PRAC Report
School of Education – Secondary Education

1. **What general outcome are you seeking?**	2. **How would you know it** (the outcome) **if you saw it?** (What will the student know or be able to do?)	3. **How will you help students learn it?** (in class or out of class)	4. **How could you measure each of the desired behaviors listed in #2?**	5. **What are the assessment findings?**	6. **What improvements have been made based on assessment f indings?**
Knowledge and Habits of Mind	Articulates central concepts in Block I

Writing reflects knowledge of the areas he/she will teach

Journal entries demonstrate critically thinking skills

Is actively involved in class activities

Shows respect for peers and instructors | 1. Field Experiences

2. Class Discussions

3. Readings

4. Cooperative learning exercises

5. Analyzing case studies of teaching | All secondary education students complete a survey that contains items measuring academic motivation, disposition, writing, and field-based experiences. All desired behaviors are assessed by the students at the beginning of the program (pre-test), end of Block 1, and end of Block 2. A team of instructors who have had the students in class during the fall and spring semester respectively meet as a | Students received feedback on the pre-post dispositions and used it as a self-reflective professional development opportunity. Two data sources were formally analyzed for the current year assessment report.

Program Completer Survey | Based on last year's Benchmark survey findings we have implemented a new, proactive system to identify students who act in unprofessional ways early in the program. The system is intended to help students in the first and second semester and ultimately |

			group to rate each student on each of the items representing one of the 6 constructs PTEs). Results are put into SPSS and analyzed for patterns on individual items and PTEs. Students receive an individual chart of the results and reflect on their growth over-time and explain their perspective on any discrepancies. The chart and reflection are posted in ePort. Students in Block II created a video that assessed PTE 5 Understanding School in the Context of Society. The purpose of this is to critically examine the world of today's young adults and its impact on their social, emotional and	Findings 45% (n =13) of the program completers in the Fall 06' responded to the survey. Students reported generally positive feeling about the quality of preparation the teaching education program had given them. Over 80% understand the state standards and all reported that they can use a variety of approaches to teach all children. 100% of respondents indicated that	reduce the number of students who leave the program in their last year. Additionally the review of Benchmark III results led to a medication in the protocol and the development of a new rubric to score the analysis. Overall the program has experienced greater alignment across the Blocks and the faculty have reported that they are more knowledgeable about what happens in Blocks where

			cognitive growth and to provide students with the opportunity to develop your expertise in using current technology. Integrating technology into course content facilitates the learning of new skills and allows teachers to replicate these experiences in their own classrooms. Two cohorts of students have completed Benchmark III, a video case analyses. Faculty are currently scoring the benchmarks using a recently revised rubric that measure student mastery in the areas of theory, application, APA- references, and content pedagogy. Faculty used a rubric developed in survey monkey to rate	they reflect on their own teaching and use strategies for creating a positive classroom environment. 90% indicated that they have respect for learners and colleagues. Some areas of concern emerged with items about tapping into community resources (60% reporting fair or no preparation) and preparing students as emerging readings and writers (40% reporting fair or no preparation),	they are not the instructor. Results of the benchmark findings will be reviewed in secondary education meeting and a group of faculty will continue to modify this assessment strategy and others in conjunction with our ePort project.

			students in their ability to (a) use multiple perspectives, (b) extent to which their analysis reflected depth of understanding of pedagogy and Block concepts, (c) use of outside sources that they were allowed to bring into the assessment, (d) their ability to construct a follow-up lesson plan to build on the concepts presented in the video case. Students finishing the program complete a graduate survey that contains 30 items. The items are self-report of program satisfaction along with self-report of knowledge/mastery of program objectives.	understanding how texts and materials are selected (60% reporting fair or no preparation), understanding special education laws, services, practices , and issues (70% reporting fair or no preparation)	

Written and Oral Communication	Writing ability – Insightful solid content; appropriate language' good organization; fluent; few mechanical errors	1.APA-citation assignments		Video Case Benchmark Findings	
		2. Critical Journals		Twenty-seven students completed Benchmark III. 60% of the students were rated as achieving mastery in their ability to approach the case from multiple perspective. Slightly less (57%) of students earned mastery ratings on the depth of their analysis. Approximately half of the students adequately used outside sources to back up their claims. The greatest strength emerged in the lesson plan development. Over ¾ of the sample	
		3. Readings			
	Speaking ability – speaks clearly and models good English	4. Class presentations- video and oral			
	Use APA-writing Style	5. Working with middle school students in field placement			

				were achieved mastery based on their lesson plan development.	
Interaction with Teachers and Students/Field Place Experiences	Builds rapport with teachers and students in the field Comes to field experience prepared Asks questions and help where needed in the classroom Demonstrates enthusiasm for teaching Appreciates multiple perspectives	1. Modeling 2. Field Experiences 3. Class discussions 4. Readings 5. Community Assessment			
Disposition and Professional Behavior	Focuses on the positive Flexible - makes adjustments as	1. Modeling 2. Field Experiences 3. Class discussions			

	needed Works well with different personalities and cultural backgrounds Willing to give and receive help Commits to class. Takes responsibility for making up work Comes to class on time Meets deadlines Dresses professionally in the field	4. Readings 5. Individual conferences 6. Focus groups		
Understanding School in the Context of Society	Value and teach about diversity Recognize the impact of social, cultural, economic, and political systems on daily school life, Capitalize on the potential of school to minimize inequities) Communicate in ways	1. Critical reflection 2. Student interviews 3. Class discussions 4. Readings 5. Video development		

	that demonstrate sensitivity to a broad range of diversity. Challenge negative attitudes.				