

Assessment #1 Praxis Two Scores

Praxis II Data 2004-2008: Test English Language, Literature, and Composition: Content Knowledge (0041)

Content Test (0041)

Year		Test 0041	# of Test Takers	Passing	Pass Rate	Statewide Pass Rate
2007-08		Content Knowledge	10	9	90%	90%
2006-07		Content Knowledge	14	13	93%	93%
2005-06		Content Knowledge	9	6	66.67	89%
3 year			33	28	83%	
2004-05		Content Knowledge	5	5	100%	Not available

Once again, we have met the 80% requirement.

**Assessment #2 Content Knowledge in English
Grades in Required English Courses
Standard 3.0**

N = 11

**Grades in Required English Courses
Program Completers Spring 2009**

Requirement	Not Acceptable	Acceptable	Target	Desired Pass Rate
	Below 2.5 Student jeopardizing status in Program	B or BC 3.0-2.5 Required for continuation in the Teacher Education Program	A or AB (4.0-3.5) Eligible for Honors and Dean's List	80% at Acceptable or Target
ENG 200 Critical Analysis	0	2	9	100%
British (2 courses required, one pre-1789)		6	12	100%
American (2 courses required)	1	5	11	99.5%
Multicultural/Continental /World (2 courses required)	3	3	12	84%
ENG 312 Descriptive Grammar	6	3	2	45%
Writing Course		4	7	100%

Not all eleven grades could be calculated in some categories because one student was a transfer student whose grades do not transfer in, one was on the new English major so her courses do not fall into these categories, and two are still finishing coursework this summer.

As usual, the grammar course is very difficult for students. The rigor of this course is a positive aspect of the program and a wake-up call for some students.

Assessment 3: Professional Knowledge and Skills within the Context of a Program
Standards 2.4 and 4.1 Designing Instruction
Standard 3.0 Content Knowledge

Methods Teaching Observation

5c. Data

N = candidates in ESEC 385/86 (Fall 2008): 14

Data represent the number of candidates scoring at each level on the assessment

Desired Pass Rate = 80% combination of scores 3 and 4

Teaching Skills
Standards 2.4 Designing and Implementing Instruction
4.1 Create Instructional Materials

Rating Indicator	1 Unacceptable	2 Acceptable	3 Target	Desired Pass Rate (80%)
Context		6	8	100%
Goals		8	6	100%
Respect/Rapport		6	8	100%
Routines		10	4	100%
Classroom Managements		8	6	100%
Engaged Learning		8	6	100%
Flexibility		8	6	100%
Activities		4	10	100%
Timing		7	7	100%

Content Knowledge
Standard 3.0 Candidate Knowledge

Rating Indicator	1 Unacceptable	2 Acceptable	3 Target	Desired Pass Rate (80%)
Knowledge of Content		8	6	100%

Assessment 4: Student Teaching

Final Student Teaching Assessment Data for Spring 2009

N = 11

Number = score given to candidates in that category by Cooperating Teachers and the College Supervisor.

Percentage = the percentage meeting the desired target pass rate (a combination of 2 and 3)

Desired percentage rate: 90% in each category

	Assessment Rubric	Needs Improvement (1)	Meets Expectations (2)	Exceeds Expectations (3)
Planning and Preparing Instruction				
	<i>Knowledge of Students and School Context</i>	Minimal knowledge of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests & cultural heritage Cooperating Teacher College Supervisor	Accurate knowledge of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests & cultural heritage Cooperating Teacher 3 College Supervisor	Thorough understanding of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests & cultural heritage Cooperating Teacher 8 College Supervisor 11
	<i>Knowledge of Content & Associated Pedagogy</i>	Many content errors; does not clarify student errors or misconceptions Cooperating Teacher College Supervisor	Basic content knowledge; basic associated pedagogical knowledge Cooperating Teacher 3 College Supervisor 5	Solid content knowledge; pedagogical practice reflects best practice Cooperating Teacher 8 College Supervisor 6
	<i>Instructional Goals/ Activities/ Assessments/ Learning Outcomes</i>	Goals unclear or not standards-based; irrelevant or unsuitable activities; assessment incongruent with goals; unclear learning outcomes Cooperating Teacher: 1 College Supervisor	Goals clear & standards-based; suitable activities; assessment congruent w/ goals; appropriate learning outcomes met Cooperating Teacher 2 College Supervisor 4	Clear standards-based goals; wide variety of appropriate activities; assessment congruent with goals and clear criteria for students; multiple appropriate learning outcomes met Cooperating Teacher 8 College Supervisor 7
Creating a Learning Environment	<i>Respect/Rapport</i>	Allows for disrespectful environment: student-teacher or student-student interaction is negative, demeaning, or age inappropriate Cooperating Teacher: College Supervisor	Fosters environment of respect: appropriate student-teacher and student-student interactions evident Cooperating Teacher 2 College Supervisor	Creates pervasive environment of respect: exemplary student-teacher and student-student interactions evident Cooperating Teacher 9 College Supervisor 11
	<i>Managing Routines & Procedures</i>	Time lost due to inefficiency; unnecessary time spent on non-instructional activities Cooperating Teacher: College Supervisor	Efficient; minimal loss of time on non-instructional activities Cooperating Teacher 3 College Supervisor 4	Organized routines; systems in place for efficiently handling non-instructional activities Cooperating Teacher 8 College Supervisor 7
	<i>Managing Student Behavior</i>	Minimal standards of conduct; student behavior not monitored; response to misbehavior inconsistent; safety of students compromised Cooperating Teacher 1 College Supervisor	Standards of conduct established; aware of and responsive to misconduct; safety of all students assured Cooperating Teacher 2 College Supervisor 7	Standards of conduct established with student collaboration; alert and responsive to all student behaviors; safety of all students assured Cooperating Teacher 8 College Supervisor 4

Instruction	<i>Activating & Maintaining Engagement</i>	No agenda available or inconsistent use of agenda; little or no prior knowledge activated; minimal questioning techniques; few students involved/focused; lack of enthusiasm for content Cooperating Teacher College Supervisor	Agenda visible and referenced; prior knowledge activated; enthusiasm for content; variety of questioning techniques; most students involved; maintains student focus Cooperating Teacher 4 College Supervisor 5	Consistent use of complete & clear agenda; prior knowledge of all students activated; enthusiasm for content; broad variety of questioning strategies; all students involved; commanding presence Cooperating Teacher 7 College Supervisor 6
	<i>Flexibility/Responsiveness</i>	Rigid or unresponsive to student questions and/or needs; inadequate feedback Cooperating Teacher: 1 College Supervisor	Accommodation of student needs evident; appropriate feedback offered Cooperating Teacher 3 College Supervisor 7	Lesson adjusted as needed to meet all student needs; high quality, consistent feedback that fosters interaction Cooperating Teacher 7 College Supervisor 4
	<i>Activities</i>	Insufficient variety of learning activities; instructional materials/resources lacking and/or of poor quality; activities not relevant to content/standards Cooperating Teacher: College Supervisor	Variety of activities utilizing quality instructional materials/resources; activities relevant to content/standards Cooperating Teacher 2 College Supervisor 6	Wide variety of activities that challenge students to construct knowledge; relevant and authentic activities utilizing many resources; all activities relevant to content/standards Cooperating Teacher 9 College Supervisor 5
	<i>Pacing & Timing</i>	Untimely start of class; no planned transitions; no adjustment of lesson flow; no closure Cooperating Teacher: College Supervisor	Class generally begins on time; some transitions; relatively smooth lesson flow; inconsistent use of closure Cooperating Teacher 4 College Supervisor 3	Class begins on time; effective transitions; seamless lesson flow; consistent lesson closures Cooperating Teacher 7 College Supervisor 8
Professional Responsibility	<i>Clear & Accurate Communication with All Audiences</i>	Unclear, inappropriate or inaccurate written or oral communication that is not clearly directed to a specific audience Cooperating Teacher: College Supervisor	Audible, legible, appropriate language for a specific audience; clarifications readily available Cooperating Teacher 1 College Supervisor 1	Clear, appropriate, and accurate written and oral language directed to a specific audience Cooperating Teacher 10 College Supervisor 10
	<i>Professional Interactions & Pursuit of Professional Development</i>	Relationships w/colleagues are negative or self-serving; no involvement in school activities; little or no professional development activities; unprofessional appearance/demeanor Cooperating Teacher: College Supervisor	Cordial relationships w/colleagues; participates in school activities when asked; participates in some convenient professional development activities; generally professional appearance/demeanor Cooperating Teacher 3 College Supervisor 1	Supportive/cooperative relationships w/colleagues; volunteers for & contributes to school activities; seeks opportunities for professional development; consistent professional appearance/demeanor Cooperating Teacher 8 College Supervisor 10
	<i>Use of Technology</i>	Little or minimal use of technology in the classroom Cooperating Teacher: College Supervisor	Some use of technology in instruction Cooperating Teacher 2 College Supervisor 10	Embraces technology as an instructional tool; instructs students in the use of technology and designs activities employing technology Cooperating Teacher 9 College Supervisor 1
	<i>Reflective Practice</i>	Effectiveness of instruction not articulated or is unclear as to changes needed in instruction Cooperating Teacher: College Supervisor	Generally accurate impression of lesson effectiveness; makes a few general suggestions for change Cooperating Teacher 1 College Supervisor 1	Accurately assesses lesson effectiveness and cites specific examples; makes specific suggestions for improvements for instruction Cooperating Teacher 10 College Supervisor 10

**Assessment #5: Assessment of Student Learning
Assessment of Student Learning Project**

5b. Scoring Guide

N = Number of student teachers (11 Student Teachers Spring 2009)

Scoring Guide: Pass Rate = Candidates achieving a 3 or 4 in each category by College Supervisor

Desirable Pass Rate is 80%

Numbers in left column indicate NCTE standards being met.

Standards Met	1 Unacceptable Little or No Evidence	2 Unacceptable Limited Evidence	3 Acceptable Clear Evidence	4 Target Clear, Consistent, and Convincing Evidence	Percentage of Candidates Achieving Target or Acceptable 80%
Selection of unit Literature (3.5.1) Writing (3.4.1-2) Critical Thinking (2.4)	Unit selected does not incorporate literature, writing, and critical thinking	Unit contains all three areas but they are not well integrated	Unit contains all three areas and they are logically linked	Unit carefully incorporates all three areas so they build on each other and clearly promote student learning	
# Achieving each category			2	9	100%
Class description (2.1)	Distinguishing characteristics of this class are not clear	Some distinguishing characteristics are discussed but full picture of class is not presented	Class is described thoroughly	Detailed descriptions of the class clearly indicate an in-depth awareness of students and their ELA learning environment	
# Achieving each category				11	100%
Project Context (1.3, 4.1)	Context of unit is not stated	Context is stated but not analyzed	Context is described in terms of curriculum and standards	Context is explained thoroughly, related to students' ELA learning process and progress and to state standards	

# Achieving each category				11	100%
Pre-assessment (4.10)	Pre-assessment does not establish clear criteria for measuring learning or does not correspond to final assessment	Pre-assessment criteria are vague or only partially correspond to final assessment	Pre-assessment criteria are clear and match final assessment	Pre-assessment criteria are carefully chosen to provide maximum information about student learning of ELA material or concept	
# Achieving each category				11	100%
Lesson Plans (4.1) Rationale Goals Materials Activities Closure Inclusion	One or more parts of the lesson plans are not completed	All parts of the lesson plan are present but not completed in a careful or thorough manner	All parts of the lesson plan are complete, clear, and logical	All parts of the lesson plan are designed carefully so as to maximize student ELA learning, promote critical thinking, writing skills, and an understanding of literature	
# Achieving each category		1	4	6	91%
Assessment (3.1.2, 3.3.3, 4.1) Tool Rubric Explanation	Assessment tool does not establish clear criteria that are reflected in the rubric, correspond to pre-assessment, and is not explained	Assessment tool, criteria, and rubric are not clear, do not correspond to pre-assessment, and are not explained thoroughly	Assessment tool, criteria, and rubric are clear, correspond to pre-assessment, and are explained	Assessment tool clearly shows what students have learned based on pre-assessment, establishes clear and meaningful ELA criteria for evaluation that are outlined on the rubric, and the process in thoroughly explained	
# Achieving each category				11	100%
Student samples Analysis (4.10)	Three samples are missing, not clearly distinguishable in terms of levels, and/or not analyzed	Three samples are included but not clearly distinguishable or analyzed for improving student learning	Three samples are included, clearly distinguishable into high, medium, and low categories, and include an	Three samples are clearly illustrating what defined successful ELA learning and analyzed thoroughly in	

			analysis of differences	terms of the students and necessary revisions needed to optimize student learning	
# Achieving each category			1	10	100%
Danielson reflection (2.3)*	Danielson form not used or analysis not completed	Danielson form used but analysis is not thorough or analysis thorough but Danielson not used	Danielson form completed and used as a guide for reflecting on the results	Danielson form thoroughly completed and used as the basis for reflective ELA practice	
# Achieving each category		1		10	91%

Assessment #6: Student Teaching Portfolio Presentation**Standard 2: Candidate Attitudes****Standard 3: Content Knowledge****Standard 4: Pedagogy****Portfolio Rubric**

N = 11 Numbers in columns reflect the number of candidates who received that particular rating

Desirable Percentage for Passing (combination of Target and Acceptable) = **90%**

Candidates from Spring 2009

Criteria based on Danielson

First number is evaluation of Methods Instructor; second is that of the College Supervisor

	Unacceptable (Evidence Lacking)	Acceptable (Some Evidence)	Target (Clear Evidence)	Percentage of Candidates Achieving Target or Acceptable 90%
Portfolio Contents				
Planning and Preparation				
Content		2/0	9/11	100%
Lesson Planning		3/0	8/11	100%
Knowledge of Students		2/1	9/10	100%
Classroom Environment		3/0	8/11	100%
Instruction			11/11	100%
Professional Development		1/2	10/9	100%
Portfolio Presentation				
Portfolio Appearance	1	1/7	9/4	91%
Organization	1	1/3	9/8	91%
Oral Presentation		3/0	8/11	100%
Portfolio Reflects Presenter			11/11	100%
Portfolio is Professional		1/0	10/11	100%
Portfolio Shows Evidence of State and National Standards	6/1	0/5	5/5	45%/91%

Students clearly need to make their knowledge of standards more evident in their presentations.

**Assessment #7 Dispositions
Standard 2.0 Candidate Attitudes**

Scoring Guide

N = Number of Student Teachers (1 Student Teachers Spring 2009)

Scoring Guide: Pass Rate = Candidates achieving a 3 in each category

Desirable Pass Rate = 90 %

Professional	Unacceptable	Developing	Acceptable	Percentage
Demonstrates clear understanding of legal and moral obligations of the profession			11	100 %
Exhibits clear and accurate communication skills			11	100 %
Works cooperatively and collaboratively			11	100 %
Exhibits enthusiasm and passion for students and the craft of teaching.			11	100 %
Is committed to lifelong learning			11	100 %
Is committed to service to the community.			11	100 %
Personal:				
Demonstrates understanding and respect for diverse perspectives			11	100 %
Demonstrates respect, empathy, and caring for others			11	100 %
Accepts responsibility			11	100 %
Practices consistent punctuality			11	
Demonstrates consistent integrity and honesty			11	100 %
Exhibits willingness to work diligently to achieve success			11	100 %