

**II. Educational Program Learning Outcome Assessment Plan**  
*BSE in Social Science Education*

| Learning Outcome   | Data Collection and Analysis  | Results of Evaluation   |  |
|--|---|---|--|
| <p>Students will master Social Studies methods and content, so as to be prepared to enter and be effective in the Social Studies teaching profession.</p>  | <p>Praxis II Examination. This assessment aligns with the 10 National Council for Social Studies standards as follows: US History and World History std. 1.2, Government/Civics/Political Science stds. 1.1 and 1.6, Geography std. 1.3, Economics std. 1.7, Behavioral Sciences stds. 1.4, 1.5, 1.7. Standards 1.8 and 1.9 do not align directly with any subject area. This information is collected directly from the Praxis II test scores.</p> | <p>Division of Social Sciences had a 100% pass rate for this cohort (n=11). (See Appendix I)</p>  | <p>World h<br/>scoring a<br/>for Histo<br/>courses.<br/>be imple<br/>on an an</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>  |
| <p>Students will effectively assess the outcomes of instruction and the degree to which their pupils have learned the content as determined by the 10 National Council for Social Studies standards.</p> | <p>Student teaching. Students are evaluated during their student teaching semester on their ability to plan, and teach. Each of the 10 National standards is scored. (See Appendix II)</p>  | <p>Of the 8 student teachers, one student had one minimally acceptable rating, and the rest were average or above ratings in each instance. A 1-5 point scoring rubric is used, with the middle score of three considered passing. For planning: one student had a score of 2 in standard 1.1, and the rest were three or above. The highest mean scores were for std. 1.3 geography (4.9), while the lowest mean scores were for standard 1.4 psychology (4.2) and the rest ranged between 4.3 and 4.6. For teaching: the highest mean scores were for standards 1.3 and 1.7 (4.5) and the rest of the standards had mean scores of 4.4. For student learning effectiveness: the highest mean score was for std. 1.7 (4.8), the lowest for std. 1.4 (4.0) and the rest ranging between 4.3 to 4.6.</p> | <p>All score<br/>student t<br/>group of<br/>individu<br/>special p<br/>evaluati<br/>been adc<br/>Teacher<br/>addresse<br/>NCSS b:<br/>Candida<br/>social st<br/>Student<br/>to NCSS<br/>understa</p> |

Appendix  
**Licensure Sub-Test Assessment Matrix**  
 (Applicable to Section IV, #1)

Cohort: Students in the Teacher Education Program Fall 2005 (student teachers this semester, and those preparing to student teach the following semester). Licensure test sub-score assessments appropriate to Standards 1.1-1.10.

| Applicable Standard | 1.1       | 1.2       | 1.3   | 1.4       | 1.5       | 1.6       |
|---------------------|-----------|-----------|-------|-----------|-----------|-----------|
| PRAXIS II           |           | U.S. Wld. |       |           |           |           |
| Sub-test name       | Beh. Scs. | His. His. | Geog. | Beh. Scs. | Beh. Scs. | Gov./Civ. |
| Sub-scores          |           |           |       |           |           |           |
| 29                  |           |           |       |           |           |           |
| 28                  |           |           |       |           |           |           |
| 27                  |           |           |       |           |           |           |
| 26                  |           |           |       |           |           |           |
| 25                  |           |           |       |           |           |           |
| 24                  |           |           |       |           |           |           |
| 23                  |           | 1<br>1    |       |           |           |           |
| 22                  |           | 2         |       |           |           |           |
| 21                  |           | 1<br>1    |       |           |           |           |
| 20                  |           |           |       |           |           |           |
| 19                  |           | 1         |       |           |           |           |
| 18                  |           | 2<br>1    |       |           |           | 1         |
| 17                  |           | 2<br>1    |       |           |           | 1         |
| 16                  |           | 2         |       |           |           | 1         |
| 15                  |           | 3         | 1     |           |           | 1         |
| 14                  |           | 2         | 2     |           |           | 2         |
| 13                  |           |           |       |           |           | 1         |
| 12                  |           | 1         | 2     |           |           | 1         |
| 11                  | 1         | 1         |       | 1         | 1         |           |

|             |     |            |      |     |     |      |
|-------------|-----|------------|------|-----|-----|------|
| 10          | 1   |            |      | 1   | 1   | 1    |
| 9           | 1   |            | 3    | 1   | 1   | 2    |
| 8           | 4   |            | 2    | 4   | 4   |      |
| 7           | 3   |            |      | 3   | 3   |      |
| 6           | 1   |            |      | 1   | 1   |      |
| 5           |     |            | 1    |     |     |      |
| 4           |     |            |      |     |     |      |
| 3           |     |            |      |     |     |      |
| 2           |     |            |      |     |     |      |
| 1           |     |            |      |     |     |      |
| 0           |     |            |      |     |     |      |
|             |     |            |      |     |     |      |
| N           | 11  | 11<br>11   | 11   | 11  | 11  | 11   |
| Tot         | 89  | 209<br>175 | 115  | 89  | 89  | 147  |
| Mn          | 8.1 | 19<br>15.9 | 10.5 | 8.1 | 8.1 | 13.4 |
| Md          |     |            |      |     |     |      |
| Mo          |     |            |      |     |     |      |
|             |     |            |      |     |     |      |
| Within APR* | 10  | 10<br>7    | 6    | 10  | 10  | 9    |
| Within APR% | 91  | 91<br>64   | 55   | 91  | 91  | 82   |

|                     |           |     |     |           |     |     |
|---------------------|-----------|-----|-----|-----------|-----|-----|
| Applicable Standard | 1.7       | 1.8 | 1.9 | 1.10      | 2.. | 2.. |
| PRAXIS II           |           |     |     |           |     |     |
| Sub-test name       | Economics | NA  | NA  | Gov./Civ. | NA  | NA  |
| Sub-scores          |           |     |     |           |     |     |
| 29                  |           |     |     |           |     |     |
| 28                  |           |     |     |           |     |     |
| 27                  |           |     |     |           |     |     |
| 26                  |           |     |     |           |     |     |
| 25                  |           |     |     |           |     |     |
| 24                  |           |     |     |           |     |     |
| 23                  |           |     |     |           |     |     |
| 22                  |           |     |     |           |     |     |
| 21                  |           |     |     |           |     |     |
| 20                  |           |     |     |           |     |     |
| 19                  |           |     |     |           |     |     |
| 18                  |           |     |     | 1         |     |     |
| 17                  |           |     |     | 1         |     |     |
| 16                  |           |     |     | 1         |     |     |
| 15                  |           |     |     | 1         |     |     |

|              |     |  |  |      |  |  |
|--------------|-----|--|--|------|--|--|
| 14           |     |  |  | 2    |  |  |
| 13           | 2   |  |  | 1    |  |  |
| 12           |     |  |  | 1    |  |  |
| 11           | 2   |  |  |      |  |  |
| 10           |     |  |  | 1    |  |  |
| 9            | 1   |  |  | 2    |  |  |
| 8            | 5   |  |  |      |  |  |
| 7            | 1   |  |  |      |  |  |
| 6            |     |  |  |      |  |  |
| 5            |     |  |  |      |  |  |
| 4            |     |  |  |      |  |  |
| 3            |     |  |  |      |  |  |
| 2            |     |  |  |      |  |  |
| 1            |     |  |  |      |  |  |
| 0            |     |  |  |      |  |  |
|              |     |  |  |      |  |  |
| N            | 11  |  |  | 11   |  |  |
| Tot          | 104 |  |  | 147  |  |  |
| Mn           | 9.5 |  |  | 13.4 |  |  |
| Md           |     |  |  |      |  |  |
| Mo           |     |  |  |      |  |  |
|              |     |  |  |      |  |  |
| Within APR*  | 8   |  |  | 9    |  |  |
| Within APR%* | 73  |  |  | 82   |  |  |

\* Within the Average Performance Range (APR) as established by the testing service ETS. APR is the range of scores earned by the middle 50% of a group of examinees who took this test at a recent administration or comparable period.

All education majors at this university must pass the Praxis II exam before entrance into the Teacher Education Program, therefore the Social Studies program has a 100% overall pass rate. Candidate overall scores were 146, 160, 163, 143, 173, 151, 145, 175, 168, 146, and 154.

Data for the breakdown content area scores is missing for 3 of the group of 14 students in students in the Teacher Education Program, and not included in this report (student teachers and those preparing to student teach). Overall scores for these 3 students were 151, 149 and 157. The scores were lost by the students, who were unable to send for the scores and receive them in time for the report. The testing company charges a fee of \$35 to resend the report to students who have lost scores, which further deterred the students from sending for the scores and getting them back in time to be included in this report. The Praxis II score breakdowns are not released to the public, and students must provide them to advisors.

Subscores: The State of Mississippi does not require passing rates in each subcategory. The subscores are reported here for an examination of trends. We use as a guideline for comparison and as an indicator of success the Average Performance Range (APR, see above) established by the testing service. Of the 11 candidates in the cohort, 1 was not within the APR for two subtests, 2 were not within the APR for three sub-tests, and 2 were not within the APR for four subtests. Geography is the area with the least successful success indicator, with 5 falling below the APR. World history is indicated as the next least successful, with 4 falling below the APR, followed by economics with 3 falling below APR. US history and Behavioral Sciences were the most

successful, with only one each falling below APR, followed by Government/Civics/Political Science with 2 falling below APR. US history, Behavioral Sciences, and Government/Civics/Political Science were within the APR, while Geography, World History and Economics were below.

Appendix II.

**Student Teacher Performance Evaluation**  
 Using the NCSS Content Standards  
 (for Assessment 3, 4, 5)

This form is to be completed 2 times by the university supervisor and 2 times by the cooperating teacher during the student teacher's directed teaching experience.

Student Teacher/Intern \_\_\_\_\_ Date \_\_\_\_\_

Supervisor/Cooperating Teacher \_\_\_\_\_

School \_\_\_\_\_ Subject \_\_\_\_\_ Grade \_\_\_\_\_

Lesson Content/Objective:

Evaluate your student teacher/intern in three ways for each NCSS content standard. Record each of your assessments by circling on this form the appropriate quantitative evaluation to indicate 1) evidence in planning, 2) evidence in teaching, and 3) evidence of effectiveness in producing the desired student learning. Score all NCSS themes that are covered during the lesson, and leave the rest blank. Use the following rubric in your scoring:

|  | Inadequate | Minimally Acceptable | Average | Very Good | Excellent | NA |
|--|------------|----------------------|---------|-----------|-----------|----|
| Planning:<br>Organization and Content of planning for observed lesson.     |            |                      |         |           |           |    |
| Teaching:<br>Delivery of lesson plan, includes classroom management        |            |                      |         |           |           |    |
| Evaluation:<br>Candidate's evaluation of students. May be oral or written. |            |                      |         |           |           |    |

1. Inadequate: Not present, unacceptable planning for professional teaching
2. Minimally Acceptable: Acceptable level of planning for professional teaching, but needs work.

- 3. Average: Acceptable level of planning for professional teaching.
- 4. Very Good: Better than average level of planning for professional teaching.
- 5. Excellent: Displays a very high level of workmanship and/or creativity of planning for professional teaching.
- NA: Not applicable, not observed, no opportunity to observe.

**NCSS Theme I  
Culture and Cultural Diversity**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **culture** and **cultural diversity**.*

**Description:** The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| Evidence in planning  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| Evidence in teaching  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| Evidence of effectiveness in producing the desired student learning |   |   |   |   |   | 1 | 2 | 3 | 4 | 5 |

Comments/Suggestions:

**NCSS Theme II  
Time, Continuity and Change**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **time continuity** and **change**.*

**Description:** Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| Evidence in planning  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| Evidence in teaching  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| Evidence of effectiveness in producing the desired student learning |   |   |   |   |   | 1 | 2 | 3 | 4 | 5 |

Comments/Suggestions:

**NCSS Theme III  
People, Places and Environments**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **people, places, and environments**.*

**Description:** The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| Evidence in planning  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| Evidence in teaching  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| Evidence of effectiveness in producing the desired student learning |   |   |   |   |   | 1 | 2 | 3 | 4 | 5 |

Comments/Suggestions:

#### **NCSS Theme IV Individual Human Development and Identity**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with **individual human development and identity**.*

**Description:** Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| Evidence in planning  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| Evidence in teaching  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| Evidence of effectiveness in producing the desired student learning |   |   |   |   |   | 1 | 2 | 3 | 4 | 5 |

Comments/Suggestions:

#### **NCSS Theme V Individuals, Groups and Institutions**

*Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of **interactions among individuals, groups, and institutions**.*

**Description:** Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role

of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.

Evidence in planning 1 2 3 4 5

Evidence in teaching 1 2 3 4 5

Evidence of effectiveness in producing the desired student learning 1 2 3 4 5

Comments/Suggestions:

## **NCSS Theme VI Power, Authority and Governance**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **power, authority, and governance**.*

**Description:** Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.

Evidence in planning 1 2 3 4 5

Evidence in teaching 1 2 3 4 5

Evidence of effectiveness in producing the desired student learning 1 2 3 4 5

Comments/Suggestions:

## **NCSS Theme VII Production, Distribution, Consumption**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how **people organize for the production, distribution, and consumption of goods and services**.*

**Description:** Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units in courses dealing with economic concepts and issues.

Evidence in planning 1 2 3 4 5

Evidence in teaching 1 2 3 4 5

Evidence of effectiveness in producing the desired student learning 1 2 3 4 5

Comments/Suggestions:

**NCSS Theme VIII  
Science, Technology, Society**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **science** and **technology**.*

**Description:** Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| Evidence in planning  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| Evidence in teaching  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| Evidence of effectiveness in producing the desired student learning |   |   |   |   |   | 1 | 2 | 3 | 4 | 5 |

Comments/Suggestions:

**NCSS Theme IX  
Global Connections and Interdependence**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **global connections and interdependence**.*

**Description:** The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| Evidence in planning  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| Evidence in teaching  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| Evidence of effectiveness in producing the desired student learning |   |   |   |   |   | 1 | 2 | 3 | 4 | 5 |

Comments/Suggestions:

**NCSS Theme X  
Civic Ideals and Practices**

*Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of **civic ideals and practices**.*

**Description:** An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| Evidence in planning  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| Evidence in teaching  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| Evidence of effectiveness in producing the desired student learning |   |   |   |   |   | 1 | 2 | 3 | 4 | 5 |

Comments/Suggestions:

**Planning, Teaching, Effectiveness for Student Learning  
Scoring Guide Criteria**

The form used in this assessment is completed twice by the social science coordinator/supervisor and twice by the cooperating teacher during the student teacher's twelve week placement.

Student teacher/interns are evaluated in three ways for each NCSS content standard. Assessments are scored and recorded by circling the appropriate quantitative evaluation to indicate 1) evidence in planning, 2) evidence in teaching, and 3) evidence of effectiveness in producing the desired student learning. The assessment is broken down into the 10 NCSS themes, and evidence in planning, teaching and effectiveness in student learning are scored for each NCSS theme that is covered in a lesson. The evaluation scale follows:

1. Inadequate
2. Minimally acceptable
3. Average
4. Very Good
5. Excellent
- NA Not applicable

The data is presented for for a cohort of 8 student teachers evaluated during the fall 2005 semester. Each student teacher is assessed at least twice by the Social Sciences Supervisor and twice by the Social Studies cooperating teacher. During each observation, a score is recorded for an assessment of planning, teaching, and effectiveness for student learning for each of the 10 themes covered. If a theme is not observed in a lesson, there is no score or NA. The data represents 4 observations for each of the 8 student teachers, or 32 observations or instances total.

ATTACHMENT F3

ASSESSMENT 3 DATA: CANDIDATE PLANNING

One cohort of student teaching or internship assessments appropriate to Standards 1.1-1.10: Fall, 2005.

| Applicable Standard | 1.1 | 1.2 | 1.3 | 1.4  | 1.5 | 1.6 |
|---------------------|-----|-----|-----|------|-----|-----|
| Ratings             |     |     |     |      |     |     |
| 5.0                 | 12  | 11  | 15  | 6    | 10  | 10  |
| 4.0                 | 6   | 8   | 6   | 6    | 7   | 5   |
| 3.0                 | 0   | 4   | 2   | 3    | 2   | 1   |
| 2.0                 | 1   | 0   | 0   | 0    | 0   | 0   |
| 1.0                 | 0   | 0   | 0   | 0    | 0   | 0   |
| NA                  | 13  | 9   | 9   | 23   | 13  | 15  |
|                     |     |     |     |      |     |     |
| N                   | 32  | 32  | 32  | 32   | 32  | 32  |
| Tot                 | 86  | 99  | 105 | 63   | 84  | 73  |
| Mn                  | 4.5 | 4.3 | 4.9 | 4.2  | 4.4 | 4.6 |
| Md                  | 5   | 4   | 5   | 4    | 5   | 5   |
| Mo                  | 5   | 5   | 5   | 4.5  | 5   | 5   |
|                     |     |     |     |      |     |     |
| Acceptable (3)      | 18  | 23  | 23  | 15   | 19  | 16  |
| Acceptable %        | .95 | 100 | 100 | 100  | 100 | 100 |
|                     |     |     |     |      |     |     |
| Applicable Standard | 1.7 | 1.8 | 1.9 | 1.10 | 2.. | 2.. |
| Ratings             |     |     |     |      | NA  | NA  |
| 5.0                 | 8   | 6   | 9   | 7    |     |     |
| 4.0                 | 6   | 3   | 9   | 5    |     |     |
| 3.0                 | 1   | 2   | 3   | 3    |     |     |
| 2.0                 | 0   | 0   | 0   | 0    |     |     |
| 1.0                 | 0   | 0   | 0   | 0    |     |     |
| NA                  | 17  | 21  | 11  | 17   |     |     |

|                |     |     |     |     |  |  |
|----------------|-----|-----|-----|-----|--|--|
|                |     |     |     |     |  |  |
| N              | 32  | 32  | 32  | 32  |  |  |
| Tot            | 67  | 48  | 90  | 64  |  |  |
| Mn             | 4.5 | 4.4 | 4.3 | 4.3 |  |  |
| Md             | 5   | 4   | 4   | 4   |  |  |
| Mo             | 5   | 5   | 4.5 | 5   |  |  |
|                |     |     |     |     |  |  |
| Acceptable (3) | 15  | 11  | 21  | 15  |  |  |
| Acceptable %   | 100 | 100 | 100 | 100 |  |  |

Of the 8 student teachers, one student had one minimally acceptable rating, and the rest were average or above ratings in each instance.