

# Program Report for the Preparation of Elementary School Teachers Association for Childhood Education International (ACEI)

ACEI 2007 STANDARDS - Required for use beginning in 2009  
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

## COVER SHEET

### 1. Institution Name

Indiana University Columbus

### 2. State

Indiana

### 3. Date submitted

MM DD YYYY

09 / 15 / 2008

### 4. Report Preparer's Information:

Name of Preparer:

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### 6. Name of institution's program

Elementary Education

**7. NCATE Category**

Elementary or Childhood Education

**8. Grade levels<sup>(1)</sup> for which candidates are being prepared**

Elementary K-6

(1) e.g. Early Childhood; Elementary K-6

**9. Program Type**

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

**10. Degree or award level**

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

**11. Is this program offered at more than one site?**

- Yes
- No

**12. If your answer is "yes" to above question, list the sites at which the program is offered**

**13. Title of the state license for which candidates are prepared**

Initial Practitioner Elementary Primary and Intermediate

**14. Program report status:**

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

**15. State Licensure requirement for national recognition:**

NCATE requires 80% of the program completers who have taken the test to pass the applicable

**state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?**

Yes

No

## SECTION I - CONTEXT

**1. Description of any state or institutional policies that may influence the application of ACEI standards. (Response limited to 4,000 characters)**

Indiana University Purdue University Columbus, a satellite campus of Indiana University Purdue University Indianapolis, was established in 1970. With a 9-county service region, IUPUC is a non-residential campus with approximately 1600 students enrolled in coursework. Traveling from small communities in south-central Indiana, IUPUC students are working students attending part time (53%) or full time (47%). The Division of Education at IUPUC has grown steadily since 2001 when the Indiana Commission on Higher Education approved the Bachelor of Science in education for IUPUC. Education faculty at IUPUC are mentored by education faculty at both Indiana University Bloomington and IUPUI and work with colleagues at both campuses on shared projects. The Indiana University School of Education at Bloomington and at Indianapolis, the two largest campuses in the Indiana University statewide system, comprise the IU School of Education Core Campus. As a division at IUPUC, satellite campus to IUPUI, the IUPUC Division of Education is considered part of the IU School of Education Core Campus. The School of Education at IUPUI has been accredited by the state and NCATE for over 40 years; the elementary program at IUPUC has been accredited as an IUPUI program prior to the current program review. As a satellite program with all coursework completed at the IUPUC site, the Elementary Education program at IUPUC is completing a first separate program review.

The Elementary Education Program at Indiana University Purdue University Columbus prepares Teacher Candidates to teach in primary and intermediate school settings, grades K-6. The program is designed to meet Indiana Program Standards for early childhood and middle childhood developmental levels, the Indiana Academic Standards for grades K-6, standards established by the Interstate New Teacher Assessment and Support Consortium and standards established by the Association for Childhood Education International.

The undergraduate Elementary Teacher Education Program is a four semester professional program embedded in a four year general education program that provides the content required to meet ACEI standards. The post baccalaureate certification program is a four semester professional program that requires 15 prerequisite credit hours of content coursework for admission. The Elementary Education Program at IUPUC, like the teacher education programs at IUPUI, is a cohort program with courses taken in a block sequence. One cohort begins the 4-semester professional program each semester and block instructors work collaboratively to integrate course content and facilitate a range of focused field experiences in partner schools.

The Elementary Teacher Education Program at IUPUC leads to a Bachelor of Science in Education for undergraduates and eligibility for an Indiana teacher license at the early childhood and middle childhood levels for both undergraduates and post baccalaureate program completers. IUPUI both confers the degree and recommends for state licensure students completing the IUPUC program. All coursework for teacher certification whether undergraduate or post baccalaureate is offered on the IUPUC campus. Indiana state program standards align with INTASC standards, and the six IUPUI/IUPUC Principles of Teacher Education are aligned with IUPUC course content as well as with the university-wide Principles of Undergraduate Learning. Licensure programs are governed by state policies which require passing scores on PRAXIS I (Reading 176, Writing 172, Mathematics 175) and on PRAXIS II (Elementary Education Curriculum, Instruction and Assessment 165, Reading Specialist 370). Beginning with units scheduled for accreditation visits during Fall 2009, programs must be approved by either the

professional standards division of the Indiana Department of Education or the appropriate national SPA.

**2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)**

Elementary Education majors and Teacher Candidates in the K-6 Teacher Preparation Program at IUPUC participate in three levels of classroom field experience/internship (see attached Table of Field Experiences). Prior to program admission in the junior year, majors participate in 60 hours of service-learning initiatives in after school programs in four content courses. Once admitted to the Teacher Education Program, Teacher Candidates spend 180 hours in 6 field experience placements across the three semesters of cohort Blocks I, II and III. After successful application to student teaching, Student Teachers complete two eight-week student teaching placements of 40 days each, one at the primary level and one at the intermediate level.

As freshmen and sophomores, majors spend a total of 60 hours in service-learning initiatives working with K-6 learners in after school or summer programs. These engagements focus on science content, mathematics content, and literacy content (ACEI 2.1, 2.2, 2.3). These experiences are designed to contextualize education majors' content knowledge learning within k-6 learning environments. Course instructors collaborate with staff at the field experience sites and model as well as observe instruction. In Fall of 2008 an additional 15 hour field experience will be added as a component of an expanded freshman seminar; instructors will facilitate investigations into the nature of teaching and learning. Instructors accompany education majors as they begin to evaluate education as a career choice. In both semesters of the junior year and the first semester of the senior year, Teacher Candidates participate in 60 hours of field experience each semester. For the 12 weeks of each field placement, students spend 2 days each week in each of two field placements: one in a primary grade classroom and one in an intermediate grade classroom. Records of placements are reviewed each semester as new placements are made to ensure that Teacher Candidates have 6 experiences at 6 different grade levels before they student teach. This provides Teacher Candidates with experiences in the full range of K-6 developmental levels (ACEI 1). The first semester of the junior year cohort Block I) field placement focuses on child development, learning differences, and literacy and numeracy development in the primary grades (ACEI 1, 2.1, 2.3). Assignments in Block I courses are integrated with field experience work and Teacher Candidates maintain a field experience notebook as well as a Block I work portfolio. Block I course instructors supervise field placements and at least one of the university courses is taught on site in the partner school). In the second semester of junior year (cohort Block II) field placement focuses on literacy and numeracy in the intermediate grades and on science and social studies teaching and learning (ACEI 1, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5, 4). Teacher Candidates continue to add to their Field Experience Notebooks. Assignments in Block II courses are integrated with field experience work and 3 of the 4 university courses are held on site in the partner school. Block II course instructors supervise field placements. In the first semester of the senior year (cohort Block III) field placement focuses on individualizing instruction and reflective practice (ACEI 1, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, 5.2). Added to Teacher Candidates' field notebooks in Block III is a Reading Case Study that will focus on student learning. Course content is integrated with field experiences and course instructors supervise field placements. At the close of each of these three semesters, block instructors and classroom mentor teachers evaluate Teacher Candidates in Block Assessment Meetings; Teacher Candidates are provided feedback about their progress each semester. If improvement plans are warranted they are written and shared at the close of each semester.

Upon successful application to student teach, Student Teachers complete two 8-week student teaching placements (40 hours a week). At least 90 hours of each placement must be spent providing instruction. Student Teachers maintain a log showing the number of hours spent observing/reflecting, preparing to teach, and teaching. One placement takes place in a primary classroom and the second takes place in an intermediate classroom. Both take place during the second semester of the senior year. University

Supervisors visit and observe at least bi-weekly during each placement and meet with the classroom mentor teacher to discuss Student Teacher professional development. At the mid-point and at the close of each student teaching placement both the University Supervisor and the Classroom Mentor Teacher evaluate the Student Teacher and share the evaluation report with the Student Teacher. The Student Teacher also completes a self-assessment at the mid-point of each placement. During the semester of student teaching, monthly student teaching seminars are held on campus by the University Supervisors and the Coordinator of Student Teaching. Topics covered in the seminars include classroom management, application process for state licensure, interviewing and mock interviews, and conferring with parents and colleagues; other topics are addressed as needed.

**3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)**

Admission Criteria: Undergraduate Education majors make application to the Teacher Education Program in the sophomore year. In addition to the completed program application, students must provide evidence of passing scores on PRAXIS I Reading (176), Writing (172), and Mathematics (175), and must provide a recent criminal history check. The Admissions Committee reviews the application packet to verify eligibility for admission. Applicants must also have a minimum overall 2.5 grade point average, must have completed all 16 prerequisite courses with a “C” (2.0) or better, and must have completed a minimum of 58 credit hours toward the degree. No grade below a “C” will count toward the degree. If these admissions criteria are met, the applicant is admitted to the Teacher Education Program in the junior year. Post baccalaureate applicants must meet the same criminal history check and passing PRAXIS I score requirements and must have a graduation grade point average of at least 2.5. They must also complete 15 credit hours of prerequisite courses with a “C” or better and must have an overall grade point average of 2.5 or better for those courses. If these admissions criteria are met, the applicant is admitted to the Teacher Education Program.

Maintaining Teacher Candidate Status: Teacher Candidates are evaluated at the close of each program semester by Block Assessment Committees. The committees evaluate all members of a block cohort for semester and overall grade point average, and for performance on benchmarks embedded in that block experience. All Teacher Candidates must maintain an overall grade point average of 2.5 and must pass all block courses with a “C” or better. Block I Teacher Candidates are evaluated by instructors and classroom mentor teachers for performance on Benchmark I. Block II Teacher Candidates are again evaluated for performance on Benchmark I and for performance on Benchmark II. Block III Teacher Candidates are again evaluated for performance on Benchmark I and for performance on Benchmark III. If the Block Assessment Committee finds that a Teacher Candidate has not met the grade criteria or has not passed a benchmark, the Teacher Candidate does not continue in the program. Students who have exited the program may request a personal improvement plan; upon addressing weaknesses outlined in the improvement plan, the student may appeal one time for reconsideration based on new performance evidence. All Teacher Candidates receive feedback from a Block Assessment Committee at the close of each program semester.

Application to Student Teach: Teacher Candidates must submit an Application to Student Teach which is reviewed by the Office of Student Teaching. If an initial graduation audit reveals that the Teacher Candidate is eligible to student teach, the Student Teaching Coordinator seeks student teaching placements. If the Block III Assessment Committee’s evaluation confirms that benchmark criteria to student teach have been met, the Student Teaching Coordinator finalizes the placements.

Program Exit: The initial graduation audit uncovers missing coursework; unacceptable program performance is addressed through Block Assessment Committees. During the student teaching semester a final graduation/program completion audit is conducted. At the close of the second student teaching placement, the University Supervisors and the Program Advisor review the Student Teaching Evaluations of program completers. Teacher Candidates are recommended for graduation/program

completion and for state licensure if they have completed all coursework with a “C” or better, if their overall GPA is 2.5 or better, and if they have performed at an acceptable level during both student teaching placements. The State of Indiana requires that all applications for teaching licenses include passing scores on the appropriate PRAXIS II exam(s). This is not a requirement for graduation or program completion.

**4. Description of the relationship <sup>(2)</sup> of the program to the unit's conceptual framework.  
(Response limited to 4,000 characters)**

Program Conceptual Framework: The undergraduate teacher education programs at IUPUI and IUPUC have as their foundation the six Principles of Teacher Education (PTEs) which are an integration of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards with the IUPUI Principles of Undergraduate Learning (PULs). The six Principles of Teacher Education (conceptual understanding of core knowledge, reflective practice, teaching for understanding, passion for learning, understanding school in the context of society and culture, and professionalism) were developed by faculty and other stakeholders to provide a framework for the skills, knowledge and dispositions program completers should have as they prepare to teach in K-6 classrooms. The Principles of Teacher Education have been aligned to the Indiana Department of Professional Standards’ K-12 content and developmental standards and to the Association for Childhood Education International standards for preparation of K-6 educators. Program expectations and feedback to Teacher Candidates regarding performance on program benchmarks and other assessments are also presented in the context of the PTEs. Discussions among Division of Education faculty and with faculty across content area disciplines at IUPUC are framed by the Principles of Teacher Education (See attachment: Program Conceptual Framework and Alignment).

Unit and Campus Conceptual Framework: The IUPUI Principles of Undergraduate Learning were created and adopted by the Faculty Senate at IUPUI and are periodically revisited and revised by that governing body. IUPUC faculty are represented on the IUPUI Faculty Senate. As an academic unit of IUPUI, IUPUC also has the Principles of Undergraduate Learning as the conceptual framework for all undergraduate programs and academic disciplines, and the PULs are incorporated into IUPUC course syllabi. Because IUPUC students encounter the Principles of Undergraduate Learning as a conceptual framework in freshman and sophomore content area courses, faculty in the Division of Education at IUPUC feel that it is important for students to understand both the PUL and PTE frameworks and their interrelatedness.

Electronic Portfolios and Student Ownership of the Conceptual Framework at IUPUC: IUPUC is in the process of adopting a campus-wide electronic portfolio which will be framed by the Principles of Undergraduate Learning for use across disciplines. IUPUC Education majors will use the electronic portfolio system as part of the application process to the Teacher Education Program. As students select artifacts for the electronic portfolio they are guided in pre-professional education courses to address the Principles of Undergraduate Learning. Elementary Education majors are introduced to the ACEI content knowledge standards (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7) and their relationship to both the Principles of Teacher Education and the Principles of Undergraduate Learning. The electronic portfolio application for education majors is designed to facilitate student ownership of learning outcomes for content area knowledge. The ACEI standards are introduced in the freshman year to students enrolled in the freshman learning communities for elementary education majors and in the pre-professional education courses. Transitioning from an emphasis on the Principles of Undergraduate Learning to the Principles of Teacher Education takes place as students enter the professional program. The Principles of Teacher Education frame the program learning outcomes for the IUPUC Elementary Teacher Education Program. These learning outcomes are evident in the work produced by education majors and Teacher Candidates as they progress through the Teacher Education Program coursework and experiences.

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(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

**5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system<sup>(3)</sup>. (Response limited to 4,000 characters)**

The Division of Education at IUPUC views the preparation of teachers as a complex integration of coursework and field experiences that is greater than the sum of each separate learning opportunity. The knowledge, skills and dispositions necessary for effective teaching are not discrete abilities; Teacher Candidates must develop an understanding of teaching as a complex craft that is continuously reflective, requiring life-long professional development. To assess Teacher Candidates' development during the teacher preparation program, the Division of Education has established a series of benchmark assessments that measure performance on complex tasks that are the authentic work of teaching. In addition to course grades, benchmark assessments serve as indicators to Teacher Candidates that their professional development as a whole is progressing according to criteria established by program, unit, state, and professional guidelines. Each sequential benchmark is completed as part of a junior or senior semester block experience relevant to professional development within each of the four semester blocks of the teacher preparation program. Benchmark I provides feedback to Teacher Candidates regarding professionalism and disposition in the first semester as a formative assessment and is repeated again in the second semester to again provide formative assessment feedback. Program Assessment 6, Assessment of Teaching Disposition and Professionalism: Field Experience Notebook, is the summative assessment for these constructs. Benchmark II, the Learner Interview: Mathematics, is a second semester case study (and is also Program Assessment 7). Benchmark III, the Assessment of Teacher Candidate Impact on Student Learning: Teaching Portfolio with Video, is the third semester benchmark, and the Assessment of Student Teaching, also Program Assessment 4, is Benchmark IV. The Block Assessment Committee for each block reviews the benchmark performance and provides feedback to each Teacher Candidate at the end of the semester as a guide to personal professional development. If performance on a benchmark is found to be unacceptable, the Teacher Candidate meets with faculty to develop a plan for improvement as well as a plan for a follow-up to the benchmark performance. Benchmark performance together with other performance information reviewed by the Block Assessment Committees is used as evidence for program dismissal if indicated. Each Block Assessment Committee also reviews aggregated data from the benchmark assessment as part of the program and unit self-study process. The IUPUC assessment system integrates ongoing program reviews with candidate performance reviews described above (see attached Data Flow Chart). Data from the four benchmark assessments are reviewed at the close of the semester by each Block Assessment Committee. Findings and recommendations from the Block Assessment Committees are shared for review by faculty as a whole on a semester basis and with the Program Advisory Boards and the IUPUC Academic Affairs Committee of the IUPUC Faculty Senate on an annual basis. An annual Division of Education faculty retreat provides the context for division-wide review and planning sessions organized around data from benchmarks, program assessments, and stakeholder feedback. Findings and recommendations are then reviewed by the IUPUI/IUPUC Evaluation Committee.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

**6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**

Advising Sheet- Pre-requisites for BSED (Freshman/Sophomore)	Advising Sheet- Teacher Education for BSED (Junior/Senior)
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See **Attachments** panel below.

**7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.**

Table of Field Experiences.doc	Data Flow - Assessment System.doc
Program Conceptual Framework and Alignment.doc	

See **Attachments** panel below.

### 8. Candidate Information

**Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.**

Program: Traditional baccalaureate enrollment data		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(4)</sup>
2005-2006	110	44
2206-2007	94	46
2007-2008	85	31

Program: Post-baccalaureate enrollment data- Teacher Certification Only		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(4)</sup>
2005-2006	8	3
2006-2007	11	4
2007-2008	8	1

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

### 9. Faculty Information

**Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.**

Faculty Member Name	Aija Pocock
Highest Degree, Field, &	



University <sup>(5)</sup>	Ph.D. in English, Ball State University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty; Coordinator of the ESL Dual Licensing Program
Faculty Rank <sup>(7)</sup>	Clinical Assistant Professor of English as a Second Language Education
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Service and Scholarship: Collaborated with Dr. Annela Teemant and other IUPUI SOE faculty on the envisioning and re-design of teacher education courses through the following U.S. Department of Education Grant awarded to IUPUI by OELA, the Office of English Language Acquisition: Comprehensive Teacher Education Reform for English Language Learners. Participated in faculty training workshops and re-designed and implemented a course, L441, according to the Five Standards for Effective Pedagogy by
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Clinical supervision of Block I field experience, all K-6 grades; Consulting with ESL student teaching supervisors

Faculty Member Name	Allison A. Howland
Highest Degree, Field, & University <sup>(5)</sup>	M.S. Ed. Special Education Indiana University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty, Special Education
Faculty Rank <sup>(7)</sup>	Visiting Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Howland, A., Anderson J.A., Smiley, A.D., Abbott, D. J. (2006) School liaisons: Bridging the gap between home and school. Community School Journal, 16(2), 45-66. Butera, G., Anderson, J.A., Abbott, D.J., Howland, A., & Smiley, A.D. (2006). Discipline and disability at the crossroads: Making meaning of state and federal policies. Proceedings of the American Education Research Association Annual Meeting, San Francisco. 2006 Co-author (with Dr. Jeffrey Anderson, P.I.) Modeling resiliency in the prevention of special education identification (using the NCES ECLS-K data set). American Education Research Association Grants Program. Award: \$20,000.
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	12 years public school teaching field experience supervision

Faculty Member Name	Crystal Walcott
Highest Degree, Field, & University <sup>(5)</sup>	Ph.D Curriculum and Instruction
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty, Mathematics Education
Faculty Rank <sup>(7)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3	NCTM-trained NCATE reviewer for mathematics teacher education programs (participated in the review of three programs during the spring of 2008). Published research: Mohr, D., Walcott, C. & Kastberg, S. (in press). Using your inner voice to guide instruction. Teaching Children Mathematics. Kloosterman, P. & Walcott, C. (2007). The 2003 mathematics NAEP: Overall results. In P. Kloosterman & F. K. Lester (Eds.), Results and interpretations of the 2003

years <sup>(10)</sup>	mathematics assessments of the National A
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Lead southeast Indiana region ISTEM inservice training for teachers of middle grades mathematics, Summer 2008. Taught and continue to teach pre-service elementary teacher education courses in PDS. Hold valid Indiana state teaching license: Grades 5-12 mathematics.

Faculty Member Name	Darlene Allen
Highest Degree, Field, & University <sup>(5)</sup>	Indiana University Master's in Elementary Education
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty, Social Studies Education
Faculty Rank <sup>(7)</sup>	Lecturer
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Sponsor of Student Chapter ISEA which won national honors for outstanding chapter Spring 2007 Service Learning Projects supporting Indiana schools through ISEA
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Taught grades 2,4,5, and 6 for 33 years Supervision of student teachers

Faculty Member Name	Debra L. Winikates
Highest Degree, Field, & University <sup>(5)</sup>	Ed.D. Language Education University of Houston
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Division Head, Division of Education Language Education Faculty
Faculty Rank <sup>(7)</sup>	Clinical Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	2-year integrative department grant to support electronic portfolio development NCATE Coordinator for IUPUC Participant in Center for Research on Education, Diversity and Excellence (CREDE) project at IUPUI and IUPUC
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Field experience supervision in partner schools Teaching of methods courses in partner school (9 years)

Faculty Member Name	Denise Johnson
Highest Degree, Field, & University <sup>(5)</sup>	M.S. Counseling and Counseling Education Indiana University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Administrator of student services, Student Advisor, Educational Psychology adjunct faculty
Faculty Rank <sup>(7)</sup>	Adjunct faculty
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in	

Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Current Chair of the Education Appeals Committee, Advisory Board Member-Caring Parents, Facilitated the re-write of the Student Handbook for the Division of Education
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Remediation tutor- K-6

Faculty Member Name	Dia N. R. Sekayi
Highest Degree, Field, & University <sup>(5)</sup>	Ph.D. Social Foundations of Education State University of New York, Buffalo
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty, Foundations of Education
Faculty Rank <sup>(7)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Solomon, R.P. and Sekayi, D. (Eds.) 2007. Urban teacher education and teaching: Innovative practices for diversity and social justice. Mahwah, NJ: Lawrence Erlbaum Associates. Sekayi, D. 2007. Student resistance to culturally irrelevant curriculum and pedagogy: The role of critical consciousness. In RP. Solomon and D. Sekayi (Eds.) Urban teacher education and teaching: Innovative practices for diversity and social justice. Mahwah, NJ: Lawrence Erlbaum Associates. Journal of Negro Education (Co-Editor-in-Chief/Book Review Editor)
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Field Experience supervision Course taught in partner school Praxis III mentoring in Ohio public schools

Faculty Member Name	Elizabeth Serra
Highest Degree, Field, & University <sup>(5)</sup>	MS, Education, Indiana University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Adjunct lecturer, literacy education
Faculty Rank <sup>(7)</sup>	Adjunct faculty
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Delta Kappa Gamma local active member, webmaster for the state and local chapter
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Non-departmentalized license K-8 34 years teaching experience-1-6 Student teaching supervision

Faculty Member Name	Ilknur Kelceoglu
Highest Degree, Field, & University <sup>(5)</sup>	Ph.D. in Education, The Ohio State University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty, Technology Education

Faculty Rank <sup>(7)</sup>	Clinical Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Dissertation Study (2006) AERA & SITE Presentations (2008) Integration of Technology into the Teacher Education Program Organizing Technology Workshops
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	1 year as a Volunteer 1 year as a Researcher Supervision of student interns

Faculty Member Name	Janice Montgomery
Highest Degree, Field, & University <sup>(5)</sup>	M.S. Elementary Education Indiana University Indianapolis
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty, Foundations
Faculty Rank <sup>(7)</sup>	Adjunct Faculty
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	K-12 Coordinator for the Center for Teaching and Learning Mentor Teacher Program Coordinator
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	30 years classroom teacher and building administrator

Faculty Member Name	Karen Parmer
Highest Degree, Field, & University <sup>(5)</sup>	M. S. Elementary Education Indiana University Indianapolis
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Adjunct Faculty, Literacy
Faculty Rank <sup>(7)</sup>	Adjunct Faculty
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Reading Recovery Training
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	27 years classroom teaching Title I Teacher Reading Recovery Teacher

Faculty Member Name	Kate A. Baird
Highest Degree, Field, & University <sup>(5)</sup>	Ph.D. Curriculum and Instruction Science Education, 1994 Indiana University, Bloomington, Indiana

Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty, Science Education Faculty Senate President
Faculty Rank <sup>(7)</sup>	Clinical Assistant Professor
Tenure Track	€ YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Scholarship- Baird, K.A., Pocock, A., Winikates, D., & Wakhungu, H.. (2007) Pre-service elementary educators engage in inquiry-based science, literacy and numeracy through thematic integrated teacher preparation program focused on the Moon. Presented at ASTE International Conference. paper in proceedings Leadership-IUPUC Faculty President Service-State Coordinator Building a Presence for science (BaP)
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Clinical supervision (Block II- Mt Healthy Elementary, Filed Experiences for Q200 at FFY), Inservice training (INSCITED and Science Mentors), Teaching in a PDS (Teaching E328 Mt Healthy)

Faculty Member Name	Kathy Dell
Highest Degree, Field, & University <sup>(5)</sup>	Master s of Music, Butler University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty, Music Education
Faculty Rank <sup>(7)</sup>	Adjunct faculty
Tenure Track	€ YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	District-wide children's choir
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Elementary music teacher for 32 years

Faculty Member Name	Leigh W. Britt
Highest Degree, Field, & University <sup>(5)</sup>	Master of Science, Mathematics Education Indiana University, Indianapolis
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty, Mathematics Education
Faculty Rank <sup>(7)</sup>	Adjunct Professor
Tenure Track	€ YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Jacqueline D. Franz Teaching Excellence Award
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	5 years classroom teaching experience field experience supervision

Faculty Member Name	Linda Coggin
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Highest Degree, Field, & University <sup>(5)</sup>	M.S. Education Indiana University Indianapolis
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty Literacy Education
Faculty Rank <sup>(7)</sup>	Adjunct Faculty
Tenure Track	€ YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	2008 School District Teacher of the Year Participant in Center for Research on Education, Diversity and Excellent (CREDE) Initiatives with IUPUI and IUPUC
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	12 years classroom teaching

Faculty Member Name	M. Kyle Leach
Highest Degree, Field, & University <sup>(5)</sup>	M.S. in Instructional Systems Technology, Indiana University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Adjunct Faculty, Technology Education
Faculty Rank <sup>(7)</sup>	Adjunct Faculty
Tenure Track	€ YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Technology Specialist, Center for Teaching and Learning
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	

Faculty Member Name	Roberta Speaker
Highest Degree, Field, & University <sup>(5)</sup>	MS Elementary Education
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty, Foundations (Freshman Learning Communities) Clinical Supervisor
Faculty Rank <sup>(7)</sup>	Adjunct professor
Tenure Track	€ YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Teacher 30 years Seymour Community Schools

Faculty Member Name	Thom Maltbie
Highest Degree, Field, & University <sup>(5)</sup>	MFA in Ceramics Bowling Green State U
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty, Fine Arts Education
Faculty Rank <sup>(7)</sup>	Adjunct Faculty
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Ongoing research and studio work in glass Lecture and workshop presentations at Art Ed Assn of IN annual conference Publication in AEAI periodical
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	25 years classroom teacher

Faculty Member Name	Warner Michener
Highest Degree, Field, & University <sup>(5)</sup>	M.A. Elementary Education Ball State University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty, Foundations of Education (Freshman Learning Communities) Clinical Supervision
Faculty Rank <sup>(7)</sup>	Adjunct Faculty
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Academy of Teacher Leadership design team
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	31 years classroom teacher/school administrator

Faculty Member Name	Warren Baumgart, Jr.
Highest Degree, Field, & University <sup>(5)</sup>	Master of Fine Arts, Arizona State University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty, Fine Arts Education
Faculty Rank <sup>(7)</sup>	Adjunct Faculty
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Executive Director, Columbus Area Arts Council Representative to Indiana Arts Commission Representative to the Kennedy Center Partners in Education Program
Teaching or other professional experience in P-	Professional development specialist, workshops for teachers to integrate drama into teaching and learning 7 years classroom teaching K-8 licenses in Illinois and

12 schools <sup>(11)</sup>	Arizona
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Faculty Member Name	Wilma Foster
Highest Degree, Field, & University <sup>(5)</sup>	M.S. Education Indiana University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty, Literacy Education
Faculty Rank <sup>(7)</sup>	Adjunct Lecturer
Tenure Track	€ YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Currently serving on Continuous Improvement Commtee at Southside Elem School
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	40 years at elementary schools School Field Supervision

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

## SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACEI standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

### 1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	PRAXIS I PRAXIS II Reading Specialist Test	Licensure Test	Prior to program admission Senior Year Senior Year
Assessment #2: Assessment of content knowledge	Core Content Area	Course Grades	







3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;	€	€	€	€	€	€	€	€
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;	€	€	€	€	€	€	€	€
3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	€	€	€	€	€	€	€	€

#### 4. ASSESSMENT STANDARDS

#1 #2 #3 #4 #5 #6 #7 #8

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	€	€	€	€	€	€	€	€
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#### 5. PROFESSIONALISM STANDARDS

#1 #2 #3 #4 #5 #6 #7 #8

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.	€	€	€	€	€	€	€	€
5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.	€	€	€	€	€	€	€	€
	€	€	€	€	€	€	€	€

### SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in

NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
  - (a) the assessment tool or description of the assignment;
  - (b) the scoring guide for the assessment; and
  - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

**1. ACEI standards addressed in this entry could include but are not limited to 2.1-2.8. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assessment 1 PRAXIS Exams.doc
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See **Attachments** panel below.

**2. ACEI standards addressed in this entry could include but are not limited to Standards 2.1-2.8. Assessments that address Standards 2.1-2.4 are required.** (The assessments of the different content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #2.) Examples of assessments include comprehensive examinations, course grades from content fields, and portfolio tasks.<sup>15</sup> (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 2 Core Content Area Course Grades.doc
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IUPUC RECOMMENDED GRADING SCALE.doc
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See **Attachments** panel below.

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(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

**3. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4. Assessments that address Standards 2.1-2.4 are required.** (The assessments that address planning of instruction in the content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #3.) Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans or individualized educational plans (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 3 Assessment of Planning Artifacts for Integrated Unit of Instruction and for One Year of Instruction.doc
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See **Attachments** panel below.

**4. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4. The assessment instrument used in student teaching and the internship should be submitted. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4 (Answer Required)**

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 4 Assessment of Student Teaching (Benchmark IV).doc
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See **Attachments** panel below.

**5. ACEI standards that could be addressed in this assessment include but are not limited to 2.1-2.8, and 3.1. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)**

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 5 Assessment of Teacher Candidate Impact on Student Learning (Benchmark III).doc
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See **Attachments** panel below.

**6. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies. (Answer Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assessment 6 Assessment of Teaching Disposition and Professionalism.doc

See **Attachments** panel below.

**7. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assessment 7 Learner Interview - Mathematics (Benchmark II).doc

See **Attachments** panel below.

**8. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Assessment 8 Learner Profile - Reading.doc

See **Attachments** panel below.

**SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM**

**1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

**(Response limited to 12,000 characters)**

Use of Assessment Results to Improve Candidate and Program Performance

Content Knowledge

Program assessments of content knowledge provide evidence that the predominant number of Teacher Candidates at Indiana University Columbus develop an acceptable to exemplary level of content knowledge in all content areas through program coursework and field experiences. Data show relative strength in performance scores in mathematics, language arts, physical education, health, and the arts, and relative weakness in science and social studies content knowledge performance. More importantly,

however, when assessed for the use of content knowledge as a foundation to demonstrate use of pedagogical content knowledge, Teacher Candidates' performance is weaker. Consistently, assessments more authentic to teaching and learning involving tasks such as instructional decision-making and choice of curriculum resources show weaker performance in content knowledge as it relates to pedagogical content knowledge. Faculty suggest that lack of conceptual connections across related core content coursework such as geography and history contributes to this isolation of concepts and diminishes the depth of content area learning; faculty are concerned that students are not asked to think broadly or deeply, to evaluate their own content area learning, or to develop essential questions in core content coursework.

Faculty are focused on implementing programmatic changes that will increase depth and breadth of content area learning and in 2006 developed an ePortfolio project to promote dialogue across campus disciplines as a first step. An ePort Team composed of colleagues from Liberal Arts, Science, and Education, applied for an internal grant to support the ePortfolio project and therefore address depth and breadth of learning. The ePortfolio requires students to collect evidence of their own learning to demonstrate competencies outlined in the Principles of Undergraduate Learning, the conceptual framework for the campus as a whole. Collection of these artifacts is the responsibility of students, while instructors are responsible for creating authentic assessments and identifying their relevance for the ePortfolio. The goal of discussions by the ePort Team and eventually by the faculty at large is to increase metacognitive skills for students and share curricular goals more critically, broadly, and deeply across the faculties. The ePortfolio is in a third year of development and has been broadened to include all undergraduate programs.

To improve performance in communication skills, a second writing course was added to the core content curriculum; in 2008/2009 an alternative writing course with a multicultural theme will be added to support students who continue to demonstrate weakness in writing proficiency. Students will be referred for enrollment based on identified need in the sophomore year. To improve performance in science, collaboration with faculty in the Division of Science toward shared goals, materials and lab facilities has resulted in curriculum development discussions, as well. Health, currently addressed through science content curricula, will be more directly addressed in a new course combining physical education and health in a three rather than two credit hour format. To improve performance in mathematics, Education faculty worked with faculty in mathematics to develop an after school K-6 tutoring program to promote critical thinking and application of concepts for education majors in two of the three core curriculum math courses. A similar program was started at the local Boys and Girls Club for education majors in EDUC Q200, Introduction to Scientific Inquiry, one of the core curriculum science courses. Faculty will begin more focused work on issues related to social studies and social sciences core content area learning in 2008-2009.

### Professional and Pedagogical Knowledge, Skills and Dispositions

Program assessments of professional and pedagogical knowledge, skills and dispositions show that skills and knowledge related to Teacher Candidates' ability to plan instruction are areas of weakness even into the student teaching internship. Struggles with pedagogical content knowledge and assessment have guided faculty in Block II to incorporate new approaches to instruction which include project-based learning and backward planning. In the Fall of 2007 all Education faculty worked to identify a common approach to lesson planning and to develop a shared vocabulary related to pedagogy. Assessment was a shared focus of program planning during the Summer of 2008 Division of Education Faculty Retreat and more emphasis has been placed on assessment within all education coursework. Concerns about content knowledge and pedagogical content knowledge have resulted in more classroom field experience in the freshman and sophomore years embedded in core content coursework in Mathematics, Science, and Language Arts. In the Fall of 2008 an expanded Freshman Learning Community course, EDUC F110, will guide students to ask essential questions related to teaching and learning while engaged in classrooms or after school programs beginning with their first semester in post secondary education. With changes in the timing of course offerings, faculty intend for education majors to have a classroom

or after school program connection with children each semester of all four years of college coursework. In Fall of 2008 a second Educational Psychology course was added to the sophomore year to increase Teacher Candidates' understanding of child development and learning theory.

Teacher Candidate professionalism and disposition are closely monitored throughout the elementary education program. Division of Education faculty have worked steadily since 2004 to communicate the behaviors and understandings required of teaching professionals that include civic engagement, communication and collaboration with colleagues and families, reflection on practice, and life-long perspective of development of teaching knowledge and craft. To increase Teacher Candidate awareness of the importance of these proficiencies, faculty and staff have taken two steps: incorporate formal expectations into all coursework and create a campus culture that embodies the expectations. Beginning in Spring of 2008 all methods courses and field experiences address professionalism as some aspect of the coursework and course grade. Faculty teaching prerequisite education courses have also incorporated this component into their coursework. The Program Advisor has formalized expectations and policies and procedures for improvement into the program handbook, into feedback to students, and into advising and counseling sessions. Student clubs provide opportunities to students for civic engagement, professional development, and collaboration with colleagues. Faculty have also developed metacognitive strategies for Teacher Candidates to use as they reflect on practice and have formalized those into program coursework expectations.

#### Student Learning

Teacher Candidate impact on student learning as assessed by multiple program assessments reveals overall strength in proficiencies related to having a positive impact on student learning; data reveal relative strength in integration of instruction and adapting instruction to meet the needs of all learners and relative weakness in engaging learners, development of learner critical thinking, and communication to foster understanding. As faculty considered approaches to strengthen Teacher Candidate performance, faculty realized that program assessments did not provide enough discriminate evidence related to student learning. In Fall of 2007, the assessment Learner Interview: Mathematics, was reevaluated and redesigned to provide more discriminate data related to student learning collected in Block II. Similarly, during the summer of 2008, the Learner Profile: Reading which had been used as a course assessment for several years, was added as a program assessment and revised for use in Fall of 2008 to better discriminate data related to student learning collected in Block III.

During the 2008-2009 academic year Block III instructors will evaluate coursework approaches to strengthen Teacher Candidates' proficiency in actively engaging learners, in development of K-6 learner critical thinking skills, and in communication with learners to foster understanding. As a first step toward improvement, all education faculty have joined a collaborative effort formed around initiatives established by the Center for Research on Education, Diversity and Excellence. One of the major goals of this initiative is to engage children in higher levels of critical thinking, and to deepen teacher and learner discussion in the classroom. All Division of Education faculty attended professional development sessions offered by CREDE during the summer of 2008 and will continue to participate in professional development seminars during the 2008-2009 academic year. Faculty are also structuring into program coursework more opportunities for Teacher Candidates to observe and conduct student conferences as one approach to strengthening learner-centered classroom communication skills. To improve the student teaching experience, the Division of Education has created a formal Office of Student Teaching and will hire a full time Coordinator of Student Teaching, Field Experience, and School and Community Partnerships to begin in Spring of 2009.

## SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

**1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report**



are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4>  
(Response limited to 24,000 characters.)

**Please click "Next"**

This is the end of the report. Please click "Next" to proceed.

## **Section IV: Evidence for Meeting Standards**

### **Assessment 1: Licensure Assessment: PRAXIS I, PRAXIS II, and Reading Specialist Test**

**1. A brief description of the assessment and its use in the program:** The state of Indiana requires that all candidates applying for an elementary teaching license take and pass two tests in the PRAXIS series. These include all three sections of the PRAXIS I (reading, writing and mathematics) and PRAXIS II: Elementary Education Curriculum Instruction Assessment. In addition, all candidates must take and pass the Reading Specialist Test. These tests contain multiple choice and constructed response items. These tests are designed and administered by Educational Testing Services (ETS) and are deemed valid and reliable. The cut-off scores for these tests are established by the Division of Professional Standards of the Indiana Department of Education. The PRAXIS I test is used as criteria for admission to the elementary teacher education program. PRAXIS II and the Reading Specialist tests are required for licensure.

**2. A description of how these assessments specifically align with the standards:** PRAXIS I measures basics skills in reading, writing and mathematics and align with ACEI standards 2.1 and 2.3. The reading section contains multiple-choice questions based on reading passages and statements. Forty-five percent of the questions address Literal Comprehension while 55% address Critical and Inferential Comprehension. The writing portion contains multiple-choice questions involving usage and sentence correction and an essay topic as a basis for a writing sample. Seventeen percent of the total score relates to grammatical relationship, 18.5% to structural relationships, 14.5% to word choice and mechanics and 50% to the essay. The mathematics portion of the test addresses key concepts of mathematics taught at the elementary level. It also addresses the ability to solve problems and to reason in a quantitative context. The approximate percentage of the examination are: (1) number and operations – 32.5%, (2) algebra – 20%, (3) geometry and measurement – 22.5% and (4) data analysis and probability – 25%.

Praxis II® Subject Assessments measure knowledge of specific subjects that K-12 educators will teach, as well as general and subject-specific teaching skills and knowledge (ETS website). PRAXIS II: Elementary Education Curriculum Instruction Assessment assesses knowledge in (1) reading and language arts curriculum, instruction and assessment - 35% (ACEI 2.1); mathematics curriculum, instruction, and assessment – 20% (ACEI 2.3); science curriculum, instruction and assessment – 10%(ACEI 2.2); social studies curriculum, instruction and assessment- 10% (ACEI 2.4); arts and physical education curriculum, instruction, and assessment – 10% (ACEI 2.6 and 2.7); and general information about curriculum, instruction and assessment – 15% (ACEI 1, 3.1 and 4). “The test assesses knowledge of both principles and processes. Some of the questions assess basic understanding of curriculum planning, instructional design, and assessment of student learning; many pose particular problems that teachers routinely face in the classroom; and many are based on authentic examples of student work.” (ETS 2008) (ACEI 3.1 and 4)

The Reading Specialist Test assesses (1) Theoretical and Knowledge Based of Reading – 18% (ACEI 2.1), (2) Application of Theoretical and Knowledge Bases of Reading in Instruction – 54.4%, (ACEI 2.1) (3) Application of Theoretical and Knowledge Bases of Reading in Diagnosis and Assessment - 32.27% (ACEI 4) and (4) Reading Leadership – 12.10%.

**3. A brief analysis of the data findings:** All 88 Undergraduate and 7 Post Baccalaureate Teacher Candidates admitted to the elementary teacher education program in 2005-2006 and 2006-2007 passed all three sections of Praxis I using Indiana state cut-off scores. Program completers in 2005-

2006 had a Praxis II pass rate of 97.6% for Undergraduates and 100% for Post-Baccalaureates. Program completers in 2006-2007 had a Praxis II pass rate of 95.2% for Undergraduates and 100% for Post-Baccalaureates. The pass rate on the Reading Specialist test was 100% for all program completers in 2005-2006 and 2006-2007. Praxis I scores are missing for 1 undergraduate for all three test sections and 2 additional undergraduates for the mathematics section; all students are required to produce passing scores to enter the program. Data are also missing for 4 undergraduates for Praxis II and for the Reading Special Test. Because IUPUI recommends IUPUC program completers for state licensure, Teacher Candidates often fail to have scores reported to IUPUC because they report them to IUPUI for licensure recommendations.

**4. An interpretation of how that data provides evidence for meeting standards:** Although data contained in Tables 1.5, 1.6, 1.7, 1.8, and 1.9 represent combined IUPUI and IUPUC Praxis II and Reading Specialist test performance scores, a sample of IUPUC scores revealed similar test category and quartile score distributions for 2005-6 and 2006-7. ETS reports for 2007-2008 have been requested separately for IUPUC; students have been instructed to report scores using IUPUC's location code.

ACEI Standard 1.0: Teacher Candidates demonstrated understanding of child development and learning theory through performance scores on Praxis II, general information regarding curriculum, instruction and assessment. See Tables 1.5 and 1.6.

ACEI Standard 2.1: Teacher Candidates demonstrated content knowledge in English Language Arts through performance scores on Praxis I reading and writing (see Tables 1.1 and 1.2), and on Praxis II reading and language arts curriculum and instruction (see Tables 1.5 and 1.6). Teacher Candidates also demonstrated knowledge of reading theory, application of reading theory, and reading leadership through performance scores on the Reading Specialist Test (see Tables 1.8 and 1.9).

ACEI Standard 2.2: Teacher Candidates demonstrated content knowledge in Science through performance scores on Praxis II (see Tables 1.5 and 1.6).

ACEI Standard 2.3: Teacher Candidates demonstrated content knowledge in Mathematics through performance scores on Praxis I (see Table 1.3) and Praxis II (see Tables 1.5 and 1.6).

ACEI Standard 2.4: Teacher Candidates demonstrated content knowledge in Social Studies through performance scores on Praxis II (see Tables 1.5 and 1.6).

ACEI Standards 2.6 and 2.7: Teacher Candidates demonstrated content knowledge in the Arts and Physical Education through performance scores on Praxis II (see Tables 1.5 and 1.6).

ACEI Standard 3.1: Teacher Candidates demonstrated understanding of curriculum planning and instructional design through performance scores on Praxis II (see Tables 1.5 and 1.6).

ACEI Standard 4.0: Teacher Candidates demonstrated understanding of assessment through performance scores on Praxis II (see Tables 1.5 and 1.6) and of reading assessment and diagnosis through performance scores on the Reading Specialist test (see Tables 1.8 and 1.9).

**Assessment 1: PRAXIS I Data Tables – Elementary Education Program**

**Table 1.1 Praxis I, Reading**

Reading ACEI 2.1	Number Passing	Pass Rate	Average Score	Range
2005/2006 Traditional Admits N = 44	N=43 43 Passed	100%	179	176-185
2006/2007 Traditional Admits N=44	N=44 44 Passed	100%	180	176-185
2005/2006 Post Bac Admits N = 3	N=3 3 Passed	100%	182	180-185
2006/2007 Post Bac Admits N=4	N=4 4 Passed	100%	181	179-182
<b>State Cut-off Score - 176</b>				

**Table 1.2 Praxis I, Writing**

Writing ACIE 2.1	Number Passing	Pass Rate	Average Score	Range
2005/2006 Traditional Admits N = 44	N=43 43 Passed	100%	176	172-184
2006/2007 Traditional Admits N=44	N=44 44 Passed	100%	176	172-182
2005/2006 Post Bac Admits N = 3	N=3 3 Passed	100%	174	172-177
2006/2007 Post Bac Admits N=4	N=4 4 Passed	100%	175	172-182
<b>State Cuff-off Score - 172</b>				

**Table 1.3 Praxis I, Mathematics**

Mathematics ACIE 2.3	Number Passing	Pass Rate	Average Score	Range
2005/2006 Traditional Admits N = 44	N=41 41 Passed	100%	181	175-190
2006/2007 Traditional Admits N=44	N=44 44 Passed	100%	182	175-190
2005/2006 Post Bac Admits N = 3	N=3 3 Passed	100%	180	175-183
2006/2007 Post Bac Admits N=4	N=4 4 Passed	100%	180	175-182
State Cut-off Score 175				

**Table 1.4 Praxis II: Elementary Education Curriculum Instruction Assessment - ETS Test #0011**

PRAXIS II	Number Passing	Pass Rate	Average Score	Range
2005/2006 Traditional Completers N = 44	N=42 41 Passed	97.6%	179	160-194
2006/2007 Traditional Completers N=44	N=42 40 Passed	95.2%	179	153-199
2005/2006 Post Bac Completers N = 3	N=3 3 Passed	100%	182	165-198
2006/2007 Post Bac Completers N=4	N=4 4 Passed	100%	180	169-194

**Table 1.5 PRAXIS II: Test Category Data**

<b>Years</b>	<b>Points Available Range</b>	<b>Institution Average Correct</b>	<b>State-wide Average % Correct</b>	<b>National Average % Correct</b>
<b>Reading and Language Arts Curriculum, Instruction and Assessment</b>				
<b>ACEI 2.1</b>				
<b>2005 – 2006</b>	<b>34-38</b>	<b>81%</b>	<b>79%</b>	<b>77%</b>
<b>2006 - 2007</b>	<b>34-38</b>	<b>79%</b>	<b>79%</b>	<b>77%</b>
<b>Mathematics Curriculum, Instruction and Assessment</b>				
<b>ACEI 2.3</b>				
<b>2005- 2006</b>	<b>18-24</b>	<b>80%</b>	<b>78%</b>	<b>75%</b>
<b>2006-2007</b>	<b>18-24</b>	<b>77%</b>	<b>76%</b>	<b>73%</b>
<b>Science Curriculum, Instruction and Assessment</b>				
<b>ACEI 2.2</b>				
<b>2005-2006</b>	<b>11-13</b>	<b>84%</b>	<b>81%</b>	<b>79%</b>
<b>2006-2007</b>	<b>11-13</b>	<b>83%</b>	<b>83%</b>	<b>80%</b>
<b>Social Studies Curriculum, Instruction and Assessment</b>				
<b>ACEI 2.4</b>				
<b>2005-2006</b>	<b>9-15</b>	<b>79%</b>	<b>79%</b>	<b>77%</b>
<b>2006-2007</b>	<b>9-15</b>	<b>76%</b>	<b>78%</b>	<b>76%</b>
<b>Arts and Physical Education Curriculum, Instruction and Assessment</b>				
<b>ACEI 2.6 and 2.7</b>				
<b>2005-2006</b>	<b>9-11</b>	<b>78%</b>	<b>77%</b>	<b>75%</b>
<b>2006-2007</b>	<b>9-11</b>	<b>71%</b>	<b>70%</b>	<b>68%</b>
<b>General Information about Curriculum, Instruction and Assessment</b>				
<b>ACEI 1, 3.1 and 4</b>				
<b>2005-2006</b>	<b>15-17</b>	<b>77%</b>	<b>75%</b>	<b>73%</b>
<b>2006-2007</b>	<b>15-17</b>	<b>76%</b>	<b>78%</b>	<b>76%</b>

**Table 1.6 PRAXIS II: Quartile Data**

<b>Years</b>	<b>1<sup>st</sup> Quartile</b>	<b>2<sup>nd</sup> Quartile</b>	<b>3<sup>rd</sup> Quartile</b>	<b>4<sup>th</sup> Quartile</b>
<b>Reading and Language Arts Curriculum, Instruction and Assessment</b> <b>ACEI 2.1</b>				
<b>2005 – 2006</b>	<b>8%</b>	<b>24%</b>	<b>42%</b>	<b>25%</b>
<b>2006 - 2007</b>	<b>15%</b>	<b>28%</b>	<b>38%</b>	<b>19%</b>
<b>Mathematics Curriculum, Instruction and Assessment</b> <b>ACEI 2.3</b>				
<b>2005- 2006</b>	<b>5%</b>	<b>39%</b>	<b>30%</b>	<b>25%</b>
<b>2006-2007</b>	<b>9%</b>	<b>23%</b>	<b>46%</b>	<b>22%</b>
<b>Science Curriculum, Instruction and Assessment</b> <b>ACEI 2.2</b>				
<b>2005-2006</b>	<b>4%</b>	<b>50%</b>	<b>30%</b>	<b>16%</b>
<b>2006-2007</b>	<b>10%</b>	<b>52%</b>	<b>25%</b>	<b>14%</b>
<b>Social Studies Curriculum, Instruction and Assessment</b> <b>ACEI 2.4</b>				
<b>2005-2006</b>	<b>16%</b>	<b>35%</b>	<b>24%</b>	<b>25%</b>
<b>2006-2007</b>	<b>6%</b>	<b>45%</b>	<b>27%</b>	<b>22%</b>
<b>Arts and Physical Education Curriculum, Instruction and Assessment</b> <b>ACEI 2.6 and 2.7</b>				
<b>2005-2006</b>	<b>2%</b>	<b>28%</b>	<b>42%</b>	<b>28%</b>
<b>2006-2007</b>	<b>9%</b>	<b>33%</b>	<b>46%</b>	<b>11%</b>
<b>General Information about Curriculum, Instruction and Assessment</b> <b>ACEI 1, 3.1 and 4</b>				
<b>2005-2006</b>	<b>8%</b>	<b>33%</b>	<b>41%</b>	<b>18%</b>
<b>2006-2007</b>	<b>15%</b>	<b>42%</b>	<b>28%</b>	<b>15%</b>

**Table 1.7 Reading Specialist Test**

Reading Specialist	Number Passing	Pass Rate	Average Score	Range
2005/2006 Traditional Completers N = 44	N=43 43 Passed	100%	535	420-680
2006/2007 Traditional Completers N=44	N=41 41 Passed	100%	506	370-650
2005/2006 Post Bac Completers N = 3	N=3 3 Passed	100%	570	510-660
2006/2007 Post Bac Completers N=4	N=4 4 Passed	100%	533	490-590

**Table 1.8 Reading Specialist: Test Category Data**

Years	Points Available Range	Institution Average Correct	State-wide Average % Correct	National Average % Correct
<b>Theoretical and Knowledge Based of Reading (ACEI 2.1)</b>				
2005 – 2006	20-23	62%	64%	68%
2006 - 2007	20-23	61%	62%	67%
<b>Application of Theoretical &amp; Knowledge Bases of Reading in Instruction (ACEI 2.1)</b>				
2005- 2006	45-54	63%	64%	69%
2006-2007	45-54	66%	64%	69%
<b>Application of Theoretical &amp; Knowledge Bases in Diagnosis &amp; Assessment (ACEI 4)</b>				
2005-2006	29-33	60%	60%	65%
2006-2007	29-33	60%	61%	65%
<b>Reading Leadership</b>				
2005-2006	11-17	64%	63%	70%
2006-2007	11-17	64%	63%	68%



**Table 1.9 Reading Specialist Test: Quartile Data**

<b>Years</b>	<b>1<sup>st</sup> Quartile</b>	<b>2<sup>nd</sup> Quartile</b>	<b>3<sup>rd</sup> Quartile</b>	<b>4<sup>th</sup> Quartile</b>
<b>Theoretical and Knowledge Based of Reading (ACEI 2.1)</b>				
<b>2005 – 2006</b>	<b>34%</b>	<b>41%</b>	<b>21%</b>	<b>4%</b>
<b>2006 - 2007</b>	<b>39%</b>	<b>35%</b>	<b>22%</b>	<b>5%</b>
<b>Application of Theoretical &amp; Knowledge Bases of Reading in Instruction (ACEI 2.1)</b>				
<b>2005- 2006</b>	<b>40%</b>	<b>33%</b>	<b>17%</b>	<b>10%</b>
<b>2006-2007</b>	<b>26%</b>	<b>33%</b>	<b>27%</b>	<b>14%</b>
<b>Application of Theoretical &amp; Knowledge Bases in Diagnosis &amp; Assessment (ACEI 4)</b>				
<b>2005-2006</b>	<b>26%</b>	<b>39%</b>	<b>25%</b>	<b>10%</b>
<b>2006-2007</b>	<b>31%</b>	<b>40%</b>	<b>22%</b>	<b>7%</b>
<b>Reading Leadership</b>				
<b>2005-2006</b>	<b>18%</b>	<b>53%</b>	<b>16%</b>	<b>13%</b>
<b>2006-2007</b>	<b>25%</b>	<b>50%</b>	<b>19%</b>	<b>6%</b>

## **Section IV: Evidence for Meeting Standards**

### **Assessment 2: Core Content Area GPA**

#### Part 1: Description of the assessment

The twelve courses chosen by faculty to represent six areas of content knowledge for Undergraduate Teacher Candidates were selected because they are taken by all students and because they include course content addressing six of the seven ACEI content standards (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.7). Although additional courses in English, Science, Mathematics, and Social Studies, if included in the assessment, would demonstrate additional breadth in content knowledge, students have choices in the courses they take; not all students took a specific content course in these additional content area courses.

Post Baccalaureate certification students are required to take three of the same content knowledge courses as their prerequisite courses prior to admission to the Teacher Education Program. These prerequisite courses establish an IUPUC GPA, and address ACEI standards 2.1, 2.2, and 2.3 for Post Baccalaureate certification students.

ACEI Standard 2.1 Reading, Writing, and Oral Language: English Composition I and II (ENG W131 and W132) and Fundamentals of Speech Communication (COMM R110) provide foundations in reading, writing and oral communication at the university level. Undergraduate program completers in 2006-7 and 2007-8 received an average of 3.44/3.42/3.39 and 3.06/3.0/3.07 in these three courses, respectively. Tradebooks in the Classroom (EDUC E449) provides literary analysis skills for children's literature and covers the many genre of written and other media materials for children. In 2006-7 and 2007-8 undergraduate program completers had a course average of 3.53 and 3.79, while post baccalaureate program completers had a course average of 4.0 both years. In addition, undergraduates take a literature elective for a total of 15 credit hours in the English Language Arts content cluster. In 2006-7 and 2007-8, for the 15 hour content cluster, 77% and 93% of undergraduate program completers had an average of "B" (3.0) or higher; all undergraduate program completers had an average of "C" (2.0) or higher.

ACEI Standard 2.2 Science: Introduction to Scientific Inquiry (EDUC Q200) prepares elementary education majors with background in the science process skills needed to complete required science courses. The average grade received by 2006-7 undergraduate program completers was 3.46 and for 2007-8 undergraduate program completers the average grade was 3.30, while post baccalaureate program completers had a course average of 3.68 and 4.0. Contemporary Biology (BIOL N100) and Plants, Animals and the Environment (BIOL N108) address selected principles in biology related to the lives of students. The average grade received by 2006-7 undergraduate program completers was 3.42 and for 2007-8 undergraduate program completers the average grade was 2.87. In addition to these two courses, undergraduates take an additional 6 credit hours chosen from courses in chemistry, physics, astronomy, or geology. In 2006-7 and 2007-8, for the 12 hour science content cluster, 69% and 61% of undergraduate program completers had an average of "B" (3.0) or higher; all undergraduate program completers had an average of "C" (2.0) or higher.

ACEI Standard 2.3 Mathematics: Math for Elementary Teachers is six credit hours of mathematics in three different semester configurations (Math 130/132, MATH 136, EDUC

N343). Course content includes numeration systems, mathematical reasoning, integers, rationals, reals, properties of number systems, decimal and fractional notations, problem solving, geometric relationships, properties of geometric figures, and one-, two-, and three-dimensional measurement. The average grade received by 2006-7 undergraduate program completers was 3.6 and for 2007-8 undergraduate program completers the average grade was 3.36, while post baccalaureate program completers had course averages of 3.5 and 4.0. In addition to these 6 credit hours, undergraduate program completers take one of several courses available in statistics and probability. In 2006-7 and 2007-8, for the 9 hour mathematics content cluster, 62% and 82% of students had an average of “B” (3.0) or higher; all students had an average of “C” (2.0) or higher.

ACEI Standard 2.4 Social Studies: American History I and American History II (HIST H105 and HIST H106) cover political, economic, cultural and intellectual U.S. history from the colonial period to 1865 and from 1865 to present. The average grade received by 2006-7 program completers was 3.05 and for 2007-8 program completers the average grade was 3.04. Introduction to Human Geography (GEOG G110) covers the principles, concepts, and methods of analysis used in the study of human geography and as well as contemporary issues. The average grade received by 2006-7 program completers was 3.22 and for 2007-8 program completers the average grade was 2.89. Undergraduates take an additional two courses in the social sciences. In 2006-7 and 2007-8, for the 12 hour social studies content cluster, 66% and 78% of students had an average of “B” (3.0) or higher; all students had an average of “C” (2.0) or higher.

ACEI Standard 2.5 The Arts: Art Appreciation (HERR H100) provides understanding and appreciation of works of art through analysis of artistic purposes and techniques. The average grade received by 2006-7 undergraduate program completers was 3.46 and for 2007-8 undergraduate program completers the average grade was 3.29. Music Appreciation (MUS E241) focuses on understanding and using music as a learning tool. The average grade received by 2006-7 undergraduate program completers was 3.67 and for 2007-8 undergraduate program completers the average grade was 3.25. In 2006-7 and 2007-8, for the 5 hour content cluster, 73% and 82% of undergraduate program completers had an average of “B” (3.0) or higher; all undergraduate program completers had an average of “C” (2.0) or higher.

ACEI Standard 2.7 Physical Education: Movement Experiences for Young Children (HPER P290) provides a gymnasium setting for work with children to provide students with knowledge of motor development and methods to implement motor development programs. The average grade received by 2006-7 program completers was 3.47 and the average grade received by 2007-8 program completers was 3.36. All program completers received a 2.0 or better.

ACEI Standard 2.6 Health Education: There is currently no required content course that directly addresses ACEI Standard 2.6, although the standard is addressed in professional methods courses in Block II. A course is currently under development that will address both ACEI Standard 2.6 and ACEI Standard 2.7 in the same course. That course will be included in this assessment once it is developed.

Part 2: Alignment with SPA standards

SPA Standard Addressed by Course	Course Name and Number	Brief Description of How the Course Meets Cited Standards (if course title is unclear)
ACEI 2.1	English W131 English Composition I	
ACEI 2.1	English W132 English Composition II	
ACEI 2.1	Communication R110 Fundamentals of Speech Communication	
ACEI 2.1	Education E449 Trade Books in the Classroom	
ACEI 2.2	Education Q200 Introduction to Scientific Inquiry	
ACEI 2.2	Biology N100 Contemporary Biology Biology N108 Plants, Animals and the Environment	
ACEI 2.3	<u>Math 130/132</u> (3 cr + 3 cr) Math for Elementary Teachers I and II <u>Math 136</u> (6 cr) Math for Elementary Teachers <u>Education N343</u> (6 cr) Teaching Elementary School Math	
ACEI 2.4	History H105 American History I History 106 American History II	
ACEI 2.4	Geography G110 Intro to Human Geography	
ACEI 2.5	Music E241 Introduction to Music Fundamentals	
ACEI 2.5	HER H100 Art Appreciation	
ACEI 2.7	HPER P290 Movement Experiences for Children	

### Part 3 Grade Policy and Minimum Expectation

In order to be considered for admission to the Teacher Education Program, Undergraduate Education Majors must have an overall 2.5 GPA. Post Baccalaureate certification students must have a minimum GPA of 2.5 for their baccalaureate degree. Students who have below a 2.0 GPA overall GPA are placed on Academic Probation and work with the Program Advisor on an individual remediation plan. The Academic Advisor monitors student GPAs each semester. All content courses as well as professional courses taken by Elementary Education majors require a minimum grade of C; in order to achieve a 2.5 GPA for program admission, majors must achieve above the minimum C in at least some courses in order to be eligible for admission. Per program requirements that became effective in 2004, if a student receives a grade below a C (2.0) in a content course, the course must be retaken. Students are eligible for grade replacement of the lower grade in order to improve the overall GPA. Both the lower grade and the replacement grade will be present on the transcript.

A=4 B=3 C=2 D=1 F=0

Part 4 Data Tables

Table 2.1 Undergraduate Teacher Candidate Content Area Grades

	2006-2007			2007-2008		
	Average course grade and (range)*	% of candidates meeting minimum expectation	N	Average course grade and (range)*	% of candidates meeting minimum expectation	N
ENG W131	3.44 (2.0-4.0)	100%	28	3.06 (2.0-4.0)	100%	45
ENG W132	3.42 (2.7-4.0)	100%	26	3.00 (2.0-4.0)	100%	44
COMM R110	3.39 (2.0-4.0)	100%	28	3.07 (2.0-4.0)	100%	44
EDUC E449	3.53 (2.7-4.0)	100%	26	3.79 (2.0-4.0)	100%	41
EDUC Q200	3.46 (2.0-4.0)	100%	28	3.30 (2.0-4.0)	100%	44
BIOL N100/N108	3.42 (2.0-4.)	100%	26	2.87 (1.7*-4.0)	100%	43
MATH 136/ EDUC N343	3.6 (2.3-4.0)	100%	27	3.36 (2.0-4.0)	100%	45
GEOG G110	3.22 (2.0-4.0)	100%	28	2.89 (1.0*-4.0)	100%	45
HIST H106/H106	3.05 (2.0 – 4.0)	100%	23	3.04 (2.0-4.0)	100%	45
MUS E241	3.67 (2.0-4.0)	100%	28	3.25 (1.0*-4.0)	100%	45
HER H100	3.46 (1.7*-4.0)	100%	28	3.29 (2.0-4.0)	100%	45
HPER P290	3.47 (2.0-4.0)	100%	28	3.36 (2.0-4.0)	100%	45

\*The 4 students receiving lower than a C (2.0) in a class were on an earlier program plan that did not require a C or better in the class, but did require an overall 2.0 in each content area. See Table 2.3.

Table 2.2 Post Baccalaureate Teacher Candidate Content Area Grades and Baccalaureate GPAs

	2006-2007			2007-2008		
	Average course grade and (range)*	% of candidates meeting minimum expectation	N	Average course grade and (range)*	% of candidates meeting minimum expectation	N
EDUC E449	4.0 (4.0)	100%	4	4.0	100%	1
EDUC Q200	3.68 (3.0-4.0)	100%	4	4.0	100%	1
MATH 136/ EDUC N343	3.5 (2.0-4.0)	100%	4	4.0	100%	1
Undergraduate GPA	2.71 (2.51-2.93)	100%	4	3.00	100%	1

Table 2.3 Undergraduate Teacher Candidate Content Area GPA by Content Cluster

Content Area	2006-2007						2007-2008					
	Content G.P.A. Range						Content G.P.A. Range					
	0.0-1.99	2.0-2.49	2.50-2.99	3.0-3.49	3.5-4.0	N	0.0-1.99	2.0-2.49	2.50-2.99	3.0-3.49	3.5-4.0	N
Language Arts 15 cr. hours		4%	18%	53%	24%	45			7%	36%	57%	28
Science 12 cr. hours		4%	27%	51%	18%	45		7%	32%	36%	25%	28
Mathematics 9 cr. hours		16%	22%	31%	31%	45		4%	14%	25%	57%	28
Social Studies 12 cr. hours		9%	24%	44%	22%	45		11%	11%	46%	32%	28
Fine Arts 5-6 cr. Hours		13%	13%	22%	51%	45		7%	11%	18%	64%	28
Physical Education 2 cr. hours		2%	2%	49%	47%	45		4%	4%	50%	43%	28

## **Section IV: Evidence for Meeting Standards**

### **Assessment 3: Assessment of Planning Artifacts for Integrated Unit of Instruction and for One Year of Instruction**

**1. Brief description of the assessment and its use in the program:** Teacher Candidates construct artifacts for the Integrated Unit of Instruction and for One Year of Instruction during the second semester of the junior year (Block II). Planning for a year of instruction focuses heavily on integration of concepts across content areas and on the use of formative and summative assessment tools that measure desired learning outcomes. Teacher Candidates then choose one 3-4 week integrated unit of study to develop in greater detail. Block II has an overall focus on curriculum and integrating instruction while Block III focuses on individualizing and differentiating instruction.

**2. Alignment to ACEI standards:** In completing the One Year of Instruction project, Teacher Candidates evaluate grade level curricula for all content areas and determine integrated learning outcomes (3.1) appropriate to one grade level of learners for one academic year (ACEI 1.0). Teacher Candidates “unpack” standards in Language Arts, Science, Mathematics, Social Studies, the Arts, Health and Physical Education (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7) and determine formative and summative assessments appropriate to those learning outcomes (4.0). Teacher Candidates then develop a 3-4 week Integrated Unit of Instruction that facilitates development of metacognitive and inquiry strategies (3.3) and engages all learners by facilitating learner voice and choice in a supportive learning community context (3.2, 3.4, 3.5).

**3. Analysis of data findings:** Of the 69 undergraduate and 5 post baccalaureate Teacher Candidates assessed in 2006-2007 and 2007-2008, 54 undergraduates and all 5 post baccalaureates performed at the Developing Professional or Exemplary level on the One Year of Instruction project and 49 undergraduates and all 5 post baccalaureates performed at the Developing Professional or Exemplary level on the Integrated Unit of Instruction project. Six undergraduate Teacher Candidates performed at the Underdeveloped level and 3 performed at the Unacceptable level on the One Year of Instruction project; 9 undergraduates performed at the Underdeveloped level and 11 performed at the Unacceptable level on the Integrated Unit of Instruction project. Performance at the Underdeveloped level is considered acceptable for moving on to Block III; students who performed at the Unacceptable level were monitored individually in their work in Block III. Effectiveness of program instruction surrounding these projects, and impact on student performance, is of great concern to faculty and is evaluated each semester.

#### **4. Interpretation of Data as evidence of Meeting ACEI Standards**

ACEI Standard 1.0 Development, Learning and Motivation: In creating One Year of Instruction and the Integrated Unit, Teacher Candidates demonstrated knowledge of how learners develop and construct knowledge on multiple measures: Performance at the Exemplary level 26% UG, 56% PB, performance at the Developing Professional level 38% UG, 22% PB, performance at the Underdeveloped level 29% UG, 22% PB, performance at the Unacceptable level 6% UG.

ACEI Standard 2.1 Reading, Writing and Oral Language: In creating One Year of Instruction and the Integrated Unit, Teacher Candidates demonstrated knowledge of English Language Arts concepts in a variety of contexts: Performance at the Exemplary level 41% UG, 80% PB, performance at the Developing Professional level 35% UG, 20% PB, performance at the Underdeveloped level 14% UG, performance at the Unacceptable level 10%.

ACEI Standard 2.2 Science: In creating One Year of Instruction and the Integrated Unit, Teacher Candidates demonstrated knowledge of Science and inquiry concepts in a variety of contexts: Performance at the Exemplary level 40% UG, 47% PB, performance at the Developing Professional level 22% UG, 13% PB, performance at the Underdeveloped level 20% UG, 40% PB, performance at the Unacceptable level, 18%.

ACEI Standard 2.3 Mathematics: By planning for the One Year of Instruction project, 4 semesters of undergraduate Teacher Candidates demonstrated knowledge of major mathematical concepts and procedures: 58% performed at the Exemplary level, 31% performed at the Developing Professional level, 8% performed at the Underdeveloped level, and 3% performed at the Unacceptable level. All post baccalaureate Teacher Candidates demonstrated mathematics content knowledge at the Exemplary (20%) or Developing Professional (80%) levels.



ACEI Standard 2.4 Social Studies: By planning for the One Year of Instruction project, 4 semesters of undergraduate Teacher Candidates demonstrated knowledge of major social studies concepts and areas of inquiry: 55% performed at the Exemplary level, 35% performed at the Developing Professional level, 7% performed at the Underdeveloped level, and 3% performed at the Unacceptable level. All post baccalaureate Teacher Candidates demonstrated social studies content knowledge at the Exemplary (80%) or Developing Professional (20%) levels.

ACEI Standard 2.5 The Arts: By planning for the One Year of Instruction project, two semesters of undergraduate Teacher Candidates demonstrated knowledge of the performing and visual arts needed to engage elementary learners: 78% performed at the Exemplary level, 6% performed at the Developing Professional Level, 3% performed at the Underdeveloped level, and 13% performed at the Unacceptable level. The only post baccalaureate incorporating the Arts into planning performed at the Exemplary level. Two semesters of Teacher Candidates were not required to incorporate the Arts into their planning; all Teacher Candidates will be required to do so in forthcoming semesters.

ACEI Standard 2.6 Health Education: By planning for the One Year of Instruction project, two semesters of undergraduate Teacher Candidates demonstrated knowledge of health education concepts needed to engage elementary learners: 74% performed at the Exemplary level, 6% performed at the Developing Professional Level, 6% performed at the Underdeveloped level, and 13% performed at the Unacceptable level. The only post baccalaureate incorporating Health Education into planning performed at the Exemplary level. Two semesters of Teacher Candidates were not required to incorporate the Arts into their planning; all Teacher Candidates will be required to do so in forthcoming semesters.

ACEI Standard 2.7 Physical Education: By planning for the One Year of Instruction project, 4 semesters of undergraduate Teacher Candidates demonstrated knowledge of Physical Education concepts: 51% performed at the Exemplary level, 24% performed at the Developing Professional level, 17% performed at the Underdeveloped level, and 9% performed at the Unacceptable level. Post baccalaureate Teacher Candidates demonstrated Physical Education content knowledge at the Exemplary (20%), Developing Professional (60%) or Underdeveloped (20%) performance levels.

ACEI Standard 3.1 Integrating and applying knowledge for instruction: Teacher Candidates designed instruction that integrated learning on multiple measures: Performance at the Exemplary level 38% UG, 82% PB, at the Developing Professional level 38% UG, 18% PB, at the Underdeveloped level 16% UG and at the Unacceptable level 8% UG.

ACEI Standard 3.2 Adaptation to diverse students: Teacher Candidates designed instruction for students with diverse backgrounds, interests and ways of knowing: 25% UG and 40% PB performed at the Exemplary level, 36% UG and 40% PB performed at the Developing Professional level, 26% UG and 20% PB performed at the Underdeveloped level, and 13% UG performed at the Unacceptable level.

ACEI Standard 3.3 Development of critical thinking and problem solving: Teacher Candidates facilitated learner use of metacognitive strategies for problem solving and critical thinking: 30% UG and 89% PB performed at the Exemplary level, 37% UG and 11% PB performed at the Developing Professional level, 26% UG performed at the Underdeveloped level, and 8% UG performed at the Unacceptable level.

ACEI Standard 3.4 Active engagement in learning: Teacher Candidates designed instruction and created a learning environment that engaged learners on multiple measures: Performance at the Exemplary level 35% UG, 75% PB, at the Developing Professional level 35% UG, 25% PB, at the Underdeveloped level 30%UG and at the Unacceptable level 5% UG.

ACEI Standard 3.5 Communication to foster collaboration: Teacher Candidates designed instruction that fostered collaboration and learner interactions in multiple contexts: Performance at the Exemplary level 38% UG, 100% PB, at the Developing Professional level 48% UG, and at the Underdeveloped level 14% UG.

ACEI Standard 4.0 Assessment for instruction: Teacher Candidates demonstrated their ability to design formative and summative assessments relevant to desired learning outcomes: 27% UG and 50% PB performed at the Exemplary level, 29% UG and 50% PB performed at the Developing Professional level, 24% UG performed at the Underdeveloped level, and 20% UG performed at the Unacceptable level.

## **Planning Artifacts for Integrated Unit of Instruction EDUC E340 and EDUC E328**

The creation of an integrated unit of study is an opportunity for Block II Teacher Candidates to demonstrate understanding and application of instructional planning in the context of a) lesson planning and b) one thematic unit. Teacher Candidates will provide a variety of artifacts to demonstrate knowledge of development, curriculum, instruction, assessment, and professional practice.

### **Unit Context and Overview**

#### Classroom Environment and Classroom Routines

The Teacher Candidate will provide a written description and diagram of the classroom environment that will support the integrated unit of instruction. The written description should include classroom routines needed to support the unit of instruction and should reveal instructional approaches that reflect the Candidate's philosophy of teaching language arts and science (ACEI Standards 2.1, 2.2, and 3.1).

#### Unit Graphic Organizer

The Teacher Candidate will provide a graphic organizer as an overview of the instructional unit. The graphic organizer should reflect the Candidate's ability to use a variety of communication techniques to foster learning (ACEI Standard 3.5). Some suggestions for elements of the graphic organizer include the unit theme, state standards, word-study activities, word wall, literacy strategies, examples of student publication/performance opportunities, invitations, centers, books, learning logs, maps, diagrams and audio-visual resources, and writing workshop craft lessons.

#### Desired Learning Outcomes for Science and Language Arts

The Teacher Candidate will identify the desired learning outcomes for Science and Language Arts, as well as learning outcomes from other content areas that will be incorporated into the integrated unit of instruction. These outcomes should reflect the Candidate's knowledge of child development, motivation, and multiple ways of knowing (ACEI standard 1) and should demonstrate skill in actively engaging students in learning and in integrating teaching and learning in English language arts and science (ACEI standards 2.8, 3.1 and 3.4).

#### Resource List

The Teacher Candidate will provide an annotated bibliography of tradebooks and texts needed for the instructional unit, as well as a list of materials required for student learning to demonstrate familiarity with materials appropriate for English language arts and science (ACEI standards 2.1 and 2.2).

### **Sequential Planning to Provide Learning Opportunities**

#### Daily Logs of Learning Opportunities in Science and Language Arts for a 3-4 week unit of study

The Teacher Candidate will provide a day-by-day description of each day of instruction for the 3-4 week unit of study. These daily logs of learning opportunities in Science and Language Arts will provide the Candidate the opportunity to demonstrate skills in integrating instruction (ACEI Standard 3.1), supporting student learning (ACEI Standard 1), and assessing learning (ACEI Standard 4).

#### Lesson Plans

Six detailed lesson plans are required to demonstrate the Teacher Candidate's skill at designing instruction that promotes critical thinking (ACEI Standard 3.3), that engages students in active learning (ACEI Standard 3.4), and that provides opportunities for a diverse community of learners (ACEI Standard 3.2).

The plans should include: a) necessary prior knowledge, b) objectives, c) Indiana K-6 standard(s), d) lesson description, sequence, or procedures, and e) assessment. Two lesson plans must focus on science content and four must focus on language arts content. At least one of the language arts lesson plans must focus on writing and at least one must focus on a reading strategy.

### **Planning Artifacts for One Year of Instruction**

#### Desired Learning Outcomes for Teacher Candidates

- Curriculum: The Teacher Candidate will demonstrate content knowledge in the areas of Language Arts, Math, Science, Social Studies, the Arts, and Health/Physical Education by designing learning opportunities for one year of instruction (ACEI Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7).
- Integration: The Teacher Candidate will integrate instruction and assessment between and across disciplines (ACEI Standard 3.1).
- Assessment: The Teacher Candidate will use assessment tools appropriate to learning outcomes (ACEI Standard 4.0).
- Development, Learning and Motivation: The Teacher Candidate will identify the critical issues or big ideas that provide curricular context and interest/value for student engagement. (ACEI Standards 1.0, 3.2, 3.3, 3.4).

Teacher Candidates will be assigned to grade level teams of 4. Each group will become familiar with Indiana Department of Education Standards of Instruction for Reading/Language Arts, Mathematics, Science, Social Studies, Art, Music, and Health/PE for that grade level. Block II instructors will provide additional standards or guidelines for specific disciplines.

#### Group Work:

As a group, the grade level team will identify focus topics for a full academic year. Focus Topics are the BIG IDEAS that will provide connected, content-integrated learning opportunities for a classroom community of learners. The focus topics should also demonstrate the grade level group's ability to sequence instruction (teaching social studies in correct time sequence, for example). The group should identify two focus topics for each academic quarter for a group total of 8 focus topics. Block II instructors will provide a grid for preparing the 36 week map.

#### Individual Work:

Dividing the academic year into 4 quarters of nine weeks, each Teacher Candidate will be responsible for further developing 2 focus topics, or, one quarter of an academic year. This will provide Teacher Candidates with the opportunity to demonstrate mastery of project goals. The final project will include the following items for each Teacher Candidate:

- A copy of the group **Planning Matrix for one Year of Instruction**
- A copy of the **Focus Topic Planning for Year Long Plan** for each focus topic designed by the Teacher Candidate
- A copy of the **Year Long Plan Rationale and Reflection** Document

The three templates are available on Oncourse in the resource sections of EDUC E340 and EDUC E328. The grading rubric for the project is also posted in the same locations.

## Assessment Rubric for Planning Artifacts for Integrated Unit of Instruction

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
<b>Classroom Environment and Classroom Routines</b>				
<p>Environment and routines reflect understanding of teaching and learning in English language arts ACEI 2.1 PTEs 2a, 2b, 2c, 3b, 3c, 3d, 3k, 3i</p>	<p>Classroom routines and learning spaces offer few opportunities to read, speak, listen, write and view/display. Student voice, choice and critical thinking are not promoted. Classroom routines are teacher-directed and do not provide opportunities for exploration or expression.</p>	<p>Classroom routines and learning spaces provide limited opportunities to read, speak, listen, write and view/display. Students are rarely challenged to think critically and student voice and choice are limited by available learning spaces Classroom routines provide limited opportunities for exploration and expression.</p>	<p>Classroom routines and learning spaces provide some opportunities to read, speak, listen, write, and view/display. At times students are challenged to think critically; Student voice and choice are promoted in some learning spaces. Classroom routines provide some opportunities for exploration and expression.</p>	<p>Classroom routines and learning spaces provide opportunities to read, speak, listen, write, and view/display. Classroom routines and learning spaces provide robust opportunities to think critically and promote student voice and choice. Classroom routines facilitate self-directed exploration and expression in a variety of contexts.</p>
<p>Environment and routines reflect understanding of teaching and learning in science ACEI 2.2 PTE 2a, 2b, 2c, 3b, 3c, 3d, 3e, 3k, 3i</p>	<p>Classroom routines and learning spaces provide few opportunities for inquiry and seldom create experiences for observation and data collection that challenge misconceptions and help children build understanding. Science material use is teacher-directed.</p>	<p>Classroom routines and learning spaces provide limited opportunities for inquiry. Experiences for observation and data collection are limited. Materials help children build understanding but do not challenge misconceptions.</p>	<p>Classroom routines and learning spaces provide opportunities for inquiry most of the time, and experiences for observation and data collection are often available. Materials provide experiences that challenge misconceptions in many instances and help children build understanding. Variety in materials and routines may be limited.</p>	<p>Classroom routines and learning spaces provide continuous opportunities for inquiry and create ongoing experiences for observation and data collection that challenge misconceptions and help children build understanding.</p>
<p>Environment and routines reflect knowledge of cognitive development and promote learning ACEI 3.1 PTE 2a, 3b, 3d, 3i, 3l, 3k, 4c</p>	<p>Classroom learning spaces contain resources that promote self-directed learning but routines do not support their use. Plans for collaboration are missing. The learning environment provides students access to the subject matter, but does not provide access to technology and problem-solving tools to learn new skills.</p>	<p>Classroom learning spaces contain resources that may promote collaboration and self-directed learning but lack routines to support their use. The learning environment engages students in the subject matter, activates prior knowledge, and enables learners to use technology and problem-solving to learn new skills but routines are not in place to support their use.</p>	<p>Classroom routines and learning spaces contain resources that promote collaboration and self-directed learning on occasion. The learning environment engages students in the subject matter, activates prior knowledge, and enables learners to use technology and problem-solving to learn new skills at times.</p>	<p>Classroom routines and learning spaces contain resources that promote collaboration and self-directed learning. The learning environment engages students in the subject matter, activates prior knowledge, and enables learners to use technology and problem-solving to learn new skills.</p>

## Graphic Organizer

Graphic organizer reflects a broad range of opportunities for supportive interaction in the classroom ACEI 3.5 PTE 3h, 4i, 5a, 5b, 5c, 5f	Opportunities to hear, view, demonstrate, relate, display, perform, observe, and interact occur infrequently. There is no support for multiple ways of knowing nor for multiple routes to learning.	Opportunities to hear, view, demonstrate, relate, display, perform, observe, and interact are limited. There is little support for multiple ways of knowing and multiple routes to learning are available on few occasions.	Opportunities to hear, view, demonstrate, relate, display, perform, observe, and interact support multiple ways of knowing and multiple routes to learning in some instances.	Opportunities to hear, view, demonstrate, relate, display, perform, observe, and interact are varied and support multiple ways of knowing and multiple routes to learning.
Graphic organizer reflects a variety of communication tools for enhancing learning ACEI 3.5 PTE 5a, 5b, 5c, 5f	Communication tools and experiences are limited and do not clearly support student learning.	Communication tools and experiences support student learning but do not challenge or extend learning.	A variety of communication tools and experiences supports and enriches student learning.	An extensive range of communication tools and experiences supports, extends, and enriches student learning.

## Learning Outcomes

Learning outcomes enhance critical thinking ACEI 3.3 PTE 3a, 4f	Instructional choices reveal a lack of understanding of learning theory and fail to create learning opportunities that challenge K-6 learners to think critically.	Instructional choices suggest an understanding of learning theory and create learning opportunities that challenge K-6 learners to think critically on a limited basis.	Instructional choices reflect an understanding of learning theory and create learning opportunities that often challenge K-6 learners to think critically.	Instructional choices reflect a keen understanding of learning theory and create learning opportunities that consistently challenge K-6 learners to think critically.
Learning outcomes actively engage students in learning ACEI 3.4 PTE 1d, 3a, 3g, 3j, 4f	Instructional choices reveal a lack of understanding of student motivation and behavior and fail to create learning opportunities that promote active engagement in learning.	Instructional choices suggest an understanding of student motivation and behavior and create learning opportunities that promote active engagement in learning on a limited basis.	Instructional choices reflect understanding of student motivation and behavior and create learning opportunities that actively engage students in learning.	Instructional choices reflect a deep understanding of student motivation and behavior and consistently create learning opportunities that actively engage students in learning, that promote collaboration, and that facilitate purposeful self-directed learning.
Learning outcomes make connections across fields of knowledge ACEI 3.1 PTE 1a, 3a, 4a, 4g, 4f	Instructional choices reveal a lack of understanding of connections across concepts and fail to create learning opportunities that promote understanding of multiple perspectives and complex issues.	Instructional choices suggest an understanding of connections across concepts and create learning opportunities that promote understanding of multiple perspectives and complex issues on a limited basis.	Instructional choices reflect an understanding of connections across concepts and at times create learning opportunities that promote understanding of multiple perspectives and complex issues.	Instructional choices reflect a deep understanding of connections across concepts and consistently create learning opportunities that promote understanding of multiple perspectives and complex issues.
Learning outcomes demonstrate knowledge	Instructional choices reveal a lack of understanding of child development, fail to	Instructional choices suggest an understanding of child development, recognize the	Instructional choices reflect an understanding of child development, recognize the	Instructional choices reflect a deep understanding of child development, recognize the

of developmental characteristics of K-6 learners ACEI 1 PTE 3a, 3h, 4c, 4e, 4f	recognize the abilities and interests of a community of learners, and do not successfully create learning opportunities that support purposeful learning for diverse learners.	abilities and interests of a community of learners, and create learning opportunities that support purposeful learning for diverse learners on a minimal basis.	abilities and interests of a community of learners, and at times create learning opportunities that support purposeful learning for diverse learners.	abilities and interests of a community of learners, and consistently create learning opportunities that support purposeful learning for diverse learners.
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## Resource List

Resource list reflects an understanding of teaching and learning in English language arts ACEI 2.1 PTE 2f, 2g, 3h	Materials reveal a lack of understanding of language development for a community of learners and fail to provide variety in genre and topic. The lack of range of materials compromises student choice, voice, and multiple ways of knowing.	Materials suggest an understanding of language development for a community of learners and provide some variety in genre and topic. The range of materials promotes student choice, voice, and multiple ways of knowing in limited instances.	Materials reflect an understanding of language development for a community of learners and provides for some variety in genre and topic. The range of materials supports student choice, voice, and multiple ways of knowing in some instances.	Materials reflect a deep understanding of language development for a community of learners and provide a wide variety in genre and topic. The range of materials consistently promotes student choice, voice, and multiple ways of knowing.
Resource list reflects an understanding of teaching and learning in science ACEI 2.2 PTE 2f, 2g	Materials reveal a lack of understanding of the nature of science and fail to provide resources for inquiry for a community of learners. The lack of range of materials compromises opportunities for solving problems, overcoming misconceptions, and building understanding.	Materials suggest an understanding of the nature of science and provide resources for inquiry for a community of learners. The range of materials provides opportunities for solving problems, overcoming misconceptions, and building understanding in limited instances.	Materials reflect an understanding of the nature of science and provide resources for inquiry for a community of learners. The range of materials provides opportunities for solving problems, overcoming misconceptions, and building understanding.	Materials reflect a deep understanding of the nature of science and provide a wide range of resources for inquiry for a community of learners. The range of materials provides multiple approaches to solving problems, overcoming misconceptions, and building understanding.

## Daily Logs of Learning Opportunities

Daily logs demonstrate use of connections across concepts ACEI 3.1 PTE 1a, 4a, 4g	Daily logs fail to integrate communication skills (listening, speaking, reading, writing, viewing/displaying and thinking critically) with problem solving and building understanding about scientific and technological phenomena.	Daily logs suggest integration of communication skills (listening, speaking, reading, writing, viewing/displaying and thinking critically) with problem solving and building understanding about scientific and technological phenomena but lack concrete examples.	Daily logs demonstrate integration of communication skills (listening, speaking, reading, writing, viewing/displaying and thinking critically) with problem solving and building understanding about scientific and technological phenomena on occasion.	Daily logs consistently demonstrate integration of communication skills (listening, speaking, reading, writing, viewing/displaying and thinking critically) with opportunities for problem solving and building understanding about scientific and technological phenomena.
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Daily logs demonstrate understanding of student interests, motivation, and development ACEI 1 PTE 2h, 3h, 3j, 4c	Curriculum reflected in daily logs fails to motivate a community of learners and does not provide for variety in ability, interest, and multiple ways of knowing. Curriculum is not achievable for many children.	Curriculum reflected in daily logs motivates a community of learners by providing for a limited variety in ability, interest, and multiple ways of knowing. Curriculum is achievable but challenging for some children.	Curriculum reflected in daily logs motivates a community of learners by providing for some variety in ability, interest, and multiple ways of knowing. Curriculum is achievable but challenging for most children.	Curriculum reflected in daily logs consistently motivates a community of learners by providing for variety in ability, interest, and multiple ways of knowing. Curriculum is achievable but challenging for all children.
Daily logs demonstrate understanding of assessment ACEI 4 PTE 2e, 2f, 2g	Assessments do not demonstrate an understanding of formative and summative assessment, or of authentic assessment. Assessment methods do not effectively determine each student's performance. Assessments do not align with concepts taught.	Assessments suggest an understanding of formative and summative assessment, of authentic assessment, and of assessment methods that effectively determine each student's performance. Assessments do not clearly align with concepts taught in all instances.	Assessments reflect an understanding of formative and summative assessment, of authentic assessment, and of assessment methods that effectively determine each student's performance. Assessments generally align with concepts taught.	Assessments reflect a deep understanding of formative and summative assessment, of authentic assessment, and of assessment methods that effectively determine each student's performance. Assessments consistently align with concepts taught.

## Lesson Plans

Use of strategies and materials that promote critical thinking ACEI 3.3 PTE 3a, 4f	Instructional planning provides no variety in teaching and learning strategies that promote critical thinking and problem-solving. Materials are limited and fail to promote critical thinking and problem-solving.	Instructional planning demonstrates limited variety in application of teaching and learning strategies that promote critical thinking and problem solving. A limited range of materials offers minimal opportunities for critical thinking and problem-solving.	Instructional planning applies multiple teaching and learning strategies that promote critical thinking and problem-solving. A range of materials offers some opportunities for critical thinking and problem-solving.	Instructional planning consistently applies multiple teaching and learning strategies that promote critical thinking and problem-solving. Instructional planning employs a wide range of materials to facilitate critical thinking and problem-solving.
Use of strategies and materials that engage students in active learning ACEI 3.4 PTE 1d, 2h, 3g, 3j	Instructional planning provides no variety in teaching and learning strategies to actively engage students in learning. Materials are limited and fail to engage students in active learning.	Instructional planning demonstrates limited variety in application of teaching and learning strategies to actively engage students in learning. A limited range of materials offers minimal opportunities to engage students in active learning.	Instructional planning applies multiple teaching and learning strategies to actively engage students in learning. A range of materials promotes active engagement in learning for most students.	Instructional planning consistently applies multiple teaching and learning strategies that actively engage students in learning. A wide range of materials facilitates student engagement in active learning.
Teaching and learning in a diverse community of learners ACEI 3.2 PTE 2h, 3h, 4d, 4e	Instructional planning applies teaching and learning strategies that lack sensitivity to the diverse experiences of a classroom community of learners. Materials reflect a	Instructional planning applies teaching and learning strategies that are sensitive to the diverse experiences of some learners. Materials are sensitive to the experiences of	Instructional planning applies teaching and learning strategies that are sensitive to the diverse experiences of most learners. A range of materials demonstrates	Instructional planning consistently applies multiple teaching and learning strategies that are sensitive to the diverse experiences of a classroom community of learners. A wide

	lack of sensitivity to the diverse experiences of a classroom community of learners.	some learners.	sensitivity to the experiences of most learners.	range of materials demonstrates sensitivity to the diverse experiences of a classroom community of learners.
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### Assessment Rubric for Planning Artifacts for One Year of Instruction

	<b>Unacceptable</b>	<b>Underdeveloped</b>	<b>Developing Professional</b>	<b>Exemplary</b>
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in English language arts ACEI 2.1 PTE 1a, 3a, 3c, 3f	Focus unit overviews describe few opportunities for learners to write, speak, listen, read, view/display and think critically; student voice and choice and self-directed exploration and expression are rarely supported or are not provided for at all.	Focus unit overviews describe some opportunities for learners to write, speak, listen, read, view/display and think critically; student voice and choice and self-directed exploration and expression are supported on a limited basis.	Focus unit overviews describe a range of opportunities for learners to write, speak, listen, read, view/display and think critically; student voice and choice and self-directed exploration and expression are supported in some contexts.	Focus unit overviews describe a wide range of opportunities for learners to write, speak, listen, read, view/display and think critically while promoting student voice and choice and self-directed exploration and expression in a variety of contexts.
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in science ACEI 2.2 PTE 1a, 3a, 3e	Focus unit overviews lack opportunities for learners to conduct inquiries. Planning includes no experiences for observation and data collection; students are not provided opportunities to challenge misconceptions and build understanding.	Focus unit overviews describe some opportunities for learners to conduct inquiries. Planning creates limited experiences for observation and data collection; students are provided limited opportunities to challenge misconceptions and build understanding.	Focus unit overviews describe a range of opportunities for learners to conduct inquiries. Planning creates experiences for observation and data collection; students are provided opportunities to challenge misconceptions and build understanding.	Focus unit overviews describe a wide range of opportunities for learners to conduct inquiries. Planning creates a variety of experiences for observation and data collection; students are consistently provided opportunities to challenge misconceptions and build understanding.
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in mathematics ACEI 2.3 PTE 1a, 3a, 3e	Focus unit overviews describe few or no opportunities for learners to reason logically, use number systems, and solve authentic problems.	Focus unit overviews describe opportunities for learners to reason logically, use number systems, and solve authentic problems	Focus unit overviews describe a range of opportunities for learners to reason logically, use number systems, and apply methods of proof to solve authentic problems.	Focus unit overviews describe a wide range of opportunities for learners to reason logically, use number systems, and apply a variety of methods of proof to authentic problem solving.
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in social studies ACEI 2.4 PTE 1a, 3a	Focus unit overviews describe limited opportunities for learners to use modes of inquiry in a few of the social sciences. Planning fails to provide opportunities to examine sources of information or to build new understanding.	Focus unit overviews describe opportunities for learners to use modes of inquiry in some of the social sciences, examine sources of information and build new understanding.	Focus unit overviews describe a range of opportunities for learners to use modes of inquiry in most of the social sciences, examine multiple sources of information and build new understanding.	Focus unit overviews describe a wide range of opportunities for learners to use modes of inquiry in a broad spectrum of the social sciences, critically examine multiple sources of information and consistently build new understanding.



<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in the arts ACEI 2.5 PTE 1a, 3a	Yearly plan unit overviews describe few opportunities for learners to participate in the arts. Few or no opportunities are provided to develop knowledge of art history or art concepts. Planning does not include opportunities to make connections to other disciplines.	Yearly plan unit overviews describe opportunities for learners to participate in some of the arts and/or to develop knowledge of art history or art concepts. Planning includes opportunities to make limited connections to other disciplines.	Yearly plan unit overviews describe a range of opportunities for learners to participate in most of the arts through dance, music, theater or visual arts and to develop some knowledge of art history and art concepts. Planning includes opportunities to make some connections to other disciplines.	Yearly plan unit overviews describe a wide range of opportunities for learners to participate in the arts through dance, music, theater and visual arts and to develop knowledge of art history, art concepts, and connections to other disciplines.
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in physical education ACEI 2.7 PTE 1a, 3a	Focus unit overviews describe few or no opportunities for learners to participate in physical activities for enjoyment, self-expression, socialization, and good health.	Focus unit overviews describe some opportunities for learners to participate in physical activities for enjoyment, self-expression, socialization, and good health.	Focus unit overviews describe a range of opportunities for learners to participate in physical activities for enjoyment, self-expression, socialization, and good health.	Focus unit overviews describe a wide range of opportunities for learners to participate in physical activities for enjoyment, self-expression, socialization, and good health.
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in health education ACEI 2.6 PTE 1a, 3a	Yearly plan unit overviews describe few or no opportunities for learners to understand the benefits of a healthy lifestyle, to clarify misconceptions, and to locate sources of information.	Yearly plan unit overviews describe limited opportunities for learners to understand the benefits of a healthy lifestyle, to clarify misconceptions, and locate sources of information on some topics.	Yearly plan unit overviews describe a range of opportunities for learners to understand the benefits of a healthy lifestyle, to clarify misconceptions, and locate some sources of information.	Yearly plan unit overviews describe a wide range of opportunities for learners to understand the benefits of a healthy lifestyle, to clarify misconceptions, and locate valid sources of information.
<b>INTEGRATION</b> Integration of concepts across the curriculum ACEI 3.1 PTE 1a, 3l, 4a, 4g	Instructional choices suggest little or no understanding of connections across concepts and fail to create learning opportunities that promote understanding of multiple perspectives and complex issues.	Instructional choices suggest an understanding of connections across some concepts and create limited learning opportunities that promote understanding of multiple perspectives and complex issues.	Instructional choices reflect some understanding of connections across concepts and create some learning opportunities that promote understanding of multiple perspectives and complex issues.	Instructional choices reflect a depth of understanding of connections across concepts and consistently create learning opportunities that promote understanding of multiple perspectives and complex issues.
<b>ASSESSMENT</b> Use of assessment tools appropriate to learning outcomes ACEI 4.0 PTE 2g, 4c	Assessment tools are missing or are not authentic. Assessments are not integrated across content areas and are not appropriate to desired learning outcomes.	On occasion planning includes the use of authentic assessment tools. Assessments are minimally integrated across content areas. Assessments are appropriate to desired learning outcomes at times.	Planning includes the use of authentic assessment tools. The assessments are integrated across content areas on occasion. Assessments are appropriate to desired learning outcomes.	Planning consistently incorporates the use of authentic assessment tools. The assessments are integrated across content areas. Assessments are appropriate to desired learning outcomes.
<b>DEVELOPMENT, LEARNING, AND MOTIVATION</b>	Focus topics demonstrate little understanding of development and motivation	Focus topics are engaging for K-6 learners on occasion. Topics may challenge some	Focus topics are engaging issues for K-6 learners. Topics at times challenge	Focus topics are engaging, critical issues for K-6 learners. Topics challenge thinking and

Curriculum choices engage K-6 learners ACEI 3.1, 3.2, 3.3, 3.4 PTE 3a, c, 4a, g, i	of K-6 learners. Topics fail to challenge and engage.	learners.	thinking for diverse learners.	add value and choice for diverse learners.
<b>DEVELOPMENT, LEARNING, AND MOTIVATION INTEGRATION</b> Reflections demonstrate understanding of the importance of integration of concepts for student learning and motivation ACEI 3.1, 3.2, 3.3, 3.4 PTE 3a, c, 4a, g, i	Reflection demonstrates little or no understanding of the importance of concept integration for student learning and motivation. Description of understanding is vague and poorly articulated.	Reflection demonstrates some understanding of the importance of concept integration for student learning and motivation. Minimal aspects of understanding are described.	Reflection demonstrates a solid understanding of the importance of concept integration for student learning and motivation. Several facets of understanding are described.	Reflection demonstrates depth of understanding of the importance of concept integration for student learning and motivation. Multiple facets of understanding are described.

### Planning Artifacts for Integrated Unit of Instruction

Fall 2006 Summary Scores

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate	3 (21%)		4 (29%)	7 (50%)	14
Post Baccalaureate					0

### Planning for One Year of Instruction

Fall 2006 Summary Scores

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate	2 (15%)	2 (15%)	2 (15%)	7 (54%)	14 (1 missing)
Post Baccalaureate					0

## Planning Artifacts for Integrated Unit of Instruction

Fall 2006

Undergraduate (UG) Teacher Candidates N=14

Post Baccalaureate (PB) Teacher Certification Candidates N=0

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
Environment and routines reflect understanding of teaching and learning in English language arts ACEI 2.1 PTEs 2a, 2b, 2c, 3b, 3c, 3d, 3k, 3i	3 (21%)	2 (14%)	1 (7%)	8 (57%)
Environment and routines reflect understanding of teaching and learning in science ACEI 2.2 PTE 2a, 2b, 2c, 3b, 3c, 3d, 3e, 3k, 3i	5 (36%)	3 (21%)	4 (29%)	2 (14%)
Environment and routines reflect knowledge of cognitive development and promote learning ACEI 3.1 PTE 2a, 3b, 3d, 3i, 3l, 3k, 4c	1 (7%)	3 (21%)	3 (21%)	7 (50%)
Graphic organizer reflects a broad range of opportunities for supportive interaction in the classroom ACEI 3.5 PTE 3h, 4i, 5a, 5b, 5c, 5f		3 (21%)	4 (29%)	7 (50%)
Graphic organizer reflects a variety of communication tools for enhancing learning ACEI 3.5 PTE 5a, 5b,	1 (7%)		8 (57%)	5 (36%)

5c, 5f				
Learning outcomes enhance critical thinking ACEI 3.3 PTE 3a, 4f	1 (7%)	3 (21%)	7 (50%)	3 (21%)
Learning outcomes actively engage students in learning ACEI 3.4 PTE 1d, 3a, 3g, 3j, 4f	1 (7%)	3 (21%)	5 (36%)	5 (36%)
Learning outcomes make connections across fields of knowledge ACEI 3.1 PTE 1a, 3a, 4a, 4g, 4f	2 (14%)	4 (29%)	2 (14%)	6 (43%)
Learning outcomes demonstrate knowledge of developmental characteristics of K-6 learners ACEI 1 PTE 3a, 3h, 4c, 4e, 4f	1 (7%)	3 (21%)	6 (43%)	4 (29%)
Resource list reflects an understanding of teaching and learning in English language arts ACEI 2.1 PTE 2f, 2g, 3h	4 (29%)	1 (7%)	6 (43%)	3 (21%)
Resource list reflects an understanding of teaching and learning in science ACEI 2.2 PTE 2f, 2g	6 (43%)	6 (43%)		2 (14%)
Daily logs demonstrate use of connections across concepts ACEI 3.1 PTE 1a, 4a, 4g	2 (14%)	4 (29%)	3 (21%)	5 (36%)
Daily logs demonstrate	1 (7%)	5 (36%)	5 (36%)	3 (21%)

understanding of student interests, motivation, and development ACEI 1 PTE 2h, 3h,j, 4c				
Daily logs demonstrate understanding of assessment ACEI 4 PTE 2e, 2f, 2g	5 (36%)	4 (29%)	3 (21%)	2 (14%)
Use of strategies and materials that promote critical thinking ACEI 3.3 PTE 3a, 4f	2 (14%)	3 (21%)	5 (36%)	5 (36%)
Use of strategies and materials that engage students in active learning ACEI 3.4 PTE 1d, 2h, 3g, 3j		3 (21%)	5 (36%)	6 (43%)
Teaching and learning in a diverse community of learners ACEI 3.2 PTE 2h, 3h, 4d, 4e	2 (14%)	5 (36%)	5 (36%)	2 (14%)

**Planning for One Year of Instruction  
Fall 2006**

Undergraduate (UG) Teacher Candidates N=14

Post Baccalaureate (PB) Teacher Certification Candidates N=0

	<b>Unacceptable</b>	<b>Underdeveloped</b>	<b>Developing Professional</b>	<b>Exemplary</b>
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in English language arts ACEI 2.1 PTE 1a, 3a, 3c, 3f	3 (21%)	4 (29%)	1 (7%)	9 (64%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in science ACEI 2.2 PTE 1a, 3a, 3e	2 (14%)	2 (14%)	1 (7%)	9 (64%)

<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in mathematics ACEI 2.3 PTE 1a, 3a, 3e	2 (14%)	1 (7%)	2 (14%)	9 (64%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in social studies ACEI 2.4 PTE 1a, 3a	2 (14%)	1 (7%)	2 (14%)	9 (64%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in the arts ACEI 2.5 PTE 1a, 3a	4 (29%)		1 (7%)	9 (64%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in physical education ACEI 2.7 PTE 1a, 3a	5 (36%)		1 (7%)	8 (57%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in health education ACEI 2.6 PTE 1a, 3a	4 (29%)	1 (7%)	1 (7%)	8 (57%)
<b>INTEGRATION</b> Integration of concepts across the curriculum ACEI 3.1 PTE 1a, 3l, 4a, 4g	3 (21%)		3 (21%)	8 (57%)
<b>ASSESSMENT</b> Use of assessment tools appropriate to learning outcomes ACEI 4.0 PTE 2g, 4c	4 (29%)		2 (14%)	8 (57%)
<b>DEVELOPMENT, LEARNING, AND MOTIVATION</b> Curriculum choices engage K-6 learners	3 (21%)			11 (79%)

ACEI 3.1, 3.2, 3.3, 3.4 PTE 3a, c, 4a, g, i				
<b>DEVELOPMENT, LEARNING, AND MOTIVATION INTEGRATION</b> Reflections demonstrate understanding of the importance of integration of concepts for student learning and motivation ACEI 3.1, 3.2, 3.3, 3.4 PTE 3a, c, 4a, g, i	3 (21%)			11 (79%)

**Planning Artifacts for Integrated Unit of Instruction**

Spring 2007 Summary Scores

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate	4 (24%)		5 (29%)	8 (47%)	17
Post Baccalaureate				1 (100%)	1

**Planning for One Year of Instruction**

Spring 2007 Summary Scores

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate	1 (6%)	2 (12%)	4 (24%)	10 (59%)	17
Post Baccalaureate				1 (100%)	1

**Planning Artifacts for Integrated Unit of Instruction**

Spring 2007

Undergraduate (UG) Teacher Candidates N=17

Post Baccalaureate (PB) Teacher Certification Candidates N=1

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
Environment and routines reflect understanding of teaching and learning in English language arts ACEI 2.1 PTEs 2a, 2b, 2c, 3b, 3c, 3d, 3k, 3i	UG 1 (6%)	UG 1 (6%)	UG 7 (41%)	UG 8 (47%) PB 1 (100%)

Environment and routines reflect understanding of teaching and learning in science ACEI 2.2 PTE 2a, 2b, 2c, 3b, 3c, 3d, 3e, 3k, 3i	UG 3 (18%)	UG 8 (47%)	UG 3 (18%) PB 1 (100%)	UG 3 (18%)
Environment and routines reflect knowledge of cognitive development and promote learning ACEI 3.1 PTE 2a, 3b, 3d, 3i, 3l, 3k, 4c	UG 5 (29%)	UG 6 (35%)	UG 6 (35%)	PB 1 (100%)
Graphic organizer reflects a broad range of opportunities for supportive interaction in the classroom ACEI 3.5 PTE 3h, 4i, 5a, 5b, 5c, 5f		UG 3 (18%)	UG 7 (41%)	UG 7 (41%) PB 1 (100%)
Graphic organizer reflects a variety of communication tools for enhancing learning ACEI 3.5 PTE 5a, 5b, 5c, 5f		UG 5 (29%)	UG 6 (35%)	UG 6 (35%) PB 1 (100%)
Learning outcomes enhance critical thinking ACEI 3.3 PTE 3a, 4f	UG 2 (12%)	UG 7 (41%)	UG 4 (24%)	UG 4 (24%) PB 1 (100%)
Learning outcomes actively engage students in learning ACEI 3.4 PTE 1d, 3a, 3g, 3j, 4f	UG 1 (6%)	UG 7 (41%)	UG 6 (35%)	UG 3 (18%) PB 1 (100%)
Learning outcomes make connections across	UG 3 (18%)	UG 2 (12%)	UG 7 (41%)	UG 5 (29%) PB 1 (100%)



fields of knowledge ACEI 3.1 PTE 1a, 3a, 4a, 4g, 4f				
Learning outcomes demonstrate knowledge of developmental characteristics of K-6 learners ACEI 1 PTE 3a, 3h, 4c, 4e, 4f		UG 8 (47%) PB 1 (100%)	UG 6 (35%)	UG 3 (18%)
Resource list reflects an understanding of teaching and learning in English language arts ACEI 2.1 PTE 2f, 2g, 3h	UG 3 (18%)	UG 4 (24%)	UG 6 (35%)	UG 4 (24%) PB 1 (100%)
Resource list reflects an understanding of teaching and learning in science ACEI 2.2 PTE 2f, 2g	UG 5 (29%)	UG 5 (29%)	UG 3 (18%)	UG 4 (24%) PB 1 (100%)
Daily logs demonstrate use of connections across concepts ACEI 3.1 PTE 1a, 4a, 4g	UG 1 (6%)	UG 4 (24%)	UG 5 (29%)	UG 7 (41%) PB 1 (100%)
Daily logs demonstrate understanding of student interests, motivation, and development ACEI 1 PTE 2h, 3h,j, 4c		UG 4 (24%)	UG 9 (53%) PB 1 (100%)	UG 4 (24%)
Daily logs demonstrate understanding of assessment ACEI 4 PTE 2e, 2f, 2g	UG 3 (18%)	UG 4 (24%)	UG 3 (18%) PB 1 (100%)	UG 7 (41%)
Use of strategies and materials that promote critical thinking ACEI 3.3 PTE 3a, 4f	UG 1 (6%)	UG 5 (29%)	UG 5 (29%)	UG 6 (35%) PB 1 (100%)

Use of strategies and materials that engage students in active learning ACEI 3.4 PTE 1d, 2h, 3g, 3j		UG 6 (35%)	UG 4 (24%)	UG 7 (41%) PB 1 (100%)
Teaching and learning in a diverse community of learners ACEI 3.2 PTE 2h, 3h, 4d, 4e	UG 4 (24%)	UG 4 (24%)	UG 6 (35%)	UG 3 (18%) PB 1 (100%)

**Planning for One Year of Instruction  
Spring 2007**

Undergraduate (UG) Teacher Candidates N=17 Post Baccalaureate (PB) Teacher Certification Candidates N=1

	<b>Unacceptable</b>	<b>Underdeveloped</b>	<b>Developing Professional</b>	<b>Exemplary</b>
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in language arts ACEI 2.1 PTE 1a, 3a, 3c, 3f	UG 1 (6%)	UG 2 (12%)	UG 6 (35%)	UG 8 (47%) PB 1 (100%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in science ACEI 2.2 PTE 1a, 3a, 3e		UG 1 (6%)		UG 16 (94%) PB 1 (100%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in mathematics ACEI 2.3 PTE 1a, 3a, 3e		UG 2 (12%)	UG 1 (6%)	UG 13 (76%) PB 1 (100%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in social studies ACEI 2.4 PTE 1a, 3a			UG 2 (12%)	UG 15 (88%) PB 1 (100%)
<b>CONTENT KNOWLEDGE</b>		1 (6%)	1 (6%)	15 (88%) PB 1 (100%)

Concepts of teaching and learning in the arts ACEI 2.5 PTE 1a, 3a				
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in physical education ACEI 2.7 PTE 1a, 3a		1 (6%)	1 (6%)	15 (88%) PB 1 (100%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in health education ACEI 2.6 PTE 1a, 3a		UG 1 (6%)	UG 1 (6%)	UG 15 (88%) PB 1 (100%)
<b>INTEGRATION</b> Integration of concepts across the curriculum ACEI 3.1 PTE 1a, 3l, 4a, g	UG 1 (6%)	UG 2 (12%)	UG 7 (41%)	UG 7 (41%) PB 1 (100%)
<b>ASSESSMENT</b> Use of assessment tools appropriate to learning outcomes ACEI 4.0 PTE 2g, 4c	UG 1 (6%)	UG 2 (12%)	UG 6 (24%)	UG 8 (47%) PB 1 (100%)
<b>DEVELOPMENT, LEARNING, AND MOTIVATION</b> Curriculum choices engage K-6 learners ACEI 3.1, 3.2, 3.3, 3.4 PTE 3a, c, 4a, g, i		UG 4 (24%)	UG 4 (24%)	UG 9 (53%) PB 1 (100%)
<b>DEVELOPMENT, LEARNING, AND MOTIVATION INTEGRATION</b> Reflections demonstrate understanding of the importance of integration of		UG 4 (24%)	UG.4 (24%)	UG 9 (53%) PB 1 (100%)

concepts for student learning and motivation ACEI 3.1, 3.2, 3.3, 3.4 PTE 3a, c, 4a, g, i				
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**Planning Artifacts for Integrated Unit of Instruction**

Fall 2007 Summary Scores

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate		2 (17%)	5 (42%)	5 (42%)	12
Post Baccalaureate				2 (100%)	2

**Planning for One Year of Instruction**

Fall 2007 Summary Scores

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate		1 (8%)	8 (67%)	3 (25%)	12
Post Baccalaureate				2 (100%)	2

**Planning Artifacts for Integrated Unit of Instruction**

Fall 2007

Undergraduate (UG) Teacher Candidates N=12

Post Baccalaureate (PB) Teacher Certification Candidates N=2

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
Environment and routines reflect understanding of teaching and learning in English language arts ACEI 2.1 PTEs 2a, 2b, 2c, 3b, 3c, 3d, 3k, 3i			UG 4 (33%) PB 1 (50%)	UG 8 (67%) PB 1 (50%)
Environment and routines reflect understanding of teaching and learning in science ACEI 2.2 PTE 2a, 2b, 2c, 3b, 3c, 3d, 3e, 3k, 3i	UG 1 (8%)	UG 5 (42%) PB 1 (50%)	UG 6 (50%) PB 1 (50%)	
Environment and routines reflect knowledge of cognitive		UG 2 (17%)	UG 6 (50%)	UG 4 (33%) PB 2 (100%)

development and promote learning ACEI 3.1 PTE 2a, 3b, 3d, 3i, 3l, 3k, 4c				
Graphic organizer reflects a broad range of opportunities for supportive interaction in the classroom ACEI 3.5 PTE 3h, 4i, 5a, 5b, 5c, 5f			UG 6 (50%)	UG 3 (25%) PB 1 (50%)
Graphic organizer reflects a variety of communication tools for enhancing learning ACEI 3.5 PTE 5a, 5b,c,f		UG 1 (8%)	UG 5 (42%)	UG 3 (25%) PB 1 (50%)
Learning outcomes enhance critical thinking ACEI 3.3 PTE 3a, 4f			UG 6 (50%)	UG 3 (25%) PB 1 (50%)
Learning outcomes actively engage students in learning ACEI 3.4 PTE 1d, 3a, 3g, 3j, 4f		UG 3 (25%)	UG 2 (17%)	UG 4 (33%) PB 1 (50%)
Learning outcomes make connections across fields of knowledge ACEI 3.1 PTE 1a, 3a, 4a, 4g, 4f		UG 1 (8%)	UG 5 (42%)	UG 3 (25%) PB 1 (50%)
Learning outcomes demonstrate knowledge of developmental characteristics of K-6 learners ACEI 1 PTE 3a,h, 4c,e, f		UG 3 (25%)	UG 5 (42%)	UG 4 (33%) PB 2 (100%)
Resource list reflects an understanding of		UG 3 (25%)	UG 5 (42%) PB 1 (50%)	UG 4 (33%) PB 1 (50%)

teaching and learning in English language arts ACEI 2.1 PTE 2f, 2g, 3h				
Resource list reflects an understanding of teaching and learning in science ACEI 2.2 PTE 2f, 2g		UG 3 (25%) PB 2 (100%)	UG 4 (33%)	UG 2 (17%)
Daily logs demonstrate use of connections across concepts ACEI 3.1 PTE 1a, 4a, 4g		UG 1 (8%)	UG 5 (42%) PB 1 (50%)	UG 3 (25%)
Daily logs demonstrate understanding of student interests, motivation, and development ACEI 1 PTE 2h, 3h,j, 4c		UG 2 (17%)	UG 4 (33%) PB 1 (50%)	UG 3 (25%)
Daily logs demonstrate understanding of assessment ACEI 4 PTE 2e, 2f, 2g			UG 6 (50%) PB 1 (50%)	UG 3 (25%)
Use of strategies and materials that promote critical thinking ACEI 3.3 PTE 3a, 4f		UG 1 (8%)	UG 5 (42%) PB 1 (50%)	UG 3 (25%) PB 1 (50%)
Use of strategies and materials that engage students in active learning ACEI 3.4 PTE 1d, 2h, 3g, 3j			UG 5 (42%) PB 1 (50%)	UG 7 (58%) PB 1 (50%)
Teaching and learning in a diverse community of learners ACEI 3.2 PTE 2h, 3h, 4d, 4e		UG 1 (8%)	UG 4 (33%) PB 2 (100%)	UG 7 (58%)

**Planning for One Year of Instruction  
Fall 2007**

Undergraduate (UG) Teacher Candidates N=11 Post Baccalaureate (PB) Teacher Certification Candidates N=2

	<b>Unacceptable</b>	<b>Underdeveloped</b>	<b>Developing Professional</b>	<b>Exemplary</b>
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in English language arts ACEI 2.1 PTE 1a, 3a, c, f			UG 3 (27%)	UG 8 (73%) PB 2 (100%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in science ACEI 2.2 PTE 1a, 3a, 3e		UG 5 (45%) PB 2 (100%)	UG 4 (36%)	UG 2 (18%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in mathematics ACEI 2.3 PTE 1a, 3a, 3e			UG 2 (18%) PB 2 (100%)	UG 9 (82%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in social studies ACEI 2.4 PTE 1a, 3a			UG 1 (9%)	UG 10 (91%) PB 2 (100%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in the arts ACEI 2.5 PTE 1a, 3a				
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in physical education ACEI 2.7 PTE 1a, 3a		UG 5 (45%) PB 1 (50%)	UG 5 (45%) PB 1 (50%)	UG 1 (9%)
<b>CONTENT</b>				

<b>KNOWLEDGE</b> Concepts of teaching and learning in health education ACEI 2.6 PTE 1a, 3a				
<b>INTEGRATION</b> Integration of concepts across the curriculum ACEI 3.1 PTE 1a, 3l, 4a, 4g			UG 8 (73%)	UG 3 (27%) PB 2 (100%)
<b>ASSESSMENT</b> Use of assessment tools appropriate to learning outcomes ACEI 4.0 PTE 2g, 4c				
<b>DEVELOPMENT, LEARNING, AND MOTIVATION</b> Curriculum choices engage K-6 learners ACEI 3.1, 3.2, 3.3, 3.4 PTE 3a, c, 4a, g, i				
<b>DEVELOPMENT, LEARNING, AND MOTIVATION</b> <b>INTEGRATION</b> Reflections demonstrate understanding of the importance of integration of concepts for student learning and motivation ACEI 3.1, 3.2, 3.3, 3.4 PTE 3a, c, 4a, g, i				

**Planning Artifacts for Integrated Unit of Instruction**

Spring 2008 Summary Scores

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
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Undergraduate	4 (15%)	7 (27%)	8 (31%)	7 (27%)	26
Post Baccalaureate			1 (50%)	1 (50%)	2

**Planning for One Year of Instruction**

Spring 2008 Summary Scores

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate		1 (4%)	8 (31%)	12 (65%)	26
Post Baccalaureate				2 (100%)	2

**Planning Artifacts for Integrated Unit of Instruction**

Spring 2008

Undergraduate (UG) Teacher Candidates N=26

Post Baccalaureate (PB) Teacher Certification Candidates N=2

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
Environment and routines reflect understanding of teaching and learning in English language arts ACEI 2.1 PTEs 2a, 2b, 2c, 3b, 3c, 3d, 3k, 3i	UG 2 (8%)	UG 6 (23%)	UG 8 (31%)	UG 6 (23%) PB 2 (100%)
Environment and routines reflect understanding of teaching and learning in science ACEI 2.2 PTE 2a, 2b, 2c, 3b, 3c, 3d, 3e, 3k, 3i	UG 6 (23%)	UG 7 (27%)	UG 6 (23%)	UG 7 (27%) PB 2 (100%)
Environment and routines reflect knowledge of cognitive development and promote learning ACEI 3.1 PTE 2a, 3b, 3d, 3i, 3l, 3k, 4c	UG 3 (12%)	UG 3 (12%)	UG 14 (54%)	UG 6 (23%) PB 2 (100%)
Graphic organizer reflects a broad range of opportunities for supportive interaction in the classroom ACEI 3.5 PTE 3h, 4i, 5a, 5b, 5c, 5f		UG 3 (12%)	UG 13 (50%)	UG 10 (38%) PB 2 (100%)

Graphic organizer reflects a variety of communication tools for enhancing learning ACEI 3.5 PTE 5a, b, c, f		UG 3 (12%)	UG 14 (54%)	UG 9 (34%) PB 2 (100%)
Learning outcomes enhance critical thinking ACEI 3.3PTE 3a, 4f	UG 1 (4%)	UG 9 (34%)	UG 8 (31%)	UG 8 (31%) PB 2 (100%)
Learning outcomes actively engage students in learning ACEI 3.4 PTE 1d, 3a, 3g, 3j, 4f	UG 1 (4%)	UG 10 (38%)	UG 7 (27%)	UG 8 (31%) PB 2 (100%)
Learning outcomes make connections across fields of knowledge ACEI 3.1 PTE 1a,3a, 4a,g,f		UG 5 (19%)	UG 11 (42%)	UG 10 (38%) PB 2 (100%)
Learning outcomes demonstrate knowledge of developmental characteristics of K-6 learners ACEI 1 PTE 3a, 3h, 4c, e, f	UG 2 (8%)	UG 5 (19%)	UG 12 (46%)	UG 7 (27%) PB 2 (100%)
Resource list reflects an understanding of teaching and learning in language arts ACEI 2.1 PTE 2f,g, 3h	UG 3 (12%)	UG 4 (15%)	UG 10 (38%) PB 1 (50%)	UG 6 (23%) PB 1 (50%)
Resource list reflects an understanding of teaching and learning in science ACEI 2.2 PTE 2f, 2g	UG 5 (19%)	UG 8 (31%) PB 1 (50%)	UG 5 (19%)	UG 8 (31%) PB 1 (50%)
Daily logs demonstrate use of connections across concepts ACEI 3.1 PTE 1a, 4a, 4g		UG 4 (15%) PB 1 (50%)	UG 12 (46%)	UG 10 (38%) PB 1 (50%)
Daily logs demonstrate understanding of student	UG 1 (4%)	UG 11 (42%) PB 1 (50%)	UG 6 (23%)	UG 8 (31%) PB 1 (50%)

interests, motivation, and development ACEI 1 PTE 2h, 3h, 3j, 4c				
Daily logs demonstrate understanding of assessment ACEI 4 PTE 2e, 2f, 2g	UG 5 (19%)	UG 8 (31%)	UG 7 (27%)	UG 6 (23%) PB 2 (100%)
Use of strategies and materials that promote critical thinking ACEI 3.3 PTE 3a, 4f	UG 3 (12%)	UG 6 (23%)	UG 9 (34%)	UG 8 (31%) PB 2 (100%)
Use of strategies and materials that engage students in active learning ACEI 3.4 PTE 1d, 2h, 3g, j	UG 3 (12%)	UG 4 (15%)	UG 11 (42%) PB 1 (50%)	UG 8 (31%) PB 1 (50%)
Teaching and learning in a diverse community of learners ACEI 3.2 PTE 2h, 3h, 4d,e	UG 3 (12%)	UG 8 (31%) PB 1 (50%)	UG 10 (38%)	UG 5 (19%) PB 1 (50%)

**Planning for One Year of Instruction  
Spring 2008**

Undergraduate (UG) Teacher Candidates N=28

Post Baccalaureate (PB) Teacher Certification Candidates N=2

	<b>Unacceptable</b>	<b>Underdeveloped</b>	<b>Developing Professional</b>	<b>Exemplary</b>
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in L. A. ACEI 2.1 PTE 1a, 3a, c,f		UG 1 (4%)	UG 16 (57%)	UG 11 (39%) PB 2 (100%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in science ACEI 2.2 PTE 1a, 3a, 3e	UG 1 (4%)	UG 5 (18%)	UG 4 (14%)	UG 18 (64%) PB 2 (100%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in mathematics ACEI 2.3 PTE 1a, 3a, 3e		UG 2 (7%)	UG 15 (54%) PB 2 (100%)	UG 6 (21%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in social studies		UG 4 (14%)	UG 19 (68%) PB 1 (50%)	UG 4 (14%) PB 1 (50%)

ACEI 2.4 PTE 1a, 3a				
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in the arts ACEI 2.5 PTE 1a, 3a				
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in physical education ACEI 2.7 PTE 1a, 3a	UG 1 (4%)	UG 5 (18%)	UG 10 (36%) PB 2 (100%)	UG 12 (43%)
<b>CONTENT KNOWLEDGE</b> Concepts of teaching and learning in health education ACEI 2.6 PTE 1a, 3a				
<b>INTEGRATION</b> Integration of concepts across the curriculum ACEI 3.1 PTE 1a, 3l, 4a, 4g		UG 1 (4%)	UG 9 (32%) PB 1 (50%)	UG 18 (64%) PB 1 (50%)
<b>ASSESSMENT</b> Use of assessment tools appropriate to learning outcomes ACEI 4 PTE 2g, 4c		UG 3 (11%)	UG 20 (71%) PB 2 (100%)	UG 5 (18%)
<b>DEVELOPMENT, LEARNING, AND MOTIVATION</b> Curriculum choices engage K-6 learners ACEI 3.1, 3.2, 3.3, 3.4 PTE 3a, c, 4a, g, i		UG 3 (11%)	UG 21 (75%) PB 1 (50%)	UG 4 (14%) PB 1 (50%)
<b>DEVELOPMENT, LEARNING, AND MOTIVATION</b> <b>INTEGRATION</b> Reflections demonstrate understanding of the importance of integration of concepts for student learning and motivation ACEI 3.1, 3.2, 3.3, 3.4 PTE 3a, c, 4a, g, i		UG 3 (11%)	UG 21 (75%) PB 1 (50%)	UG 4 (14%) PB 1 (50%)

## **Section IV: Evidence for Meeting Standards**

### **Assessment 4: Assessment of Student Teaching (Benchmark IV)**

#### **1. Brief description of the assessment and its use in the program**

Teacher Candidates complete two student teaching placements of 8 weeks each, one in a primary grade classroom and one in an intermediate grade classroom, during the final semester of the teacher preparation program. The Assessment of Student Teaching is completed by the classroom Mentor Teacher for each placement at midterm to provide formative assessment feedback to the Teacher Candidate. The assessment captures observed teaching behaviors during both internships. The Teacher Candidate also completes a self-evaluation at the midterm of each placement. The Assessment of Student Teaching is again completed at the end of each placement by both the University Supervisor and the classroom Mentor Teacher. The final assessment by the classroom Mentor Teacher in the second internship is the official summative assessment of performance during student teaching.

#### **2. Alignment to ACEI standards**

At the close of the second eight week internship, Teacher Candidates are assessed by mentor classroom teachers who have observed their teaching on a day-to-day basis. While working with K-6 learners, Teacher Candidates must demonstrate an understanding of how children learn (ACEI 1.0) and must plan and implement instruction guided by formative and summative assessment (ACEI 4.0) and knowledge of the range of interests present in the classroom community (ACEI 3.4). They must plan for a diverse community of learners (ACEI 3.2) and must facilitate depth and breadth of conversation while engaging K-6 learners in metacognitive strategy development across content areas (ACEI 3.1, 3.3, 3.4, 3.5). Teacher Candidates must demonstrate professional dispositions of self-reflection, collegiality, and effective communication with parents and community entities (ACEI 5.1, 5.2).

#### **3. Analysis of data findings**

Of the 77 undergraduate and 4 post baccalaureate Teacher Candidates assessed in 2006-2007 and 2007-2008, 68 undergraduates and 3 post baccalaureates performed overall at the Developing Professional or Exemplary level. Nine undergraduate Teacher Candidates and 1 post baccalaureate performed overall at the Underdeveloped level. Performance at the Unacceptable level overall results in a failed internship; no Teacher Candidates performed overall at the Unacceptable level.

#### **4. Interpretation of Data as evidence of Meeting ACEI Standards**

ACEI Standard 1.0 Development, Learning and Motivation: Teacher Candidates demonstrated during the student teaching experience the ability to differentiate content and instruction to meet the developmental needs of a classroom of learners (exemplary 47% UG, 75% PB; developing professional 43% UG; underdeveloped 9% UG, 25% PB; unacceptable 0%).

ACEI Standard 3.1 Integrating and applying knowledge for instruction: Teacher Candidates planned instruction based on understanding of curriculum (exemplary 42% UG, 25% PB; developing professional 46% UG, 75% PB; underdeveloped 11% UG; unacceptable 1% UG), understanding of learners' prior knowledge (exemplary 51% UG, 50% PB; developing professional 28% UG, 25% PB; underdeveloped 20% UG, 25% PB; unacceptable 0%), and provided instruction that demonstrated appropriate content connections for the learning community (exemplary 42% UG, 75% PB; developing professional 41% UG, 25% PB; underdeveloped 16% UG; unacceptable 1% UG).

ACEI Standard 3.2 Adaptation to diverse students: Teacher Candidates provided instruction that intellectually engaged all students by accommodating a range of ability levels, interests, and ways of knowing (exemplary 51% UG, 50% PB; developing professional 31% UG, 25% PB; underdeveloped 18% UG, 25% PB; unacceptable 0%).

ACEI Standard 3.3 Development of critical thinking and problem solving: Teacher Candidates use a variety of instructional strategies to engage learners with a range of learning styles to develop metacognitive strategies for problem solving and evaluative reasoning (exemplary 46% UG, 50% PB; developing professional 36% UG, 25% PB; underdeveloped 15% UG, 25% PB; unacceptable 3% UG).

ACEI Standard 3.4 Active engagement in learning: Teacher Candidates engaged learners by creating a positive physical environment with a variety of resources (exemplary 51% UG, 75% PB; developing professional 34% UG, 25% PB; underdeveloped 11% UG; unacceptable 4% UG) and by designing engaging transitions between learning events (exemplary 38% UG, 75% PB; developing professional 53% UG; underdeveloped 6% UG, 25% PB; unacceptable 3% UG).

ACEI Standard 3.5 Communication to foster collaboration: Teacher Candidates facilitated the development of a community of learners through shared responsibility for classroom management (exemplary 42% UG, 50% PB; developing professional 44% UG, 25% PB; underdeveloped 11% UG, 25% PB; unacceptable 3% UG), through creating a positive social environment (exemplary 51% UG, 50% PB; developing professional 36% UG, 25% PB; underdeveloped 9% UG, 25% PB; unacceptable 3% UG), by communicating clear expectations (exemplary 51% UG, 50% PB; developing professional 35% UG, 25% PB; underdeveloped 11% UG, 25% PB; unacceptable 3% UG), and by developing a productive learning relationship with each learner (exemplary 50% UG, 50% PB; developing professional 40% UG, 50% PB; underdeveloped 7% UG; unacceptable 3% UG).

ACEI Standard 4.0 Assessment for instruction: Teacher candidates demonstrated the appropriate use of a variety of assessment strategies and used assessment information to communicate with learners (exemplary 50% UG, 25% PB; developing professional 34% UG, 50% PB; underdeveloped 14% UG, 25% PB; unacceptable 1% UG).

ACEI Standard 5.1 Professional growth, reflection, and evaluation: Teacher Candidates reflected on their role as a member of the teaching profession (exemplary 52% UG, 67% PB; developing professional 38% UG, 33% PB; underdeveloped 9% UG; unacceptable 3% UG), used reflection to improve instruction (exemplary 61% UG, 50% PB; developing professional 28% UG, 25% PB; underdeveloped 7% UG, 25% PB; unacceptable 4% UG), and continuously refined a personal philosophy of teaching (exemplary 47% UG, 50% PB; developing professional 42% UG, 50% PB; underdeveloped 9% UG; unacceptable 2% UG).

ACEI Standard 5.2 Collaboration with families, colleagues, and community agencies: Teacher Candidates self-assessed their professional role in the school community and in the profession (exemplary 48% UG, 75% PB; developing professional 38% UG, 25% PB; underdeveloped 10% UG; unacceptable 2% UG) and demonstrated a commitment to teaching through professional attire and additional effort (exemplary 62% UG, 76% PB; developing professional 30% UG, 25% PB; underdeveloped 8% UG; unacceptable 0%). Teacher Candidates fulfilled all professional responsibilities (exemplary 62% UG, 50% PB; developing professional 30% UG, 50% PB; underdeveloped 8% UG; unacceptable 0%), sought help from mentors and peers (exemplary 62% UG, 50% PB; developing professional 34% UG, 50% PB; underdeveloped 4% UG; unacceptable 0%) and used professional resources and professional development opportunities to improve teaching (exemplary 40% UG, 50% PB; developing professional 40% UG, 50% PB; underdeveloped 20% UG; unacceptable 0%). Teacher Candidates sought understanding of the community and the lives of children (exemplary 33% UG, 75% PB; developing professional 56% UG; underdeveloped 11% UG, 25% PB; unacceptable 0%), attended extracurricular activities (exemplary 46% UG, 50% PB; developing professional 40% UG, 50% PB; underdeveloped 14% UG; unacceptable 0%), and communicated effectively with parents (exemplary 34% UG; developing professional 46% UG, 75% PB; underdeveloped 14% UG, 25% PB; unacceptable 6% UG).

# The Student Teaching Evaluation Process

## Overview

The student teaching experience is designed as the culminating phase of the teacher education program. It allows student teachers to practice the skills they have acquired, to reflect on the integration into a classroom setting of the theories and skills learned, and to grow professionally, in preparation for their first year teaching. The evaluation process has been developed to complement the practice, reflection and growth within student teaching.

## **Mid Placement Evaluation Process (during the 4<sup>th</sup> week of the placement)**

- 1) The evaluation form, located in this handbook, on pages 18-23 is to be completed by cooperating teacher. Indicate levels of performance of the student teacher relative to each element of the Six Guiding Principles. Incorporate examples in the Notes/Evidence sections. These comments should represent an honest, clear assessment of the student teacher's performance to date.
- 2) Schedule a time to discuss the form with the student teacher. Integral to the conference is a discussion of the student teacher's performance, her/his skills, and areas for growth through the remainder of the student teaching experience. This will also be shared with the university coach. The university coach should be provided a copy of the mid-placement form. Include a brief narrative on the form including a description of placement and class (es) in which the student teacher worked.
- 3) Analysis of the student teacher's performance in *all* aspects of teaching – lesson plans, delivery, learning assessment, relationship with students and school community, and professionalism; and
- 4) Include specific examples to support analysis of student teacher's abilities.

**Note:** Should concerns be raised during the first placement conference that a candidate will *not* be able to grow sufficiently within the context of the second placement experience in order to earn a satisfactory rating as a beginning first year teacher, the Student Teaching Coordinators *must* be contacted immediately. Each candidate's situation will be managed individually, relying on the written assessments of both the classroom Mentor Teacher and the University Supervisor.

## **Student Teaching Performance Assessment**

### **End of the Student Teacher's Placement**

The purpose of this student teaching performance assessment is to provide:

- the student teaching triad with specific examples of activities and work for discussion, constructive feedback and reflection throughout the student teaching experience,
- the Student Teaching Triad and education faculty with a summative performance assessment of the student's preparation, and
- Education faculty with examples of student teachers' performance as evaluative data of the quality of the preparation program(s).

## ***Student Teaching Evaluation Form***

### ***Principle 1: Conceptual Understanding of Core Knowledge***

<b>Unacceptable</b>	<b>Underdeveloped</b>	<b>Developing Professional</b>	<b>Exemplary</b>
<b>•Demonstrates knowledge of student learning and development. ACEI 1.0</b>			
Level of content is inappropriate for most students. Minimal knowledge of student development is evidenced.	Basic understanding of developmental characteristics. Some activities and assignments demonstrate understanding of appropriate student development.	Activities and assignments often address the needs of individual learners as well as whole group.	Level of content is differentiated consistently to address a range of abilities. Activities and assignments incorporated all cognitive levels.
<i>Notes/Evidence:</i>			
<b>•Demonstrates knowledge of content, state standards and resources. ACEI 3.1</b>			
Insufficient content knowledge. Instruction is not aligned with state standards. There are few quality resource selections. Inaccurate, out-of-context or outdated information is presented.	Basic understanding of academic content as well as state standards. Uses limited variety of resources.	Strong content knowledge. Instruction aligned with state standards. Encourages diverse perspectives and engages students in the material through multiple resources.	Extensive, enriched content knowledge. Instruction aligned with state standards. Encourages diverse perspectives and engages students in the material through multiple resources.
<i>Notes/Evidence:</i>			
<b>•Demonstrates an understanding of a variety of assessment strategies. ACEI 4</b>			
Assessments not matched to instructional objectives and include little variety in assessment strategies used.	Assessments matched to instructional objectives and include some variety of assessment strategies utilized.	Assessments matched to instructional objectives. Multiple assessment strategies and adequate and timely feedback are utilized effectively	A broad range of formal and informal assessment strategies, matched to instructional objectives, utilized. Interactive feedback is ongoing and timely.
<i>Notes/Evidence:</i>			
<b>•Demonstrates the ability to develop comprehensive lesson plans. ACEI 3.1</b>			
Lesson plans are superficial, incomplete or inappropriate.	Lesson plans demonstrate adequate coverage of content and attempt to address the larger scope and sequence. Plans include adequate assessment strategies.	Lesson plans are well organized, comprehensive. Include appropriate coverage of content, application of state standards, and assessment strategies. Demonstrate relationship to scope and sequence.	Lesson plans are detailed, comprehensive, and incorporate creative elements. They include all expected components as well as recognition of prerequisite knowledge.
<i>Notes/Evidence:</i>			



**Principle 2: Reflective Practice**

Unacceptable	Underdeveloped	Developing Professional	Exemplary
<p>•Reflects upon oneself in writing as a member of the teaching profession. ACEI 5.1</p>			
<p>Written evidence of reflection is lacking.</p>	<p>Written evidence of reflection is presented at a descriptive level only. Offers limited vision of self as a teaching professional.</p>	<p>Reflection is meaningful. Written evidence includes self assessment.</p>	<p>Written reflection consistently addresses self as a teacher, provides rationale for decisions, and describes potential changes.</p>
<p><i>Notes/Evidence:</i></p>			
<p>•Uses reflection to improve instruction. ACEI 5.1</p>			
<p>Provides limited evidence of changes made to instruction based on reflection of previous instruction.</p>	<p>Changes made to instruction based on reflection of previous instruction occur at times.</p>	<p>Consistently makes changes to instruction based on feedback provided and reflection of previous instruction and use of assessments.</p>	<p>Seeks feedback routinely on changes to instruction based on reflection of previous instruction and systematic use of assessments.</p>
<p><i>Notes/Evidence:</i></p>			
<p>•Identifies ways to improve as an individual, a part of the school community and a part of the teaching profession. ACEI 5.2</p>			
<p>Provides limited evidence of efforts to improve as a teacher.</p>	<p>Attends and provides written reflection about faculty meetings and professional development activities in the school and corporation.</p>	<p>Applies information learned from faculty meetings and professional development activities in the school and corporation. Seeks advice from colleagues about self improvement.</p>	<p>Internalizes and shares knowledge from faculty meetings and professional development activities. Actively seeks opportunities from colleagues and the professional community to improve as a teaching professional.</p>
<p><i>Notes/Evidence:</i></p>			

***Principle 3: Teaching for Understanding***

Unacceptable	Underdeveloped	Developing Professional	Exemplary
<p>•Plans and demonstrates classroom management. ACEI 3.5</p>			
<p>Limited expectations are established. Student behavior not monitored appropriately. Teacher response is lacking or inconsistent.</p>	<p>Expectations are established for most situations. Teacher generally aware of student behavior. Attempts are made to respond to misbehavior but with inconsistent results.</p>	<p>Expectations are clear to all students. Teacher is consistently alert to student behavior. Teacher responds to misbehavior in an appropriate and successful manner, which maintains student dignity.</p>	<p>Expectations are clear to all students. Expectations appear to have been developed with student input. Teacher monitoring is subtle, and students respectfully monitor one another. Teacher responds effectively and is sensitive to student needs.</p>
<p><i>Notes/Evidence:</i></p>			
<p>•Develops a positive physical environment through appropriate planning and use of space, materials, resources and instructional time. ACEI 3.4</p>			
<p>Instructional time is wasted. There is lack of preparation and organization of materials, resources, equipment and space.</p>	<p>Adequate planning for instructional time is evident. There is appropriate use of space, materials, resources and equipment</p>	<p>Instructional time is utilized efficiently. The physical environment is prepared to complement instruction. Materials and resources engage students.</p>	<p>Instructional time is utilized to its fullest extent, bell-to-bell. Physical environment is integrated fully to achieve instructional goals through extensive and flexible planning. Materials and resources are utilized creatively.</p>
<p><i>Notes/Evidence:</i></p>			
<p>•Develops a positive social environment. ACEI 3.5</p>			
<p>Allows off-task behavior. Students demonstrate negative behaviors towards peers. Diverse opinions relating to learning taking place are not welcomed.</p>	<p>Creates an environment in which students are involved and on task. Students are able to work cooperatively to accomplish instructional objectives.</p>	<p>Creates an environment in which students consistently are involved and on task. Diverse opinions are respected. Students feel safe taking risks to accomplish instructional objectives.</p>	<p>Creates an environment where students are fully engaged and on task; in which diverse opinions are not only encouraged, but also nurtured. Students accept and encourage one another to take ownership in accomplishing instructional objectives.</p>
<p><i>Notes/Evidence:</i></p>			
<p>•Develops a positive academic environment by communicating clear expectations, engaging students, providing meaningful responses and using multiple teaching strategies. ACEI 3.5</p>			
<p>Poor communication. Primarily one teaching strategy utilized. Students are generally passive.</p>	<p>Learning environment is orderly and reflects attempts to engage students. Limited instructional strategies are utilized. Teacher responses are adequate.</p>	<p>Students understand the expectations for learning. Students are engaged by instruction and activities and given meaningful teacher responses. Instructional strategies vary.</p>	<p>Learning expectations are developed and revised with students. Consistent mix of instructional strategies is used continually. Meaningful responses are an integral part of the teachers' classroom communication.</p>
<p><i>Notes/Evidence:</i></p>			

**Principle 4: Passion for Learning**

Unacceptable	Underdeveloped	Developing Professional	Exemplary
<p>•Acts professionally and appropriately. ACEI 5.2</p>			
<p>Is not punctual. Dresses inappropriately. Interactions with students and colleagues are not respectful and language use is inappropriate. Does not reflect a commitment to teaching.</p>	<p>Usually is punctual. Dress is professionally appropriate. Interactions with students and colleagues generally are respectful and language use is appropriate. Commitment to teaching is apparent.</p>	<p>Is punctual. Dress is professionally appropriate. Interactions with students and colleagues are respectful and language use is appropriate. Clearly is committed to teaching.</p>	<p>Frequently uses time productively before and/or after school. Dress is professionally appropriate. Interactions with students and colleagues are respectful and language use is appropriate. Commitment to teaching is exhibited through additional effort.</p>
<p><i>Notes/Evidence:</i></p>			
<p>•Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction. ACEI 5.2</p>			
<p>Is not receptive to constructive criticism and suggestions.</p>	<p>Accepts constructive criticism and at times, incorporates suggestions into subsequent behavior and/or instruction.</p>	<p>Accepts constructive criticism and consistently incorporates suggestions into subsequent behavior and/or instruction.</p>	<p>Actively seeks out constructive criticism and suggestions. Consistently incorporates them into subsequent behavior and/or instruction.</p>
<p><i>Notes/Evidence:</i></p>			
<p>•Accepts all professional responsibilities communicated by supervising teacher, school and corporation for instructional and non-instructional duties. ACEI 5.2</p>			
<p>Seldom completes professional responsibilities communicated.</p>	<p>Accepts most professional responsibilities communicated, and generally completes them satisfactorily.</p>	<p>Accepts all professional responsibilities communicated, and consistently completes them satisfactorily.</p>	<p>Demonstrates initiative and seeks additional responsibilities. Completes well all professional responsibilities communicated.</p>
<p><i>Notes/Evidence:</i></p>			
<p>•Demonstrates an understanding of current issues within the school community, the teaching profession and public education. ACEI 5.2</p>			
<p>Demonstrates minimal interest and understanding in current issues.</p>	<p>Is conversant in current issues within the school community. Attends some professional opportunities, such as school board and faculty meetings.</p>	<p>Seems well versed in current issues. Regularly reads professional journals. Routinely attends professional meetings in the school community.</p>	<p>Is well versed in current issues. Regularly reads professional journals and actively participates in discussions with colleagues. Routinely attends and actively participates in professional meetings in the school community.</p>
<p><i>Notes/Evidence:</i></p>			
<p>•Refines continuously an individual philosophy of teaching. ACEI 5.1</p>			
<p>Written or verbal evidence of refinement of individual philosophy of teaching is not evident.</p>	<p>Written or verbal evidence of reflection is at a descriptive level. Changes to philosophy of teaching are expressed.</p>	<p>Both written and verbal reflections are evident and lead to refinement of philosophy of teaching and learning.</p>	<p>Both written and verbal reflections are evident and shared, seeking advice and additional perspectives. Actively engaged in refinement of philosophy of teaching and learning.</p>
<p><i>Notes/Evidence:</i></p>			

**Principle 5: Understanding School in context of Society and Culture**

Unacceptable	Underdeveloped	Developing Professional	Exemplary
<p>•Develops lessons that reflect individual student ability levels resulting in the intellectual engagement of all students. ACEI 3.2</p>			
<p>Differentiation is lacking in the instructional process. One lesson is taught to all students regardless of ability level.</p>	<p>Some attempts are made to meet students' cognitive development. Demonstrates limited differentiation.</p>	<p>Instruction is differentiated for many ability levels. Expectations are communicated effectively. Successful instruction is demonstrated to meet students' cognitive needs.</p>	<p>Instruction is differentiated for all ability levels. Students are challenged and engaged as active participants.</p>
<p><i>Notes/Evidence:</i></p>			
<p>•Develops lessons that are creative, engaging and are appropriate for the learning community. ACEI 3.1</p>			
<p>Lessons lack creativity. Minimal effort evident to connect curriculum content to the learning community.</p>	<p>Some effort is evident to connect curriculum content to the learning community. Lessons reflect some creativity at a basic level.</p>	<p>Student engagement is reflected both in the classroom environment and in student work. Through creative activities, lessons reflect the interests of the students.</p>	<p>Lessons demonstrate a strong connection between students' interests and life experiences. Students are inspired to pursue interests through creative lessons that incorporate higher level thinking skills.</p>
<p><i>Notes/Evidence:</i></p>			
<p>•Develops instructional activities that address multiple learning styles and facilitate development of metacognitive strategies for problem solving and evaluative reasoning. ACEI 3.3</p>			
<p>Depends on one or two teaching strategies that do not meet all learning styles. No development of metacognitive strategies</p>	<p>Limited awareness of learning styles. Begins to address the basic diverse needs of students. Few metacognitive strategies.</p>	<p>The curriculum is adapted to diverse learners with unique needs and talents. Lesson plans reflect a variety of strategies some of which facilitate metacognitive strategy use.</p>	<p>Lesson plans indicate the use of multiple teaching strategies that address multiple learning styles and facilitate development of metacognitive strategies for problem solving and evaluative reasoning.</p>
<p><i>Notes/Evidence:</i></p>			
<p>•Builds productive learning relationships with students. ACEI 3.5</p>			
<p>Views students only as part of the whole classroom. Limited effort is made to view the individual student holistically. Limited effort is made to build a foundation of respect and rapport.</p>	<p>Some efforts are made to view individual students holistically. Teacher-student interaction builds a foundation of respect and rapport.</p>	<p>Attempts to understand each individual student. Builds a foundation of respect and rapport not only through interactions but also through quality teaching strategies.</p>	<p>Develops a multi-faceted picture of each student through a variety of personalized learning engagements. Established mutual respect and rapport are evident.</p>
<p><i>Notes/Evidence:</i></p>			

**Principle 6: Professionalism**

Unacceptable	Underdeveloped	Developing Professional	Exemplary
<p>•Acquires an understanding of the community and students' lives outside of the school environment and classroom. ACEI 5.2</p>			
<p>Demonstrates little effort or interest to reach out to the school community. Unresponsive to duties outside of the classroom</p>	<p>Shows some initiative in understanding the community.</p>	<p>Demonstrates an understanding of the community and available community resources.</p>	<p>Takes initiative and makes connections with community. Utilizes available resources.</p>
<p><i>Notes/Evidence:</i></p>			
<p>•Becomes a productive member within the school. ACEI 5.2</p>			
<p>Seldom interacts with colleagues. Limited participation in professional development or extracurricular activities.</p>	<p>Shows some initiative in working with colleagues. Attends, when asked, professional development or extracurricular activities.</p>	<p>Interacts regularly with colleagues. Regularly attends additional faculty opportunities and extracurricular activities.</p>	<p>Takes the initiative to collaborate with colleagues. Regularly attends and actively participates in additional faculty opportunities and extracurricular activities.</p>
<p><i>Notes/Evidence:</i></p>			
<p>•Communicates with parents effectively in person, by telephone, email, or newsletters ACEI 5.2</p>			
<p>Utilizes no form of parent communication regarding class activities or student performance.</p>	<p>Communicates with parents when students are having difficulty in class.</p>	<p>Communicates routinely with parents to provide information about class activities and student performance.</p>	<p>Utilizes creative ways to communicate with parents to provide information about class activities, to encourage their involvement in the students' learning and to report all students' performance.</p>
<p><i>Notes/Evidence:</i></p>			
<p>•Provides positive transitions in classroom and learning communities. ACEI 3.4</p>			
<p>Transitions lacking between learning activities, class periods or daily routines.</p>	<p>Provides transitions between learning activities, class periods or daily routines inconsistently.</p>	<p>Regularly, provides positive transitions between learning activities, class periods or daily routines.</p>	<p>Incorporates creative, productive transitions between learning activities, class periods or daily routines.</p>
<p><i>Notes/Evidence:</i></p>			

Student Teacher's Name (please print) \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher's Signature \_\_\_\_\_ Subject/Grade \_\_\_\_\_

School Name School Corporation \_\_\_\_\_

## Assessment of Student Teaching 2006-2007

### Summary Scores

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate		5	17	25	47
Post Baccalaureate		1		2	3

Undergraduate (UG) Teacher Candidates N=47

Post Baccalaureate (PB) Teacher Certification Candidates N=3

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
<b>PTE 1</b> Demonstrates knowledge of student learning and development. ACEI 1.0		UG 4 (9%) PB 1 (33%)	UG 18 (38%)	UG 22 (47%) PB 2 (67%)
Demonstrates knowledge of content, state standards and resources. ACEI 3.1		UG 6 (13%)	UG 19 (40%) PB 2 (67%)	UG 19 (40%) PB 1 (33%)
Demonstrates an understanding of a variety of assessment strategies. ACEI 4		UG 5 (11%) PB 1 (33%)	UG 17 (36%) PB 1 (33%)	UG 21 (45%) PB 1 (33%)
Demonstrates the ability to develop comprehensive lesson plans. ACEI 3.1		UG 8 (17%) PB 1 (33%)	UG 14 (30%)	UG 22 (47%) PB 2 (67%)
<b>PTE 2</b> Reflects upon oneself in writing as a member of the teaching profession. ACEI 5.1	UG 1 (2%)	UG 2 (4%)	UG 15 (32%) PB 1 (33%)	UG 18 (38%) PB 2 (67%)
Uses reflection to improve instruction. ACEI 5.1	UG 2 (4%)	UG 4 (9%) PB 1 (33%)	UG 10 (21%) PB 1 (33%)	UG 26 (55%) PB 1 (33%)
Identifies ways to improve as an individual, a part of the school community and a part of the teaching profession. ACEI 5.2	UG 1 (2%)	UG 5 (11%)	UG 15 (32%) PB 1 (33%)	UG 21 (45%) PB 2 (67%)
<b>PTE 3</b> Plans and demonstrates classroom management. ACEI 3.5	UG 1 (2%)	UG 5 (11%) PB 1 (33%)	UG 20 (43%)	UG 18 (38%) PB 2 (67%)
Develops a positive physical environment through appropriate planning and use of space, materials, resources and instructional time. ACEI 3.4	UG 2 (4%)	UG 5 (11%)	UG 15 (32%) PB 1 (33%)	UG 22 (47%) PB 2 (67%)
Develops a positive social environment. ACEI 3.5	UG 1 (2%)	UG 3 (6%) PB 1 (33%)	UG 18 (38%)	UG 22 (47%) PB 2 (67%)

Develops a positive academic environment by communicating clear expectations, engaging students, providing meaningful responses and using multiple teaching strategies. ACEI 3.5	UG 1 (2%)	UG 5 (11%) PB 1 (33%)	UG 14 (30%)	UG 24 (51%) PB 2 (67%)
<b>PTE 4</b> Acts professionally and appropriately. ACEI 5.2		UG 3 (6%)	UG 10 (21%)	UG 31 (66%) PB 3 (100%)
Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction. ACEI 5.2		UG 2 (4%)	UG 15 (32%) PB 2 (67%)	UG 27 (57%) PB 1 (33%)
Accepts all professional responsibilities communicated by supervising teacher, school and corporation for instructional and non-instructional duties. ACEI 5.2		UG 5 (11%)	UG 9 (19%) PB 1 (33%)	UG 30 (64%) PB 2 (67%)
Demonstrates an understanding of current issues within the school community, the teaching profession and public education. ACEI 5.2		UG 8 (17%)	UG 19 (40%)	UG 14 (30%) PB 2 (67%)
Refines continuously an individual philosophy of teaching. ACEI 5.1		UG 3 (6%)	UG 19 (40%) PB 2 (67%)	UG 18 (38%) PB 1 (33%)
<b>PTE 5</b> Develops lessons that reflect individual student ability levels resulting in the intellectual engagement of all students. ACEI 3.2		UG 6 (13%) PB 1 (33%)	UG 15 (32%)	UG 23 (49%) PB 2 (67%)
Develops lessons that are creative, engaging and are appropriate for the learning community. ACEI 3.1	UG 1 (2%)	UG 6 (13%)	UG 20 (43%) PB 1 (33%)	UG 17 (36%) PB 2 (67%)
Develops instructional activities that address multiple learning styles and facilitate metacognitive	UG 1 (2%)	UG 6 (13%) PB 1 (33%)	UG 17 (36%)	UG 20 (43%) PB 2 (67%)

strategy development. ACEI 3.3				
Builds productive learning relationships with students. ACEI 3.5	UG 1 (2%)	UG 3 (6%)	UG 19 (40%) PB 2 (67%)	UG 21 (45%) PB 1 (33%)
<b>PTE 6</b> Acquires an understanding of the community and students' lives outside of the school environment and classroom. ACEI 5.2		UG 5 (11%) PB 1 (33%)	UG 26 (55%)	UG 12 (26%) PB 2 (67%)
Becomes a productive member within the school. ACEI 5.2		UG 5 (11%)	UG 17 (36%) PB 2 (67%)	UG 20 (43%) PB 1 (33%)
Communicates with parents effectively in person, by telephone, email, or newsletters ACEI 5.2	UG 3 (6%)	UG 4 (9%)	UG 22 (47%) PB 3 (100%)	UG 12 (26%)
Provides positive transitions in classroom and learning communities. ACEI 3.4	UG 1 (2%)	UG 2 (4%) PB 1 (33%)	UG 24 (51%)	UG 16 (34%) PB 2 (67%)

### Assessment of Student Teaching 2007-2008

#### Summary Scores

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate		4	12	14	30
Post Baccalaureate			1		1

Undergraduate (UG) Teacher Candidates N=30

Post Baccalaureate (PB) Teacher Certification Candidates N=1

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
<b>PTE 1</b> Demonstrates knowledge of student learning and development. ACEI 1.0		UG 3 (10%)	UG 14 (47%)	UG 13 (43%) PB 1 (100%)
Demonstrates knowledge of content, state standards and resources. ACEI 3.1	UG 1 (3%)	UG 2 (7%)	UG 15 (50%) PB 1 (100%)	UG 12 (40%)
Demonstrates an understanding of a variety of assessment strategies. ACEI 4	UG 1 (3%)	UG 5 (17%)	UG 8 (27%) PB 1 (100%)	UG 16 (53%)
Demonstrates the ability to develop comprehensive lesson plans. ACEI 3.1		UG 7 (23%)	UG 7 (23%) PB 1 (100%)	UG 16 (53%)



<b>PTE 2</b> Reflects upon oneself in writing as a member of the teaching profession. ACEI 5.1	UG 1 (3%)	UG 2 (7%)	UG 9 (30%)	UG 15 (50%) PB 1 (100%)
Uses reflection to improve instruction. ACEI 5.1	UG 1 (3%)	UG 1 (3%)	UG 10 (33%)	UG 17 (57%) PB 1 (100%)
Identifies ways to improve as an individual, a part of the school community and a part of the teaching profession. ACEI 5.2	UG 1 (3%)	UG 2 (7%)	UG 12 (40%)	UG 13 (43%) PB 1 (100%)
<b>PTE 3</b> Plans and demonstrates classroom management. ACEI 3.5	UG 1 (3%)	UG 3 (10%)	UG 13 (43%) PB 1 (100%)	UG 13 (43%)
Develops a positive physical environment through appropriate planning and use of space, materials, resources and instructional time. ACEI 3.4	UG 1 (3%)	UG 3 (10%)	UG 10 (33%)	UG 16 (53%) PB 1 (100%)
Develops a positive social environment. ACEI 3.5	UG 1 (3%)	UG 4 (13%)	UG 9 (30%) PB 1 (100%)	UG 16 (53%)
Develops a positive academic environment by communicating clear expectations, engaging students, providing meaningful responses and using multiple teaching strategies. ACEI 3.5	UG 1 (3%)	UG 3 (10%)	UG 12 (40%) PB 1 (100%)	UG 14 (47%)
<b>PTE 4</b> Acts professionally and appropriately. ACEI 5.2		UG 3 (10%)	UG 12 (40%) PB 1 (100%)	UG 15 (50%)
Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction. ACEI 5.2		UG 1 (3%)	UG 10 (33%)	UG 19 (63%) PB 1 (100%)
Accepts all professional responsibilities communicated by supervising teacher, school and corporation for instructional and non-instructional duties. ACEI 5.2		UG 1 (3%)	UG 13 (43%) PB 1 (100%)	UG 16 (53%)

Demonstrates an understanding of current issues within the school community, the teaching profession and public education. ACEI 5.2		UG 6 (20%) PB 1 (100%)	UG 9 (30%)	UG 14 (47%)
Refines continuously an individual philosophy of teaching. ACEI 5.1	UG 1 (3%)	UG 3 (10%)	UG 10 (33%)	UG 14 (47%) PB 1 (100%)
<b>PTE 5</b> Develops lessons that reflect individual student ability levels resulting in the intellectual engagement of all students. ACEI 3.2		UG 7 (23%)	UG 8 (27%) PB 1 (100%)	UG 15 (50%)
Develops lessons that are creative, engaging and are appropriate for the learning community. ACEI 3.1		UG 6 (20%)	UG 10 (33%)	UG 14 (47%) PB 1 (100%)
Develops instructional activities that address multiple learning styles and facilitate metacognitive strategy development. ACEI 3.3	UG 1 (3%)	UG 5 (17%)	UG 10 (33%) PB 1 (100%)	UG 14 (47%)
Builds productive learning relationships with students. ACEI 3.5	UG 1 (3%)	UG 2 (7%)	UG 11 (37%)	UG 16 (53%) PB 1 (100%)
<b>PTE 6</b> Acquires an understanding of the community and students' lives outside of the school environment and classroom. ACEI 5.2		UG 3 (10%)	UG 14 (47%)	UG 12 (40%) PB 1 (100%)
Becomes a productive member within the school. ACEI 5.2		UG 5 (17%)	UG 12 (40%)	UG 13 (43%) PB 1 (100%)
Communicates with parents effectively in person, by telephone, email, or newsletters ACEI 5.2	UG 1 (3%)	UG 6 (20%) PB 1 (100%)	UG 10 (33%)	UG 12 (40%)
Provides positive transitions in classroom and learning communities. ACEI 3.4	UG 1 (3%)	UG 2 (7%)	UG 14 (47%)	UG 12 (40%) PB 1 (100%)

## **Section IV: Evidence for Meeting Standards**

### **Assessment 5: Assessment of Teacher Candidate Impact on Student Learning: Teaching Portfolio with Video (Benchmark III)**

#### 1. Brief description of the assessment and its use in the program

Teacher Candidates are guided to create a brief teaching portfolio with video capture of one lesson. The portfolio contains lesson plans that demonstrate planning for differentiated instruction for either mathematics or literacy and also provides evidence of implementation of instruction through a video-taped classroom lesson. Other artifacts included in the portfolio are samples of K-6 student work, a discussion of the classroom environment, and reflection on instruction. This assignment is completed just prior to student teaching, in the first semester of the senior year. The portfolio is a simplified version of the portfolio required of novice teachers by the State of Indiana in their second year of classroom teaching to move from probationary to permanent licensure.

#### 2. A description of how this assessment specifically aligns with the standards for which it is cited

Teacher Candidates assemble a brief teaching portfolio containing artifacts that demonstrate competencies related to instruction. They provide a description of the community of learners in the field experience classroom and describe the range of abilities and interests of the K-6 learners. From the community of learners they select two learners, one who performs at grade level and one who does not, and create differentiated lesson plans to meet the needs of both learners (ACEI 3.1 and 3.2) as well as the needs of the entire learning community. Teacher Candidates provide a video recording of implementation of the planning that demonstrates competencies of supportive interaction with K-6 learners (ACEI 3.5), student engagement (ACEI 3.4), and use of strategies that facilitate development of critical thinking (ACEI 3.3). Teacher candidates create a rubric to assess student work and collect student work as evidence of student learning (ACEI 4.0). Reflections on student work and on teaching and learning captured by the video tape demonstrate Teacher Candidates' ability to evaluate effects of instruction on K-6 learners (ACEI 5.1).

#### 3. A brief analysis of the data findings

In the 2006-2007 and 2007-2008 academic years, 64 Undergraduate Teacher Candidates and 7 Post Baccalaureate Teacher Candidates completed the work for this assessment. All Teacher Candidates performed at the Exemplary (Undergraduate 18, Post Baccalaureate 4) or Developing Professional (Undergraduate 46, Post Baccalaureate 3) levels overall.

#### 4. An interpretation of how that data provides evidence for meeting standards

3.1 Integrating and applying knowledge for instruction: Candidates demonstrated through planning artifacts and videotaped instruction the ability to use information about K-6 learners' development and background knowledge to plan instruction and facilitate student engagement in subject matter (Exemplary: Undergraduate 17/Post Baccalaureate 4; Developing Professional: Undergraduate 47/Post Baccalaureate 3).

3.2 Adaptation to diverse students: Candidates demonstrated through planning, videotaped instruction and written commentary on the community of learners the ability to plan and implement instruction using strategies that are sensitive to the multiple experiences and learning styles of a classroom of K-6 learners (Exemplary: Undergraduate 21/Post Baccalaureate 4; Developing Professional 43/Post Baccalaureate 3).

3.3 Development of critical thinking and problem solving: Candidates demonstrated through lesson planning and instruction on video tape that they plan instruction that is authentic and relevant to the lives of K-6 learners, that they facilitate K-6 learner inquiry and use of strategies. Candidates demonstrated in their instruction that they modeled higher order thinking as well as facilitated higher order thinking of K-6 learners during instruction (Exemplary: Undergraduate 17/Post Baccalaureate 4; Developing Professional: Undergraduate 47/Post Baccalaureate 3).

3.4 Active engagement in learning: Candidates demonstrated through instruction on video tape that they engage K-6 learners in their own learning and provide diverse pathways to learning. They demonstrated through lesson planning that they considered student needs based on the commentary on the community of learners and that they planned instruction that would facilitate higher order thinking in K-6 learners (Exemplary: Undergraduate 21/Post Baccalaureate 4; Developing Professional 43/Post Baccalaureate 3).

1. .

3.5 Communication to foster collaboration: Candidates demonstrated through video taped instruction and lesson planning that they facilitate learning through effective communication techniques. They provided verbal, visual, and media assisted information to support and scaffold learning and used instructional strategies that supported K-6 learner interaction and collaboration (Exemplary: Undergraduate 21/Post Baccalaureate 4; Developing Professional 43/Post Baccalaureate 3).

4.0 Assessment for instruction: Candidates demonstrated through use of assessment tools that they evaluate student learning, that they use performance data about K-6 learners to plan instruction, and that they provide specific and accurate feedback of learner work in order to improve subsequent learner work (Exemplary: Undergraduate 27/Post Baccalaureate 4; Developing Professional: Undergraduate 37/Post Baccalaureate 3).

5.1 Professional growth, reflection, and evaluation: Candidates demonstrated through reflective writing that they evaluated learning and instruction, and used the writing to guide professional growth and subsequent professional inquiry. Reflective writing demonstrated that Candidates understand the impact on K-6 learners of the instructional decisions they make (Exemplary: Undergraduate 20/Post Baccalaureate 4; Developing Professional: Undergraduate 44/Post Baccalaureate 3).

## **ASSESSMENT OF TEACHER CANDIDATE IMPACT ON STUDENT LEARNING: Teaching Portfolio with video**

EDUC M202

### Assessment Guidelines

Overview: The focus of this assignment is instruction. You will provide written description of the context for teaching and of the community of learners, you will provide lesson plans and reflections, and you will provide artifacts that demonstrate teaching and learning. These artifacts include a 15 minute video segment of your teaching, and examples of student work associated with related instruction. This work is similar to the work you will be required to complete by the State of Indiana in your second year of classroom teaching in order to move from probationary to permanent licensure.

To become familiar with state requirements, you will use the forms and formats in the DOE/DPS Elementary Education Handbook. You will find page references throughout these guidelines.

#### **Cover Page and Table of Contents:**

Create a Cover Page and a Table of Contents Page

Include major sections and include page numbers

#### **The Learning Community**

Complete Teaching Portfolio Class Profile Form (pp. 12, 13, 33)

Write Commentary on the Learning Community in Your Classroom (consult Handbook)

#### **Series of Lessons ACEI 3.1, 3.2, 4.0**

Write Commentary on Literacy or Numeracy Instruction (consult Handbook)

Write Commentary on 2 Students' Literacy or Numeracy Learning (Choose one student performing on grade level and one not performing on grade level)

Create a series of lessons, using Lesson Plan Forms and guidelines for collecting student work (use T.2 and T.3 forms, pp. 16-17, 35-38)

Create a rubric or other assessment tool to assess student learning. Use the assessment to assess the work of both students.

Include samples of student work for both students.

#### **Video Recording ACEI 3.3, 3.4, 3.5**

Record yourself teaching one lesson in the series (review rubric and PTEs for criteria for instruction)

#### **Reflection ACEI 4.0, 5.1**

Evaluate your teaching and student learning

Write a Commentary (see Handbook)

**ASSESSMENT OF TEACHER CANDIDATE IMPACT ON STUDENT LEARNING: Teaching Portfolio with video**  
**EDUC M 202 SCORING RUBRIC**

OBSERVATIONS/EVIDENCE	UNACCEPTABLE	UNDERDEVELOPED	DEVELOPING PROFESSIONAL	EXEMPLARY
<p>Teacher Candidate demonstrates an understanding of and adherence to the IUPUC Principles of Teacher Education as standards for pre-service teachers.</p> <p>Places to look for evidence:</p> <ul style="list-style-type: none"> <li>➤ Coherence and clarity of the portfolio overall</li> </ul> <p>PTE 1a,f,h, 4a</p>	<p>Concepts are not demonstrated.</p>	<p>-Portfolio contents provide evidence that the Teacher Candidate does not fully understand or operate on the Principles of Teacher Education.</p> <p>-The Teacher Candidate uses little professional discourse and communicates in an unclear manner.</p>	<p>-Portfolio contents reflect a general understanding of and intent to practice the Principles of Teacher Education.</p> <p>-The Teacher Candidate uses some professional discourse with enough clarity to communicate his or her personal framework.</p>	<p>-Portfolio contents exemplify a deep conceptual understanding of the Principles of Teacher Education.</p> <p>-The Teacher Candidate has appropriated the professional discourse and communicates with unmistakable clarity.</p>
<p>Planning and instruction engage students and promote critical thinking.</p> <p>Places to look for evidence:</p> <ul style="list-style-type: none"> <li>➤ Lesson plan and analysis of student work</li> <li>➤ Videotape</li> </ul> <p>ACEI Standard 3.1, 3.3, 3.4  PTE 1a, b, d, e, f, g, h, 2a, b, h, 3a, c, e, f, g, h, I, j, l, m, 4c, d, e, f, g, i, 6b</p>	<p>Concepts are not demonstrated.</p>	<p>-The objectives, content, sequence of learning activities, strategies and selection of resources are not well aligned and unlikely to deliver effective student learning.</p> <p>-Teaching is rote. Students lose interest. Little evidence of student or Teacher Candidate learning.</p>	<p>-The objectives, content, sequence of learning activities, strategies and selection of resources reflect the ability to make connections and to motivate students to learn.</p> <p>-Teaching encourages student thinking and initiative. Students are engaged. Some evidence of student and Teacher Candidate learning.</p>	<p>-The objectives, content, sequence of learning activities, strategies and selection of resources reflect the ability to envision cycles of classroom-based inquiry.</p> <p>-Teaching is relevant and authentic. Students are engaged and involved in higher order thinking. Ample evidence of student and Teacher Candidate learning.</p>
<p>The Teacher Candidate addresses the learning needs of all students.</p> <p>Places to look for evidence:</p> <ul style="list-style-type: none"> <li>➤ Background information</li> <li>➤ Adaptations/modifications for the special needs of children</li> </ul> <p>ACEI Standard 3.2, 3.4, 3.5  PTE 2c, h, 4b, c, d, e, f, i, 5b</p>	<p>Concepts are not demonstrated.</p>	<p>-The Teacher Candidate overlooks the importance of students' funds of knowledge, interests or developmental needs.</p> <p>-The Teacher Candidate displays a deficit or uninformed perspective about differences among the students. There is little evidence of student collaboration</p>	<p>The Teacher Candidate is aware of students' unique funds of knowledge, interests and developmental needs.</p> <p>-The Teacher Candidate displays high expectations for all students and facilitates collaboration in the classroom at times.</p>	<p>-The Teacher Candidate appreciates and consciously attempts to build on students' unique funds of knowledge, interests and developmental needs.</p> <p>-The Teacher Candidate provides and facilitates diverse pathways to learning and facilitates collaboration in the classroom</p>

OBSERVATIONS/EVIDENCE	UNACCEPTABLE	UNDERDEVELOPED	INITIAL PRACTITIONER	EXEMPLARY
<p>The Teacher Candidate assesses student learning.</p> <p>Places to look for evidence:</p> <ul style="list-style-type: none"> <li>➤ Analysis of student learning</li> <li>➤ Rubrics developed and implemented</li> </ul> <p>ACEI Standard 4.0 PTE 2b, e, f, g, h</p>	<p>Concepts are not demonstrated.</p>	<p>-The Teacher Candidate gives little conscious thought to the assessment of student learning.</p> <p>-Rubrics are underdeveloped and/or poorly applied.</p> <p>-The Teacher Candidate provides little or no feedback to students.</p>	<p>-The Teacher Candidate recognizes some indicators of student learning.</p> <p>-Rubrics are useful and appropriate.</p> <p>-The Teacher Candidate provides feedback to students.</p>	<p>-The Teacher Candidate clearly plans ahead and is deliberate about the assessment of student learning.</p> <p>-Rubrics support the lesson and student learning.</p> <p>-The Teacher Candidate provides accurate and specific feedback that is likely to improve student work.</p>
<p>The Teacher Candidate reflects on his/her teaching and learning.</p> <p>Places to look for evidence:</p> <ul style="list-style-type: none"> <li>➤ Analysis of lesson in practice</li> <li>➤ Discourse analysis</li> </ul> <p>ACEI Standard 5.1 PTE 2b, c, d, e, 4b</p>	<p>Concepts are not demonstrated.</p>	<p>-The Teacher Candidate recounts the events or emotions of a lesson or program without probing their meaning.</p> <p>-The Teacher Candidate sees very little in an experience that is deemed significant.</p> <p>-Reflective writing leads to few new insights or goals.</p>	<p>-The Teacher Candidate draws on prior knowledge and the principles gained in teacher education classes.</p> <p>-The Teacher Candidate makes connections to what is happening in the classroom.</p> <p>-The Teacher Candidate comes away from reflective writing with some new insights and action plans.</p>	<p>-The Teacher Candidate provides in-depth and purposeful analysis of data.</p> <p>-The Teacher Candidate uses reflective writing to learn more about teaching and learning.</p> <p>-The Teacher Candidate practices higher order thinking—poses questions, evaluates, solves problems and synthesizes experiences.</p>

**Overall Rating: Check the one that has the most evidence. Candidate must demonstrate a Developing or Exemplary level to pass Block III.**

**Unacceptable      Underdeveloped      Developing      Exemplary**

**Candidate Comments:**

**Scorer's Comments:**

**ASSESSMENT OF TEACHER CANDIDATE IMPACT ON STUDENT LEARNING: Teaching Portfolio with video**

**Fall 2006 Summary Scores**

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate			16 (70%)	7 (30%)	23
Post Baccalaureate			1 (33%)	2 (67%)	3

**Fall 2006  
Undergraduate Teacher Candidates N=23  
Post Baccalaureate Teacher Certification Candidates N=3**

OBSERVATIONS/EVIDENCE	UNACCEPTABLE	UNDERDEVELOPED	DEVELOPING PROFESSIONAL	EXEMPLARY
Professional Discourse PTE 1a,f,h, 4a			Undergrad 17 (70%) PB	Undergrad 6 (26%) PB 3 (100%)
Planning and instruction. ACEI Standard 3.1, 3.3, 3.4 PTE 1a, b, d, e, f, g, h, 2a, b, h, 3a, c, e, f, g, h, I, j, l, m, 4c, d, e, f, g, i, 6b			Undergrad 18 (78%) PB 1 (33%)	Undergrad 5 (22%) PB 2 (67%)
Impact on Learning: Addresses the learning needs of all students. ACEI Standard 3.2, 3.4, 3.5 PTE 2c, h, 4b, c, d, e, f, i, 5b			Undergrad 15 (65%) PB 1 (33%)	Undergrad 8 (35%) PB 2 (67%)
Impact on Learning: Assesses student learning. ACEI Standard 4 PTE 2b, e, f, g, h			Undergrad 12 (52%) PB 1 (33%)	Undergrad 11 (48%) PB 2 (67%)
Impact on Learning: Reflection on teaching and learning. ACEI Standard 5.1 PTE 2b, c, d, e, 4b			Undergrad 18 (78%) PB 1 (33%)	Undergrad 5 (22%) PB 2 (67%)



**ASSESSMENT OF TEACHER CANDIDATE IMPACT ON STUDENT LEARNING: Teaching Portfolio with video**

**Spring 2007 Summary Scores**

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate			14 (88%)	2 (12%)	16
Post Baccalaureate					0

**Spring 2007**

**Undergraduate Teacher Candidates N=16**

**Post Baccalaureate Teacher Certification Candidates N=0**

OBSERVATIONS/EVIDENCE	UNACCEPTABLE	UNDERDEVELOPED	DEVELOPING PROFESSIONAL	EXEMPLARY
Professional Discourse PTE 1a,f,h, 4a			Undergrad 12 (75%)	Undergrad 4 (45%)
Planning and instruction. ACEI Standard 3.1, 3.3, 3.4 PTE 1a, b, d, e, f, g, h, 2a, b, h, 3a, c, e, f, g, h, I, j, l, m, 4c, d, e, f, g, i, 6b			Undergrad 10 (63%)	Undergrad 6 (38%)
Impact on Learning: Addresses the learning needs of all students. ACEI Standard 3.2, 3.4, 3.5 PTE 2c, h, 4b, c, d, e, f, i, 5b			Undergrad 9 (56%)	Undergrad 7 (44%)
Impact on Learning: Assesses student learning. ACEI Standard 4 PTE 2b, e, f, g, h			Undergrad 10 (63%)	Undergrad 6 (38%)
Impact on Learning: Reflection on teaching and learning. ACEI Standard 5.1 PTE 2b, c, d, e, 4b			Undergrad 11 (69%)	Undergrad 5 (31%)

**ASSESSMENT OF TEACHER CANDIDATE IMPACT ON STUDENT LEARNING: Teaching Portfolio with video**

**Fall 2007 Summary Scores**

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate			11 (73%)	4 (27%)	15
Post Baccalaureate				1 (100%)	1

**Fall 2007**

**Undergraduate Teacher Candidates N=15**

**Post Baccalaureate Teacher Certification Candidates N=1**

OBSERVATIONS/EVIDENCE	UNACCEPTABLE	UNDERDEVELOPED	DEVELOPING PROFESSIONAL	EXEMPLARY
Professional Discourse PTE 1a,f,h, 4a	.	Undergrad 2 (13%)	Undergrad 9 (60%)	Undergrad 4 (27%) PB 1 (100%)
Planning and instruction. ACEI Standard 3.1, 3.3, 3.4 PTE 1a, b, d, e, f, g, h, 2a, b, h, 3a, c, e, f, g, h, I, j, l, m, 4c, d, e, f, g, i, 6b			Undergrad 13 (87%)	Undergrad 2 (13%) PB 1 (100%)
Impact on Learning: Addresses the learning needs of all students. ACEI Standard 3.2, 3.4, 3.5 PTE 2c, h, 4b, c, d, e, f, i, 5b			Undergrad 12 (80%)	Undergrad 3 (20%) PB 1 (100%)
Impact on Learning: Assesses student learning. ACEI Standard 4 PTE 2b, e, f, g, h			Undergrad 11 (72%)	Undergrad 4 (27%) PB 1 (100%)
Impact on Learning: Reflection on teaching and learning. ACEI Standard 5.1 PTE 2b, c, d, e, 4b			Undergrad 11 (72%)	Undergrad 4 (27%) PB 1 (100%)

**ASSESSMENT OF TEACHER CANDIDATE IMPACT ON STUDENT LEARNING: Teaching Portfolio with video**

**Spring 2008 Summary Scores**

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate			5 (50%)	5 (50%)	10
Post Baccalaureate			2 (67%)	1 (33%)	3

**Spring 2008**

**Undergraduate Teacher Candidates N=10**

**Post Baccalaureate Teacher Certification Candidates N=3**

OBSERVATIONS/EVIDENCE	UNACCEPTABLE	UNDERDEVELOPED	DEVELOPING PROFESSIONAL	EXEMPLARY
Professional Discourse PTE 1a,f,h, 4a			Undergrad 5 (50%) PB 2 (67%)	Undergrad 5 (50%) PB 1 (33%)
Planning and instruction. ACEI Standard 3.1, 3.3, 3.4 PTE 1a, b, d, e, f, g, h, 2a, b, h, 3a, c, e, f, g, h, I, j, l, m, 4c, d, e, f, g, i, 6b			Undergrad 6 (60%) PB 2 (67%)	Undergrad 4 (40%) PB 1 (33%)
Impact on Learning: Addresses the learning needs of all students. ACEI Standard 3.2, 3.4, 3.5 PTE 2c, h, 4b, c, d, e, f, i, 5b			Undergrad 7 (70%) PB 2 (67%)	Undergrad 3 (30%) PB 1 (33%)
Impact on Learning: Assesses student learning. ACEI Standard 4 PTE 2b, e, f, g, h			Undergrad 4 (40%) PB 2 (67%)	Undergrad 6 (60%) PB 1 (33%)
Impact on Learning: Reflection on teaching and learning. ACEI Standard 5.1 PTE 2b, c, d, e, 4b			Undergrad 4 (40%) PB 2 (67%)	Undergrad 6 (60%) PB 1 (33%)

## **Section IV: Evidence for Meeting Standards**

### **Assessment 6: Assessment of Teaching Disposition and Professionalism: Field Experience Notebook**

#### **1. Brief description of the assessment and its use in the program**

Candidates are evaluated based on documents included in the Field Experience Notebook as well as observational data gathered from field-based faculty and mentor teachers. The Field Experience Notebook includes examples of professional communication (including parent and teacher letters), lesson plans created for community-based learning as well as formal instruction in a classroom, classroom engagement records, and records of additional school and community involvement. Observational data include demonstrated attributes of reflective practice, instruction (content knowledge, rapport with students, instructional strategies, evidence of student learning), and professional disposition. Beginning in the first semester of the junior year (Block I), Teacher Candidates are evaluated at the close of each semester on attributes of professionalism and disposition observed in field experiences. Feedback from the Block Assessment Committee each semester provides formative assessment and guides the Teacher Candidate toward completion of this summative assessment, which is submitted at the conclusion of the first semester of the senior year (Block III).

#### **2. Alignment to ACEI standards**

This assessment is specifically aligned to the following ACEI standards: 2.1, 3.1, 3.2., 3.3, 3.4, 3.5, 4.0, 5.1, and 5.2. To demonstrate professional communication, teacher candidates provide evidence of communication with classroom teachers and parents (ACEI 5.2). To demonstrate attributes of effective instruction, Teacher Candidates are evaluated by field-based university faculty and mentor classroom teachers for evidence of language arts content knowledge and integration of concepts during instruction (ACEI 2.1), rapport with K-6 students (ACEI 3.4, 3.5), utilization of effective instructional strategies (ACEI 3.3), and evidence of K-6 student learning (ACEI 3.1, 4.0). To provide evidence of reflective practice, the Teacher Candidate provides written self-reflection (ACEI 5.1), written reflection on student learning (ACEI 5.1), and written evidence of reflective inquiry and problem solving (ACEI 5.1). To demonstrate school and community involvement and involvement in professional development initiatives (ACEI 5.2), Teacher Candidates provide documentation of community work and professional development activities. Candidates demonstrate professional disposition in their field experiences as they work with peers and experienced teaching professionals; field-based faculty and mentor teachers evaluate candidates in terms of their professional collaboration (ACEI 5.2), attitudes towards the teaching profession and ongoing self-assessment (ACEI 5.1).

#### **3. Analysis of data findings**

Of the 64 undergraduate and 7 post baccalaureate Teacher Candidates assessed in 2006-2007 and 2007-2008, 57 undergraduates and all 7 post baccalaureates performed at the Developing Professional or Exemplary level. Six undergraduate Teacher Candidates performed at the Underdeveloped level and one student performed at the Unacceptable level. Performance at the Underdeveloped level is considered acceptable for moving on to student teaching, while the student who performed at the Unacceptable level was exited the program until a remediation plan could bring performance to an acceptable level.

#### **4. Interpretation of Data as evidence of Meeting ACEI Standards**

ACEI 2.1 Reading, writing, and oral language: Candidates demonstrated competency in reading, writing and oral language through planning instructional opportunities for K-6 learners that facilitated development of strategies and enhanced enjoyment of literacy learning. Candidates also demonstrated knowledge of how elementary students develop language skills through reflections on student learning, teaching, and problem solving for future teaching. Forty-four Undergraduates (UG) performed at the Exemplary level, and 20 performed at the Developing

Professional level. Six Post Baccalaureate (PB) Teacher Candidates performed at the Exemplary level and 1 performed at the Developing Professional level.

ACEI 3.1 Integrating and applying knowledge for instruction: Candidates used a variety of information about learners to plan and implement instruction over the course of one semester by using a variety of resources to motivate and engage learners and to create authentic literacy investigations into topics of interest to the learner. Forty-nine UG Teacher Candidates performed at the Exemplary level, 12 performed at the Developing Professional Level, and 2 performed at the Underdeveloped level. All PB Teacher Candidates performed at either the Exemplary level (5) or the Developing Professional level (2).

ACEI 3.2 Adaptation to diverse students: Candidates designed and implemented instruction that was sensitive to multiple experiences of students and provided a variety of appropriate learning materials to promote student choice and voice (Exemplary: UG 38/PB 6; Developing Professional: UG 22/PB 1; Underdeveloped: UG 4).

ACEI 3.3 Development of critical thinking and problem solving: Candidates provided multiple routes to learning through planning and instruction. They provided meaningful and authentic learning choices, and facilitated use of metacognitive strategies to promote active learning (Exemplary: UG 38/PB 6; Developing Professional: UG 22/PB 1; Underdeveloped: UG 4).

ACEI 3.4 Active engagement in learning: Candidates used teaching and management strategies that engaged learners and provided learners with multiple approaches to learning (Exemplary: UG 54/PB 6; Developing Professional: UG 9/PB 1; Underdeveloped: UG 1).

ACEI 3.5 Communication to foster collaboration: Candidates' communication techniques when working with children were observed to foster active inquiry. Their questions and discussions promoted learning and created a learning environment that encouraged K-6 collaboration (Exemplary: UG 54/PB 6; Developing Professional: UG 9/PB 1; Underdeveloped: UG 1).

ACEI 4.0 Assessment for instruction: Teacher Candidates demonstrated competency in the use of formal and informal assessment by choosing assessments appropriate to student needs on an ongoing basis for one semester in an after school reading program. Teacher Candidates used assessments to inform instruction: 49 UG Teacher Candidates performed at the Exemplary level, 12 performed at the Developing Professional Level, and 2 performed at the Underdeveloped level. PB Teacher Candidates performed at the Exemplary level (5) and Developing Professional level (2).

ACEI 5.1 Professional growth, reflection, and evaluation: Candidates evaluated their teaching by reflection on instruction (Exemplary: UG 34/PB 5; Developing Professional: UG 19/PB 2; Underdeveloped: UG 9; Unacceptable: UG 2), reflection on student learning (Exemplary: UG 42/PB 6; Developing Professional: UG 18/PB 1; Underdeveloped: UG 2), and through problem-solving in the context of reflection (Exemplary: UG 42/PB 6; Developing Professional: UG 20/PB 1; Underdeveloped: UG 2). Candidates evaluated the effects of professional decisions on students, parents and colleagues (Exemplary: UG 44/PB 5; Developing Professional: UG 16/PB 2; Underdeveloped: UG 2). Candidates were self-directed when presented with an instructional challenge (Exemplary: UG 59/PB 7; Developing Professional: UG 2; Underdeveloped: UG 1) and valued the help of colleagues and instructors (Exemplary: UG 60/PB 7; Developing Professional: UG 3).

ACEI 5.2 Collaboration with families, colleagues, and community agencies: Candidates communicated and collaborated with parents/guardians both in person and in writing (Exemplary: UG 44/PB 6; Developing Professional: UG 14/PB 1; Underdeveloped: UG 4; Unacceptable: UG 2), with classroom teachers, after school program personnel and peers (Exemplary: UG 51/PB 6; Developing Professional: UG 10/PB 1; Underdeveloped: UG 2; Unacceptable: UG 1), and promoted positive attitudes about teaching and learning (Exemplary: UG 60/PB 6; Developing Professional: UG 2/PB 1; Underdeveloped: UG 1). Candidates were engaged with schools and community agencies through special events (Exemplary: UG 50/PB 5; Developing Professional: UG 11/PB 2; Unacceptable: UG 3) and professional development programs (Exemplary: UG 46/PB 6; Developing Professional: UG 11/PB 1; Underdeveloped: UG 3; Unacceptable: UG 3).

**Assessment of Teaching Disposition and Professionalism: Field Experience Notebook**  
**EDUC M306 and EDUC M307 Block III Field Experience**  
**Assignment Guidelines**

**Overview**

The Field Experience Notebook is an opportunity for Senior Teacher Candidates to demonstrate competencies related to Teaching Disposition and Professionalism. You will provide this evidence in a notebook format, with a table of contents following the format posted on Oncourse, and organized according to the following sections:

**Professional Communication**

Provide copies of all correspondence to parents, teachers, and K-6 learners. Theses should include newsletters and award certificates as well as progress notes and letters. This is an opportunity to demonstrate the ability to communicate with professional language and vocabulary to professional and K-6 audiences (ACEI 5.2, PTE 1h, 2b, c, 5d,e).

**Learner Profiles and Assessments**

Provide the completed Learner Profiles from EDUC E341 and EDUC K307, including assessments. These will be used to establish integrated planning in lesson plans and reflections.

**Lesson Plans, Reflections, and Student Work**

Provide evidence of planning and reflection on instruction (implementation of the planning). Use the lesson plan formats posted on Oncourse and include copies of student work with student names blocked out (ACEI 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, PTE 1a, b, d, 2a, b, d, e, f, g, h, 3a, b, c, d, f, g, h, j, l, m 4a, b, c, k 6b).

- A. Include Lesson Plans and Reflections from work in the after school reading program.
- B. Include Lesson Plans and Reflections from classroom work in Block III, including differentiated and SIOP lesson plans

**Full Day Engagement Records and Timesheets**

Provide documentation of experiences in classrooms and schools during Full Days of Engagement. Provide documentation of hours in the classroom and hours spent working with children in the after school reading program. Use the forms supplied by instructors.

**Community and School Engagement**

Provide documentation of work done in your community or the IUPUC community related to teaching and learning that is outside of course requirements. This should include work done in professional organizations and with host classrooms or partner schools and agencies (ACEI 5.2, PTE 5d, 6d, g).

**Professional Development**

Provide documentation of professional development activities attended. This should include attendance at conferences held by professional organizations (ACEI 5.1, PTE 6c).

## Assessment of Teaching Disposition and Professionalism: Field Experience Notebook Scoring Rubric

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
<u>Professional Communication</u> Communication with classroom teacher ACEI 5.2 PTE 1h, 5d, e	<ul style="list-style-type: none"> <li>Writing and speech consistently contain errors.</li> <li>Collaboration with classroom teacher is not effective and/or not professionally conducted.</li> <li>Information regarding school and community is not addressed, is not understood or is not sought.</li> <li>Focus on learner is vaguely stated or shows lack of interest or understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Writing and speech contain errors at times.</li> <li>Collaboration with classroom teachers is limited; opportunities to obtain information are not fully utilized.</li> <li>Information regarding school and community is not fully understood or is not utilized in teaching and learning.</li> <li>Communication is overly focused on Teacher Candidate instead of learner</li> </ul>	<ul style="list-style-type: none"> <li>Writing and speech are consistently appropriate, but at times clarity is lacking or writing is imprecise.</li> <li>Communication with classroom teachers is professional but lacks depth of understanding in some instances or may lack focus on learner.</li> <li>Knowledge of school and community is taken into consideration to some degree.</li> </ul>	<ul style="list-style-type: none"> <li>Writes and speaks with clarity.</li> <li>Collaborates with classroom teachers, share learner information professionally and in a manner that demonstrates an understanding of teaching and learning.</li> <li>Embeds knowledge of school and community into teaching.</li> <li>Communicates interest in and appropriate expectations for learner success</li> </ul>
Communication with Parents ACEI 5.2 PTE 1h, 2b, c, 5d	<ul style="list-style-type: none"> <li>Writing and speech consistently contain errors.</li> <li>Collaboration with parents is not effective and/or not professionally conducted.</li> <li>Information regarding factors in the environment outside of school is not addressed, is not understood or is not sought.</li> <li>Focus on learner is vaguely stated or shows lack of interest or understanding</li> </ul>	<ul style="list-style-type: none"> <li>Writing and speech contain errors at times.</li> <li>Collaboration with parents is limited; opportunities to obtain information are not fully utilized.</li> <li>Information regarding factors in the environment outside of school is not fully understood or is not associated with teaching and learning.</li> <li>Communication is overly focused on Teacher Candidate instead of learner</li> </ul>	<ul style="list-style-type: none"> <li>Writing and speech are consistently appropriate, but at times clarity is lacking or writing is imprecise.</li> <li>Communication with parents is professional but lacks depth of understanding in some instances or may lack focus on learner or fail to entertain multiple perspectives</li> <li>Knowledge of factors in the environment outside of school is taken into consideration to some degree.</li> </ul>	<ul style="list-style-type: none"> <li>Writes and speaks with clarity</li> <li>Collaborates with parents; demonstrate teaching as an inquiry process, analyzing data to guide teaching:</li> <li>Understands how factors in the environment outside of school influence student learning.</li> <li>Entertains multiple perspectives</li> <li>Communicates interest in and appropriate expectations for learner success</li> </ul>
<u>Instruction</u> Content Knowledge ACEI 2.1 PTE 1a, 4a, 6b	<ul style="list-style-type: none"> <li>Provides a poor model use of the English language; does not provide a strong model of effective communication and problem-solving.</li> <li>Does not understand how students develop as strategic readers, writers, viewers, listeners, thinkers, and speakers.</li> <li>Does not set learning goals that reflect command of the subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>At times models use of the English language; models effective communication and problem-solving but requires monitoring.</li> <li>At times appears to understand how students develop as strategic readers, writers, viewers, listeners, thinkers, and speakers but requires monitoring.</li> <li>At times sets learning goals that reflect command of the subject matter but requires monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>At most times models use of the English language; models effective communication and problem-solving in most situations..</li> <li>At most times appears to understand how students develop as strategic readers, writers, viewers, listeners, thinkers, and speakers.</li> <li>At most times set learning goals that reflect command of the subject matter</li> </ul>	<ul style="list-style-type: none"> <li>Models use of the English language; model effective communication and problem-solving.</li> <li>Understands how students develop as strategic readers, writers, viewers, listeners, thinkers, and speakers.</li> <li>Sets learning goals that reflect command of the subject matter.</li> </ul>
Rapport with students ACEI 3.4, 3.5 PTE 3b, c, d, g, j, l	<ul style="list-style-type: none"> <li>Teaching and management strategies engage learners infrequently.</li> <li>Communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and management strategies engage learners most at times.</li> <li>Communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and management strategies engage learners most of the time.</li> <li>Communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and management strategies engage learners.</li> <li>Communication techniques foster active inquiry, questions</li> </ul>

	<p>do not foster active inquiry, questions fail to promote learning.</p> <ul style="list-style-type: none"> <li>Learners are provided a single approach to learning, and are rarely encouraged to assume responsibility for their own learning.</li> </ul>	<p>foster active inquiry, questions promote learning at times.</p> <ul style="list-style-type: none"> <li>Learners are provided with limited approaches to learning, and are encouraged to assume responsibility for their own learning at times.</li> </ul>	<p>foster active inquiry, questions promote learning most of the time.</p> <ul style="list-style-type: none"> <li>Learners are provided with a few approaches to learning, and are encouraged to assume responsibility for their own learning most of the time.</li> </ul>	<p>promote learning.</p> <ul style="list-style-type: none"> <li>Learners are provided with multiple approaches to learning, and are encouraged to assume responsibility for their own learning.</li> </ul>
<p><b>Instructional strategies</b> ACEI 3.2, 3.3 PTE 2h, 3a, c, d, f, g, h, m</p>	<ul style="list-style-type: none"> <li>Designs instruction that creates misconceptions for student due to differences in experiences.</li> <li>Goals for learning are missing or extremely general, and offer no student choice.</li> <li>Learning environment is not engaging and materials are not appropriate.</li> <li>No metacognitive strategies are taught.</li> </ul>	<ul style="list-style-type: none"> <li>Designs instruction that does not reflect sensitivity to experiences of student.</li> <li>Goals for learning are not clearly stated, offer little student choice.</li> <li>Learning environment is minimally welcoming and materials often do not engage the student.</li> <li>Rarely facilitates use of metacognitive strategies, instruction is teacher-led with little student ownership.</li> </ul>	<ul style="list-style-type: none"> <li>Designs instruction that is appropriate for student academic needs, but only on occasion makes decisions based on student experiences.</li> <li>Sets clear goals for learning, may provide some choice.</li> <li>Creates a friendly learning environment with some high quality educational materials.</li> <li>On occasion facilitates use of metacognitive strategies to encourage learners to question and interpret ideas for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Designs instruction that is sensitive to multiple experiences of students.</li> <li>Sets clear goals for learning, provide learners with meaningful choices.</li> <li>Creates a supportive learning environment, use a variety of high quality educational materials.</li> <li>Facilitates use of metacognitive strategies so that learners question and interpret ideas for themselves.</li> </ul>
<p><b>Evidence of student learning</b> ACEI 3.1, 4.0 PTE 1b, d, 2 e, f, g</p>	<ul style="list-style-type: none"> <li>Provides no opportunities for students to develop communication skills while building conceptual frameworks.</li> <li>Little use of assessment as collection of data for instruction</li> </ul>	<ul style="list-style-type: none"> <li>Provides opportunities for students to use communication skills, little evidence of learner-centered development of conceptual frameworks.</li> <li>Rarely uses assessment processes appropriate to learning outcomes.</li> <li>Collects little information through learner observation.</li> <li>Use of informal and formal assessment is limited.</li> </ul>	<ul style="list-style-type: none"> <li>Provides learning opportunities for students to use communication skills, which on occasion help learners develop conceptual frameworks.</li> <li>Uses assessment processes appropriate to learning outcomes on occasion.</li> <li>Collects some information through learner observation, but misses some opportunities.</li> <li>Uses formal and informal assessments to inform instruction at times.</li> </ul>	<ul style="list-style-type: none"> <li>Provides learning opportunities that improve learners' communication skills and develop learners' conceptual frameworks.</li> <li>Uses assessment processes appropriate to learning outcomes.</li> <li>Collects information through learner observation.</li> <li>Uses formal and informal assessments to inform instruction.</li> </ul>
<p><b>Reflective Practitioner</b> Reflection on Instruction ACEI 5.1 PTE 2a, d, f</p>	<ul style="list-style-type: none"> <li>Does not make the connection between student performance and teacher self-assessment.</li> <li>Fails to self-assess.</li> </ul>	<ul style="list-style-type: none"> <li>Assesses learner development and knowledge at times, but only rarely uses the assessments to evaluate the principles that guide the teaching.</li> <li>Self-assesses on a few occasions.</li> </ul>	<ul style="list-style-type: none"> <li>Assesses learner development and knowledge and at times uses the assessments to evaluate the principles that guide the teaching.</li> <li>Self-assesses, but with a narrow focus of inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates the principles that guide the teaching by assessing learner development and knowledge.</li> <li>Self-assesses from multiple perspectives</li> </ul>
<p><b>Reflection on student Learning</b> ACEI 5.1 PTE 4b, 2h</p>	<ul style="list-style-type: none"> <li>Reflection on practice is purely narrative and not evaluative.</li> <li>Learners are offered only one approach to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection on practice is only minimally evaluative and usually only relates the series of learning events.</li> <li>Learners are rarely offered more than one approach to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection on practice is used to learn about learners and teaching on occasion, but at times is observational and not evaluative.</li> <li>Learners are encouraged to employ multiple approaches,</li> </ul>	<ul style="list-style-type: none"> <li>Learns about learners and teaching through reflective practice.</li> <li>Invites learners to employ multiple approaches, solutions, and diverse pathways to</li> </ul>



			solutions and diverse pathways to learning on some occasions.	learning.
<p>Reflective inquiry and problem-solving ACEI 5.1 PTE 2b, 4a, c, k</p>	<ul style="list-style-type: none"> <li>• Fails to recognize learner growth as a desired learning outcome.</li> <li>• Makes no connections between concepts.</li> <li>• Does not revise teaching practice based on learner data.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely recognizes learners' intellectual social and personal growth as desired learning outcomes.</li> <li>• Rarely teaches complex concepts or facilitates connections between networks of knowledge.</li> <li>• Rarely revises teaching practice based on learner data.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and supports learners' intellectual, social and personal growth on occasion.</li> <li>• Synthesizes and teaches complex concepts and networks of knowledge on occasion.</li> <li>• Collects and analyzes learner data to revise teaching practice on occasion.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and supports learners' intellectual, social, and personal growth.</li> <li>• Synthesizes and teaches complex concepts and networks of knowledge.</li> <li>• Collects and analyzes learner data to revise teaching practice.</li> </ul>
<p><u>School and Community Involvement</u> School involvement ACEI 5.2 PTE 6g</p>	<ul style="list-style-type: none"> <li>• Has little school involvement outside allotted teaching time.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks communication with peers and mentors in the school community on occasion.</li> <li>• Communicates with families and other educators on occasion.</li> <li>• Participates in learning-related school planning on occasion.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with peers and mentors in the school community to improve teaching and learning when invited.</li> <li>• Communicates with families and other educators regarding opportunities at school and other learning-related projects.</li> <li>• Communicates with families and other educators regarding school-wide planning for development and learning of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates activities such as teacher research, study groups, coaching, or other collaborative work to improve teaching and learning.</li> <li>• Involves families as partners to support the school community.</li> <li>• Works with families to plan for development and learning of children.</li> </ul>
<p>Community and professional involvement ACEI 5.2 PTE 5d, 6d</p>	<ul style="list-style-type: none"> <li>• Demonstrates a narrow view of the school within the larger community, participates very little or not at all in community events.</li> <li>• Does not join professional organizations or does not attend professional development events.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a focused view of the school as part of the larger community, participation in community events is based on personal rather than professional interests.</li> <li>• Joins professional organizations but does not participate in activities, attends only required professional development events.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an expanded view of the school within the larger community by participating in community events on occasion.</li> <li>• Participates in professional organizations, seeks professional development events that are required or highly recommended.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a global view of the school within the larger community through participation in community initiatives that promote teaching and learning.</li> <li>• Participates in professional organizations and seeks out professional development events.</li> </ul>
<p><u>Professional Disposition</u> Values colleagues ACEI 5.1 PTE 6a, d, g, j</p>	<ul style="list-style-type: none"> <li>• Avoids working with other professionals, avoids feedback.</li> <li>• Avoids collaboration.</li> <li>• Does not follow through when asked to help.</li> <li>• Shows disrespect for peers and/or instructors.</li> </ul>	<ul style="list-style-type: none"> <li>• Works in isolation much of the time, has difficulty accepting feedback.</li> <li>• Does not often collaborate with colleagues, avoids situations which would require operating on democratic principles.</li> <li>• Agrees to give help when asked but may not always follow through.</li> <li>• On occasion exhibits a lack of respect for peers and/or instructors.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks help from other professionals on occasion, accepts feedback.</li> <li>• Collaborates with colleagues on occasion, may not always operate on democratic principles due to prioritizing own beliefs.</li> <li>• Will give help when asked.</li> <li>• Usually respectful of peers and instructors.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks help from other professionals when needed: gracious in receiving feedback.</li> <li>• Collaborates with colleagues, initiate study groups, operates on democratic principles.</li> <li>• Willing to give help.</li> <li>• Respectful of peers and instructors</li> </ul>
<p>Promotes positive Attitudes ACEI 5.1, 5.2</p>	<ul style="list-style-type: none"> <li>• Avoids interaction with K-6 partners.</li> <li>• Consistently prioritizes personal attitudes when</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes positive attitudes on occasion, but is more inclined to prioritize personal attitudes when disappointed or frustrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes positive attitudes most of the time, may not challenge negative attitudes when personally disappointed or frustrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes positive attitudes, challenges negative attitudes.</li> <li>• Establishes rapport with parents, teachers,</li> </ul>

<p>PTE 5f, 6h</p>	<p>disappointed or frustrated.</p> <ul style="list-style-type: none"> <li>Does not consider the perspectives of K-6 teaching and learning partners.</li> </ul>	<ul style="list-style-type: none"> <li>Minimally works to establish rapport with K-6 teaching and learning partners.</li> <li>Often prioritizes personal feelings over the feelings of other K-6 teaching and learning partners.</li> </ul>	<ul style="list-style-type: none"> <li>At times works to establish rapport with parents, teachers, administrators and other community members.</li> <li>At times may prioritize personal feelings over the feelings of other K-6 teaching and learning partners.</li> </ul>	<p>administrators and other community members.</p> <ul style="list-style-type: none"> <li>Understands basic interrelationships and interdependences of K-6 teaching and learning partners.</li> </ul>
<p>Self-assesses ACEI 5.1 PTE 2d, 4b</p>	<ul style="list-style-type: none"> <li>Does not understand the dynamics of professional decisions on student learning.</li> <li>Shows no evidence of self-assessment in reflections.</li> <li>Does not understand inquiry in teaching.</li> <li>Blames the student for lack of progress.</li> </ul>	<ul style="list-style-type: none"> <li>Focuses on student learning, does not question professional decisions specifically.</li> <li>Does not accurately evaluate personal strengths and weaknesses.</li> <li>Does not conduct teaching inquiries when prompted, but is concerned about student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates the effect of professional decisions on students, parents and colleagues on occasion, may focus more on student performance than self-assessment.</li> <li>Evaluates personal strengths and weaknesses with some accuracy, only conducts teaching inquiry if prompted.</li> </ul>	<ul style="list-style-type: none"> <li>Continually evaluates the effect of professional decisions on students, parents, and colleagues.</li> <li>Accurately judges personal strengths and weaknesses and uses professional resources and research on teaching to guide personal learning.</li> </ul>
<p>Self-directed ACEI 5.1 PTE 6c</p>	<ul style="list-style-type: none"> <li>Minimally self-directed in terms of: prepared, on time, meets deadlines, appropriately dressed, attends field experience regularly, takes responsibility for making up work.</li> <li>Fails to exhibit a leadership approach to teaching and learning.</li> <li>Does not appear to prioritize identification of areas for inquiry.</li> <li>Does not seek new knowledge to solve problems related to teaching learning issues that arise during field experience</li> </ul>	<ul style="list-style-type: none"> <li>Self-monitors at times: prepared, on time, meets deadlines, appropriately dressed, attends field experience regularly, takes responsibility for making up work. Frequently may be more focused on form than on leadership approach to teaching and learning.</li> <li>At times works independently on teaching and learning challenges; needs consistent monitoring to identify areas for inquiry.</li> <li>Requires direction to specific areas of research, little self-directed inquiry</li> </ul>	<ul style="list-style-type: none"> <li>Self-monitors with some consistency: prepared, on time, meets deadlines, appropriately dressed, attends field experience regularly, takes responsibility for making up work. At times may be more focused on form than on leadership approach to teaching and learning.</li> <li>Works independently on teaching and learning challenges; needs monitoring at times, however, to initiate inquiry.</li> <li>Requires direction to specific areas of research, rather than self-directed inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Self-monitors: prepared, on time, meets deadlines, appropriately dressed, attends field experience regularly, takes responsibility for making up work.</li> <li>Works independently on teaching and learning challenges.</li> <li>Stays current in terms of research on teaching and new developments in the disciplines.</li> </ul>

**Assessment of Teaching Disposition and Professionalism: Field Experience Notebook**

Summary Scores Fall 2006

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate		2 (9%)	5 (22%)	16 (69%)	23
Post Baccalaureate				3 (100%)	3

**Assessment of Teaching Disposition and Professionalism: Field Experience Notebook**

Summary Scores Spring 2007

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate		3 (19%)	5 (31%)	8 (50%)	16
Post Baccalaureate					0

**Assessment of Teaching Disposition and Professionalism: Field Experience Notebook**

Summary Scores Fall 2007

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate	1 (7%)	1 (7%)	9 (60%)	4 (26%)	15
Post Baccalaureate			1 (100%)		1

**Assessment of Teaching Disposition and Professionalism: Field Experience Notebook**

Summary Scores Spring 2008

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate			3 (30%)	7 (70%)	10
Post Baccalaureate			1 (33%)	2 (67%)	3

### Assessment of Teaching Disposition and Professionalism: Field Experience Notebook

Fall 2006 Undergraduate (UG) Teacher Candidates N=23 Post Baccalaureate (PB) Teacher Certification Candidates N=3

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
<u>Professional Communication</u>		UG 1 (4%)	UG 2 (9%)	UG 20 (87%) PB 3 (100%)
Communication with classroom teacher ACEI 5.2 PTE 1h, 5d, e				
Communication with Parents ACEI 5.2 PTE 1h, 2b, c, 5d		UG 1 (4%)	UG 3 (13%)	UG 19 (83%) PB 3 (100%)
<u>Instruction</u>			UG 3 (13%) PB 1 (33%)	UG 20 (87%) PB 2 (67%)
Content Knowledge ACEI 2.1 PTE 1a, 4a, 6b				
Rapport with students ACEI 3.4, 3.5 PTE 3b, c, d, g, j, l		UG 1 (4%)	UG 1 (4%)	UG 21 (91%) PB 3 (100%)
Instructional strategies ACEI 3.2, 3.3 PTE 2h, 3a, c, d, f, g, h, m		UG 1 (4%)	UG 7 (30%)	UG 15 (65%) PB 3 (100%)
Evidence of student learning ACEI 3.1, 4.0 PTE 1b, d, 2 e, f, g				UG 23 (100%) PB 3 (100%)
<u>Reflective Practitioner</u>	UG 1 (4%)	UG 3 (13%)	UG 9 (39%) PB 1 (33%)	UG 10 (43%) PB 2 (67%)
Reflection on Instruction ACEI 5.1 PTE 2a, d, f				
Reflection on Student Learning ACEI 5.1 PTE 4b, 2h			UG 1 (4%)	UG 22 (96%) PB 3 (100%)
Reflective inquiry and problem-solving ACEI 5.1 PTE 2b, 4a, c, k			UG 4 (17%)	UG 19 (83%) PB 3 (100%)
<u>School and Community Involvement</u>	UG 1 (4%)			UG 22 (96%) PB 3 (100%)
School involvement ACEI 5.2 PTE 6g				
Community and professional involvement ACEI 5.2 PTE 5d, 6d	UG 1 (4%)	UG 1 (4%)	UG 3 (13%)	UG 18 (78%) PB 3 (100%)
<u>Professional Disposition</u>			UG 2 (9%)	UG 21 (91%) PB 3 (100%)
Values colleagues ACEI 5.1 PTE 6a, d, g, j				
Promotes Positive Attitudes ACEI 5.1, 5.2 PTE 5f, 6h			UG 2 (9%)	UG 21 (91%) PB 3 (100%)
Self-assesses ACEI 5.1 PTE 2d, 4b			UG 9 (39%) PB 1 (33%)	UG 13 (57%) PB 2 (67%)
Self-directed ACEI 5.1 PTE 6c		UG 1 (4%)	UG 1 (4%)	UG 20 (87%) PB 3 (100%)

### Assessment of Teaching Disposition and Professionalism: Field Experience Notebook

Spring 2007 Undergraduate (UG) Teacher Candidates N=16 Post Baccalaureate (PB) Teacher Certification Candidates N=0

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
<u>Professional Communication</u>				
Communication with classroom teacher ACEI 5.2 PTE 1h, 5d, e	UG 1 (6%)		UG 4 (25%)	UG 11 (69%)
Communication with Parents ACEI 5.2 PTE 1h, 2b, c, 5d	UG 1 (6%)		UG 4 (25%)	UG 11 (69%)
<u>Instruction</u>				
Content Knowledge ACEI 2.1 PTE 1a, 4a, 6b			UG 7 (44%)	UG 9 (56%)
Rapport with students ACEI 3.4, 3.5 PTE 3b, c, d, g, j, l			UG 6 (38%)	UG 10 (63%)
Instructional strategies ACEI 3.2, 3.3 PTE 2h, 3a, c, d, f, g, h, m		UG 3 (19%)	UG 4 (25%)	UG 9 (56%)
Evidence of student learning ACEI 3.1, 4.0 PTE 1b, d, 2 e, f, g			UG 6 (38%)	UG 10 (63%)
<u>Reflective Practitioner</u>				
Reflection on instruction ACEI 5.1 PTE 2a, d, f		UG 5 (31%)	UG 3 (19%)	UG 8 (50%)
Reflection on student learning ACEI 5.1 PTE 4b, 2h		UG 1 (6%)	UG 8 (50%)	UG 7 (44%)
Reflective inquiry and problem-solving ACEI 5.1 PTE 2b, 4a, c, k		UG 2 (13%)	UG 6 (38%)	UG 8 (50%)
<u>School and Community Involvement</u>				
School involvement ACEI 5.2 PTE 6g	UG 1 (6%)		UG 2 (13%)	UG 13 (81%)
Community and professional involvement ACEI 5.2 PTE 5d, 6d	UG 1 (6%)	UG 2 (13%)		UG 12 (75%)
<u>Professional Disposition</u>				
Values colleagues ACEI 5.1 PTE 6a, d, g, j				UG 15 (94%)
Promotes positive attitudes ACEI 5.1, 5.2 PTE 5f, 6h				UG 15 (94%)
Self-assesses ACEI 5.1 PTE 2d, 4b			UG 2 (13%)	UG 13 (81%)
Self-directed ACEI 5.1 PTE 6c			UG 1 (6%)	UG 14 (88%)

### Assessment of Teaching Disposition and Professionalism: Field Experience Notebook

Fall 2007 Undergraduate (UG) Teacher Candidates N=15 Post Baccalaureate (PB) Teacher Certification Candidates N=1

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
<u>Professional Communication</u>			UG 1 (7%) PB 1 (100%)	UG 14 (93%)
Communication with classroom teacher ACEI 5.2 PTE 1h, 5d, e				
Communication with parents ACEI 5.2 PTE 1h, 2b, c, 5d			UG 1 (7%) PB 1 (100%)	UG 14 (93%)
<u>Instruction</u>			UG 8 (53%)	UG 7 (47%) PB 1 (100%)
Content Knowledge ACEI 2.1 PTE 1a, 4a, 6b				
Rapport with students ACEI 3.4, 3.5 PTE 3b, c, d, g, j, l			UG 2 (13%)	UG 13 (87%) PB 1 (100%)
Instructional strategies ACEI 3.2, 3.3 PTE 2h, 3a, c, d, f, g, h, m			UG 9 (60%) PB 1 (100%)	UG 6 (40%)
Evidence of student learning ACEI 3.1, 4.0 PTE 1b, d, 2 e, f, g		UG 2 (13%)	UG 5 (33%) PB 1 (100%)	UG 7 (47%)
<u>Reflective Practitioner</u>		UG 1 (7%)	UG 6 (40%)	UG 8 (53%) PB 1 (100%)
Reflection on instruction ACEI 5.1 PTE 2a, d, f				
Reflection on student learning ACEI 5.1 PTE 4b, 2h		UG 1 (7%)	UG 7 (47%)	UG 7 (47%) PB 1 (100%)
Reflective inquiry and problem-solving ACEI 5.1 PTE 2b, 4a, c, k			UG 8 (53%)	UG 7 (47%) PB 1 (100%)
<u>School and Community Involvement</u>	UG 1 (7%)		UG 7 (47%) PB 1 (100%)	UG 7 (47%)
School involvement ACEI 5.2 PTE 6g				
Community and professional involvement ACEI 5.2 PTE 5d, 6d	UG 1 (7%)		UG 7 (47%) PB 1 (100%)	UG 7 (47%)
<u>Professional Disposition</u>			UG 1 (7%)	UG 14 (93%) PB 1 (100%)
Values colleagues ACEI 5.1 PTE 6a, d, g, j				
Promotes positive attitudes ACEI 5.1, 5.2 PTE 5f, 6h		UG 1 (7%)	PB 1 (100%)	UG 14 (93%)
Self-assesses ACEI 5.1 PTE 2d, 4b		UG 1 (7%)	UG 3 (20%)	UG 11 (72%) PB 1 (100%)
Self-directed ACEI 5.1 PTE 6c				UG 15 (100%) PB 1 (100%)

### Assessment of Teaching Disposition and Professionalism: Field Experience Notebook

Spring 2008 Undergraduate (UG) Teacher Candidates N=10 Post Baccalaureate (PB) Teacher Certification Candidates N=3

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
<u>Professional Communication</u>		UG 1 (10%)	UG 3 (30%)	UG 6 (60%)
Communication with classroom teacher ACEI 5.2 PTE 1h, 5d, e				PB 3 (100%)
Communication with parents ACEI 5.2 PTE 1h, 2b, c, 5d	UG 1 (10%)	UG 3 (30%)	UG 6 (60%)	PB 3 (100%)
<u>Instruction</u>			UG 2 (20%)	UG 8 (80%)
Content Knowledge ACEI 2.1 PTE 1a, 4a, 6b				PB 3 (100%)
Rapport with students ACEI 3.4, 3.5 PTE 3b, c, d, g, j, l			PB 1 (33%)	UG 10 (100%) PB 2 (67%)
Instructional strategies ACEI 3.2, 3.3 PTE 2h, 3a, c, d, f, g, h, m			UG 2 (20%)	UG 8 (80%) PB 3 (100%)
Evidence of student learning ACEI 3.1, 4.0 PTE 1b, d, 2 e, f, g			UG 1 (10%) PB 1 (33%)	UG 9 (90%) PB 2 (67%)
<u>Reflective Practitioner</u>	UG 1 (10%)		UG 1 (10%) PB 1 (33%)	UG 8 (80%) PB 2 (67%)
Reflection on instruction ACEI 5.1 PTE 2a, d, f				
Reflection on student learning ACEI 5.1 PTE 4b, 2h			UG 2 (20%) PB 1 (33%)	UG 8 (80%) PB 2 (67%)
Reflective inquiry and problem-solving ACEI 5.1 PTE 2b, 4a, c, k			UG 2 (20%) PB 1 (33%)	UG 8 (80%) PB 2 (67%)
<u>School and Community Involvement</u>			UG 2 (20%) PB 1 (33%)	UG 8 (80%) PB 2 (67%)
School involvement ACEI 5.2 PTE 6g				
Community and professional involvement ACEI 5.2 PTE 5d, 6d			UG 1 (10%) PB 1 (33%)	UG 9 (90%) PB 2 (67%)
<u>Professional Disposition</u>				UG 10 (100%) PB 3 (100%)
Values colleagues ACEI 5.1 PTE 6a, d, g, j				
Promotes positive attitudes ACEI 5.1, 5.2 PTE 5f, 6h				UG 10 (100%) PB 3 (100%)
Self-assesses ACEI 5.1 PTE 2d, 4b		UG 1 (10%)	UG 2 (20%) PB 1 (33%)	UG 7 (70%) PB 2 (67%)
Self-directed ACEI 5.1 PTE 6c				UG 10 (100%) PB 3 (100%)





## **Section IV: Evidence for Meeting Standards**

### **Assessment 7: Learner Interview – Mathematics (also Benchmark II)**

#### **1. Brief description of the assessment and its use in the program**

Candidates are evaluated based their planning, implementation, and analysis of a one-on-one K-12 student assessment interview. Additionally, candidates are evaluated on their ability to use the interview evidence to plan the next teaching step for the child. This assessment is intended to highlight the importance of place-value understanding as a central organizing theme in young children’s mathematical development. The written document submitted by the candidate includes narrative sections in which the candidate describes the context of the interview, the important mathematics underlying the concept of place value, the candidate’s analysis of the child’s understanding of the concept of place value, the curricular implications of the interview evidence, and the candidate’s self-evaluation of the interview. The Benchmark Performance Task assessment is completed at the conclusion of the second semester of the Junior year (Block II).

Any student who fails to successfully complete the Benchmark Performance Task assessment receives individualized feedback from a math education faculty member and, in the following semester (first semester of the senior year), is required to complete a follow-up task designed around underdeveloped areas of the Benchmark Performance Task paper.

#### **2. Alignment to ACEI standards**

This assessment is specifically aligned to the following ACEI standards: 2.3, 3.1, 3.3, 3.4, 4.0, and 5.1. The first section of the assessment rubric is called “Planning.” A mathematics education faculty member evaluates candidates in terms of evidence of their planning and choice of tasks for the interview (ACEI 3.1, 4.0). The second section of the rubric is titled “Implementation.” Teacher candidates are evaluated in terms of their success in providing an environment conducive to engaging the child in meaningful mathematics, including posing appropriate student-centered tasks and follow-up questions (ACEI 3.4). “Analysis of child’s conceptual understanding,” the third section of the assessment, includes an evaluation of the candidate’s ability to provide a complete, thoughtful, and accurate analysis of the child’s understanding of the concept of place value, supported by evidence of the child’s thinking from the interaction (ACEI 4.0). In the fourth section, “Curricular implications,” candidates are assessed based on their description of a well-developed, child-centered, developmentally appropriate instructional follow-up that has the potential for enhancing the child’s conceptual understanding of place value (ACEI 3.1, 3.3). The fifth section of the rubric, “Self analysis,” captures evidence of the candidate’s demonstration of complete, thoughtful, and in-depth reflection upon his or her strengths and weaknesses throughout the interview and analysis process (ACEI 5.1). These include the awareness of the candidate’s own role as an effective interviewer by recognizing the posing of leading questions, missed opportunities for follow-up questions, and the need for meaningful sequencing of tasks posed. The final section of the evaluation is titled “Content knowledge.” In this section, candidates are evaluated based on his or her description of the important mathematical ideas and how those ideas relate to the tasks chosen and the analysis of the child’s work (ACEI 2.3).

#### **3. Analysis of data findings**

Of the thirty-seven undergraduate and post-baccalaureate teacher candidates completing the assessment in the Fall and Spring Semesters of the 2007-2008 academic year, thirteen candidates performed at the Exemplary level. Of the remaining candidates, eighteen received a “developing professional” designation on their work, while a total of four candidates performed at the “underdeveloped” level. The remaining two candidates received a designation of “unacceptable” on their work and were required to complete a follow-up activity during the early weeks of the subsequent semester (Block III). The follow-up activity is a customized task that is developed in response to the areas of weaknesses in the particular candidate’s performance on the assessment.

#### **4. Interpretation of Data as evidence of Meeting ACEI Standards**

**ACEI 2.3 Mathematics:** The rubric for this assessment allows for measurement of the candidate’s mathematical content knowledge in two ways. First, the candidates demonstrated competency in mathematics content knowledge related to place value understanding through the tasks they

selected/designed for the interview assessment, in addition to the description the candidate writes of the mathematical concepts crucial to the development of place value understanding in children. This aspect of the candidate's content knowledge is captured in the section of the rubric titled, "Content Knowledge Of the undergraduate students, 12 performed at the "Underdeveloped" level, 9 at the "Developing Professional" level, and 11 at the "Exemplary" level. Two post baccalaureate students received "Developing Professional" designations, while three received "Exemplary" ratings. of the undergraduate students, 5 performed at the "Underdeveloped" level, 14 at the "Developing Professional" level, and 13 at the "Exemplary" level. One post baccalaureate student's work received the rating of "Developing Professional," while four other candidates performed at the "Exemplary" level.

**ACEI 3.1 Integrating and applying knowledge for instruction:** The scoring of this assessment allows for measurement of the candidate's ability to apply knowledge for instruction from section of the rubric titled, "Planning." Of the thirty seven candidates, two undergraduate students received a performance rating of "Underdeveloped," while six received an "Underdeveloped" score. Additionally, 15 received the designation of "Developing Professional," and the remaining nine undergraduate candidates were scored as "Exemplary." The post baccalaureate candidates scores fell within the "Developing Professional" (two candidates) and "Exemplary" (three candidates) categories.

**ACEI 3.3 Development of Critical Thinking and Problem Solving:** The candidates show evidence of their development of critical thinking and problem solving as they determine the next teaching steps for the child interviewed. This development is captured in the section of the rubric titled, "Curricular Implications." Of the undergraduate students, 5 performed at the "Underdeveloped" level, 14 at the "Developing Professional" level, and 13 at the "Exemplary" level. One post baccalaureate student's work received the rating of "Developing Professional," while four other candidates performed at the "Exemplary" level.

**ACEI 3.4 Active Engagement in Learning:** The candidates' progress towards actively engaging children in learning is captured in the section of the rubric titled, "Implementation." Two undergraduate students received scores of "Unacceptable" in this category. The remaining undergraduates were scored at the "Developing Professional" (16 candidates) and "Exemplary" (14 candidates) levels. Two post baccalaureate candidates' work received a score of "Developing Professional," while the other three post baccalaureate candidates' work fell within the "Exemplary" category.

**ACEI 4.0 Assessment for Instruction:** The candidates show evidence of understanding how to use formal and informal assessment strategies to plan and strengthen instruction with the attention to the development of individual students. This evidence is captured in the section of the assessment titled, "Analysis of the Child's Conceptual Understanding." Two undergraduate students received scores of "Unacceptable" while nine received scores of "Underdeveloped" in this category. The remaining undergraduates were scored at the "Developing Professional" (11 candidates) and "Exemplary" (10 candidates) levels. Of the baccalaureate candidates, two received scores of "Developing Professional" and three "Exemplary." Additional evidence of the candidate's ability to use assessment to plan and strengthen instruction is captured in the section titled, "Planning." As shared in the discussion of standard 3.1, of the thirty seven candidates, two undergraduate students received a performance rating of "Underdeveloped," while six received an "Underdeveloped" score. Additionally, 15 received the designation of "Developing Professional," and the remaining nine undergraduate candidates were scored as "Exemplary." The post baccalaureate candidates scores fell within the "Developing Professional" (two candidates) and "Exemplary" (three candidates) categories.

**ACEI 5.1 Professional Growth, Reflection, and Evaluation:** In this assessment candidates have the opportunity to reflect on their practice and evaluate the effects of their instruction decisions on the child. The evidence of the candidate's ability to reflect upon their professional growth is captured in the assessment section titled, "Self Analysis." In this category, the lowest score received by an undergraduate candidate was "Underdeveloped" (1 candidate). While 13 undergraduates and two post baccalaureate candidates received a score of "Developing Professional." A total of 20 candidates received a score of "Exemplary," three post baccalaureates and 17 undergraduates.

## **Benchmark II: Mathematics Learner Interview**

### **To the Candidate:**

This performance task is designed to assess your ability to analyze a child's conceptual knowledge and use the results of the analysis to design appropriate instruction. You will demonstrate that you can engage a learner in a two-way conversation that allows you to assess his or her grasp of a mathematical concept. You will also show that you can identify good follow-up experiences for the learner and self-assess your own effectiveness as an interviewer.

Please use one-inch margins, 12 point font, and double-spacing. An electronic and printed copy of your documents should be readily available upon request of the faculty. Details for submitting your finished product will be announced in the next few weeks. The School of Education will retain all submissions as documentation of student performance. This data will also be made available to the Evaluation Committee of the School of Education for Unit Assessment purposes. Results will be retained by the School of Education and is a piece of evidence used to analyze candidate progress. A candidate who fails to submit the Benchmark will not be considered for advancement to Block III. A candidate who fails to demonstrate the expected skills will be required to complete a follow-up task during Block III.

## **Benchmark II Objectives**

### **Planning: ACEI 3.1, 4.0**

Candidate shows evidence of planning, including the choice of tasks (and rationale in support of) appropriate to gathering evidence of the child's understanding of the concept.

### **Implementation: ACEI 3.4**

Candidate provides an environment conducive to engaging the child in meaningful mathematics, including posing appropriate student-centered tasks and follow-up questions.

### **Analysis of child's conceptual understanding: ACEI 4.0**

Candidate provides a complete, thoughtful, and accurate analysis by forming valid conjectures of the child's understanding and supporting them with evidence of the child's thinking from the interaction.

### **Curricular implications: ACEI 3.3**

Candidate describes a well-developed, child-centered, developmentally appropriate instructional follow-up that has the potential for enhancing the child's conceptual understanding.

### **Self analysis: ACEI 5.1**

Through self analysis, the candidate demonstrates complete, thoughtful, and in-depth reflection upon his or her strengths and weaknesses. The candidate is aware of his or her role as an effective interviewer (e.g. recognizes leading questions, missed opportunities, pacing problems, lack of meaningful sequence, etc.)

### **Content knowledge: ACEI 2.3**

Candidate relates the important mathematical ideas in the concepts assessed through the tasks chosen and in the analysis of the child's work.

### **Coherent writing:**

Candidate's writing is well organized and contains no grammatical or mechanical errors. All sources are properly cited using APA style.

## **Steps to Follow:**

- Please interview a student from your field experience and secure permission to tape record your conversation about a mathematical concept. (Check with your mentor teacher to determine the school's policy on audio recording.)
- Plan a specific mathematics activity or a set of questions as an entry point into the interview. Choose an activity/questions that will help you discover how the child thinks about **Place Value**. Plan the questions and tasks you will pose to the child.

- Engage the child in a conversation while doing the activity. Probe the child’s understanding with questions and problems. This is not a teaching exercise, but an assessment interview. You want to understand the child’s grasp of place value. Tape-record your interactions with the learner.
- Listen to the tape and determine which segments are most significant. Transcribe up to **four pages** of the conversation. Use I: (Interviewer) and C: (Child) to identify the speakers. Please do not use names. This should be placed at the end of the benchmark document.

### **Preparing the Benchmark Document:**

Write an analysis of the conversation with the learner using the headings and questions below to organize and guide your reflection. Please be concise, your paper should be at most **eight pages** long not including the transcript.

#### **The Student and Context:**

Include age and grade, gender, setting, your professional relationship to the student, and any other important information. (Do not include the student’s name.)

#### **The Concept and Learning Activity:**

Explain the important mathematics underlying the understanding of place value at the age and grade level of your child. Explain why you selected the activities and questions posed for your student. What did you predict you would learn from the child while doing this activity?

#### **Analysis of the Child’s Grasp of the Concept:**

Draw on what you have read and experienced in Block I and Block II classes to analyze the child’s actions and comments. What understandings has the child constructed? (Use quotes from the transcript or observations to provide specific support for your assessment of the child.) What are the strengths of the child’s thinking? How do you know? Use readings and professional literature to support your interpretations of the child’s understanding.

#### **Curricular Implications:**

What would you do next with this student to help extend or develop the child’s understanding of place value? Why? Do you have follow-up questions or predictions/conjectures to check?

#### **Evaluation of the Interview:**

Assess the quality of your engagement with the child and your effectiveness as an inquirer attempting to understand the student. Does the interview yield meaningful insight into the learner? What are you missing? What can you observe about your own strengths and weaknesses as an interviewer? Do you see any problems or missed opportunities when you reflect on the interview?

#### **Appendices:**

**Interview Transcript**

**Student Work**

**Rubric: Mathematics Learner Interview**

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
Coherent Writing	<p>Poor organization (organization distracts reader).                      Numerous typographical errors.                      Numerous mechanical errors.                      Evidence of plagiarism (lifting blocks of text from another source).</p>	<p>Acceptable organization (organization is not consistent, at times distracts reader)                      Presence of typographical and/or mechanical errors begins to impede clarity and coherence.                      No evidence of plagiarism, but sources not properly cited in APA style.</p>	<p>Good organization (organization does not distract the reader).                      Few typographical errors.                      Few mechanical errors.                      No evidence of plagiarism, but evidence of confusion with citing in APA style exists.</p>	<p>Excellent organization (organization supports student-focused analysis).                      No typographical errors.                      No mechanical errors.                      Uses APA citation style correctly and no evidence of plagiarism (lifting blocks of text from another source).</p>
<p>Planning                      ACEI 3.1, 4.0                      PTE 4</p>	<p>Shows no evidence of planning:                      Does not attempt (or attempts with no accuracy) to define mathematical concept(s) beyond just “telling”.                      Inappropriate task(s).                      Inappropriate task for age/grade.                      Provides an unacceptable rationale for why tasks were chosen.</p>	<p>Shows minimal evidence of planning:                      Attempts (with little accuracy) to define mathematical concept(s) beyond just “telling”.                      Inappropriate task(s).                      Inappropriate task for age/grade.                      Provides inconsistent rationale for why tasks were chosen. (Tasks do not match criteria of rationale)</p>	<p>Shows evidence of planning:                      Attempts, with some accuracy, to define the mathematical concept(s) beyond just “telling”.                      Appropriate tasks.                      Appropriate task for age/grade.                      Provides an acceptable rationale for why tasks were chosen. (Tasks do not match criteria of rationale)</p>	<p>Shows evidence of planning:                      Defines the mathematical concept(s) beyond just “telling”.                      Appropriate tasks.                      Appropriate task for age/grade.                      Provides strong rationale for why tasks were chosen.</p>

<p>Implementation ACEI 3.4 PTE 3</p>	<p>Candidate consistently leads the child. Candidate does not probe the child for more information (i.e., there are missed opportunities for getting more information). Candidate shows insensitivity towards the child (e.g., seems as though intern is interrogating the child).</p>	<p>Candidate leads the child at times. Candidate misses opportunities to gather more information from the child. Candidate is inconsistent in the sensitivity shown to the child during the interaction.</p>	<p>Candidate does not lead the child. Candidate probes the child for more information (i.e., recognizes opportunities for getting more information). Candidate shows sensitivity towards the child.</p>	<p>Candidate goes beyond not leading the child – provides an assessment environment conducive to engaging the child in meaningful mathematics Candidate formulates appropriate follow-up questions. Candidate shows evidence of student-centered engagement.</p>
<p>Analysis of Child's Understanding ACEI 4.0 PTE 2</p>	<p>Simply retells or summarizes conversation with child. Is mostly inaccurate. Does not support interpretations with evidence from interview or intern's own understanding of mathematical concept(s). Does not attempt to make sense of the child's thinking (or blames the child).</p>	<p>Attempts to analyze student thinking, but at times retells or summarizes the conversation with the child. Inaccuracies exist in the analysis. Interpretations not always supported with evidence from the interview and/or candidate's own understanding of mathematical concept(s). Has difficulty in attempts of making sense of child's thinking.</p>	<p>Does more than retell or summarize conversation with the child. Is reasonably accurate. Supports interpretations with evidence from interview and candidate's own understanding of mathematical concept(s). Attempts to make sense of the child's thinking.</p>	<p>Provides a complete, thoughtful, in-depth analysis of the conversation. Is accurate in his/her analysis. Forms valid conjectures of student understandings supported by evidence from the interaction. Focus of analysis is on making sense of the child's thinking.</p>

<p>Curricular Implications ACEI 3.3 PTE 2</p>	<p>Does not include follow-up or includes a follow-up that does not have the potential for enhancing the child's understanding because more than one of the following are not addressed: Not child-centered (e.g., more practice, worksheets, telling student what he/she needs to know, etc.). Developmentally inappropriate for that child. Not connected to evidence/findings.</p>	<p>Includes a description of follow-up that does not have the potential for enhancing the child's understanding because one of the following are not addressed: Child-centered (e.g., use of manipulatives, concrete experiences, problem-based, etc.). Developmentally appropriate for that child. Connected to evidence/findings</p>	<p>Includes a description (not well-developed) of follow-up that has the potential for enhancing the child's understanding: Child-centered (e.g., use of manipulatives, concrete experiences, problem-based, etc.). Developmentally appropriate for that child. Connected to evidence/findings.</p>	<p>Includes well-developed follow-up that has the potential for enhancing the child's understanding: Child-centered (e.g., use of manipulatives, concrete experiences, problem-based, etc.). Developmentally appropriate for that child. Connected to evidence/findings.</p>
<p>Self-analysis ACEI 5.1 PTE 2</p>	<p>Does not demonstrate reflective thinking on strengths and weaknesses. Not connected to interview (i.e., not supported by data). Not aware of role as an effective interviewer (e.g., does not recognize leading questions, missed opportunities for probing, pacing problems, lack of meaningful sequence; makes sweeping generalizations such as, "Everything went well," etc.).</p>	<p>Demonstrates narrowly focused reflective thinking on strengths and weaknesses. Identifies inappropriate connections to interview. Has difficulty in recognizing leading questions, missed opportunities, etc.</p>	<p>Demonstrates broadly focused reflective thinking on strengths and weaknesses. Connected to interview (i.e., supported by data). Aware of role as an effective interviewer (e.g., recognizes leading questions, missed opportunities for probing, pacing problems, lack of meaningful sequence, etc.).</p>	<p>Writing demonstrates complete, thoughtful, and in-depth reflection upon candidate's strengths and weaknesses. Connected to interview data. Aware of role as an effective interviewer (e.g., recognizes leading questions, missed opportunities for probing, pacing problems, lack of meaningful sequence,</p>

<p>Content Knowledge ACEI 2.3 PTE 1</p>	<p>Does not recognize that there is more to the mathematical concept(s) than mere regurgitation. Tasks (for interview and/or curricular decisions) are not about mathematical concept(s). Analysis of student work is mathematically incorrect.</p>	<p>Has some difficulty in recognizing that there is more to the mathematical concept(s) than mere regurgitation. Tasks are loosely based on mathematical concepts and are in need of further development. Analysis of student work is mathematically correct.</p>	<p>Recognizes that there is more to the mathematical concept(s) than mere regurgitation. Tasks (for interview and curricular decisions) are about mathematical concepts. Analysis of student work is mathematically correct.</p>	<p>Recognizes the important mathematical ideas in the concepts assessed. Tasks chosen are strongly associated with the important mathematical ideas. Analysis of student work in mathematically correct and insightful (goes beyond the obvious).</p>
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Assessment 7: Learner Interview – Mathematics (Benchmark II)

**Spring 2006**

Undergraduate (UG) Teacher Candidates N=24  
 Post Baccalaureate (PB) Teacher Certification Candidates N=3

	Fail	Pass
Coherent Writing ACEI 5.1 PTE 1		UG 24 (100%) PB 3 (100%)
Planning ACEI 3.1, 3.5 PTE 4		UG 24 (100%) PB 3 (100%)
Implementation ACEI 1, 4 PTE 3		UG 24 (100%) PB 3 (100%)
Analysis of Child's Understanding ACEI 1,4 PTE 2	UG 4 (17%)	UG 20 (83%) PB 3 (100%)
Curricular Implications ACEI 2.3 PTE 2	UG 4 (17%) PB 1 (33%)	UG 20 (83%) PB 2 (67%)
Self-analysis ACEI 5.1 PTE 2	UG 20 (83%) PB 2 (67%)	UG 4 (17%) PB 1 (33%)
Content Knowledge ACEI 2.3 PTE 1	UG 2 (8%)	UG 22 (92%) PB 3 (100%)

**Fall 2006**

Undergraduate (UG) Teacher Candidates N=16  
Post Baccalaureate (PB) Teacher Certification Candidates N=0

	Fail	Pass
Coherent Writing ACEI 5.1 PTE 1		16 (100%)
Planning ACEI 3.1, 3.5 PTE 4		16 (100%)
Implementation ACEI 1, 4 PTE 3		16 (100%)
Analysis of Child's Understanding ACEI 1,4 PTE 2		16 (100%)
Curricular Implications ACEI 2.3 PTE 2		16 (100%)
Self-analysis ACEI 5.1 PTE 2	3 (19%)	13 (81%)
Content Knowledge ACEI 2.3 PTE 1		16 (100%)

Performance data for Spring 2007 are missing. Performance data from Spring 2006 have been included in order to provide 4 semesters of data (2 years).

Mathematics Interview Summary Scores  
Fall 2007

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate	2	1	1	4	8
Post Baccalaureate			3		3

Fall 2007  
Undergraduate (UG) Teacher Candidates N=8  
Post Baccalaureate (PB) Teacher Certification Candidates N=3

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
Coherent Writing ACEI 5.1 PTE 1			UG 1 (12%)	UG 6 (88%) PB 3 (100%)
Planning ACEI 3.1, 3.5 PTE 4	UG 2 (25%)		UG 2 (25%) PB 2 (67%)	UG 4 (50%) PB 1 (33%)
Implementation ACEI 1, 4 PTE 3	UG 2 (25%)		UG 2 (25%) PB 2 (67%)	UG 4 (50%) PB 1 (33%)
Analysis of Child's Understanding ACEI 1,4 PTE 2	UG 2 (25%)		UG 2 (25%) PB 2 (67%)	UG 4 (50%) PB 1 (33%)
Curricular Implications ACEI 2.3 PTE 2			UG 6 (88%) PB 1 (33%)	UG 2 (25%) PB 2 (67%)
Self-analysis ACEI 5.1 PTE 2		UG 1 (12%)	UG 3 (38%) PB 2 (67%)	UG 4 (50%) PB 1 (33%)
Content Knowledge ACEI 2.3 PTE 1		UG 3 (38%)	UG 1 (12%) PB 2 (67%)	UG 4 (50%) PB 1 (33%)

Mathematics Interview Summary Scores  
Spring 2008

	Unacceptable	Underdeveloped	Developing Professional	Exemplary	Number of Students
Undergraduate		3	14	7	24
Post Baccalaureate				2	2

Spring 2008  
Undergraduate (UG) Teacher Candidates N=24  
Post Baccalaureate (PB) Teacher Certification Candidates N=2

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
Coherent Writing ACEI 5.1 PTE 1		UG 2 (8%)	UG 14 (58%)	UG 8 (33%) PB 2 (100%)
Planning ACEI 3.1, 3.5 PTE 4		UG 6 (25%)	UG 13 (54%)	UG 5 (21%) PB 2 (100%)
Implementation ACEI 1, 4 PTE 3			UG 14 (58%)	UG 10 (42%) PB 2 (100%)
Analysis of Child's Understanding ACEI 1,4 PTE 2		UG 9 (38%)	UG 9 (38%)	UG 6 (25%) PB 2 (100%)
Curricular Implications ACEI 2.3 PTE 2		UG 5 (21%)	UG 8 (33%)	UG 11 (46%) PB 2 (100%)
Self-analysis ACEI 5.1 PTE 2			UG 11 (46%)	UG 13 (54%) PB 2 (100%)
Content Knowledge ACEI 2.3 PTE 1		UG 9 (38%)	UG 8 (33%)	UG 7 (29%) PB 2 (100%)



Section IV: Evidence for Meeting Standards  
Assessment 8: Learner Profile – Reading

1. Brief description of the assessment and its use in the program

For this semester-long project, first semester seniors work one-on-one with K-6 students in an after school literacy program. This case study is the last project to be completed before the final semester of student teaching. Teacher Candidates communicate and collaborate with parents and classroom teachers as they plan for and provide instruction to elementary students. Teacher Candidates focus on using formative reading assessment tools to inform instruction. By working with the same learner for 24 sessions, the Teacher Candidate is able to collect robust evidence of student learning and thereby to reflect on the literacy development of a learner over a span of an academic semester.

2. Description of how this assessment specifically aligns with the standards for which it is cited

In the context of a third reading methods course (EDUC E341), Teacher Candidates investigate tools for ongoing assessment of literacy development. Formative assessment and Language Arts/Reading development are the predominant foci of course instruction and frame the learning experiences that are created by Teacher Candidates for K-6 learners (ACEI 2.1, 4). Teacher Candidates use assessments to guide instruction across the semester and in reflections provide rationales for instructional choices (ACEI 5.1). In the Summary Profile, Teacher Candidates provide an overview of the semester's assessment and instruction and discuss the literacy work of the child in terms of developmental needs and student motivation (ACEI 1). The lesson plans, assessments, student work and reflections required for each literacy session provide the Teacher Candidates multiple opportunities to demonstrate effective instructional decision-making that will impact student learning (ACEI 3.1, 3.2, 3.3, 3.4, 3.5). Records of Teacher Candidates' communications with classroom teachers, with parents, and with K-6 learners provide additional evidence of understanding of literacy development as well as the ability to collaborate with and communicate with others (ACEI 1, 5.2). The Topic Study is intended to capture Teacher Candidate attention to student voice and choice as well as provide a context for K-6 learner group work (ACEI 1, 3.5).

3. Brief analysis of data findings

In the four semesters of Fall 2006, Spring 2007, Fall 2007, and Spring 2008, 64 Undergraduate and 7 Post Baccalaureate Teacher Candidates enrolled in EDUC E341. All of the Post Baccalaureate Teacher Candidates performed at the Developing Professional or Exemplary level and 60 of the 64 Undergraduate Teacher Candidates performed at the Developing Professional or Exemplary level: four students performed at the underdeveloped level and no students performed at the unacceptable level.

4. Interpretation of how data provides evidence for meeting standards

1. Development, Learning, and Motivation

All Undergraduate and Post Baccalaureate Teacher Candidates met this standard by successfully communicating with parents, teachers, and K-6 learners regarding learner literacy development across a semester of work in an after school literacy program. Candidates also met this standard by successfully describing learner development in the Summary Profile and by successfully facilitating learner voice and choice in the Topic Study.

### 2.1 Reading, Writing, and Oral Language

All Undergraduate and Post Baccalaureate Teacher Candidates met this standard by successfully planning instruction to help K-6 learners further develop strategies for reading, writing, listening, speaking, viewing and thinking.

### 3.1 Integrating and applying knowledge for instruction

All Undergraduate and Post Baccalaureate Teacher Candidates met this standard by successfully implementing learner-centered instruction.

### 3.2 Adaptation to diverse students

All Undergraduate and Post Baccalaureate Teacher Candidates met this standard by successfully providing instruction based on individual development needs of the learner and by facilitating and supporting learner voice and choice.

### 3.3 Development of critical thinking and problem solving

All Undergraduate and Post Baccalaureate Teacher Candidates met this standard by successfully implementing a Topic Study and engaging K-6 learners in inquiries using a variety of materials and by facilitating use of a variety of metacognitive strategies.

### 3.4 Active engagement in learning

All Undergraduate and Post Baccalaureate Teacher Candidates met this standard by successfully creating authentic learning activities in the context of the Topic Study.

### 3.5 Communication to foster collaboration

All Undergraduate and Post Baccalaureate Teacher Candidates met this standard by successfully facilitating authentic K-6 collaboration in the context of the Topic Study.

## 4 Assessment for instruction

All Undergraduate and Post Baccalaureate Teacher Candidates met this standard by successfully using assessment data to plan for and implement instruction.

### 5.1 Professional growth, reflection, and evaluation

All Undergraduate and Post Baccalaureate Teacher Candidates met this standard by successfully demonstrating reflective self-evaluation in the assessment, planning, and instruction process.

### 5.2 Collaboration with families, colleagues, and community agencies

All Undergraduate and Post Baccalaureate Teacher Candidates met this standard by successfully communicating with parents, teachers, and K-6 learners regarding learner literacy development across a semester of work in an after school literacy program.

The Learner Profile – Reading Assessment was not considered for use as a Program Assessment #8 until May of 2008, although the past ten cohorts of Teacher Candidates have completed the assignment. Data more specific to levels of performance for each performance item will be collected beginning Fall 2008.

## **Learner Profile - Reading**

Block III EDUC E341

Assignment Guidelines

Artifacts for the Learner Profile will be collected over the entire semester and will reflect Teacher Candidate work with a child in an after school literacy program. The artifacts should be collected in a notebook and organized according to the following sections:

### **Communication** ACEI 5.2, PTE 1, 5

Beginning of semester:

Draft two letters of introduction – one to the parent and one to the teacher requesting information. Bring parent and teacher letter of introduction drafts to class.

Please keep your letters brief but:

1. Include a short introduction of yourself.
2. Tell how and why you will be working with the student.
3. Ask the teacher/parent to list some of the child's strengths so that your interaction with the child can be more effective.
4. Invite the teacher to offer suggestions for how you can best help the child.
5. Thank them for taking time to share.

During the semester

Provide continuous written feedback to your student. The purpose is to show that you as a teacher notice – and help the student notice – what he/she is doing well. This could be a positive phone call home, positive letter or postcard, certificate of achievement, etc. Keep documentation for Learner Profile Notebook.

Provide biweekly feedback to the parents/guardians and to the classroom teacher. It is important to use professional vocabulary and precise examples. Be sure to have a peer or instructor edit a draft before sending. Keep copies for Learner Profile Notebook.

End of semester:

Prepare and send two short notes/emails – one for your student's teacher and one for your student's parent. Include a short description of some of the strategies and projects you have been working on with your student. Include at least one 'positive' observation and thank the parent(s) for allowing their/his/her student to attend. Keep copies of your communications for Learner Profile Notebook.

### **Assessments** ACEI 4, PTE 2

All of the assessments appropriate for use in the after school literacy program and for the Learner Profile are discussed in length throughout the semester. Please include assessment instruments and findings for all assessments completed with the student during the semester. Assessments without dates are not acceptable.

### **Lesson plans with Reflections** ACEI 2.1, 5.1, PTE 1, 4

All lesson plans for the semester are included whether the work was done with the Teacher Candidate's student, an alternate student, or if an observation of a peer teaching was conducted (no student available).

### **Evidence of Student Learning: Student work samples** ACEI 3.1, 3.2, 3.3, 3.4, 3.5, PTE 3



Include copies of all student work. Reference student work in reflections and subsequent lesson plans to show that you are basing instruction on learner developmental needs.

**Student Choice: Topic study** ACEI 1, PTE 3

Document the topic study work done by your student. Use the form provided in class, the reflection form, and an appropriate scoring rubric for use with the topic study.

**Summary Profile** ACEI 1, PTE 2

Please use format/forms provided in class. This summary is intended to provide an overview of work completed with the student and to justify instructional and assessment choices.

Learner Profile – Reading  
Scoring Rubric

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
Communication ACEI 5.2 PTE 1, 4	Communications are teacher-centered, professional vocabulary is used very little or not at all. Writing is unclear and information may be shared only rarely if at all.	Communications are learner-centered on a few occasions, professional vocabulary appears in a few instances, and writing is clear in some instances. Information is shared infrequently.	Communications are learner-centered at times, professional vocabulary is present, writing is clear overall with relevant content. Information is shared consistently across semester.	Communications are learner-centered, consistently use professional vocabulary, are clearly written, have focused meaningful content, and share information in a timely, ongoing manner.
Assessments ACEI 4 PTE 2	Minimal assessments are used, Teacher Candidate insight is rare. Assessments are minimally appropriate.	Multiple assessments are used, Teacher Candidate insight is limited. Assessments are done as assigned, are often not appropriate.	Multiple assessments are used, some Teacher Candidate insight of student learning is apparent. Formative assessment is used at times. Assessments are moderately appropriate.	Multiple assessments are used to provide Teacher Candidate insight into student learning. Both formative and summative assessments are used. Assessments are highly appropriate.
Planning ACEI 2.1 PTE 1, 4	Planning demonstrates major misconceptions about content knowledge in Language Arts	Planning demonstrates a few misconceptions about content knowledge in Language Arts	Planning shows some evidence of content knowledge in Language Arts	Planning shows evidence of in depth content knowledge in Language Arts
Evidence of Student Learning ACEI 3.1, 3.2, 3.3, 3.4, 3.5 PTE 3	Examples of student work are unrelated to instruction.	Few examples of student work exhibit student learning related to instruction	Some examples of student work exhibit student learning related to instruction. There is some evidence of use of metacognitive strategies taught.	Multiple examples of student work exhibit student learning related to planned instruction. Students demonstrate use of metacognitive strategies taught.

<p>Student Choice: Topic Study ACEI 1 PTE 3</p>	<p>Topic study does not promote student voice or choice. Teacher Candidate blames student for disinterest.</p>	<p>Topic study engages student choice or voice only rarely. Attempts to motivation the student are visible.</p>	<p>Topic study promotes student choice and voice at times. Work demonstrates an understanding of student motivation in some instances.</p>	<p>Topic study clearly promotes student choice and student voice. Work demonstrates clear understanding of the impact of motivation on learning.</p>
<p>Summary Profile ACEI 1 PTE 2</p>	<p>Few sources of information are available. Little alignment with student needs. Instruction has little relationship to needs.</p>	<p>Limited sources of information align somewhat with student needs, but there is a focus on weaknesses. Instruction is only somewhat based on needs.</p>	<p>Several sources of information guide thoughtful descriptions of some student strengths, but there is a focus on weaknesses. Most instruction is based on assessment.</p>	<p>Multiple sources of information guide well-informed, detailed descriptions of student strengths and needs. Strong instructional plan based on assessment.</p>

Learner Profile Teacher Candidate

**Fall 2006**

Undergraduate (UG) Teacher Candidates N=23

Post Baccalaureate (PB) Teacher Certification Candidates N=3

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
Undergraduate		2 (9%)	4 (17%)	17 (74%)
Post Baccalaureate				3 (100%)

**Spring 2007**

Undergraduate (UG) Teacher Candidates N=16

Post Baccalaureate (PB) Teacher Certification Candidates N=0

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
Undergraduate		2 (13%)	2 (13%)	12 (75%)
Post Baccalaureate				

**Fall 2007**

Undergraduate (UG) Teacher Candidates N=15

Post Baccalaureate (PB) Teacher Certification Candidates N=1

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
Undergraduate			1 (7%)	14 (93%)
Post Baccalaureate			1 (100%)	

**Spring 2008**

Undergraduate (UG) Teacher Candidates N=10

Post Baccalaureate (PB) Teacher Certification Candidates N=3

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
Undergraduate			2 (20%)	8 (80%)
Post Baccalaureate			2 (67%)	1 (33%)