School of Education PRAC Report – 0708			Benchmark I		
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 findings?**
Knowledge and Habits of Mind	Understand central concepts in Block I Have foundational knowledge of the areas he/she will teach Be a critical thinker Be attentive and actively involved in class activities Have respect for peers and instructors Comes to class prepared with all class assignments completed Efficacy guides conscientious self-assessments	1.Modeling 2. Field Experiences 3. Class Discussions 4. Readings 5. Clear Expectations	All desired behaviors are assessed by the block team of instructors who have had the students in class during the semester. Instructors meet as a group to evaluate each student in each area. Results are put in a database and individual results are sent to students via e-mail.	<u>Fall 2007</u> Twenty-two percent (22%) of students had one or more negative indicators for the candidate outcomes. This was compared to 17% during the 2006-2007 semesters. The most common negative indicator was that of being a critical thinker (12%) and demonstrates gaps in understanding about central concepts of the blocks (13%) N=163 <u>Spring 2008</u> Twenty-four percent (24%) of students had one or more negative indicators on theses general outcomes. The most common negative indicator was that of gaps in understanding of central concepts from the blocks (17%) and being a critical thinker with 16% of the students receiving a negative indicator on this item. N=113	A summary of results from the fall Benchmark I assessments was shared with the elementary faculty during the spring semester. Areas of concern were noted and discussions are underway to determine ways to addresses these concerns. <u>Areas of Concern from fall 2005</u> Improving the writing skills of our students prior to entering the program. Providing opportunities for students to improve depth of reflection and abilities as critical thinkers.
Written and Oral Communication	Writing ability – Insightful solid content; appropriate language' good organization; fluent; few mechanical errors Speaking ability –speaks clearly and models good English	1.Modeling 2. Written assignments 3. Feedback on work 4. Readings 5. Class presentations 6. Field experience lessons		<u>Fall 2007</u> Sixteen percent (16%) of students had one or more negative indicators on this general outcome. All 26 students had a negative indicator in writing and one also had a negative indicator in oral communications. N=163 <u>Spring 2008</u> Fifteen percent (15%) of students had a negative indicator on this general outcome. All these students had negative indicator only for writing. N=113	Spring data will be shared with the faculty in the fall. The School of Education decided to implement the completion of Benchmark I a second time after the end of the second semester. At that time students are given feedback on their progress for the areas of concern noted by the Block I team and any new areas of concern are noted.
Interaction with Teachers and Students	Able to build rapport with teachers and students in the field Comes to field experience prepared Takes initiative to ask questions and help where needed in the classroom Demonstrates enthusiasm for teaching	1. Modeling 2. Field Experiences 3. Class discussions 4. Readings		<u>Fall 2007</u> One percent (1%) of students a negative indicator for these general outcome. The negative indicators were evenly distributed among concerns for building rapport and taking initiative in the classroom. N= 163 <u>Spring 2008</u> Two percent (2%) of students received one negative indicator on this general outcome. N=113	
Disposition and Professional	Focuses on the positive Flexible - makes adjustments as needed Works well with different personalities and cultural backgrounds Appreciates multiple perspectives Willing to give and receive help	1. Modeling 2. Field Experiences 3. Class discussions 4. Readings 5. Individual conferences 6. Focus groups		<u>Fall 2007</u> Twenty percent (20%) of students received one or more negative indicators for these general outcomes with 10% receiving two or more. The largest percentage of these students received a negative indicator for not consistently being on time to class. N=163 <u>Spring 2008</u> Twelve percent (12%) of students received one or more negative indicators for this general outcome with 6% receiving more than one negative indicator. The largest percentage of these students received a negative indicator for missing class and turning assignments in late.	