509 | 2.5 | 2.57 | 3 |

The results for most of the courses have increased or at least maintained steady except for CSP 546.  As you can see, CSP 546 has continued to decline.  I will compare the results for the spring 2013 comprehensive finals and discuss making changes to the content taught in CSP 546 to make it more meaningful for the MAT candidates.

**Use of Evaluation Results**
1.  This is the fourth year that the MAT comprehensive examination has been given. The exam is given during the spring semester usually in April close to the end of the program.  The results are shared with the candidates, the other MAT instructors, the chair and the registrar because the candidates must pass the comprehensive final to be eligible for graduation.

2. I recommend changes be made to the content taught in CSP 546 for the MAT candidates to reflect topics that will be addressed by the new regular education teacher.  I would like to see the class focus on introductory special education topics rather than advanced topics.  I plan to work with the instructor of the course before the summer 2013 class is taught to discuss these concerns.

**Related Items**
**GE 03: Quantitative Skills**

## MAT 02: LO Demonstrate the ability to plan and implement instruction that meets the needs of diverse learners in the classroom setting.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Demonstrate the ability to plan and implement instruction that meets the needs of diverse learners in the classroom setting.

**Data Collection (Evidence)**

1. During the CEL/CUR 650 *Dimensions of Learning/Internship* candidates will be evaluated on their ability to plan instruction using Domain I: Planning and Preparation of the Teacher Intern Assessment Instrument (TIAI) for spring and fall 2011. The instrument is used statewide to measure teacher candidates' abilities. The Cohort VI and Cohort VII candidates were trained on this instrument during their first semester in the program.

Each candidate's skills are evaluated a minimum of three times in his/her classroom.

2. A 3-point rubric is used to assess Teacher Intern Assessment Instrument (0 – 3) indicators.

3. TaskStream reports provide descriptive statistical analyses.

**Results of Evaluation**

TIAI Indicators in Domain I: Planning and Preparation assess the candidate's ability to plan instruction. Each candidate is evaluated three times during the fall semester and three times during the spring semester of their internship. The TIAI instrument was revised during the summer of 2012. A score of "2" is acceptable and a score of "3" is target. In the spring of 2012 Cohort VII was assessed using this instrument, and in the fall of 2012 Cohort VIII was assessed using this instrument. The average raw score for each indicator is closely related across the different cohorts of students. The one indicator that concerned me for the fall was indicator 8: **Incorporates diversity, including multicultural perspectives, into lessons.** The spring cohort scored a 2.12 where the fall cohort scored a 1.20. Cohort VIII performed in the emerging category for this indicator. The spring students are in their second semester of teaching while the fall students are in their first semester of teaching. I plan to stress the importance of incorporating diversity in lessons in our Saturday classes during the spring. Other than this one instance, all other indicators show students performing in the acceptable range for the ability to plan section of this instrument.

Analysis of Results:

Indicator 8: **Incorporates diversity, including multicultural perspectives, into lessons** has been one of the weakest areas for the MAT teachers to incorporate into their planning. Indicator 7: **Integrates knowledge from several subject areas in lessons** is the next weak area that needs to be explicitly addressed in the program. All indicators show students performing in the acceptable range for the ability to plan section of this instrument except for the fall 12 students in indicator 8. The MAT candidates need more concrete examples of how to incorporate diversity and to teach across the curriculum in their lessons. I need to examine the summer methods course that all of the students are required to take to plan assignments focusing on these areas explicitly.

Trends Noted

There has been a trend over the last three fall semesters starting with Cohort VI-Cohort VIII of a decline in ratings for indicators 3, 7, and 8. The ratings are as follows: Indicator 3: 2.88, 2.63, 2.49; Indicator 7: 2.59, 2.46, 2.09; and Indicator 8: 2.30, 2.13, 1.20. As the MAT coordinator, I need to make sure that when the students are learning to write lessons plans that they are incorporating a variety of materials, incorporating diversity, and teaching across the curriculum. All of these indicators can be related in the development of the lesson. I need to model how to develop a more in depth teaching unit in the student's portfolio. These changes will happen in the methods of teaching course, CEL/CSD 614.

**Use of Evaluation Results**

1. The data are stored in TaskStream for analysis. Each candidate is evaluated three times during the fall semester and three times during the spring semester of their internship. The results are posted for the candidate.

2. Recommended changes would be to explicitly provide assignments in the methods of teaching class, CEL/CSD 614 during the summer II session that demonstrate/model how to incorporate diversity and teaching across the curriculum in their lesson plans.

**Related Items**

**GE 02: Communication**

**GE 06: Social Institutions**

**GE 07: Cultural Awareness**

**GE 08: Perspectives**

**GE 09: Cross-disciplinary Appreciation**

# ⊟MAT 03: LO Demonstrate the ability to complete a successful internship.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate the ability to complete a successful <u>internship</u>.

**Data Collection (Evidence)**
1. The MAT Program includes a year-long internship in the field. During the CEL/CUR 650* fall and spring courses candidates will be evaluated three times each semester by a university supervisor using the Teacher Intern Assessment Instrument (Cohort VI during spring 2011 and Cohort VII during fall 2011)

2. A 3-point rubric is used to assess Teacher Intern Assessment Instrument (0 – 3) indicators. Data are collected in TaskStream.

3. Descriptive statistics will be calculated in TaskStream.

**Results of Evaluation**
The Teacher Intern Assessment Instrument (TIAI) from the Mississippi Department of Education is designed to assess the performance of teacher candidates within the following five domains associated with effective teaching practices: 1) Planning and Preparation (Indicators 1-9 not included in this assessment); 2) Communication and Interaction (Indicators 10-15); 3) Teaching for Learning (Indicators 16-23); 4) Managing the Learning Environment (Indicators 24-29); and 5) Assessment of Student Learning (Indicators 30-34). It contains 34 indicators that are referenced to Interstate New Teacher Assessment and Support Consortium (INTASC) Principles. The TIAI is used to assess the candidates' performance during key field experiences in methods courses and during internship. Indicators 10-34 assess the candidate's knowledge of clinical practice in the domains 2-5 introduced above. Overall, the candidates performed in the "acceptable" range of the instrument, but the lowest rated indicators were **# 22: Uses higher-order questions to engage students in analytic, creative, and critical thinking, # 23: Uses family and/or community resources (human or material) in lessons to enhance student learning, and # 30: Communicates assessment criteria and performance standards to the students.** In Spring 2012, Cohort VII (2nd semester of internship) scored an average of 2.03 while in fall 2012, Cohort VIII (1st semester of internship) scored an average of 1.78.

<u>Analysis of Results:</u>
  **TIAI #23: Uses family and/or community resources (human or material) in lessons to enhance student learning** has consistently been the weakest of all the indicators for this assessment. There has always been an increase from fall to spring over the internship in this indicator, but each fall, the new teachers have a hard time incorporating family and community resources.

**<u>Trends Noticed and Actions Based upon those Trends across the Year(s):</u>**

The weakest area for these candidates was indicator 23, "Uses family and/or community resources in lessons to enhance student learning. The average ratings are in the "acceptable" range, but continue to be the weakest area for students.

**Use of Evaluation Results**

1. The data are stored in TaskStream for analysis. Each candidate is evaluated three times during the fall semester and three times during the spring semester of their internship. The results are posted for the candidate.

Community resources may not be available for the candidates, therefore, being creative in developing lessons should be the focus.

2. Examples of how to incorporate family and community resources will be a primary focus when teaching students how to develop teaching units in their methods classes and during their internship.

**Related Items**

**GE 01: Critical and Creative Thinking**

**GE 02: Communication**

**GE 03: Quantitative Skills**

**GE 04: Inquiry and Technology**

## MAT 04: LO Demonstrate the ability to measure student achievement, employ classroom management, and adjust instruction for maximum impact on student learning.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate the ability to measure student achievement, employ classroom management, and adjust instruction for maximum impact on student learning.

**Data Collection (Evidence)**
1. All candidates in Cohort VI successfully completed the Graduate Teacher Work Sample in CEL/CUR 650 *Dimensions of Learning/Internship* during the Spring 2011 semester.

During the Fall 2010 CEL/CUR 650 *Dimensions of Learning/Internship* course, Cohort VI candidates were given an opportunity to discuss, implement, and reflect on the seven components of the Teacher Work Sample through blackboard assignments which provided a deeper understanding of how the components promote differentiated instruction and effective teaching practices. They completed the Graduate Teacher Work Sample folio in Spring 2011.

During the Fall 2011 CEL/CUR 650 *Dimensions of Learning/Internship* course, the candidates in Cohort VII were given an opportunity to discuss, implement, and reflect on the seven components of the Teacher Work Sample through blackboard assignments which provided a deeper understanding of how the components promote differentiated instruction and effective teaching practices.

The Graduate Teacher Work Sample (TWS) folio contains the following components: Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction, Instructional Decision-Making, Analysis of Student Learning, Reflection and Self-Evaluation, Design for Instruction in Elementary/Secondary Education, and Research-Based Practice.

2. A 3-point rubric is used (1 – indicator not met, 2 – indicator partially met, 3 – indicator met). Data are collected in TaskStream.

3. Descriptive statistics will be calculated using TaskStream.

**Results of Evaluation**
Since the beginning of the program, candidates in the MAT Program have been introduced to Teacher Work Sample (TWS) methodology during one of the first courses taken in the program, CEL/CUR 612, Development, Assessment, and Evaluation. The candidates are required to complete the TWS assessment based on hypothetical data in preparation for implementation during CEL/CUR 650, Dimensions of Learning/Internship. For each experience, the teacher candidate must complete a teaching unit of integrated study according to the Teacher Intern Assessment Instrument (TIAI) indicators, and develop a corresponding TWS. In completing the TWS, candidates address a total of eight components, seven of which deal with teaching processes identified by research and best practice as fundamental to improving student learning. Based on course evaluations, TWS needs to

be addressed in a different course other than CEL/CUR 612. TWS data is only collected during the spring semester of the student's internship. In the past only the final submission of TWS was logged in TaskStream.

Because this information does not discriminate, the candidates are required to upload the first submission and final submission after corrections, which started with Cohort VII in Spring 2012. As you see, contextual factors and the assessment plan are the sections of TWS that need to be addressed in-depth during the summer and fall courses.

**Analysis of Results:**

| TWS Spring 2012 Cohort VII | First Draft Results for the Group | Final Draft Results for the Group |
|---|---|---|
| Contextual Factors | 2.44 | 2.92 |
| Learning Goals | 2.80 | 3.00 |
| Assessment Plan | 2.41 | 2.93 |
| Design for Instruction | 2.68 | 3.00 |
| Instructional Decision Making | 2.76 | 3.00 |
| Analysis of Student Learning | 2.70 | 3.00 |
| Reflection and Self-Evaluation | 2.79 | 3.00 |

The weakest areas of TWS are in Contextual Factors and the Assessment Plan sections of the instrument. The data show growth between the first and final submissions, but still these two are the weakest. Plans to restructure how and when the content is taught over the summer will be implemented summer 2013. During CEL/CUR 612, an in-depth study of assessment will be taught in regards to planning lessons and the contextual factors of students that drive instruction. In CEL/CSD 614, an in-depth study of lesson planning and TWS will be linked to the assessment course and carried through the students assignments during their fall and spring internship.

**Trends Noticed and Actions Based upon those Trends across the Year(s):**
Students have been successful with this assessment, but according to course evaluations from the CEL/CUR 612 course, the TIAI unit planning and TWS need more time spent on the introduction during the summer. During the summer of 2013, TIAI/TWS will be moved to CEL/CSD 614, Methods of Teaching, to allow that unit to be carried into the students internship for the fall and spring and to provide more in-depth teaching of the TWS components. Also, the first draft and final draft submission in TaskStream show the improvements over the spring semester for this assessment.

**Use of Evaluation Results**
1. Faculty will meet to discuss revisions of Teacher Work Sample (TWS) to reflect the teachers' ability to plan for diverse students. The data are stored in TaskStream for analysis. The results are posted for the candidate. Results are shared with the Assessment Committee during the spring semester.

2. During the summer of 2013, Teacher Intern Assessment Instrument (TIAI)/TWS will be moved to CEL/CSD 614, Methods of Teaching, to allow more time for the development of the teaching unit and TWS. The students will continue developing a unit that they can use during their internship for the fall and spring. By rearranging how and when the content is taught during CEL/CUR 612 and CEL/CSD 614 during the first summer courses of the program, the intent is to allow more in-depth teaching of the components for TWS and lesson planning.

**Related Items**

**GE 01: Critical and Creative Thinking**

**GE 02: Communication**

**GE 04: Inquiry and Technology**

**GE 08: Perspectives**

**GE 09: Cross-disciplinary Appreciation**

## ⮞MAT 05: LO Demonstrate the ability to identify and develop the professional dispositions of an effective educator.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate the ability to identify and develop the professional dispositions of an effective educator.

**Data Collection (Evidence)**
1. The graduate version of the Dispositions Rating Scale (DRS) will be used to assess candidates' professional dispositions in CEL/CUR 650 *Dimensions of Learning/Internship* for both fall and spring sections. The rating scale is based on six indicators: Fairness, The belief that all children can learn, Professionalism, Resourcefulness, Dependability, and Commitment to inquiry.

2. A 4-point rating scale is used (1 - Does not meet expectations, 2 - Meets a few expectations, but not sufficient, 3 - Meets expectations, 4 - Exceeds expectations). Data are collected in TaskStream.

3. TaskStream reports provided descriptive statistical analyses.

**Results of Evaluation**
Cohort V-VII were evaluated using a 4.00 scale, but Cohort VIII was evaluated using a 3.00 scale.

| DRS Item # Fall Semesters | Cohort V Student Rating 2009 | Cohort V Teacher Rating 2009 | Cohort VI Student Rating 2010 | Cohort VI Teacher Rating 2010 | Cohort VII Student Rating 2011 | Cohort VII Teacher Rating 2011 | Cohort VIII Student Rating 2012 | Cohort VIII Teacher Rating 2012 REVISED |
|---|---|---|---|---|---|---|---|---|
| 1 | 4.00 | N/A | 4.00 | N/A | N/A | 3.75 | N/A | 2.78 |
| 2 | 4.00 | | 3.83 | | | 3.50 | | 2.65 |
| 3 | 4.00 | | 3.83 | | | 3.38 | | 2.62 |
| 4 | 4.00 | | 3.67 | | | 3.38 | | 2.55 |
| 5 | 3.83 | | 3.67 | | | 3.38 | | 2.55 |
| 6 | 4.00 | | 3.83 | | | 3.50 | | 2.45 |

| DRS Item # Spring Semesters | Cohort V Student Rating 2010 | Cohort V Teacher Rating 2010 | Cohort VI Student Rating 2011 | Cohort VI Teacher Rating 2011 | Cohort VII Student Rating 2012 | Cohort VII Teacher Rating 2012 | Cohort VIII Student Rating 2013 | Cohort VIII Teacher Rating 2013 |
|---|---|---|---|---|---|---|---|---|
| 1 | N/A | 4.00 | N/A | 3.88 | 3.57 | N/A | | |
| 2 | N/A | 4.00 | | 3.88 | 3.36 | | | |
| 3 | N/A | 4.00 | | 3.88 | 3.50 | | | |

| 4 | N/A | 4.00 | | 3.75 | 3.21 | | | |
| 5 | N/A | 4.00 | | 3.75 | 3.07 | | | |
| 6 | N/A | 4.00 | | 3.75 | 3.21 | | | |

Analysis of Results:  The alternate-route candidates already hold a bachelor's degree in non-teaching and some are older than the average traditional route candidate for initial teacher licensure.  Most have had experience in the workforce and understand the importance of being resourceful, fair, and dependable.  The results of these data show those qualities throughout the Cohorts.  In some instances, the candidates were more critical of themselves than the instructor was for each of these descriptors. For Cohorts V-VII a score of 3.00 meets expectation, but a score of 4.00 exceeds expectations.

| **(1)** 0 - Does not met expectations | **(2)** 1 - Meets a few expectations, but not sufficient | **(3)** 2 - Meets expectations | **(4)** 3- Exceeds expectations |
|---|---|---|---|

Starting with Cohort VIII, the rubric was revised to reflect the following ranges:

| (0) 0 - Does not met expectations | (1) 1 - Meets a few expectations, but not sufficient | (2) 2 - Meets expectations | (3) 3- Exceeds expectations |
|---|---|---|---|

The candidates demonstrate the knowledge and readiness to engage in professional experiences, demonstrate commitment, hold high but realistic expectations for students, are committed to developmentally responsive and socially equitable teaching and learning, realize the importance of connecting curriculum and assessment that accommodates and supports the learning of all young adolescents, work with others, and identify opportunities for collaboration and leadership.

Trends Noted
Overall the students meet expectations across the Cohorts.  The students demonstrated the knowledge and readiness to engage in professional experiences.

**Use of Evaluation Results**
1.  The data are stored in TaskStream for analysis.  During the fall and spring semesters as part of their internship, the students either evaluate themselves using the six-item dispositions rating scale and/or the instructor evaluates the students using the instrument. The results are posted for the candidates and are attached.

2.  Over the last four years, we have not been consistent on collecting data from a student self-assessment and/or from the teacher assessment using this instrument for the program.  One program

change needs to be that each semester, fall and spring, the student should complete the self-assessment.  The data could be analyzed over time during a candidates' internship to determine professional growth as a result of the experiences within the program.

**Related Items**

**GE 05: Self**

**GE 08: Perspectives**

**GE 10: Values**

## MED-EAS 01: LO Content and Pedagogical Content Knowledge

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Content and Pedagogical Content Knowledge – Demonstrate mastery of the knowledge with both the content and pedagogy of the Master's in Educational Leadership program by passing the School Leaders Licensure Assessment (SLLA).

**Data Collection (Evidence)**

1. A.  Institutional reports and individual reports for the School Leaders Licensure Assessment (SLLA) will be used.

   This assessment is a national, norm-referenced examination and the passage of it is required to receive a license as a school administrator in the state of Mississippi. It is based on the Interstate School Leaders Licensure Consortium (ISLLC) standards that closely align with Educational Leadership Constituent Council.

2. A.  The School Leadership Licensure Assessment will be taken by all candidates near the end of their program.

3. A.  Scores are sent from Educational Testing Service to Delta State University each year. Overall mean and median scores and score distributions will be calculated, as well as percent correct on each section of the assessment.

3. B. Mean scores and standard deviations will be calculated for the total and each section.

**Results of Evaluation**

Cohort XIV  School Leadership Licensure Assessment Performance
Five out of the Eight members of Cohort XIV passed the School Leadership Licensure Assessment (SLLA) examination on the first attempt; the other three passed on the retake.

A summary of results follows:

|  | **2011-12 Cohort 14***** | **National (2010-11)###** |
|---|---|---|
| Mean Score | 168.92 | N/A |
| Median Score | 166 | 170 |
| Lowest score | 162 | 123 |
| Highest score | 174 | 194 |
| Number included | 8 | 1519 |
| MS Passing score | 169 | N/A |
| First time pass rate | 5/63% | N/A |

There has been a steady drop in SLLA pass rate over the three year accounting period. After reviewing and comparing results of both Cohorts XII and XIV, it should be noted that the mean score dipped a little (176.81/168.92); the median score appears to be in range with national scores based on previous national assessment scores.

It should be noted that Mississippi's passing scale score of 169 is the highest among all states in the nation that use the School Leadership Licensure Assessment as an exit and licensure exam for school principal/administration candidates.

**Use of Evaluation Results**
1. The content and format for the School Leadership Licensure Assessment has changed. The Delta State University Leadership Cohort curriculum was redesigned in May 2011 and was used during the current year for Cohort XIV. However, it is recommended that program assessments be increased and that a multiple choice format test be administered for each unit or semester of content to align with the Educational Leadership Constituent Council / Interstate School Leaders Licensure Consortium standards. Additional focus should be placed on identifying and connecting standards to questions, multiple choice and constructed responses.

2. A new coordinator and support teacher has been hired and a focus on stability regarding leadership for the program has been made.

**Related Items**
**GE 03: Quantitative Skills**

## MED-EAS 02: LO Program Specific Content

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Program Specific Content –
Demonstrate mastery of the knowledge associated with content in Educational Leadership. Show mastery of the knowledge associated with content in Educational Leadership by responding to Interstate School Leader Licensure Consortium/Educational Leadership Constituents Council standards, analyzing data, and constructed appropriate responses on the comprehensive exam.

**Data Collection (Evidence)**

1 & 2.  All candidates for the Master of Education degree in Educational Leadership take a Comprehensive Examination at the end of the spring semester each year. The examination was constructed by faculty and was formatted like the School Leadership Licensure Assessment requiring the candidate to construct written responses to stimulus materials. The comprehensive examination consisted of three sections: Five vignettes which required evaluation of actions (Section I), one case analysis which required synthesis and problem solving (Section II), and three documents which required analysis of information and decision making (Section III). The examination stimulus materials are developed to reflect situations and issues of current educational leadership practice and each item assesses multiple Interstate School Leaders Licensure Consortium/ Educational Leadership Constituent Council standards. A rubric for each item was developed collaboratively by the faculty and used to score candidates' responses consistently. Each of the five vignettes and the three documents were scored 2, 1 or 0 based on the individual rubric for each. The case, which required synthesis of information from a scenario and five documents, was scored 3, 2, 1 or 0.

3.  An Excel spreadsheet will be used to analyze the results.

**Results of Evaluation**

Seven (7) out of eight (8) candidates passed the comprehensive examination on the first try by scoring 70% or above.

In 2012, the report consists of 8 students taking the exam.  The average score was 1.71.  The scores ranged from 1.25-1.96.
The overall mean score for Cohort XIV in May 2011 was 14.22 with a standard deviation of 2.22. All candidates passed the exam during the first administration by scoring 70% or above.

Trends Noted
The overall average score has risen from 1.22 in 2011, to 1.71 in 2012.

**Summary of Candidate Performance by Cohort XIV (2011-12)**
**Comprehensive Examination**

| | TOTAL | Section I Evaluation of Actions (Vignettes) | Section II Synthesis & Problem Solving (Case analysis) | Section III Analysis & Decision Making (Documents) |
|---|---|---|---|---|
| **Points Possible** | 19.00 | 10.00 | 3.00 | 6.00 |
| **Mean Score** | 15.23 | 7.75 | 2.10 | 5.38 |
| **Mean % of Total Possible Points** | 80.1 | 77.5 | 70.0 | 89.7 |
| **Standard Deviation** | 2.22 | 0.97 | 0.50 | 1.22 |

**Assessment Matrix by Standard**
**Comprehensive Examination**

| ELCC Standard Element | 1.2 | 1.3 | 1.4 | 1.5 | 2.1 | 2.2 | 2.3 | 2.4 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 6.2 | 6.3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Vignette 1 | | X | | | | X | X | | | X | | | | | | | | | | |
| Vignette 2 | | | | X | X | | | | | | X | X | | X | | | | | | |
| Vignette 3 | X | | | | | | | X | X | X | | | | | | | | | | |
| Vignette 4 | | | | | | | | | | | | | | | X | | X | X | | |
| Vignette 5 | | | | | | | | | | | | | | | X | X | X | X | | |
| Case | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| Document 1 | X | X | | | | X | X | X | X | | | X | X | | | | | | | |
| Document 2 | | | | | | | | | | | | | X | X | | X | X | X | X | X |
| Document 3 | | | X | | | X | X | | X | X | | X | | | X | X | | | | |

**Cohort XIV Performance by Test Item**
**Comprehensive Examination**

| Item | Total Possible | Mean | S.D. |
|---|---|---|---|
| Vignette 1 | 2 | 1.88 | 0.52 |
| Vignette 2 | 2 | 1.50 | 0.53 |
| Vignette 3 | 2 | 1.37 | 0.53 |
| Vignette 4 | 2 | 1.44 | 0.53 |
| Vignette 5 | 2 | 1.56 | 0.53 |
| Case | 3 | 2.1 | 0.60 |

| | | | |
|---|---|---|---|
| Document 1 | 2 | 1.75 | 0.44 |
| Document 2 | 2 | 1.75 | 0.44 |
| Document 3 | 2 | 1.88 | 0.53 |

**Cohort XIV Performance by ELCC Standard Measured**
**Comprehensive Examination**

| ELCC Standard | 1.2 | 1.3 | 1.4 | 1.5 | 2.1 | 2.2 | 2.3 | 2.4 | 3.1 | 3.2 | 3.3 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Avg. % correct | 89 | 67 | 67 | 67 | 67 | 78 | 78 | 78 | 67 | 67 | 67 |

| ELCC Standard | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 | 6.1 | 62. | 6.3 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Avg. % correct | 67 | 67 | 67 | 89 | 89 | 89 | 78 | 78 | 89 | | |

**Use of Evaluation Results**
1 & 2. More emphasis will be placed on analyzing and synthesizing information and documents required for effective decision making. Ideally, the comprehensive exam should mirror and perhaps include multiple choice as well as constructed response. Educational Testing Services has revised School Leadership Licensure Assessment administration dates to mid-April and mid-July. Consideration should be given to moving the Comprehensive Examination to early April since the program will be ending June 30.

**Related Items**
**GE 03: Quantitative Skills**

## MED-EAS 03: LO Ability to Plan

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Ability to Plan –
Demonstrate the ability to develop a supervisory plan for classroom-based instruction.

Develop and implement a supervisory plan for classroom-based instruction utilizing the supervisory clinical cycle process.

Evaluate, discuss, present, and reflect on the process.

**Data Collection (Evidence)**
1. Ability to Plan: Data Analysis Project: Candidates will complete this multi-layer project during their program in phases using actual data from K-12 schools.

2. Data will be collected by program faculty.

3. A 4-point scale will be used to rate the project. Ratings will be aligned with appropriate Educational Leadership Constituent Council (ELCC) professional standards

**Results of Evaluation**
Cohort XIV (2011-12)

Mean: 1.8
SD: 3.51
N = 8

For each of the three major components in the Data Analysis/School Improvement Project, the data collection, analysis, and interpretation component (ELCC 2.3) revealed the most significant candidate weakness for all three cohort groups, Cohort 12, 13, and 14. Only one candidate from each cohort group received a 2 or below on the presentation component of the project.

All candidates were provided individual remediation and allowed to resubmit the project with the required and suggested changes in order to meet the standards. Additionally, all (8) candidates presented their results to their respective school faculties and also to the Educational Leadership Cohort. Each candidate was required to submit a follow-up to this project that recommended additional changes to improve the project. The developing scores did not pose an issue due to the fact this was the first major project for all the candidates and many of the components of the project depended on the expertise of the field experience mentor as well. All candidates to date have demonstrated proficient or exemplary on all Educational Leadership Constituent Council standards to date.

Trends Noted

This is the first major individual project for candidates. Due to the emphasis on data analysis for school improvement, this project is a first assessment, but several candidates usually need remediation and continued instruction.  For the past three years we have increased the amount of direct instruction and practice in analysis of test scores prior to the project assignment and required remediation and resubmission of projects that did not meet proficiency on the Educational Leadership Constituent Council elements assessed by this project.

**Cohort XIV Raw Scores – Data Analysis/School Improvement Plan Project**

| Data Analysis Areas | Score | Percent |
|---|---|---|
| Data Collection and Analysis (ELCC 2.3) | 2.13/4 | 53.13% |
| Plan of Action/Improvement Plan (ELCC 1.3, 1.4, 2.1, 2.2, 2.4) | 1.5/4 | 37.5% |
| Organization | 2.13/4 | 53.13% |
| Mechanics | 3.09/4 | 77.34% |
| PowerPoint Presentation to Faculty (ELCC 1.4, 4.1, 6.2) | 1.94/4 | 48.44% |
| Oral Presentation Content and Delivery | 0/4 | 0% |
| Average for the 6 Categories | 1.8/4 | 44.92% |

**Use of Evaluation Results**
1.  The faculty plans to continue the process of individual assistance and requiring resubmission of assessments that do not meet a proficient rating on Educational Leadership Constituent Council standard elements assessed by the project.
Additionally, the program coordinator and teaching faculty should attempt to place candidates at internship sites where the mentor or lead teacher is skilled in data analysis and improvement planning to ensure more exposure to data and improvement planning.

2. Faculty continues to focus on the use of data analysis in decision making and improvement planning. Candidates tend to continue to grow in this area throughout the year.

**Related Items**

**GE 01: Critical and Creative Thinking**

**GE 02: Communication**

**GE 04: Inquiry and Technology**

**GE 09: Cross-disciplinary Appreciation**

# MED-EAS 04: LO Clinical Practice

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Clinical Practice –

Demonstrate the knowledge, skills, and dispositions necessary for a school leader while in the field.

While in the field, demonstrate the knowledge, skills, and dispositions necessary for a school leader by engaging, analyzing, correlating, implementing standards in meaningful, realistic activities.

**Data Collection (Evidence)**

1. Clinical Practice: Intern Performance Assessment: Mentors in the field will evaluate interns during their three internships.

2. Mentors will submit assessments to program faculty during each of the internships. Data from Internship 1 will be considered formative in nature and are not reported.

3. The assessment will be based on a 4-point rating scale. Percents are calculated for each point of the scale and are aligned with appropriate Educational Leadership Constituent Council professional standards.

**Results of Evaluation**

Data shows students did not do well in their first internship as is true with past Cohorts. Cohort 14, however, did slightly worse than Cohort 13 with a 88% Exemplary/Proficiency rating. Cohort 13 had a 89% rating.

Analysis of ratings by standard for all internship experiences revealed all of the candidates of Cohort XIV were rated at or above expectations for each Educational Leadership Constituent Council standard assessed. At the end of Internship 3, all candidates were rated above expectations on all standards with the exception of a few mentors noting unable to rate Standards 2.4, 3.3, 4.2, and 4.3. Historically these items have been difficult to rate or rated lower than others by site mentors because it is difficult for interns to gain significant amounts of experiences during any one internship (12 weeks) in promoting community involvement in the community, managing fiscal, human and material resources, and mobilizing community resources. The overall mean scores (Internship 1, 2, & 3) for Cohort XIV on each Educational Leadership Constituent Council standard across ranged from 3.56 to 4.0 indicating an above average performance as a group on the indicators. Summaries of performance on the Intern Performance Assessments are shown in tables below.

**Internship I – Cohort XIV (2011-12)**

|  | Above Expectations | Meets Expectations | Below Expectations | Needs Extreme Improvement | Unable to Rate |
|---|---|---|---|---|---|
| 1.2 Articulate the school's vision | 7 (87.5%) | 1 (12.5%) | | | |
| 1.3 Motivate staff, students and families to implement the school's vision | 1 (12.5%) | 6 (75%) | 1 (12.5%) | | |
| 1.4 Steward & build commitment to the vision | 6 (75%) | 2 (25%) | | | |
| 1.5 Promote community involvement in the vision and school improvement | 1 (12.5%) | 6 (75%) | 1 (12.5%) | | |
| 2.1 Promote a positive school culture | 5 (62.5%) | 3 (37.5%) | | | |
| 2.2 Provide an effective instructional program | 5 (56%) | 4 (44%) | | | |
| 2.3 Apply best practice to student learning | 1 (12.5%) | 7 (87.5%) | | | |
| 2.4 Design comprehensive professional growth plans | 1 (12.5%) | 6 (75%) | 1 (12.5%) | | |
| 3.1 Manage the organization | 4 (50%) | 4 (50%) | | | |
| 3.2 Manage operations | 4 (50%) | 4 (40%) | 1 (10%) | | |

| | | | | | |
|---|---|---|---|---|---|
| 3.3 Manage fiscal, human & material resources | 2 (25%) | 4 (50%) | 1 (12.5%) | 1 (12.5%) | |
| 4.1 Collaborate with families & community members | 1 (12.5%) | 6 (75%) | | 1 (12.5%) | |
| 4.2 Respond to community interests & needs | | 7 (87.5%) | | 1 (12.5%) | |
| 4.3 Mobilize community resources | 1 (12.5%) | 6 (75%) | | 1 (12.5%) | |
| 5.1 Act with integrity | 7 (87.5%) | 1 (12.5%) | | | |
| 5.2 Act fairly | 7 (87.5%) | 1 (12.5%) | | | |
| 5.3 Act ethically | 7 (87.5%) | 1 (12.5%) | | | |
| 6.1 Understand the larger school context | 6 (75%) | 2 (25%) | | | |
| 6.2 Communicate & respond to the larger school context | 7 (87.5%) | 1 (12.5%) | | | |
| 6.3 Advocate and influence the larger context to benefit students & families | | 8 (100%) | | | |

**Internship II – Cohort XIV (2011-2012)**

|  | Above Expectations | Meets Expectations | Below Expectations | Needs Extreme Improvement | Unable to Rate |
|---|---|---|---|---|---|
| 1.2 Articulate the school's vision | 4 (50%) | 4 (50%) | | | |
| 1.3 Motivate staff, students and families to implement the school's vision | 3 (37.5%) | 5 (63.5%) | | | |
| 1.4 Steward & build commitment to the vision | 3 (37.5%) | 5 (63.5%) | | | |
| 1.5 Promote community involvement in the vision and school improvement | 1 (12.5%) | 2 (25%) | 5 (63.5%) | | |
| 2.1 Promote a positive school culture | 7 (75%) | 2 (25%) | | | |
| 2.2 Provide an effective instructional program | 4 (50%) | 4 (50%) | | | |
| 2.3 Apply best practice to student learning | 4 (50%) | 4 (50%) | | | |
| 2.4 Design comprehensive professional growth plans | 1 (12.5%) | 3 (37.5%) | 4 (50%) | | |
| 3.1 Manage the organization | 4 (50%) | 4 (50%) | | | |
| 3.2 Manage operations | 4 (50%) | 4 (50%) | | | |

| | | | | | |
|---|---|---|---|---|---|
| 3.3 Manage fiscal, human & material resources | 4 (50%) | 4 (50%) | | | |
| 4.1 Collaborate with families & community members | 3 (37.5%) | 4 (50%) | | | 1 (12.5%) |
| 4.2 Respond to community interests & needs | 3 (37.5%) | 3 (37.5%) | | | 2 (25%) |
| 4.3 Mobilize community resources | 2 (725%) | 4 (50%) | | | 2 (25%) |
| 5.1 Act with integrity | 7 (87.5%) | 1 (12.5%) | | | |
| 5.2 Act fairly | 7 (87.5%) | 1 (12.5%) | | | |
| 5.3 Act ethically | 7 (87.5%) | 1 (12.5%) | | | |
| 6.1 Understand the larger school context | 6 (75%) | 2 (25%) | | | |
| 6.2 Communicate & respond to the larger school context | 6 (75%) | 2 (25%) | | | |
| 6.3 Advocate and influence the larger context to benefit students & families | 5 (62.5%) | 2 (25%) | | | 1 (12.5%) |

**Internship III – Cohort XIV (2011-2012)**

| | Above Expectations | Meets Expectations | Below Expectations | Needs Extreme Improvement | Unable to Rate |
|---|---|---|---|---|---|
| | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 1.2 Articulate the school's vision | 5 (62.5%) | 3 (37.5%) | | | |
| 1.3 Motivate staff, students and families to implement the school's vision | 5 (62.5%) | 3 (37.5%) | | | |
| 1.4 Steward & build commitment to the vision | 7 (87.5%) | 1 (12.5%) | | | |
| 1.5 Promote community involvement in the vision and school improvement | 4 (50%) | 4 (50%) | | | |
| 2.1 Promote a positive school culture | 7 (87.5%) | 1 (12.5%) | | | |
| 2.2 Provide an effective instructional program | 5 (62.5%) | 3 (37.5%) | | | |
| 2.3 Apply best practice to student learning | 4 (50%) | 4 (50%) | | | |
| 2.4 Design comprehensive professional growth plans | 4 (50%) | 3 (37.5%) | | | 1 (12.5%) |
| 3.1 Manage the organization | 6 (75%) | 2 (25%) | | | |
| 3.2 Manage operations | 6 (75%) | 2 (25%) | | | |
| 3.3 Manage fiscal, human & material resources | 2 (25%) | 4 (50%) | | | 2 (25%) |

| | | | | | |
|---|---|---|---|---|---|
| 4.1 Collaborate with families & community members | 5 (62.5%) | 3 (37.5%) | | | |
| 4.2 Respond to community interests & needs | 3 (37.5%) | 4 (50%) | | | 1 (12.5%) |
| 4.3 Mobilize community resources | 3 (37.5%) | 4 (50%) | | | 1 (12.5%) |
| 5.1 Act with integrity | 8 (100%) | | | | |
| 5.2 Act fairly | 8 (100%) | | | | |
| 5.3 Act ethically | 8 (100%) | | | | |
| 6.1 Understand the larger school context | 5 (62.5%) | 3 (37.5%) | | | |
| 6.2 Communicate & respond to the larger school context | 6 (75%) | 2 (25%) | | | |
| 6.3 Advocate and influence the larger context to benefit students & families | 5 (62.5%) | 3 (37.5%) | | | |

**Mean Scores on Intern Performance Assessment for Cohort XIV (2011-2012)**

| | Item 1 ELCC 1.2 | Item 2 ELCC 1.3 | Item 3 ELCC 1.4 | Item 4 ELCC 1.5 | Item 5 ELCC 2.1 |
|---|---|---|---|---|---|
| Internship 1 | 3.78 | 3.67 | 3.78 | 3.67 | 3.89 |
| Internship 2 | 3.67 | 3.67 | 3.67 | 3.67 | 3.78 |

|  | | | | | |
| --- | --- | --- | --- | --- | --- |
| Internship 3 | 3.78 | 3.67 | 3.89 | 3.67 | 4.00 |
| Average | 3.74 | 3.67 | 3.78 | 3.67 | 3.89 |
|  | Item 6 ELCC 2.2 | Item 7 ELCC 2.3 | Item 8 ELCC 2.4 | Item 9 ELCC 3.1 | Item 10 ELCC 3.2 |
| Internship 1 | 3.56 | 3.78 | 3.56 | 3.56 | 3.56 |
| Internship 2 | 3.67 | 3.78 | 3.67 | 3.78 | 3.78 |
| Internship 3 | 3.89 | 3.89 | 3.67 | 3.89 | 3.89 |
| Average | 3.71 | 3.82 | 3.63 | 3.74 | 3.74 |
|  | Item 11 ELCC 3.3 | Item 12 ELCC 4.1 | Item 13 ELCC 4.2 | Item 14 ELCC 4.3 | Item 15 ELCC 5.1 |
| Internship 1 | 3.56 | 3.56 | 3.56 | 3.56 | 3.89 |
| Internship 2 | 3.67 | 3.67 | 3.67 | 3.67 | 4.00 |
| Internship 3 | 3.67 | 3.78 | 3.78 | 3.67 | 4.00 |
| Average | 3.63 | 3.67 | 3.67 | 3.63 | 3.96 |
|  | Item 16 ELCC 5.2 | Item 17 ELCC 5.3 | Item 18 ELCC 6.1 | Item 19 ELCC 6.2 | Item 20 ELCC 6.3 |
| Internship 1 | 3.89 | 3.89 | 3.67 | 3.67 | 3.78 |
| Internship 2 | 4.00 | 4.00 | 3.78 | 3.67 | 3.67 |
| Internship 3 | 4.00 | 4.00 | 3.89 | 3.89 | 3.89 |
| Average | 3.96 | 3.96 | 3.78 | 3.74 | 3.78 |

**Use of Evaluation Results**
1. Continue to emphasize to the mentors the importance of fairness and consistency in rating the interns on their performance.

2. Examine the internship activities outlined for the internships to see if there are other specific activities that could be added to increase experiences related to Educational Leadership Constituent Council standards 2.4, 3.3, and 4.3.

**Related Items**

**GE 01: Critical and Creative Thinking**

**GE 02: Communication**

**GE 04: Inquiry and Technology**

**GE 08: Perspectives**

## MED-EAS 05: LO Ability to Support Student Learning and Development

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Ability to Support Student Learning and Development –
Demonstrate ability to create and maintain a school culture which supports student learning and development.

Respond to Interstate School Leader Licensure Consortium/Education Leadership Constituents Council standards by answering questions appropriately which identify and analyze the ability to create and maintain a school culture which supports student learning and development.

**Data Collection (Evidence)**

1 & 2.  The Educational Leadership Preparation Program Questionnaire (ELPPQ) is used as an exit survey.  The questions are based upon the national standards for the Educational Leadership Constituent Council Standards. Eight items are related with a 4-point scale; three items are open response.

3. Score distributions will be calculated for the eight items using the 4-point scale.  Themes are identified in the open response items.

**Results of Evaluation**

Cohort XIV members (n = 8)

The exit survey results reveal that candidates rate themselves highest in the areas of school culture (Standard 2), ethics (Standard 5), vision (Standard 1), and program experiences being designed to accommodate students' individual needs (Question 8).

In all three cohort groups, (12, 13, and 14) the two areas identified by graduates as consistent strengths in the program and their own knowledge, skills, and dispositions were Item #2 (ELCC Standard 2 – Promoting a positive school culture) and Item #5 (ELCC Standard 5 - Acting with integrity, fairly, and ethically).  Program candidates in all three cohorts scored two areas consistently weaker than others; Item #4 (ELCC Standard 4 – Collaborating with families and communities) and Item #6 (ELCC Standard 6 – Larger context of the school) were both lower than any of the eight other items on the survey; however, the mean scale score in all three cohort groups was above 3.00 (average).  Other areas all scored consistently above 3.50.

Cohort members also responded to three open-response questions, one identifying program strengths, a second identifying needed program improvements, and a third for additional comments.  Strands across the responses included the following:

Strengths:

- The internships' greatest strengths are in providing valuable lessons and "on the job" training and observation, and ability to build a network of colleagues.

- Opportunities provided in program to attend ASCD or national conference, and have outside speakers come into class to share in the instructional process.
- Clinical correlations, required readings, various projects required provide experiences that connect theory and practice.

Ways Program could be improved:

- Build in more content to prepare cohort members for job interviews.
- Have adequate faculty to facilitate courses and give feedback in a timely manner.
- Prepare students for School Leadership Licensure Assessment yearlong, not just weeks before the test.
- Help us develop a better understanding of research and statistics when that outside core course is taken.
- Have more outside experts come in to teach topics such as school finance, school law, etc.
- Continue formal mentoring with program graduates for a year or two after completion.
- Select committed instructors.

**Summary of ELPPQ Results by Overall Standard**
**Candidate Exit Survey- Cohort XIV**
**Cohort XIV (2012): N=8**

|  | 1. Vision | 2. Culture | 3. Management | 4. Family and Community | 5. Ethics | 6. Larger Context |
|---|---|---|---|---|---|---|
| Mean | 3.91 | 3.91 | 3.82 | 3.73 | 4.00 | 3.73 |
| Std. Deviation | .30 | .30 | .40 | .47 | .00 | .47 |
| Minimum | 3.00 | 3.00 | 3.00 | 3.00 | 4.00 | 3.00 |
| Maximum | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |

|  | 7. Application of Skills in Internships | 8. Internship Experiences Accommodate Individual Needs |
|---|---|---|
| Mean | 3.91 | 4.00 |
| Std. Deviation | .30 | .00 |
| Minimum | 3.00 | 4.00 |
| Maximum | 4.00 | 4.00 |

**Masters of Education Leadership Program Exit Survey of Graduates(ELPPQ)**
**During Last Semester – Cohort XIV**

**2012  N: 8 (100% response rate)**

| Questions: Please base response on your current amount of work experience. | Above expected at this level | Average for experience | Below expected at this level | Need Extreme Improvement | Unable to Answer |
|---|---|---|---|---|---|
| 1.  I believe I can | | | | | |
| 1.1   facilitate the development of a school vision of learning | 7 (87.5%) | 1 (12.5%) | | | |
| 1.2   articulate a school vision of learning | 8 (100%) | | | | |
| 1.3   implement a school vision of learning | 7 (87.5%) | 1 (12.5%) | | | |
| 1.4   steward a school vision of learning | 7 (87.5%) | 1 (12.5%) | | | |
| 1.5   promote community involvement in a school vision | 8 (100%) | | | | |
| 2. I believe I can: | | | | | |
| 2.1   promote a positive school culture | 7 (87.5%) | 1 (12.5%) | | | |
| 2.2   provide an effective instructional program | 7 (87.5%) | 1 (12.5%) | | | |
| 2.3   apply best practice to student learning | 8 (100%) | | | | |
| 2.4   design comprehensive growth plans for staff | 8 (100%) | | | | |
| 3. I believe I can manage the: | | | | | |
| 3.1   organization | 7 (87.5%) | 1 (12.5%) | | | |

| | | | | | |
|---|---|---|---|---|---|
| 3.2 operations | 7 (87.5%) | 1 (12.5%) | | | |
| 3.3 resources | 8 (100%) | | | | |
| 4. I believe I can: | | | | | |
| 4.1 collaborate with families and other community members | 7 (87.5%) | 1 (12.5%) | | | |
| 4.2 respond to community interests and needs | 7 (87.5%) | 1 (12.5%) | | | |
| 4.3 mobilize community resources | 6 (75%) | 2 (25%) | | | |
| 5. I believe I can act: | | | | | |
| 5.1 with integrity | 8 (100%) | | | | |
| 5.2 fairly | 8 (100%) | | | | |
| 5.3 ethically | 8 (100%) | | | | |
| 6. I believe I can: | | | | | |
| 6.1 understand the larger educational context | 7 (87.5%) | 1 (12.5%) | | | |
| 6.2 respond to the larger educational context | 7 (87.5%) | 1 (12.5%) | | | |
| 6.3 influence the larger educational context | 6 (75%) | 2 (25%) | | | |

**Use of Evaluation Results**
1 & 2. All activities included under strengths were continued as important components in the
Program Redesign.

Faculty have included more activities/scenarios similar to the School Leadership Licensure Assessment for candidates throughout the next program year. A school law expert was used as a resource to provide training for candidates in school law.

College of Education should consider ways to support Cohort Instructors to ensure they meet the needs of candidates.   Program faculty should consider how to assist candidates with research and statistics content as required as a core course by the College of Education and make it relevant in the program. Faculty should consider whether to continue the one-week Central Office Internship as part of the program since redesign has reduced the number of courses in the program and this time might be better spent in classwork.

Starting with Cohort 15, this has been integrated into each Internship.

Continue to use outside experts to teach specific units as funding allows and continue to investigate ways on-going mentoring can be provided to program graduates.
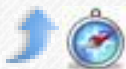
**Related Items**

 **GE 06: Social Institutions**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

# MED-EAS 06: LO Exit Portfolio

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

## Learning Outcome

Exit Portfolio –
Demonstrate the effective administrative content knowledge and skills expected of program completers.

Create a portfolio measuring and supporting effective administrative content knowledge and skills expected of program completers. The portfolio must incorporate activities demonstrating active engagement in all Interstate School Leader Licensure Consortium/Education Leadership Constituents Council standards.

## Data Collection (Evidence)

1 & 2. The Exit Portfolio is the culminating assessment for candidates completing the program. The purpose of the assessment is to provide an opportunity for the candidate to reflect on his/her learning and growth across the program of study and produce a professional document that provides substantial evidence of the learning and growth. The Exit Portfolio contains five sections: I. Vita, II. Self-assessment related to ISLLIC Standards, III. Summary of field experiences, IV. Situational Analysis of learning obtained from completing clinical correlations, V. Samples and artifacts of other meaningful work.

3. A 4-point rubric is used: 1 – Rudimentary (poor), 2 – Developing (fair), 3 – Proficient, 4 – Exemplary

## Results of Evaluation

The exit portfolio results reveal that candidates generally gather great evidences throughout the program taking the time to appropriately align artifacts to the ISSLC/ELLC standards accordingly.

The minimum acceptable score on the Exit Portfolio for a candidate to obtain a passing score is 28 (70%) out of a possible 40 points. One candidate from Cohort 11, one from Cohort 12 and two from Cohort 14 did not meet the standard for a passing score on the first attempt. All were successful on the second attempt.

For the 2011-12 program year, student overall scores increased from the previous year. All students scored "exemplary" on Field Experiences. One student had to resubmit the Exit Portfolio.

A summary of performance of candidates in Cohort XIII is shown in tables below.

Candidates showed a particularly strong performance in the areas of Field experiences and Artifacts & Samples which can be correlated with the three twelve-week internship experiences each candidate received while in the program. Each candidate was able to submit and justify artifacts and samples to support the work in their Exit Portfolio; this was an area in which it was

expected that candidates would demonstrate strength since various work samples were required at various points during each internship.

Candidates often show a strong trend in analysis of performance infield-based situations, but sometimes are inconsistent in their abilities to identify the connection between the theory or practice and the specific Educational Leadership Constituent Council Standards and elements involved.

**Cohort XIV Summary of Performance on Exit Portfolio**

| Portfolio Sections | Minimum Score | Maximum Score | Mean | Standard Deviation |
|---|---|---|---|---|
| Vita | 3 | 4 | 3.75 | 0.31 |
| ELCC Standard 1 | 2 | 4 | 3.75 | 0.51 |
| ELCC Standard 2 | 2 | 4 | 3.88 | 0.44 |
| ELCC Standard 3 | 2 | 4 | 3.75 | 0.56 |
| ELCC Standard 4 | 2 | 4 | 3.75 | 0.47 |
| ELCC Standard 5 | 2 | 4 | 3.38 | 0.47 |
| ELCC Standard 6 | 2 | 4 | 3.50 | 0.79 |
| Field Experiences | 2 | 4 | 4.00 | 0.53 |
| Situational Analysis | 2 | 4 | 3.63 | 0.46 |
| Artifacts & Samples | 3 | 4 | 3.75 | 0.13 |
| TOTAL SCORE | 22 | 40 | 37.14 | 0.31 |

**Use of Evaluation Results**
1 & 2. Continued emphasis will be placed on analyzing, synthesizing, and interpreting each Educational Leadership Constituent Council Standard so that candidates can better understand and recognize the standards in practice. Candidates often show a strong trend in situational analysis and how to perform in certain field-based situations, but sometimes are inconsistent in their abilities to make connections with a specific Educational Leadership Constituent Council Standard and elements.

**Related Items**
>  GE 02: Communication
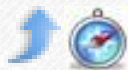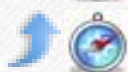
>  GE 03: Quantitative Skills

>  GE 04: Inquiry and Technology

## MED-EAS 07: LO Dispositions

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Dispositions –
Demonstrate appropriate dispositions necessary for success as a school leader.
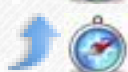
Select and justify appropriate dispositions necessary for success as a school leader.

**Data Collection (Evidence)**

1 & 2. The Dispositions Rating Scale (DRS) will be completed by all candidates as a self-assessment during the first 12 hours in the program. The professor in EDL 602 *Foundations II: Instructional Leadership Practices* will also complete an evaluation of each student at that time. Program faculty will use these to monitor candidate progress throughout the program.

Dispositional characteristics assessed are as follows: fairness, the belief that all students can learn, professionalism, resourcefulness, dependability, commitment to inquiry.

The assessment uses a 4-point rating scale. The appraisal scale is: 1, does not meet expectations; 2, meets a few expectations, but not sufficient; 3, meets expectations; and 4, exceeds expectations.

3. Mean scores on each dispositional characteristic will be calculated.

**Results of Evaluation**

Data was assessed for eight candidates from Cohort 14. Students' overall rating of 2 (meets a few expectations) was based on initial rankings as they are newly exposed to the program. A comparison was made with Cohort 14's entrance data during EDL 602 and exiting data collected showed no one's average score was below a rating of 3 (meets expectations).
The results were compared to those of past years.

A trend of candidate growth is displayed in the data for candidates from the beginning of the Cohort Program until the end.

Self-Assessment - As a group, the candidates' ratings were varied with "Belief that all students" can learn scoring the highest mark. "Fairness" scored the lowest with "Dependability" and "Commitment" to inquiry ranking very close, from 1-4 on the categories of Resourcefulness, Dependability, and Commitment to Inquiry.

Professor Evaluation: Overall, these results indicate that candidates are generally open to diversity and meeting students' needs, personal growth and self-reflection, and collaboration with all stakeholders in the program and school communities. These results are reflective of interview results when candidates were initially screened in the spring prior to admission into the program. The varied ratings appeared to indicate the candidates' individual differences and awareness of those differences and should have provided focus for growth in these areas for the program year. Opportunities should have been made for the students to embrace those differences

and learn and grow with each other. Additional focus should be given to students' ability to analyze data.

**Dispositions Rating Scale Candidate Performance Report**
**First Rating- Cohort XIV (2011-12)**

| Disposition | N | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|
| #1 (ELCC 2.2, 4.1, 5.2) | 8 | 1.00 | 3.00 | 2.18 | .44 |
| #2 (ELCC 2.1, 2.2, 2.3, 5.2) | 8 | 2.00 | 4.00 | 2.64 | .50 |
| #3 (ELCC 4.1) | 8 | 2.00 | 4.00 | 2.55 | .00 |
| #4 (ELCC 4.3) | 8 | 1.00 | 4.00 | 2.36 | .87 |
| #5 | 8 | 1.00 | 3.00 | 2.27 | .67 |
| #6 | 8 | 1.00 | 4.00 | 2.27 | .78 |

**Use of Evaluation Results**
1 & 2. An exit interview is conducted in EDL 640 *Organizational and School Issues I*/EDL 740 *School and Community Issues I*, which is in the last 12 hours of coursework. The Dispositions Rating Scale is administered as a self-assessment for candidates and by the professor. Results will be compared with the first administration and analyzed by both the professor and the candidate to note any improvements or deficiencies.

Utilize disposition data to individualize student learning programs.

Faculty should consider reporting on both sets of data so as to demonstrate changes over the program year.

**Related Items**
    **GE 05: Self**
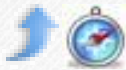
    **GE 08: Perspectives**

    **GE 10: Values**

## MED-EAS 08: LO Clinical Correlations

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Clinical Correlations -
Demonstrate the ability to integrate content and professional knowledge and skills with real life experiences and situations

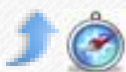Organize and prepare documentation to demonstrate the ability to integrate content and professional knowledge and skills with real life experiences. Also included are aligning practice to Interstate School Leader Licensure Consortium/Education Leadership Constituents Council standards, creating a reflection and alternate outcomes journal, and producing and presenting projects that implement a new operation for school effectiveness.

**Data Collection (Evidence)**

1 & 2. Clinical Correlations are analyses of situations and experiences from each of the three internships. Each correlation must relate to ISLLC/ Educational Leadership Constituent Council Standards, a current educational issue, and one of the program anchors. Each must include a description of an actual situation, the outcomes or consequences of actions taken, an analysis of possible alternative actions, the policy or legal implications, and a reflection on what was learned from the situation.

3. A 4-point rubric is used:  1 – Rudimentary, 2 – Developing, 3 – Proficient, 4 – Exemplary

**Results of Evaluation**

Data shows students stumbled in their first internship as is true with past Cohorts.

Proficient or above range was 73.28% on Clinical Correlations I, 85% on Clinical Correlations II, and 89.38% on Clinical Correlations III.

The increase in the overall mean from Correlations 1 to Correlations 3 is attributed to an increase in the expectations for quality in the correlations and a more specificity in the rubric for scoring in addition to meaningful instruction from the teacher and a clearer understanding of expectations on the part of the students.

During the first internship, faculty reviewed clinical correlations each week, feedback was provided and candidates revised the correlations prior to final submission based on the feedback received. This process allowed candidates to develop skills and understand expectations. During the second internship, the debriefing sessions on Wednesdays included discussions and analyses of situations and actions, but the Correlations were submitted and evaluated only once as a final product. The scores decreased slightly due to less feedback in Internship II, but increased and slightly surpassed the overall mean in Internship I. This indicated an overall  improvement in candidates' abilities to recognize issues and situations related to educational issues and the legal or policy implications, and then interpret and evaluate the actions taken as well as recommend actions

that may have been more appropriate. Candidates showed growth in being able to apply "Alternate Actions, Implications, and Reflections" to each situation as they progressed from the first internship to the last internship.

Trends Noted
Internship scores increase over the three internships as students ability to correlate active learning with theory aligned to standards improves.

In past years, it has been noted that candidates made substantial progress in Mechanics. Educational Issues and Dispositions and Alternate Actions, Implications and Reflections ended below expectations of 3.5.

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**Cohort XIV (2012)**
**Clinical Correlations Summary of Performance**
**N=8**

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| | Number of Correlation | Relation to Anchor and Standards | Educational Issues and Dispositions | Alternate Actions, Implication, and Reflections | Mechanics |
|---|---|---|---|---|---|
| **Clinical Correlations 1 Internship I** | 3.5/4.0 | 3.22/4.0 | 3.13/4.0 | 2.75/4.0 | 2.06/4.0 |
| **Clinical Correlations 2 Internship II** | 3.63/4.0 | 3.69/4.0 | 3.13/4.0 | 3.06/4.0 | 3.50/4.0 |
| **Clinical Correlations 3 Internship III** | 3.63/4.0 | 3.88/4.0 | 3.25/4.0 | 3.25/4.0 | 3.88/4.0 |

**Use of Evaluation Results**
1 & 2. Faculty should continue to emphasize Clinical Correlations as a strong component of the program to encourage reflection and help candidates link content and theory to best practice by analyzing actions with regard to policy or legal implications and to promote. Using various scenarios provided by students each week as class activities for analysis and discussion during the first two internships should promote growth over the course of the program year.

This is emphasized with next Cohort.

**Related Items**
> **GE 04: Inquiry and Technology**

> **GE 08: Perspectives**

# MED-ELE 01: LO Demonstrate understanding of knowledge and skills

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Demonstrate understanding of knowledge and skills associated with the content of the M.Ed. degree program in Elementary Education

**Data Collection (Evidence)**

1. Content and pedagogical content knowledge will be assessed using a comprehensive examination.

2. The comprehensive examination will be administered each semester and each summer session to candidates in the final course of the M.Ed.

3. A rubric will be used to evaluate the exams. Distribution of scores will be analyzed to assess strengths and weaknesses in the program.

The comprehensive examination is linked to both the National Board for Professional Teaching Standards (NBPTS) for the middle childhood/generalist (Standard II, Knowledge of Content and Curriculum), and the early childhood generalist (Standard V, Knowledge of Integrated Curriculum). These standards relate directly to knowledge/skills that elementary teachers need in order to understand what needs to be taught.

**Results of Evaluation**

In 2012, a total of 47 online M.Ed. candidates took the comprehensive exam. Twelve candidates failed the exam, thus yielding a pass rate of 75%. All candidates responded to items for CEL 610, CEL 618, & CRD 624, which is a requirement for Comps. Of the responses for CEL 610, 91% passed the item and 9% failed: 19 received target ratings, 24 received acceptable ratings, and 4 received an unacceptable rating. Of the responses for CEL 618, 85% passed the prompt and 15% failed: 19 received target ratings, 21 received acceptable ratings, and 7 received an unacceptable rating. Of the responses for CRD 624, 87% passed and 13% failed: 20 received target ratings, 21 received acceptable ratings, and 6 received an unacceptable rating. Candidates had choices between the following courses: CEL 611, CEL 620, CEL 621, & CEL 630. Thirty-seven candidates responded to CEL 611: 89% passed and 11% failed with 15 receiving target ratings, 18 receiving acceptable ratings, and 4 receiving a rating of unacceptable. Thirty-eight candidates responded to CEL 620: 87% passed and 13% failed with 15 receiving target ratings, 18 receiving acceptable ratings, and 5 receiving unacceptable ratings. Thirty-seven candidates responded to CEL 621: 86% passed and 14% failed with 15 receiving a target rating, 17 receiving acceptable ratings, and 5 receiving unacceptable ratings. Twenty-six candidates responded to CEL 630: 92% passed and 8% failed with 12 receiving a target rating, 12 receiving acceptable ratings, and 2 receiving unacceptable ratings.

A total of 9 Tishomingo M. Ed. candidates took the comprehensive exam. All nine candidates (100%) passed the exam. All candidates responded to items for CEL 610, CEL 618, & CRD 624, which is a requirement for Comps. Of the responses for CEL 610, 100% passed the item: two

(22%) received target ratings and seven (78%) received acceptable ratings. Of the responses for CEL 618, 100% passed the prompt: three (33%) received target ratings and six (67%) received acceptable ratings. Of the responses for CRD 624, 100% passed the item: five (56%) received target ratings and four (44%) received acceptable ratings. Candidates had choices between the following courses: CEL 611, CEL 620, CEL 621, & CEL 630. Nine candidates responded to CEL 611: 100% passed with three (33%) receiving target ratings and four receiving acceptable ratings. Eight candidates responded to CEL 620: 100% passed with two (25%) receiving target ratings and six (75%) receiving acceptable ratings. Eight candidates responded to CEL 621: 100% passed with three (38%) receiving a target rating and five (62%) receiving acceptable ratings. Two candidates responded to CEL 630: 100% passed with one (50%) receiving a target rating and one (50%) receiving an acceptable rating.

Overall, a majority of the online candidates demonstrated comprehensive knowledge and understanding of the important concepts and topics encountered throughout the M. Ed. program of study. A majority (35 out of 47 or 74%) mastered the exam with at least 85% passing for all course areas. The greatest number of failed responses were noted for CEL 618 (15%) and CEL 621 (14%). The least number of failed responses were noted for CEL 630 (8%) and CEL 610 (9%). As a required item, CRD 624- Literacy Instruction yielded the greatest number of target ratings (20 or 43%). Of the choice items, CEL 621 yielded the greatest number of target ratings (21 or 57%). All of the Tishomingo candidates demonstrated comprehensive knowledge and understanding of the important concepts and topics encountered throughout the M. Ed. program of study. All mastered the exam with 100% passing for all course areas. As a required item, CRD 624- Literacy Instruction, yielded the greatest number of target ratings (5 or 56%). CEL 610 yielded the least number of target ratings (2 or 22%). Of the choice items, CEL 621 yielded the greatest number of target ratings (3 or 38%).

Trends Noted
At the onset of offering the Master's program online in 2009, the online candidates' pass rate was 50% compared to the campus candidates' pass rate of 85%. Study guides were disseminated for subsequent comps administrations. Discussions and readings were added to CEL 618, CEL 620, and CRD 624 to engage the students in more in-depth knowledge of the comps topics. The pass rate for the online program rose to 87% in 2010 and maintained in 2011. However, the pass rate decreased to 74% for 2012. The Tishomingo cohort has maintained a strong pass rate for the comprehensive exam. The cohort candidates receive the same study guide as the online candidates; however, the Tishomingo cohort participates in 2 face-to-face classes per course.

**Use of Evaluation Results**
1. Graduate faculty agreed that a strong overall pass percentage for the comps is 80%. Course discussions and readings that are covered on the comprehensive exam will be highlighted with more faculty-student engagement.

2. A renewed effort will be made to ensure faculty engage students in content covered on the comps with faculty-student interactions through discussions and other media.

3. Course discussions and readings for CEL 610 that are covered on the comprehensive exam will be highlighted with more faculty-student engagement during class meetings and online discussions. For the Tishomingo Cohort, discussions and readings that emphasize comps topics were added to

all of the courses that are tested on the comprehensive exam. Cohort class meetings were orchestrated to highlight comps content as well as elaborate on the online discussion assignments that covered comps material.

**Related Items**
  **GE 03: Quantitative Skills**

# MED-ELE 02: LO Demonstrate skill in verbal ability adequate for success in a graduate program

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate skill in verbal ability adequate for success in a graduate program.

**Data Collection (Evidence)**
A satisfactory writing proficiency score must be submitted during the first 12 hours of coursework in order to receive full admission and complete the program.  Candidates may choose from one of the following assessments:
CAAP – minimum score of 3
GRE Writing – minimum score of 4.0
MAT – minimum score of 30
Praxis I Writing (PPST or CBT) – minimum score of 174
NTE (Communication Skills) – minimum score of 653

**Results of Evaluation**
A total of 76 online candidates were admitted to the M.Ed. program in 2012. The verbal ability test scores that were verified indicated that 9 candidates had NTE scores that ranged from 653-675, 65 candidates had Praxis writing scores that ranged from 174-187, and 2 candidates had CAAP scores that ranged from 3-4.

All fully-admitted candidates demonstrated acceptable verbal ability.

**Use of Evaluation Results**
1.  Faculty agreed that  174 on the Praxis I Writing examination as opposed to requiring the score of 172 that is acceptable for licensure with the State Department of Education is more suitable for graduate students who must demonstrate a higher level of verbal proficiency.

**Related Items**
  **GE 02: Communication**

## MED-ELE 03: LO Demonstrate ability to plan and support planning

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Demonstrate <u>ability to plan and support planning</u> at both the lower and upper elementary levels using appropriate professional expertise.

**Data Collection (Evidence)**

1 & 2. In CEL 630 *Practicum* candidates will be required to plan and implement a teaching unit.

3. Sections of the Graduate Teacher Work Sample (TWS) will be used as a means to demonstrate candidate ability to plan and support planning. Sections to be used are Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction, Instructional Decision Making, and Design for Instruction in Elementary Education. The first nine indicators of the Teacher Intern Assessment Instrument will also be used. A distribution of scores will be used to analyze data.

**Results of Evaluation**

All of the online candidates in CEL 630 - Practicum in Elementary Education demonstrated the ability to use contextual information (100% met indicator) and technology (100% met indicator) to plan effective lessons. All of the candidates were able to accurately represent content and use a variety of instructional activities.  All of the candidates demonstrated the ability to plan appropriate teaching procedures and assessment procedures. All of the candidates were able to modify instructions based on the student data and align lessons with the Mississippi curricular standards and the Common Core Standards.

Most of the Tishomingo candidates in CEL 630 - Practicum in Elementary Education demonstrated the ability to use knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful (2.33/3), select developmentally appropriate objectives for lessons based on state frameworks and best practices (2.22/3), select a variety of appropriate materials and technology for lessons (2.00/3), and use assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs (2.00/3). Weaknesses were noted in the candidates' ability to integrate knowledge from several subject areas in lessons (1.67), plan appropriate teaching procedures (1.78), prepare appropriate assessment procedures and materials to evaluate learner progress (1.78), and use a variety of strategies to introduce and close lessons (1.78/3). Overall, the Tishomingo candidates demonstrated the ability to use contextual factors related to the students to plan meaningful and relevant lessons. They were able to select developmentally appropriate learning objectives and appropriate materials and technology in their planning. They also demonstrated the ability to differentiate instruction to meet the needs of diverse learners.   The lowest group averages for the Tishomingo candidates were in their ability to integrate knowledge from several subject areas in lessons (55.56/100), plan appropriate teaching procedures (59.26/100), and plan appropriate assessment procedures and materials to evaluate learner progress (59.26/100).

Trends Noted

A previous concern with the candidates' ability to explicitly align all lessons with learning goals, integrate physical education and health into the unit lessons, effectively use technology, and foster higher thinking skills was addressed with more explicit and specific online discussions regarding planning effective lessons, targeted course readings and research assignments that focused on specific aspects of the Teacher Intern Assessment Instrument (TIAI) indicators, and instructor feedback while planning the unit. Weak areas have seen improvement.

For the Tishomingo candidates, in 2011, the candidates demonstrated the ability to plan effective lessons. Trends had not been noted at that time, but the lowest ratings were in preparing appropriate assessments and using assessment information. Preparing appropriate assessments continues to be a weakness for the Tishomingo cohorts.

**Use of Evaluation Results**

1. We will maintain an emphasis on technology use, differentiating instruction, and fostering higher order thinking skills. We will continue to monitor candidate performance of indicators 1-9 of the Teacher Intern Assessment Instrument (TIAI). We will also monitor adjunct perception of acceptable candidate performance.

2. For online candidates, weak areas have seen improvement.

For Tishomingo candidates, the following changes will be made to foster candidates' ability to demonstrate efficiency in planning: modify course discussions, readings, and research assignments to ensure candidates learn and simulate best practices for planning effective lessons. Also, include discussions and activities that emphasize integrating different content areas into lessons during the face-to-face class meetings, provide videos or simulations that will help them plan procedures that account for all aspects of the teaching/learning process.

**Related Items**

**GE 01: Critical and Creative Thinking**

**GE 02: Communication**

**GE 03: Quantitative Skills**

**GE 09: Cross-disciplinary Appreciation**

## MED-ELE 04: LO Demonstrate the ability to teach effectively in a field experience/clinical setting

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate the ability to teach effectively in a field experience/clinical setting

**Data Collection (Evidence)**
1 & 2. In CEL 630 *Practicum,* candidates will be evaluated while teaching a lesson.

3. A rubric and a modified Graduate Teacher Work Sample (TWS) incorporating parts of the Teacher Intern Assessment Instrument (indicators 10-34) will be used to evaluate the candidates' teaching.

**Results of Evaluation**
In 2012, all online candidates in CEL 630-Practicum in Elementary Education received either outstanding or acceptable ratings for all indicators of the TIAI for teaching. All candidates demonstrated knowledge of the subject(s) taught (100%), the use of a variety of appropriate teaching strategies (100%), and the use of higher-order questions to engage students in analytic, creative, and critical thinking (100%). Additionally, they all demonstrated the ability to provide learning experiences that accommodated differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). Most of the Tishomingo candidates in CEL 630-Practicum in Elementary Education communicated high expectations for learning to all students (2.67/3), demonstrated knowledge of the subject(s) taught (2.44/3), monitored and adjusted the classroom environment to enhance social relationships, motivation, and learning (2.44), demonstrated fairness and supportiveness in order to achieve a positive, interactive learning environment (2.67/3), and used instructional time effectively (2.67/3). Weaknesses were noted in their ability to use higher-order questions to engage students in analytic, creative, and critical thinking (1.89/3), provide learning experiences that accommodate differences in developmental and individual needs of diverse learners (1.89/3), and develop and use a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs (1.67/3).

Trends Noted
Online candidates have consistently implemented sound instruction and have demonstrated content and pedagogical content knowledge. The graduate faculty will continue to emphasize effective planning and teaching techniques in the practicum course and all other courses that include planning and teaching. Communicating course expectations with adjunct faculty and modifying discussions, course readings, and other course activities to increase candidate engagement with sound teaching practices seems to have also benefited this practicum course.
For Tishomingo candidates, in 2011, the lowest ratings were noted for communicating assessment criteria, developing and using a variety of informal assessments, and developing and using a variety of formal assessments. At that time, graduate faculty modified instruction to emphasize

effective assessment in the practicum course and all other courses that include planning and teaching. Developing and implementing appropriate assessments continues to be a weakness.

**Use of Evaluation Results**
1. The graduate faculty will continue to monitor candidate performance of indicators 10-34 of the Teacher Intern Assessment Instrument (TIAI). We will also monitor adjunct perception of acceptable candidate performance.

2. Course discussions, readings, and research assignments will be modified to ensure candidates learn and simulate best practices for teaching effective lessons. Face-to-face class meetings will include discussions and activities that emphasize implementing instruction for diverse learners, facilitating higher-order thinking skills among K-6 students, and using a variety of assessments to monitor student progress.

**Related Items**
**GE 02: Communication**

**GE 03: Quantitative Skills**

**GE 07: Cultural Awareness**

**GE 09: Cross-disciplinary Appreciation**

## MED-ELE 05: LO Demonstrate the ability to positively impact student learning in a field experience/clinical setting

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate the ability to  positively impact student learning in a field experience/clinical setting

**Data Collection (Evidence)**
1 & 2.  CEL 630 *Practicum*, pre- and post-assessment data will be used to evaluate the impact of the lesson developed for the course on student learning and the support of an environment that supports learning.

3.  The Graduate Teacher Work Sample will be used in CEL 630 *Practicum* to collect the data to show that candidates have an impact on student learning and support an environment that supports learning.

**Results of Evaluation**
In 2012, all online candidates in CEL 630-Practicum in Elementary Education demonstrated the ability to meaningfully interpret student data and draw appropriate conclusions. All (100%) presented the data with clarity and accuracy, aligned the assessments with learning goals, interpreted the data appropriately, and demonstrated evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.

Most Tishomingo candidates in CEL 630-Practicum in Elementary Education demonstrated the ability to meaningfully interpret student data and draw appropriate conclusions. Most presented the data with clarity and accuracy (2.00/3), aligned the assessments with learning goals (2.22/3), and demonstrated evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal (2.1/3). Weaknesses were noted in the candidates' ability to meaningfully interpret their data and draw appropriate conclusions (1.89/3).

Trends Noted
In 2010, improvements were noted in all of the candidates' ability to meaningfully interpret student data and draw appropriate conclusions and to demonstrate evidence of the impact on student learning in terms of number of students who achieved and made progress toward each. Faculty discussed the rigor of this assessment in regards to the task that requires data analysis for subgroups. It was agreed that the M.Ed. candidates needed to complete this task with practicality and usefulness of analysis results. Beginning Spring 2011, task 6 of the Teacher Work Sample (TWS) was modified to require candidates to analyze prescribed subgroups which reflect current classroom populations, assessments, and school district policies. A review of the 2011 data revealed the candidates were able to follow prescribed data analysis requirements to successfully interpret their impact on student learning. Candidates have maintained an ability to demonstrate impact on student learning.

**Use of Evaluation Results**

1.  Content and media will be added to the online courses to engage online candidates in exercises that examine and interpret data. Face-to-face class meetings for the Tishomingo group will include visuals and exercises that examine and interpret data.

2.  The M.Ed. Teacher Work Sample (TWS) was modified to clarify tasks and prompts and to offer candidates more direct explanations of expectations. Thus, Fall 2012, the revised Graduate Teacher Work Sample was implemented. Trends will be examined, especially the prompts that require candidates to analyze learner outcomes.

**Related Items**

**GE 02: Communication**
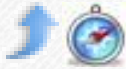
**GE 06: Social Institutions**

**GE 07: Cultural Awareness**
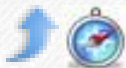
**GE 08: Perspectives**

## MED-ELE 06: LO Demonstrate appropriate dispositions

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Demonstrate <u>appropriate dispositions</u> for candidates who are working toward the M.Ed. degree in Elementary Education

**Data Collection (Evidence)**

1.  Candidates complete a Dispositions Portfolio prior to taking the comprehensive examination.  The portfolio includes (1) completing the Graduate Version of the Dispositions Rating Scale as a self-assessment, and (2) the submission of artifacts to provide a rationale for the self-ratings given.  The program coordinator uses a 4-point scale (1 low – 4 high) to assess the candidate's skill in providing a rationale for the self-ratings.

2.  Data are collected in TaskStream.

3.  TaskStream reports provide means and score distributions.

**Results of Evaluation**

In 2012, according to candidate self-ratings, 100% met or exceeded the criteria for fairness, belief that all students can learn, professionalism, resourcefulness, dependability, and commitment to inquiry. Faculty ratings revealed that candidates demonstrated their belief that all students can learn (3.54/4). They demonstrated their commitment to inquiry (3.15/4) and their fairness to all students (3.46/4). The lowest ratings were noted for dependability (2.71/4) and resourcefulness (2.88/4). Fall 2012, Tishomingo cohort candidates who applied for graduation submitted electronic Disposition Portfolios. All candidates met or exceeded expectations for professional dispositions. The following means were noted: Fairness- 3.13/4; belief that all students can learn- 3.13/4; professionalism- 3.00/4; resourcefulness- 2.88/4; dependability- 2.88/4; and commitment to inquiry- 2.88/4.
Overall, the candidates demonstrated positive dispositions that reflect professionalism.

According to all candidate self-ratings, 100% met or exceeded the criteria for fairness, belief that all students can learn, professionalism, resourcefulness, dependability, and commitment to inquiry.

<u>Trends Noted</u>

Fall 2010 was the first iteration of the Dispositions Portfolio. Data was analyzed for trends. According to faculty ratings, the following means were noted: Fairness- 2.83/4; belief that all students can learn-3.33/4; professionalism- 3.33/4; resourcefulness- 3.17/4; dependability- 3.33/4; and commitment to inquiry- 3.17/4. Particular attention was paid to the Fairness category since this was a weakness before the electronic Disposition Portfolio was begun. In 2011, a weakness continued to be noted in the candidates' ability to demonstrate fairness. The faculty developed a tips sheet for helping candidates identify and reflect upon their demonstrations of fairness. The tips were added to the Dispositions Portfolio directions document. The 2012 data revealed that candidates' overall ability to demonstrate fairness improved.

**Use of Evaluation Results**

1. Courses that focus on instructional practices will highlight attributes of fairness to ensure our candidates understand the importance of ensuring that all students get the same opportunity to learn.

2. We will work to improve candidate ratings with resourcefulness and dependability by providing examples of evidence that could be included in the portfolio and directing newly admitted candidates to the Disposition Portfolio information on the program webpage so they can start gathering evidence at the outset.

**Related Items**

**GE 05: Self**

**GE 08: Perspectives**

**GE 10: Values**

## MED-ELE 07: LO Demonstrate an understanding of diversity and the ability to teach diverse populations effectively.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate an understanding of diversity and the ability to teach diverse populations effectively.

**Data Collection (Evidence)**
1, 2, & 3. Diversity assessments will be carried out in CRD 624, *Literacy Instruction.* In this course, data will be collected from an essay question in the final examination.

Information pertaining to diversity is directly related to Standard II (Equity, Fairness, and Diversity) of the early childhood/generalist area of the National Board of Professional Teaching Standards as well as Standard IV (Respect for Diversity) of the middle childhood/generalist area.

**Results of Evaluation**
During CRD 624 *Literacy Instruction*, candidates completed an essay item that evaluated their ability to accept and to meet the diverse needs of students. Forty-seven candidates received acceptable ratings and 16 received outstanding ratings. Two candidates received marginal or unacceptable ratings. The Tishomingo candidates completed the same essay item. Six received acceptable ratings and 4 received outstanding ratings. None received marginal or unacceptable ratings.

A majority of the all candidates (98%) were able to demonstrate their ability to accept and to meet the needs of diverse learners during literacy instruction.

Trends Noted
Candidates have consistently demonstrated their ability to accept and meet the needs of diverse learners during literacy instruction.

**Use of Evaluation Results**
1 & 2. No changes will be made.

**Related Items**
 **GE 06: Social Institutions**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

 **GE 10: Values**

## MED-SE 01: LO Demonstrate mastery of the content

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Demonstrate mastery of the content of the M.Ed. degree program in special education (including, but not limited to, history, philosophy, theories, legal and ethical practices, service delivery, and curriculum and instruction) by successfully completing an essay-type comprehensive examination. The comprehensive examination will be rated on a two dimensional rubric which measures content mastery and writing competency. Candidates must score at least 280 out of a possible 400 points (70%). Program goal is for 70% of candidates to pass the exam in each semester. All candidates must pass the exam to exit the program.

**Data Collection (Evidence)**

Candidates will take an essay-type comprehensive examination in the last semester of their program. This may be the semester in which the candidate is taking remaining coursework, or it may be the semester after course completion. Candidates are required to attend at least one comprehensive examination study session before taking the comprehensive examination. These sessions orient the candidates to the format of the examination; provide a study guide with prompts and a copy of the rubric, and suggestions on time management and editing during the test session.

The examination consists of four sets of questions covering: 1) Law and Practices, 2) Development and Characteristics of Learners 3) Individual Learning Differences, and 4) Professional and Ethical Practice. Each set includes two questions and a single set of prompts derived from the Council for Exceptional Children standard(s) covered by that set. Candidates are given the prompts and related Council for Exceptional Children standards in practice comprehensive exams administered throughout the program and in comps study and orientation sessions. On the examination, the candidates are given the questions and the prompts. Prompts are provided to elicit parallel content regardless of the specific question. The exam is given in two three-hour sessions; each session covers two question sets. Candidates respond to one question from each question set.

Comprehensive exams will be graded using a 4-point rubric, which rates both content and writing. Candidates are rated on a) mechanics, b) content breadth, c) content depth, d) standards based content, e) organization, and f) clarity. Three faculty members read and score each candidate's work. Candidates must score 70% or higher from at least two faculty members. Faculty members meet to discuss the results for each candidate to make the final determination. All decisions are made blind; candidate names are not revealed until the entire group has been processed.

Comprehensive examinations are administered in the candidates' last semester of enrollment in the program.

**Results of Evaluation**
Candidate Data
Program Assessment II Special Education Comprehensive Examination 2012
Composite Score

| Semester/ number of candidates | Did not meet expectations Score below 70% <280 | Met expectations Score 70-89% 280-359 | Exceeded expectations Score 90% or higher 360-400 | Comments |
|---|---|---|---|---|
| Spring 2012 N=4 | | 3 | 1 | |
| Summer 2012 N=7 | 1 | 5 | 1 | The candidate who failed has not retaken. One candidate who passed is not a program completer- has not passed the PLT |
| Fall 2012 N=1 | 1 | | | This candidate retook the comps in spring 2013 and passed |
| Total 2012 N=12 | 2 | 8 | 2 | 10/12 83% met or exceeded the expectations |

Score by question

| Semester/ number of candidates | Did not meet expectation Score below 70% <70 | | | | Met expectations Score between 70% and 89% 70-89% | | | | Exceeded expectations Score 90% or above >89 | | | | Comments |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | QA | QB | QC | QD | QA | QB | QC | QD | QA | QB | QC | QD | |
| Spring 2012 | - | - | 2 | - | 3 | 3 | 1 | 3 | 1 | 1 | 1 | 1 | N=12 |

| N=4 | | | | | | | | | | | | | Question set A: 8 67% candidates met or exceeded expectations *Question Set B: 10 candidates (83%) met or exceeded expectations* Question set C: 8 candidates met or exceeded expectations (67%) *Question Set D: 9 candidates (75%) met or exceeded expectations.* |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Summer 2012 N=7 | 3 | 1 | 1 | 2 | 4 | 3 | 5 | 4 | - | 3 | 1 | 1 | |
| Fall 2012 N=1 | 1 | 1 | 1 | 1 | - | - | - | - | - | - | - | - | |
| Total 2012-2013 | 4 | 2 | 4 | 3 | 7 | 6 | 6 | 7 | 1 | 4 | 2 | 2 | |
| | QA- Question Set A Foundations of Special Education<br>QB- Question Set B Development and Characteristics of Learners<br>QC- Question Set C Individual Learning Differences<br>QD- Question Set D Professional and Ethical Practice | | | | | | | | | | | | | |

*Analysis of Data:*
Three semesters of data are reported from 2012. 12 candidates completed comprehensive exams in this period with 10 of 12 (83%) passing. This exceeds the long-term program goal of 70% of the candidates passing the exam. Individual candidate performance is analyzed by overall performance and by question. Candidates who score 70% (280 of 400 possible points) overall pass comps. Each question is worth 100 points. Performance levels for each question are a) did not meet expectations (below 70%, <70), b) met expectations (between 70 and 89%, 70-89) and c) exceeded expectations (90% or higher, 90-100).

In Spring Semester 2012, four candidates took comprehensive exams. Three candidates met expectations for the overall examination, and one candidate exceeded the standard for the overall examination. For Question Set A: Foundations, Question Set B: Development and Characteristics of Learners, and Question Set D: Professional and Ethical Practice, three candidates met expectations and one candidate exceeded expectations. Two candidates did not meet expectations for Question Set C: Individual Learning Differences; two candidates met expectations.

In Summer Semester 2012, seven candidates completed comprehensive exams. One candidate did not meet expectations for the overall examination, five candidates met expectations for comps overall and one candidate exceeded expectations for the overall exam. The candidate who did not meet expectations has yet to retake the exam. On Question Set A, three candidates did not meet expectations and four candidates met expectations. On Question Set B, one candidate did not meet expectations, three candidates met expectations and three candidates exceeded expectations. On Question Set C, one candidate did not meet expectations, five candidates met expectations, and one candidate exceeded

expectations. On Question Set D, two candidates did not meet expectations, fpir candidates met the expectations, and one candidate exceeded expectations.

In Fall Semester 2012, only one candidate completed comps. She did not meet expectations on any of the questions. After completing a remedial plan, she retook the exam in Spring Semester 2013 and met expectations on all questions sets.

For the period reported, 10 out of 12 candidates passed comprehensive examinations. On Question Set A, eight candidates met or exceeded expectations (67%). For Question Set B, ten candidates met or exceeded expectations (83%), for Question Set C, eight candidates met or exceeded expectations (67%), and for Question Set D, nine candidates met or exceeded expectations (75%). We met our program goal of 70% of the candidates passing for Question Sets B, and D.

**Use of Evaluation Results**

1 & 2.  Recommended changes include the following:

This improvement is a result of several actions taken in the last year. We have backed comps practice activities into CSP 640:  Education of Young Children with Exceptional Learning Needs and CSP 651:  Foundations of Special Education in Inclusive Settings, which are earlier in the program. In addition, in each course of the program, instructors are specifically targeting comps material. As a culmination, in CSP 547: Internships in Special Education/647:  Field Research in Special Education we focused the special education professional folio more specifically to synthesize material which is covered in comps. We now have two comps practice sessions each semester, one for content and one for writing skills. Performance on Question Set C continues to be weak.  As a result, in CSP 640, candidates now have a semester-long module which takes them through the process of writing responses to Question Set B and Question Set C.

   **Related Items**
       **GE 03: Quantitative Skills**

## MED-SE 02: LO Demonstrate skills in planning and implementing instruction

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**

Plans and implements instruction for students with exceptional learning needs (ELN) by using contextual factors to create learning goals and an assessment plan, which are incorporated into a 5-10 day teaching unit. The contextual factors, learning goals, assessment plan and instructional design for the teaching unit will be assessed with the rubrics from the Special Education Teacher Work Sample: Pre-planning Section (SETWSI). Candidates must score a 2 or higher on each indicator of the rubric. Program goal is for 90% of candidates to meet expectations on each element of the rubric.

**Data Collection (Evidence)**

Assessment III: Special Education Teacher Work Sample: Pre-planning Section (SETWSI)
Description of the assessment: Candidates write and implement a 5-10 day instructional unit during the clinical practice course (CSP 547 *Internship in Special Education* or CSP 647 *Action Research in Special Education*). Candidates who have an undergraduate degree in education that included internship have already completed a 5-10 day unit and will complete a 5-day unit in their field research semester (CSP 647 *Action Research in Special Education*). Candidates who do not have an undergraduate degree in education will complete a 10-day unit in their internship (CSP 547 *Internship in Special Education*).

To demonstrate the reflective nature of the planning process, the unit is embedded in a modified version of the Teacher Work Sample, which is used by several programs at Delta State University. The Special Education Teacher Work Sample is submitted in electronic form. Candidates complete a sample of the Unit Planner on a formative level in CSP 643 *Programming for Adolescents with Mild/Moderate Exceptional Learning Needs* and CSP 686 *Education of Individuals with Mild/Moderate Exceptional Learning Needs*.

In preparing the 5-10 day unit, the candidate responds to prompts in four sections of the Electronic Folio: a) Contextual Factors, b) Learning Goals, c) Assessment Plan, and d) Design for Instruction. Each candidate submits individual sections of the folio for review by the course instructor. The unit is approved by the instructor before it is implemented. Final submission of the entire folio is required after the unit has been taught. The Folio is rated on a 3-point rubric. Candidates must score a minimum of a 2 on each of the four sections of the rubric.

**Results of Evaluation**

Assessment III: Special Education Teacher Work Sample: Pre-planning Section (SETWSI)

Assessment 3 Teacher Work Sample Part I

| Spring 2012 n=6 | Not met | Met | Exceeded expectations |
|---|---|---|---|
| | | | |

| Fall 2012 n=7 | | | |
|---|---|---|---|
| **Contextual factors** | | | |
| **Spring 2012** | | 2.37 | |
| **Fall 2012** | | 2.46 | |
| Community, school factors | | | |
| **Spring 2012** | - | **4** **67%** | **2** **33%** |
| **Fall 2012** | - | **3** **43%** | **4** **57%** |
| Individual student characteristics | | | |
| **Spring 2012** | - | **3** **50%** | **3** **50%** |
| **Fall 2012** | - | **5** **71%** | **2** **29%** |
| Varied approach to learning | | | |
| **Spring 2012** | - | **4** **67%** | **2** **33%** |
| **Fall 2012** | - | **2** **29%** | **5** **71%** |
| Skills and prior learning | | | |
| **Spring 2012** | - | **4** **67%** | **2** **33%** |
| **Fall 2012** | - | **4** **57%** | **3** **43%** |
| Instructional implications | | | |
| **Spring 2012** | - | **4** **67%** | **2** **33%** |
| **Fall 2012** | - | **5** **71%** | **2** **29%** |
| **Learning goals** | | | |
| **Spring 2012** | | 2.67 | |
| **Fall 2012** | | 2.64 | |
| Significance and variety | | | |
| **Spring 2012** | - | **3** **50%** | **3** **50%** |
| **Fall 2012** | - | **3** **43%** | **4** **57%** |
| Clarity | | | |
| **Spring 2012** | - | - | **6** **100%** |
| **Fall 2012** | - | - | **7** |

| | | | |
|---|---|---|---|
| | | | **100%** |

| Appropriateness | | | |
|---|---|---|---|
| **Spring 2012** | - | **2** <br> **33%** | **4** <br> **67%** |
| **Fall 2012** | - | **3** <br> **43%** | **4** <br> **57%** |

| Alignment | | | |
|---|---|---|---|
| **Spring 2012** | - | **3** <br> **50%** | **3** <br> **50%** |
| **Fall 2012** | - | **4** <br> **57%** | **3** <br> **43%** |

| **Assessment plan** | | | |
|---|---|---|---|
| **Spring 2012** | | 2.47 | |
| **Fall 2012** | | 2.52 | |

| Alignment | | | |
|---|---|---|---|
| **Spring 2012** | - | **1** <br> **17%** | **5** <br> **83%** |
| **Fall 2012** | - | - | **7** <br> **100%** |

| Clarity | | | |
|---|---|---|---|
| **Spring 2012** | - | **2** <br> **33%** | **4** <br> **67%** |
| **Fall 2012** | - | - | **7** <br> **100%** |

| Multiple modes | | | |
|---|---|---|---|
| **Spring 2012** | - | **3** <br> **50%** | **3** <br> **50%** |
| **Fall 2012** | - | **4** <br> **57%** | **3** <br> **43%** |

| Technical | | | |
|---|---|---|---|
| **Spring 2012** | - | **3** <br> **50%** | **3** <br> **50%** |
| **Fall 2012** | - | **4** <br> **57%** | **3** <br> **43%** |

| Adaptations | | | |
|---|---|---|---|
| **Spring 2012** | - | **4** <br> **67%** | **2** <br> **33%** |
| **Fall 2012** | - | **5** <br> **71%** | **2** <br> **29%** |

| Record keeping | | | |
|---|---|---|---|
| **Spring 2012** | - | **6** <br> **100%** | - |
| **Fall 2012** | - | **7** <br> **100%** | - |

| Design for Instruction | | |
|---|---|---|
| **Spring 2012** | **2.56** | |
| **Fall 2012** | **2.43** | |
| **Alignment with learning goals** | | |
| **Spring 2012** | **-** | **1** 17% | **5** 83% |
| **Fall 2012** | **-** | **-** | **7** 100% |
| **Accurate representation of content** | | |
| **Spring 2012** | **-** | **5** 83% | **1** 17% |
| **Fall 2012** | **-** | **7** 100% | **-** |
| **Lesson and unit structure** | | |
| **Fall 2012** | **-** | **1** 17% | **5** 83% |
| **Spring 2012** | **-** | **1** 14% | **6** 86% |
| **Use of a variety of instruction, activities, assignments and resources** | | |
| **Spring 2012** | **-** | **1** 17% | **5** 83% |
| **Fall 2012** | **-** | **4** 57% | **3** 43% |
| **Use of contextual information and data to select appropriate and relevant activities, assignments and resources** | | |
| **Spring 2012** | **-** | **3** 50% | **3** 50% |
| **Fall 2012** | **-** | **6** 86% | **1** 14% |
| **Use of Technology** | | |
| **Spring 2012** | **-** | **1** 17% | **5** 83% |
| **Fall 2012** | | **6** 86% | **1** 14% |

In the Spring Semester 2012, 6 candidates completed a Special Education Teacher Work Sample. The mean score for contextual factors was 2.37, for learning goals 2.67, for assessment plan 2.47, and for design for instruction 2.56. Subscores were reported in 3 levels: expectations not met, expectations met and expectations exceeded. Expectations were met or exceeded on all subscores. Areas of strength are defined as those with 70% of candidates exceeding expectations. Areas of weakness are those with more than 50% meeting, but not exceeding expectations. Areas of strength in Spring 2012 were (percentages are of candidates exceeding expectations): clarity of learning goals (100%), alignment of assessment plan (83%), alignment with learning goals in design for instruction (83%), lesson and unit structure in design for instruction, use of a variety of instruction, activities, assignments and resources in design for instruction (83%), and use of technology (83%).

Although candidates met or exceeded expectations in all subscores, relative weaknesses included (percentages of candidates meeting but not exceeding expectations): in contextual factors, community and school factors (67%), varied approaches to learning (67%), skills and prior learning (67%) and instructional implications (67%).; in assessment plan, adaptations (67%) and record-keeping (100%); and in design for instruction, accurate representation of content (83%).

In the Fall Semester 2012, 7 candidates completed a Special Education Teacher Work Sample. The mean score for contextual factors was 2.46, for learning goals 2.64, for assessment plan 2.52, and for design for instruction 2.43. Subscores were reported in 3 levels: expectations not met, expectations met and expectations exceeded. Expectations were met or exceeded on all subscores. Areas of strength are defined as those with 70% of candidates exceeding expectations. Areas of weakness are those with more than 50% meeting, but not exceeding expectations. Areas of strength in Fall 2012 were (percentages are of candidates exceeding expectations): varied approaches to learning (71%), clarity of learning goals (100%), alignment of assessment plan (100%), clarity of assessment plan (100%), alignment with learning goals in design for instruction (100%), and unit and lesson structure (86%). Although candidates met or exceeded expectations in all subscores, relative weaknesses included (percentages of candidates meeting but not exceeding expectations): in contextual factors, individual student characteristics (71%), instructional implications (71%).; in assessment plan, adaptations (71%) and record-keeping (100%); and in design for instruction, accurate representation of content (100%), use of contextual information (86%) and use of technology (86%).

**Use of Evaluation Results**
Although the performance on this assessment is acceptable, the faculty members have recognized that the capstone class is overloaded with major assessments. The following changes have been implemented to reduce some of the overload:
1. The comprehensive examination has been moved to the semester after the internship.
2. The Teacher Work Sample (TWS) is presented in an earlier methods class for formative assessment.
3. Candidates without an undergraduate in education are now required to complete two semesters of internship. The TWS is in the second semester, after the candidate has successfully completed a semester teaching daily in an inclusion classroom. This decision was directly related to the relatively weak performance in contextual factors and some elements of instructional design.

**Related Items**
      **GE 01: Critical and Creative Thinking**

      **GE 02: Communication**

      **GE 04: Inquiry and Technology**

      **GE 09: Cross-disciplinary Appreciation**

## MED-SE 03: LO Demonstrate skills in the measurement of student achievement and adjustment of instruction for maximum impact on student achievement.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrates maximum impact on student achievement by analyzing instructional decisions and their effect on student learning; and by reflecting on their own performance.
This will be measured by the rubrics in the **Special Education Teacher Work Sample: Post Planning (SETWS:II).** Candidates must score a 2 or higher on each indicator of the rubric. Program goal is for 90% of candidates to meet expectations on each element of the rubric.

**Data Collection (Evidence)**
**Assessment V: Special Education Teacher Work Sample: Post Planning (SETWS:II)**

**Description of the assessment:** Candidates write and implement a 5-10 day instructional unit during the clinical practice course (CSP 547*Internship in Special Education* or CSP 647 *Action Research in Special Education*). Candidates who have an undergraduate degree that included internship have already completed a 5-10 day unit and will complete a 5-day unit in their field research semester (CSP 647 *Action Research in Special Education*). Candidates who do not have an undergraduate degree in education will complete a 10-day unit in their internship (CSP 547 *Internship in Special Education*).

To demonstrate the reflective nature of the planning process, the unit is embedded in a modified version of the Teacher Work Sample, which is used by several programs at Delta State University. The Special Education Teacher Work Sample is submitted in electronic form. Candidates complete a sample of the Unit Planner on a formative level in CSP 643 *Programming for Adolescents with Mild/Moderate Exceptional Learning Needs* and CSP 686 *Education of Individuals with Mild/Moderate Exceptional Learning Needs*.

After teaching the 5-10 day unit, the candidate responds to prompts in three sections of the electronic folio: a) instructional decision making; b) analysis of student learning; and c) reflection and self-evaluation. Each candidate submits individual sections of the folio for review by the course instructor. The unit is approved by the instructor before it is implemented. Final submission of the entire folio is required after the unit has been taught. The folio is rated on a 3-point rubric. Candidates must score a minimum of a 2 on each of the four sections of the rubric.

**Results of Evaluation**
Assessment 3 Teacher Work Sample Part II

| Spring 2012 n=6 Fall 2012 n=7 | Not met | Met | Exceeded expectations |
|---|---|---|---|
| | | | |

| **Instructional Decision Making** | | |
|---|---|---|
| **Spring 2012** | **2.27** | |
| **Fall 2012** | **2.52** | |
| Sound professional practice | | |
| **Spring 2012** | **-** | **3** **50%** | **3** **50%** |
| **Fall 2012** | **-** | **1** **14%** | **6** **86%** |
| Modifications based on analysis of student learning | | |
| **Spring 2012** | **-** | **5** **83%** | **1** **17%** |
| **Fall 2012** | **-** | **3** **43%** | **4** **57%** |
| Congruence between modifications and learning goals | | |
| **Spring 2012** | **-** | **5** **83%** | **1** **17%** |
| **Fall 2012** | **-** | **6** **86%** | **1** **14%** |
| **Analysis of student learning** | | |
| **Spring 2012** | **2.21** | |
| **Fall 2012** | **2.43** | |
| Clarity and accuracy of presentation | | |
| **Spring 2012** | **-** | **3** **50%** | **3** **50%** |
| **Fall 2012** | **-** | **3** **43%** | **4** **57%** |
| Alignment with learning goals | | |
| **Spring 2012** | **-** | **5** **83%** | **1** **17%** |
| **Fall 2012** | **-** | **4** **57%** | **3** **43%** |
| Interpretation of data | | |
| **Spring 2012** | **-** | **6** **100%** | **-** |
| **Fall 2012** | **-** | **5** **71%** | **2** **19%** |
| Evidence of impact on student learning | | |
| **Spring 2012** | **-** | **5** **83%** | **1** **17%** |
| **Fall 2012** | **-** | **4** **57%** | **3** **43%** |

| Reflection and self-evaluation | | | |
|---|---|---|---|
| **Spring 2012** | | **2.20** | |
| **Fall 2012** | | **2.34** | |
| Interpretation of student learning | | | |
| **Spring 2012** | - | **5** <br> **83%** | **1** <br> **17%** |
| **Fall 2012** | - | **5** <br> **71%** | **2** <br> **19%** |
| Insights on effective instruction and assessment | | | |
| **Spring 2012** | - | **4** <br> **67%** | **2** <br> **33%** |
| **Fall 2012** | - | **3** <br> **43%** | **4** <br> **57%** |
| Alignment among goals, instruction and assessment | | | |
| **Spring 2012** | - | **3** <br> **50%** | **3** <br> **50%** |
| **Fall 2012** | - | **5** <br> **71%** | **2** <br> **19%** |
| Implications for future teaching | | | |
| **Spring 2012** | - | **4** <br> **67%** | **2** <br> **33%** |
| **Fall 2012** | - | **5** <br> **71%** | **2** <br> **19%** |
| Implications for professional development | | | |
| **Spring 2012** | - | **5** <br> **83%** | **1** <br> **17%** |
| **Fall 2012** | - | **5** <br> **71%** | **2** <br> **19%** |

In the Spring Semester 2012, 6 candidates completed a Special Education Teacher Work Sample Part II. The mean score for instructional decision making was 2.27, for analysis of student learning 2.21, and for reflection and self evaluation 2.20. Subscores were reported in 3 levels: expectations not met, expectations met and expectations exceeded. Expectations were met or exceeded on all subscores. Areas of strength are defined as those with 70% of candidates exceeding expectations. Areas of weakness are those with more than 50% meeting, but not exceeding expectations. There were no areas of relative strength in Spring Semester 2012.  Although candidates met or exceeded expectations in all subscores, relative weaknesses included (percentages of candidates meeting but not exceeding expectations): Modifications based on analysis of student learning (83%), Congruence between modifications and learning goals (83%), Alignment with learning goals (83%),  Interpretation of data (100%), Evidence of impact on student learning (83%), Interpretation of student learning (83%),  Insights on effective instruction and assessment (67%), Implications for future teaching (67%) and Implications for professional development (83%).

In the Fall Semester 2012, 7 candidates completed a Special Education Teacher Work Sample Part II. The mean score for instructional decision making was 2.52, for analysis of student learning 2.43, and for reflection and self evaluation 2.34. Subscores were reported in 3 levels: expectations not met, expectations met and expectations exceeded. Expectations were met or exceeded on all subscores. Areas of strength are defined as those with 70% of candidates exceeding expectations. Areas of weakness are those with more than 50% meeting, but not exceeding expectations. An area of strength in Fall 2012 was (percentages are of candidates exceeding expectations) Sound professional practice (86%). Although candidates met or exceeded expectations in all subscores, relative weaknesses included (percentages of candidates meeting but not exceeding expectations): Congruence between modifications and learning goals (86%), Interpretation of data (71%), Interpretation of student learning (71%), Alignment among goals, instruction and assessment (71%), Implications for future teaching (71%), and Implications for professional development (71%).

**Use of Evaluation Results**
Although the performance on this assessment is acceptable, the faculty members have recognized that the capstone class is overloaded with major assessments. The following changes have been implemented to reduce some of the overload:
1. The comprehensive examination has been moved to the semester after the internship.
2. The Teacher Work Sample (TWS) is presented in an earlier methods class for formative assessment.
3. Candidates without an undergraduate in education are now required to complete two semesters of internship. The TWS is in the second semester, after the candidate has successfully completed a semester teaching daily in an inclusion classroom. This decision was directly related to the relatively weak performance in contextual factors and some elements of instructional design.

Additional changes specific to data collection and analysis

1. CSP 545 Assessment in Special Education is undergoing significant revisions to better train teachers in data-based decision making.

2. CSP 686 is being transformed into a course called Teaching for Inclusion. The emphasis in this class will be data-based instruction in inclusive classrooms, including Response to Intervention systems, Functional Behavioral Assessment and differentiated instruction.

**Related Items**
**GE 01: Critical and Creative Thinking**

**GE 04: Inquiry and Technology**

**GE 08: Perspectives**

## MED-SE 04: LO Demonstrate the ability to complete a successful internship/practicum.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate teaching proficiency in lesson planning; instructional delivery; managing the classroom environment; and assessment and evaluation. Skills will be measured through observation of the candidate teacher using Special Education Teacher Intern Assessment Instrument (SETIAI).
Candidates must score a 2 or higher on each indicator of the rubric. Program goal is for 90% of candidates to meet expectations on each element of the rubric.

**Data Collection (Evidence)**
**Assessment IV: Special Education Teacher Intern Assessment Instrument**

**Description of the assessment:** During the capstone course (CSP 547 *Internship in Special Education* or CSP 647 *Action Research in Special Education*), each candidate is observed three times, at least one of which is during the implementation of the teaching unit. Observers use the Special Education Teacher Intern Assessment Instrument (SETIAI), a statewide assessment used to evaluate pre-service and in-service teachers in Mississippi. The Special Education Teacher Intern Assessment Instrument is used to assess planning and implementation of a 5-10 day teaching unit. The instrument has 34 indicators, each of which is scored on a 0-3 point rubric. Candidates must score a minimum of 2 on each indicator.

**Alignment to standards:** Each of the 34 indicators has been aligned with the Council for Exceptional Children competencies. Because the emphasis in the Special Education Teacher Intern Assessment Instrument is on planning, implementation, and management of instruction, it corresponds closely with standards 4, 5 and 7. However, individual sections of the instrument target additional standards. Alignment to Council for Exceptional Children competencies are embedded in the rubric.

**Results of Evaluation**
Teacher Intern Assessment Instrument (TIAI)

| Spring 2012 n=6 Fall 2012 n=7 | Not met | Met | Exceeded expectations |
|---|---|---|---|
| **Lesson Planning: Indicators 1-9** | | | |
| **Spring 2012** | 2.26 | | |
| **Fall 2012** | 2.39 | | |

1. Selects developmentally appropriate objectives for lessons based on state frameworks, and best practices in general and special education. (1, 7)

| | | | |
|---|---|---|---|
| **Spring 2012A** | **2** 33% | **4** 67% | **0** |
| **Spring 2012B** | **0** | **3** 50% | **3** 50% |
| **Fall 2012A** | **1** 14% | **5** 72% | **1** 14% |
| **Fall 2012B** | **0** | **2** 29% | **5** 71% |

2. Plans appropriate teaching procedures which are age and ability appropriate. (2, 4, 7)

| | | | |
|---|---|---|---|
| **Spring 2012A** | **3** 50% | **2** 33% | **1** 17% |
| **Spring 2012B** | **0** | **4** 67% | **2** 33% |
| **Fall 2012A** | **2** 29% | **5** 71% | **0** |
| **Fall 2012B** | **0** | **1** 14% | **6** 86% |

3. Selects a variety of appropriate materials and technology for lessons. Adapts materials and technology for needs of students with ELN. (1, 2, 6, 7)

| | | | |
|---|---|---|---|
| **Spring 2012A** | **2** 33% | **2** 33% | **2** 33% |
| **Spring 2012B** | **0** | **4** 67% | **2** 33% |
| **Fall 2012A** | **2** 29% | **4** 57% | **1** 14% |
| **Fall 2012B** | **0** | **4** 57% | **3** 43% |

4. Plans appropriate teaching procedures which are age and ability appropriate. (7, 8)

| | | | |
|---|---|---|---|
| **Spring 2012A** | **2** 33% | **4** 67% | **0** |
| **Spring 2012B** | **0** | **6** 100% | **0** |
| **Fall 2012A** | **2** 29% | **5** 71% | **0** |

| | | | |
|---|---|---|---|
| **Fall 2012B** | 0 | 5 71% | 2 29% |

| 5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiate learning experiences that accommodate differences in developmental and/or educational needs in inclusive settings. (2, 3, 4, 7) | | | |
|---|---|---|---|
| **Spring 2012A** | 4 66% | 1 17% | 1 17% |
| **Spring 2012B** | 0 | 4 67% | 2 33% |
| **Fall 2012A** | 3 43% | 4 57% | 0 |
| **Fall 2012B** | 0 | 5 71% | 2 29% |

| 6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., parent interviews, analysis of contextual factors, pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) | | | |
|---|---|---|---|
| **Spring 2012A** | 3 50% | 2 33% | 1 17% |
| **Spring 2012B** | 0 | 5 83% | 1 17% |
| **Fall 2012A** | 0 | 6 86% | 1 14% |
| **Fall 2012B** | 0 | 4 43% | 3 57% |

| 7. Integrates knowledge from several subject areas in lessons. Addresses where appropriate: reading, career, vocational, transition, affective, social and life skills.(1, 7) | | | |
|---|---|---|---|
| **Spring 2012A** | 4 67% | 2 33% | 0 |
| **Spring 2012B** | 0 | 6 100% | 0 |
| **Fall 2012A** | 2 29% | 5 71% | 0 |
| **Fall 2012B** | 0 | 6 86% | 1 14% |

| 8. Incorporates diversity, including multicultural perspectives, into lessons. Enhances social participation for students with ELN. (3) | | | |
|---|---|---|---|
| **Spring 2012A** | **6** **100%** | **0** | **0** |
| **Spring 2012B** | **0** | **6** **100%** | **0** |
| **Fall 2012A** | **5** **71%** | **2** **29%** | **0** |
| **Fall 2012B** | **0** | **6** **86%** | **1** **14%** |
| 9. Uses a variety of strategies to introduce and close lessons. Opening and closing strategies actively involve students and enhance self management. (1, 6) | | | |
| **Spring 2012A** | **0** | **5** **83%** | **1** **17%** |
| **Spring 2012B** | **0** | **2** **33%** | **4** **67%** |
| **Fall 2012A** | **1** **14%** | **2** **29%** | **4** **57%** |
| **Fall 2012B** | **0** | **2** **29%** | **5** **71%** |
| **Instructional Delivery Indicators 10-23** | | | |
| **Spring 2012** | | **2.35** | |
| **Fall 2012** | | **2.47** | |
| 10. Uses acceptable written, oral, and nonverbal communication. (6) | | | |
| **Spring 2012A** | **-0** | **3** **50%** | **3** **50%** |
| **Spring 2012B** | **0** | **2** **33%** | **4** **67%** |
| **Fall 2012A** | **0** | **3** **43%** | **4** **57%** |
| **Fall 2012B** | **-0** | **0** | **7** **100%** |
| 11. Provides clear, complete written and/or oral directions for instructional activities. (4) | | | |
| **Spring 2012A** | **-0** | **5** **83%** | **1** **17%** |
| **Spring 2012B** | **0** | **3** **50%** | **30** **50%** |
| **Fall 2012A** | **0** | **4** **57%** | **3** **43%** |

| | | | |
|---|---|---|---|
| **Fall 2012B** | **0-** | **2** **29%** | **5** **71%** |

| 12. Communicates high expectations for learning to all students. (3) | | | |
|---|---|---|---|
| **Spring 2012A** | **-1** **17%** | **3** **50%** | **2** **33%** |
| **Spring 2012B** | **0** | **2** **33%** | **4** **67%** |
| **Fall 2012A** | **1** **14%** | **1** **14%** | **5** **72%** |
| **Fall 2012B** | **0-** | **0** | **7** **100%** |

| 13. Conveys enthusiasm for teaching and learning. (1, 5) | | | |
|---|---|---|---|
| **Spring 2012A** | **-0** | **4** **67%** | **2** **33%** |
| **Spring 2012B** | **0** | **4** **67%** | **2** **33%** |
| **Fall 2012A** | **0** | **4** **57%** | **3** **43%** |
| **Fall 2012B** | **-0** | **2** **29%** | **5** **71%** |

| 14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6) | | | |
|---|---|---|---|
| **Spring 2012A** | **0** | **6** **100%** | **0** |
| **Spring 2012B** | **0** | **6** **100%** | **0** |
| **Fall 2012A** | **2** **29%** | **5** **71%** | **0** |
| **Fall 2012B** | **0** | **6** **86%** | **1** **14%** |

| 15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10) | | | |
|---|---|---|---|
| **Spring 2012A** | **6** **100%** | **0** | **0** |
| **Spring 2012B** | **0** | **5** **86%** | **1** **14%** |
| **Fall 2012A** | **5** **71%** | **2** **29%** | **0** |
| **Fall 2012B** | **0** | **4** **57%** | **3** **43%** |

16. Demonstrates knowledge of the subject(s) taught. (1)

| | | | |
|---|---|---|---|
| **Spring 2012A** | **0** | **5** **86%** | **1** **14%** |
| **Spring 2012B** | **0** | **4** **67%** | **2** **33%** |
| **Fall 2012A** | **1** **14%** | **2** **29%** | **4** **57%** |
| **Fall 2012B** | **0** | **3** **43%** | **4** **57%** |

17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4)

| | | | |
|---|---|---|---|
| **Spring 2012A** | **0** | **3** **50%** | **3** **50%** |
| **Spring 2012B** | **0** | **2** **67%** | **4** **33%** |
| **Fall 2012A** | **1** **14%** | **3** **43%** | **3** **43%** |
| **Fall 2012B** | **0** | **2** **29%** | **5** **71%** |

18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4)

| | | | |
|---|---|---|---|
| **Spring 2012A** | **3** **50%** | **2** **36%** | **1** **14%** |
| **Spring 2012B** | **0** | **5** **71%** | **1** **29%** |
| **Fall 2012A** | **2** **29%** | **4** **57%** | **1** **14%** |
| **Fall 2012B** | **0** | **3** **43%** | **4** **57%** |

19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6)

| | | | |
|---|---|---|---|
| **Spring 2012A** | **1** **17%** | **5** **83%** | **0** |
| **Spring 2012B** | **0** | **6** **100%** | **0** |
| **Fall 2012A** | **1** **14%** | **6** **86%** | **0** |

| | | | |
|---|---|---|---|
| **Fall 2012B** | **0** | **6** **86%** | **1** **14%** |

| 20. Responds to and elicits student input during instruction. (6) | | | |
|---|---|---|---|
| **Spring 2012A** | **1** **17%** | **4** **66%** | **1** **17%** |
| **Spring 2012B** | **0** | **4** **67%** | **2** **33%** |
| **Fall 2012A** | **0** | **6** **86%** | **1** **14%** |
| **Fall 2012B** | **0** | **6** **86%** | **1** **14%** |

| 21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4) | | | |
|---|---|---|---|
| **Spring 2012A** | **1** **17%** | **4** **66%** | **1** **17%** |
| **Spring 2012B** | **0** | **5** **83%** | **1** **17%** |
| **Fall 2012A** | **0** | **4** **57%** | **3** **43%** |
| **Fall 2012B** | **0** | **4** **57%** | **3** **43%** |

| 22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6) | | | |
|---|---|---|---|
| **Spring 2012A** | **2** **33%** | **4** **67%** | **0** |
| **Spring 2012B** | **0** | **6** **100%** | **0** |
| **Fall 2012A** | **1** **14%** | **5** **72%** | **1** **14%** |
| **Fall 2012B** | **0** | **6** | **1** |

| 23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10 | | | |
|---|---|---|---|
| **Spring 2012A** | **4** **67%** | **2** **33%** | **0** |
| **Spring 2012B** | **0** | **6** **100%** | **0** |
| **Fall 2012A** | **5** **72%** | **1** **14%** | **1** **14%** |
| **Fall 2012B** | **0** | **5** **71%** | **2** **29%** |

| Classroom Environment 24-29 | | | |
|---|---|---|---|
| **Spring 2012** | | **2.42** | |
| **Fall 2012** | | **2.52** | |
| 24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5) | | | |
| **Spring 2012A** | **0** | **6**<br>**100%** | **0** |
| **Spring 2012B** | **0** | **6**<br>**100%** | **0** |
| **Fall 2012A** | **1**<br>**14%** | **5**<br>**72%** | **1**<br>**14%** |
| **Fall 2012B** | **0** | **5**<br>**71%** | **2**<br>**29%** |
| 25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4) | | | |
| **Spring 2012A** | **1**<br>**17%** | **3**<br>**50%** | **2**<br>**33%** |
| **Spring 2012B** | **0** | **2**<br>**33%** | **4**<br>**67%** |
| **Fall 2012A** | **0** | **4**<br>**57%** | **3**<br>**43%** |
| **Fall 2012B** | | **4**<br>**57%** | **3**<br>**33%** |
| 26. Attends to or delegates routine tasks. (5) | | | |
| **Spring 2012A** | **1**<br>**17%** | **5**<br>**83%** | **0** |
| **Spring 2012B** | **0** | **5**<br>**83%** | **1**<br>**17%** |
| **Fall 2012A** | **3**<br>**43%** | **4**<br>**57%** | **0** |
| **Fall 2012B** | **0** | **6**<br>**86%** | **1**<br>**14%** |
| 27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5) | | | |
| **Spring 2012A** | **1**<br>**17%** | **5**<br>**83%** | **0** |
| **Spring 2012B** | **0** | **5**<br>**83%** | **1**<br>**17%** |
| **Fall 2012A** | **0** | **5**<br>**71%** | **2**<br>**29%** |
| **Fall 2012B** | **0** | **5**<br>**71%** | **2**<br>**29%** |

| 28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5) | | | |
|---|---|---|---|
| **Spring 2012A** | **0** | **2** **33%** | **4** **67%** |
| **Spring 2012B** | **0** | **1** **17%** | **5** **83%** |
| **Fall 2012A** | **0** | **1** **14%** | **6** **86%** |
| **Fall 2012B** | **0** | **0** | **7** **100%** |
| 29. Uses instructional time effectively.(5) | | | |
| **Spring 2012A** | **1** **17%** | **3** **50%** | **2** **33%** |
| **Spring 2012B** | **0** | **2** **33%** | **4** **67%** |
| **Fall 2012A** | **0** | **2** **29%** | **5** **71%** |
| **Fall 2012B** | **0** | **0** | **7** **100%** |
| **Assessment Indicators 30-34** | | | |
| **Spring 2012** | | **2.0** | |
| **Fall 2012** | | **2.08** | |
| 30. Communicates assessment criteria and performance standards to the students. (8) | | | |
| **Spring 2012A** | **1** **17%** | **5** **83%** | **0** |
| **Spring 2012B** | **0** | **6** **100%** | **0** |
| **Fall 2012A** | **1** **14%** | **6** **86%** | **0** |
| **Fall 2012B** | **0** | **7** **100%** | **0** |
| 31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7 | | | |
| **Spring 2012A** | **4** **67%** | **2** **33%** | **0** |
| **Spring 2012B** | **0** | **6** **100%** | **0** |

| | | | |
|---|---|---|---|
| **Fall 2012A** | **6** **14%** | **1** **86%** | **0** |
| **Fall 2012B** | **0** | **6** **86%** | **1** **14%** |
| 32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) | | | |
| **Spring 2012A** | **4** **67%** | **2** **33%** | **0** |
| **Spring 2012B** | **0** | **6** **100%** | **0** |
| **Fall 2012A** | **5** **71%** | **2** **29%** | **0** |
| **Fall 2012B** | **0** | **7** **100%** | **0** |
| 33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8 | | | |
| **Spring 2012A** | **2** **33%** | **6** **67%** | **0** |
| **Spring 2012B** | **0** | **6** **100%** | **0** |
| **Fall 2012A** | **0** | **7** **100%** | **0** |
| **Fall 2012B** | **0** | **6** **86%** | **1** **14%** |
| 34. Maintains records of student work and performance and appropriately communicates student progress. (10) | | | |
| **Spring 2012A** | **1** **17%** | **5** **83%** | **0** |
| **Spring 2012B** | **0** | **6** **100%** | **0** |
| **Fall 2012A** | **7** **100%** | **0** | **0** |
| **Fall 2012B** | **0** | **6** **86%** | **1** **14%** |

In Spring Semester 2012, six candidates successfully completed the Special Education Teacher Intern Assessment Instrument. Candidates were observed twice and the results of the two observations were compared. Indicators are in four categories: lesson planning (indicators 1-9),

instructional delivery (indicators 10-23), classroom management (indicators 24-29), and assessment (indicators 30-34). The first observation is considered to be formative, so category skills are from the second, summative, observation. The strongest category was classroom management, with a mean of 2.42. The weakest area was assessment with a mean of 2.0. .Lesson planning had a mean of 2.26, and instructional delivery 2.35.

Candidates were rated on 34 indicators on a 3 point Likert scale: 1- Expectations not met, 2 - Expectations Met and 3- Expectations Exceeded. Strength areas were those with 60% of candidates exceeding expectations, weakness areas were those with less than 30% exceeding expectations.

Indicators 1-9 represent candidate performance in lesson planning. In the first observation weakness areas were:  Selects developmentally appropriate objectives for lessons based on state frameworks, and best practices in general and special education; Plans appropriate teaching procedures which are age and ability appropriate; Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiate learning experiences that accommodate differences in developmental and/or educational needs in inclusive settings;  Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., parent interviews, analysis of contextual factors, pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful;  Integrates knowledge from several subject areas in lessons. Addresses where appropriate: reading, career, vocational, transition, affective, social and life skills; Incorporates diversity, including multicultural perspectives, into lessons. Enhances social participation for students with ELN; and Uses a variety of strategies to introduce and close lessons. Opening and closing strategies actively involve students and enhance self-management. There were no relative strengths in the first observation.

In the second observation, weaknesses included:  Plans appropriate teaching procedures which are age and ability appropriate; Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., parent interviews, analysis of contextual factors, pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful; Integrates knowledge from several subject areas in lessons. Addresses where appropriate: reading, career, vocational, transition, affective, social and life skills; and Incorporates diversity, including multicultural perspectives, into lessons. Enhances social participation for students with ELN. Relative strengths include: Uses a variety of strategies to introduce and close lessons. Opening and closing strategies actively involve students and enhance self-management.

Indicators 10-23 represent instructional delivery. In the first observation, there were no strength areas. Weakness areas included: Provides clear, complete written and/or oral directions for instructional activities; Conveys enthusiasm for teaching and learning; Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning; Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.); Demonstrates knowledge of the subject(s) taught; . Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs; Provides opportunities for students to apply concepts in problem solving and critical thinking; Responds to and elicits student input during instruction; Allows sufficient and equitable wait time

to encourage students to expand and support their responses; Uses higher-order questions to engage students in analytic, creative, and critical thinking;  and Uses family and/or community resources (human or material) in lessons to enhance student learning.

In the second observation, relative strengths were: Uses acceptable written, oral, and nonverbal communication; and Communicates high expectations for learning to all students. Relatives weaknesses included:  Conveys enthusiasm for teaching and learning; Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning; Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.); Demonstrates knowledge of the subject(s) taught; Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.); Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs); Provides opportunities for students to apply concepts in problem solving and critical thinking; Responds to and elicits student input during instruction; Allows sufficient and equitable wait time to encourage students to expand and support their responses; Uses higher-order questions to engage students in analytic, creative, and critical thinking; and Uses family and/or community resources (human or material) in lessons to enhance student learning.

Indicators 24-29 are related to the classroom environment. In the first observation, relative strengths included:  Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. Relative weakness included: Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning; Adjusts lessons according to individual student cues, professional reflections, and group responses; Attends to or delegates routine tasks; Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs; and Uses instructional time effectively.

In the second observation, relative strengths included: Adjusts lessons according to individual student cues, professional reflections, and group responses; Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment; Uses instructional time effectively. Relative weaknesses included: Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning; Attends to or delegates routine tasks; Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.

Indicators 30-34 relate to assessment. This was the weakest section on both administrations. There were no relative strengths. All items are relative weaknesses.

In Fall Semester 2012, seven candidates successfully completed the Special Education Teacher Intern Assessment Instrument. Candidates were observed twice and the results of the two observations were compared. Indicators are in four categories: lesson planning (indicators 1-9), instructional delivery (indicators 10-23), classroom management (indicators 24-29), and assessment (indicators 30-34). The first observation is considered to be formative, so category skills are from the second, summative, observation. The strongest category was classroom management, with a mean of 2.52. The weakest area was assessment with a mean of 2.08. Lesson planning had a mean of 2.39, and instructional delivery 2.47.

Candidates were rated on 34 indicators on a 3 point Likert scale: 1- Expectations not met, 2 - Expectations Met and 3- Expectations Exceeded. Strength areas were those with a 60% of candidates exceeding expectations, weakness areas were those with less than 30% exceeding expectations.

Indicators 1-9 represent candidate performance in lesson planning. In the first observation weakness areas were: Selects developmentally appropriate objectives for lessons based on state frameworks, and best practices in general and special education; Plans appropriate teaching procedures which are age and ability appropriate There were no relative strengths in the first observation; Selects a variety of appropriate materials and technology for lessons. Adapts materials and technology for needs of students with ELN; Plans appropriate teaching procedures which are age and ability appropriate; Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiate learning experiences that accommodate differences in developmental and/or educational needs in inclusive settings; Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., parent interviews, analysis of contextual factors, pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful; Integrates knowledge from several subject areas in lessons. Addresses where appropriate: reading, career, vocational, transition, affective, social and life skills; and Incorporates diversity, including multicultural perspectives, into lessons. Enhances social participation for students with ELN. There were no relative strengths.

In the second observation, weaknesses included:  Plans appropriate teaching procedures which are age and ability appropriate; Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiate learning experiences that accommodate differences in developmental and/or educational needs in inclusive settings; Integrates knowledge from several subject areas in lessons. Addresses where appropriate: reading, career, vocational, transition, affective, social and life skills; and Incorporates diversity, including multicultural perspectives, into lessons. Enhances social participation for students with ELN. Relative strengths include: Selects developmentally appropriate objectives for lessons based on state frameworks, and best practices in general and special education; Plans appropriate teaching procedures which are age and ability appropriate; and Uses a variety of strategies to introduce and close lessons. Opening and closing strategies actively involve students and enhance self-management.

Indicators 10-23 represent instructional delivery. In the first observation, strength areas included: Communicates high expectations for learning to all students. Weakness areas included: Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning; Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities; Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs); Provides opportunities for students to apply concepts in problem solving and critical thinking; Responds to and elicits student input during instruction; Uses higher-order questions to engage students in analytic, creative, and critical thinking; and Uses family and/or community resources (human or material) in lessons to enhance student learning.

In the second observation, relative strengths were: Uses acceptable written, oral, and nonverbal communication; Communicates high expectations for learning to all students; and Conveys enthusiasm for teaching and learning; Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.). Relative weaknesses included:  Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning;  Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities; Provides opportunities for students to apply concepts in problem solving and critical thinking; Responds to and elicits student input during instruction; Uses higher-order questions to engage students in analytic, creative, and critical thinking and Uses family and/or community resources (human or material) in lessons to enhance student learning.

Indicators 24-29 are related to the classroom environment. In the first observation, relative strengths included:  Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment; Uses instructional time effectively.

Relative weakness included: Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning; Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs

In the second observation relative strengths included: Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment; Uses instructional time effectively. Relative weaknesses included: Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning; Adjusts lessons according to individual student cues, professional reflections, and group responses; Attends to or delegates routine tasks; Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.

Indicators 30-34 relate to assessment. This was the weakest section on both administrations. There were no relative strengths. All items are relative weaknesses.

Many interns struggle with the standards of the Special Education Teacher Intern Assessment Instrument. The Mississippi Research to Intervention (RTI) system paired with the practices of inclusion and the emphasis on Mississippi Curriculum Tests has created a blurring of roles in special education and general education roles. The faculty recognizes that internships need to be structured to more closely align with the actual duties of inclusion teachers and to provide more consistent mentoring from the clinical faculty and local special education staff. The weakest area by far is in assessment. The assessment component in Assessment VII has been expanded to require elements developed in the assessment class, two methods classes and in the internship to give candidates more practice and more incubation time for the complexity of classroom assessment.

**Use of Evaluation Results**
1 & 2.  Individual conferences with principals and supervisors will be necessary to emphasize the necessity for formal lesson planning and systematic assessment. Although candidates have sufficient training in each of these areas in their methods classes there is limited generalization to K-12 classroom. Additionally the program is considering a different lesson planning format to make it more compatible with the formats used in local school districts.

3.  The program is in the process of creating a long range curriculum planning committee with public school practitioners to more closely align our methods classes with the demands of inclusion teachers.

4. It is felt that candidates overemphasize the written requirements of the internship to the detriment of actual teaching responsibility. Combined with the lack of strong instructional models, the opportunity to practice best practice is hindered. Two major changes to the program have been initiated to alleviate these concerns:
   a.  CSP 643 will now have an emphasis on the Teacher Intern Assessment Instrument (TIAI) and not the Teacher Work Sample. The candidates will teach a series of daily lessons which will be critiqued using the TIAI. Video clips will be used to illustrate essential elements of each indicator. CSP 640 will emphasize the Teacher Work Sample.
   b.  Candidates who do not have an undergraduate in education will complete a two semester internship. In the first semester, the emphasis will be on contextual factors in the school and classroom, and on elements of the TIAI.

**Related Items**

**GE 01: Critical and Creative Thinking**

**GE 02: Communication**

**GE 03: Quantitative Skills**

**GE 04: Inquiry and Technology**

**GE 07: Cultural Awareness**

**GE 09: Cross-disciplinary Appreciation**

## MED-SE 05: LO Demonstrate skills associated with analyzing student data and developing teaching/learning strategies based on the analyses.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

### Learning Outcome

Analyze developmental level (general characteristics, language skills, motor skills, social skills, inclusion needs) of a student with significant learning, motor, sensory, cognitive, or social needs, and prepare intervention plan for that student. Candidates will prepare a case study which will be measured by the rubrics for the Individualized Education Case Study. Candidates must score a 3 or higher on each indicator of the rubric. Program goal is for 90% of candidates to meet expectations on each element of the rubric

### Data Collection (Evidence)

1. The Individualized Education Case Study will present candidates with a live case study. They will be given written and live documentation of a student with significant learning, motor, sensory, cognitive, or social needs. They will be asked to gather information about the student and prepare a comprehensive case study.

The case study will contain these five sections: a) Student Characteristics, b) Language Skills, c) Motor Skills, d) Social/Behavioral Skills, and e) Inclusion. Each of the sections will present a task and a series of prompts to guide the candidate through the process of responding to the task. Each section will be tied to specific Council for Exceptional Children competencies.

2. The case study will be completed in CSP 550 *Programming for Individuals with Severe/Multiple Disabilities*.

3. The case study will be rated with a 4-point rubric: 1 – Inadequate, 2 – Emerging Adequacy, 3 – Developing Adequacy, 4 – Achieving Adequacy. The candidate must score at least a 3 on each indicator.

### Results of Evaluation

Summer 2012 was the last administration of the Individualized Education Case Study. Based on review from Council of Exceptional Children, the program is moving to a more comprehensive measure of language skills beginning in Summer 2013.

|  | Summer I 2012 n= 16 | | |
|---|---|---|---|
|  | 1 | 2 | 3 |
| Student characteristics |  | 7 44% | 9 56% |
| Language plan |  | 7 44% | 9 56% |
| Motor plan |  | 9 56% | 7 44% |

| Social behavioral plan | | 9 56% | 7 44% |
|---|---|---|---|
| Inclusion plan | | 7 56% | 9 44% |
| | | | |

**Use of Evaluation Results**

This measure did not have enough layers to provide adequate information. In addition, it was not relevant to the world of practice. The program has submitted to Council of Exceptional Children a new assessment which is being field tested summer 2013.

The Alternate Assessment (MAAECF) Language Project is an exploration of the language section of the Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF). The assessment has five sections, a) application of alternate assessment process, b) targeting Objectives, c) alignment to general education, d) use of accommodations, and e) use of supports.

Candidates are given samples of the Present Level of Performance and Accommodations in Assessment pages for three students. Two of the samples will be from students who qualify for alternate assessment; one student would not be eligible. Candidates are to choose one of the students who qualifies for Alternate Assessment, justify their selection and then create an Alternate Assessment Portfolio for that student. Alternate assessment in Mississippi covers the areas of language, math and science. The candidates will only create the language section.
*The Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF) for students with significant cognitive disabilities (SCD) is part of the Mississippi Statewide Assessment System. It is designed to assess the educational performance of students with disabilities who cannot participate in the general education curriculum, even with accommodations. Students in grades 3–8 and 12 who meet the state's three SCD criteria are eligible to participate in the MAAECF. In general, eligible students are those who have a history of requiring extensive individualized instruction and have been classified as being severely to profoundly cognitively disabled or experience a pervasive developmental disability.(MDE, 2012)*

**Related Items**

   **GE 01: Critical and Creative Thinking**

   **GE 04: Inquiry and Technology**

   **GE 08: Perspectives**

## MED-SE 06: LO Demonstrate competency in the use of multidimensional assessment in special education

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

**Learning Outcome**
Demonstrate competency in the use of multidimensional assessments in special education to a) identify students with learning problems, b) to plan and adjust daily instruction c) and to plan for inclusion and classroom differentiation. The competency will be measured by the rubrics in the Special Education Assessment Folio. Candidates must score a 2 or higher on each element of the rubric. Program goal is 70% of candidates meeting the standard.

**Data Collection (Evidence)**
*Assessment for fall 2011: Special Education Assessment Folio*

The Special Education Assessment Folio has replaced the Special Education Assessment Work Sample. The artifacts for this folio are developed in four classes: CSP 545 *Special Education Assessment*, CSP 643 *Programming for Adolescents with Mild/Moderate Disabilities*, CSP 686, *Education of Individuals with Mild/Moderate Exceptional Learning Needs* and the capstone class (CSP 547 *Internship in Special Education or* CSP 647 *Action Research in Special Education*). Artifacts are then revised and expanded based on the internship experience. The first section, Formal Assessment, is created in CSP 545, Assessment in Special Education. The subsections of this section include: Norm Referenced Assessment, Mississippi Assessment Systems: Research to Intervention (RTI), and Mississippi Assessment: Special Education, and Ethics in Assessment. The second section, Informal Assessments, is created in CSP 643 *Programming for Adolescent with Mild/Moderate Exceptional Learning Needs* and/or CSP 686 *Education of Individuals with Mild/Moderate Exceptional Learning Needs*. Subsections include: Curriculum Based Assessment Teacher Made Tests and Curriculum Based Assessment Authentic Assessment. The third section, Assessment for Long Term Planning, is created in the capstone course (CSP 547 *Internship in Special Education* or CSP 647 *Action Research in Special Education*).

**Results of Evaluation**
Assessment for Fall 2011: Special Education Assessment Folio

| 1 not met<br>2 met<br>3 exceeded expectations | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | *Formal assessments* | | | *Informal assessments* | | | *Assessment for long term planning* | | |
| | **1** | **2** | **3** | *1* | *2* | *3* | **1** | **2** | **3** |
| Spring2012:N=6 | 2<br>33% | 4<br>67% | 0 | 1<br>17% | 3<br>50% | 2<br>33% | 0 | 4<br>33% | 2<br>67% |

| Fall 2012:N=7 | 0 | 3 43% | 4 57% | | 2 29% | 5 71% | | 2 29% | 5 71% |
|---|---|---|---|---|---|---|---|---|---|

Spring 2012 had the first full implementation of this assessment

In Spring 2012, six candidates were assessed on the overall rubric. Strongest performance was in Assessment for Long Term Planning; 67% of candidates were rated as having exceeded expectations. Weakest performance was in Formal Assessments where no candidates exceeded expectations.

In Fall 2012, seven candidates were assessed on the overall rubric. The strongest areas were Informal Assessments and Assessment for Long Term Planning with 71% of candidates exceeding the expectations; but the candidates also did well on formal assessments with 57% exceeding expectations.

**Use of Evaluation Results**
This assessment has proven to be too broad a measure to use for improvement of candidate performance or to guide program development. In the fall, the assessment will be revised to evaluate each section in more detail to align with Council for Exceptional Children (CEC) standards.

**Related Items**

**GE 01: Critical and Creative Thinking**

**GE 02: Communication**

**GE 04: Inquiry and Technology**

**GE 06: Social Institutions**

**GE 07: Cultural Awareness**

**GE 09: Cross-disciplinary Appreciation**

## MED-SE 07: LO Demonstrate mastery of the content knowledge associated with the Council for Exceptional Children Standards.

**Start:** 7/1/2012
**End:** 6/30/2013
**Providing Department:** Teacher Education, Leadership and Research

### Learning Outcome

Demonstrate mastery of the <u>content knowledge</u> associated with the Council for Exceptional Children Standards as measured by the Education of Exceptional Children: Core Content Knowledge (0354), Cutoff score 142.

### Data Collection (Evidence)

Candidates entering the program may be divided into three categories. One subgroup includes individuals who have completed an undergraduate degree in special education. These candidates have already met the Praxis Specialty Area requirement. The second subgroup includes individuals with undergraduate degrees in other areas of education. These individuals are advised to take the Praxis examination upon completion of 15-18 hours of coursework. In the last subgroup, members have undergraduate degrees in areas other than education. Some have already passed the special education Praxis examination due to requirements for alternate licensure in Mississippi. Others are full time students and are advised to take the Praxis examination upon completion of 15-18 hours of coursework. The Praxis examination must be passed in order to register for comprehensive examinations.

### Results of Evaluation

Summary of Results:

**Assessment I**
**Education of Exceptional Children: Core Content Knowledge (0353/0354)**

| Note: Average range for scores is reported for each separate administration. Levels are determined by the average scores listed for the administration period in which the scores were recorded. Did not meet expectation: score is below average range Met expectation: score is in average range Exceeded expectation: score is above average range | | | | |
|---|---|---|---|---|
| **Semester of program completion** | **Understanding Exceptionalities** | **Legal and Societal Issues** | **Delivery of Services to Students with Disabilities** | **Range of Composite Scores (all candidates met expectation, must have passing score to complete program) Cutoff 136** |
| **Spring 2012 N=1** | Did not meet expectation N=1 | Met expectation N=1 | Met expectation N=1 | 149 |

| **Summer 2012 N=3** | Did not meet expectation N=2 Met expectation N=1, | Did not meet expectation N=1 Met expectation N=2 | Did not meet expectation N=3 | 136-148 |
|---|---|---|---|---|
| **Spring 2013 N=1** | Met expectation N=1 | Exceeded expectation N=1 | Exceeded expectation N=1 | 184 |
| **Total 2012-2013 N=5** *Percentages not reported because of low N* | Did not meet expectation N=3 Met Expectation N=2 | Did not meet expectation N=1 Met expectation N=3 Exceeded Expectation N=1 | Did not meet expectation N=3 Met expectation N=1 Exceeded expectation N=1 | 136-184 |

Because this test was discontinued in Fall Semester 2010, there are few candidates using this test for State licensure. In 2012-2013 only 5 candidates reported 0353 scores. Because of the small N, it may be hard to draw conclusions from these data. The range of scores for the group was from 136 (the minimum cutoff) to 184. Three subscores were reported for each candidate: Understanding Exceptionality, Legal and Societal Issues, and Delivery of Services to Students with Disabilities. The Understanding Exceptionality section content included a) human development and behavior as related to students with disabilities; (Standard 2) b) characteristics of students with disabilities; (Standard 2)  and c) basic concepts in special education, including definitions of all major categories and specific disabilities (Standard 2). The Legal and Societal Issues Section included a) Federal laws and legal issues related to special education, including IDEA 2004, Section 504, Americans with Disabilities Act (ADA) (Standard 1); b) the school's connections with the families, prospective and actual employers, and communities of students with disabilities (Standard 10); and c) historical movements/trends affecting the connections between special education and the larger society (Standard 1).The Delivery of Services to Students with Disabilities section included a) background knowledge, including conceptual issues, placement and program issues and integrating best practices from multidisciplinary research and professional literature into the educational setting (Standard 1); b) curriculum and instruction and implementation (Standard 4 and 7); c) assessment (Standard 8); d) structuring the learning environment (Standard 5); e) professional roles (Standard 9 and 10); and f) the effect of disability across the lifespan (Standard 3).

All candidates met or exceeded the Mississippi State Department of Education (MDE) standard for licensure (136). The MDE does not stipulate a cutoff score for subscores, nor does it require these subscores to be reported. As a program, upon the suggestion of CEC reviewers, we grouped subscores in terms of program expectations: 1- does not meet expectations, 2- met expectations, and 3- exceeded expectations. These categories do not connote an absolute standard for candidates; rather, they allow the program to identify strengths and weaknesses in preparation. Candidate scores were compared to the average range of scores for the administration period in which they took the examination, as reported by ETS. A simple system of categorizing the scores is not possible as the averages

reported by ETS change with each administration. Candidates may have taken the examination any time within a 5 year period of submitting scores for licensure. Therefore, in a single semester, the program completers may have taken the test in several different time periods. The program designates their score as not meeting the expectation if it fell below the average range reported for the respective subscore when the candidate took the test, met expectation if it fell in the average range and exceeding expectation if it fell above the average. Of the five candidates reporting scores for 0353 in 2012-2013 on the Understanding Exceptionality section, 3 candidates did not meet the expectation and 2 candidates met the expectation. For the Legal and Societal Issues section, 1 candidate did not meet the expectation, 3 candidates met the expectation and 1 candidate exceeded the expectation. For the Delivery of Services to Students with Disabilities section, 3 candidates did not meet the expectation, 1 candidate met the expectation and 1 candidate exceeded the expectation. The strongest overall area was Legal and Societal Issues. Our program emphasizes cultural responsiveness and ethical practices. Weaker scores in Understanding Exceptionality and Delivery of Services to Students with Disabilities are in contrast to higher scores from candidates on equivalent subtests in the 0354 test in more recent years.

*Praxis 0354 Special Education: Core Knowledge and Applications*
Most candidates now report the Praxis 0354 Special Education: Core Knowledge and Applications test for licensure. The current cutoff score is 142, but it will change to 152 in Fall Semester 2014. In 2012-2013, 11 candidates took the test. The scores ranged from 149 to 190. The subtest areas are: Domain I: Development and Characteristics of Learners, Domain II: Planning and the Learning Environment, Domain III: Instruction, Domain IV: Assessment, and Domain V: Foundations and Professional Responsibilities. Domain I: Development and Characteristics of Learners (Standard 2) covers human development and behavior, theoretical approaches to student learning and motivation, basic characteristics and defining factors for each of the major disability categories, impact of disabilities to certain individuals, co-occurring conditions, how family systems contribute to the development of individuals with disabilities, and the environmental and social influences on student development and achievement. Domain II: Planning and the Learning Environment (Standard 5 and 7) includes questions about characteristics and elements of an effective lesson plan, learning objectives that are measurable and appropriately challenging, means of providing access to the curriculum, organizing the learning environment, how to understand and manage students' behaviors, theory and practice of effective classroom management and the design and maintenance of a safe and supportive classroom environment that promotes student achievement. Domain III: Instruction (Standard 4) asks questions about instructional strategies or techniques that are appropriate to students with disabilities, strategies that facilitate maintenance and generalization of concepts, selection and implementation of research-based interventions for such students, options for assistive technology, strategies that support transition goals, and preventive and intervention strategies for at-risk learners. Domain IV: Assessment (Standard 8) covers evidence-based assessments that are effective and appropriate for students, the uses of various assessments, how to interpret assessment results and the use of assessments results. Domain V: Foundations and Professional Responsibilities (Standard 1 and 10) includes questions about Federal definitions, Federal requirements for the pre-referral, referral, and identification , Federal safeguards of the rights of the stakeholders, components of a legally defensible individualized education program, major legislation, roles and responsibilities of other professionals who deliver special education services, strengths and limitations of various collaborative approaches, communication with stakeholders, and potential bias issues that may impact the teaching and interactions with students and their families.

All candidates met or exceeded the Mississippi State Department of Education (MDE) standard for licensure (142). The MDE does not stipulate a cutoff score for subscores, nor does it require these subscores to be reported. Again, as a program, upon the suggestion of CEC reviewers, we have begun to group subscores in terms of program expectations: 1- does not meet expectations, 2- met expectations, and 3- exceeded expectations. These categories do not connote an absolute standard for candidates; rather, they allow the program to identify strengths and weaknesses in preparation. Candidate scores were compared to the average range of scores for the administration period in which they took the examination, as reported by ETS. A simple system of categorizing the scores is not possible as the averages reported by ETS change with each administration. Candidates may have taken the examination any time within a 5 year period of submitting scores for licensure. Therefore, in a single semester, the program completers may have taken the test in several different time periods. The program designates their score as not meeting the expectation if it fell below the average range reported for the respective subscore when the candidate took the test, met expectation if it fell in the average range and exceeding expectation if it fell above the average.

Out of 5 major domains, the strongest area was Domain II: Planning and the Learning Environment, with 91% ( 10 out of 11) of the candidates meeting or exceeding the expectation. This is related to the strong emphasis in our program on lesson planning, unit planning and reflective teaching in our methods classes and in our field experiences. Average performance was reported on Domain I: Development and Characteristics of Learners, with 72% (8 out of 11) of the candidates meeting or exceeding expectations, Domain III:  Instruction, with 72% (8 out of 11) of the candidates meeting or exceeding expectations, and Domain V: Foundations and Professional Responsibilities with 72% (8 out of 11) of the candidates meeting or exceeding expectations. Weakest performance was in Domain IV: Assessment with 64% (7 out of 11) of the candidates meeting or exceeding expectations.

**Use of Evaluation Results**
As the Mississippi Department of Education (MDE) cutoff scores for the 0354 specialty test increase from 142 to 152, we will make an increased effort through required coursework to raise scores. For Domain I: Development and Characteristics of Learners, CSP 640: Education of Young Children with Exceptional Learning Needs has been redesigned with a more rigorous emphasis on typical and atypical development across all developmental levels.  For Domain II: Instruction, a new course has been added to the curriculum, CSP 686: Teaching for Inclusion. This course emphasizes differentiated instruction, co-teaching practices, grouping strategies, specialized instruction, and research based interventions. To strengthen Domain V: Foundations and Professional Responsibilities, candidates without classroom experiences will now take two semesters of internship. In the first semester, they will shadow a special education teacher and complete an ethnographic study of the special education internship setting. The ethnographic study has been added as a new section to Assessment V: The Special Education Teacher Work Sample: Postplanning.  For candidates who are already teaching, this ethnographic study will be completed in their one semester internship. For Domain IV: Assessment is an area of concern. In Mississippi all formal assessments are performed by school psychologists; therefore, it is difficult to provide a rounded training experience in formal assessment and interpretation of assessment results. The faculty will be working with a local school psychologist to increase rigor and expand activities in CSP 545: Special Education Assessment.

**Related Items**
**GE 03: Quantitative Skills**

Note: Average range for scores is reported for each separate administration.  Levels are determined by the average scores listed for the administration period in which the scores were recorded.
Did not meet expectation: score is below average range
Met expectation: score is in average range
Exceeded expectation: score is above average range

| Semester of program completion | Domain I Development and characteristics of learners | Domain II Planning and the learning environment | Domain III Instruction | Domain IV Assessment | Domain V Foundations and professional responsibilities | Range of Composite Scores (all candidates met standard, must have passing score to complete program) Cutoff 142 |
|---|---|---|---|---|---|---|
| **Spring 2012 N=3** | Did not meet expectation n= 1 Met expectation N=1 Exceeded Expectation n=1 | Met expectation N=3 | Did not meet expectation N=1 Met expectation N=2 | Did not meet expectation N=1 Met expectation N=2 | Did not meet expectation N=1 Met expectation N=1 Exceeded Expectation N=1 | 149-184 |
| **Summer 2012 N=3** | Did not meet expectation n= 1 Met expectation N=2 | Did not meet expectation N= 1 Met expectation N=2 | Met expectation N=3 | Did not meet expectation N= 2 Met expectation N=1 | Did not meet expectation N=1 Met expectation N=1 Exceeded Expectation N=1 | 152-170 |
| **Spring 2013 N=5** | Did not meet expectation N=1 Met expectation N=3 Exceeded Expectation N=1 | Met expectation N=4 Exceeded Expectation N=1 | Did not meet expectation N= 2 Met expectation N=2 Exceeded Expectation n=1 | Did not meet expectation N=1 Met expectation N=2 Exceeded Expectation n=2 | Did not meet expectation N=2 Met expectation N=3 | 155-190 |

| **Total 2012-2013 N=11** | Did not meet expectation N=3 Met expectation N=6 Exceeded Expectation N=2 **72% met or exceeded expectation** | Did not meet expectation N= 1 Met expectation N=9 Exceeded Expectation N=1 **91% met or exceeded expectation** | Did not meet expectation N= 3 Met expectation N=7 Exceeded Expectation N=1 **72% met or exceeded expectation** | Did not meet expectation N= 4 Met expectation N=5 Exceeded Expectation N=2 **64% met or exceeded expectation** | Did not meet expectation N=4 Met expectation N=5 Exceeded Expectation N=3 **72% met or exceeded expectation** | 149-190 |
|---|---|---|---|---|---|---|

## Gen Ed Learning Outcomes

### CEL_300_GE07: Cultural Awareness

**Start:** 7/1/2012
**End:** 6/30/2013

**Gen Ed learning outcome (competency)**
Outcome: Cultural Awareness
Developing an understanding of the need to be accepting of the variety of cultures future students will bring into the classroom and developing the ability to articulate that understanding particularly as it relates to education and their future students.

**Data Collection**
1. Assessment methods will include test items (multiple choice) and written research papers.
2. Data will be collected via item analysis of the test data which will come from the online management system used for testing. Data from written reports will be collected by the instructor of the course. A scoring rubric will be used to assess the written reports.
3. Data will be compiled into a report by the instructor. Data will then be presented to the faculty of the department. As a collective team, faculty will determine the level of success by students and the changes, if any, that need to be incorporated into the course.

**Results of Evaluation**
Analysis of data revealed that students have been successful in developing an understanding of the need to be accepting of the variety of cultures future students will bring into the classroom. They demonstrated the ability to articulate that understanding as they relate to future students.

**Use of Results**
1. No specific recommendations were made due to the students meeting the learning outcome.
2. No changes are being proposed.

**Related Items**
**GE 07: Cultural Awareness**

# Unit Goals

## TELR 2013_01: SPA/NCATE Compliance

**Start:** 7/1/2012
**End:** 6/30/2013

**Unit Goal**
Prepare program reports for submission to specialized professional associations (SPAs) by March 15, 2012. The following programs will submit reports: B.S.E. in Elementary Education, M.Ed. in Special Education, M.A.T.., and M.Ed. in Educational Administration and Supervision. In addition, non-SPA program reports will be prepared for the fall 2014 NCATE visit. Non-SPA programs include the M.Ed. and Ed.S. in Elementary Education, the Ed.S. in Educational Administration and Supervision, and the Ed.D. Degree Programs.

**Evaluation Procedures**
Program coordinators and program faculty will develop and submit SPA reports by March 15, 2012, based on the standards and requirements of their respective

**Actual Results of Evaluation**
All information was reported to the appropriate parties as specified in the Unit Goals. All reports from the agencies receiving the information gave good results. The Special Education report had to be resubmitted due to essential data being delayed because of implementation of new evaluation procedures.

**Use of Evaluation Results**
The information obtained from the submitted reports are being examined to make sure all appropriate information received from the report reviewers is implemented. In actuality, there were few changes needed based on the information submitted and responses received. Specifically the results were examined to see what changes need in the curriculum as well as other aspects of the degree programs. The SPA report information is submitted to NCATE by way of our report to them which occurs at specified intervals.

**Related Items**

SP1.Ind08: Curriculum Development and Revision

SP4.Ind09: Institutional review process / Accreditations/IE

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 03: Quantitative Skills

GE 04: Inquiry and Technology

# TELR 2013_02: Increase the number of graduates in Teacher Education Programs

**Start:** 7/1/2012
**End:** 6/30/2013

### Unit Goal
Increase the number of graduates in Teacher Education Programs by an average of 2% over five years, with the baseline year as AY 2007-08.

### Evaluation Procedures
Continue to hold recruitment events in strategically identified areas. Track the number of events, as well as number of prospective applicants who attend.

### Actual Results of Evaluation
In the area of Educational Administration and Supervision, there was an increase from 2011 to 2012 of 41 students. This counter balanced the slight decrease in previous years.  Elementary Education undergraduate enrollment increased slightly for 2012 counter balancing a slight decline in previous years. The Master of Arts in Teacher program has dropped slightly in enrollment the past two years but data from 2011 was not reported correctly preventing an accurate comparison between 2011 and 2012.  The doctorate in Professional Studies has remained fairly stable with a slight decrease from 2011 to 2012.  The graduate program in Special Education had a significant increase in enrollment from 2011 2012.  This was probably due to the program going online and follows a previous slight gradual decline in enrollment. Overall the data were very difficult to analyze because of the fluctuating numbers.  Considering all degree programs, there was an overall small increase in enrollment

### Use of Evaluation Results
Analyzed by early fall 2012 to support data-driven decisions related to recruitment and retention.

**Table 4**
**Teacher Education, Leadership, & Research Program Graduates**

| Goal | Institutional Goal | Baseline (AY 2007-08) | Year 1 (08-09) | Year 2 (09-10) | Year 3 (10-11) | Year 4 (11-12) | Year 5 (12-13) |
|---|---|---|---|---|---|---|---|
| Goal #2 – Increase number of graduates by an average of  2% over 5 years | SP 1, 2 GE 1, 2, 4 | 132 | 139 | 170 | 196 | 194 | 213 |

### Related Items

**SP1: Increase student learning**

**SP2.Ind03: Graduation Rate**

**GE 01: Critical and Creative Thinking**

**GE 02: Communication**

# TELR 2013_03: Increase Faculty publications

**Start:** 7/1/2012
**End:** 6/30/2013
**Unit Goal**
Increase the number of papers submitted and published by faculty, with 2010 as the baseline year.

**Evaluation Procedures**
Use the end-of-year faculty activity reports to document publications and presentations.

**Actual Results of Evaluation**
The actual number of faculty publications increased from 2 in 2011 to 10 in 2012.  The gains  in this area were not significant.  The importance of publishing will continue to be emphasized.  It is important to note, however, that the vast majority of the faculty in TELR did either present or publish.

**Use of Evaluation Results**
Publications will be documented in faculty activity reports.  The conducting and dissemination of research will provide new insights into ways to collaborate with Delta area schools and school districts to increase student learning, as well as research that will improve faculty teaching skills.

**Related Items**

**SP5: Improve the quality of life for all constituents**

**SP3.Ind07: Credentials**

**GE 01: Critical and Creative Thinking**

**GE 02: Communication**

**GE 03: Quantitative Skills**

# TELR 2013_04: Use results of Quality Matters evaluations to improve online courses.

**Start:** 7/1/2012
**End:** 6/30/2013

**Unit Goal**
Use results of Quality Matters evaluations to improve online courses.

**Evaluation Procedures**
The Chair will work with Program Coordinators to plan, prioritize work, and implement procedures for addressing online course weaknesses.

**Actual Results of Evaluation**
A Committee was formed from members of the Division of Teacher Education, Leadership, and Research to formulate specific goals for improvement of online courses. This committee was chaired by Dr. Corlis Snow.

**Use of Evaluation Results**
A list of requirements was developed for online courses and was implemented. There is an ongoing effort to make sure that all faculty teaching online courses adhere to the set of requirements for all Canvas shells. It should also be noted that a committee is being formed university wide to assure that quality and consistency is adhered to in all online courses.

**Related Items**

**SP1: Increase student learning**

**SP1.Ind08: Curriculum Development and Revision**

**SP3.Ind08: Evaluations**
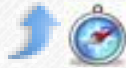
**GE 01: Critical and Creative Thinking**

**GE 02: Communication**

**GE 10: Values**

# TELR 2013_05: Faculty will be trained in maintaining accuracy and consistency in advisement procedures when evaluating students.

**Start:** 7/1/2012
**End:** 6/30/2013

### Unit Goal

Faculty will be trained in maintaining accuracy and consistency in advisement procedures when evaluating students. Advising is considered to be viewed as an overall process including face to face meetings with students, stressing to students the importance of doing their work in a serious manner so that the data collected is accurate, and helping students understand the value of the total student endeavor.

### Evaluation Procedures

Provide regular training for all faculty who advise students directly as well as stressing the importance of helping students to follow appropriate routines and procedures when registering, seeking help, completing schedules and taking the collection of data seriously. Provide regular training for all faculty who evaluate candidate performance in appropriate use of various assessment instruments and assessment procedures. Provide confidentiality training for all who have access to confidential information. Maintain training session agendas and sign-in sheets.

### Actual Results of Evaluation

Dr. Cheryl Cummins and Dr. Kathe Rasch, NCATE coordinators conducted sessions with all faculty members and discussed essential evaluation components in each course. This type of training is necessary for both SACS and NCATE. The division chair also discussed advisement procedures for all new and returning faculty in the beginning of the year faculty meeting as related to maintaining quality data collection for SACS and NCATE. Emphasis was also placed on the development of skills the faculty members would need in being good advisors in the total educational process.

### Use of Evaluation Results

The information obtained from the various aspects of evaluations made in designated classes will be used to make data driven decisions affecting instruction. This process is ongoing and in a state of constant modification. Student advisement will be discussed in light of the total educational process.

### Related Items

**SP1: Increase student learning**

**SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**

**GE 01: Critical and Creative Thinking**

**GE 02: Communication**

**GE 03: Quantitative Skills**

**GE 04: Inquiry and Technology**

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# TELR 2013_06: Faculty members will receive training in how to be an effective advisor.

**Start:** 7/1/2012
**End:** 6/30/2013

**Unit Goal**

Faculty members will receive training in how to be an effective advisor. Specific procedures will be followed which coincide with the policies of Delta State University.

**Evaluation Procedures**

Faculty members will demonstrate an understanding of appropriate advising procedures by accurately deciding various scenarios.

**Actual Results of Evaluation**

The faculty received specific training in advisement related to scheduling, registration procedures, and follow up with students. All facets were discussed using appropriate materials with faculty

**Use of Evaluation Results**

The results will be used to ensure that better student advisement is provided in all facets of the programs of the student. The end result will be increased student achievement and student retention.

**Related Items**

**SP1: Increase student learning**

**SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**

**GE 01: Critical and Creative Thinking**

**GE 02: Communication**

**GE 04: Inquiry and Technology**

## Section IV.a
## Brief Description
## Narrative

Teacher Education Programs

- Bachelor of Science in Elementary Education - This degree provides initial licensure in grades Kindergarten through 6.      Supplemental endorsements for middle level grades lead to licensure in grades 7-8. The program is available at the Cleveland     campus, with a few courses offered at the Greenville Higher Education Center. In the Spring 2009 Semester a 2+2 Program with Hinds Community College was begun; most courses in the 2+2 Program are taught as hybrids with a few totally online.
- Master of Education Degree in Elementary Education – This program is available online. The purpose of the program is to prepare quality teachers who can teach at all levels of the elementary school.
- Educational Specialist Degree in Elementary Education – Beginning with the Spring 2009 Semester, this program has been     totally online. The purpose of the program is to prepare quality elementary teachers who can function effectively and provide     leadership for fellow teachers at both the primary and intermediate levels.
- Master of Education in Special Education – This program provides initial licensure in Special Education and is an online program The program mission is to train teachers to work with children and youth with mild/moderate disabilities.
- Master of Arts in Teaching (MAT) – The MAT is an alternate-route program designed for promising individuals with non-     education degrees who want to become teachers. It leads to a Master of Arts in Teaching Degree and Mississippi AA licensure.     The program is online. The program offers an emphasis in Elementary (Grades 4 – 6) and Secondary Education (Grades 7 - 12).

Educational Leadership Programs - The following graduate degree programs are available for the preparation of educational administrators and supervisors: Master of Education in Educational Administration and Supervision – Public School Emphasis (full-time cohort program), Master of Education in Educational Administration and Supervision – Independent School Emphasis, and Educational Specialist in Educational Administration and Supervision (online).  The Doctor of Education on Professional Studies Program has tracks in Elementary Education, Educational Leadership, Higher Education, and Counselor Education.

## Section IV.b

### Comparative data
Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.
### Narrative
Table 6

| | ENROLLMENT BY MAJOR | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Spring 2009 | | Spring 2010 | | Spring 2011 | | Spring 2012 | | Summer 2009 | | Summer 2010 | | Summer 2011 | | Summer 2012 | | Fall 2009 | | Fall 2010 | | Fall 2011 | | Fall 2012 | |
| | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR |
| Educational Leadership | - | 36 | - | 71 | - | 80 | - | 87 | - | 47 | - | 65 | - | 65 | - | 78 | - | 81 | - | 83 | - | 82 | - | 103 |
| Elementary Education | 240 | 161 | 250 | 168 | 243 | 171 | 264 | 153 | 78 | 154 | 125 | 161 | 114 | 146 | 107 | 135 | 290 | 196 | 262 | 177 | 291 | 165 | 252 | 158 |
| Master of Arts in Teaching | - | 11 | - | 10 | - | 55 | - | 16 | - | 20 | - | 31 | - | 34 | - | 32 | - | 9 | - | 17 | - | 65 | - | 14 |
| Professional Studies (Ed.D.) | - | 54 | - | 54 | - | 63 | - | 55 | - | 54 | - | 31 | - | 45 | - | 37 | - | 64 | - | 60 | - | 63 | - | 64 |
| Special Education | - | 62 | - | 71 | - | 14 | - | 57 | - | 46 | - | 38 | - | 28 | - | 29 | - | 76 | - | 62 | - | 17 | - | 58 |
| *Total* | *240* | *324* | *250* | *374* | *243* | *383* | *264* | *368* | *78* | *321* | *125* | *326* | *114* | *318* | *107* | *311* | *290* | *426* | *262* | *399* | *291* | *392* | *252* | *397* |

The data displayed in Table 6 indicates that enrollment in the Educational Leadership Program (M.Ed. and Ed.S.) increased during 2012 by 41 students over 2011.  In the undergraduate Elementary Education Program, enrollment showed a downward trend in the last year from 114 to 107.  Enrollment in Elementary Education graduate programs increased significantly between 2009 and 2010, but fall 2012 is lower than that of fall 2011.  Data for the MAT was incorrectly reported for the fall and spring of 2011 so an accurate comparison cannot be made.  For the graduate Special Education program, enrollment increased significantly in 2012 over the previous year.  Enrollment in Professional Studies shows consistency and stability.

# Delta State University FY2013 Unit Level Report
*Department: Teacher Education, Leadership and Research*

Table 7

| | Spring 2009 | | Spring 2010 | | Spring 2011 | | Spring 2012 | | Summer 2009 | | Summer 2010 | | Summer 2011 | | Summer 2012 | | Fall 2009 | | Fall 2010 | | Fall 2011 | | Fall 2012 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR | UG | GR |
| **AED** | - | 180 | - | 210 | - | 168 | - | 273 | - | 303 | - | 216 | - | 285 | - | 201 | - | 315 | - | 333 | - | 309 | - | 498 |
| **CAD** | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 42 | - | 36 | - | 51 | - | 18 |
| **CEL** | 1119 | 288 | 1185 | 324 | 1485 | 588 | 1611 | 618 | 132 | 822 | 195 | 738 | 126 | 684 | 126 | 582 | 1293 | 762 | 1395 | 675 | 1593 | 576 | 1539 | 582 |
| **CML** | 60 | 30 | 72 | 33 | 84 | 45 | 72 | 45 | 30 | - | 78 | 0 | 120 | 0 | 120 | 0 | 60 | 24 | 81 | 27 | 69 | 24 | 81 | 18 |
| **CRD** | 183 | 66 | 186 | 117 | 273 | 165 | 255 | 180 | 84 | 216 | 129 | 183 | 129 | 186 | 138 | 183 | 297 | 84 | 363 | 3 | 342 | 3 | 360 | 0 |
| **CSP** | 453 | 261 | 453 | 315 | 501 | 303 | 573 | 252 | 198 | 330 | 183 | 270 | 267 | 321 | 222 | 264 | 459 | 357 | 414 | 270 | 504 | 312 | 327 | 297 |
| **CSD** | - | 0 | - | 0 | - | 0 | - | 0 | - | 24 | - | 0 | 0 | 24 | - | 24 | - | 18 | 0 | 24 | 0 | 21 | 0 | 18 |
| **CUR** | 262 | 348 | 395 | 402 | 436 | 297 | 458 | 273 | - | 366 | 0 | 645 | 0 | 510 | 6 | 405 | 579 | 105 | 605 | 3894 | 526 | 8370 | 550 | 9993 |
| **EDL** | - | 128 | - | 150 | - | 154 | - | 112 | - | 117 | - | 201 | - | 147 | - | 102 | - | 210 | - | 110 | - | 80 | - | 45 |
| **ELR** | - | 390 | - | 375 | - | 273 | - | 228 | - | 318 | - | 366 | - | 288 | - | 306 | - | 348 | - | 276 | - | 360 | - | 423 |
| **SUP** | - | 126 | - | 126 | - | 174 | - | 156 | - | 0 | - | 0 | - | 0 | - | 36 | - | 0 | - | 0 | - | 0 | - | 3 |
| *Total* | *2077* | *1817* | *2291* | *2052* | *2779* | *2167* | *2969* | *2137* | *444* | *2496* | *585* | *2619* | *642* | *2445* | *612* | *2103* | *2688* | *2265* | *2858* | *5648* | *3034* | *10106* | *2857* | *11895* |

Trends in credit hour production identified in Table 7 include the following: (1) A slight decrease in credit hour production for the undergraduate Elementary Education Program was identified between 2011 and 2012. Credit hour production in the graduate Elementary Education program has increased overall in the last five years. (2) The graduate Special Education (CSP prefix) decrease slightly between 2011 and 2012. (3) Educational Leadership (AED prefix) increased in spring 2012 from 2011. Credit hour production in Educational Research (ELR prefix) increased in 2012 from previous years.

**Table 8**

| A COMPARISON OF GRADUATES BY MAJOR | | | | | | |
|---|---|---|---|---|---|---|
| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| **BSE Elementary Education** | 51 | 41 | 44 | 50 | 39 | 60 |
| **M.Ed. Elementary Education** | 22 | 24 | 76 | 73 | 73 | 68 |
| **Ed.S. Elementary Education** | 7 | 2 | 7 | 10 | 13 | 22 |
| **M.Ed. Educational Administration and Supervision** | 13 | 12 | 12 | 7 | 12 | 11 |
| **Ed.S. in Educational Administration and Supervision** | 11 | 23 | 10 | 32 | 20 | 27 |
| **Master of Arts in Teaching** | 7 | 9 | 12 | 7 | 15 | 10 |
| **BSE Special Education** | 2 | - | - | - | - | - |
| **M.Ed. Special Education** | 14 | 21 | 7 | 16 | 20 | 12 |
| **Professional Studies (Ed.D.)** | 5 | 7 | 2 | 1 | 2 | 3 |
| *Totals* | *132* | *139* | *170* | 196 | *194* | *213* |

The data displayed in Table 8 indicates a decrease in B.S.E. graduates from previous years. M.Ed. in Elementary Education maintained enrollment from previous years. Ed.S. in Elementary Education increased significantly in 2012 above that of all previous years. M.Ed. in Educational Administration decreased slightly in 2012. Ed.S. in Educational Administration increased in 2012. MAT graduate numbers slightly decreased. M.Ed. in Special Education graduates decreased in 2012. Graduates in Professional Studies increased slightly in 2012-13.
Trend data for Teacher Education 2009-2013

## Section IV.c
## Diversity Compliance Initiatives and Progress
## Narrative

- A racial minority faculty member is the Coordinator of the graduate Elementary Education Program and one is Coordinator of the M.Ed. in Educational Administration and Supervision. One minority work-study student and one minority graduate assistant were employed to assist faculty in the Division.

- The Masters of Arts in Teaching, Special Education, M.Ed. in Educational Administration and Supervision, and Educational Specialist Educational Administration and Supervision Degree Program have attracted "other race"* students from across the Delta region. The online Master's and Educational Specialist Degree Programs in Elementary Education have attracted "other race" students from across the Delta region, the State of Mississippi, and adjoining states.

- The Division had alternative course offerings during the past academic year through intersession courses, online courses, video-conferenced courses, hybrids, and intense schedules in an effort to accommodate nontraditional students, working students, or those with other encumbrances that might make traditional course offerings difficult to access.

* * Since the majority of Delta State University's faculty, staff and students are classified as "White," the term "other race," as used above, is to be defined as including those individuals classified by the U.S. Census Bureau as American Indian, Alaskan Native, Asian, Black or African American,Native Hawaiian, or other Pacific Islander.

## Section IV.d
## Economic Development Initiatives and Progress
## Narrative

Faculty Service to Area Schools and Educators

The Division provided ongoing professional development opportunities to area school district teachers and administrators. These focused on best practices for inclusive classrooms, including effective teaching of literacy skills, differentiated instruction, and RtI.  Faculty also hosted events, such as reading fairs, and served as judges for events. The Educational Leadership Program partnered with DAAIS to provide professional development for local administrators in school law.  All of these were done at nominal or no cost to area schools and school districts.

The online Master of Elementary Education and Educational Specialist in Elementary Education Degree Programs continue to draw new students.  The second group of candidates (23) graduated from the Delta State University/Hinds Community College 2+2 in Elementary Education Degree Program graduated in 2012.  The Ed.S. in Educational Administration and Supervision Degree Program continues to grow through the provision of online and hybrid course offerings.

Faculty Service to the Community Service continued in 2012 through the Literacy Enhancement Clinic, which is funded by a Delta Health Alliance grant. The Clinic provided clinical experiences and professional development opportunities for teacher candidates and diagnostic and remedial assistance to  K-12 students, using health-related nonfiction text. Services were provided to the K-12 students free-of-charge.

One-Year Plan (July 1, 2009 – June 30, 2010)

The Division continued efforts to maintain the quality of the graduate and undergraduate programs, to provide professional development opportunities to area school district teachers and administrators, and to provide services to the community through the Literacy Enhancement Clinic. In addition, a Healthy Schools Coordinator was employed with DHA funds.  The Coordinator worked with undergraduate Elementary

Education and Master of Education in Educational Administration and Supervision faculty to infuse Healthy School components into their programs of study and developed a resource room of materials for check-out by undergraduate Elementary Education teacher candidates.

Two-Year Plan (July 1, 2010 - June 30, 2011)

Efforts from Year 1 continued to be refined. In addition, the Healthy Schools Coordinator worked with the instructor of the secondary education introductory course to infuse Healthy School components into these courses. The Healthy Schools Coordinator also worked with local schools on Healthy and Safe School initiatives.

Five-Year Plan (July 1, 2009 – June 30, 2014)

The long-term plan includes continuing to provide quality graduate and undergraduate programs, as well as providing professional development for educators and the community. Division faculty also plan to investigate the possibility of establishing long-term partnerships with area school districts to train teacher leaders and provide degree programs at the Greenville Higher Education Center  Mississippi Delta Community College and Holmes Community College. The Healthy Schools Coordinator continued to work with faculty to infuse Healthy School components into programs of study and will work with local schools on Healthy and Safe School initiatives.

## Section IV.e
## Grants, Contracts, Partnerships, Other Accomplishments
## Narrative

- The Literacy Enhancement Clinic, funded by an $86,260 Delta Health Alliance grant provided clinical experiences and professional development opportunities for teacher candidates and diagnostic and remedial assistance to 43 K-12 students through the use of health-related nonfiction texts. Ms. Susan Berryhill coordinates the Literacy Enhancement Clinic program. This program ceased in May 2012 because grant funds will no longer be awarded.

- The Literacy Across the Curriculum: Institute for Teachers in Grades 6 – 12 (LACI), funded by a $89,447 IHL grant, provided training for Delta area teachers in the incorporation of literacy skills in the content areas. Dr. Levenia Barnes, a retired faculty member, is the director of the Institute.

- The Delta Connection, a partnership with the Elementary Education Program at Blue Mountain College, provides an exchange of undergraduate elementary education candidates for the purpose of team-teaching literacy lessons to diverse elementary students at Bell Elementary in Boyle, MS, and New Albany Elementary in New Albany, MS. Mrs. Anjanette Powers coordinate this partnership.

- The undergraduate Elementary Education Program partners with the administration and faculty at Cypress Park Elementary and Nailor Elementary in Cleveland to teach CRD 326 Diagnosis and Remediation of Reading Difficulties on site at these schools. Mrs. Anjanette Powers coordinate this partnership.

- The Delta State University/Tishomingo County School District Partnership received a grant from the Tri-State Educational Foundation to assist in funding tuition for Northwest Mississippi teachers to receive a Master of Education in Elementary Education Degree an Ed. S. in Administration and Supervision, and an Ed.S. in Elementary Education from Delta State University. Dr. Corlis Snow coordinates the program in Elementary Education, and Dr. Terry Harbin coordinates the program in Administration and Supervision.

- The DSU/HCC Partnership Elementary Education Partnership is a 2+2 partnership between the Hinds Community College and the undergraduate Elementary Education Program. The program began in the Spring 2009 Semester and provides graduates of Hinds Community College and other residents of Hinds and surrounding counties the opportunity to complete a Bachelor of        Science in Elementary

- Education Degree from Delta State University. Mrs. Terry Parrish and Dr. Joe Garrison coordinate this partnership.
- The Educational Administration and Supervision Program continued to receive significant funding through the Delta Health Alliance Grant, $698,280 for the 2010-2011 academic year, and $967,020 for the 2011-2012 academic year  The program also partners with DAAIS to provide useful professional development to Delta area administrators.
- Service Learning Data (list of projects, number of students involved, total service learning hours, accomplishments, etc.):  Two undergraduate Elementary Education student organizations (Mississippi Early Childhood Association, Mississippi Association of Middle Level Educators) participated in a Delta State University Year of Green service learning project.  The focus of the project was encouraging students at Nailor Elementary and Presbyterian Day School to recycle; ten teacher candidates participated in the project.  A "Tacky Trashy Fashion Show" kicked off the project in February 2011, with teacher candidates performing a skit that explained the many ways that recycled trash may be used.  Students at both schools recycled paper and cans, with teacher candidates picking these up weekly and taking them to a local recycling center.  As a closing activity, a tree was planted on each school campus.

## Section IV.h
## Committees Reporting To Unit

Each unit  includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records.  Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

## Narrative

- The Division Chair is also chair of the Teacher Education Council (TEC). The TEC is the policy-making body for all undergraduate Teacher Preparation Programs at Delta State University. Membership is made up of representatives from the Teacher Preparation Programs, P-12 teachers and administrators, community college faculty, community leaders and P- 12 parents, and undergraduate and graduate teacher education candidates. Committee records are archived in the Division Office and on the College of Education NCATE shared drive. An equivalent organization, the Graduate Professional Education Council (GPEC), is the policy making body for all graduate programs in Teacher Education
- The Division Curriculum Committee is made up of the division chair, who also chairs the committee; the Program Coordinators; undergraduate and graduate teacher and administrator candidates, and P-12 representatives. The committee reviews and approves all curriculum changes made to courses in the Division. Committee records are archived in the Division Office and on the College of Education NCATE shared drive.
- The Assessment Committee for the unit is currently chaired by Dr. Cheryl Cummins and Dr. Kathe Rasch. This committee guides the development and refinement of candidate performance assessments and the Unit Assessment System used to collect, analyze, and disseminate data on candidate performance. Committee records are archived in the Division Office and on the College of Education NCATE shared drive.
- The Ed.D. Program Coordinator, Dr. Jacqueline Craven, is chair of the Doctoral Admission and Curriculum Council, which is the policy-making council for the Ed.D. Program.  Committee records are maintained in the Ed.D. Program Coordinator's Office and on the College of Education NCATE shared drive.

## Section V.a
## Faculty (Accomplishments)
Noteworthy activities and accomplishments
## Narrative
*Professional Growth and Development*
Faculty attended the following <u>training and informational session's</u> related to teaching and administrative practices:

- M-Star Training, Jackson, MS (Watkins)
- MACTE Retreat, Raymond, MS (Watkins)
- AASCD Curriculum & Assessment Conference (Common Core State Standards) Hot Springs, AR (Watkins)
- Common Core State Standards Institutes, Monticello, AR (Watkins)
- ECERS Training for Preschool Programs, Lake Village, AR (Watkins)

*Scholarship*

<u>Publications</u>

Craven, J. S., Howell, E., & McPherson, D. (2012). *The "Art of Living Smart" Summer Camp Survey     Results from 2012: Do Children*
     *in the Mississippi Delta have the Art? Delta Journal of     Education.*
Kuykendall, M. (2012). *Strategies for Cultural Awareness of Teaching in Training: An Action     Research Project. Delta Journal of*
     *Education. 2(1), 27-41.*
Thomas, D. (2012).  The Subtlety of Bullying. *The Delta Kappa Gamma Bulletin.*
Thomas, D. (2012). Review of *Developmentally Appropriate Curriculum (6th Edition).*
Thomas, D. (2012*).* Review of *True or False Amphibians.*
Van Namen, M. (2012). *Signs and symptoms: Understanding and identifying child maltreatment. Classroom Tips.* PDK International
     Family of Associations.
Van Namen, M. (2012). *Using Scaffolding to build a better first year. ASCD Express*, 7 (16).
Van Namen, M. (2012). *Three-dimensional students: Getting to know you. Middle Ground.*
Van Namen, M. (2012). Review of *Child and Adolescent Development in Your Classroom* by Bergin and Bergin.
Watkins, T. (2012). *Review of Enhancing professional practice, A framework for teaching*
          (*2nd ed*.). Alexandria, VA: ASCD.

<u>Presentations</u>

Hartley, V. & Street, S. (2012). *Diverse Learners. Diverse Teachers. A Grand Combination.* Practitioner training at Mississippi Council for
     Exceptional Children, Philadelphia, MS.
Hartley, V. & Street, S. (2012). *RTI: Not just for academics.* Practitioner training at Mississippi Council for Exceptional Children,
     Philadelphia, MS.
Hartley, V. & Lambert, E. (2012). *The Good, the Bad, and the Ugly: Helping Students who aer At-Risk or Have Exceptional Learning*

*Needs*. Presentation at the Annual Fred E. Woodall Spring Conference for the Helping Professions, Cleveland, MS.

Marshall, J. (2012) *Effective Strategies for Teaching Adult Learners.* Delta Health Alliance Marshall, J. (2012).  *Educational Opportunities*
   *in the Delta. Pace, MS.*

Marshall, J (2012). *The Future of 18-24 Year-old Males in the Mississippi Delta. Cleveland, MS.*

Marshall, J (2012). *Issues in Education. Greenville, MS.*

Powers, A. & Van Namen, M. (2012). *Effective planning, instruction, and assessment.* Presentation at the 23rd Annual Future
   Educators Association (FEA) National Conference. Baltimore, MD.

Van Namen, M., Powers, A., & Snow, C. (2012). *Thinking maps: A visual tool to enhance academic achievement. Presentation* at the
   Mid-South Educational Research Association (MSERA) 2012 Annual Meeting, Lexington, KY.

Thomas, D. & Powers, A. (2012). *Foldables, post-its, and other 3-d activities*. Presentation at the Mississippi Reading Association
   Conference, "Reading in 3-D," Biloxi, MS.

Thomas, D.,Dickerson, A., Calvert, N., Greer, K., Scruggs, B., & Wilbanks, O. (2012). *Touchdown with technology!* Presentation at the
   Missisippi Association For Middle   Level Education. Hattiesburg, Mississippi.

Thomas, D. *Phonics, Phonemic Awareness, and Reading workshop series I*. Clarksdale City Schools. (2012)


Collaboration

- Reviewer, *Delta Journal of Education* (Craven)
- ACRES Presenter (Harbin)
- ACRES Conference Planning Committee (Lambert)
- ACRES Technology Committee (Lambert)
- ACRES Scholarship Committee (Lambert)
- Praxis I & II Workshop Coordinator (Powers, Thomas, Van Namen)
- Cleveland-Bolivar County Chamber of Commerce (Powers)
- Bedtime Story Hour Evaluator (Powers, Thomas, Van Namen)
- Advisory/Craft Committee, Cleveland Career Development and Technology Center (Powers)
- Crosstie Arts and Jazz Festival Committee – Volunteer Chairman (Powers)
- Reading Fair Judge (Powers, Van Namen)
- Neighborhood Children's Program Board Member St. Luke UMC, Cleveland (Lambert)
- Neighborhood Children's Program, St. Luke UMC (Lambert)
- Delta Arts Alliance Member (Powers)


Technical Assistance/Professional Development Services to Area Schools and Communities

- Presenter, *Fluency Workshop* (Clarksdale (Bridges)
- Presenter, *Comprehension Workshop* (Greenwood) (Bridges)
- Presenter, *RUS/DLT Grant Training Session* (Cleveland) (Bridges)
- Presenter, *Common Core-Math K-6 Training* (Cleveland) (Bridges)
- Presenter, *Fluency Workshop* (Cleveland) (Bridges)
- Presenter, *Differentiated Instruction Workshop* (Clarksdale) (Bridges)
- Presenter, *MAT Orientation Workshop* (Cleveland) (Bridges)
- Presenter, *Comprehension Workshop* (Greenwood) (Bridges)

- Presenter, *Differentiated Instruction Workshop* (Indianola) (Bridges)
- Presenter, *Healthy Schools Workshop* (Cleveland) (Bridges)
- Presenter,  DSU Presentation to TPSD SPED Teachers (Tupelo) (Harbin)
- Presenter, Special Education Recruitment (Tupelo) (Harbin)
- Presenter, *Co-Teaching—Fun, Challenging, Enlightening AND It Makes a Difference in Student Learning.* Practitioner training at Humphreys County Professional Development. (Hartley)
- Presenter, *RTI for Secondary Teachers.* Practitioner training at Hollandale School District. (Hartley)
- Presenter, *Adolescent Growth and Development.* Practitioner training at Higgins Middle School, Clarksdale, Mississippi.
- Presenter, *P.R.I.D.E. Schools* at 2012 EdPro PBIS Support Conference in Nashville, TN on November 9, 2012 (Marshall)
- Presenter, *The Future is Ours: Leadership Matters.* The University Council for Education Administration. (2012) (Marshall)
- Presenter, *The Complete Learning Organization.* Humphrey's County Teacher In-service 2013. (Marshall)

Advisors to Student Organizations

- Early Childhood Association – DSU Chapter Advisor (Thomas)
- Delta Reading Council (Thomas)
- Future Educators Association – DSU Chapter Advisor (Van Namen)
- Student Association of Mississippi Association for Middle Level Education Co-Advisors (Van Namen)
- Phi Mu Sorority Advisor (Powers)
- Delta Delta Delta Sorority Advisor (Van Namen)
- Kappa Delta Pi (Snow)
- Student Advisory Committee Advisors  (Thomas, Van Namen)

*Affiliation with/Support of Professional Organizations, University, College, and Division Committees*

Faculty members provide service as sponsors, officers, committee members, and/or members in the following organizations:

AERA
American Association of School Administrators
Arkansas Association of Educational Administrators
Arkansas Association of Elementary School Principles
Arkansas Association of School Business Officials
Arkansas Association for Supervision and Curriculum Development
Association of Supervision and Curriculum Development
Association for Middle Level Educators
Council for Exceptional Children
Delta Kappa Gamma
Future Educations Association
GLM Inc. Family Mentoring and Youth Advocacy
International Reading Association
Kappa Delta Pi
Mid-South Educational Research Association
Mississippi Association for Supervision and Curriculum Development
Mississippi Congregational Health Network

Mississippi Early Childhood Association
Mississippi Professional Educators
Mississippi Reading Association
National Association of Elementary School Principals
National Council for Social Sciences
Omicron Delta Kappa
Southern Early Childhood Association

Faculty members are involved in committee work at the University, College, and Division levels. During the past year, The Division had representation on each of the following:

University
Alumni Association
Courtesy Committee
College of Education & Human Sciences
Curriculum Committee
Diversity Advisory Committee, Recorder
DSU Alumni Association
DSU Student Publications Committee
DSU Student Organizations Committee
Faculty Senate Senator
Faculty Senate Proxy
Graduate Appeals Committee
Graduate Council
Healthy Campus/Community Initiative Advisory Committee
Health and Wellness Committee
Merit Pay appeals Committee
QEP Committee
Safety Committee
SACS 2014 Reaffirmation Committee
Student Activities Committee
Textbook Committee
Teaching Excellence Committee
Writing across the Curriculum Committee


College
Assessment Committee; Co-Chair, Member
  College of Education Enhancement Fund Committee
Division of Counselor Education and Psychology Tenure and Promotion Committee
Doctoral Admissions and Curriculum Council; Chair, Member
Dissertation Committee; Chair, Member
Graduate Education Program Council
Healthy Campus/Community Initiative Advisory Committee
Learning Management System Committee
NCATE Coordinator
Standard 3 Committee
Various NCATE Committees, Members
Teacher Education Council; Chair, Member

Teacher Education Curriculum Committee

<u>Division</u>
Doctoral Program Coordinator
Tenure and Promotion Committee; Chair, Member
Search Committee for Division Chair
Teacher Education Curriculum Committee
Teacher Education Council Member
Coordinator's Council: Division of Teacher Education
Special Education Curriculum Committee

## Section V.c
## Administrators (accomplishments)
## Narrative
<u>*Presentations*</u>
Griffin, L., Cummins, C., & Garrison, J. (2013). *Creating a Culture Shift for Assessment-Based Program Improvement: Lessons*
*Learned.* Proposal accepted for the National Institute on the Assessment of Adult Learning Conference, Atlantic City, NJ.
<u>*Serves on the following University Committees:*</u>

University Tenure & Promotion Committee
General Education Committee

## Section V.d
## Position(s) requested/replaced with justification
## Narrative
Ed.D. Program Coordinator replaced by Dr. Jacqueline Craven following Dr. Lynn Varner's resignation
M.Ed. in Educational Leadership Program Coordinator replaced by Dr. JeVon Marshall following Dr. Thomas Taylor's resignation
Ed.S. in Administration & Supervision Program Coordinator replaced by Dr. Terry Harbin following Dr. Carole White's resignation
B.S.Ed. Program Coordinator replaced by Dr. Tim Watkins following Dr. Cheryl Cummins' resignation as program coordinator
Terry Parrish was hired as Director of the Delta State/Hinds 2+2 Program

## Section V.e
## Recommended Change(s) of Status
## Narrative
Dr. Carole White resigned effective June 30, 2012
Dr. Lynn Varner resigned effective June 30, 2012
Dr. Jeanne Holland resigned effective August 2012
Employed were Terry Harbin, JeVon Marshall, Jacqueline Craven, and Tim Watkins as Assistant Professors, and Terry Parrish as Director of the Delta State/Hinds 2+2 Program.

**Section VI.a**
**Changes Made in the Past Year**
**Narrative**

M.Ed in Special Education was changed to an online 30-33 hour degree program.
M.Ed. in Educational Leadership was changed from a 48 to a 39 hour program.
Ed.S. in Leadership was changed to an all-online program.
Levels of licensure were changed for students in the MAT program.


**Section VI.b**
**Recommended Changes for the Coming Year**
**Narrative**

Course requirements for the Ed.S. cohort in Administration program

**CEL 317** *Principles and Techniques of Teaching in Early Childhood*/**318** *Principles and Techniques of Teaching in the Middle Grades* **Integrated Unit Components**

|  | **Possible Points** | **Points Earned** |
|---|---|---|

1. Unit Rationale (Grading Scale # 1)  —  9  —  ____
   - Goal of the Unit
   - Attitudes to Be Developed

2. Contextual Factors and Class Description (Rubric # 1)  —  12  —  ____

3. Learning Goals (Rubric # 2)  —  9  —  ____
   - Objectives
   - Concepts and Skills
   - Vocabulary

4. Unit at a Glance (Grading Scale # 2)  —  9  —  ____
   - Integration of Content
   - Weekly Plan Sheet

5. Lesson Plans   (Rubric # 3)  —  *60  —  ____
   - NOTE: The value of the lesson plans totals 30 points.
     This total will be doubled to weight the value of individual plans correctly.
   - Language Arts
   - Math
   - Science
   - Social Studies
   - Fine Arts
   - Physical Education
   - Health

6. Assessment Plan (Rubric # 4)  —  *9  —  ____
   - Tests and rubrics used
   - Justification of types of assessments used
   - Specific assessment materials  —  *5  —  ____

7. Home-School-Community Connection (Rubric # 5)  —  6  —  ____
   - Parent Letter
   - Community Involvement
   - Homework

8. Teaching day Assessments  —  *24  —  ____
   - NOTE: The value of the teaching day assessment totals 12 points. This total will be doubled to weight he value of individual assessment correctly.
   - Individual Teaching Evaluation (Rubric # 6)
   - TIAI University Supervisor (if applicable)

9. Reflection and Self-Evaluation (Rubric # 7)  —  *18  —  ____
   - Team Reflections
   - Self-Evaluation  —  _____

Total 161

Grading Scale # 1

**Date** _____
**Names**_____               _____
             _____               _____
             _____               _____

| | **1**<br>**Indicator Met** | **2**<br>**Indicator**<br>**Partially Met** | **3**<br>**Indicator Met** | **Score** |
|---|---|---|---|---|
| **Rationale Content** | Rationale is unclear, vague, and lacks specificity | Rationale is somewhat unclear and contains only a few details | A clear rationale for teaching the unit is present | |
| **Goals** | Goals do not represent developmentally appropriate practices | Some goals represent developmentally appropriate practices | All goals are representative of developmentally appropriate practices and are clearly mentioned | |
| **Attitudes** | Insufficient evidence of promoting attitudes for successful learning experiences | Some evidence of promoting attitudes for successful learning experiences is present | Attitudes that promote successful learning experiences are present and clearly outlined | |
| **Writing Composition and Mechanics** | More than three grammar, spelling, and mechanics errors | Less than two grammar, spelling, and mechanics errors | Correct use of standard grammar/spelling | |
| | | | **Total** | |

Rubric # 1

**Date** _____
**Names**_____          _____
                _____          _____
                _____          _____

**CEL _____**
**Contextual Factors and Class Description**
**Rubric**

**TWS Standard:** *The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.*

| Rating Indicator | 1<br>Indicator Not Met | 2<br>Indicator Partially Met | 3<br>Indicator Met | Score |
|---|---|---|---|---|
| **Knowledge of Community, School and classroom Factors (ACEI 1, 3.1, 3.2)** | Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom. | Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning. | Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning. | |
| **Knowledge of Characteristics of Students (ACEI 1, 3.1, 3.2)** | Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities). | Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning. | Teacher displays general and specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning. | |
| **Knowledge of Students' Skills and Prior Learning (ACEI 3.1)** | Teacher displays little or irrelevant knowledge of students' skills and prior learning. | Teacher displays general knowledge of students' skills and prior learning that may affect learning. | Teacher displays general and specific understanding of students' skills and prior learning that may affect learning. | |
| **Implications for Instructional Planning and Assessment (ACEI 3.1, 3.5)** | Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications. | Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics. | Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics. | |
| | | | **Total** | |

Rubric # 2

**Date** _____
**Names**_____        _____
              _____        _____
              _____        _____

## Learning Goals: Objectives, Concepts, and Skills
## Rubric

| Rating Indicator | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Score |
|---|---|---|---|---|
| **Clarity and Appropriateness for Students (ACEI 1, 3.1, 3.5)** | Less than 60% of the goals are not stated clearly and are activities rather than learning outcomes. Less than 60% of the goals are not appropriate for the development, prerequisite knowledge, skills, experiences, and other student needs. | 60-94% of the goals are clearly stated as learning outcomes. 60-94% of the goals are appropriate for the development, prerequisite knowledge, skills, experiences, and other student needs. | 95% or more of the goals are clearly stated as learning outcomes. 95% or more of the goals are appropriate for the development, prerequisite knowledge, skills, experiences, and other student needs. | |
| **Alignment with National, State, or Local Standards (ACEI 1, 2.1, 2.7, 3.1, 3.3)** | Less than 60% of the goals are not aligned with national, state, or local standards. | 60-94% of the goals are aligned with national, state, or local standards. | 95% or more of the goals are aligned with national, state, or local standards. | |
| **Facilitates Acquisition of Appropriate Concepts and Skills (ACEI 1, 3.4, 3.2)** | Less than 60% of the goals facilitate the acquisition of appropriate concepts and skills. | 60-94% of the goals facilitate the acquisition of appropriate concepts and skills. | 95% or more of the goals facilitate the acquisition of appropriate concepts and skills. | |
| | | | **Total** | |

Grading Scale # 2

The chart demonstrates:

| | 1<br>**Indicator Not Met** | 2<br>**Indicator Partially Met** | 3<br>**Indicator Met** |
|---|---|---|---|
| **Connections (ACEI 1, 3.1)** | Inappropriate or no connections between subject areas | Few connections are seen between subject areas | Clear and appropriate connections are seen between subject areas |
| **Collaboration (ACEI 5.2)** | No collaboration is evident due to an incohesive unit of study | Some collaboration is evident throughout the unit of study | Clear collaboration as evidenced by a cohesive unit of study |
| **Sequencing (ACEI 1, 3.1, 4)** | Inappropriate or no sequencing of experiences, skills, and concepts | Some appropriate sequencing of experiences, skills, and concepts | Proper and clear sequencing of experiences with skills and concepts |
| | | **Total** | |

Rubric # 3     Date _____     Name_____

## Lesson Plan Rubric

| | Unacceptable 0 | Marginal 1 | Acceptable 2 | Outstanding 3 |
|---|---|---|---|---|
| **Objectives (ACEI 1, 3.1)** | Objectives are missing, unclear, or are unrelated to standards. | Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards. | Objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards. | Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards. |
| **Grade Level Appropriateness (ACEI 1, 3.1)** | Objectives and activities are inappropriate for the intended grade level. | Some, but not all, objectives and activities are appropriate for the intended grade level. | Most objectives and activities are appropriate for the intended grade level. | All objectives and activities are appropriate for the intended grade level. |
| **Instructional Activities (ACEI 1, 3.1, 3.3, 4)** | Activities are unrelated to objectives. Many activities are extraneous and irrelevant. No attempt is made to individualize activities for learning styles or strengths. | Activities relate peripherally to objectives. Some activities are extraneous or irrelevant. Activities are not accessible to students with different learning styles and strengths. | Activities relate to objectives. A few activities may be extraneous or irrelevant. Activities are accessible to students of more than one learning style of strength. | Activities provide a logical path to meeting objectives. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities. |
| **Differentiated Instruction (ACEI 1, 3.2)** | No differentiation of instruction is mentioned. | Lesson plan includes minimal differentiated instruction, limited to either gifted students OR students with special needs. | Lesson includes some differentiated instruction for gifted students and students with special needs. | Lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels, including gifted students and students with special needs. |
| **Teacher-Created Supporting Materials (ACEI 1, 3.5)** | No supporting materials are included. | Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson. | Supporting materials and student handouts are clear and complete. Materials enhance lesson. | Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly. |
| **Assessment (ACEI 4)** | Assessment is unrelated to objectives and standards. | Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths. | Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths. | Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel. |
| **Mechanics (ACEI 3.5)** | Spelling and grammar are unacceptable. | The lesson plan contains many spelling and grammar errors. | The lesson plan contains few spelling and grammar errors. | Spelling and grammar in lesson plan are flawless. |

| | Unacceptable 0 | Marginal 1 | Acceptable 2 | Outstanding 3 |
|---|---|---|---|---|
| **Language Arts / Reading (ACEI 1, 2.1, 3.1)** | Lessons do not reflect balanced reading instruction and inappropriately address the language arts modes. | Lessons inaccurately reflect balanced reading instruction and address no more than two language arts modes. | Lessons accurately reflect balanced reading instruction and address three to four language arts modes. | Lessons accurately reflect balanced reading instruction and address all language arts modes. |
| **Mathematics (ACEI 1, 2.3, 3.1)** | Lessons do not reflect instruction regarding major concepts, procedures, and reasoning processes for mathematics and do not facilitate students' abilities to represent phenomena, problem solve, and manage data. | Lessons reflect inappropriate or poorly developed instruction regarding major concepts, procedures, and reasoning processes for mathematics and inappropriately facilitate students' abilities to represent phenomena, problem solve, and manage data. | Lessons reflect appropriate use of major concepts, procedures, and reasoning processes for math instruction and facilitate students' abilities to represent phenomena, problem solve, and manage data. | Lessons reflect outstanding use of major concepts, procedures, and reasoning processes for math instruction and facilitate students' abilities to represent phenomena, problem solve, and manage data. |
| **Social Studies (ACEI 1, 2.4, 3.1)** | Lessons do not reflect application of major concepts and modes of inquiry to promote students' social understanding and civic efficacy. | Lessons reflect inappropriate application of major concepts and modes of inquiry to promote students' social understanding and civic efficacy. | Lessons reflect appropriate application of major concepts and modes of inquiry to promote students' social understanding and civic efficacy. | Lessons reflect outstanding application of major concepts and modes of inquiry to promote students' social understanding and civic efficacy. |
| **Science (ACEI 1, 2.2, 3.1)** | Lessons do not reflect application of fundamental concepts and do not incorporate the inquiry process. | Lessons inappropriately reflect application of fundamental concepts and inappropriately incorporate the inquiry process. | Lessons reflect application of fundamental concepts and appropriately incorporate the inquiry process. | Lessons reflect outstanding application of fundamental concepts and incorporation of the inquiry process. |
| **The Arts (ACEI 1, 2.5, 3.1)** | Lessons do not reflect knowledge and understanding of the content, function, and achievements of the visual and performance arts as primary media of communication, inquiry and insight among students. | Lessons inappropriately reflect knowledge and understanding of the content, function, and achievements of the visual and performance arts as primary media of communication, inquiry and insight among students. | Lessons reflect knowledge and understanding of the content, function, and achievements of the visual and performance arts as primary media of communication, inquiry and insight among students. | Lessons reflect outstanding knowledge and understanding of the content, function, and achievements of the visual and performance arts as primary media of communication, inquiry and insight among students. |
| **Health/Physical Education (ACEI 1, 2.6, 2.7, 3.1)** | Lessons do not reflect experiences that promote health and physical movement. | Lessons reflect inappropriate experiences that promote health and physical movement. | Lessons reflect experiences that promote health and physical movement. | Lessons reflect outstanding experiences that promote health and physical movement. |

Rubric # 4

**Date** _____
**Names**_____                    _____
               _____                    _____
               _____                    _____

**Assessment Plan
Rubric**

| Rating Indicator | 1<br>Indicator Not Met | 2<br>Indicator Partially Met | 3<br>Indicator Met | Score |
|---|---|---|---|---|
| **Alignment with Learning Goals and Instruction with Clarity of Criteria and Standards for Performance (ACEI 1, 4)** | Less than 60% of the content and methods of assessment lack cognitive complexity and congruence with learning goals and/or less than 60% of the assessments contain no clear criteria for measuring student performance relative to the learning goals. | 60-94% of the content and methods of assessment include cognitive complexity and congruence with learning goals and 60-94% of the assessments contain clear criteria for measuring student performance relative to the learning goals. | 95% or more of the content and methods of assessment include cognitive complexity and congruence with learning goals and 95% of the assessments contain clear criteria that are explicitly linked to the learning goals. | |
| **Multiple Modes and Approaches and Technical Soundness (ACEI 1, 4)** | The assessment plan includes only one mode and does not assess students before, during, and after instruction and/or the assessments are not valid due to inaccurate scoring procedures, poorly written prompts, and confusing directions and procedures. | The assessment plan includes some valid measures and multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge skills and reasoning ability. | The assessment plan includes valid, multiple modes of assessments (including performance assessments, reports, research projects, etc.) and assesses student performance throughout the instructional sequence. | |
| **Adaptations Based on the Individual Needs of Students (ACEI 1, 4, 5.1)** | Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate. | Teacher makes adaptations to assessments but some of the adaptations are inappropriate for meeting the individual needs of some students. | Teacher makes adaptations to assessments that are appropriate for meeting the individual needs of most students, | |
| | | | **Total** | |

Rubric # 5

**Date** _____
**Names**_____          _____
              _____          _____
              _____          _____

## Home-School-Community Connection
## Rubric

**NAEYC Standard 2. Building Family and Community Relationships**
Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

**ACEI Standard 5.2. Collaboration with families**
Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children.

| Rating Indicator | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Score |
|---|---|---|---|---|
| **Builds Family and Community Relationships (ACEI 3.1, 5.2)** | Inappropriate or no evidence of attempts to foster and utilize family and community support to facilitate achievement of learning goals. | Evidence of attempts to foster and utilize family and community support to facilitate achievement of learning goals noted but characterized by stereotypical and/or biased assumptions. | Evidence of attempts to foster and utilize family and community support to facilitate achievement of learning goals reveal clear understanding of the value of family and community relationships. | |
| **Collaborates with Families (ACEI 1, 5.2)** | Ineffective or no attempts to inform or involve families in student learning. | Attempts to inform or involve families in student learning are characterized by lack of understanding about the intellectual, social, emotional, and physical growth of children. | Attempts to inform or involve families in student learning are characterized by full understanding about the intellectual, social, emotional, and physical growth of children. | |
| | | | **Total** | |

Rubric # 6

<div align="center">

**CEL** _____
*Field Experience*
*Individual Teaching Evaluation*

</div>

Name(s): _____ _____      Date(s):_____

| | Unacceptable 0 | Marginal 1 | Acceptable 2 | Outstanding 3 | |
|---|---|---|---|---|---|
| **Organization (ACEI 1, 3.1)** | Audience cannot understand lesson because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. | |
| **Teaching of Individual Lesson (ACEI 1, 3.1-3.5)** | DSU student does not exhibit knowledge of the objective; offers no or inappropriate elaboration | DSU student exhibits little knowledge of the objective; offers little elaboration. | DSU student exhibits adequate knowledge of the objective; offers adequate elaboration. | DSU student exhibits outstanding knowledge of the objective; offers outstanding explanations and elaboration. | |
| **Visuals (ACEI 3.5)** | Student used no visuals or visuals were of poor quality. | Student occasionally used visuals that rarely support text and skills. Visuals were of minimal, acceptable quality. | Visuals related to text and skills. Visuals were of good quality. | Student used visuals to reinforce text and skills. Visuals were of high quality. | |
| **Oral Communication (ACEI 3.5)** | Student's verbal communication was incoherent. Student incorrectly pronounced 3 or more terms. Student used inappropriate language, facial expressions, gestures, and personal interactions. No enthusiasm or interest was conveyed by the student. | Student mumbled, incorrectly pronounced 1-2 terms, and communicated with inappropriate language, facial expressions, gestures, and personal interactions. Little enthusiasm or interest was conveyed by the student. | Student spoke coherently most of time with accurate pronunciation of terms. Student communicated with appropriate language, facial expressions, gestures, and personal interactions. Some enthusiasm and interest was conveyed by the student. | Student used a clear voice, appropriate intonation, and correct pronunciation of terms. Student conveyed appropriate enthusiasm and interest in teaching and learning of the content. | |
| | | | | **Total---->** | ____ |

**Comments:**

Rubric # 7          Date _____          Name _____

**Reflection and Self-Evaluation Rubric**

| Rating Indicator | 1<br>Indicator Not Met | 2<br>Indicator Partially Met | 3<br>Indicator Met | Score |
|---|---|---|---|---|
| **Development and Implementation through Collaboration (ACEI 5.1)** | No evidence supports the collaborative development and implementation of the unit. | Provides evidence of collaboration but offers no explanation of its effect on the development and implementation of the unit. | Uses evidence to support the collaboration of the team in development and implementation of the unit and expounds on the effects of the collaborative efforts on the outcome of the unit implementation. | |
| **Interpretation of Student Learning (ACEI 5.1)** | No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section. | Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section. | Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals. | |
| **Insights on Effective Instruction and Assessment (ACEI 1, 3.1, 3.2)** | Provides no rationale for why some activities or assessments were more successful than others. | Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research). | Identifies successful and unsuccessful activities or assessments and provides plausible reasons (based on theory or research) for their success or lack thereof. | |
| **Alignment along Goals, Instruction and Assessment (ACEI 3.1, 4, 5.1)** | Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate. | Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction but misunderstandings or conceptual gaps are present. | Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction. | |
| **Implications for Future Teaching (ACEI 5.1)** | Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment. | Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning. | Provides ideas for redesigning learning goals, instruction, and assessment and explains why these changes would improve student learning. | |
| **Implications for Professional Development (ACEI 5.1)** | Provides no professional learning goals or goals that are not related to the insights and experiences described in this section. | Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals. | Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals. | |

# Teacher Intern Assessment Instrument

Teacher Candidate/Intern _____ Semester/Year _____

Evaluator _____ Circle One: University/College Supervisor    Cooperating Teacher

## I. PLANNING AND PREPARATION

**\*Items 1-9 should be assessed from written plans.**

**1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Objectives based on state frameworks and best practices are not present OR are not stated as performance outcomes and/OR inappropriate for student learning. | Objectives based on state frameworks and best practices are stated as performance outcomes and are appropriate for student learning. | Objectives, based on state frameworks and best practices, are stated as performance outcomes and are planned for different instructional levels and individual needs (DOK Levels, Bloom's, Understanding by Design, etc.). | In addition to **acceptable**, objectives, which are appropriate for student learning, are aligned with assessments. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

**2. Plans appropriate teaching procedures. (2, 4, 7)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| No procedures are included, OR procedures are not referenced to objectives. | Procedures are referenced to objectives and are appropriate for students. | Procedures are sequential, clearly referenced to objectives, and appropriate for students. | In addition to **acceptable**, procedures are both learner-centered and teacher-centered. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

**3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Materials and technology are not specified OR are limited to textbooks and worksheets. | Materials and technology other than textbooks and worksheets are specified and related to procedures. | Various types of materials and technology are appropriately integrated and are used effectively to enhance lessons. | In addition to **acceptable**, materials and technology show initiative and creativity in original development. |
| **First Assessment** → | **Score:** | **Second Assessment** → | **Score:** |
| **Comments on Effectiveness** | | | |
| **First Assessment:** | | **Second Assessment:** | |

## 4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8)

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Assessment procedures and materials are not specified in the plans OR are inappropriate for students OR are not matched to objectives. | Assessment procedures and materials in plans are related to objectives and appropriate for students. | Multiple assessment procedures and materials are included in plans where needed and assessments directly correlate to objectives and are appropriate for students. | In addition to **acceptable**, informal (performance) and formal assessments and materials are planned including rubrics/checklists. |
| **First Assessment** → | **Score:** | **Second Assessment** → | **Score:** |
| **Comments on Effectiveness** | | | |
| **First Assessment:** | | **Second Assessment:** | |

## 5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not use assessment information to plan instruction accommodating differences in developmental and/or educational needs of students. | Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of **some** students. | Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of **most** students. | Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of **all** students. |
| **First Assessment** → | **Score:** | **Second Assessment** → | **Score:** |
| **Comments on Effectiveness** | | | |
| **First Assessment:** | | **Second Assessment:** | |

**6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not use knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful. | Demonstrates some understanding of students' background, interests, experiences, and prior knowledge, but does not effectively use the information in developing learning experiences that are relevant and meaningful. | Demonstrates understanding of students' background, interests, experiences, and prior knowledge and effectively uses this knowledge in developing learning experiences that are relevant and meaningful. | Demonstrates a **thorough** understanding of students' background, interests, experiences, and prior knowledge and **effectively and consistently** uses this knowledge in developing learning experiences that are relevant and meaningful. |
| **First Assessment** → | Score: | **Second Assessment** → | |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

**7. Integrates knowledge from several subject areas in lessons. (1, 7)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Provides instruction that relates to only one subject and focuses on specific skills. | Instruction includes integration of content areas but lessons maintain a discipline centered focus and offer limited assistance in helping students make connections across disciplines. | Instruction includes effective integration of content areas clearly establishing connections across disciplines. | In addition to **acceptable**, creates **innovative** lessons which include activities that assist students in making connections across multiple disciplines. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

**8. Incorporates diversity, including multicultural perspectives, into lessons. (3)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not incorporate diversity or multicultural perspectives into lessons. | Ineffectively incorporates diversity into lessons. | Incorporates diversity, including multicultural perspectives, into lessons. | Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity, including multiculturalism, into lesson. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

**9. Uses a variety of strategies to introduce and close lessons. (1, 6)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| No introductions and/or closures to lessons. | Inconsistently or inappropriately uses introductions and/or closures to lessons. | Consistently and appropriately uses a variety of strategies to introduce and close lessons. Strategies to introduce lessons motivate students and closures accurately summarize the lessons. | In addition to **acceptable**, introductions and closures are creative and innovative. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

## II. COMMUNICATION AND INTERACTION

**10. Uses acceptable written, oral, and nonverbal communication. (6)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not use standard written, oral, and non-verbal communication. | Uses standard written, oral, and nonverbal communication with multiple errors. | Uses acceptable written, oral, and nonverbal communication with minimal errors. | Uses acceptable written, oral, and nonverbal communication proficiently. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

**11. Provides clear, complete written and/or oral directions for instructional activities. (4)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| No written and/or oral directions for instructional activities are provided. | Provides written and/or oral directions for instructional activities that are vague and/or confusing. | Provides clear, complete written and/or oral directions for instructional activities. | In addition to **acceptable**, uses concrete examples to model and clarify tasks and concepts. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

**12. Communicates high expectations for learning to all students. (3)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not communicate high expectations for learning to **all** students. | Inconsistent in communicating to **all** students that they are capable of meeting learning expectations. | Consistent in communicating to **all** students that they are capable of meeting learning expectations. | In addition to **acceptable**, provides a supportive, risk free environment. |
| **First Assessment →** | Score: | **Second Assessment →** | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

**13. Conveys enthusiasm for teaching and learning. (1, 5)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not convey enthusiasm for the content being taught. | Conveys limited interest and enthusiasm for the content being taught. | Motivates students by conveying enthusiasm and interest for the content being taught. | In addition to **acceptable**, the motivation, enthusiasm, and interest in the content are evident through students' attitudes, questions, and ability to stay focused on tasks and activities. |
| **First Assessment →** | Score: | **Second Assessment →** | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

**14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not provide opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. | Involves the students in interactive learning activities. | Involves students in teacher-planned cooperative group activities in which students are working toward a common goal. | In addition to **acceptable**, frequently plans instruction to include situations for students to work cooperatively on projects/activities of their choice. |
| **First Assessment →** | Score: | **Second Assessment →** | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

**15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not establish opportunities for communication with parents and/or guardians. | Initiates communication with parents and/or guardians through an introduction. | In addition to **emerging**, maintains communication with parents and/or guardians. | In addition to **acceptable**, consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

## III. TEACHING FOR LEARNING

**16. Demonstrates knowledge of the subject(s) taught. (1)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not demonstrate basic knowledge of the subject(s) taught. | Demonstrates adequate knowledge of the subject(s) being taught. | Evidence of thorough subject(s) knowledge is exhibited through minimal reliance on written notes and ability to lead effective class discussions. | In addition to **acceptable**, challenging questions and/or activities relating to subject(s) are included in lessons that demonstrate depth of understanding and knowledge of subject(s). |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

**17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not use a variety of teaching strategies. | Ineffectively uses a variety of teaching strategies. | Effectively uses a variety of appropriate teaching strategies. | In addition to **acceptable**, teaching strategies are both teacher-centered and learner-centered. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment | |

**18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not provide learning experiences that accommodate differences in developmental and individual needs of diverse learners. | Inconsistently provides learning experiences that accommodate the developmental and individual needs of diverse learners. | Consistently provides learning experiences that accommodate the developmental and individual needs of diverse learners. | Consistently and **effectively** provides learning experiences that accommodate the developmental and individual needs of diverse learners. |
| **First Assessment →** | Score: | **Second Assessment →** | Score: |
| **Comments on Effectiveness** | | | |
| **First Assessment:** | | **Second Assessment:** | |

**19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| No opportunities are provided for students to apply concepts in problem solving and critical thinking. | Provides opportunities for students to recognize and identify problems. | In addition to **emerging**, provides opportunities for students to propose and test solutions. | In addition to **acceptable**, provides opportunities for students to analyze and evaluate their solutions and to present findings. |
| **First Assessment →** | Score: | **Second Assessment →** | Score: |
| **Comments on Effectiveness** | | | |
| **First Assessment:** | | **Second Assessment:** | |

**20. Responds to and elicits student input during instruction. (6)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not respond to or elicit student input during instruction AND/OR uses negative words or actions to discourage students from giving responses and asking questions. | Inconsistently responds to and/or elicits student input during instruction. | Consistently and appropriately responds to and elicits student input during instruction. | In addition to **acceptable**, provides appropriate prompts to elicit expanded student responses. |
| **First Assessment →** | Score: | **Second Assessment →** | Score: |
| **Comments on Effectiveness** | | | |
| **First Assessment:** | | **Second Assessment:** | |

**21. Allows sufficient and equitable wait time to encourage students to expand and support their responses.  (2, 4)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not allow sufficient and equitable wait time to encourage students to expand and support their responses. | Inconsistently allows sufficient and equitable wait time to encourage students to expand and support their responses. | Allows sufficient and equitable wait time to encourage students to expand and support their responses. | In addition to **acceptable**, probes and encourages students to expand and support their responses. |
| **First Assessment →** | Score: | **Second Assessment →** | Score: |
| **Comments on Effectiveness** | | | |
| **First Assessment:** | | **Second Assessment:** | |

**22. Uses higher-order questions to engage students in analytic, creative, and critical thinking.  (1, 4, 6)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not use questioning to engage students. | Asks questions at the lowest level, gathering and recalling information (knowledge and comprehension). | Asks questions which are designed to apply knowledge, analyze, compare/contrast, or classify data (application, analysis). | In addition to **acceptable**, asks questions which encourage students to think intuitively, creatively, and hypothetically, to use their imaginations, to identify a value system; or to evaluate judgments (synthesis and evaluation). |
| **First Assessment →** | Score: | **Second Assessment →** | Score: |
| **Comments on Effectiveness** | | | |
| **First Assessment:** | | **Second Assessment:** | |

**23. Uses family and/or community resources (human or material) in lessons to enhance student learning.  (10)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not use family or community resources in lessons. | Limited use of family or community resources in lessons to enhance student learning. | Effectively uses family and community resources in lessons to enhance student learning. | In addition to **acceptable**, encourages the students' effective use of family and community resources in lessons to enhance student learning. |
| **First Assessment →** | Score: | **Second Assessment →** | Score: |
| **Comments on Effectiveness** | | | |
| **First Assessment:** | | **Second Assessment:** | |

## IV. MANAGEMENT OF THE LEARNING ENVIRONMENT

**24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not monitor or adjust the classroom environment. | Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but does not always make adjustments to enhance learning. | Monitors and makes adjustments that are effective in enhancing social relationships, motivation, and learning. | In addition to **acceptable**, monitors students' participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| **First Assessment:** | | **Second Assessment:** | |

**25. Adjusts lessons according to individual student cues, professional reflections, and group responses.   (2, 4)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not adjust lessons. | Ineffectively or inconsistently adjusts lessons according to individual student cues, personal reflections, and group responses. | Effectively adjusts lessons according to individual student cues, personal reflections, and group responses. | In addition to **acceptable**, takes advantage of teachable moments to enhance lessons. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| **First Assessment:** | | **Second Assessment:** | |

**26. Attends to or delegates routine tasks. (5)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not attend to or delegates routine tasks. | Seldom attends to and delegates routine tasks. | Attends to and delegates routine tasks. | In addition to **acceptable,** has a set plan which includes delegating appropriate responsibilities to students who complete these tasks efficiently. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| **First Assessment:** | | **Second Assessment:** | |

**27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not attend to inappropriate student behavior. | Inconsistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. | Consistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. | In addition to **acceptable**, uses a variety of strategies that promote cooperation and learning. |
| **First Assessment →** | Score: | **Second Assessment →** | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

**28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment. | Inconsistently demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. | Consistently demonstrates fairness and supportiveness in the treatment of students and actively encourages fairness among students. | In addition to **acceptable**, creates a positive, interactive learning environment. |
| **First Assessment →** | Score: | **Second Assessment →** | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

**29. Uses instructional time effectively.(5)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions. | Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time. | Pacing is appropriate, transitions are smooth, and there are no unnecessary delays or undesirable digressions. | In addition to **acceptable**, students are on-task and engaged in meaningful learning activities. |
| **First Assessment →** | Score: | **Second Assessment →** | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

## V. ASSESSMENT OF STUDENT LEARNING

**30. Communicates assessment criteria and performance standards to the students. (8)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not communicate assessment criteria and performance standards to the students. | Ineffectively communicates assessment criteria and performance standards to the students. | Effectively communicates assessment criteria and performance standards to the students. | In addition to **acceptable**, various strategies are used to communicate assessment criteria AND/OR student input is sought in developing assessment criteria. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| **First Assessment:** | | **Second Assessment:** | |

**31. Develops and uses a variety of <u>informal</u> assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not use a variety of informal assessments to accommodate differences in developmental and/or educational needs of students. | Occasionally uses informal assessments to accommodate differences in developmental and/or educational needs of **some** of the students. | Uses a variety of informal assessment information to accommodate differences in developmental and/or educational needs of **most** students. | Consistently plans and uses informal assessment information to accommodate differences in developmental and/or educational needs of **all** students. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| **First Assessment:** | | **Second Assessment:** | |

**32. Develops and uses a variety of <u>formal</u> assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not use a variety of formal assessments to accommodate differences in developmental and/or educational needs of students. | Occasionally uses formal assessments to accommodate differences in developmental and/or educational needs of **some** of the students. | Uses a variety of formal assessment information to accommodate differences in developmental and/or educational needs of **most** students. | Consistently plans and uses formal assessment information to accommodate differences in developmental and/or educational needs of **all** students. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| **First Assessment:** | | **Second Assessment:** | |

**33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not provide feedback. | Provides timely feedback on students' academic performance and occasionally discusses corrective procedures. | Consistently provides timely feedback on students' academic performance, discusses corrective procedures, and purposefully uses reinforcement and praise. | In addition to **acceptable**, encourages student conferences and reflections for self-evaluation. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

**34. Maintains records of student work and performance and appropriately communicates student progress. (10)**

| Unacceptable (0) | Emerging (1) | Acceptable (2) | Target (3) |
|---|---|---|---|
| Does not maintain records of student work or performance. | Maintains limited records of student work and performance and attempts to communicate student progress. | Maintains adequate records of student work and performance and communicates student progress in a timely manner. | Maintains detailed records of student work and performance, communicates student progress and helps students develop self-evaluation processes. |
| **First Assessment** → | Score: | **Second Assessment** → | Score: |
| **Comments on Effectiveness** | | | |
| First Assessment: | | Second Assessment: | |

**Contextual Factors Rubric**

**Teacher Work Sample Standard***: The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.*

| Rating → Indicator ↓ | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Score |
|---|---|---|---|---|
| **Knowledge of Community, School and Classroom Factors** | Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom. | Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning. | Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning. | |
| **Knowledge of Characteristics of Students** | Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/ disabilities). | Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/ disabilities) that may affect learning. | Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/ disabilities) that may affect learning. | |
| **Knowledge of Students' Varied Approaches to Learning** | Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities). | Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities). | Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning. | |
| **Knowledge of Students' Skills And Prior Learning** | Teacher displays little or irrelevant knowledge of students' skills and prior learning. | Teacher displays general knowledge of students' skills and prior learning that may affect learning. | Teacher displays general & specific understanding of students' skills and prior learning that may affect learning. | |
| **Implications for Instructional Planning and Assessment** | Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications. | Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics. | Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics. | |

**Learning Goals Rubric**

**Teacher Work Sample Standard**: *The teacher sets significant, challenging, varied and appropriate learning goals.*

| Rating → Indicator ↓ | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Score |
|---|---|---|---|---|
| **Significance, Challenge and Variety** | Goals reflect only one type or level of learning. | Goals reflect several types or levels of learning but lack significance or challenge. | Goals reflect several types or levels of learning and are significant and challenging. | |
| **Clarity** | Goals are not stated clearly and are activities rather than learning outcomes. | Some of the goals are clearly stated as learning outcomes. | Most of the goals are clearly stated as learning outcomes. | |
| **Appropriate-ness for Students** | Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs. | Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs | Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs. | |
| **Alignment with National, State or Local Standards** | Goals are not aligned with national, state or local standards. | Some goals are aligned with national, state or local standards. | Most of the goals are explicitly aligned with national, state or local standards. | |

**Assessment Plan Rubric**

**Teacher Work Sample Standard***: The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.*

| Rating →<br>Indicator ↓ | 1<br>**Indicator Not Met** | 2<br>**Indicator Partially Met** | 3<br>**Indicator Met** | **Score** |
|---|---|---|---|---|
| **Alignment with Learning Goals and Instruction** | Content and methods of assessment lack congruence with learning goals or lack cognitive complexity. | Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity. | Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity. | |
| **Clarity of Criteria and Standards for Performance** | The assessments contain no clear criteria for measuring student performance relative to the learning goals. | Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals. | Assessment criteria are clear and are explicitly linked to the learning goals. | |
| **Multiple Modes and Approaches** | The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction. | The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability. | The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence. | |
| **Technical Soundness** | Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students. | Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students. | Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students. | |
| **Adaptations Based on the Individual Needs of Students** | Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate. | Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students. | Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students. | |

**Design for Instruction Rubric**

**Teacher Work Sample Standard**: *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

| Rating →<br>Indicator↓ | 1<br>Indicator Not Met | 2<br>Indicator Partially Met | 3<br>Indicator Met | Score |
|---|---|---|---|---|
| **Alignment with Learning Goals** | Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design. | Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design. | All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design. | |
| **Accurate Representation of Content** | Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure. | Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline. | Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline. | |
| **Lesson and Unit Structure** | The lessons within the unit are not logically organized organization (e.g., sequenced). | The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals. | All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals. | |
| **Use of a Variety of Instruction, Activities, Assignments and Resources** | Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets). | Some variety in instruction, activities, assignments, or resources but with limited contribution to learning. | Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning. | |
| **Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources** | Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student. | Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student. | Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student. | |
| **Use of Technology** | Technology is inappropriately used OR teacher does not use technology | Teacher uses technology but it does not make a significant contribution to teaching and learning | Teacher integrates appropriate technology that makes a significant contribution to teaching and learning | |

**Instructional Decision-Making Rubric**

**Teacher Work Sample Standard:** *The teacher uses on-going analysis of student learning to make instructional decisions.*

| Rating → Indicator ↓ | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Score |
|---|---|---|---|---|
| **Sound Professional Practice** | Many instructional decisions are inappropriate and not pedagogically sound. | Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound. | Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning). | |
| **Modifications Based on Analysis of Student Learning** | Teacher treats class as "one plan fits all" with no modifications. | Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors. | Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress. | |
| **Congruence Between Modifications and Learning Goals** | Modifications in instruction lack congruence with learning goals. | Modifications in instruction are somewhat congruent with learning goals. | Modifications in instruction are congruent with learning goals. | |

**Analysis of Student Learning Rubric**

**Teacher Work Sample Standard:** *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

| Rating → Indicator ↓ | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Score |
|---|---|---|---|---|
| **Clarity and Accuracy of Presentation** | Presentation is not clear and accurate; it does not accurately reflect the data. | Presentation is understandable and contains few errors. | Presentation is easy to understand and contains no errors of representation. | |
| **Alignment with Learning Goals** | Analysis of student learning is not aligned with learning goals. | Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals. | Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals. | |
| **Interpretation of Data** | Interpretation is inaccurate, and conclusions are missing or unsupported by data. | Interpretation is technically accurate, but conclusions are missing or not fully supported by data. | Interpretation is meaningful, and appropriate conclusions are drawn from the data. | |
| **Evidence of Impact on Student Learning** | Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals. | Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals. | Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal. | |

**Reflection and Self-Evaluation Rubric**

**Teacher Work Sample Standard:** *The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

| Rating → Indicator ↓ | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Score |
|---|---|---|---|---|
| **Interpretation of Student Learning** | No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section. | Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section. | Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet earning goals. l | |
| **Insights on Effective Instruction and Assessment** | Provides no rationale for why some activities or assessments were more successful than others. | Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research). | Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof. | |
| **Alignment Among Goals, Instruction and Assessment** | Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate. | Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present. | Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction. | |
| **Implications for Future Teaching** | Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment. | Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning. | Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning. | |
| **Implications for Professional Development** | Provides no professional learning goals or goals that are not related to the insights and experiences described in this section. | Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals. | Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals. | |

**Design for Instruction in Elementary Education Rubric**
**Teacher Work Sample Standard:** *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts in elementary education.*

| Rating Indicator | 1<br>Indicator Not Met | 2<br>Indicator Partially Met | 3<br>Indicator Met | Score |
|---|---|---|---|---|
| **Alignment with Mississippi Curricular Standards** | Few lessons are explicitly linked to the Mississippi Curricular Standards. | Most lessons are explicitly linked to the Mississippi Curricular Standards. | All lessons are explicitly linked to the Mississippi Curricular Standards. | |
| **Selection and Integration of Content** | The plans for the unit are generic to the grade level, with little or no connection between the various content areas. Goals for IEPS are absent from the plans. | The plans for the unit are generic to the grade level, with partial integration of language arts/reading, mathematics, science, social studies, the arts, and physical education. Goals from IEPs are minimal or absent from the plans. | The teacher creates plans where all children can learn, integrating the content areas of elementary education (language arts/reading, mathematics, science, social studies, the arts, physical education) and goals from IEPs into daily activities and routines. | |
| **Language Arts and Reading** | The language arts and reading lesson are separate from the other subjects and isolated from other learning experiences. | The lessons provide a limited focus on the various types of language arts and reading purposes and activities. | The lessons provide specific activities that help students identify the various purposes of reading and writing (narrative, expository, technical, and persuasive) and speaking, listening, and viewing. | |
| **Mathematics and Science** | Math and science are taught at the knowledge level with primary focus on memorization of facts. | Memorization of facts is supplemented with isolated problems and application of knowledge. | Describe the use of inquiry in mathematics and science lessons, connecting both to real life situations allowing for discover and application of knowledge. | |
| **Social Science** | The social sciences are taught incidentally or add on to the classroom activities. | The social sciences are taught as separate aspects of culture with the use of single sources to | Describe how the social sciences connect various elements of culture and the use of | |

| | | | | |
|---|---|---|---|---|
| | | study relevant events, processes, people, and regions. | resources, data, sources, and tools are used to interpret information. | |
| **The Arts** | The arts activities are left to the special area teacher. | The arts activities seem contrived and an add-on to the regular classroom. | The teacher describes the strategies that actively engage students in creating, performing and responding to the arts. | |
| **Physical Education** | The P.E. and movement activities are left to the special area teacher. | The teacher provides for outdoor play and P.E., but doesn't incorporate information about a healthy lifestyle. | The teacher describes the activities and strategies for healthy lifestyles that include play and physical activity. | |
| **Health** | Health integration is left to the special area teacher. | The lessons provide a limited focus on health integration into the daily routine. | The teacher describes the activities and strategies for healthy lifestyles. | |
| **Selection of Instructional Materials** | Little or no information is provided on how and why reading and curriculum materials were selected. | The teacher describes how they evaluated or why they selected the reading and curriculum materials used in the lesson. | The teacher describes the evaluation procedure and selected the appropriateness of the reading and curriculum materials used in the lessons. | |

**Scoring Guide/Description for CRD 326,** *Diagnosis and Remediation of Reading Difficulties, Reading Case Study*

**Part I-** *Reading Case Study (RCS)* **Components/Requirements**

I.      **Student Data**
Provide the following information on the child: name, age, gender, grade, teacher, school, town, state, examiner's name, and dates of testing.
_____ **(5 points)**

II.     **Background Information**
Provide a description of the family situation (e.g., number of brothers and sisters, parents, others residing in the home).  Give a brief social history to include interests of the child both in and out of school. **[ACEI 1, 3.1, 3.2, 5.1, 5.4]**
_____ **(10 points)**

III.    **General Observations**
Describe the testing circumstances, including the number of sittings and the child's attitude, behavior, and appearance during testing. Describe the child's general attitude toward reading, school, and self. **[ACEI 1, 3.1, 3.2, 3.4, 3.5, 4]**
_____ **(5 points)**

IV.     **Tests Administered and Results**
Identify tests you have administered as part of this diagnosis.  List all the tests you actually gave and report results as appropriate to each section. **[ACEI 4]**
_____ **(10 points)**

V.      **Analysis**
Interpret the student's performance in each of the areas evaluated.  Present this information by describing the student's strengths and weaknesses and providing a summary in outline form.  Rather than reporting each error, provide specific examples to support identified strengths and weaknesses appropriately. **[ACEI 4, 5.1, 5.2]**
_____ **(10 points)**

VI.     **Field Experiences (Teaching)**
Complete the development of four lesson plans for implementation through tutorial sessions.  A scoring guide is attached for reference both during the planning of the lessons and their implementation during supervised tutorial sessions.* **[ACEI 1, 2.1, 3.1-3.5, 4, 5.2] (50 points)**

VII.    **Summary and Recommendations**
State the reading strengths and weakness of the student, listing them sequentially in order of the areas evaluated.  Provide a list of recommendations for areas of remediation.  The list of recommendations should be presented in priority order, with the most important areas listed first. **[ACEI 4, 5.1, 5.2]**
_____ **(10 points)**

_____ **(100 points) Total Points Earned**

DISPOSITIONS RATING SCALE
UNDERGRADUATE PROGRAMS

Student Name _____

Rater _____ Date _____

Circle Program: Art   Elementary   English   Mathematics   Music   P. E.   Science   Social Science

Directions: Use the Appraisal Scale to rate each of the five Dispositions. The Indicators (e.g., 1.1, 1.2) provide clarification. Provide evidence in the last column for ratings of 0, 1, or 3.

Appraisal Scale:
0 – Does not meet expectations        1 – Meets a few expectations but not sufficient
2 – Meets expectations                3 – Exceeds expectations

| Characteristic (Disposition) | Rating of Disposition | Evidence for 0, 1, or 3  Rating |
|---|---|---|
| 1. Fairness<br>1.1  Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner<br>(IN 2, 3, 5)<br>1.2  Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs<br>(IN 10) | 1. Fairness_____ | |
| 2. The Belief That All Students Can Learn<br>2.1  Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population<br>(IN 2, 3, 5)<br>2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population | 2. The Belief That All Students Can Learn _____ | |

| | | |
|---|---|---|
| (IN 4, 8) | | |
| 3. Professionalism<br>3.1 Engages in ongoing self-reflection and participates in professional development opportunities<br>(IN 9, 10)<br>3.2 Displays professional appearance and actions, including effective oral and written communication<br>(IN 6)<br>3.3 Collaborates with professors, students, colleagues, families, and/or community members<br>(IN 10) | 3. Professionalism _____ | |
| 4. Resourcefulness<br>4.1 Motivates self and others to perform well<br>(IN 5)<br>4.2 Anticipates what a situation calls for and responds appropriately<br>(IN 6)<br>4.3 Uses personal talents to enhance professional functioning<br>(IN 6)<br>4.4 Adapts willingly to change<br>(IN 5) | 4. Resourcefulness _____ | |
| 5. Dependability<br>5.1 Attends all expected classes and meetings, and arrives on time<br>(IN 10)<br>5.2 Participates meaningfully in classes and meetings<br>(IN 10)<br>5.3 Fulfills responsibilities in the college classroom and in P-12 settings | 5. Dependability _____ | |

| Philosophy of Education Scoring Guide | 0 - Unacceptable | 1 - Emerging | 2 - Acceptable | 3 - Target | Score |
|---|---|---|---|---|---|
| Teaching Rationale | Explanation is unclear or inappropriate, and lacks appropriate examples | Explanation is basic in nature; lacks cohesiveness, clarity and/or example(s) are weak | Clear explanation with rational example | Detailed and honed explanation with superior examples | |
| Appropriate Teaching/Learning Climate | Explanation is unclear or inappropriate, and lacks appropriate examples | Explanation is basic in nature; lacks cohesiveness, clarity and/or example(s) are weak | Clear explanation with rational example | Detailed and honed explanation with superior examples | |
| Content | Explanation is unclear or inappropriate, and lacks appropriate examples | Explanation is basic in nature; lacks cohesiveness, clarity and/or example(s) are weak | Clear explanation with rational example | Detailed and honed explanation with superior examples | |
| Professionalism | Explanation is unclear or inappropriate, and lacks appropriate examples | Explanation is basic in nature; lacks cohesiveness, clarity and/or example(s) are weak | Clear explanation with rational example | Detailed and honed explanation with superior examples | |
| Composition/ Mechanics | Excessive deficiencies noted related to indicators | Deficiencies related to indicators are distracting, though not at an unacceptable level | Deficiency is noted for one or more indicators, but meaning is intact | All indicators met at a high level of proficiency | |