Delta State University
College of Education

PROFESSIONAL EDUCATION UNIT
ASSESSMENT MANUAL

The purpose of this Assessment Handbook is to describe in writing the professional education unit's assessment system so that all professional education faculty members in the unit are aware of the system.

I. Overview of the Unit

Unit Authority, Organization, and Governance
The Professional Education Unit at Delta State University is the College of Education and includes all faculty, staff, and administration engaged in the preparation of educators for initial or advanced programs. Each program maintains a curriculum committee and an advisory council that provide direction for programmatic decisions. The College of Education Administrative Council (CEAC) and the Academic Council also are engaged in the review of unit changes and progress. The unit maintains collaborative structures with the College of Arts and Sciences for the teacher preparation program.

The definition of the unit has remained stable since the inception of the University. During the past four years, however, clarity in role, purpose, and structure of the Teacher Education Council and more definitive involvement with Arts and Science faculty have strengthened both programs and processes. Additionally, clarity of the purpose and structure of the Doctor of Education in Professional Studies degree program has occurred through strengthening of curriculum and assessment processes.

Unit Programs
The unit offers degree programs at both the initial and advanced levels as noted in Table 1. During the 2005-06 academic year, a decision was made to discontinue the Bachelor of Science in Special Education degree program due to low enrollment. The BS in Business Education was also discontinued for the same reason in 2004-05. BS degrees are currently offered in Elementary Education; Health, Physical Education and Recreation; Mathematics Education; Biology Education; English Education; Music Education; Social Sciences Education; and Art Education. Masters degrees are offered in Elementary Education; Educational Leadership; Special Education; Heath, Physical Education and Recreation; and Counselor Education. Additionally, a small Secondary Education advanced degree program incorporates English, Art, and the Social Sciences/History. This program has had little interest from candidates and is being reviewed to determine its fate. The Master of Arts degree, an alternate route program in Mississippi, is also available within the unit. The curriculum and internship components of this program are established by the Mississippi State Board of Education. Specialist degrees are offered in Elementary Education and Educational Leadership, while an EdD is available in Professional Studies. Graduates of the EdD program typically work in junior and community colleges and in administrative positions in entities such as the Mississippi Department of Education. The counselor education program is recognized by CACREP while accreditation has been awarded the music education program and art education program by the NASM and NASAD, respectively.

Several programs within the unit offer on-line courses as well as courses at satellite locations, including DSU sites in Clarksdale and Greenville. At the initial level, the SAFE (Seamless

Articulation for Elementary Education) Program, is offered in Greenville, while no programs are delivered solely through distance learning mechanisms.

Unit Changes

Numerous changes have taken place within both the University and unit since the last accreditation visit by an NCATE team in October of 2001. In 2003, DSU acquired a new president and new deans of the Colleges of Arts and Sciences, Business, Education, and School of Nursing. Additionally, in August 2006, the Dean of the College of Education resigned to become the Assistant Commissioner for Academic and Student Affairs with the Board Office of the Institutions of Higher Learning in Mississippi. Because of the timeframe of her departure, an interim dean was selected to serve the unit for the 2006-07 academic year.

Other changes within the unit since October of 2001 include:
- Development of a new conceptual framework to guide the unit
- Refinement and further development of a unit assessment system for both initial and advanced candidates and unit operations
- Initiation of more frequent, targeted dialogue with Arts and Sciences faculty
- Selection and use of *TaskStream* as a technology tool for collecting and aggregating data
- Identification of additional strategies for addressing diversity across a broad spectrum of variables including race, ethnicity, language, exceptionality, and socio-economic situation
- Strengthening of relationships with field based practitioners
- Discontinuance of the BS programs in Special Education and Business Education
- Addition of the Master of Arts in Teaching program
- Refinement of curriculum in the doctoral program
- Restructure of the Psychology Department and the Division of Behavioral Sciences to create the Division of Counselor Education and Psychology
- Increase in enrollment in the College of Education from 1166 students to 1350 students during the period of 2003-2005

Table 1
Program Review Status

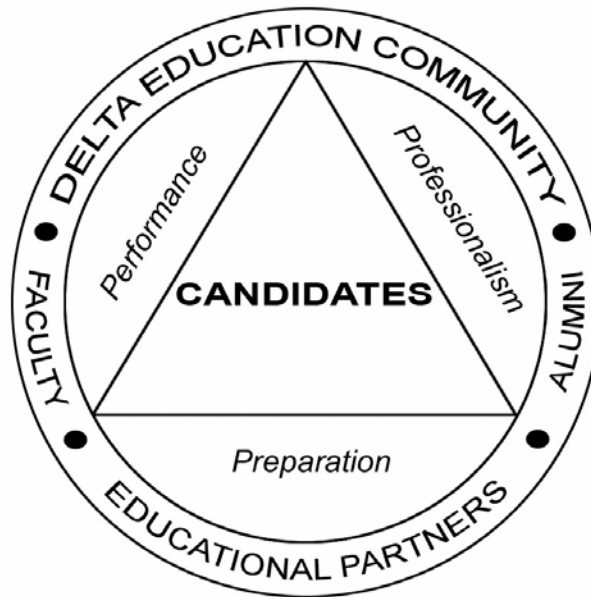| Program Name	Award Level	Program Level*	Number Enrolled in Programs			Agency or Association Reviewing Programs	Program Report Submitted for Review	State Approval Status	National Recognition Status by NCATE**
			2003 2004	2004 2005	2005 2006				
Art Education	Bachelor's	ITP	15	18	17	NASAD	NA	Approved	Accredited
Biology Education	Bachelor's	ITP	17	13	13	NSTA	Yes	Approved	Nationally Recognized
Elementary Education	Bachelor's	ITP	306	318	317	ACEI	Yes	Approved	Nationally Recognized
English Education	Bachelor's	ITP	35	36	28	NCTE	Yes	Approved	Not Recognized
HPER	Bachelor's	ITP	147	165	185	NASPE	Yes	Approved	Nationally Recognized
Math Education	Bachelor's	ITP	21	23	33	NCTM	Yes	Approved	Nationally Recognized
Music Education	Bachelor's	ITP	40	51	48	NASM	NA	Approved	Accredited
Social Sciences Education	Bachelor's	ITP	44	51	59	NCSS	Yes	Approved	Nationally Recognized
Special Education	Master's	ITP	23	40	53	CEC	Yes	Approved	Not Recognized
MAT	Master's	ITP	N/A	N/A	17	MDE	N/A	Approved	N/A
Elementary Education	Advanced	ADV	87	78	57	MDE	N/A	Approved	N/A
Educational Leadership -MEd -EdS	Advanced Advanced	ADV ADV	13 35	15 47	14 68	ELCC MDE	Yes N/A	Approved Approved	Nationally Recognized
EdD in Professional Studies	Advanced	ADV	39	67	56	MDE	N/A	Approved	N/A
HPER	Advanced	ADV	29	32	44	NASPE	Yes	Approved	Not Recognized
School Counseling	Advanced	ADV	91	101	111	CACREP	NA	Approved	Accredited

*ITP = Initial Teacher Preparation; ADV = Advanced Preparation
**Nationally recognized; not recognized, not applicable
Source: DSU Annual Reports – 2003-04, 2004-05, 2005-06

II.   UNIT'S CONCEPTUAL FRAMEWORK

DELTA P³ MODEL

Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor,** requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective,** a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic,** with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology,** infused throughout programs and services. (GP5)

III.   DEVELOPMENT OF THE UNIT'S ASSESSMENT SYSTEM

Introduction
The unit has developed an assessment system with its professional community that reflects the conceptual framework and professional and state standards. The assessment system is used for determining the extent to which candidates meet state/institutional/professional standards and the extent to which the unit operates in an effective and efficient manner.

While assessment of unit operations has been systematically completed at DSU for many years, previous candidate assessment had been implemented in a more fragmented approach. Recognizing the need for a more comprehensive and unified system for assessment, the unit began a series of intensive professional development/work sessions during the 2002-03 academic year to ensure a broad-based approach to creating both a revised conceptual framework and a standards-based assessment system built upon collaboration with professional partners and an appropriate degree of rigor. The result of the intensive work is an assessment system that allows the unit to evaluate its overall operation in successfully producing graduates who are capable of positively impacting the educational process and creating a unit that operates effectively and efficiently.

Development
After the successful NCATE review during the 2001-02 academic year, the unit began its transition toward a more substantial and unified approach to assessment. While the assessment practices found within the educator preparation programs were basically sound, they were not substantially connected in a planned approach to assessment except within the student teaching/field experience activities within the unit. Conversations with the deans and faculty of the College of Arts and Sciences and the College of Education, local school partners, and the Mississippi Department of Education, revealed a renewed understanding of the importance of unifying assessment across all programs within the scope of the unit. During August 2002, the deans of both Arts and Sciences and Education decided to retire. With the impending change in leadership in the two colleges, no significant progress was made in revamping the conceptual framework and assessment system until Spring 2003, when all unit faculty met to review the common standards/beliefs upon which the educator preparation programs were built. Subsequently, standards/beliefs were also reviewed by representative groups of contributing partners, including cooperating teachers, field experience supervisors, and the Teacher Education Council. From this initial work, the Conceptual Framework Committee was formed to refine the cornerstone of decision making within the unit in the form of the revised conceptual framework.

An additional committee representing faculty, candidates, and professional partners was ultimately appointed to begin the process of developing a standards-based assessment system that was aligned with the revised conceptual framework. Simultaneously, committees were also researching effective approaches for using technology to manage the data to be collected, for assessing diversity and technology skills of candidates, for assessing ways to measure impact on student learning, and for improving the assessment of unit operations.

After significant work by the assessment committee and research on technology management systems, it was determined that *TaskStream*, a web-based tool, would be used for basic data collection and management for candidate assessment. Several training sessions were held to acquaint faculty with *TaskStream* and to develop the matrices for visually representing the assessment system. *TaskStream* use was piloted in Fall 2005 with refinements taking place each subsequent semester.

Numerous iterations of the candidate components of the assessment system were provided to faculty and professional partners to elicit feedback. The final assessment system, represented in the charts in Section IV of this manual, is the result of over two years of significant work on the part of the unit. A detailed timeline of events in the design and implementation of the assessment system as it relates to candidates may be found in the documents room.

The unit's assessment system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs. As noted in the unit conceptual framework, the five guiding principals provide the foundation for the assessment system with specific assessments related to state, institutional, and professional standards. Additionally, the three anchors of the *Delta P³ Model*, preparation, performance, and professionalism, form the basis for the assessment of knowledge, skills, and dispositions across all programs.

Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points, and at program completion. Additionally, assessment of candidate success in the field after program completion is also conducted through multiple means to determine strategies for program improvement.

Assessments used to determine admission, continuation in, and completion of programs are predictors of candidate success. Assessment results are reviewed through regular processes to determine if they are correlated to success of candidates both across the programs and after program completion. Specific programmatic data, feedback from professional partners, and feedback from candidates and program graduates are examined for trends, links to specific knowledge and skills, and other measures of success through faculty review sessions and curriculum committee meetings. Results of the review then drive programmatic and/or assessment modifications to yield results more highly correlated to the success of candidates

Because assessments have been developed collaboratively with professional partners and candidates, it has been determined that they are adequate predictors of candidate success. Assessment components have been modified when results indicate that the link to candidate success is not appropriate. An example of a modification is the use of the technology assessment when it was determined that successfully completing an introductory technology course was not an adequate predictor of candidate ability to utilize technology for educational purposes. Additionally, the teacher work sample methodology was adopted by the Elementary Education program to ensure candidates use of assessments in instructional planning.

IV. TRANSITION POINTS, KEY COMMON ASSESSMENTS, AND OTHER REQUIREMENTS

A. Initial Candidate Assessment System at the Unit Level
Initial Programs--Matrix

Transition Points and Key Common Assessments for Initial Undergraduate Education Programs				
Transition Point / Element	**Program Entry**	**Prior to Clinical Practice**	**Completion of Clinical Practice**	**After Program Completion**
Content	Philosophy of Education (introductory course, addresses pedagogical content knowledge)	Praxis II (PLT & Subject area) Program Specific Content Measures (A)	STAI (Student Teacher Assessment Instrument) (items 1, 3, 7, 16, 18) Philosophy of Education	Graduation Survey (items 39, 41, 51, 53, 63) MDE (MS Department of Education) Survey (items 2, 13,16, 23, 24, 25) Follow-Up Survey (items 1-14) (B)
Ability to Plan		STAI items 1-8 (in methods courses) (C)	STAI (items 1-8)	MDE Survey (items 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 17, 18, 19, 20, 21, 25) Follow-Up Survey (items 2, 5, 6, 7, 9, 11, 12) (D)
Clinical Practice			STAI (items 1-42)	Graduation Survey (item 46)
Impact on Student Learning		Introductory Modified Teacher Work Sample (in methods courses) (E)	STAI (items 20, 27, 30, 32, 33, 37, 39, 40, 41) Modified Teacher Work Sample (F)	MDE Survey (items 4, 5, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 24, 25) Follow-Up Survey (items 3, 5, 6, 7, 10, 11, 12) (G)
Dispositions	DRS (Dispositions Rating Scale) – self and faculty	DRS university faculty	DRS – Clinical and university faculty and self	Graduation Survey (items 54 – 61) MDE Survey (items 12, 21, 22, 23, 25)

Diversity	DRS (items 7.1, 7.2, 7.3)	ODCS (Openness to Diversity and Challenge Survey) DRS (items 7.1, 7.2, 7.3)	STAI (items 4, 8, 10, 11, 18, 19, 20) DRS (items 7.1, 7.2, 7.3)	Follow-Up Survey (items 3, 10, 13, 14) (H) Graduation Survey (items 57, 58, 61) MDE Survey (items 4, 5, 13, 18, 19, 25) Follow-Up Survey (items 3, 10, 14) (I)

Transition Points and Other Common Requirements for Initial Undergraduate Education Programs				
Transition Point / Element	**Program Entry**	**Prior to Clinical Practice**	**Completion of Clinical Practice**	**Program Completion**
Content	Praxis I			
Content	GPA	GPA		GPA STAI (Student Teacher Assessment Instrument) (items 1, 3, 7, 16, 18)
Ability to Plan				STAI (items 1-8)
Clinical Practice				STAI (items 1-42)
Impact on Student Learning				STAI (items 20, 27, 30, 32, 33, 37, 39-40, 41) STAI Assessment Work Sample
Dispositions				DRS – Clinical and university faculty
Technology	BTLE (Basic Technology Literacy Exam)		STAI (items 3, 23)	STAI (items 3, 23)
Diversity				STAI (items 4, 8, 10, 11, 18, 19, 20) DRS (items 7.1, 7.2, 7.3)

Key to faculty responsibilities (letter):
A: Program Coordinators submit a description of the assessment, the rubric or scoring guide, and the results each semester to Assessment Director (AD). Results should be in Excel.
B: Program Coordinators will submit items 1-14 only to AD once per year by March 1 in Excel. (Graduates and employers of them; 3-5 years after graduation)

C: Instructors will submit the practice STAI from methods courses done out in the field to AD each semester (will be using TaskStream).
D: Program Coordinators will submit items 1-14 only to AD once per year by March 1 in Excel.
E: Instructors of methods courses submit each semester in TaskStream.
F: Student Teaching Supervisors will submit using TaskStream each semester.
G: Program Coordinators will submit items 1-14 only to AD once per year by March 1 in Excel.
H: Program Coordinators will submit items 1-14 only to AD once per year by March 1 in Excel.
I: Program Coordinators will submit items 1-14 only to AD once per year by March 1 in Excel.

B. Advanced Candidate Assessment System at the Unit Level
Advanced Programs—Matrix

Transition Points and Key Common Assessments for Advanced Graduate Education Programs				
Transition Point / Element	Program Entry	Prior to Clinical Practice	Completion of Clinical Practice	After Program Completion
Content	Verbal ability (GRE, CAAP, MAT) (J)		Comps (K)	Graduation Survey (items 39, 41, 51, 53, 63) Follow up surveys (L)
Ability to Plan		Field Experiences Assessments (M)	Practicum or Internship Evaluations (N)	Follow up surveys (O)
Clinical Practice			Practicum or Internship Evaluations (P)	Graduation Survey (item 46) Follow up surveys (Q)
Impact on Student Learning		Field Experiences Assessments (R)	Practicum or Internship Evaluations (S)	Follow up surveys (T)
Dispositions		DRS (Dispositions Rating Scale) – self (U)	DRS – faculty (V)	Graduation Survey (items 54 – 61) Follow up surveys (W)
Diversity		DRS (items 8.1, 8.2, 8.3) (X) ODCS (Openness to Diversity and Challenge Survey) (Y)	DRS (items 8.1, 8.2, 8.3) (Z)	Graduation Survey (items 57, 58, 61) Follow up surveys (AA)

Transition Points and Other Common Requirements for Advanced Graduate Education Programs				
Transition Point / Element	Program Entry	Prior to Clinical Practice	Completion of Clinical Practice	Program Completion
Content	GPA

A or AA Certificate (requires Praxis II or equivalent) or Waiver* | GPA | GPA | GPA

Comps |
Ability to Plan				
Clinical Practice				
Impact on Student Learning				
Dispositions			DRS - faculty	DRS - faculty
Technology		BTLE (Basic Technology Literacy Exam) (BB)		
Diversity				

* A Class A teaching certificate, or its equivalent. A Master of Education degree applicant who does not yet qualify for an .A certificate may be admitted to the Graduate School, but must meet the requirements of the State of Mississippi for an .A. certificate in teaching before the degree will be awarded. However, upon the recommendation of the department chair, the Dean of the College of Education may waive the requirements of satisfying certification requirements for those students currently employed or preparing for employment in junior or senior colleges, non-public institutions, or positions not requiring certification.

Key to faculty responsibilities (letter):
J: Program Coordinators submit candidate name, type of test, and score upon full admission to Assessment Director (AD) once per semester in Excel.
K: Program Coordinators submit number of candidates who passed and the number who failed per section (if sections are graded separately and they are allowed to "bank" sections; if not, just total) to Assessment Director once per semester in Excel.
L: Program Coordinators will submit a description of the assessment, the rubric or scoring guide, and the results each semester to AD once per year by March 1. Results should be in Excel. (Graduates and employers of them; 1-5 years after graduation)
M: Program Coordinators submit a description of the assessment, the rubric or scoring guide, and the results each semester to AD. Results should be in Excel.
N: Program Coordinators submit a description of the assessment, the rubric or scoring guide, and the results each semester to AD. Results should be in Excel.
O: Program Coordinators will submit a description of the assessment, the rubric or scoring guide, and the results each semester to AD once per year by March 1. Results should be in Excel.

P: Program Coordinators submit a description of the assessment, the rubric or scoring guide, and the results each semester to AD. Results should be in Excel.
Q: Program Coordinators will submit items 1-14 only to AD once per year by March 1 in Excel.
R: Program Coordinators submit a description of the assessment, the rubric or scoring guide, and the results each semester to AD. Results should be in Excel.
S: Program Coordinators submit a description of the assessment, the rubric or scoring guide, and the results each semester to AD. Results should be in Excel.
T: Program Coordinators will submit a description of the assessment, the rubric or scoring guide, and the results each semester to AD once per year by March 1. Results should be in Excel.
U: ELR 605/ELR 702 instructors will submit hard copy to AD each semester.
V: Program Coordinators submit number of candidates who passed and the number who failed to AD once per semester in Excel.
W: Program Coordinators will submit a description of the assessment, the rubric or scoring guide, and the results each semester to AD once per year by March 1. Results should be in Excel.
X: ELR 605/ELR 702 instructors will submit hard copy to AD each semester.
Y: EPY 601/CUR 701/AED 830 instructors will submit hard copy to AED each semester.
Z: Program Coordinators submit number of candidates who passed and the number who failed to AD once per semester in Excel. Also submit hard copy or electronic copy of the DRS for those candidates who failed.
AA: Program Coordinators will submit a description of the assessment, the rubric or scoring guide, and the results each semester to AD once per year by March 1. Results should be in Excel.
BB: ELR 605/CUR 701 instructors will ensure that the BTLE is submitted to the Center for Teaching and Learning Coordinator each semester. Is an admission requirement for EdD, so advisors ensure is submitted to CTL.

Initial Program Coordinators Checklist

Assessment	Information Technology	Due to Assessment Director by	Submission Date
Program-Specific Content Assessment – Description, Rubric, Results	- Description and rubric in word processor document - Results in Excel	End of each semester	
Follow-Up Survey of Teachers and Employers, Items 1 - 14	Excel	Yearly - by March 1	
Practice STAI items 1 – 8 from methods courses	TaskStream, exported to Excel	End of each semester	
Introductory modified Teacher Work Sample (TWS) in methods courses - results	TaskStream, exported to Excel	End of each semester	
Modified TWS during student teaching - results	TaskStream, exported to Excel	End of each semester	
Data-driven decisions, with documentation (e.g.,	Word processor document	End of each semester	

discussion notes with participant list, faculty or curriculum meeting minutes)			

Unit Assessment Reports

What	When	How	By Whom	Disseminated To
Unit Assessment Reports – Aggregated by unit and program	- Feb. 1 for summer and fall semesters - July 1 for spring semester	Excel, SPSS, Narrative in Word	AD	CEAC, program coordinators, TEC
Summative Unit Assessment Report for the calendar year – Aggregated by unit and program, including Data-Driven Decisions	Each June	College of Education Annual Report	Dean, AD	CEAC, program coordinators, TEC, external stakeholders, including publishing on DSU website

Advanced Program Coordinators Checklist

Assessment	Information Technology	Due to Assessment Director by	Submission Date
Verbal Ability at full admission - candidate name, type of test, score	Excel	End of each semester	
Comps – number who passed and number who failed – by sections if applicable	Excel	End of each semester	
Follow-Up Surveys of Graduates and Employers, Items 1 - 14	Excel	Yearly – by March 1	
Field Experiences Assessments – description, rubric, results	- Description and rubric in word processor document - Results in Excel	End of each semester	
Practicum or Internship Evaluations - description, rubric, results	Description and rubric in word processor document - Results in Excel	End of each semester	

Data-driven decisions, with documentation (e.g., discussion notes with participant list, faculty or curriculum meeting minutes)	Word processor document	End of each semester	

Unit Assessment Reports

What	When	How	By Whom	Disseminated To
Unit Assessment Reports – Aggregated by unit and program	- Feb. 1 for summer and fall semesters - July 1 for spring semester	Excel, SPSS, Narrative in Word	AD	CEAC, program coordinators, TEC, DACC, Graduate Council, School Leadership Council
Summative Unit Assessment Report for the calendar year – Aggregated by unit and program, including Data-Driven Decisions	Each June	College of Education Annual Report	Dean, AD	CEAC, program coordinators, TEC, DACC, Graduate Council, School Leadership Council, external stakeholders, including publishing on DSU website

V.   MONITORING CANDIDATES' PROGRESS
(to be completed later by the Office of Field Experiences)

VI.   ASSESSMENT INSTRUMENTS ADDRESSING NCATE COMPETENCIES
(to be completed later)

VII.   ASSESSMENT INSTRUMENTS ALIGNED WITH CONCEPTUAL FRAMEWORK, STATE, SPA, AND INTASC STANDARDS
(to be expanded later)

A.   Initial Programs--Matrix
(STAI: see instrument in appendix….see also Crosswalk table at end)

B.   Advanced Programs—Matrix

VIII. ASSESSMENT OF UNIT OPERATIONS

Source	Reviewed	Responsible for Data Collection	Responsible for Data Analysis and Dissemination
All candidate data from assessment system	Ongoing	(see Framework of the Unit Assessment System chart)	(see Framework of the Unit Assessment System chart)
All candidate data specific to program	Ongoing especially Dec/May	Advisors, Program Coordinators	Advisors, Program Coordinators
Surveys, interviews, and meetings with graduates, mentors, and employers (graduation surveys at commencement each semester, advisement group meetings each semester, phone interviews annually)	Continuous	Advisors, Program Coordinators, Graduate Studies, Institutional Research	Advisors, Program Coordinators, Graduate Studies, Institutional Research
Annual Report results including issues of enrollment, retention, graduation rate, and diversity (also University Factbook)	May	Chairs, Deans, Institutional Research	Chairs, Deans, Institutional Research
State Process and Performance Review results	Annually in spring	Teacher Education and Leadership Chairs, Dean	Teacher Education and Leadership Chairs, Dean
Faculty course evaluation results	Dec/May	Faculty, Chairs, Dean	Chairs
Other faculty evaluation criteria	March	Chairs, Dean, Provost	Chairs
Curriculum and coursework required for each program (TEC, CEAC, DACC, and faculty meetings)	Ongoing	Division Curriculum Committees, CEAC, Academic Council	Chairs
Budget reviews	Dec/May	Chairs, Deans, Provost	VP for Finance, Institutional Research
Technology needs assessment	March	OIT Governance Committee, Cabinet	VP for Finance
Facilities inspection (CEAC meetings)	Quarterly	CEAC	Deans
Feedback from advisory groups	Ongoing	Program Coordinators, Chairs	Program Coordinators, Chairs
Accreditation requirements (SACS: May, Process & Performance Review: April or May, PEDS reports: Nov and Dec)	Annually	Graduate & Continuing Studies, Institutional Research, Certification Officer, NCATE Coordinator, Deans, Provost	Accreditation Liaison to SACS, Institutional Research, Certification Officer, NCATE Coordinator, Deans, Provost

IX. FAIRNESS, ACCURACY, CONSISTENCY, AND ELIMNATION OF BIAS
(to be completed later)

X.   USE OF INFORMATION TECHNOLOGIES
        (to be completed later)

**XI.   PROCEDURES FOR DATA COLLECTION, AGGREGATION,
        DISAGGREGATION, ANALYSIS, DISSEMINATION, AND USE**
        (see tables at end and additional information to be completed later)

XII. TIMELINE
        (to be completed later)

**XIII. COPIES OF ASSESSMENT INSTRUMENTS AND SCORING
        GUIDES/RUBRICS**

**STUDENT TEACHER ASSESSMENT INSTRUMENT
(STAI)**

**DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION**

I. PLANNING AND PREPARATION (PORTFOLIO)*

1. Specifies or selects learner objectives for lessons. (NCATE S1.E3; INTASC P1, P7; CF 1)

Well-planned objectives guide student learning and are aligned with curriculum goals. Objectives should be written in specific behavioral terms. One purpose for writing objectives in specific behavioral terms is to be able to assess with precision whether the instruction has resulted in the desired behavior. Effective teaching reflects careful planning. The objectives should be appropriate for the lessons.
 1. No objectives are present or are not stated as performance outcomes.
 2. Objectives are stated as performance outcomes, but are out of sequence.
 3. Objectives are stated in performance outcomes and are properly sequenced.
 4. In addition to 3, objectives are planned for different instructional levels (knowledge, comprehension, application, analysis, synthesis, and evaluation).

2. Specifies or selects procedures for lessons. (NCATE S1.E3, E4, S4.E1; INTASC P1; CF 1)

Instructional procedures are the various ways in which teachers can structure learning activities. These activities can involve students in large groups, small groups, or individually, and are designed to foster student involvement and enhance the learning experience. Activities range from teacher directed to student initiated.
 1. No procedures are included, or procedures are not referenced to objectives.
 2. Procedures are referenced to objectives, but are inappropriate for learners.
 3. Procedures are referenced to objectives and are appropriate for learners.
 4. In addition to 3, procedures are both learner-centered and student teacher-centered.

3. Specifies or selects content materials and media for lessons. (NCATE S1.E1; INTASC P3; CF 1)

Instructional materials are concrete resources that students use to learn the content of the lesson. Materials need not be elaborate or expensive. Teachers should be able to incorporate into their lessons relevant materials that students may bring to class. Materials and resources must be appropriate to the students. In a diverse classroom, this will require the use of a variety of types of materials.
 1. No supplementary material is specified or is limited to textbooks and worksheets.
 2. Supplementary materials other than textbooks and worksheets are specified and are
    related to procedures. (For example -- two instances in a plan.)
 3. Extensive use of materials other than textbooks and worksheets is specified and related to procedures.
    (For example -- four or more instances in a plan.)
 4. In addition to 3, student teacher shows initiative and creativity in developing original materials.

4. Specifies or selects materials and procedures for assessing learner progress. (NCATE S1.E1; INTASC P8)

Assessment is an integral part of an ongoing educational process. In order to effectively assess how students are progressing, teachers must plan the means of assessment. The teachers may create evaluation strategies or select them from instructional materials. For certain objectives, tests may be less appropriate than other strategies such as observation of student performance. Whatever the strategy, the evaluation must provide the teachers with useful information about the extent to which the instructional goals have been met.
 1. No assessment procedures are specified in the plans or are inappropriate for learners or not matched
    objective.
 2. Assessment procedures are included which are related to the objectives and
    appropriate for learners.
 3. Multiple assessment procedures are included (four or more).
 4. In addition to 3, attitudes of learners toward content and method of instruction are assessed.

5. Uses information about students to plan and organize instruction to accommodate differences in developmental and individual needs. (NCATE S1.E3, S4.E4; INTASC P1, P2, P4)

The teacher plans instruction and activities at multiple levels to meet the developmental and individual needs of diverse learners. A variety of teaching techniques and learning experiences accommodates differences such as learning styles, multiple intelligences, and special education/gifted education needs.
 1. Planning does not address developmental or individual needs.
 2. Planning addresses the developmental and individual needs of some students.
 3. Planning addresses the developmental and individual needs of most students.
 4. Planning addresses the developmental and individual needs of all students in the classroom.

6. Uses knowledge of students' needs, interests, and experiences. (NCATE S3.E3, S4.E1, E4; INTASC P3))

Teachers need to be aware of student interests and experiences based on information they gather by talking with students, listening to student discussions, and using interest surveys. This acknowledgment should be evident in the presentation of lessons.
 1. Student teacher lacks familiarity with the students' background interests and experiences.
 2. Student teacher demonstrates some understanding of students' background experiences, interests, and
    needs, but does not use this knowledge in developing learning experiences.
 3. Student teacher demonstrates some understanding of students' background experiences, interests, and

needs, and sometimes uses this knowledge in developing learning experiences.
  4. Student teacher demonstrates a thorough understanding of students' background
      experiences, interests, and needs, and consistently uses this knowledge in developing learning
      experiences.

7. Plans lessons that integrate knowledge from several subject areas. (NCATE S1.E1, E3, E4, S3.E1; INTASC P3, P7, P10; CF 2)

Teachers develop instruction to engage students and enhance learning. When lessons integrate knowledge from several subject areas, the information presented gains a sense of cohesiveness and provides structure to student learning, avoiding the piece-meal approach that might otherwise occur. Instruction that integrates knowledge from several subject areas may take the form of thematic units, integrated units, or interdisciplinary units.
  1. Student teacher provides instruction that relates only to one subject and focuses on specific skills.
  2. Student teacher maintains a discipline-centered focus and offers limited assistance in helping students
      make connections across disciplines.
  3. Student teacher maintains a discipline-centered focus and frequently attempts to help students to make
      connections across disciplines.
  4. Student teacher designs discipline-centered tasks which require students to integrate multiple
      disciplines where possible (e.g., primary level). Student teacher assumes responsibility for more than
      one discipline and assists students in realizing the natural connections across disciplines.

8. Incorporates multiculturalism and diversity in lessons. (NCATE S3.E3, S4.E1, E4; INTASC P2, P3; CF 3)

Cultural differences present both opportunities and challenges for teachers. To maximize learning opportunities, teachers must learn about the cultures represented in their classrooms, then translate this knowledge into instructional practice. Teachers who lack sensitivity to cultural differences may misinterpret the behavior of minority students in ways that may lead to underestimating the academic potential of these pupils. To work successfully and effectively with children of diverse backgrounds, teachers must develop special skills that include the following:

- Promoting cross-cultural competency and inter-group understanding and collegiality in the classroom and in the larger community
- Communicating positively with each student and parent/guardian
- Establishing a classroom climate in which each student feels he or she can learn and wants to learn
- Maintaining high expectations for each student
- Involving students in a democratic classroom environment in which they are encouraged to understand and make important decisions about their own learning
- Personalizing learning and assessment for each student, and using knowledge about the culture and family background of each to develop a culturally relevant learning environment
- Teaching using a variety of strategies which match the students' strengths, interests, cultures, and learning styles
- Using techniques that emphasize cooperative learning and de-emphasize competitive learning
- Integrating multicultural content into the curriculum so that the experiences, beliefs, and perspectives of various cultural groups are represented
    1. Student teacher seldom incorporates an awareness of cultural differences in lessons.
    2. Student teacher superficially acknowledges differences within the class.
    3. Student teacher often plans opportunities for students to share their diversities and cultural
        heritage.

4. In addition to 3, sensitivity and awareness are consistently evident.

* These items may be assessed by interviewing and reviewing data.

II. COMMUNICATION AND INTERACTION

9. Uses acceptable written, oral, and nonverbal communication with students. (NCATE S3.E3; INTASC P6)

The teacher appropriately models verbal and nonverbal communication. This includes the use of correct grammatical structures, subject-verb agreement, and proper tense, etc. Spelling is correct in written work. Written materials are easily read, including work on chalkboards, handouts, transparencies, and comments on student work. Nonverbal communications are appropriate and meaningful.
 1. Student teacher frequently demonstrates inappropriate use of written and/or oral language. Appropriate nonverbal communication is not apparent.
 2. Student teacher usually demonstrates appropriate use of written and oral language. Appropriate nonverbal communication is limited.
 3. Student teacher frequently demonstrates appropriate use of written and oral language. Nonverbal communication occurs frequently and is appropriate.
 4. Student teacher consistently demonstrates high levels of proficiency in written and oral language. Nonverbal communication is consistent and appropriate.

10. Communicates high expectations for learning to all students. (NCATE S3.E3; INTASC P1, P7; CF 1)

Research substantiates that student achievement and behavior conform closely to the teacher's expectations. Students for whom teachers hold high expectations give more correct answers and achieve higher average scores on year-end standardized tests than do students for whom the teacher holds low expectations. If students feel their efforts will produce results in schools, and if the teachers and school are supportive of their efforts, they are more likely to succeed.
 1. Student teacher communicates to individuals, groups, or the class as a whole that they are incapable of learning.
 2. Student teacher communicates to a few students that they are capable of meeting learning expectations.
 3. Student teacher encourages most students to meet challenging learning expectations.
 4. Student teacher actively encourages all students to meet challenging learning expectations.

11. Demonstrates communication skills which show sensitivity to diversity. (NCATE S3.E3, S4. E4; INTASC P3; CF 3)

Teachers should seek to gain an understanding of the various cultural, ethnic, socio-economic, gender, and special population groups represented in the classroom. They should become familiar with and sensitive to the background experiences of their students, and demonstrate, through words and actions, their respect for a range of student diversity. To work successfully with students of diverse backgrounds, teachers must build the learning around the students' individual learning styles, communicate positively with students, establish a classroom climate in which students want to learn, hold and maintain high expectations for each student, involve students in understanding and in making important decisions about their own learning, personalize learning for each student, provide learning activities adapted to individual

students' skill levels, teach to individuals by using a variety of strategies, and use techniques that emphasize cooperative learning and that de-emphasize competitive learning.
1. Student teacher seldom recognizes diversity within the classroom.
2. Student teacher is aware of diversity within the classroom, but seldom adjusts communications and actions.
3. Student teacher is aware of diversity within the classroom and often adjusts communications and actions to demonstrate sensitivity to the various cultures.
4. Student teacher is aware of and celebrates diversity, encourages appreciation of diversity, and demonstrates sensitivity through communications and actions.

12. Listens to students and demonstrates interest in what they are saying by responding appropriately. (NCATE S1.E6; INTASC P5, P6)

Listening is an important aspect of the learning environment. Effective teachers make time to listen to individual students and show a sincere interest in what they are saying. They also demonstrate active listening skills, listening carefully and attentively to gain information that students share.
1. Student teacher does not respond to student comments.
2. Student teacher is inconsistent in responding to what students are saying.
3. Student teacher looks at students and acknowledges with brief verbal and nonverbal feedback what they are sharing.
4. Student teacher responds to students with appropriate nonverbal feedback and by summarizing what students have shared.

13. Builds and sustains a classroom climate of acceptance, encouraging creativity, inquisitiveness, and risk-taking. (NCATE S1. E4; INTASC P5)

Without a classroom climate that encourages inquiry and risk-taking, little critical, creative, or higher-level thinking can take place. The effective teacher builds a climate of openness where students feel free to express and try out ideas. Such a climate promotes mutual respect and acceptance and is free of ridicule and sarcasm. Students' efforts are recognized and encouraged.
1. Student teacher has limited rapport with students, rarely encourages inquisitiveness, and discourages interaction and questioning.
2. Student teacher establishes rapport with students, or develops an atmosphere of limited inquiry.
3. Student teacher establishes rapport with students and often encourages inquiry.
4. In addition to 3, the student teacher accepts students' ideas and fosters academic risk-taking.

14. Provides opportunities for students to cooperate, communicate, and interact with each other to enhance learning. (NCATE S1.E6; INTASC P5, P6; CF 3)

Student-to-student communication promotes achievement. It can be effectively used to allow students to practice and extend language skills, share ideas, feel part of the classroom community, and think responsibly and independently. Effective teachers encourage such communications by allotting time for student interaction, making physical arrangements which promote communication among students, planning appropriate group tasks, and facilitating the sharing of group results.
1. Student teacher does not involve the students in any type of interactive activities.
2. Student teacher provides occasional opportunities for student-to-student communication.
3. Students regularly participate in interactive activities planned by the student teacher.
4. Students frequently work together, not only on student teacher planned activities, but also on self-selected projects.

15. Establishes relationships with parents and guardians. * (NCATE S4.E3, E4; INTASC P10; CF 3)

Research strongly supports the significance of involving families in their children's education because such involvement affects student achievement, attitudes, and behavior. Developing a successful school-home partnership can best be accomplished by increasing communications with parents and guardians, helping them to assist their children in learning at home, and encouraging their participation at school.
1. Student teacher does not communicate with parents and guardians or attempt to establish relationships.
2. Relationships are established only in response to problems that occur or to parental and guardian requests.
3. Student teacher initiates communication and relationships with parents and guardians.
4. In addition to 3, student teacher builds and sustains relationships with parents and guardians for a variety of purposes.

* These items may be assessed interviewing and reviewing data.

III. TEACHING FOR LEARNING

16. Displays knowledge of the subject being taught. (NCATE S1.E1, E3, E4; INTASC P1, P7; CF 1)

Knowledge of the subject being taught is the foundation of effective teaching.
1. Student teacher does not demonstrate basic knowledge of the subject being taught.
2. Student teacher demonstrates limited knowledge of the subject being taught.
3. Student teacher displays an adequate knowledge base of the subject being taught.
4. Student teacher displays extensive knowledge of the subject being taught.

17. Projects enthusiasm for teaching and learning. (NCATE S1. E6, S3.E3; INTASC P1, P5)

Teachers who excel in this area create an atmosphere of enthusiasm about the importance of learning and the significance of the content. They care deeply about their subjects and invite students to share the journey of learning. Students are intrinsically motivated due to the way teachers organize and present the content, the roles they encourage students to assume, and the student initiative they expect. The work is real and significant and becomes important to students as well as to teachers.

This indicator includes verbal and nonverbal teacher behaviors that stimulate students' attention, interaction, and participation. Skills include physical movement, voice, pacing, and body language (i.e., gestures, posture, facial expression, and eye contact).
1. Student teacher does not exhibit enthusiasm about the topic being taught.
2. Student teacher shows limited enthusiasm for the topic being taught.
3. Student teacher usually conveys enthusiasm for the topic being taught.
4. Student teacher consistently shows enthusiasm for teaching and learning in a variety of ways.

18. Uses knowledge of students' prior understandings and experiences to make instruction relevant and meaningful. * (NCATE S1.E1, E4, E7; INTASC P3; CF 3)

For any topic of study, students have prior knowledge that provides a foundation for new learning. Teachers assess and value this knowledge, select and use instructional materials that are relevant to students' cultural experiences, and facilitate students' sharing through a variety of communication modes.

Teachers build students' motivation and achievement by gaining knowledge of their interests, experiences, and characteristics to make instruction meaningful.

1. Student teacher makes little effort to assess, or seldom connects, learning to students' interests and experiences.
2. Student teacher attempts to make learning relevant, but is unsure of students' interests and understandings, or student teacher assesses but does not use information in lesson preparation.
3. Student teacher assesses the students' interests and knowledge, often connecting assessment results to instruction.
4. Student teacher assesses students' interest, characteristics, and knowledge, consistently connecting the lesson to students' interests.

19. Uses a variety of appropriate teaching strategies. (NCATE S1.E4, S4.E1; INTASC P4, P4; CF 1)

To accommodate student diversity and differences in subject matter, a variety of teaching strategies is necessary. Teaching strategies may include, but are not limited to, cooperative learning, direct instruction, discovery learning, demonstration, discussion, inquiry, simulation, independent study, and student research.

1. Student teacher varies teaching strategies, but none are used effectively.
2. Student teacher uses one strategy effectively.
3. Student teacher uses a limited number (2 or 3) of teaching strategies effectively.
4. Student teacher uses a variety (4+) of teaching strategies effectively.

20. Provides learning experiences that accommodate differences in developmental and individual needs. (NCATE S3.E3; INTASC P3; CF 3)

The effective teacher plans and conducts activities at multiple levels to meet the developmental and individual needs of diverse students. A variety of teaching techniques and learning experiences accommodate different learning styles and performance modes, multiple intelligences, and special education/gifted education needs.

1. Instruction does not accommodate developmental or individual needs.
2. Instruction accommodates the developmental and individual needs of some students.
3. Instruction accommodates the developmental and individual needs of most students.
4. Instruction accommodates the developmental and individual needs of all students.

21. Relates concepts using language that is understood by the students. (NCATE S1.E4, S4.E1; INTASC P4, P7)

Effective teachers use appropriate expressions, demonstrations, vocabulary, and illustrations to communicate concepts.

1. Student teacher communicates using language that is developmentally inappropriate.
2. Student teacher communicates using language that students seldom understand, and rarely adjusts concept presentation when students misunderstand.
3. Student teacher communicates using language that students understand and adjusts communication to enhance learning.
4. Student teacher consistently communicates using language students understand, is aware of students' misunderstandings, and skillfully adjusts language.

22. Gives directions appropriate for carrying out instructional activities and uses concrete examples to clarify when necessary. (NCATE S4.E1; INTASC P6)

This indicator focuses on the initial directions and explanations given at the beginning of the lesson and/or each activity within the lesson. The teacher should give clear, direct instructions. Additional clarifications that are needed by individuals should be handled separately so the entire group is not delayed. The teacher should also model the task when appropriate.
1. Student teacher's instructions are seldom understood by students.
2. Student teacher provides incomplete or vague instructions, occasionally attempting to clarify or provide examples.
3. Student teacher usually provides complete instructions for carrying out instructional activities.
4. Student teacher consistently provides complete instructions for carrying out instructional activities sand uses concrete examples for clarification when necessary.

23. Incorporates a variety of technology and resources into instruction. * (NCATE S1.E4; INTASC P1, P4; CF 4,5)

When teachers efficiently and appropriately incorporate technology and other appropriate resources into instruction, students' motivation, understandings, and skills improve.
1. Student teacher seldom uses available technology or resources.
2. Student teacher sometimes ineffectively uses available technology or resources, or technology or resources do not fit the planned lessons.
3. Student teacher uses lesson-appropriate technology or resources.
4. Student teacher demonstrates skillful and creative use of technology or resources at appropriate times, and effectively uses available resources and student teacher made and other original materials.

24. Provides opportunities for students to apply concepts in problem-solving and critical thinking. (NCATE S1.E3; INTASC P3; CF 1)

Critical thinking refers to students' abilities to recognize, identify, and understand problems and discrepancies, to propose and test solutions, to arrive at tentative conclusions based on the data collected, and to evaluate conclusions. Problem solving is not a teaching strategy, but a high-order intellectual behavior that facilitates learning. In order to ensure that this process is effective, students' must complete the entire cycle. The cycle includes a step-by-step process: recognizing, identifying, and understanding problems, proposing solutions, testing solutions, and arriving at tentative conclusions.

1. Student teacher seldom provides opportunities for students to apply concepts in problem-solving and critical thinking, or student teacher provides solution.
2. Students are given opportunities to recognize and identify problems and to propose, test, or evaluate solutions.
3. Students are given opportunities to recognize and identify problems and to propose solutions. However, students never actually test solutions, arrive at tentative conclusions, or evaluate solutions.
4. Students are given opportunities to complete the critical thinking/problem solving cycle.

25. Uses questioning to identify misconceptions or confusion and to monitor student work. (NCATE S1.E3, S1.E7; INTASC P5, P6)

Questioning is a vital part of classroom interactions. Teachers' questions are used to explore and build student understanding, identify student confusion, and monitor students' work. Sometimes a series of related questions are needed to clarify student misconceptions. Teachers assess student understanding by asking specific questions related to the topic.
1. Student teacher seldom uses questioning.
2. Student teacher asks questions to check for understanding, but does not attempt to clarify misconceptions.

3. Student teacher uses questioning to check for misconceptions and sometimes uses this information to clarify concepts.
4. Student teacher consistently uses questioning to clarify misconceptions and monitor student work.

26. Uses higher-order questions to engage students in original, creative, and evaluative thinking. (NCATE S1.E3; INTASC P4, P6)

Independent, life-long learners use higher-level thinking to solve problems, analyze components of situations, synthesize or bring together ideas, create and refine new ideas, and make and support judgments. Teachers should structure and sequence questions in a way that is designed to guide students to higher levels of thinking. Appropriate and purposeful questions at a variety of levels should be used.
1. Student teacher seldom uses questioning.
2. Student teacher asks questions at the lowest level – gathering and recalling information. (knowledge, comprehension)
3. Student teacher asks intermediate level questions which are designed to apply knowledge of cause and effect, analyze, summarize, compare/contrast, or classify data. (application, analysis)
4. Student teacher asks high level questions which encourage students to think intuitively, creatively, and hypothetically; to use their imaginations; to identify a value system; or to evaluate judgments. (synthesis, evaluation)

27. Uses community resources to enhance student learning. * (NCATE S4.E1; INTASC P7)

Any community has resources that teachers may use to enhance learning. Settings as diverse as city halls, fire stations, parks, businesses, and service agencies enhance students' understanding and appreciation of local resources and the knowledge and skills of people in the community. Persons representing a variety of professions, trades, and avocations might visit the classroom to share their expertise, enthusiasm, and values. Students' family members are often positive resource persons who can build appreciation of diverse talents and interests.
1. Student teacher does not use community resources.
2. Student teacher has limited use of community resources.
3. Student teacher effectively uses community resources.
4. In addition to 3, students use community resources.

28. Adjusts strategies in response to learner feedback and encourages students to expand on and support their responses. (NCATE S1.E7; INTASC P6, P9)

Feedback facilitates learning because it guides students and expresses recognition/ appreciation for their efforts. Feedback may include praise as well as guidance about incorrect and incomplete responses. It may also prompt students to extend or support their responses or to react to others' answers.
1. Student teacher seldom makes an attempt to determine whether students are understanding and gives little or no feedback. Or, student teacher uses negative words or actions to discourage students from giving responses or asking questions.
2. Student teacher passively accepts student responses. Or, student teacher does not call on students in an equitable manner.
3. Student teacher asks for and responds to student input during the lesson. Student teacher seeks to have student extend their answers or explanations by asking probing questions.
4. Student teacher incorporates student responses in current and/or subsequent lessons or activities.

29. Uses adequate wait time for responses in order to encourage high-level, reflective thinking. (NCATE S1.E4, S1.E7; INTASC P6)

Research has shown the effectiveness of wait time in terms of gaining more learning, longer student responses, high-level responses, and student-to-student responses. After asking thought-provoking higher-level questions, teachers should provide students with adequate time to think.
 1. Student teacher gives inappropriate wait time.
 2. Student teacher allows appropriate wait time of 3 to 5 seconds.
 3. In addition to 2, student teacher elicits higher-level, reflective thinking.
 4. In addition to 3, student teacher allows appropriate wait time after student responses.

30. Gives timely feedback on academic performance and discusses   corrective procedures to be taken. * (NCATE S1.E6; INTASC P5, P6; CF 3)

Effective feedback based on informal assessment addresses standards of academic or cognitive performance, students' progress, and corrective procedures. The feedback should be immediate and ongoing. Reinforcement, praise, and criticism are purposeful. Students' metacognitive abilities should be developed so they can provide their own feedback.
 1. Student teacher seldom provides timely feedback on performance.
 2. Student teacher provides limited use of feedback, reinforcement, and praise.
 3. Student teacher demonstrates adequate feedback and purposefully uses reinforcement and praise.
 4. In addition to 3, students use metacognitive strategies to provide their own feedback.

* These items may be assessed by interviewing and reviewing data.

IV. MANAGING THE LEARNING ENVIRONMENT

31.   Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (NCATE S1.E6; INTASC P2, P5; CF 3)

Effective teachers are usually perceived by students as being fair and supportive. They are consistent and equitable in their treatment of and interactions with students. Such teachers relate well to each student and create a classroom climate that motivates and facilitates learning.
 1. Student teacher is not always fair in the treatment of students.
 2. Student teacher is fair in the treatment of students, but does not promote a positive and interactive learning environment.
 3. Student teacher is fair in the treatment of students and actively encourages fairness among students.
 4. Student teacher successfully creates a positive, interactive environment and establishes rapport in ways that are appropriate to students' diverse backgrounds and needs.

32. Uses instructional time effectively. (NCATE S1.E3; INTASC P1)

An important aspect of using time effectively is pacing the lesson in ways that are appropriate for the students. Using time effectively also implies making sure that time spent on necessary, but non-instructional processes, is minimized. Students should be engaged in meaningful learning experiences throughout the class period. Transitions from one method or lesson to another should be smooth.
 1. Substantial instructional time is spent in non-instructional activities or time is wasted during transitions.
 2. There are some unnecessary delays, undesirable digressions from the topic, or ineffective transitions

between activities.
3. Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time.
4. Pacing is appropriate, transactions are smooth, and there are no unnecessary delays or undesirable digressions.

33. Monitors students' participation and interpersonal interactions in learning activities. (NCATE S3.E3; INTASC P1)

The teacher must monitor participation in learning activities while teaching and as students work. The teacher should observe and support student interaction in learning activities and refocus students to tasks if necessary. Clear, established procedures will help keep students on task.
1. Student teacher seldom monitors students' interactions.
2. Student teacher passively monitors students' interactions, but makes no attempt to redirect student learning.
3. Student teacher monitors student learning by moving among the students and refocusing students to tasks as necessary.
4. In addition to 3, students are given opportunities to self-monitor.

34. Establishes efficient routines for procedural tasks and delegates to students. (NCATE S1.E4; INTASC P4; CF 1)

To maximize learning time, routine procedural tasks are handled smoothly in the classroom. These procedural matters may or may not be directly related to instruction (bookkeeping, distribution and collection of materials, collecting lunch money, etc.). When students are involved in handling routine tasks, the teachers are able to attend to other matters and student responsibility is enhanced.
1. Student teacher seldom attends to or delegates routine tasks.
2. Student teacher or students attend to routine tasks in a disruptive or inefficient manner.
3. Student teacher and students jointly handle routine tasks efficiently.
4. In addition to 3, the student teacher delegates appropriate responsibilities to students who consistently complete these tasks efficiently.

35. Applies the principles of effective classroom management using a range of strategies to promote cooperation and learning. (NCATE S1.E3, E.4; INTASC P5; CF 1)

Without rules and standards for behavior, learning seldom takes place. Effective teachers establish and consistently enforce classroom rules and standards so that possibilities for learning are maximized. Teachers foster respect and develop self-respect in students by modeling and positively reinforcing appropriate classroom behavior.
1. Student teacher does not apply the principles of effective classroom management.
2. Student teacher attempts to apply the principles of effective classroom management.
3. Student teacher consistently applies the principles of effective classroom management.
4. Student teacher consistently applies the principles of effective classroom management and uses a range of strategies to promote cooperation and learning.

36. Analyzes the classroom environment and makes adjustments to enhance social relationships, student motivation, and learning. * (NCATE S1.E1, E4, E7; INTASC P5)

Drawing on knowledge of psychology and sociology, the teacher should study and analyze classroom interactions/environment to develop strategies for organizing and supporting individual and group

learning. The teacher should promote students' intrinsic motivation, positive attitudes toward school, cooperation in the classroom, and learning.
1. Student teacher seldom uses knowledge of social relationships and motivational strategies within the classroom to affect learning.
2. Student teacher demonstrates an awareness of the social relationships and motivational strategies within the classroom, but is unable to make adjustments to enhance learning.
3. Student teacher makes adjustments that are usually effective in enhancing student motivation and learning.
4. Student teacher continually makes adjustments that are effective in enhancing student motivation and learning.

37. Utilizes individual and group responses to pace learning, proceed with new work, or reteach unclear parts of the lesson. (NCATE S1.E3, E4; INTASC P6; CF 1)

Effective teachers constantly take cues from students. They use these cues to adjust and determine the pace of lessons. They recognize the level of students' understanding, the need for clarification and reteaching, and the direction for subsequent lessons.
1. Student teacher seldom utilizes students' responses to adjust lessons.
2. Student teacher occasionally utilizes students' responses to adjust lessons.
3. Student teacher usually uses students' responses to adjust lessons.
4. Student teacher consistently uses students' responses to adjust lessons and takes advantage of teachable moments.

38. Attends to organizing time, space, activities, and materials to provide equitable engagement of students in productive tasks. (NCATE S1.E3, E4; INTASC P4, P6; CF 1)

Learning is facilitated and maximized in well-organized classrooms. Teachers must make numerous decisions concerning the organization of time to provide for efficient use of classroom time and space (arrangement of desks, tables, displays, learning centers, etc.). They must develop procedures for easy access to materials and equipment so that lessons flow smoothly with few interruptions.
1. Student teacher demonstrates no evidence of organization.
2. Student teacher demonstrates limited organization.
3. Student teacher demonstrates organization. Materials are easily accessible so that there are no interruptions in the flow of instruction.
4. Student teacher consistently demonstrates exemplary organization, and students are engaged in productive tasks.

* These items may be assessed by interviewing and reviewing data.

V. ASSESSMENT OF STUDENT LEARNING*

39. Communicates assessment criteria and performance standards to the students. (NCATE S4.E1; INTASC P6, P8; CF 2)

Evaluating students is critical to the learning process. Effective teachers inform students of standards and assessment criteria before they begin assignments and tasks. Teachers clarify these criteria and standards with examples, models, verbal clarifications, and other means.
1. Student teacher seldom informs students of performance standards or assessment criteria.
2. Student teacher informs students they will be assessed on the information presented in class, but does not elaborate on details of assessment.
3. Student teacher verbally informs students about performance standards and assessment criteria.

   4. Student teacher assures student understanding of assessment criteria and performance standards through the use of examples and models.

40. Develops and uses a variety of formal and informal performance assessments. (NCATE S4.E1; INTASC P8; CF 2)

Assessment, the process of gathering information about student progress, should be multifaceted. Teachers must use a variety of methods to evaluate students, especially in cross-cultural classroom settings. When a variety of assessment approaches is used, students have opportunities to display and document their knowledge and skills in different ways. Thus, a broad picture of students' diverse needs, strengths, and interests is developed. Assessment should be appropriate for students' levels and styles, as well as for content subject matter. Assessments may include, but are not limited to, portfolios, performance tasks, written work and tests, journals, videotapes, anecdotal records, teacher narratives, artistic products, analysis, simulations, rubrics, student self-assessments, observations, and checklists.

1. Student teacher seldom uses assessment.
2. Student teacher uses only one type of assessment.
3. Student teacher develops and uses more than one type of assessment appropriately.
4. Student teacher develops and uses a variety of assessments appropriately.

41. Encourages students to assume responsibility for learning and to engage in self-evaluation. (NCATE S3.E3; INTASC P5, P8; CF 2)

The teacher should use assessment strategies to involve students in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

1. Student teacher does not expect students to take the initiative in their learning and does not help students develop self-evaluation processes.
2. Student teacher offers limited opportunities for students to expand their learning.
3. Student teacher provides numerous opportunities for students to expand their learning and engage in self-evaluation.
4. Student teacher consistently provides opportunities for students to expand their learning and engage in self-evaluation.

42. Maintains records of student work and performance and communicates student progress to students, parents, guardians, and colleagues. (NCATE S1.E3; INTASC P8, P10; CF 2)

The teacher should develop and use appropriate methods for recording students' work and performance.

1. Student teacher does not maintain samples of student work or performance.
2. Student teacher maintains a limited amount of student work samples and performance.
3. Student teacher maintains adequate records of student progress.
4. In addition to 3, the student teacher communicates student progress to students, parents, guardians, and colleagues.

COLLGE OF EDUCATION

OPENNESS TO DIVERSITY AND CHALLENGE SURVEY*

Degree Program _____ Date_____

Directions: Respond to the following items concerning diversity by circling the number that most closely reflects your attitude. The numerical scale is as follows:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

5 4 3 2 1   1. I enjoy having discussions with people whose ideas and values are different from my own.

5 4 3 2 1   2. The real value of a college education lies in being introduced to different values.

5 4 3 2 1   3. I enjoy talking with people who have values different from mine because it helps me understand myself and my values better.

5 4 3 2 1   4. Learning about people from different cultures is a very important part of my college education.

5 4 3 2 1   5. I enjoy taking courses that challenge my beliefs and values.

5 4 3 2 1   6. The courses I enjoy the most are those that make me think about things from a different perspective.

5 4 3 2 1   7. Contact with individuals whose background (e.g., ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, geographical area) is different from my own is an essential part of my   college education.

5 4 3 2 1   8. I enjoy courses that are intellectually challenging.

DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION

DISPOSITIONS RATING SCALE (Initial Programs)

Student Name _____ Rater _____

Date _____ Degree Program _____

Directions: Use the Appraisal Scale to rate each Characteristic (Disposition). The explanations of the Characteristics (e.g., 1.1, 1.2) provide clarification.

Appraisal Scale:
1 – Does not meet expectations   2 – Meets a few expectations but not sufficient
3 – Meets expectations   4 – Exceeds expectation

Characteristic (Disposition)	Rating	Evidence for 1 or 2 Rating
Flexibility:		
1.1 responds promptly and effectively to unexpected occurrences in the classroom and to the needs of colleagues and administrators 1.2 adapts willingly to change and contributes positively to the needs of the workplace		
Poise and Confidence:		
2.1 handles self professionally in actions and speech 2.2 carries self with self-assurance without feeling threatened by others' accomplishments or abilities 2.3 realistically appraises own abilities and the ability to risk despite perceived weaknesses		
Maturity and Judgment:		
3.1 accurately assesses the context of complex situations in the workplace and responds appropriately 3.2 consults with colleagues and administrators as needed and acts independently within the scope of training 3.3 avoids personalizing conflict in emotionally charged situations 3.4 knows safety measures and how to handle emergencies		
Attendance and Participation:		
4.1 attends all expected classes, meetings, and trainings required 4.2 contributes meaningfully to meetings and doesn't just "show up"		
Punctuality:		

5.1 arrives to all expected classes, meetings, and trainings required on or before expected start time 5.2 completes assignments on/before due date(s)		
Dependability:		
6.1 behaves in a consistent and professional manner that contributes positively to the environment 6.2 shows responsibility in all aspects of professional functioning		
Sensitivity:		
7.1 effectively demonstrates empathy and compassion toward others within the professional context while maintaining learning expectations 7.2 maintains confidentiality of sensitive student and colleague information 7.3 effectively demonstrates acceptance of diversity (e.g., exceptionalities, gender, race, SES) is different from my own is an essential part of my college education.		
Enthusiasm:		
8.1 generates excitement, passion, and interest within students and colleagues 8.2 motivates self to perform well in spite of circumstances that are not optimal		
Grooming and Appearance:		
9.1 appears well groomed, attending to both neatness and personal hygiene 9.2 selects attire that does not detract from professional functioning and is consistent with other professionals within the workplace		
Attitude:		
10.1 conveys a positive (helpful, upbeat) disposition in the workplace 10.2 takes responsibility for emotional states and behavior and adjusts when needed 10.3 hears and responds appropriately to feedback from peers and supervisors without becoming defensive		
Initiative:		
11.1 is proactive and anticipates what a		

situation calls for and responds appropriately 11.2 consults with others when necessary 11.3 asks for feedback about the impact of work		
Creativity:		
12.1 is inventive recognizes and uses personal talents to facilitate professional functioning 12.2 recognizes and uses personal talents to facilitate professional Functioning		
Resourcefulness:		
13.1 uses materials appropriately in the classroom and other professional settings 13.2 employs multiple technologies to aid the teaching process 13.3 responds with flexibility		
Professional Growth:		
14.1 demonstrates value of lifelong learning 14.2 engages in self-reflection for continuous improvement 14.3 takes advantage of opportunities for professional development		
Collaboration:		
15.1 engages in successful home-school partnerships 15.2 works effectively with community and social services agencies 15.3 collaborates appropriately with professional colleagues, as appropriate		

My signature below indicates that the dispositions assessment system was explained to me by the faculty and that I received a copy for my reference. I understand that I must exhibit these dispositions consistently throughout the program in order to be recommended as having satisfactorily met all the requirements of my program.

Candidate's Signature_____
Date_____

DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION

DISPOSITIONS RATING SCALE (Advanced Programs)

Student Name _____ Rater _____

Date _____   Degree Program _____

Directions: Use the Appraisal Scale to rate each Characteristic (Disposition). The explanations of the Characteristics (e.g., 1.1, 1.2) provide clarification.

Appraisal Scale:
1 – Does not meet expectations   2 – Meets a few expectations but not sufficient
3 – Meets expectations   4 – Exceeds expectation

Characteristic (Disposition)	Rating	Evidence for 1 or 2 Rating
Flexibility:		
1.1 responds promptly and effectively to unexpected occurrences in the classroom and to the needs of colleagues and administrators 1.2 adapts willingly to change and contributes positively to the needs of the workplace		
Attendance and Participation:		
2.1 attends all expected classes, meetings, and trainings required 2.2 contributes meaningfully to meetings and doesn't just "show up"		
Punctuality:		
3.1 arrives to all expected classes, meetings, and trainings required on or before expected start time 3.2 completes assignments on/before due date(s)		
Dependability:		
4.1 behaves in a consistent and professional manner that contributes positively to the environment 4.2 shows responsibility in all aspects of professional functioning		
Poise and Confidence:		
5.1 handles self professionally in actions and speech 5.2 carries self with self-assurance without feeling threatened by others' accomplishments or abilities 5.3 realistically appraises own abilities and the ability to risk despite perceived weaknesses		
Maturity and Judgment:		
6.1 accurately assesses the context of complex situations in the workplace and responds appropriately 6.2 consults with colleagues and administrators as needed and acts independently within the scope of training 6.3 avoids personalizing conflict in emotionally charged situations		

6.4 knows safety measures and how to handle emergencies		
Grooming and Appearance:		
7.1 appears well groomed, attending to both neatness and personal hygiene 7.2 selects attire that does not detract from professional functioning and is consistent with other professionals within the workplace		
Sensitivity:		
8.1 effectively demonstrates empathy and compassion toward others within the professional context while maintaining learning expectations 8.2 maintains confidentiality of sensitive student and colleague information 8.3 effectively demonstrates acceptance of diversity (e.g., ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, geographical area) is different from my own is an essential part of my college education.		
Attitude:		
9.1 conveys a positive (helpful, upbeat) disposition in the workplace 9.2 takes responsibility for emotional states and behavior and adjusts when needed 9.3 hears and responds appropriately to feedback from peers and supervisors without becoming defensive		
Initiative:		
10.1 is proactive and anticipates what a situation calls for and responds appropriately 10.2 consults with others when necessary 10.3 asks for feedback about the impact of work		
Resourcefulness:		
11.1 uses materials appropriately in the classroom and other professional settings 11.2 employs multiple technologies to aid the teaching process 11.3 responds with flexibility		
Enthusiasm:		
12.1 generates excitement, passion, and interest within students and colleagues 12.2 motivates self to perform well in spite of circumstances that are not optimal		
Creativity:		
13.1 is inventive recognizes and uses personal talents to facilitate professional functioning 13.2 recognizes and uses personal talents to facilitate professional functioning		
Collaboration:		
14.1 engages in successful home-school partnerships 14.2 works effectively with community and social services agencies 14.3 collaborates appropriately with professional		

colleagues, as appropriate		
Professional Growth:		

15.1 demonstrates value of lifelong learning
15.2 engages in self-reflection for continuous
    improvement
 15.3 takes advantage of opportunities for professional
    development		

Ethics:		

16.1 fulfills legal and contractual obligations while
    applying laws and procedures fairly
16.2 expects school community to demonstrate
    integrity and exercise ethical behavior
16.3 protects the rights of faculty, staff, and students
16.4 treats people fairly, equitably, and with dignity
    and respect
16.5 accepts responsibility for school operations and
    recognizes the impact of administrative decisions
    of others
16.6 models strong values, beliefs, and a professional
    code of ethics		

My signature below indicates that the dispositions assessment system was explained to me by the faculty and that I received a copy for my reference. I understand that I must exhibit these dispositions consistently throughout the program in order to be recommended as having satisfactorily met all the requirements of my program.

Candidate's Signature_____
Date_____

Delta State University
College of Education
Protocol for Dispositions
Initial Programs

1.   Candidates will be introduced to the *Dispositions Rating Scale* during CEL 301, *Introduction to Elementary Education, CUR 300, Survey of Education with Field Experiences,* and CUR 302, *Orientation and Field Experiences.* During these courses, candidates will self-assess using the scale, with focused observations and assignments related to field experiences serving as a frame of reference. The instructor will also evaluate the candidate using the scale and will review both assessments, followed by a conference with the candidate to review the assessments and discuss strengths/weaknesses/discrepancies in perspectives.

2.   A flag form will be placed in each candidate's folder for documenting both deficiencies and exemplary practices/dispositions.

3.   Dispositions will be taught and reinforced throughout all courses in the program. Faculty who note a deficiency or deficiencies or evidence of strengths in a candidate relevant to a disposition area(s) will enter this information on the appropriate flag form, providing details related to the reason for the concern or commendation.

4.   Faculty will hold conferences with students regarding the development of dispositions as candidates move through their programs.

5.   Advisors will review advisees' flag forms and note concerns that need to be brought before the faculty prior to assessment points.

6.   Upon request for admission to teacher education, and again upon request for admission to student teaching, faculty will meet to review each candidate's progress with respect to the development of appropriate dispositions for teaching. The *Dispositions Rating Scale* will be used at these two assessment points. The faculty will consult flag forms and entertain faculty concerns at this time.

7.   Based upon the number and severity of disposition weaknesses/deficiencies, faculty will refer the candidate to the advisor for counseling or to a faculty committee for counseling.

8.   The faculty members and candidate will establish a written plan for improvement that will become part of the candidate's file. The plan will specify how and when the improvement will occur.

9.   If the deficiency(ies) persist(s), the faculty will meet to consider whether the candidate should continue in the program.

10.   The form will also be used by the university supervisor and cooperating teacher during the directed teaching semester. Each will submit the forms to the Office of Field Experiences for inclusion in the candidate's file. The university supervisor and cooperating teacher will consult with the Director of Field Experiences and faculty should a deficiency(ies) threaten the successful completion of directed teaching.

Delta State University
College of Education
Protocol for Dispositions
Advanced Programs

1.   Candidates will complete the Dispositions Rating Scale during ELR 605 and ELR 702 as a self-assessment.

2. Flag forms will be placed in each candidate's folder: Yellow for warning, red for deficiency, and green for exemplary.

3. Faculty who note evidence of deficiencies or exemplary practices in a candidate relevant to a disposition area enter this information on the appropriate flag form, provide details related to the reason for concern or commendation, and hold a conference with the candidate regarding concerns.

4. Based upon the number and severity of dispositional deficiencies, faculty will refer the candidate to the advisor or to a faculty committee for counseling. The faculty members and candidate will establish a written plan for improvement that will become part of the candidate's file. The plan will specify how and when the improvement will occur.

5. Exemplary (green) flags will be used by faculty to help select students for scholarships and for data when the student requests reference or recommendation letters.

6. Upon application for comprehensive examinations, faculty will meet to review each candidate in light of the dispositions. The *Dispositions Rating* Scale must be completed on all candidates at these two assessment points.

7. If the deficiency(ies) persist, the faculty will meet to consider whether or not the candidate should continue in the program.

Delta State University
College of Education
Disposition Flag – Deficiency (Red)/Warning (Yellow) (circle one)

Directions: In the space provided, please write an explanation of the issues as it relates to the disposition checklist and the action taken, with name of person reporting and date. Please note that students should be aware of any notes being made to their file related to the dispositions they evidence in relation to the College of Education programs.

Name of Candidate: _____

Program: _____

Protocol Followed: ☐ Conference with Student ☐ Written Plan for Improvement
Date Protocol Followed: _____   _____

Issue Related to Disposition(s)	Action Taken	Signature of Faculty Member/Date

Delta State University
College of Education
Disposition Flag – Exemplary (Green)

Directions: In the space provided, please write an explanation of the issues as it relates to the disposition checklist and the action taken, with name of person reporting and date. Please note that students should be aware of any notes being made to their file related to the dispositions they evidence in relation to the College of Education programs.

Name of Candidate: _____

Program: _____

Issue Related to Exemplary Disposition(s)	Action Taken	Signature of Faculty Member/Date

Delta State University

College of Education

TEACHER CANDIDATE BASIC TECHNOLOGY LITERACY EXAM

GENERAL INSTRUCTIONS

1. You will need **1** formatted blank diskette (supplied).

2. After completing the boot process, insert your diskette into the (A:) Drive and create the following **four** folders on your diskette:

   1) WORD PROCESSING
   2) SPREADSHEET
   3) TELECOMMUNICATIONS
   4) PRESENTATION

Follow-Up Survey for (Name of Program) Teacher Education Graduates

*Please indicate your level of preparation in the (name of program) degree program for the following areas of knowledge, skills, and dispositions associated with teaching in the (elementary, middle, secondary) school. Circle the number that most closely reflects your level of preparation, with **5** indicating **strong preparation** and **1** indicating **weak preparation**.*

1.   **Knowledge of subject-area content**   5   4   3   2   1
     [NCATE 1.1; INTASC 1]

2.   **Planning and preparation for instruction**   5   4   3   2   1
     [NCATE 1.4, 4.1; INTASC 7]

3.   **Working with special needs students**   5   4   3   2   1
     [NCATE 1.3, 1.4, 1.6, 4.1, 4.4; INTASC 3]

4.   **Effective integration of technology**   5   4   3   2   1
     [NCATE 1.3, 1.4; INTASC 6]

5.   **Effective strategies for teaching literacy**   5   4   3   2   1
     [NCATE 1.3, 1.4; INTASC 1, 2, 4]

6.   **Effective strategies for teaching content areas**   5   4   3   2   1
     [NCATE 1.3, 1.4; INTASC 1, 4]

7.   **Effective strategies for teaching higher-order thinking**   5   4   3   2   1
     [NCATE 1.3, 1.4; INTASC 4]

8.   **Managing student behavior**   5   4   3   2   1
     [NCATE 1.4; INTASC 5]

9.   **Organizing the classroom environment for instruction**   5   4   3   2   1
     [NCATE 1.4; INTASC 5]

10. **Success in student motivation**   5   4   3   2   1
     [NCATE 1.4; INTASC 5, 6]

11. **Formative and summative assessment of students**   5   4   3   2   1
     [NCATE 1.3, 1.4, 1.7; INTASC 8]

12. **Using data to improve your teaching**   5   4   3   2   1
     [NCATE 1. 4, 1.7; INTASC 9]

13. **Establishing professional behaviors**   5   4   3   2   1
     [NCATE 1.4, 1.6; INTASC 9]

14. **Collaboration with fellow teachers, other education personnel, families of students, and the community**   5   4   3   2   1
     [NCATE 1.4, 1.6; INTASC 10]

Follow-Up Survey for (Name of Program) Employers of Teacher Education Graduates

*Please indicate the level of preparation of Delta State University graduates for the following areas of knowledge, skills, and dispositions associated with teaching in the (elementary, middle, secondary) school. Circle the number that most closely reflects the level of preparation, with **5** indicating **strong preparation** and **1** indicating **weak preparation.***

1. **Knowledge of subject-area content**   5 4 3 2 1
   [NCATE 1.1; INTASC 1]

2. **Planning and preparation for instruction**   5 4 3 2 1
   [NCATE 1.4, 4.1; INTASC 7]

3. **Working with special needs students**   5 4 3 2 1
   [NCATE 1.3, 1.4, 1.6, 4.1, 4.4; INTASC 3]

4. **Effective integration of technology**   5 4 3 2 1
   [NCATE 1.3, 1.4; INTASC 6]

5. **Effective strategies for teaching literacy**   5 4 3 2 1
   [NCATE 1.3, 1.4; INTASC 1, 2, 4]

6. **Effective strategies for teaching content areas**   5 4 3 2 1
   [NCATE 1.3, 1.4; INTASC 1, 4]

7. **Effective strategies for teaching higher-order thinking** 5 4 3 2 1
   [NCATE 1.3, 1.4; INTASC 4]

8. **Managing student behavior**   5 4 3 2 1
   [NCATE 1.4; INTASC 5]

9. **Organizing the classroom environment for instruction** 5 4 3 2 1
   [NCATE 1.4; INTASC 5]

10. **Success in student motivation**   5 4 3 2 1
    [NCATE 1.4; INTASC 5, 6]

11. **Formative and summative assessment of students**   5 4 3 2 1
    [NCATE 1.3, 1.4, 1.7; INTASC 8]

12. **Uses data to improve his/her teaching**   5 4 3 2 1
    [NCATE 1. 4, 1.7; INTASC 9]

13. **Establishing professional behaviors**   5 4 3 2 1
    [NCATE 1.4, 1.6; INTASC 9]

14. **Collaboration with fellow teachers, other education personnel, families of students, and the community** 5 4 3 2 1
    [NCATE 1.4, 1.6; INTASC 10]

XIV. APPENDICES
(alignments to standards and conceptual framework, etc.)

DELTA STATE UNIVERSITY
COLLEGE OF EDUCATION

STUDENT TEACHER ASSESSMENT INSTRUMENT - (STAI)
ALIGNED TO NCATE, INTASC, AND THE DSU CONCEPTUAL FRAMEWORK

STAI INDICATORS	NCATE	INTASC	CF
I. PLANNING AND PREPARATION (PORTFOLIO)			
1. Clearly-stated learner objectives	S1.E3	P1, P7	1
2. Teaching procedures	S1.E3, E4 S4.E1	P1	1
3. Content, materials, and media	S1.E1	P3	1
4. Assessment procedures and materials	S1.E1	P8	
5. Uses information about students	S1.E3 S4.E4	P1, P2, P4	
6. Uses knowledge of students needs, interests, and experiences	S3.E3 S4.E1, E4	P3	
7. Plans lessons that integrate knowledge from several subject areas	S1.E1, E3, E4 S3.E1	P3, P7, P10	2
8. Incorporates multiculturalism and diversity in lessons	S3.E3 S4.E1, E4	P2, P3	3
II. COMMUNICATION AND INTERACTION			
9. Uses acceptable written, oral, and nonverbal communication	S3.E3	P6	
10. Communicates high expectations	S3.E3	P1, P7	1
11. Communicates with sensitivity to diversity	S3.E3 S4.E4	P3	3
12. Listens and responds appropriately	S1.E6	P5, P6	
13. Builds and sustains classroom climate	S1.E4	P5	
14. Opportunities for students to cooperate, communicate, and interact	S1.E6	P5, P6	3
15. Establishes relationships with parents	S4.E3. E4	P10	3
III. TEACHING FOR LEARNING			
16. Displays knowledge of subject	S1.E1, E3, E4	P1, P7	1
17. Displays enthusiasm for teaching and learning	S1.E6, S3.E3	P1, P5	
18. Uses knowledge of students' understandings and experiences	S1.E1, E4, E7	P3	3
19. Uses a variety of strategies	S1.E4 S4.E1	P4, P4	1
20. Provides experiences to accommodate differences	S3.E3	P3	3
21. Relates concepts	S1.E4 S4.E1	P4, P7	
22. Gives directions	S4.E1	P6	
23. Incorporates technology and resources	S1.E4	P1, P4	4, 5
24. Opportunities for problem-solving and critical thinking	S1.E3	P3	1
25. Uses questioning to identify misconceptions and monitor work	S1.E3 S1.E7	P5, P6	
26. Uses higher-order question	S1.E3	P4, P6	
27. Uses community resources	S4.E1	P7	
28. Adjusts strategies in response to learner feedback	S1.E7	P6, P9	
29. Uses adequate wait time for responses	S1.E4 S1.E7	P6	
30. Gives timely feedback	S1.E6	P5, P6	3

IV. MANAGING THE LEARNING ENVIRONMENT			
31. Demonstrates fairness and support to achieve learning environment	S1.E6	P2, P5	3
32. Uses instructional time effectively	S1.E3	P1	
33. Monitors participation in learning activities	S3.E3	P1	
34. Establishes routines for procedural tasks with student delegation	S1.E4	P4	1
35. Applies classroom management	S1.E3, E4	P5	1
36. Analyzes environment to enhance relationships, motivation, and learning	S1.E1, E4, E7	P5	
37. Utilizes responses to pace learning, start new work, and reteach	S1.E3, E4	P6	1
38. Organizes time, space, activities, and materials	S1.E3, E4	P4, P6	1
V. ASSESSMENT OF STUDENT LEARNING			
39. Communicates assessment criteria and standards	S4.E1	P6, P8	2
40. Uses a variety of assessments	S4.E1	P8	2
41. Encourages student responsibility for learning and self-evaluation	S3.E3	P5, P8	2
42. Maintains records of work and communicates progress to students, parents, and colleagues	S1.E3	P8, P10	2

Unit Assessment System
Candidate Assessment

PROGRAM ENTRY (Transition Point)	ALIGNMENT TO CONCEPTUAL FRAMEWORK

I.   Test Scores
        A. PRAXIS I (Initial)
        B. Test of Verbal Ability (Adv.)
	1

II.   GPA
        A. 2.5 in Core Curriculum (Initial)
        B. 2.5 or higher on Undergraduate Degree (Adv.)
        C. Grade of B or better in first nine hours (MEd)
        D. 3.25 GPA in Master's degree (EdS)
	1

III. Technology Assessment (Initial)	5
IV. Development of Philosophy of Education (Initial-CEL301/CUR 300/CUR 302)	1,2,3
V. Faculty Recommendation including Dispositions Self Assessment (Initial-CEL301/CUR 300/CUR 302)	1,3
PRIOR TO CLINICAL PRACTICE (Transition Point)	

I. Test Scores
        A. PRAXIS II (Content)/PLT Tests (Initial)
        B. Assessment of Content Knowledge – No Course Grade
            below a C (Adv.)
	1

II.   GPA
        A. 2.5 GPA for Admittance to Clinical Practice (Initial)
        B. 3.0 GPA maintained to progress to Clinical Practice (Adv.)
            (EdS and EdD 3.25)
	1,2

III. Dispositions Assessment and Faculty Recommendations (Initial-Within programs/Adv.-ELR 605/702)	1,3

IV. Successful Standards-Based Field Experiences including Impact on Student Learning (Initial/Adv.)	1,3,4,5
V. Diversity Assessment (Initial-EPY 341/Adv. EPY 601/CUR 701/AED 830)	3
VI. Technology Assessment (Adv.-ELR 605/CUR 701)	5
COMPLETION OF CLINICAL PRACTICE (Transition Point)	
I. Content Mastery demonstrated during Clinical Practice (Initial-STAI/Adv.-Rubrics & Scoring Guides)	1,5
II. Successful Clinical Practice showing Ability to Plan and Impact on Student Learning (Initial- STAI/Adv.- Rubrics & Scoring Guides)	1,4,5
III. Diversity Assessment (Initial)	3
IV. Final Development of Philosophy of Education (Initial)	1,2,3
PROGRAM COMPLETION (Transition Point)	
I. Successful Clinical Practice (Initial/Adv.)	1,2,4
II. GPA A. 2.5 overall minimum (Initial) B. 3.0 overall minimum (Adv.) (EdS and EdD 3.25)	1
III. Comprehensive Examination or Other Capstone Experience (Adv.)	1,2
IV. Dispositions (Initial-STAI/Adv.-prior to Comprehensive Examination)	1,3
V. Completion of all other Program Requirements (Initial/Adv.)	1,2,3,4,5
AFTER COMPLETION (Transition Point)	
I. Annual survey of first year teachers and their principals (Initial/MAT) II. Surveys and/or interviews of graduates for other programs (Adv.)	1,2,4
III. Surveys of employers and/or mentors (Adv)	1,2,4

As an educational community, the unit supports the following principles as the foundation of its regional mission:

1. *Education is a life-long endeavor.* Undergraduate teacher training programs build on the knowledge and experience base candidates bring with them to college. A strong liberal arts core curriculum is the foundation to help students become well rounded and culturally literate. -specific course content provides each candidate with opportunities to gain the professional skills/knowledge and to develop dispositions necessary for effective entry level teaching. Graduate programs build on undergraduate training to allow educators to further develop their skills or to redirect into related professional endeavors.

2. *Education is interactive and reflective.* Throughout the educator preparation programs, candidates interact with peers, faculty, community educators, and stakeholders to encourage reflective practice. Candidates are encouraged to improve practice through reflection, critical

thinking, and assessment. Candidates carry this process into various educational environments in the spirit of collaboration to <u>energize </u>other educational communities.

3. *Education is culturally contextualized.* Candidates are encouraged to explore their own cultural development and its impact on others while being aware of and sensitive to the diverse backgrounds of those with whom they work. A working appreciation for cultural context enhances learning and allows for meaningful relationships with students, peers, and administrators.

4. *Education is dynamic.* Unit academic programs are outcomes driven and responsive to results of comprehensive assessment of individual candidates, courses, programs, field experiences, and the effects of unit efforts on the students in the public and private settings that are our partners in the Mississippi Delta. Programs are in continuous refinement based on results of multiple assessments.

5. *Education is enhanced by technology.* Technology is infused throughout all programs and services. <u>Technology is viewed not as an end unto itself, but as a valuable tool for communication, content delivery, feedback, and assessment. Technology has become an integral part of faculty practice regarding instructional delivery. Unit assessment systems for individual classes and for program review are increasingly technology based. Technology is also appreciated as a tool for the educational community to link to the worldwide educational community for research and resources.</u>

Delta State University
College of Education
Framework of the Unit Assessment System
Candidate Assessment

PROGRAM ENTRY (Transition Point)	Responsible for Data Collection	Responsible for Data Analysis and Dissemination

I. Test Scores
    A. PRAXIS I (Initial)
    B. Test of Verbal Ability (Advanced)*
	Admissions,
	Field Experiences
		Advisors,
		Field Experiences

II. GPA
    A. 2.5 in Core Curriculum (Initial)
    B. 2.5 or higher on Undergraduate Degree (Advanced)
    C. Grade of B or better in first nine hours (MEd)
    D. 3.25 GPA in Master's degree (EdS)
	Admissions,
	Advisors
		Advisors
		Field Experiences

III. Technology Assessment (Initial)	Center for Teaching and Learning	Center for Teaching and Learning , Field Experiences
IV. Development of Philosophy of Education (Initial-CEL301/CUR 300/CUR 302)	Course Instructors	Program Coordinators
V. Faculty Recommendation including Dispositions Self Assessment (Initial-CEL301/CUR 300/CUR 302)	Division Curriculum Committees	Division Curriculum Committees
PRIOR TO CLINICAL PRACTICE (Transition Point)		

I. Test Scores
    A. PRAXIS II (Content)/PLT Tests (Initial)
    B. Assessment of Content Knowledge – No Course Grade below a C (Advanced)
	Field Experiences,
	Registrar
		Advisors,
		Field Experiences

II. GPA
    A. 2.5 GPA for Admittance to Clinical Practice (Initial)
    B. 3.0 GPA maintained to progress to Clinical Practice (Advanced) (EdS and EdD 3.25)
	Field Experiences,
	Advisors, Registrar
		Field Experiences

III. Dispositions Assessment and Faculty Recommendations (Initial-Within programs/Advanced-ELR 605/702)	Faculty	Program Coordinators/ Unit Assessment Team/ NCATE Coordinator
IV. Successful Standards-Based Field Experiences including Impact on Student Learning (Initial/Advanced)	Clinical Faculty, Mentors, and DSU Supervisors	Program Coordinators, Field Experiences
V. Diversity Assessment (Initial-EPY 341/Advanced EPY 601/CUR 701/AED 830)	Course Instructors	Unit Assessment Team/ NCATE Coordinator
VI. Technology Assessment (Advanced-ELR 605/CUR 701)	Center for Teaching	Unit Assessment Team/

	and Learning	NCATE Coordinator
COMPLETION OF CLINICAL PRACTICE (Transition Point)		
I. Content Mastery demonstrated during Clinical Practice (Initial-STAI/Advanced-Rubrics & Scoring Guides)	Clinical Faculty, Mentors, and DSU Supervisors	Program Coordinators
II. Successful Clinical Practice showing Ability to Plan and Impact on Student Learning (Initial- STAI/Advanced- Rubrics & Scoring Guides)	Clinical Faculty, Mentors, and DSU Supervisors	Program Coordinators
III. Diversity Assessment (Initial)	Clinical Faculty, Mentors, and DSU Supervisors	Program Coordinators
IV. Dispositions (Initial-STAI/Advanced-Prior to Comprehensive Examinations)	Clinical Faculty, Mentors, and DSU Supervisors / Division Faculty	Program Coordinators
V. Final Development of Philosophy of Education (Initial)	Division Faculty	Chairs
PROGRAM COMPLETION (Transition Point)		
I. Successful Clinical Practice (Initial/Advanced)	Field Experiences	Advisors, Chairs
II. GPA A. 2.5 overall minimum (Initial) B. 3.0 overall minimum (Advanced) (EdS and EdD 3.25)	Advisors, Chairs, Registrar	Advisors, Chairs
III. Comprehensive Examination or Other Capstone Experience (Advanced)	Program Coordinators	Program Coordinators
IV. Dispositions (Initial-STAI/Adv.-prior to Comprehensive Examination)	Division Faculty	Chairs
V. Completion of all other Program Requirements (Initial/Advanced)	Advisors, Chairs, Registrar	Chairs
AFTER COMPLETION (Transition Point)		
I. Annual survey of first year teachers and their principals (Initial/MAT) II. Surveys and/or interviews of graduates for other programs (Advanced)	MS Department of Education, Program Coordinators	Chairs, Program Coordinators
III. Surveys of employers and/or mentors (Advanced)	Program Coordinators	Chairs, Program Coordinators

* The MAT and MEd in Special Education are graduate, initial programs and are therefore considered in the advanced category for this chart

Delta State University
Collage of Education

ASSESSMENT OF UNIT OPERATIONS

Source	Reviewed	Responsible for Data Collection	Responsible for Data Analysis and Dissemination
All candidate data from assessment system	Ongoing	(see Framework of the Unit Assessment System chart)	(see Framework of the Unit Assessment System chart)
All candidate data specific to program	Ongoing especially Dec/May	Advisors, Program Coordinators	Advisors, Program Coordinators
Surveys, interviews, and meetings with graduates, mentors, and employers (graduation surveys at commencement each semester, advisement group meetings each semester, phone interviews annually)	Continuous	Advisors, Program Coordinators, Graduate Studies, Institutional Research	Advisors, Program Coordinators, Graduate Studies, Institutional Research
Annual Report results including issues of enrollment, retention, graduation rate, and diversity (also University Factbook)	May	Chairs, Deans, Institutional Research	Chairs, Deans, Institutional Research
State Process and Performance Review results	Annually in spring	Teacher Education and Leadership Chairs, Dean	Teacher Education and Leadership Chairs, Dean
Faculty course evaluation results	Dec/May	Faculty, Chairs, Dean	Chairs
Other faculty evaluation criteria	March	Chairs, Dean, Provost	Chairs
Curriculum and coursework required for each program (TEC, CEAC, DACC, and faculty meetings)	Ongoing	Division Curriculum Committees, CEAC, Academic Council	Chairs
Budget reviews	Dec/May	Chairs, Deans, Provost	VP for Finance, Institutional Research
Technology needs assessment	March	OIT Governance Committee, Cabinet	VP for Finance
Facilities inspection (CEAC meetings)	Quarterly	CEAC	Deans
Feedback from advisory groups	Ongoing	Program Coordinators, Chairs	Program Coordinators, Chairs
Accreditation requirements (SACS: May, Process & Performance Review: April or May, PEDS reports: Nov and Dec)	Annually	Graduate & Continuing Studies, Institutional Research, Certification Officer, NCATE Coordinator, Deans, Provost	Accreditation Liaison to SACS, Institutional Research, Certification Officer, NCATE Coordinator, Deans, Provost