

## **Section I Context Statement**

### **I. State and Institutional Policies:**

The Masters of Arts in Teaching (MAT) program was developed as a mandate from the Louisiana Blue Ribbon Commission on Educational Excellence to revise the existing alternative certification programs. The MAT program was designed as an alternative certification route to provide candidates an opportunity to acquire Louisiana State certification in a dual certification program in elementary grades 1-5 and special education grades K – 12 while completing a master’s degree. Since the summer of 2006, program changes allow candidates to seek certification in either elementary education grades 1 – 5 or in special education K – 12. The MAT program is a part of the Department of Teaching and Learning at Southeastern Louisiana University.

The Board of Regents and the Board of Elementary and Secondary Education (BESE) formed the Blue Ribbon Commission on Teacher Quality in April of 1999 for the purpose of improving teacher quality in Louisiana. The Commission was composed of thirty-one state, university, district, school, and community leaders. It was given the charge to recommend policies to the Governor, Board of Regents, and BESE that would lead to a cohesive PK – 16+ system to hold universities and school districts accountable for the aggressive recruitment, preparation, support, and retention of quality teachers who produced higher achieving K – 12 students. The Commission met from September 1999 to May 2001.

There are three interrelated sets of standards that govern the application of the Council for Exceptional Children (CEC) Standards (Field Experiences and Clinical Practice Standards, Assessment System Standards, and Special Education Content Standards) in the MAT program in special education: Louisiana Components of Effective Teaching (LCET); **Interstate New Teachers Assessment and Support Consortium/ National Council for Accreditation of Teacher Education (INTASC/NCATE)**; and the Southeastern Louisiana University Conceptual Framework, *The Effective Educator*. Louisiana’s teaching standards for both new and experienced teachers (LCET) were developed from the professional knowledge base on teaching and “craft knowledge” acquired by experienced educators. The LCET form the criteria used to assess the teaching practices of both new and experienced teachers. The State Board of Elementary and Secondary Education (SBESE) approved the LCET in September 1992. Revisions to LCET are approved by the SBESE as needed. The state of Louisiana mandates that programs meet NCATE Standards.

### **II. Field and Clinical Experiences:**

Southeastern Louisiana University special education candidates in the MAT program are required to have diverse field experiences. In the sequence of courses for the graduate MAT degree in special education, mild/moderate program, candidates are required to complete a minimum of 200 field-based hours. The candidates must also complete either one semester of student teaching or two semesters of internship. These field hours are found in the following courses:

<b>MAT Course</b>	<b>Minimum Hours</b>	<b>Types of Field Experiences</b>
610	10 hours	5 observations/assistance; 5 small group instruction
615	10 hours	5 observations/assistance; 5 small group instruction
620	10 hours	10 hours small group instruction
622	10 hours	5 observations/assistance; 5 small group instruction
623	10 hours	5 observations/assistance; 5 small group instruction
630	10 hours	5 small group; 5 whole class instruction
631	10 hours	5 small group; 5 whole class instruction
636	10 hours	5 small group; 5 whole class instruction
640	10 hours	5 small group; 5 whole class instruction
642	10 hours	5 small group; 5 whole class instruction
650	15 hours	5 hours of observation/assistance; 10 whole class instruction
651	15 hours	5 hours of observation/assistance; 10 whole class instruction
652	15 hours	5 hours of observation/assistance; 10 whole class instruction
660	20 hours	5 observations/assistance; 15 whole class instruction
661	20 hours	5 observations/assistance; 15 whole class instruction
670	24+ hours	Related to action research project; small/whole group instruction
681	All Day/16 weeks	Observation/assistance; whole class instruction
682	All Day (1 semester)	Observation/assistance; whole class instruction
683	All Day (2 semesters)	Observation/assistance; whole class instruction

Fully licensed faculty members at Southeastern Louisiana University monitor all field experiences for diversity and completeness. The field hours are purposefully selected and sequenced to provide experiences that begin with introductory level requirements and move developmentally to increasingly complex and diverse experiences. It should be noted that field experience evaluations for most courses are completed and stored electronically in Pass-Port.

### **III. Criteria for Admission, Retention, and Exit:**

**Admission:** Admission to the MAT degree program is based on the screening factors described in the following section. In order to pursue graduate studies in the Department of Teaching and Learning, Master of Arts in Teaching in Special Education, Mild/Moderate Disabilities, individuals must apply for admission to Southeastern's Graduate School. While enrolled in the first course of the MAT degree, candidates must make application for full Selective Admission and Retention in Teacher Education (SARTE) status under its current guidelines. To be considered for admission to the MAT degree program, an applicant must: meet all university admission requirements; possess a bachelor's degree with a 2.5 cumulative GPA or a master's degree with a cumulative GPA of 3.0 from a regionally accredited university or the equivalent from a foreign university; achieve passing scores on the PRAXIS I PPST (Reading, Writing, and Mathematics); and achieve a passing score on PRAXIS II in the following content areas: (1) Education of Exceptional Students: Core Content Knowledge (#0353), and (2) Education of Exceptional Students: Mild to Moderate Disabilities (#0542). All candidates pursuing graduate studies at Southeastern Louisiana University must maintain a 3.0 GPA in order to remain in good standing.

**Retention:** Several strategies are employed to support candidates in the MAT degree program at Southeastern. A MAT orientation session is provided for candidates who enter the program. The session gives an overview of the program and its expectation of candidates. Candidates are given the opportunity to meet with faculty and staff. Faculty refer candidates who experience difficulty to develop an improvement plan through the Teacher Development Center. Faculty in the Teacher Development Center work with individual teacher candidates to remediate needed skills and help each candidate to be successful. Additionally, MAT faculty are assigned to individual candidates as advisors where they support candidates in the multiple ways, including selection and sequence of courses. MAT advisors also serve as chairs and members of the MAT Orals Graduate Committees. They coordinate and conduct oral defenses for MAT candidates. External evaluators are assigned as part of the MAT grant to periodically assess the program and make recommendations.

**Exit:** In order to successfully exit the MAT graduate program in special education, candidates must: complete and defend the program portfolio. This portfolio consists of components from the courses in the program as well as reflective elements. The oral defense segment of the portfolio allows a panel of faculty to evaluate the candidate's synthesis of program components. All candidates must defend their program of study and their Action Research project in a twenty minute oral reflection, supported by technology, citing research and authorities in education. Additionally, candidates must demonstrate their understanding of components of effective teaching, professional standards, knowledge of the learner, appropriate use of instructional strategies and methods, knowledge related to content area/s and implementation of accommodations and modifications as related to diverse learners. Discussion and demonstration of technology, literacy and diversity are integrated throughout the presentation.

#### **IV. Description of Relationship of Program to Unit's Conceptual Framework:**

The Department of Teaching and Learning adopted a new Conceptual Framework in 2005. The Conceptual Framework is comprised of four critical components of *The Effective Educator*: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). This theme provides direction for the development of effective professionals in their efforts to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world. **Diversity** is an integral part of each component, and **Technology** is emphasized throughout all programs in the educational unit (diversity) (technology).

The Department of Teaching and Learning's Conceptual Framework provides the foundation for the MAT program in special education. Faculty in the special education program have long believed that successfully integrating the standards set forth by the CEC, research-based strategies and methods, a firm foundation of knowledge of content to be covered, and an understanding of learners all combine to create successful special education professionals.

All course work implemented in the MAT degree program project these core beliefs and values. Interwoven throughout all courses and field experiences, candidates are exposed to and problem solve in diverse settings and with diverse populations. With the wide range of diverse experiences students bring to the classroom, our graduate candidates must be prepared with not only knowledge about cultural and linguistic diversity, but also an array of strategies/methods to meet the unique needs of students with disabilities.

MAT candidates in special education mild/moderate disabilities participate in field experiences in various school settings designed by faculty members to provide candidates with distinctive experiences to expose them to students from diverse environments and groups. These experiences may include peer evaluation of instruction, videotapes depicting diverse teaching situations, and/or matching assessment techniques with diverse learner needs.

#### **V. Indication of whether the program has a unique set of program assessments, which are different from those expected for the unit's assessment system, and the relationship of the program's assessments with the unit's assessment system.**

To **supplement** the unit assessments, the MAT graduate program uses the following program specific assessments:

- **Class Specific Written and Oral Lesson Plan Rubrics** – (MAT 630, 640, 650, 651, & 652) Class specific written and oral lesson plan rubrics are used in addition to unit lesson plan rubrics to more closely align with CEC standards.
- **Final Student Evaluation Addendum** – (MAT 681, 682, & 683) An addendum has been added to the unit's final student evaluation to more fully align it with CEC Standards.

- **Oral Defense** – (MAT 682 & 683 – end of program) Oral defense of the unit portfolio and program is an exclusive component of the MAT program to enable candidates to orally demonstrate their knowledge.

The additional assessments listed above closely compliment the unit assessments for each particular area. In most cases additional items were added to the unit assessments to make them more closely align with the CEC standards and to better address the needs of our MAT candidates in special education/mild moderate disabilities.

## MAT SECTION II— LIST OF ASSESSMENTS

Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
1 [Licensure assessment, or other content-based assessment]  <b>Praxis #0542 Mild/Moderate Disabilities</b> <b>Praxis #0353 Exceptional Students: Core Content Knowledge</b>	National Standardized Tests (Required for State Certification)	MAT 610, 615, 620
2 [Assessment of content knowledge in special education]  <b>Praxis #0353 – Exceptional Students: Core Content Knowledge</b>	National Standardized Tests (Required for State Certification)	MAT 610, 615, 620
3 [Assessment of candidate ability to plan instruction] <b>Unit lesson plan rubric</b> <b>Louisiana Components of Effective Teaching (LCET) Rubric</b> <b>Class Specific Written Language Lesson Plan and Implementation Rubric</b> <b>Class Specific Oral Language Lesson Plan and Implementation Rubric</b>	Unit and class specific product based assessment Unit and class specific performance based assessment	MAT 630, 640, 650, 651, 652
4 [Assessment of student teaching]  <b>Louisiana Components of Effective Teaching (LCET) Summative Evaluation Report of Teaching</b>	Unit Performance based assessment	MAT 681, 682, 683
5 [Assessment of candidate effect on student learning]	Unit Product based assessment	MAT 681, 683

Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
<b>Unit Assessment Plan</b>		
6 Additional assessment that addresses CEC standards ( <i>required</i> ) ] <b>Personal Management Model</b>	Unit Product based assessment	MAT 622
7 Additional assessment that addresses CEC standards ( <i>optional</i> ) ] <b>SPED Addendum to LCET</b>	Program performance based assessment	MAT 681, 682, 683
8 Additional assessment that addresses CEC standards ( <i>optional</i> ) ] <b>Oral Portfolio Defense</b>	Program performance based assessment	MAT 682, 683 – end of program

**SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS**

<b>CEC STANDARD</b>	<b>APPLICABLE ASSESSMENTS FROM SECTION II</b>
<b>FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD</b>	
Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.	Information should be provided in Section I (Context) to address this standard.
<b>CONTENT STANDARDS</b>	
<p><b>1. Foundations.</b> Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based <b>principles and theories</b>, relevant <b>laws and policies</b>, diverse and <b>historical</b> points of view, and <b>human issues</b> that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these <b>influence professional practice</b>, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how <b>issues of human diversity</b> can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the <b>relationships of organizations of special education</b> to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>	<p>x#1 x#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4  <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p><b>2. Development and Characteristics of Learners.</b> Special educators know and <b>demonstrate respect</b> for their students first as unique human beings. Special educators understand the <b>similarities and differences in human development</b> and the characteristics between and among individuals with and without exceptional learning needs (ELN)<sup>1/</sup>. Moreover, special educators understand how <b>exceptional conditions</b> can <b>interact</b> with the domains of human development and they <b>use this knowledge to respond to the varying abilities and behaviors</b></p>	<p>x#1 x#2 x#3 x#4  x#5 x#6 x#7 x#8</p>

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p><b>of individual's</b> with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	
<p><b>3. Individual Learning Differences.</b> Special educators understand the <b>effects that an exceptional condition<sup>2/</sup></b> can have <b>on an individual's learning</b> in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are <b>active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition</b> to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions <b>provides the foundation</b> upon which <b>special educators individualize instruction</b> to provide meaningful and challenging learning for individuals with ELN.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>	<p>x#1 x#2 x#3 x#4 x#5 x#6 x#7 x#8</p>
<p><b>4. Instructional Strategies.</b> Special educators possess a repertoire of evidence-based <b>instructional strategies to individualize instruction</b> for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote <b>positive learning results in general and special curricula<sup>3/</sup></b> and to appropriately <b>modify learning environments</b> for individuals with ELN. They enhance the <b>learning of critical thinking, problem solving, and performance skills</b> of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the <b>development, maintenance, and generalization</b> of knowledge and skills across environments, settings, and the lifespan.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 x#3 x#4 x#5 x#6 x#7 <input type="checkbox"/>#8</p>

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>Beginning special educators demonstrate their mastery this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</p>	
<p><b>5. Learning Environments and Social Interactions.</b> Special educators actively <b>create learning environments</b> for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and <b>active engagement</b> of individuals with ELN. In addition, special educators <b>foster environments in which diversity is valued</b> and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape <b>environments to encourage the independence</b>, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators <b>help their general education colleagues integrate individuals</b> with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use <b>direct motivational and instructional interventions</b> with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely <b>intervene with individuals with ELN in crisis</b>. Special educators coordinate all these efforts and provide <b>guidance and direction to paraeducators and others</b>, such as classroom volunteers and tutors.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   <input checked="" type="checkbox"/>#3   <input checked="" type="checkbox"/>#4  <input checked="" type="checkbox"/>#5   <input checked="" type="checkbox"/>#6   <input checked="" type="checkbox"/>#7   <input type="checkbox"/>#8</p>
<p><b>6. Language.</b> Special educators understand <b>typical and atypical language development</b> and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to <b>enhance language development</b> and <b>teach communication skills</b> to individuals with ELN. Special educators are familiar with <b>augmentative, alternative, and assistive technologies</b> to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide <b>effective language models</b> and they use communication</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   <input type="checkbox"/>#3   <input type="checkbox"/>#4  <input type="checkbox"/>#5   <input type="checkbox"/>#6   <input checked="" type="checkbox"/>#7   <input type="checkbox"/>#8</p>

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>strategies and resources to <b>facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</b></p> <p>Beginning special educators demonstrate their mastery of language for and with individuals with ELN through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	
<p><b>7. Instructional Planning.</b> Individualized decision-making and instruction is at the center of special education practice. Special educators develop <b>long-range individualized instructional plans</b> anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected <b>shorter-range goals and objectives</b> taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize <b>explicit modeling</b> and <b>efficient guided practice</b> to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are <b>modified based on ongoing analysis of the individual’s learning progress</b>. Moreover, special educators facilitate this instructional planning in a <b>collaborative context</b> including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of <b>individualized transition plans</b>, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using <b>appropriate technologies</b> to support instructional planning and individualized instruction.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   <input checked="" type="checkbox"/>#3   <input type="checkbox"/>#4  <input checked="" type="checkbox"/>#5   <input type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8</p>

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p><b>8. Assessment.</b> Assessment is integral to the decision-making and teaching of special educators and special educators use <b>multiple types of assessment information</b> for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the <b>legal policies and ethical principles of measurement and assessment</b> related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand <b>measurement theory and practices</b> for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate <b>use and limitations</b> of various types of assessments. Special educators collaborate with families and other colleagues to assure <b>non-biased, meaningful assessments and decision-making</b>. Special educators conduct <b>formal and informal assessments</b> of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to <b>identify supports and adaptations</b> required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators <b>regularly monitor the progress</b> of individuals with ELN in general and special curricula. Special educators <b>use appropriate technologies</b> to support their assessments.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
<p><b>9. Professional and Ethical Practice.</b> Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to <b>legal matters</b> along with serious professional and <b>ethical considerations</b>. Special educators engage in <b>professional activities</b> and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as <b>lifelong learners</b> and regularly reflect on and adjust their</p>	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #8

CEC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are <b>sensitive to the many aspects of diversity</b> of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them <b>current with evidence-based best practices</b>. Special educators know their own limits of practice and practice within them.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	
<p><b>10. Collaboration.</b> Special educators routinely and effectively <b>collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways</b>. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a <b>resource to their colleagues</b> in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to <b>facilitate the successful transitions</b> of individuals with ELN across settings and services.</p> <p>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</p>	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

## SECTION V

### Use of Assessment Results to Improve Candidate and Program Performance

When interpreting the data resulting from this report, the members of the MAT SPA Committee found that our program is very strong in many respects but needs improvement in certain areas. Based on a summary of the data collected from the MAT Program, curriculum matters have been identified and discussed, and will be addressed. Each of the following areas 1) provides evidence of how we have used assessment results to improve our program and/or 2) describes our plans to use the results of the assessment data. In the following section, interpretation of Southeastern special education assessment data will be examined in reference to teacher candidates' (a) content knowledge, (b) professional and pedagogical knowledge, skills, and dispositions; and (c) ability to demonstrate positive effects on student learning.

#### Content Knowledge

Southeastern MAT teacher candidates have a pass rate of 100% on both the Exceptional Students: Core Content Knowledge (0353, passing score 143) and Mild/Moderate Disabilities (0542, passing score 141) for the years 2004 through 2006, and 99% for 2003, indicating that these individuals have attained the special education content knowledge necessary to be effective educators of students with mild/moderate disabilities. In addition, the mean of all student scores were well above the required minimum, suggesting that these MAT candidates are more than prepared to be effective special educators. The means of MAT candidates for all sub categories (assessment, curriculum & instruction, and structuring & managing the learning environment) for #0542 for the years 2005-06 substantially surpass both state and national means. The mean scores for #3053 for the years 2003-06, in the sub categories of understanding exceptionalities, legal and societal issues, and delivery of services to students with disabilities, do not always exceed state and national means, however, there is a substantial increase in the mean scores of MAT candidates over the years from 2003 to 2006 in those categories, illustrating that results of assessments have been used to improve the program.

As of Fall 2006, an addendum was added to the Student Teaching Evaluation based on the critical need to obtain additional specific information for program improvement regarding Special Education content knowledge. Scores on that addendum ranged from 3.92 to 3.54. Strengths were in involvement (3.92) and individualization (3.77). Behavior management and families were areas of relative weakness (3.54 each), but even in those categories, the great majority of candidates met or exceeded expectations.

We will continue to monitor candidate content knowledge in our methods classes as well as in student teaching/internship. The MAT Program is currently under revision. Administration and faculty of the revision committee will continue to examine the area of content knowledge to determine appropriate changes to the program necessary based on data collected.

## **Professional and Pedagogical Knowledge, Skills, and Dispositions**

Although our candidates did well on the majority of performance indicators on the LCET, two areas of weakness were perceived when examining the data: planning and accommodating for individual differences. As a result, we will continue to work with our methods candidates as well as student teachers/interns, on planning for and accommodating individual differences. We will work with methods faculty to insure that our candidates are including both accommodations and specific higher order questions in their lesson and unit plans.

Another area of relative weakness was “Exhibits enthusiasm toward the subject content”. Faculty will use this information to address this content in all MAT classes.

Although the area of technology more than met expectations, it still was an area of weakness compared to other categories. Many of our cooperating teachers have only one or two computers in their classrooms; therefore, our student teachers tend to have limited capabilities for incorporating technology into their lessons, especially in the area of allowing the student they teach to utilize technology in learning. Thus, we plan to encourage our cooperating teachers to allow the student teachers to work with their children in the schools’ computer labs and also encourage them to write mini-grants to purchase Smart Boards and other equipment.

## **Effects on Student Learning**

During the Fall 2006 semester, we required our student teachers/2<sup>nd</sup> year interns to implement an assessment plan in their classrooms. Although many of them did a remarkable job with this assignment, many struggled with interpretation of data and utilizing the data to impact teaching. Therefore, beginning in the Spring 2007 semester, the assessment plan will be carried out in methods courses as well as student teaching/internship with more specific training given to the candidates. In addition, more practice with a variety of assessments, including interpreting and utilizing test results, will be incorporated into our assessment courses.

Because candidates struggled with developing well-constructed assessments, instructors in the assessment courses will give more opportunities and training to construct effective assessment instruments. As the MAT program is revised, more emphasis will be placed on candidate instruction in the areas of assessment, planning, instruction and the direct relation to student learning.

## **Conclusion**

As a result of this assessment and evaluation process, the MAT faculty is considering changes to the curriculum. However, the MAT program is currently under review for potential redesign or discontinuation. If the decision is made to redesign, the following areas will receive more consideration: families, behavior management, individualization, technology, and interpreting and utilizing data. Even considering these areas of relative weakness, faculty perceive the program to be strong, and this perception is supported by evidence from results of the eight assessment instruments. With added emphasis to these areas, faculty are confident that any future MAT program will be even stronger.

**Attachment 1.A**

**Master of Arts in Teaching (MAT)  
Elementary/Special Education (Grades 1-5)  
Candidates Enrolled in Program and Completers**

<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Completers</b>
2003 – 2004	251	10
2004 – 2005	179	26
2005 – 2006	147	29

**ATTACHMENT 1.B**

**Faculty Information**

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

<b>Faculty Member Name</b>	<b>Highest Degree, Field, &amp; University</b>	<b>Assignment: Indicate the role of the faculty member</b>	<b>Faculty Rank</b>	<b>Tenure Track (Yes/No)</b>	<b>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years *</b>	<b>Teaching or other professional experience in P-12 schools**</b>
G. Autin	PhD in Science and Math Education, Southern University	MAT 650	Assistant Professor	Yes	NCTM reviewer for Mathematics Teaching in Middle Schools;  MSP in LA Professional Development Leader for Project PRISM; MSREA presenter;  publications in <i>American Exchange Quarterly</i> and <i>Community Service Journal</i> ;	11 years in public schools; LA Type A certificate; Supervision of Student Teachers; Grades 2-6, 6-12; Math, Science, Social Studies; Alg. I,II, Geometry; Chemistry, Physics, General Science, Computer Science; Biology
L. Beard	PhD in Curriculum and Instruction, University of Southern Mississippi	MAT 640. 650	Assistant Professor	Yes	Scholarship: MSERA presentation <i>Pre-service teacher's beliefs about mathematics before and after completion of a mathematics methods course</i> , Fall 2005  Leadership: Coordinator of Elementary Education Master's Comprehensive Exams  Service: Workshop at Levi Milton Elementary School on use of manipulatives	10 yrs.; Georgia Educator Certificate--Middle Grades (4-8) Concentrations: Language Arts and Social Science--Level 7;
R. Day	EdD in Home Economics Education, Oklahoma State	MAT 681, 682, 683,	Associate Professor	Yes	Chair of the Council for Teacher Education,	One year teaching in junior high, 15 years as a

	University	Student teaching & internships			MAT Review Committee Member	university supervisor of student teachers
C. Elliott	PhD in Reading Education, Texas Woman's University	MAT 640	Associate Professor	Yes	<p>Elliott, C.B. &amp; Taylor, D. (2006). Leading in the worst of times. <i>Educational Leadership</i>, 64(1), 82-86.</p> <p>Elliott, C. B. &amp; Brown-Sandberg, S. (Fall2005/Winter 2006). WORDCHAINS: A reading fluency assessment. <i>Reading: Exploration and Discovery</i>, 26, (2), 31-35.</p> <p>Elliott, C. B. (2006, January). <i>Dual language and literacy opportunities</i>. National Association of Bilingual Education, Phoenix, AZ.</p>	Early literacy teacher/ leader in public schools 4 years; Elementary & special education teacher 19 years; Reading Specialist, Kindergarten, Early Childhood, Parish or City School Supervisor of Instruction; Mild/Moderate (grades 1-12), Principal; Supervisor of Student Teaching
P. Goodwin	EdD in Secondary Education, University of Nevada	MAT 610	Assistant Professor	No	Service: 2005-2006 - Ascension Parish Planning and Zoning Commission	4 years jr. high math teacher 28 years school administrator (asst. principal-superintendent)
J. Hines	PhD in Special Education, University of Southern Mississippi	MAT 615	Assistant Professor	Yes	<p>LATAAP Assessor</p> <p>Program Reviewer for national conference-TED/CEC</p> <p>Member – 3 University Committees</p>	10 years public school teaching State of Mississippi, Type A-Biology (7-12), Mathematics (7-12), Type AAAA-Special Education (K – 12)
S. Jacob	PhD in Administration/Supervision, University of Southern Mississippi	MAT 622, 623, Dept. Head	Associate Professor	Yes	<p>Inducted to Educator's Honor Role (2006) –SLU</p> <p>Program Reviewer for national conference – ATE</p>	19 years public school teaching – Grades 9-12 Lifetime Certificate – LA English, Speech, Spanish, Gifted, Principal, Student

					Membership – 3 University Committees	Teaching Supervisor, City Supervisor of Instruction
J. Kirylo	PhD in Curriculum and Instruction from the University of New Orleans	MAT 620	Assistant Professor	Yes	<p>Kirylo, J. (2006). Working with a diverse student population: The mission is not to save, but to reflectively teach. <i>NCPEA Connexions</i>. Retrieved October 23, 2006 from <a href="http://cnx.org/content/m14073/latest/">http://cnx.org/content/m14073/latest/</a></p> <p>Kirylo, J. D., &amp; Nauman, A. (2006). The depersonalization of education and the language of accountability: A view from a local newspaper. <i>Journal of Curriculum and Pedagogy</i>, (3)1, 187-206.</p> <p>Kirylo, J. (2006). Preferential option for the poor: Making a pedagogical choice. <i>Childhood Education</i>, 82(5), 266-270 (Annual Theme Issue).</p>	State of Louisiana, Type A; Supervisor of Student Teaching; Provisional Elementary School Principal
J. Lester	PhD in Curriculum and Instruction, Louisiana State University	MAT 636, 642	Associate Professor	Yes	<p>Lester, J. H. (2006). English/Language Arts lessons K-4. In A. Carroll &amp; N. M. Laird (Eds.), <i>Team Nutrition-Family Nutrition Nights: Looking at Nutrition through Core Content</i> (Available from the Louisiana Department of Education, Division of Nutrition Assistance, P.O. Box 94046, Baton Rouge, LA 70804 online).</p> <p>Lester, J. H. (2004). A comparison of</p>	Clinical supervision at Woodland Park Early Learning Center for ECE 106 candidates; I don't know if my teaching certificate is still current, but I'm certified in Secondary Family and Consumer Science Education and Adult Education; Reading Specialist

					<p>online and on-campus literacy instruction for secondary literacy courses in a Master of Arts in Teaching program. <i>The Reading Professor</i>, 27(1), 85-111.</p> <p>Lester, J. H. (2003). Planning effective secondary professional development programs. <i>American Secondary Education</i>, 32(1), 49-61.</p>	
E. Partridge	EdD in Elementary Education, University of Mississippi	MAT 652	Professor	Yes	<p>Two international (ACEI) and one national (NCSS) presentation. Two columns published in ACEI's <i>The Activist</i>. Chair – ACEI Nominations Committee</p>	<p>Thirteen years teaching in public schools, grades K, 3rd, 6th. Eleven years supervising methods' field experiences. Twenty-two years supervising student teachers. Four years working with two 2<sup>nd</sup> grade teachers and students at PDS</p>
P. Schulte	PhD in Science Curriculum and Instruction, University of New Orleans	MAT 660, 661	Assistant Professor	Yes	<p>Bodily-Kinesthetic/Higher Order teaching strategies published in <i>Social Studies and the Young Learner</i> and <i>ENC Focus</i>;</p> <p>5 national/regional conference presentations for National Council for the Social Studies and National Science Teachers Association;</p> <p>member/reviewer for National Council for the Social Studies/Children's Book Council</p>	<p>6.5 years, middle and high school Social Studies/History and Earth Science/Biology – certifications: Secondary Social Studies and Earth Science</p>

					Notable Trade Books committee	
J. Trowbridge	PhD in Curriculum and Instruction, Louisiana State University	MAT 650	Associate Professor	Yes	<p>President of the Louisiana Science Teachers Association</p> <p>Presidents Award National Marine Educators Association</p> <p>Editorial review Board for the International Journal of Science Education</p>	Five years Jr. High and High School Science. Three semester supervision of student teachers. Six years methods. NC Science certificate 7-12.
C. Yates	PhD in Special Education, University of Southern Mississippi	MAT 615, 630, 631, 670	Assistant Professor	Yes	<p>LaTAAP Assessor;</p> <p>Institute for Teaching and Professional Enhancement (ITPE) 05-06; Action Research as a Transformative Process</p>	11 years: Elementary – High School; Home Economics, Elementary, SPED Resource; Supervisor of Student Teaching and Practicum; Mississippi A (Gifted, Elementary K-3/4-8), AA (Instructional Technology K-12), AAAA (Mild/Moderate K-12)



**ATTACHMENT 1.C**  
MAT Graduate Degree Plan

**Degree Plan of Course Sequence for the MAT with Dual Certification in Elementary Education Grades 1-5 and Special Education- Mild/Moderate Grades 1-5 (39-42 hours)**

***I. Knowledge of the Learner and Learning Environment (15 hours)***

MAT 610	Fundamentals I: Teaching and Learning for General Education	3 hrs.
MAT 615	Fundamentals II: Teaching and Learning for Special Education	3 hrs.
MAT 620	Learning and Behavior Theories in General and Special Education	3 hrs.
MAT 622	Classroom Management and Organization for Elementary and Special Education	3 hrs.
MAT 630	Assessment I: General and Special Education	3 hrs.

***II. Methodology and Teaching (18 hours)***

MAT 631	Assessment II: Elementary and Special Education	3 hrs.
MAT 640	Introduction to Reading and Language Arts for Elementary and Special Education	3 hrs.
MAT 650	Integrated Learning Methods: Math, Physical Science, and Information Literacy	3 hrs.
MAT 651	Integrated Learning Methods: Life Sciences, Health and PE, and Information Literacy	3 hrs.
MAT 652	Integrated Learning Methods: Social Studies, Arts, Music, and Information Literacy	3 hrs.
MAT 670	Research Design for General and Special Education	3 hrs.

***III. Student Teaching/Internship (6-9 hours)***

MAT 681	Student Teaching in Elementary and Special Education (1 semester)	6 hrs.
MAT 683	Internship in Elementary and Special Education (2 semesters)	6 hrs.
MAT 682	Practicum in Elementary or Special Education (When MAT 681 requirements cannot be met, this course will be required to assure candidates have opportunities for working with students in both certification areas)	3 hrs.

\_\_\_\_\_  
**Student's Signature**

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**Faculty Advisor**

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**Graduate Coordinator**

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**Dean of the Graduate School**

**Date:** \_\_\_\_\_

## SECTION IV: EVIDENCE OF MEETING STANDARDS

### Content Knowledge Assessments

#### Assessment 1 PRAXIS, State Licensure Test

##### Description of the Assessment and Use in the Program

The MAT program for Elementary/Special Education (Grades 1-5) at Southeastern requires PRAXIS I and II as assessments of content knowledge. All MAT candidates applying for mild/moderate disabilities licensure in Louisiana must pass the following PRAXIS tests: Exceptional Students: Core Content Knowledge (0353, passing score 143) and Mild/Moderate Disabilities (0542, passing score 141) before they can be recommended by the institution. The special education tests are aligned with the CEC content standards. Candidates generally take these tests when they are completing MAT 610, 615, 620. Candidates must attain a score of 143 on the PRAXIS Exceptional Students: Core Content Knowledge Test and a score of 141 on the PRAXIS Mild/Moderate Disabilities Test. In 2003, only PRAXIS #0353 was required, after that, PRAXIS #0542 was added to the requirements for licensure.

##### Description of How the Assessment Specifically Aligns with CEC Standards

The following summary demonstrates CEC Content Standard alignment for the major areas of the test:

**Exceptional Students: Core Content Knowledge (0353):** This test is designed for candidates who plan to teach in a special education program at any grade level (PK-12). The three content areas in the test are: Understanding Exceptionalities, Legal and Societal Issues, and Delivery of Services to Students with Disabilities. Test items in “Understanding Exceptionalities” are aligned with CEC Standard 1, Foundations, and Standard 2, Development and Characteristics of Learners. Test items in “Legal and Societal Issues” are aligned with CEC Standard 1, Foundations; Standard 2, Development and Characteristics of Learners; Standard 3, Individual Learning Differences, and Standard 8, Assessment. Test items in “Delivery of Services to Students with Disabilities” is aligned with all 10 CEC Standards. See Assessment 1A for additional information about the connection between PRAXIS 0353 and CEC Standards.

**Mild/Moderate Disabilities (0542):** This test is designed for candidates who plan to teach in a special education program for students with mild to moderate disabilities at any grade level (PK-12). The three content categories of the test are: Assessment, Curriculum and Instruction, and Structuring and Managing the Learning Environment. The constructed response questions are designed to assess the candidate’s ability to apply the principles of special education to situations relevant to teachers of students with mild/moderate disabilities. Test questions in Content Category I, Assessment, are closely connected to CEC Standard 8, Assessment; test questions in Content Category II, Curriculum and Instruction, are closely connected to CEC Standard 3, Individual Learning Differences, Standard 4, Instructional Strategies, Standard 6, Language; and Standard 7, Instructional Planning; test items for Content Category III, Structuring and Managing the Learning Environment, are closely connected to CEC Standard 5, Learning Environments

and Social Interactions, CEC Standard 9, Professional and Ethical Practice, and CEC Standard 10, Collaboration. See Assessment 1A for additional information about the connection between PRAXIS 0542 and CEC Standards.

### **Brief Analysis of Data Findings**

As indicated in the data tables, Southeastern MAT teacher candidates have a pass rate of 100% on both the Exceptional Students: Core Content Knowledge (0353, passing score 143) and Mild/Moderate Disabilities (0542, passing score 141) for the years 2004 through 2006, and 99% for 2003, indicating that these individuals have attained the special education content knowledge necessary to be effective educators of students with mild/moderate disabilities. In addition, the mean of all student scores were well above the required minimum, suggesting that these MAT candidates are more than prepared to be effective special educators.

As for sub scores for #3053 for the year 2006, in the sub category of understanding exceptionalities, MAT candidates (72%) surpass both state (68%) and national (71%) means. For the sub category of legal and societal issues, MAT candidates (73%) surpassed state (71%) but not national (75%) means. For the subcategory of delivery of services to students with disabilities, MAT candidates (72%) once again surpassed state means (71%) but not national means (74%). Overall, the means of most of these sub categories have been increasing each year since 2003.

The means of MAT candidates for all sub categories (assessment, curriculum & instruction, and structuring & managing the learning environment) for #0542 for the year 2006 substantially surpass both state and national means. Quartile scores are for MAT/SPED candidates, and are not disaggregated.

### **Interpretation of How Data Provides Evidence for Meeting CEC Standards:**

MAT candidates mean scores substantially surpass the 80% pass rate required by NCATE for program recognition, suggesting that MAT candidates are well prepared to be effective special educators. The fact that the means of most of these sub categories for #0353 have been increasing each year since 2003, indicate that faculty are improving their performance, even though they already exceed minimum requirements. The subsections of this assessment: 1) understanding exceptionalities, 2) legal and societal issues, and 3) delivery of services to students with disabilities, directly relate to all CEC standards.

See **Assessment Documentation** on pages 25-26.

## **Assessment 1A: Assessment Tool or Description of Assessment**

**Exceptional Students: Core Content Knowledge (0353):** This test is designed for candidates who plan to teach in a special education program at any grade level (PK-12). The three content areas in the test are: Understanding Exceptionalities, Legal and Societal Issues, and Delivery of Services to Students with Disabilities.

**Mild/Moderate Disabilities (0542):** This test is designed for candidates who plan to teach in a special education program for students with mild to moderate disabilities at any grade level (PK-12). The three content categories of the test are: Assessment, Curriculum and Instruction, and Structuring and Managing the Learning Environment. The constructed response questions are designed to assess the candidate's ability to apply the principles of special education to situations relevant to teachers of students with mild/moderate disabilities.

## **Assessment 1B: Scoring Guide for the Assessment**

**Not available** – However, all test takers receive a score regardless of the number of questions answered. Your score is based on the number of questions you answer correctly with no penalty incurred or subtraction for answering a question incorrectly (see: Praxis online for more information).

## Assessment 1C: Candidate Data Derived from the Assessment

<b>MAT PRAXIS (#0353 and #0542) DATA 2003-2006</b>			
<b>05-06</b>			
<b>0353</b>	<b>100% pass</b>		
# of examinees	18		
High score	190		
Low score	156		
Performance range	163-181		
Mean Spring 2006	174		
Mean Fall 2006	172		
Test Category	SLU	State	National
I. understanding exceptionalities	72	68	71
II. Legal and societal issues	73	71	75
III. delivery of services to students with disabilities	72	71	74
<b>0542</b>	<b>100% pass</b>		
# of examinees	20		
High score	200		
Low score	156		
Performance range	173-186		
Test Category	SLU	State	National
I. assessment	61	59	60
II. curriculum & instruction	59	55	57
III. structuring & managing the learning environment	65	60	63
<b>04-05</b>			
<b>0353</b>	<b>100% pass</b>		
# of examinees	25		
High score	186		
Low score	117		
Performance range	160-179		
Test Category	SLU	State	National
I. understanding exceptionalities	65	64	69
II. Legal and	76	73	76

societal issues			
III. delivery of services to students with disabilities	73	71	74
<b>0542</b>	<b>100% pass</b>		
# of examinees	16		
High score	200		
Low score	157		
Performance range	174-188		
Test Category	SLU	State	National
I. assessment	68	58	61
II. curriculum & instruction	65	58	61
III. structuring & managing the learning environment	67	62	63
<b>03-04</b>			
<b>#0353</b>	<b>99% pass</b>		
# of examinees	5		
High score	187		
Low score	127		
Performance range	149-181		
Test Category	SLU	State	National
I. understanding exceptionalities	63	63	68
II. Legal and societal issues	64	69	79
III. delivery of services to students with disabilities	71	70	75

**Percentage of MAT/Special Education Mild/Moderate Disabilities Examinees Scoring in Each Quartile of the Praxis II: Education of Exceptional Students: Core Content Knowledge (0353)**

2005-06, n= 2004-05, n=	Quartile 1 (lowest)	Quartile 2	Quartile 3	Quartile 4 (highest)
I. Understanding Exceptionalities	2005-06= 17 2004-05= 29	2005-06= 36 2004-05= 35	2005-06= 37 2004-05= 20	2005-06= 11 2004-05= 16
II. Legal and Societal Issues	2005-06= 17 2004-05= 16	2005-06= 25 2004-05= 44	2005-06= 24 2004-05= 29	2005-06= 34 2004-05= 13
III. Delivery of Services to Students with Disabilities	2005-06= 26 2004-05= 24	2005-06= 43 2004-05= 31	2005-06= 21 2004-05= 27	2005-06= 9 2004-05= 10

**Percentage of MAT/Special Education, Mild/Moderate Disabilities Examinees Scoring in Each Quartile of the Praxis II: Education of Exceptional Students: Mild to Moderate Disabilities (0542)**

2005-06, n= 2004-05, n=	Quartile 1 (lowest)	Quartile 2	Quartile 3	Quartile 4 (highest)
I. Assessment	2005-06= 0 2004-05= 0	2005-06= 65 2004-05= 50	2005-06= 14 2004-05= 20	2005-06= 21 2004-05= 30
II. Curriculum and Instruction	2005-06= 17 2004-05= 12	2005-06= 23 2004-05= 30	2005-06= 42 2004-05= 36	2005-06= 18 2004-05= 22
III. Structuring and Managing the Learning Environment	2005-06= 15 2004-05= 13	2005-06= 42 2004-05= 37	2005-06= 8 2004-05= 34	2005-06= 35 2004-05= 16

## **Assessment #2: Content Assessment**

### **PRAXIS Exceptional Students: Core Content Knowledge Test**

#### **Description of the Assessment and Use in the Program:**

All MAT candidates applying for mild/moderate disabilities licensure in Louisiana must pass the Exceptional Students: Core Content Knowledge (0353, passing score 143) test before they can be recommended by the institution. Students generally take this test after they have received the applicable content from completing MAT 610, 615, and 620. Students must attain a score of 143 on the PRAXIS Exceptional Students: Core Content Knowledge Test. The test is given to ensure that Mat candidates have met the requirements for content knowledge in assessment, curriculum & instruction, and structuring & managing the learning environment

#### **Description of How the Assessment Specifically Aligns with CEC Standards:**

**Exceptional Students: Core Content Knowledge (0353):** This test is designed for candidates who plan to teach in a special education program at any grade level (PK-12). The three content areas in the test are: Understanding Exceptionalities, Legal and Societal Issues, and Delivery of Services to Students with Disabilities. Test items in “Understanding Exceptionalities” are aligned with CEC Standard 1, Foundations, and Standard 2, Development and Characteristics of Learners. Test items in “Legal and Societal Issues” are aligned with CEC Standard 1, Foundations; Standard 2, Development and Characteristics of Learners; Standard 3, Individual Learning Differences, and Standard 8, Assessment. Test items in “Delivery of Services to Students with Disabilities” is aligned with all 10 CEC Standards. See Assessment 1A for additional information about the connection between PRAXIS 0353 and CEC Standards.

#### **Brief Analysis of Data Findings:**

As indicated in the data tables, Southeastern MAT teacher candidates have a pass rate of 100% on both the Exceptional Students: Core Content Knowledge (0353, passing score 143) and Mild/Moderate Disabilities (0542, passing score 141) for the years 2004 through 2006, and 99% for 2003, indicating that these individuals have attained the special education content knowledge necessary to be effective educators of students with mild/moderate disabilities. These scores substantially surpass the 80% pass rate required by NCATE for program recognition. In addition, the mean of all student scores were well above the required minimum, suggesting that these MAT students are more than prepared to be effective special educators.

As for sub scores for #3052 for the year 2006, in the sub category of understanding exceptionalities, MAT candidates (72%) surpass both state (68%) and national (71%) means. For the sub category of legal and societal issues, MAT candidates (73%) surpassed state (71%) ( but not national (75%) means. For the subcategory of delivery of services to students with disabilities, MAT candidates (72%) once again surpassed state means (71%) but not national means (74%). Overall, the means of most of these sub categories have been increasing each year since 2003.

### **Interpretation of How Data Provides Evidence for Meeting CEC Standards:**

MAT candidates mean scores substantially surpass the 80% pass rate required by NCATE for program recognition, suggesting that MAT students are well prepared to be effective special educators. The fact that the means of most of these sub categories for #0353 have been increasing each year since 2003, indicate that faculty are improving their performance, even though they already exceed minimum requirements. The subsections of this assessment: 1) understanding exceptionalities, 2) legal and societal issues, and 3) delivery of services to students with disabilities, directly relate to all CEC standards.

See **Assessment Documentation** on pages 25-26.

## **Assessment 2A: Assessment Tool or Description of Assessment**

**Exceptional Students: Core Content Knowledge (0353):** This test is designed for candidates who plan to teach in a special education program at any grade level (PK-12). The three content areas in the test are: Understanding Exceptionalities, Legal and Societal Issues, and Delivery of Services to Students with Disabilities.

## **Assessment 2B: Scoring Guide for the Assessment**

**Not available** – However, all test takers receive a score regardless of the number of questions answered. Your score is based on the number of questions you answer correctly with no penalty incurred or subtraction for answering a question incorrectly (see: Praxis online for more information).

**Assessment 2C: Candidate Data Derived from the Assessment**

See pages 25-26

### **Assessment 3: Assessment of Candidate Ability to Plan Instruction**

#### **Description of the Assessment and Use in the Program:**

Four assessments, 1) the unit lesson plan rubric, 2) the Louisiana Components of Effective Teaching (LCET) Summative Evaluation Report of Teaching Rubric, 3) a class specific written language lesson plan and implementation rubric, and 4) a class specific oral language lesson plan and implementation rubric, are all used to evaluate candidates' ability to assess, plan, and teach various content to students with and without mild/moderate disabilities.

#### **Description of How the Assessment Specifically Aligns with CEC Standards:**

Candidates enrolled in MAT 640, 651, 652 & 653 complete a total of 55 hours of field experiences. During these courses, they develop lesson plans and teach students in a variety of special education settings, including inclusive and resource classrooms. Candidates are expected to demonstrate a solid understanding of Individual Learning Differences, Instructional Strategies, and Instructional Planning (Standards 3, 4, and 7). This knowledge is acquired through class lectures, readings, and field experiences. A number of assessments are used to evaluate candidate performance. In all courses, both the LCET Summative Evaluation Report of Teaching and the unit lesson plan rubric are used to evaluate candidate performance in the areas of planning, management, instruction, and assessment. By using the same assessment in all courses, faculty can demonstrate candidate growth in teaching. In addition, class specific oral and written class specific lesson plan rubrics are used to place more focus on specific CEC standards.

#### **Brief Analysis of Data Findings:**

The mean data for the Fall 2006 Evaluation of **Unit Holistic Lesson Plan** range from 3.83 (objectives clearly stated) to 3.37 (closing activities) on a 4 point scale.

Fall 2006 mean data for the **Evaluation Report of Teaching Data (LCET)** range from as high as 5.00 on 7 of the 32 items, to 3.80 on one item (accommodating individual differences) on a 5 point scale. Strengths were in identifying materials, technology, organization, initiating the lesson, presenting accurate subject matter, relating unexpected situations, and encouraging student participation.

The Fall 2006 data for the **Written Language Lesson Plan and Implementation Rubric** show that mean candidate scores for student interactions ranged from 3.88 to 2.75 on a 4.00 point scale. The great majority of candidates exceeded expectations.

The Fall 2006 data for the **Oral Language Lesson Plan and Implementation Rubric** show that the mean candidate scores for student interactions is 3.14 on a 4.00 point scale. Three candidates exceeded expectations, two met expectations and 2 were approached expectations.

### **Interpretation of How Data Provides Evidence for Meeting CEC standards**

The fact that most candidates either meet or exceed expectations gives evidence that CEC standards are being met. As indicated in the data table for Assessment 3C2 (see attachment), Southeastern candidates in MAT 630, 640, 650, 651, and 652 are proficient in identifying materials, technology, organization, initiating the lesson, presenting accurate subject matter, relating unexpected situations, and encouraging student participation., all of which relate to the CEC domain areas of planning, management, and instruction. Each domain area showed at least 2 means scores of 5 out of 5.

See **Assessment Documentation** on pages 55-62.

**Assessment 3A-1: Assessment Tool or Description of Assessment**

**Unit Lesson Plan Rubric**

	<b>Unacceptable (U)</b>	<b>Approaching Expectations (A)</b>	<b>Meets Expectations (M)</b>	<b>Exceeds Expectations (E)</b>	<b>Minimum Score Per Item</b>		
					<b>Intro</b>	<b>Dev</b>	<b>Comp</b>
<b>Objectives:</b>  <b>CEC Standard:</b> <b>CC7, S1</b>	The objective (s) is (are) imprecise or unclear or written in terms of teacher behavior, rather than student behavior.	Some of the objectives are clear and some are not. The number of objectives is unrealistic within the scope of the lesson.	Each objective is stated in terms of <b>student outcomes</b> and identifies the learning that will take place.	Each objective is clearly stated in terms of <b>student outcomes</b> and addresses the learning that will take place. Each objective is measurable and observable.	M	M	M
<b>State Content Standards/ Benchmarks/ Grade Level Expectations:</b>  <b>CEC Standard:</b> <b>GC4, S13</b>	The lesson provides no connection to state content standards/ benchmarks/ GLE's	The lesson provides some connections to state content standards/ benchmarks/ GLE's	The lesson provides connections with significant and clear references to state content standards/ benchmarks/ GLE's	Emphasis on the standards, benchmarks that have been identified for the lesson are clearly seen through all major phases of the lesson plan procedure.	A	M	M

<p><b>Introductory/ Focusing/ Anticipatory/ Engagement/ Motivation:</b></p> <p><b>CEC Standard: CC7, S13</b></p>	<p>The lesson is void of any introductory activities.</p>	<p>The lesson introduction is somewhat disconnected from the objectives and distracts students from learning.</p>	<p>Opening activities set the stage for the lesson and are connected to the states objectives, but lack in motivation or transition value.</p>	<p>Opening activities are relevant to objectives, provide creative and motivating background in which to begin the lesson. There is opportunity for active student participation and connection between future and prior learning.</p>	<p>A</p>	<p>M</p>	<p>M</p>
<p><b>Procedures Activities, Experiences, Concept Development :</b></p> <p><b>CEC Standard: GC4, S1</b></p>	<p>Learning experiences are disconnected and not focused on the objectives.</p>	<p>Learning experiences are connected to the objectives but disconnected from one another.</p>	<p>All experiences are aligned with the objective(s), build upon each other, are clearly connected to each other, are appropriately placed, and developmentally appropriate.</p>	<p>All experiences are aligned with the objective(s), build upon each other, are appropriately placed, and developmentally appropriate. The activities are engaging, creative, and innovative with clear connection to each other.</p>	<p>A</p>	<p>M</p>	<p>M</p>
<p><b>Closure/ Confirming:</b></p> <p><b>CEC Standard: CC7, S12</b></p>	<p>The lesson contains no closure.</p>	<p>Closing activities are minimally developed and done primarily by the teacher.</p>	<p>Closing activities are minimally developed and done primarily by the teacher.</p>	<p>Closing activities are minimally developed and done primarily by the teacher.</p>	<p>A</p>	<p>M</p>	<p>M</p>

<p><b>Assessment/ Evaluation:</b></p> <p><b>CEC Standard: GC8, S3</b></p>	<p>Opportunities for student assessment are not provided.</p>	<p>Assessments are identified and make limited connections to the Louisiana Content Standards.</p>	<p>Assessments are identified and require students to apply knowledge or demonstrate understanding of LA Content Standards. Provide limited evidence that students have achieved the stated objectives.</p>	<p>Assessments are clearly identified and require students to critique, assess, and/or draw conclusions as they relate to the LA Content Standards. Provide clear evidence that students have achieved the stated objectives.</p>	<p>A</p>	<p>M</p>	<p>M</p>
<p><b>Materials/ Resources/ References:</b></p> <p><b>CEC Standard: CC4, S3</b></p>	<p>Materials/resources/references necessary for student and teacher use are not listed.</p>	<p>An incomplete list of student and/or teacher materials/resources/references are provided.</p>	<p>Materials/resources/references necessary for both students and teacher to complete the lesson are listed and are made available.</p>	<p>All necessary materials/resources/references are identified. It is clear what materials and/or resources are referenced in the lesson (e.g. rather than just listing).</p>	<p>M</p>	<p>M</p>	<p>M</p>
<p><b>Integration of Technology into Planning or Implementation:</b></p> <p><b>CEC Standard: CC7, S9</b></p>	<p>The lesson does not provide for any technology-connected experiences or technology is not used in planning.</p>	<p>Technology-connected learning experiences are limited to enrichment or extension activities or technology is limited in planning.</p>	<p>Technology is integrated into the lesson to improve the quality of student work or provides use of technology as a source to enhance the lesson.</p>	<p>A variety of technology is integrated appropriately in a manner that enhances the effectiveness of the lesson and the learning of the student.</p>	<p>A</p>	<p>M</p>	<p>M</p>

<p><b>Student Centered:</b></p> <p><b>CEC Standard: CC5, S4</b></p>	<p>There is no evidence of student choice and/or opportunities for students to work collaboratively.</p>	<p>Student choice and/or collaboration is limited to one part of the lesson.</p>	<p>The lesson considers student interest and provides opportunities for student choice and/or collaboration.</p>	<p>The lesson contains elements that motivate students to become actively engaged through choice and/or collaboration.</p>	<p>A</p>	<p>M</p>	<p>M</p>
<p><b>Diverse Learner Needs/ Accommodat ions/ Individual Differences:</b></p> <p><b>CEC Standard: GC7, S3</b></p>	<p>There is no variety in approaches to learning and instructional opportunities that are adapted to learners from diverse backgrounds.</p>	<p>Instructional design is for learners with varied learning styles.</p>	<p>Instructional design is developmentally appropriate for learners with varied learning styles and diverse needs.</p>	<p>Instructional design is developmentally appropriate for students from diverse backgrounds (cultural, stages of development, learning styles, strengths, needs).</p>	<p>A</p>	<p>M</p>	<p>M</p>

**Assessment 3A-2: Assessment Tool or Description of Assessment**

**See Assessment 4A: Louisiana Components of Effective Teaching (LCET) Rubric on page 64.**

## Assessment 3A-3: Assessment Tool or Description of Assessment

### Class Specific Written Language Lesson Plan and Implementation Rubric

1. Plan your lesson using the Southeastern required Lesson Plan format. This should be completed **prior** to the interaction with the child or children. (CC7S6, CC7S10)
2. Review the textbook on the various best practices in a comprehensive literacy program for writing. You may also refer to the Video Viewing Guide for the various levels of support in writing that may be appropriate with your student(s). (CC9S2)
3. Your *50 Literacy Strategies* text should be consulted for such concepts **that can be included in this lesson** as “All About ...” Books, Author’s Chair, Interactive Writing, Language Experience Approach, Mini-lessons, and Writing Groups (or what we referred to as Reading & Responding Groups.) As you know, if you use writing groups, the students will need to be in the revising stage of the writing process. In addition, you also know that all these instructional best practices can not be accomplished in one lesson.

You will need to use your best teacher decision making skills in deciding which activities you will conduct based on a wide range of information that you have at your disposal (grade level, performance level, interests, etc.). (GC7S2, GC7S3)

Other literacy strategies from *50 Literacy Strategies* that probably ***are not well-suited to this particular lesson*** because of the time period you will have with the students include: Alphabet Books, Class Collaborations, and Reports & Informational Books.

4. Technology must be incorporated into the lesson in some way. This means that you must have the student using technology in this writing lesson in some format. It is not sufficient that you search the internet for ideas. (GC7S4)

You should find out what technology is available in the school or classroom **PRIOR** to planning your writing lesson.

Examples might include the following:

- Use the internet with the student in a search prior to writing. For example, you might find a website of an author, sports figure, etc. that the student would like to write a letter. During the interaction, the student would then search this site prior to the writing.
- Use the internet to locate writing websites that offer ideas for your level of student interaction. If you haven’t already used the LDE website of Making Connections, you may find this site helpful. The Comic Creator is a site linked that was created by NCTE/IRA/MARCO POLO is one such example that then can be used with students.
- Use computer programs such as Kidspiration for brainstorming before drafting a story or Kid Pix Studio Delux .

- Use a digital camera to take pictures on the school campus as a stimulus for writing.
5. Once you have an idea of what GLES you want to accomplish with regard to writing with your particular student(s), it is always a good idea to discuss with the classroom teacher what you are planning to do. The classroom teacher will probably give you feedback and may offer some suggestions or insights with the student(s). I will be glad to give you feedback as well. **(CC10S7)**

It is recommended that you share your lesson plan with the classroom teacher **prior** to the lesson, in case he or she has any questions or concerns.

6. Remember on the lesson plan to state your objectives as to what THE STUDENT WILL BE ABLE TO DO based on the GLES. **(GC4S13)**
7. Some form of evaluation regarding your lesson objectives should be conducted as this coincides with the lesson plan format. ***The evaluation is different from those activities which help develop the concept or where you have guided practice.*** **(CC8S8)**
8. Your lesson plan should be thoughtful as it truly is the planning for a successful lesson. Be sure that you address each area of the lesson plan format in the development of your lesson/interaction and keep in mind the evaluation criteria for this assignment. A rubric for student interactions is also available for greater details for evaluation. See Assignments section on Blackboard.
9. The reflection **MUST** describe the writing activity by using the course content and terms and concepts related to writing. **(CC9S9)**
10. Use should be able to retrieve the student's work sample through technology. That means you might have to scan it and save it into a file in order to be able to capture the lesson plan and student work sample through technology that can be uploaded to PASSPORT. **(GC7S4)**

## Assessment 3A-4: Assessment Tool or Description of Assessment

### Class Specific Oral Language Lesson Plan and Implementation Rubric

11. Plan your lesson using the Southeastern required Lesson Plan format. This should be completed **prior** to the interaction with the child or children.
12. Review the PowerPoint on *Language Development, Read-Alouds & Response to Children's Literature* in Course Documents for information on read-alouds and tips for conducting a read-aloud and read-aloud response journal procedures as well as other literature response or literature extension activities. You should consider aspects of language development as related to this interaction in your planning, implementation, and reflection. **(CC7S6)**
13. Select an appropriate piece of children's literature that you will read aloud to one student, small group, or whole class. Ideally, the student with whom you are interacting should be in the small group or whole class, if you choose one of these instructional groupings. An appropriate text selection of children's literature will be based on the grade level and interest of the children with whom you are interacting. You may need to consult with a librarian or the classroom teacher for suggestions. I will be glad to give you feedback as well. When possible, it is a good idea to discuss with the classroom teacher what you plan to do. It is recommended that you share your lesson plan with the classroom teacher **prior** to the lesson, in case he or she has any questions or concerns. **(CC7S8, GC6S1, CC6S1)**
14. When conducting the Read Aloud using the piece of children's literature or trade book, you should follow the recommended procedures for reading aloud. See text, *Teaching Children to Read* on page 392-394 for additional support of interactive read alouds with children in grades K-3. For Grades 4-6 you should also refer to Chapter 12 for additional information.
15. Following the read aloud, you should interact with the student or students to develop vocabulary concepts that are taken from the children's literature text that was used in the Read Aloud which could be within a larger unit of study. Selected themes for grades PK-6 can be found on page 453, in the text, *Teaching Children to Read*. **(GC6S1, CC6S1)**
16. This interaction focuses on one or more activities that foster language and vocabulary development. You may recall the literature extensions and vocabulary development activities that have been discussed and experienced in class or from our texts including *50 Literacy Strategies*. Of course, there are numerous others that may be appropriate as well. You will need to use your best teacher decision making skills in deciding which activities you will conduct based on a wide range of information that you have at your disposal (grade level, performance level, interests, etc.). **(CC7S8, GC6S1, GC7S2, CC6S1)**
17. Some form of evaluation regarding your lesson objectives should be conducted as this coincides with the lesson plan format. The evaluation is *different* from those activities which help develop the concept or where you have guided practice. **(CC8S4, CC8S5)**

18. Be sure that you address each area of the lesson plan format in the development of your lesson/interaction and keep in mind the evaluation criteria for this assignment. A rubric for student interactions is also available for greater details for evaluation. See Assignments section on Blackboard. **(CC9S9)**

**Assessment 3B-1: Scoring Guide for the Assessment**

**Unit Lesson Plan Rubric**

	<b>Unacceptable (U)</b>	<b>Approaching Expectations (A)</b>	<b>Meets Expectations (M)</b>	<b>Exceeds Expectations (E)</b>	<b>Minimum Score Per Item</b>		
					<b>Intro</b>	<b>Dev</b>	<b>Comp</b>
<b>Objectives:</b>  <b>CEC Standard:</b> <b>CC7, S1</b>	The objective (s) is (are) imprecise or unclear or written in terms of teacher behavior, rather than student behavior.	Some of the objectives are clear and some are not. The number of objectives is unrealistic within the scope of the lesson.	Each objective is stated in terms of <b>student outcomes</b> and identifies the learning that will take place.	Each objective is clearly stated in terms of <b>student outcomes</b> and addresses the learning that will take place. Each objective is measurable and observable.	M	M	M
<b>State Content Standards/ Benchmarks/ Grade Level Expectations:</b>  <b>CEC Standard:</b> <b>GC4, S13</b>	The lesson provides no connection to state content standards/ benchmarks/ GLE's	The lesson provides some connections to state content standards/ benchmarks/ GLE's	The lesson provides connections with significant and clear references to state content standards/ benchmarks/ GLE's	Emphasis on the standards, benchmarks that have been identified for the lesson are clearly seen through all major phases of the lesson plan procedure.	A	M	M

<p><b>Introductory/ Focusing/ Anticipatory/ Engagement/ Motivation:</b></p> <p><b>CEC Standard: CC7, S13</b></p>	<p>The lesson is void of any introductory activities.</p>	<p>The lesson introduction is somewhat disconnected from the objectives and distracts students from learning.</p>	<p>Opening activities set the stage for the lesson and are connected to the states objectives, but lack in motivation or transition value.</p>	<p>Opening activities are relevant to objectives, provide creative and motivating background in which to begin the lesson. There is opportunity for active student participation and connection between future and prior learning.</p>	<p>A</p>	<p>M</p>	<p>M</p>
<p><b>Procedures Activities, Experiences, Concept Development :</b></p> <p><b>CEC Standard: GC4, S1</b></p>	<p>Learning experiences are disconnected and not focused on the objectives.</p>	<p>Learning experiences are connected to the objectives but disconnected from one another.</p>	<p>All experiences are aligned with the objective(s), build upon each other, are clearly connected to each other, are appropriately placed, and developmentally appropriate.</p>	<p>All experiences are aligned with the objective(s), build upon each other, are appropriately placed, and developmentally appropriate. The activities are engaging, creative, and innovative with clear connection to each other.</p>	<p>A</p>	<p>M</p>	<p>M</p>
<p><b>Closure/ Confirming:</b></p> <p><b>CEC Standard: CC7, S12</b></p>	<p>The lesson contains no closure.</p>	<p>Closing activities are minimally developed and done primarily by the teacher.</p>	<p>Closing activities are minimally developed and done primarily by the teacher.</p>	<p>Closing activities are minimally developed and done primarily by the teacher.</p>	<p>A</p>	<p>M</p>	<p>M</p>

<p><b>Assessment/ Evaluation:</b></p> <p><b>CEC Standard: GC8, S3</b></p>	<p>Opportunities for student assessment are not provided.</p>	<p>Assessments are identified and make limited connections to the Louisiana Content Standards.</p>	<p>Assessments are identified and require students to apply knowledge or demonstrate understanding of LA Content Standards. Provide limited evidence that students have achieved the stated objectives.</p>	<p>Assessments are clearly identified and require students to critique, assess, and/or draw conclusions as they relate to the LA Content Standards. Provide clear evidence that students have achieved the stated objectives.</p>	<p>A</p>	<p>M</p>	<p>M</p>
<p><b>Materials/ Resources/ References:</b></p> <p><b>CEC Standard: CC4, S3</b></p>	<p>Materials/resources/references necessary for student and teacher use are not listed.</p>	<p>An incomplete list of student and/or teacher materials/resources/references are provided.</p>	<p>Materials/resources/references necessary for both students and teacher to complete the lesson are listed and are made available.</p>	<p>All necessary materials/resources/references are identified. It is clear what materials and/or resources are referenced in the lesson (e.g. rather than just listing).</p>	<p>M</p>	<p>M</p>	<p>M</p>
<p><b>Integration of Technology into Planning or Implementation:</b></p> <p><b>CEC Standard: CC7, S9</b></p>	<p>The lesson does not provide for any technology-connected experiences or technology is not used in planning.</p>	<p>Technology-connected learning experiences are limited to enrichment or extension activities or technology is limited in planning.</p>	<p>Technology is integrated into the lesson to improve the quality of student work or provides use of technology as a source to enhance the lesson.</p>	<p>A variety of technology is integrated appropriately in a manner that enhances the effectiveness of the lesson and the learning of the student.</p>	<p>A</p>	<p>M</p>	<p>M</p>

<p><b>Student Centered:</b></p> <p><b>CEC Standard: CC5, S4</b></p>	<p>There is no evidence of student choice and/or opportunities for students to work collaboratively.</p>	<p>Student choice and/or collaboration is limited to one part of the lesson.</p>	<p>The lesson considers student interest and provides opportunities for student choice and/or collaboration.</p>	<p>The lesson contains elements that motivate students to become actively engaged through choice and/or collaboration.</p>	<p>A</p>	<p>M</p>	<p>M</p>
<p><b>Diverse Learner Needs/ Accommodat ions/ Individual Differences:</b></p> <p><b>CEC Standard: GC7, S3</b></p>	<p>There is no variety in approaches to learning and instructional opportunities that are adapted to learners from diverse backgrounds.</p>	<p>Instructional design is for learners with varied learning styles.</p>	<p>Instructional design is developmentally appropriate for learners with varied learning styles and diverse needs.</p>	<p>Instructional design is developmentally appropriate for students from diverse backgrounds (cultural, stages of development, learning styles, strengths, needs).</p>	<p>A</p>	<p>M</p>	<p>M</p>

**Assessment 3B-2: Scoring Guide for the Assessment**

**See Assessment 4B: Louisiana Components of Effective Teaching (LCET) Summative Evaluation Report of Teaching on page 66.**

## Assessment 3B-3: Scoring Guide for the Assessment

### EVALUATION OF ASSIGNMENT

#### Class Specific Written Language Lesson Plan and Implementation Rubric - 30 points

Required:

5 – Complete and attach Southeastern Lesson Plan

15- 1-2 page *description* of teaching lesson sequence with *an analysis*, and *a reflection*. The *description* provides the details about what you did in the interaction. In the description you should use the course content to make connections about what you are describing. The *analysis* is where you analyzed what worked well with your teaching and the student learning. The reflection is about what you would do the next time. What decisions you might make the same or make other decisions based on your analysis.

5 – Documentation of work product (student work samples)

5 – Mechanics

Further details of each graded component are explained in the accompanying rubric for the Student Interactions.

## Class Specific Written Language Lesson Plan and Implementation Rubric

Name: \_\_\_\_\_

*Based on Evaluation of Assignment*

**REFLECTION - REQUIRED FORMAT: Double spaced text; 12 pt font, Times New Roman**

**LESSON PLAN – REQUIRED FORMAT: Typed text; 12 pt font, Times New Roman, APA**

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Organization &amp; Documentation of Work Product (Assessments or Student Work Samples) (CC9S8)</b>	All items are attached and submitted together. Work product of student interaction is complete and evidences quality work. (5)	All items are attached and submitted together. Work product of student interaction is acceptable. (4)	All items are attached and submitted together. Work product of student interaction needs further considerations. (3-2)	Items are not attached OR one or more items are missing. Documentation of work product evidencing student interaction is incomplete. Unacceptable performance for a teacher candidate. (1-0)
<b>Reflection Paper (1-2 pages) (CC9S9)</b>	Complete description of student interaction providing details with connections to course content. Highly-skilled analysis of your teaching and student learning. Thoughtful reflection on future teaching/ interactions. Writing style presents thoughts that are clear and well-developed. ( 15-13)	Complete description of student interaction providing details with some connections to course content. Developing analysis of your teaching and student learning. Developing thoughtful reflection on future teaching /interactions. Writing style presents thoughts that are somewhat clear and/or developed. (12-10)	Description of student interaction with some details and some connections to course content. Limited analysis of your teaching and student learning. Limited reflection on future teaching/ interactions. Thoughts expressed may not be clear and/or well-developed. (9-4)	Less than adequate description, analysis, and reflection. Thoughts expressed are not clear and/or well-developed. (3-0)

<b>Lesson Plan (CC6S1, GC6S1, GC6S2, GC6S3, GC6S4, GC7S2, GC7S4, CC7S6, GC7S3, CC7S8, CC7S10)</b>	Completed as appropriate. (5)	Completed as appropriate with exception of one element. (4)	More than one element lacks completion. (3-2)	Limited completion of several elements. (1-0)
<b>Mechanics (CC9S8)</b>	No grammatical, spelling, or punctuation errors. (5)	Almost no grammatical, spelling, or punctuation errors. (4-3)	Some grammatical, spelling, or punctuation errors. (2-1)	Numerous grammatical, spelling, or punctuation errors. Unacceptable performance for a teacher candidate. (0)
<b>Required Format</b>	Unacceptable without the required format.			

## Assessment 3B-4: Scoring Guide for the Assessment

### EVALUATION OF ASSIGNMENT

#### Class Specific Oral Language Lesson Plan and Implementation Rubric - 30 points

Required:

5 – Complete and attach Southeastern Lesson Plan

15- 1-2 page *description* of teaching lesson sequence with *an analysis*, and *a reflection*. The *description* provides the details about what you did in the interaction. In the description you should use the course content to make connections about what you are describing. The *analysis* is where you analyzed what worked well with your teaching and the student learning. The reflection is about what you would do the next time. What decisions you might make the same or make other decisions based on your analysis.

5 – Documentation of work product (student work samples)

5 – Mechanics

Further details of each graded component are explained in the accompanying rubric for the Student Interactions.

## Class Specific Oral Language Lesson Plan and Implementation Rubric

Name: \_\_\_\_\_

*Based on Evaluation of Assignment*

**REFLECTION - REQUIRED FORMAT: Double spaced text; 12 pt font, Times New Roman**

**LESSON PLAN – REQUIRED FORMAT: Typed text; 12 pt font, Times New Roman, APA**

CATEGORY	4	3	2	1
<b>Organization &amp; Documentation of Work Product (Assessments or Student Work Samples) (CC9S8)</b>	All items are attached and submitted together. Work product of student interaction is complete and evidences quality work. (5)	All items are attached and submitted together. Work product of student interaction is acceptable. (4)	All items are attached and submitted together. Work product of student interaction needs further considerations. (3-2)	Items are not attached OR one or more items are missing. Documentation of work product evidencing student interaction is incomplete. Unacceptable performance for a teacher candidate. (1-0)
<b>Reflection Paper (1-2 pages) (CC9S9)</b>	Complete description of student interaction providing details with connections to course content. Highly-skilled analysis of your teaching and student learning. Thoughtful reflection on future teaching/ interactions. Writing style presents thoughts that are clear and well-developed. ( 15-13)	Complete description of student interaction providing details with some connections to course content. Developing analysis of your teaching and student learning. Developing thoughtful reflection on future teaching /interactions. Writing style presents thoughts that are somewhat clear	Description of student interaction with some details and some connections to course content. Limited analysis of your teaching and student learning. Limited reflection on future teaching/ interactions. Thoughts expressed may not be clear and/or well-developed. (9-4)	Less than adequate description, analysis, and reflection. Thoughts expressed are not clear and/or well-developed. (3-0)

		and/or developed. (12-10)		
<b>Lesson Plan (GC6S1, GC7S2, CC6S1, CC7S6, CC7S8, CC7S10)</b>	Completed as appropriate. (5)	Completed as appropriate with exception of one element. (4)	More than one element lacks completion. (3-2)	Limited completion of several elements. (1-0)
<b>Mechanics (CC9S8)</b>	No grammatical, spelling, or punctuation errors. (5)	Almost no grammatical, spelling, or punctuation errors. (4-3)	Some grammatical, spelling, or punctuation errors. (2-1)	Numerous grammatical, spelling, or punctuation errors. Unacceptable performance for a teacher candidate. (0)
<b>Required Format</b>	Unacceptable without the required format.			

**Assessment 3C-1: Candidate Data Derived from the Assessment**

Evaluation of Unit Lesson Plan Data Fall 2006 MAT 630, 640, 650, 651, 652							
Domain Areas	Objectives (CEC Standards & Competencies)	Results*					Score*
<b>Objectives</b>	Each objective is clearly stated in terms of <b>student outcomes</b> and addresses the learning that will take place. Each objective is measurable and observable. (CC7, S1)	U 0	AE 0	ME 6	EE 29	N = 35	Mean 3.83
<b>State Content Standards/ Benchmarks/ Grade Level Expectation</b>	Emphasis on the standards, benchmarks that have been identified for the lesson are clearly seen through all major phases of the lesson plan procedure. (GC4, S13)	U 1	AE 0	ME 10	EE 24	N = 35	Mean 3.63
<b>Introductory/ Focusing/ Anticipatory/ Engagement/ Motivation</b>	Opening activities are relevant to objectives, provide creative and motivating background in which to begin the lesson. There is opportunity for active student participation and connection between future and prior learning. (CC7, S13)	U 0	AE 0	ME 14	EE 21	N = 35	Mean 3.60
<b>Procedures Activities, Experiences, Concept Development</b>	All learning experiences are aligned with the objective(s), build upon each other, are appropriately placed, and developmentally appropriate. The activities are engaging, creative, and innovative with clear connection to each other. (GC4, S1)	U 0	AE 1	ME 15	EE 19	N = 35	Mean 3.51
<b>Closure/ Confirming</b>	Closing activities are minimally developed and done primarily by the teacher. (CC7, S12)	U 0	AE 1	ME 20	EE 14	N = 35	Mean 3.37
<b>Assessment/ Evaluation</b>	Assessments are clearly identified and require students to critique, assess, and/or draw conclusions as they relate to the LA Content Standards. Provide clear evidence that students have achieved the stated objectives. (GC8, S3)	U 0	AE 1	ME 12	EE 22	N = 35	Mean 3.60

<b>Materials/ Resources/ References</b>	All necessary materials/resources/references are identified. It is clear what materials and/or resources are referenced in the lesson (e.g. rather than just listing). (CC4, S3)	U 0	AE 0	ME 7	EE 28	N = 35	Mean 3.80
<b>Integration of Technology into Planning or Implementation</b>	A variety of technology is integrated appropriately in a manner that enhances the effectiveness of the lesson and the learning of the student. (CC7, S9)	U 3	AE 1	ME 10	EE 21	N = 35	Mean 3.40
<b>Student Centered</b>	The lesson contains elements that motivate students to become actively engaged through choice and/or collaboration. (CC5, S4)	U 0	AE 1	ME 7	EE 27	N = 35	Mean 3.69
<b>Diverse Learner Needs/ Accommodations/ Individual Differences</b>	Instructional design is developmentally appropriate for students from diverse backgrounds (cultural, stages of development, learning styles, strengths, needs). (GC7, S3)	U 0	AE 3	ME 13	EE 19	N = 35	Mean 3.46

\* MAT 630, 640, 650, 651, 652 Maximum rating = 4 on a scale of 1 – 4

U = unsatisfactory = 1

AE = approaching expectations = 2

ME = meeting expectations = 3

EE = Exceeds expectations = 4

**Assessment 3C-2: Candidate Data Derived from the Assessment**

MAT 650, 651, 652							
Louisiana Components of Effective Teaching (LCET) Rubric Fall 2006							
Domain Areas	Objectives (CEC Standards & Competencies)	Results*					Score*
<b>PLANNING:</b> The teacher plans effectively for instruction	1. Specifies learner outcomes in clear, concise objectives. (CC:7, S2, S6, S10)	U	AE	ME	EE	N =	Mean
		0	0	3	12	15	4.90
	2. Includes activity/activities that develop(s) objectives. (CC:7, S7; GC:5, S3)	U	AE	ME	EE	N =	Mean
		0	0	3	12	15	4.90
	3. Identifies and plans for individual differences. (CC:7, S1; GC: 7, S1)	U	AE	ME	EE	N =	Mean
		0	0	12	3	15	3.90
	4. Identifies materials, other than standard materials, as needed for lesson.( CC:7, S8, S11)	U	AE	ME	EE	N =	Mean
	0	0	3	12	15	5.00	
5. States method(s) of evaluation to measure learner outcomes. (CC:8, S4)	U	AE	ME	EE	N =	Mean	
	0	0	11	4	15	4.20	
6. Develops short term and long term instructional plans based on state standards and benchmarks. (CC:7, S2; GC 7, S2, S3)	U	AE	ME	EE	N =	Mean	
	0	1	2	12	15	4.90	
7. Plans for the use of technology. (CC:7, S9; GC 7, S4)	U	AE	ME	EE	N =	Mean	
	0	2	0	13	15	5.00	

<b>MANAGEMENT:</b> The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.	1. Organizes available space, materials, and/or equipment to facilitate learning. (CC:5, S4, S13)	U 0	AE 0	ME 2	EE 13	N = 15	Mean 5.00
	2. Promotes a positive learning climate. (CC:5, S1,S7, S9)	U 0	AE 0	ME 3	EE 12	N = 15	Mean 4.90
	3. Manages routines and transitions in a timely manner. (CC:5, S5; GC 5, S6)	U 0	AE 0	ME 4	EE 11	N = 15	Mean 4.80
	4. Manages and/or adjusts time for activities. (CC:5, S12; GC 7, S12)	U 0	AE 0	ME 4	EE 11	N = 15	Mean 4.80
	5. Establishes expectations for learner behavior. (CC:5, S2, S10, S11; GC: 7, S1)	U 0	AE 0	ME 7	EE 8	N = 15	Mean 4.50
	6. Uses monitoring techniques to facilitate learning. (CC:5, S3, S6; GC: 5, S4)	U 0	AE 0	ME 4	EE 11	N = 15	Mean 4.90
<b>INSTRUCTION:</b> The teacher delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.	1. Initiates lesson effectively. (CC:4, S3)	U 0	AE 0	ME 2	EE 13	N = 15	Mean 5.00
	2. Uses technique(s) which develop(s) lesson objective(s). (CC:4, S1, S2, S4, S5; GC: 5, S16; CC:6, S1: GC:4, S1, S2, S3, S9, S10, S11, S13, S14, S15, S16; GC: 6, S1, S2, S3, S4; GC:7, S6, S7, S8)	U 0	AE 0	ME 3	EE 12	N = 15	Mean 4.90
	3. Uses a variety of teaching materials to achieve lesson objective(s). (CC:6, S2; GC: 7, S4)	U 0	AE 1	ME 3	EE 11	N = 15	Mean 4.80
	4. Sequences lesson to promote learning. (CC:4, S6; CC:7, S14; GC: 4, S8)	U 0	AE 0	ME 9	EE 6	N = 15	Mean 4.40

5. Adjust lesson when appropriate. (CC:7, S13; GC:4, S4, S5)	U	AE	ME	EE	N =	Mean
	0	0	8	7	15	4.50
6. Integrates technology into instruction. (CC:7, S9; GC:4, S7; GC: 5, S2, GC6, S5)	U	AE	ME	EE	N =	Mean
	0	2	2	11	15	4.90
7. Presents content at a developmentally appropriate level. (CC:4, S3; GC:7, S3)	U	AE	ME	EE	N =	Mean
	0	0	3	12	15	4.90
8. Presents accurate subject matter. (CC:7, S2)	U	AE	ME	EE	N =	Mean
	0	0	2	13	15	5.00
9. Relates examples, unexpected situations, or current events to the content. (CC:4, S5; GC:5, S1)	U	AE	ME	EE	N =	Mean
	0	0	2	13	15	5.00
10. Integrates content across the curriculum. (CC:4, S1, S4; GC: 4, S13)	U	AE	ME	EE	N =	Mean
	0	1	6	8	15	4.60
11. Accommodates individual differences. (CC:4, S3; CC:5, S14; GC:4, S6; GC: 7, S2; GC:7, S5)	U	AE	ME	EE	N =	Mean
	0	0	14	1	15	3.80
12. Demonstrates ability to communicate effectively with students. (CC: 4, S5, CC:5, S1, S7, S9; CC:6, S1, S2; GC:3, S1; GC:5, S4, S14)	U	AE	ME	EE	N =	Mean
	0	0	6	9	15	4.60
13. Exhibits enthusiasm toward the subject content. (CC:6, S1)	U	AE	ME	EE	N =	Mean
	0	0	5	10	15	4.70
14. Stimulates and encourages higher order thinking at the appropriate developmental levels. (CC:5, S1, S4)	U	AE	ME	EE	N =	Mean
	0	1	2	12	15	4.90

	15. Uses effective questioning techniques. (CC: 5, S1, S4; CC:9, S5, S6, S8; CC:10, S8, S10)	U	AE	ME	EE	N =	Mean
		0	0	4	11	15	4.90
	16. Utilizes appropriate motivational techniques. (CC: 5, S13; CC:7, S12, S13; GC: 4, S6)	U	AE	ME	EE	N =	Mean
		0	0	4	11	15	4.80
	17. Encourages student participation. (CC: 4, S2, CC:7, S13; GC:4, S12)	U	AE	ME	EE	N =	Mean
	0	0	2	13	15	5.00	
	18. Utilizes an effective lesson closure. (CC: 4, S4; CC:5, S4, S9)	U	AE	ME	EE	N =	Mean
		0	0	14	1	15	4.00
	19. Uses wait time. (GC: 4, S6)	U	AE	ME	EE	N =	Mean
		0	0	13	2	15	4.10

\*MAT 650, 651, 652

Maximum rating = 5 on a scale of 1 – 5

U = unsatisfactory = 1      AE = approaching expectations = 2

ME = meeting expectations = 3 – 4

EE = Exceeds expectations = 5

**Assessment 3C-3: Candidate Data Derived from the Assessment**

<b>Class Specific Written Language Lesson Plan and Implementation Rubric Data Fall 2006</b>					
<b>N= 8</b>	<b>1 Unacceptable</b>	<b>2 Approached Expectations</b>	<b>3 Met Expectations</b>	<b>4 Exceeds Expectations</b>	<b>Mean</b>
<b>Student Interaction Assessment</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>3.63</b>
<b>Student Interaction #1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.75</b>
<b>Student Interaction #2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>3.88</b>
<b>Student Interaction #3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>3.88</b>

**Assessment 3C-4: Candidate Data Derived from the Assessment**

<b>Class Specific Oral Language Lesson Plan and Implementation Rubric Data Fall 2006</b>					
<b>N= 7</b>	<b>Unacceptable</b>	<b>Approached Expectations</b>	<b>Met Expectations</b>	<b>Exceeds Expectations</b>	<b>Mean</b>
<b>Student Interaction #1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.14</b>

## Assessment 4: Clinical Practice Assessment

### Description of the Assessment and Use in the Program:

The Louisiana Components of Effective Teaching (LCET) Summative Evaluation Report of Teaching is used to evaluate candidate performance in the areas of planning, management, instruction, and assessment. In addition, special education faculty developed and use an addendum to the LCET which addresses specific CEC competencies (Standards 4, 5, and 7).

Faculty members completing the LCET instrument on candidates use a five-point scale: 1 = has not developed or used this skill, 2 = is beginning to incorporate this skill, 3 = uses this skill appropriately, 4 = uses this skill competently with frequency and 5 = uses this skill proficiently with consistency. MAT 681, 682, and 683 instructors have determined that by the culmination of student teaching, a candidate's minimum score should be a 2 on each item with at least 80% of the scores at least a 3 or higher on the general instrument and NAEYC addendum. Candidates are expected to have a positive rating (2, 3, or 4 depending on the item) for each Professional Attribute item.

### Description of How the Assessment Specifically Aligns with CEC Standards:

The first LCET component addresses **planning** (CC7) and includes 7 elements designed to demonstrate that the candidate can plan effectively for instruction.

The second LCET component addresses **management** (CC5) and includes 6 elements designed to demonstrate that the candidate can maintain an environment conducive to learning, maximize the amount of time available for instruction, and manage learner behavior to provide productive learning opportunities.

The third LCET component addresses **instruction** (CC4) and includes 19 elements designed to demonstrate that the candidate can deliver instruction effectively, present appropriate content, and provide opportunities for student involvement in the learning process.

The fourth LCET component addresses **assessment** (CC7 & 8) and includes 7 elements designed to demonstrate that the candidate assess student progress effectively

### Brief Analysis of Data Findings:

Fall 2006 data (4 point scale) for **planning** range from 3.75 to 3.31 with a mean of 3.58. Data for **management** range from 3.88 to 3.44 with a mean of 3.66. Data for **instruction** range from 3.88 to 3.19 with a mean of 3.61. Data for **assessment** range from 3.81 to 3.56 with a mean of 3.61.

**Interpretation of How Data Provides Evidence for Meeting CEC Standards:**

Data for Fall 2006 reveal that the great majority of candidates are either meeting or exceeding expectations in four domains: planning, management, instruction, and assessment. Candidates are achieving at similar levels across all four domains.

See **Assessment Documentation** on pages 80-88.

## Assessment 4A: Assessment Tool or Description of Assessment

The criteria for the assessment of student teachers—the Louisiana Components of Effective Teaching (LCET) Summative Evaluation Report of Teaching --have been developed from the professional knowledge base on teaching and “craft knowledge” acquired by experienced educators. In the Louisiana Components of Effective Teaching, a *Domain* is defined as a **major area of teaching responsibilities**. A *Component* is a **critical function within a Domain**. An *Attribute* is a **behavior that relates to and helps to define a Component**.

The Domains, Components, and Attributes form a hierarchy that represents skills and knowledge of effective teaching. The Domain level is at the top of the hierarchy, while the Components form the second level and the Attributes the third level. The hierarchy of skills and knowledge functions with major headings (Domains), subheads or categories (Components), and sub-categories (Attributes). The major heading or top of the hierarchy of skills and knowledge—the Domain—describes what the topic or major function and/or skills are in general terms. Domains are broad, difficult to measure areas of planning, management, instruction, professional development, and school improvement. Additional information is needed about what is meant by the Domain for it to be measured. The Components and Attributes fulfill this purpose. At the Component level, the function and/or skill are described in more detail, and a clearer understanding is developed about what is to be measured. The Attributes contain explicit descriptions of practices and behaviors contained in each Component. As a set, Attribute statements describe the variety of criteria that can be used to judge the effectiveness of teacher performance within a particular Component.

Panels of educators studied the Attribute statements carefully and defined specific criteria that the statements must meet. The requirements for the Attribute statements included items such as (a) acceptance by members of the profession, (b) credibility to the public, (c) basis in research (informal and formal) on effective teaching and learning, and (d) reflection on real and practical teaching situations. In addition, the Louisiana Components of Effective Teaching were approved by defining the following criteria:

- the set of Components represents a realistic description of the primary work of teachers;
- the set reflects the behaviors and activities necessary and sufficient for effective teaching performance;
- the set has face value for the majority of teachers;
- the set reflects the critical body of research-validated information and knowledge on effective teaching; and
- the set reflects teacher knowledge, skills, and attitudes that are observable and measurable.

In the instrument, the components are listed first by the major Domains: planning, management, instruction, professional development, and school improvement. A descriptive paragraph is included for each Domain, and then the Components and Attributes are listed.

## **Louisiana Components of Effective Teaching (LCET) Summative Evaluation Report of Teaching: The Rating Scale**

The *four-point* rating scale is used to determine ratings on all Attributes. It is applied during individual assessment visits and the culmination of these individual assessments are used in the Final Report on Student Teaching/Internship/Practicum. In every case, the four points are defined in the same way:

- 4 – Uses this skill consistently with a high degree of competence and confidence
- 3 – Uses this skill appropriately and competently
- 2 – Is beginning to incorporate this skill
- 1 – Has not developed or used this skill
- NA – Not applicable or Not Observed - Performance in this Attribute was not observed

**Note:** A rating of *NA* may be awarded for Attributes IIIA4, IIIA5 and for IIIC3 only. (Attribute IIIC3 applies to Special Education II Teachers only.) All other Attributes must be rated as 1, 2, 3, or 4

When the scale is applied in various instruments to specific Components and Attributes, each scale point is behaviorally anchored: i.e., definitions of practices or behaviors required to achieve that rating have been developed.

When individual assessors develop ratings for Attributes and Components, the procedures described below are followed.

- To develop ratings for an Attribute, the assessor analyzes patterns within the data and determines the Attribute rating most representative of those patterns, taking all practices and behaviors into account (holistic approach).
- The Louisiana Components of Effective Teaching (LCET) Summative Evaluation Report of Teaching contains 50 four-point scaled items in five domains – Planning, Instruction, Management, Assessment, and Other. The Other Category includes broad-based skills such as establishing professional relationships and showing awareness of professional organizations. In addition to these five domains, the form includes the Professional Attributes and Characteristics Scale, which addresses 21 characteristics such as attendance, punctuality, and response to feedback on performance along with one rating titled potential as a teacher.

## Assessment 4B: Scoring Guide for the Assessment

### Louisiana Components of Effective Teaching (LCET) Summative Evaluation Report of Teaching Linked to CEC Standards and Competencies

Final Form Section	Final Student Teaching Form Section Item Number	CEC Standards and Skills
<b>Planning</b>	1. Specifies Learner outcomes in clear, concise objectives	CC:7, S2: Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members; CC:7, S6: Sequence, implement, and evaluate individualized learning objectives; CC:7, S10: Prepare lesson plans
	2. Includes activity/activities that develop(s) objectives	CC:7, S7: Integrate affective, social, and life skills with academic curricula; GC:5, S3: Plan instruction in a variety of educational settings
	3. Identifies and plans for individual differences	CC:7, S1: Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs; GC: 7, S1: Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior
	4. Identifies materials, other than standard materials, as needed for lesson	CC:7, S8: Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences., CC: 7, S11: Prepare and organize materials to implement daily lesson plans
	5. States method(s) of evaluation to measure learner outcomes	CC:8, S4: Develop or modify individualized assessment strategies.
	6. Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs	CC:7, S2: Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members; GC:7, S2: Select and use specialized instructional strategies appropriate to the abilities and needs of the individual; GC:7, S3: Plan and implement age and ability appropriate instruction for individuals with disabilities
	7. Plans for the use of technology.	CC:7, S9: Incorporate and implement instructional and assistive; GC:7, S4: Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.

	8. Develops an Individualized Education Plan (IEP) and/or Individualized Family Plan (IFSP) as needed for the lesson (SPED teachers only)	CC:7, S2: Develop and implement comprehensive, longitudinal individualized programs.
<b>Management</b>	1. Organizes available space, materials and/or equipment to facilitate learning	CC:5, S4: Design learning environments that encourage active participation in individual and group activities, CC:5, S13: Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences
	2. Promotes a positive learning climate	CC:5, S1: Create a safe, equitable, positive, and supportive learning environment in which diversities are valued; CC:5, S7: Establish and maintain rapport with individuals with and without exceptional learning needs; CC: 5, S9: Create an environment that encourages self-advocacy and increased independence.
	3. Manages routines and transitions in a timely manner	CC:5, S5: Modify the learning environment to manage behaviors; GC 5, S6: Establish a consistent classroom routine for individuals with disabilities.
	4. Manages and/or adjusts allotted time for activities planned	CC:5, S12: Design and manage daily routines; GC 7, S2: Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.
	5. Establishes expectations for learner behavior	CC:5, S2: Identify realistic expectations for personal and social behavior in various settings, CC:5, S10: Use effective and varied behavior management strategies, CC: 5, S11: Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs; GC: 7, S1: Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.
	6. Uses monitoring techniques to facilitate learning	CC:5, S3: Plan instruction in a variety of educational settings, CC:5, S6: Establish a consistent classroom routine for individuals with disabilities; GC: 5, S4: Teach individuals with disabilities to give and receive meaningful feedback from peers and adults.

<b>Instruction</b>	1. Initiates lesson effectively	CC:4, S3: Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
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	<p>2. Uses technique(s) which develop(s) lesson objective(s)</p>	<p>CC:4, S1: Use strategies to facilitate integration into various settings; CC:4, S2: Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs; CC: 4, S4: Use strategies to facilitate maintenance and generalization of skills across learning environments; CC: 4, S5: Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem; CC:6, S1: - Use strategies to support and enhance communication skills of individuals with exceptional learning needs; GC:4, S1: Use research-supported methods for academic and non-academic instruction of individuals with disabilities; GC:4, S2: Use strategies from multiple theoretical approaches for individuals with disabilities; GC:4, S3: Teach learning strategies and study skills to acquire academic content; GC:4, S9: Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities; GC:4, S10: Identify and teach basic structures and relationships within and across curricula; GC:4, S11: Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval; GC:4, S13: Identify and teach essential concepts, vocabulary, and content across the general curriculum; GC:4, S14: Implement systematic instruction in teaching reading comprehension and monitoring strategies; GC:4, S15: Teach strategies for organizing and composing written products; GC:4, S16: Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language; GC: 6, S1: Enhance vocabulary development; GC:6, S2: Teach strategies for spelling accuracy and generalization; GC:6, S3: Teach individuals with disabilities to monitor for errors in oral and written language; GC:6, S4: Teach methods and strategies for producing legible documents; GC:7, S6: Sequence, implement, and evaluate individualized learning objectives; GC:7, S7: Design and implement curriculum and instructional strategies for medical self-management procedures; GC:7, S8: Design, implement, and evaluate instructional programs that enhance social participation across environments.</p>
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3. Sequences lesson to promote learning	CC:6, S2: Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language; GC: 7, S4: Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.
4. Uses available teaching material(s) to achieve lesson objective(s)	CC:4, S6: Use strategies that promote successful transitions for individuals with exceptional learning needs; CC:7, S14: Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions; GC: 4, S8: Resources, and techniques used to transition individuals with disabilities into and out of school and post-school environments.
5. Adjusts lesson when appropriate	CC:7, S13: Make responsive adjustments to instruction based on continual observations; GC:4, S4: Use reading methods appropriate to individuals with disabilities; GC:4, S5: Use methods to teach mathematics appropriate to the individuals with disabilities.
6. Integrates technology into instruction	CC:7, S9: Incorporate and implement instructional and assistive technology into the educational program; GC:4, S7: Use appropriate adaptations and technology for all individuals with disabilities; GC:5, S2: Use and maintain assistive technologies; GC6, S5: Plan instruction on the use of alternative and augmentative communication systems.
7. Presents content at a developmentally appropriate level	CC:4, S3: Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs; GC:7, S3: Plan and implement age and ability appropriate instruction for individuals with disabilities.
8. Presents accurate subject matter	CC:7, S2: Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
9. Relates relevant examples, unexpected situations, or current events to the content	CC:4, S5: Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem; GC:5, S1: Provide instruction in community-based settings.
10. Integrates content across the curriculum	CC:4, S1: Use strategies to facilitate integration into various settings; CC:4, S4: Use strategies to facilitate maintenance and generalization of skills across learning environments; GC: 4, S13: Identify and teach essential concepts, vocabulary, and content across the general curriculum.

	11. Accommodates individual differences	CC:4, S3: Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs; CC:5, S14: Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences; GC:4, S6: Modify pace of instruction and provide organizational cues; GC: 7, S2: Select and use specialized instructional strategies appropriate to the abilities and needs of the individual; GC:7, S5: Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.
	12. Demonstrates ability to communicate effectively with students	CC: 4, S5: Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem; CC:5, S1: Create a safe, equitable, positive, and supportive learning environment in which diversities are valued; CC:5, S7: Establish and maintain rapport with individuals with and without exceptional learning needs; CC:5, S9: Create an environment that encourages self-advocacy and increased independence; CC:6, S1: Use strategies to support and enhance communication skills of individuals with exceptional learning needs; CC:6, S2; Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language; GC:3, S1: Relate levels of support to the needs of the individual; GC:5, S4: Teach individuals with disabilities* to give and receive meaningful feedback from peers and adults.
	13. Stimulates and encourages higher order thinking at the appropriate developmental levels	CC:6, S1: Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
	14. Encourages student participation	CC:5, S1: - Create a safe, equitable, positive, and supportive learning environment in which diversities are valued; CC:5, S4: Design learning environments that encourage active participation in individual and group activities.

	15. Exhibits enthusiasm toward the subject content	CC: 5, S1: Create a safe, equitable, positive, and supportive learning environment in which diversities are valued; CC:5, S4: Design learning environments that encourage active participation in individual and group activities; CC:10, S8: Use verbal, nonverbal, and written language effectively; CC:10, S10: Access information on exceptionalities.
	16. Uses wait time	CC: 5, S13; Organize, develop, and sustain learning environments that support; CC:7, S12: Use instructional time effectively; CC:7, S13: Make responsive adjustments to instruction based on continual observations; GC: 4, S6: Modify pace of instruction and provide organizational cues.
	17. Uses effective questioning techniques	CC: 4, S2: Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs; CC:7, S13: Make responsive adjustments to instruction based on continual observations; GC:4, S12: Use responses and errors to guide instructional decisions and provide feedback to learners.
	18. Utilizes appropriate motivational techniques	CC: 4, S4: Use strategies to facilitate maintenance and generalization of skills across learning environments; CC:5, S4: Design learning environments that encourage active participation in individual and group activities; CC:5, S9: Create an environment that encourages self-advocacy and increased independence.
	19. Utilizes an effective lesson closure	GC: 4, S6: Modify pace of instruction and provide organizational cues
	1. Consistently monitors ongoing performance of students	CC:8, S4: Develop or modify individualized assessment strategies; CC:8, S9: Develop or modify individualized assessment strategies; GC:8, S2: Use exceptionality-specific assessment instruments with individuals with disabilities.

<b>Assessment</b>	2. Uses appropriate and effective assessment technique	CC:7, S4: Use functional assessments to develop intervention plans; CC:7, S5; Use task analysis; CC8: S1: Gather relevant background information; CC:8, S2: Administer nonbiased formal and informal assessments; CC:8, S3: Use technology to conduct assessments; CC:8, S5: Interpret information from formal and informal assessments; CC:8, S6: Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds; CC:8, S8: Evaluate instruction and monitor progress of individuals with exceptional learning needs; CC:8, S9: Develop or modify individualized assessment strategies; CC:8, S10: Create and maintain records; GC: 8 S1: Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities; GC:8, S2: Use exceptionality-specific assessment instruments with individuals with disabilities; GC:8, S3: Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities; GC:8, S4: Assess reliable method(s) of response of individuals who lack typical communication and performance abilities.
	3. Provides timely feedback to students	CC:8, S2: Administer nonbiased formal and informal assessments; CC:8, S8: Evaluate instruction and monitor progress of individuals with exceptional learning needs; GC:8, S2: Use exceptionality-specific assessment instruments with individuals with disabilities.
	4. Produces evidence of student academic growth under his/her instruction	CC: 7, S4: Use functional assessments to develop intervention plans; GC: 8, S5: Monitor intragroup behavior changes across subjects and activities.
	5. Develops well constructed assessment instruments	CC:7, S3: Involve the individual and family in setting instructional goals and monitoring progress; CC:8, S7: Report assessment results to all stakeholders using effective communication skills; GC: 4, S12: Use responses and errors to guide instructional decisions and provide feedback to learners.
	6. Utilizes a variety of formal and informal assessment techniques to monitor student learning.	CC: 8, S8: Evaluate instruction and monitor progress of individuals with exceptional learning needs; CC:8, S9: Develop or modify individualized assessment strategies.

	7. Interprets and utilizes standardized/non-standardized test results	CC:8, S5: Interpret information from formal and informal assessments; CC:8, S6: Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds; CC:8, S7: Report assessment results to all stakeholders using effective communication skills; GC:7, S5: Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.
<b>Other</b>	1. Participates in grade level and subject area curriculum planning and evaluation	CC: 10, S2: Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession; CC: 10, S12: Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.
	2. Establishes cooperative relationships with the supervising teacher, paraprofessionals, parents, students, and other school personnel	CC: 10, S12: Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues; GC:10, S2: Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities; CC:10, S5: Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs; CC: 10, S7: Practice within one's skill limit and obtain assistance as needed: GC: 10, S1: Use local, community, and state and provincial resources to assist in programming with individuals with disabilities; GC: 10, S4: Collaborate with team members to plan transition to adulthood that encourages full community participation.
	3. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.	CC:10, S1: Practice within the CEC Code of Ethics and other standards of the profession; CC:10, S8: Use verbal, nonverbal, and written language effectively.
	4. Has read the School Improvement Plan for the school and discussed it with the supervising/mentor teacher	CC:10, S4: Conduct professional activities in compliance with applicable laws and policies

	5. Has planned lessons to address the School Improvement Plan	CC:10, S4: Conduct professional activities in compliance with applicable laws and policies
	6. Exhibits sensitivity to diverse community and cultural norms	CC:10, S3: Act ethically in advocating for appropriate services; ; CC: 10, S6: Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
	7. Shows awareness of the purposes of professional organizations	CC: 10, S12: Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.
	8. Observes and/or participates in team evaluations (IEPs etc)	CC:7, S2: Develop and implement comprehensive, longitudinal individualized program

## Professional Attributes and Characteristics Scale

Final Form Section	Final Student Teaching Form Section Item Number	CEC Standard and Skills
	1. Attendance	
	2. Punctuality	
	3. Professional Appearance	
	4. Oral Expression	Use verbal, nonverbal, and written language effectively. <b>(CC9, S8)</b>
	5. Written Expression	Use verbal, nonverbal, and written language effectively. <b>(CC9, S8)</b>
	6. Tact/Judgment	Use skills in problem solving and conflict resolution. <b>(GC5, S5)</b> , Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession. <b>(CC9, S2)</b> , Act ethically in advocating for appropriate services. <b>(CC9, S3)</b>
	7. Reliability/Dependability	Ethical responsibility to advocate for appropriate services for individuals with disabilities*. <b>(GC9, S2)</b>
	8. Self-Initiative/Independence	
	9. Self-Confidence	Practice within one's skill limit and obtain assistance as needed. <b>(CC9, S7)</b> , Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. <b>(CC10, S4)</b> ,

<p><b>Professional Attributes</b></p>	<p>10. Collegiality</p>	<p>Report assessment results to all stakeholders using effective communication skills. <b>(CC8, S7)</b>, Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. <b>(CC9, S6)</b>, Collaborate with families and others in assessment of individuals with exceptional learning needs. <b>(CC10, S2)</b>, Foster respectful and beneficial relationships between families and professionals. <b>(CC10, S3)</b>, Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families. <b>(CC10, S5)</b>, Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings. <b>(CC10, S6)</b>, Use group problem solving skills to develop, implement and evaluate collaborative activities. <b>(CC10, S7)</b>, Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs. <b>(CC10, S9)</b> Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. <b>(CC10, S10)</b></p>
<p><b>Professional Attributes</b></p>	<p>11. Interaction with Students</p>	<p>Resources, and techniques used to transition individuals with disabilities* into and out of school and post-school environments. <b>(GC4, S8)</b>, Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities* <b>(GC4, S9)</b>, Use responses and errors to guide instructional decisions and provide feedback to learners. <b>(GC4, S12)</b>, Establish and maintain rapport with individuals with and without exceptional learning needs. <b>(CC5, S7)</b>, Create an environment that encourages self-advocacy and increased independence. <b>(CC5, S9)</b></p>

	12. Response to Students' Needs	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person. <b>(CC5, S14)</b> , Teach individuals with disabilities* to give and receive meaningful feedback from peers and adults. <b>(GC5, S4)</b> , Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. <b>(CC7, S14)</b> , Plan and implement age and ability appropriate instruction for individuals with disabilities*. <b>(GC7, S3)</b> , Design, implement, and evaluate instructional programs that enhance social participation across environments. <b>(GC7, S8)</b> , Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. <b>(CC10, S4)</b> , Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities*. <b>(GC10, S2)</b> , Collaborate with team members to plan transition to adulthood that encourages full community participation. <b>(GC10, S4)</b> ,
	13. Response to Feedback	
	14. Ability to Reflect and Improve Performance	Conduct self-evaluation of instruction. <b>(CC9, S9)</b> , Reflect on one's practice to improve instruction and guide professional growth. <b>(CC9, S11)</b>
<b>Professional Characteristics</b>	Commitment, Creativity, Flexibility, Integrity, Organization, Perseverance, Positive Disposition	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued. <b>(CC5, S1)</b> , Design learning environments that encourage active participation in individual and group activities. <b>(CC5, S4)</b> , Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences. <b>(CC5, S13)</b> , Prepare and organize materials to implement daily lesson plans. <b>(CC7, S11)</b> , Create and maintain records. <b>(CC8, S10)</b> , Practice within the CEC Code of Ethics and other standards of the profession. <b>(CC9, S1)</b> , Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. <b>(CC9, S5)</b> , Maintain confidential communication about individuals with exceptional learning needs. <b>(CC10, S1)</b>

**Assessment 4C: Candidate Data Derived from the Assessment**

Course Prefix & Number MAT 681, 682, 683							
Louisiana Components of Effective Teaching (LCET) Summative Evaluation Report of Teaching Fall 2006							
Domain Areas	Objectives (CEC Standards & Competencies)	Results*					Score*
<b>PLANNING CEC7:</b> The teacher plans effectively for instruction	1. Specifies learner outcomes in clear, concise objectives. (CC:7, S2, S6, S10)	U	AE	ME	EE	N =	Mean
		0	0	4	12	16	3.75
	2. Includes activity/activities that develop(s) objectives. (CC:7, S7; GC:5, S3)	U	AE	ME	EE	N =	Mean
		0	0	4	12	16	3.75
	3. Identifies and plans for individual differences. (CC:7, S1; GC: 7, S1)	U	AE	ME	EE	N =	Mean
		0	1	6	9	16	3.50
	4. Identifies materials, other than standard materials, as needed for lesson.( CC:7, S8, S11)	U	AE	ME	EE	N =	Mean
	0	0	5	11	16	3.69	
5. States method(s) of evaluation to measure learner outcomes. (CC:8, S4)	U	AE	ME	EE	N =	Mean	
	0	1	5	10	16	3.56	
6. Develops short term and long term instructional plans based on state standards and benchmarks. (CC:7, S2; GC 7, S2, S3)	U	AE	ME	EE	N =	Mean	
	0	1	5	11	16	3.69	
7. Plans for the use of technology. (CC:7, S9; GC 7, S4)	U	AE	ME	EE	N =	Mean	
	0	2	6	8	16	3.38	

	8. Develops an Individualized Education Plan (IEP) and/or Individualized Family Plan (IFSP) as needed for the lesson (SPED teachers only) (CC:7, S2)	U 0	AE 1	ME 2	EE 4	N/A 9	N = 16	Mean 3.31
<b>MANAGEMENT CEC5:</b> The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.	1. Organizes available space, materials, and/or equipment to facilitate learning. (CC:5, S4, S13)	U 0	AE 1	ME 0	EE 15	N = 16	Mean 3.88	
	2. Promotes a positive learning climate. (CC:5, S1,S7, S9)	U 0	AE 0	ME 2	EE 14	N = 16	Mean 3.88	
	3. Manages routines and transitions in a timely manner. (CC:5, S5; GC 5, S6)	U 0	AE 1	ME 5	EE 13	N = 16	Mean 3.56	
	4. Manages and/or adjusts time for activities. (CC:5, S12; GC 7, S12)	U 0	AE 0	ME 4	EE 12	N = 16	Mean 3.75	
	5. Establishes expectations for learner behavior. (CC:5, S2, S10, S11; GC: 7, S1)	U 0	AE 1	ME 7	EE 8	N = 16	Mean 3.44	
	6. Uses monitoring techniques to facilitate learning. (CC:5, S3, S6; GC: 5, S4)	U 0	AE 1	ME 7	EE 8	N = 16	Mean 3.44	
<b>INSTRUCTION CEC4:</b> The teacher delivers instruction	1. Initiates lesson effectively. (CC:4, S3)	U 0	AE 0	ME 5	EE 11	N = 16	Mean 3.69	
	2. Uses technique(s) which develop(s) lesson objective(s). (CC:4, S1, S2, S4, S5; GC: 5, S16; CC:6, S1: GC:4, S1, S2, S3, S9, S10, S11, S13, S14, S15, S16; GC: 6, S1, S2, S3, S4; GC:7, S6, S7, S8)	U 0	AE 0	ME 5	EE 11	N = 16	Mean 3.69	

effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.	3. Uses a variety of teaching materials to achieve lesson objective(s). (CC:6, S2; GC: 7, S4)	U	AE	ME	EE	N =		Mean
		0	0	4	12	16		3.75
	4. Sequences lesson to promote learning. (CC:4, S6; CC:7, S14; GC: 4, S8)	U	AE	ME	EE	N =		Mean
		0	0	4	12	16		3.75
	5. Adjust lesson when appropriate. (CC:7, S13; GC:4, S4, S5)	U	AE	ME	EE	N =		Mean
		0	0	5	11	16		3.69
	6. Integrates technology into instruction. (CC:7, S9; GC:4, S7; GC: 5, S2, GC6, S5)	U	AE	ME	EE	N =		Mean
		0	1	7	8	16		3.44
	7. Presents content at a developmentally appropriate level. (CC:4, S3; GC:7, S3)	U	AE	ME	EE	N =		Mean
		0	0	2	14	16		3.88
	8. Presents accurate subject matter. (CC:7, S2)	U	AE	ME	EE	N =		Mean
		0	0	2	14	16		3.88
9. Relates examples, unexpected situations, or current events to the content. (CC:4, S5; GC:5, S1)	U	AE	ME	EE	N =		Mean	
	0	0	7	9	16		3.56	
10. Integrates content across the curriculum. (CC:4, S1, S4; GC: 4, S13)	U	AE	ME	EE	N =		Mean	
	0	0	6	10	16		3.63	
11. Accommodates individual differences. (CC:4, S3; CC:5, S14; GC:4, S6; GC: 7, S2; GC:7, S5)	U	AE	ME	EE	N =		Mean	
	0	1	6	9	16		3.50	
12. Demonstrates ability to communicate effectively with students. (CC: 4, S5, CC:5, S1, S7, S9; CC:6, S1, S2; GC:3, S1; GC:5, S4, S14)	U	AE	ME	EE	N =		Mean	
	0	0	4	12	16		3.75	

	13. Exhibits enthusiasm toward the subject content. (CC:6, S1)	U 0	AE 1	ME 11	EE 4	N = 16	Mean 3.19
	14. Stimulates and encourages higher order thinking at the appropriate developmental levels. (CC:5, S1, S4)	U 0	AE 0	ME 4	EE 12	N = 16	Mean 3.75
	15. Uses effective questioning techniques. (CC: 5, S1, S4; CC:9, S5, S6, S8; CC:10, S8, S10)	U 0	AE 1	ME 3	EE 12	N = 16	Mean 3.69
	16. Utilizes appropriate motivational techniques. (CC: 5, S13; CC:7, S12, S13; GC: 4, S6)	U 0	AE 0	ME 8	EE 8	N = 16	Mean 3.50
	17. Encourages student participation. (CC: 4, S2, CC:7, S13; GC:4, S12)	U 0	AE 1	ME 8	EE 7	N = 16	Mean 3.38
	18. Utilizes an effective lesson closure. (CC: 4, S4; CC:5, S4, S9)	U 0	AE 1	ME 4	EE 11	N = 16	Mean 3.63
	19. Uses wait time. (GC: 4, S6)	U 0	AE 0	ME 7	EE 9	N = 16	Mean 3.44
	20. Provides practice of skills 60% of class time for team sports, 50% for individual sports (Physical Education Instruction only)	U 0	AE 0	ME 1	EE 1	N/A 14 N = 16	Mean 3.50
<b>ASSESSMENT CEC8:</b> The teacher assesses student progress	1. Develops well-constructed assessment instruments/procedures/performances. (CC:8, S4, S9, GC:8, S2)	U 0	AE 0	ME 4	EE 12	N = 16	Mean 3.75
	2. Uses assessment technique(s) effectively. (CC:7, S4, S5; CC8: S1, S2, S3, S5, S6, S8, S9, S10; GC: 8 S1, S2, S3, S4)	U 0	AE 0	ME 3	EE 13	N = 16	Mean 3.56

	3. Utilizes a variety of formal and informal assessment techniques to monitor student learning (CC:8, S2, S8; GC:8 S2)	U	AE	ME	EE	N =	Mean
		0	0	3	13	16	3.81
	4. Consistently monitors ongoing performance of students. (CC: 7, S4; GC: 8, S5)	U	AE	ME	EE	N =	Mean
		0	1	3	12	16	3.69
	5. Provides timely feedback to students regarding their progress. (CC:7, S3; CC:8, S7; GC: 4, S12)	U	AE	ME	EE	N =	Mean
	0	1	6	9	16	3.44	
6.Produces evidence of student academic growth under his/her instruction. (CC: 8, S8, S9)	U	AE	ME	EE	N =	Mean	
	0	1	4	11	16	3.63	
7. Interprets & utilizes standardized/non-standardized test results. (CC:8, S5, S6, S7; GC:7, S5)	U	AE	ME	EE	N =	Mean	
	0	0	10	6	16	3.38	
<b>OTHER</b>	1. Participates in grade level and subject area curriculum planning and evaluation. (CC: 10, S2)	U	AE	ME	EE	N =	Mean
		0	0	5	11	16	3.69
	2. Establishes cooperative relationships with the supervising teacher, paraprofessionals, parents, students, and other school personnel. (CC: 10, S5, S7, S12, GC:10, S2, S1, S4)	U	AE	ME	EE	N =	Mean
		0	0	4	12	16	3.75
	3. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning. (CC:10, S1, S8)	U	AE	ME	EE	N =	Mean
	0	1	3	12	16	3.69	
4. Has read the School Improvement Plan for the school and discussed it with the supervising/mentor teacher. (CC:10, S4)	U	AE	ME	EE	N =	Mean	
	0	0	3	13	16	3.81	
5. Has planned lessons to address the School Improvement Plan. (CC:10, S4)	U	AE	ME	EE	N =	Mean	
	0	0	4	12	16	3.75	

	6. Exhibits sensitivity to diverse community and cultural norms. (CC:10, S3, S6))	U	AE	ME	EE	N =		Mean
		0	2	1	10	16		3.50
	7. Shows awareness of the purposes of professional organizations. (CC:10, S12)	Data unavailable						
	8. Observes and/or participates in team evaluations (IEPs etc). (CC:7, S2)	U	AE	ME	EE	N =		Mean
		0	0	4	12	16		3.75
	<p>*MAT 681, 682, 683 Maximum rating = 4 on a scale of 1 – 4  U = unsatisfactory = 1      AE = approaching expectations = 2      ME = meeting expectations = 3  EE = Exceeds expectations = 4      N/A = doesn't apply = 5</p>							

Professional Attributes and Characteristics Scale								
Domain Areas	Objectives (CEC Standards & Competencies)	Results*					Score*	
<b>Professional Attributes</b>	1. Attendance	U	D	E	N =		Mean	
		0	8	8	16		2.50	
	2. Punctuality	U	D	E	N =		Mean	
		0	5	11	16		2.69	
	3. Professional Appearance	U	D	E	N =		Mean	
		0	1	15	16		2.94	
	4. Oral Expression (CC:9, S8)	U	I	D	E	N =	Mean	
		0	0	9	7	16	3.44	

	5. Written Expression (CC:9, S8)	U	D	E	N =	Mean	
		0	0	16	16		3.00
	6. Tact/Judgment (GC:5, S5; CC:9, S2,S3)	U	I	D	E	N =	Mean
		0	0	3	13	16	3.81
	7. Reliability/Dependability (GC:9, S2)	U	I	D	E	N =	Mean
		0	1	6	9	16	3.50
	8. Self-Initiative/Independence	U	D	E	N =	Mean	
		1	6	9	16	2.50	
	9. Self-Confidence (CC:9, S7; CC:10, S4)	U	I	D	E	N =	Mean
		0	0	7	9	16	3.56
	10. Collegiality (CC:8, S7; CC:9, S6; CC:10, S2, S3, S5, S6, S7, S9, S10)	U	D	E	N =	Mean	
		0	0	16	16	3.00	
	11. Interaction with Students (GC:4, S8, S9; GC:4, S12; CC5, S7, S9)	U	I	D	E	N =	Mean
		0	0	6	10	16	3.63
12. Response to Students' Needs (CC:5, S14; GC:5, S4; CC:7, S14; GC:7, S3, S8; CC:10, S4; GC:10, S2, S4)	U	I	D	E	N =	Mean	
	0	0	1	15	16	3.94	
13. Response to Feedback	U	I	D	E	N =	Mean	
	0	0	4	12	16	3.75	
14. Ability to Reflect and Improve Performance (CC:9, S9, S11)	U	I	D	E	N =	Mean	
	0	0	3	13	16	3.81	
15. For each characteristic check the frequency indicator that most accurately reflects the student teacher's/intern's behavior:							

<b>Professional Characteristics</b>	A. Commitment (CC:5, S1, S4, S13; CC:7, S11, CC:8, S10; CC:9, S1 S5; CC:10, S1)	U	D	E	N =	Mean
		0	0	16	16	3.00
	B. Creativity: seeks opportunities to develop imaginative instructional lessons (CC:5, S1, S4, S13; CC:7, S11, CC:8, S10; CC:9, S1 S5; CC:10, S1)	U	D	E	N =	Mean
		0	5	11	16	2.69
	C. Flexibility: responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary(CC:5, S1, S4, S13; CC:7, S11, CC:8, S10; CC:9, S1 S5; CC:10, S1)	U	D	E	N =	Mean
		0	0	16	16	3.00
	D. Integrity: maintains high ethical and professional standards(CC:5, S1, S4, S13; CC:7, S11, CC:8, S10; CC:9, S1 S5; CC:10, S1)	U	D	E	N =	Mean
		0	2	14	16	2.88
E. Organization: is efficient, successfully manages multiple tasks simultaneously(CC:5, S1, S4, S13; CC:7, S11, CC:8, S10; CC:9, S1 S5; CC:10, S1)	U	D	E	N =	Mean	
	0	2	14	16	2.88	
F. Perseverance: strives to complete tasks and improve teaching skills(CC:5, S1, S4, S13; CC:7, S11, CC:8, S10; CC:9, S1 S5; CC:10, S1)	U	D	E	N =	Mean	
	0	0	16	16	3.00	
G. Positive Disposition: possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable(CC:5, S1, S4, S13; CC:7, S11, CC:8, S10; CC:9, S1 S5; CC:10, S1)	U	D	E	N =	Mean	
	0	0	16	16	3.00	
16. Potential as a Teacher	U	D	E	N =	Mean	
	0	0	16	16	3.00	

\* MAT 681, 682, 683 Maximum rating = 3 or 4 on a scale of 1 – 3 or 4

**NOTE:** Some indicators have only 3 attributes/characteristics and others have 4

For 3 attributes/characteristics scale:

U = behavior is unsatisfactory = 1 D= behavior is desirable = 2 E = behavior is excellent = 3

For 4 attributes/characteristics scale:

U = behavior is unsatisfactory = 1 I = behavior needs improving = 2 D= behavior is desirable = 3 E = behavior is excellent = 4

## **Assessment 5: Candidate Impact on Student Learning**

### **Description of the Assessment and Use in the Program:**

The purpose of the unit assessment plan is to demonstrate candidates' ability to plan an appropriate sequence of instruction based on the pre-assessment data obtained, provide instruction, conduct formative and summative assessments to document student learning, and reflect on student achievement and possible changes in teaching that might impact student learning. This assessment is used to ensure that candidates know how to relate assessment to instruction.

### **Description of How the Assessment Specifically Aligns with CEC Standards:**

The three major parts of the assessment are: **1) assessment (CC8), 2) Planning for instruction (CC7), and 3) Reflection (CC9)**. Candidates must describe the **pre-, formative and post-assessment results (CC 8)**. Furthermore, they must **describe how the assessments are related to their objectives, give a rationale for choosing the assessments, and set a required criterion**. They must **analyze the results of the assessments, and reflect about the impact of their instruction on student learning (CC9)**. They must demonstrate that they are able to **use responses and errors to guide instructional decisions and provide feedback to learners (GC4)**, and show that they have **evaluated their instruction and monitored progress** of individuals with and without disabilities (CC8).

### **Brief Analysis of Data Findings:**

Data from Fall 2006 indicate that the vast majority (all but 2 out of 14) exceeded expectations. Two meet expectations. No candidates scored lower than meeting expectations. No candidate scored lower than a 3.93 on a 4 point scale.

### **Interpretation of How Data Provides Evidence for Meeting CEC Standards:**

The data overwhelmingly suggest that Southeastern Louisiana University special education teacher candidates demonstrate competence in the ability to assess (CC8), and use the results of assessment to plan and teach (CC7), and the measure the effects of instruction on students with disabilities(CC8).

See **Assessment Documentation** on page 96.

## Assessment 5A: Assessment Tool or Description of Assessment

### Unit Assessment Plan

1. **Provide a table** (see sample below) outlining the pre-, post- and at least 1 *formative assessment* to be administered to each child. These assessments should measure the progress of students in your class toward your learning objective(s) and your learning goal(s). List assessments in the order in which they will be administered.

*The Table should include:*

- A) Type of assessments (e.g., pre, formative, or post).
- B) The learning objectives; these are specific to the learning activities.
- C) Format of assessments (e.g., essay, multiple choice, listing, short answer,

Type of Assessments	Learning Objectives	Format of Assessment
1. Pre Assessment		
2. Formative Assessment		
3. Post Assessment		

performance, matching, T/F, etc.).

2. **Provide a narrative description which:**
  - Explains how the assessments specifically addresses each of the goals/objectives and why the format of each of the assessments is appropriate for the learning objectives and for the students you have assessed,
  - Explains why you have chosen each of these assessments to attain your stated learning objectives,
  - Provides assessment instructions that are understood by all students,
  - Explains the minimal level of acceptable student performance (i.e., the point at which the student successfully meets the learning objective) in measurable terms,
  - Explains special adaptations for special needs students (e.g. cognitive, language, developmental, and content).

It is encouraged that you use the same post-assessments as pre-assessments after you have finished the educational sequence.

3. **Submit a clean copy of your assessment(s) and scoring criteria (e.g., keys, rubrics, etc.) as an attachment.**

**Analyzing the Results: Used to show the learning gain made by each student from pre- to post- assessment**

Students	Pre Assessment	Post Assessment	Gain + or -	Objectives				Comments
				Yes	No	Yes	No	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

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## **Reflecting on the Impact of Instruction**

1. How many students accomplished all of the objectives you established for this body of instruction? What % of students did not meet all objectives? What factors contributed to their success/failure?
  
  
  
  
  
  
  
  
  
  
2. Did those students who were unsuccessful in meeting all objectives demonstrate substantial gains in knowledge and skills as defined in the objectives? Were there students who demonstrated very little gain or negative gain (regression) from pre-assessment to post-assessment?
  
  
  
  
  
  
  
  
  
  
3. Describe the circumstances/conditions that contributed to the poor achievement of students who did not meet the objectives or make substantial gains.
  
  
  
  
  
  
  
  
  
  
4. Since the conclusion of the unit and/or lesson, what have you done to help students who did not accomplish/master the objectives to improve their learning in these areas?
  
  
  
  
  
  
  
  
  
  
5. What impact will the information gained from your reflection about you students' performance have on future lessons? Describe the adjustments you will make in your instruction.

## Questions to Guide in Completing the Unit Assessment Plan and Analyzing the Results

1. Were the pre- and post-assessment methods and instruments appropriate for measuring the knowledge and skills described in the objectives?
2. Did the pre- and post-assessments measure the same knowledge and skills in the same way?
3. Do the assessments adhere to the principles of good test and/or performance assessment construction?

Note: If only paper-pencil tests are used, consider only items listed under “Test.” If only assignments/activities are used, consider only items listed under “Assignments/Activities.” If both paper-pencil and performance assessments are used, both must be analyzed using the criteria established for each.

### Tests

- Complete and clear directions for students
- Unambiguous test items
- Appropriate organization
- Specifications of points awarded for each item

### Assignments/Activities

- Complete and clear directions for students
  - Specifications for scoring/grading
  - Specifications of conditions for performance
  - Specification of timeline(s) for completion
4. Is it apparent that the teacher understands alignment, and is there evidence that there has been a genuine attempt to align these elements of the instructional process?
  5. Does the teacher report that a majority (more than 50 %) of the students met all objectives, and is this report consistent with the information on the “Analyzing the Results” chart?
  6. Did at least 80% of students not meeting all objectives make substantial gains from pre-assessment to post-assessment?
  7. For each student who demonstrated little or no gain from pre-assessment to post-assessment, is there a plausible explanation of circumstances that may have impeded student learning?
  8. Does the teacher describe strategies he/she has used or has planned to use to help low achieving students accomplish the objectives of the work sample since its conclusion?

## Assessment

### Common Areas of Concern

1. Some teachers fail to develop a **plan for assessment** that relates to the content or body of instruction that is being presented.
2. Pre- and post-assessments are inconsistent with the demonstration of knowledge and/or skills called for in the objectives.
3. For pre- and post-assessments to be valid, they must measure the same knowledge and skills in the same way. For example, a multiple choice test item and an essay do not measure knowledge in the same ways. An assignment to construct something and a descriptive essay do not measure knowledge in the same way nor do they measure the same skills.
4. Performance assessments (projects, portfolios, performance tasks, etc.) require that students know exactly what to do, how to do it, and what the criteria and timelines for the performance will be. These elements should be provided to students.
5. Teachers may need assistance in the synthesis and reporting of data on Analyzing the Results. The accurate reporting of this information influences the response to items 1 and 2, “Reflecting on the Impact of Instruction.”
6. It is unlikely that all students in a class will accomplish all objectives established. However, a substantial number (a majority) of students should meet the objectives. If not, there is something wrong with a) content selection, b) objectives, c) instruction, or d) assessments. When a majority of students are unsuccessful accomplishing the objectives, the teacher should be able to explain instructional problems (content, objectives, instruction, assessments) that contributed to low achievement.
7. Even if a number of students don’t accomplish all objectives, the vast majority (all but 3 or 4) should have made substantial gains in knowledge and skills. If the majority of students do not make substantial gains in knowledge and skills, there are instructional problems that should be addressed.

**Note:** Substantial gains are defined as gains in knowledge and skills from pre-test to post-test that are large enough to be readily apparent and to demonstrate that the student has learned a lot, not a little. Sometimes pre-assessments will reveal that some students have already mastered or nearly mastered the objectives and/or the content to be taught. If a student already knows the content as the 85% or greater level, he/she will not be able to demonstrate substantial gain. The assessor should be aware that if several students demonstrate high levels of prior knowledge and skill, the teacher is expected to vary content (and probably instruction) for those students.

**Assessment 5B: Scoring Guide for the Assessment**

**UNIT ASSESSMENT PLAN RUBRIC- Student Teaching/Internship**

The scale is: 1 – Has not developed or used this skill  
2 – Is beginning to incorporate this skill  
3 – Uses this skill appropriately and competently  
4 – Uses this skill consistently with a high degree of competence and confidence

<b>ASSESSMENT: The teacher assesses student progress.</b>				
1. Develops well constructed assessment instruments/procedures/performances	1	2	3	4
2. Uses appropriate and effective assessment technique(s)	1	2	3	4
3. Produces evidence of student academic growth under his/her instruction	1	2	3	4
4. Interprets and utilizes standardized/non-standardized test results	1	2	3	4

**Comments:**

**Assessment 5C: Candidate Data Derived from the Assessment**

MAT 681,683							
Evaluation of Unit Assessment Plan: Student Teacher Data Fall 2006							
Assessment Domain Area	Objectives (CEC Standards & Competencies)	Results*					Score*
<b>The teacher assesses student progress:</b>	1. Develops well-constructed assessment instruments/procedures/performances. (CC:8, S4, S9, GC:8, S2)	U	AE	ME	EE	N =	Mean
		0	0	1	13	14	3.93
	2. Uses appropriate and effective assessment technique(s) effectively. (CC:7, S4, S5; CC8: S1, S2, S3, S5, S6, S8, S9, S10; GC: 8 S1, S2, S3, S4)	U	AE	ME	EE	N =	Mean
		0	0	1	13	14	3.93
	3. Produces evidence of student academic growth under his/her instruction. (CC: 8, S8, S9)	U	AE	ME	EE	N =	Mean
		0	0	0	14	14	4.00
	4. Interprets and utilizes standardized/non-standardized test results. (CC:8, S5, S6, S7; GC:7, S5)	U	AE	ME	EE	N =	Mean
		0	0	0	14	14	4.00

\*MAT 681, 683

Maximum rating = 4 on a scale of 1 – 4

U = unsatisfactory = 1      AE = approaching expectations = 2

ME = meeting expectations = 3

EE = Exceeds expectations = 4

## Assessment 6: Personal Management Model

### Description of the Assessment and Use in the Program

All Southeastern candidates in the MAT Program must develop and complete a personal management model. This assignment was selected for candidates to demonstrate an indepth understanding of CEC Standard # 5 Learning Environments and Social Interactions. The assignment was developed to assess MAT candidates' abilities to actively create positive classroom environments through developing classroom management plans that meet key aspects of the Council for Exceptional Children's Learning Environments and Social Interactions Standard (CEC Standard 5).

### Description of How the Assessment Specifically Aligns with CEC Standards

MAT candidates create personal management models that consider multiple aspects of classroom organization and management. In doing so they illustrate their understanding of critical aspects of **CEC Standard # 5 Learning Environments and Social Interactions**. Candidates create personal management models that take into consideration multiple aspects of classroom organization and management, including: 1) classroom procedures (**CC5S1, CC5S4, CC5S5**), 2) classroom rules (**CC5S5, CC5S10**), 3) consequences (**CC5S5, CC5S10**), 4) motivation (**CC5S5, CC5S10**), 5) preventative and supportive discipline (**CC5S4, CC5S5, CC5S10**), 6), parental involvement (**CC5S3, CC5S6**), 7) classroom arrangement (**CC5S1, CC5S4, CC5S5**), 8) application, and 9) structure and writing (**CC9S8**). In doing so, they consider their students' emotional and physical safety, diverse characteristics and needs, positive social interactions, and motivation and engagement.

In the process of creating a personal management model, candidates learn how to **use effective and varied behavior management strategies (CC5S10)**, and to **identify realistic expectations for personal and social behavior in various settings (CC5S2)**. Through developing procedures, they learn the importance of **establishing a consistent classroom routine for individuals with disabilities (GC5S6)**. Furthermore, in the process of creating this plan, candidates also demonstrate that they can **use verbal, nonverbal, and written language effectively (CC9S8)**. Successful completion of this assignment provides candidates with reviewed effective guidelines for running their own classrooms.

### Brief Analysis of Data Findings

The data were analyzed based on the following grading scale as stated by the department of Teaching and Learning: U = unsatisfactory = 1, AE = approaching expectations = 2, ME = meeting expectations = 3, EE = Exceeds expectations = 4. The minimum rating required was ME (3).

The data show the following, classroom arrangement has the highest mean score at 3.83; followed by classroom procedures, consequences, and preventative and supportive discipline with mean scores of 3.67; classroom rules, parental involvement, and application with means scores of 3.50; and followed by motivation and structure and writing with mean scores of 3.33.

There were only 2 ratings of approaching expectations, one in parental involvement, the other in application. The only unacceptable score was received by one candidate in writing.

### **Interpretation of How Data Provides Evidence for Meeting CEC standards**

The data show that the great majority of candidates are passing all standards by either meeting or exceeding expectations. Strengths are in classroom arrangement, consequences and preventative and supportive discipline.

## **Assessment 6A: Assessment Tool or Description of Assessment**

### **MAT 622 Personal Management Model Paper**

Each student is required to develop a personal management model. The paper should be a maximum of 3 typed pages and is worth 100 points. Your personal model must include the following sections:

#### **Section I - INTRODUCTION**

Section I should include an overview of your personal discipline plan. For what grade level and or subject area is it intended? What model(s) have you patterned your classroom after? If it is a combination of models, what aspects are you including of each one and why? Which ones have you decided to discard and why?

#### **Section II - THE MODEL**

This is the meat of your paper. Be as specific as possible. Consider the following: 1. Classroom procedures - What is the purpose of classroom procedures? How will you teach these routines to students? Identify a minimum of 5 classroom procedures and how they will benefit you classroom management. 2. Classroom rules - What are your classroom rules? How did you develop these rules? Relate each rule to the compelling interest addressed. How will you convey these rules to students and parents? 3. Consequences - What are the consequences for students breaking the rules? What is the purpose of a consequence? Remember, punish work is not acceptable, and the office is a last resort. 4. Individual/Group Motivation/Rewards - What will happen in your room when a student does something right? What forms of acknowledgment will be used? Be specific. How will you motivate and reward the entire group? 5. Preventive/Supportive discipline - Which techniques (minimum of 4) will you use to prevent discipline problems? Why? 6. Parental Involvement - How will you involve parents in your classroom? How will you communicate student progress? School events?

#### **Section III - MODEL APPLICATION**

Explain a typical classroom situation--hypothetical or real--from start to finish. How would you deal with the situation via your model? Describe the inappropriate behavior, your response to it and your response to the new appropriate behavior. You may want to include a script of the classroom interaction as you apply your model to the situation.

**Assessment 6B: Scoring Guide for the Assessment**

**Personal Management Model Rubric (adopted Aug 2006)**

	<b>Unacceptable</b>	<b>Approaching Expectations</b>	<b>Meets Expectations* Required level</b>	<b>Exceeds Expectations</b>
<b>Classroom Procedures:</b> What is the purpose of classroom procedures? How will you teach these routines to students? Identify a minimum of 5 classroom procedures and how they will benefit your classroom management. CC5S1, CC5S4, CC5S5	Procedures meet less than half of the requirement	Procedures meet half of the requirement	Procedures meet most of the requirement	Procedures meet all of the requirement
<b>Classroom Rules:</b> What are your classroom rules? How did you develop these rules? Relate each rule to the compelling interest addressed. How will you convey these rules to students and parents? CC5S5, CC5S10	Classroom rules reflect little or no understanding of the lesson/or subject matter	Classroom rules reflect some understanding of the lesson/or subject matter Classroom discipline/management	Classroom rules reflect an understanding of the lesson/or subject matter Classroom discipline/management	Classroom rules reflect a clear understanding of the lesson/or subject matter Classroom discipline/management
<b>Consequences:</b> What are the consequences for students breaking the rules? What is the purpose of a consequence? Remember punish work is not acceptable, and the office is a last resort. CC5S5, CC5S10	Consequences lack clarity and are not well understood	Consequences are and are somewhat understood	Consequences are provided and an attempt is made to make them manageable	Consequences are clear and well understood
<b>Individual and Group Motivation and Rewards:</b> What will happen in your room when a student does something right? What forms of acknowledgment will be used? Be specific. How will you motivate and reward the entire group? CC5S5, CC5S10	Plan is ineffective in demonstrating student's understanding of motivations, rewards, and punishments.	Plan is somewhat ineffective in demonstrating student's understanding of motivations, rewards, and punishments.	Plan attempts to demonstrate student's understanding of motivations, rewards, and punishments.	Plan is very effective in demonstrating student's understanding of motivations, rewards, and punishments.

<p><b>Preventive and Supportive Discipline:</b> Which techniques (minimum of 4) will you use to prevent discipline problems? Why? CC5S4, CC5S5, CC5S10</p>	<p>There are no techniques provided to prevent discipline problems.</p>	<p>There is a slight attempt to provide techniques but they are inadequate.</p>	<p>For the most part, the techniques to prevent discipline problems are provided.</p>	<p>Four or more techniques are given to prevent discipline problems and a well constructed and sound rationale is also provided.</p>
<p><b>Para, volunteers, peers, and parental Involvement:</b> How will you involve others in your classroom? How will you communicate student progress? School events? CC5S3, CC5S6</p>	<p>There are no examples used to address others involvement, communications, and awareness</p>	<p>Insufficient examples used to address others involvement, communications, and awareness</p>	<p>Some examples are used to address others involvement, communications, and awareness</p>	<p>Very effective examples are used to address others involvement, communications, and awareness</p>
<p><b>Application:</b> Explain a classroom situation. Using your model, how will you deal with the inappropriate behavior? Describe the inappropriate behavior, your response to the behavior, and your response to the appropriate behavior. CC5S10</p>	<p>Application does not follow the student's management model</p>	<p>Application follows model and addresses inappropriate but fails to address response to the appropriate behavior</p>	<p>Application follows model and addresses appropriate behavior</p>	<p>Application follows model, addresses appropriate behavior and provides insight in to changing behavior</p>
<p><b>Classroom Arrangement:</b> Attach sketch and explanation CC5S1, CC5S4, CC5S5</p>	<p>Does not address a sufficient number of required organizational patterns and elements</p>	<p>Addresses a minimum number of required organizational patterns and elements</p>	<p>Addresses all required organizational patterns and elements</p>	<p>Addresses all required organizational patterns and elements and exceeds expectations through mobility, organization and addressing students needs/ accommodations</p>

<b>Structure &amp; Writing:</b> Your narrative explanation describing and applying your model should be well written and organized CC9S8	The paper is poorly structured, and there are more than five writing errors.	The plan is adequately structured. There are no more than five writing errors.	The paper is well developed with a general adherence to conventions of writing. There are no more than two writing errors.	The paper is well developed and adheres to all conventions of writing. There are no errors in grammar, punctuation, and spelling.
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**Assessment 6C: Candidate Data Derived from the Assessment**

**MAT 622**

**Personal Management Model Data Fall 2006**

Assessment Domain Area	Objectives (CEC Standards & Competencies)	Results*					Score*
<b>Classroom Management</b>	<p><b>1. Classroom Procedures:</b> What is the purpose of classroom procedures? How will you teach these routines to students? Identify a minimum of 5 classroom procedures and how they will benefit your classroom management. (CC:5, S1, S4, S5)</p>	U 0	AE 0	ME 2	EE 4	N = 6	Mean 3.67
	<p><b>2. Classroom Rules:</b> What are your classroom rules? How did you develop these rules? Relate each rule to the compelling interest addressed. How will you convey these rules to students and parents? (CC:5, S5, S10)</p>	U 0	AE 0	ME 3	EE 3	N = 6	Mean 3.50
	<p><b>3. Consequences:</b> What are the consequences for students breaking the rules? What is the purpose of a consequence? Remember punish work is not acceptable, and the office is a last resort. (CC:5, S5, S10)</p>	U 0	AE 0	ME 2	EE 4	N = 6	Mean 3.67
	<p><b>4. Individual and Group Motivation and Rewards:</b> What will happen in your room when a student does something right? What forms of acknowledgment will be used? Be specific. How will you motivate and reward the entire group? (CC:5S5, S10)</p>	U 0	AE 0	ME 4	EE 2	N = 6	Mean 3.33
	<p><b>5. Preventive and Supportive Discipline:</b> Which techniques (minimum of 4) will you use to prevent discipline problems? Why? (CC:5, S4, S5, S10)</p>	U 0	AE 0	ME 2	EE 4	N = 6	Mean 3.67

	<p><b>6. Para, volunteers, peers, and parental Involvement:</b> How will you involve others in your classroom? How will you communicate student progress? School events? (CC:5S3, S6)</p>	U 0	AE 1	ME 1	EE 4	N = 6	Mean 3.50
	<p><b>7. Classroom Arrangement:</b> Attach sketch and explanation (CC:5, S1, S4, S5)</p>	U 0	AE 0	ME 1	EE 5	N = 6	Mean 3.83
	<p><b>8. Application:</b> Explain a classroom situation. Using your model, how will you deal with the inappropriate behavior? Describe the inappropriate behavior, your response to the behavior, and your response to the appropriate behavior. (CC:5, S10)</p>	U 0	AE 1	ME 1	EE 4	N = 6	Mean 3.50
	<p><b>9. Structure &amp; Writing:</b> Your narrative explanation describing and applying your model should be well written and organized (CC:9, S8)</p>	U 1	AE 0	ME 1	EE 4	N = 6	Mean 3.33

\*MAT 622

Maximum rating = 4 on a scale of 1 – 4

U = unsatisfactory = 1

AE = approaching expectations = 2

ME = meeting expectations = 3

EE = Exceeds expectations = 4

## **Assessment 7: CEC Special Education/Language/Instructional Strategies Addendum**

### **Description of the Assessment and Use in the Program**

The student teaching semester is the culminating experience in the MAT program. This fifteen-week experience allows candidates to put theory into practice and offers candidates opportunities to demonstrate proficiency in the four Louisiana Components of Effective Teaching and the ten Council for Exceptional Children standards. Candidates enrolled in MAT 681, 682, and 683 are evaluated by faculty using the Final Report on Student Teaching/Internship/Practicum and the CEC Special Education/Language/Instructional Strategies Addendum. The Final Report on Student Teaching/Internship/Practicum contains 50 four-point scaled items in five domains – Planning, Instruction, Management, Assessment, and Other. The Other Category includes broad-based skills such as establishing professional relationships and showing awareness of professional organizations. In addition to these five domains, the form includes the Professional Attributes and Characteristics Scale, which addresses 21 characteristics such as attendance, punctuality, and response to feedback on performance along with one rating titled potential as a teacher.

### **Description of How the Assessment Specifically Aligns with CEC Standards:**

The Final Report on Student Teaching/Internship/Practicum and CEC Special Education/Language/Instructional Strategies Addendum are completed for each candidate during the final week of the student teaching semester to document proficiency. Student teachers are evaluated using a four-point scale. The expectation is that all student teachers will attain scores of 3 and 4 by the end of student teaching. The alignment of items in the Final Report on Student Teaching/Internship/Practicum with CEC standards and competencies is presented in 4A. The CEC Special Education/Language/Instructional Strategies Addendum provides an opportunity to evaluate candidate performance on CEC Standard 4, Instructional Strategies; and Standard 6, Language. See Assessment 4B for the specific alignment of CEC common core and general curriculum competencies

### **Brief Analysis of Data Findings:**

Scores ranged from 3.92 to 3.54. Strengths were in involvement (3.92) and individualization (3.77). Behavior management and families were areas of relative weakness (3.54 each), but even in those categories, the great majority of candidates met or exceeded expectations.

### **Interpretation of How Data Provides Evidence for Meeting CEC standards**

As shown by the table on pages 106-107, in every case, the mean data either meet or exceed expectations for each linked CEC standard (4, 5, 7, 8, 9, and 10).

See **Assessment Documentation** on pages 109-110.

## Assessment 7A: Assessment Tool or Description of Assessment

Candidates enrolled in MAT 681, 682, and 683 are evaluated by faculty using the Final Report on Student Teaching/Internship/Practicum and the CEC Special Education/Language/Instructional Strategies Addendum. This addendum is completed jointly by the supervising/mentor teacher and the student teacher/intern. They use the comments section to explain their ratings and/or add additional information. Candidates are rated using the following scale:

- 1 – Has not developed or used this skill
- 2 – Is beginning to incorporate this skill
- 3 – Uses this skill appropriately and competently
- 4 – Uses this skill consistently with a high degree of competence and confidence

Documentation must be provided for any rating of 1. Ratings are given on the following items:

1.	Applies knowledge about the characteristics of exceptionalities and multiple influences on development & learning to his/her work with children with exceptional learning needs.
2.	Effectively plans, implements and evaluates behavior management strategies for children with exceptional learning needs.
3.	Applies knowledge of family and community characteristics to his/her work with children with exceptional learning needs
4.	Supports and empowers families/communities through respectful, reciprocal relationships as well as by involving families/communities in children with exceptional learning needs development, learning, and assessment.
5.	Uses observation, documentation, and other developmentally appropriate assessment tools/approaches in an appropriate responsible manner.
6.	Lesson plans and instruction include evidence of modeling, and guided practice to assure acquisition and fluency through maintenance and generalization of skills.
7.	Understands central concepts, inquiry tools and structures of content areas or academic disciplines dealing with children with exceptional learning needs.
8.	Plans and implements instruction that meets the individualized needs of children with exceptional learning needs.
9.	Involves himself/herself with the special education field while upholding ethical standards and other professional guidelines.
10	Engages in informed advocacy for children with exceptional learning needs, their families, and the profession.

The Final Report on Student Teaching/Internship/Practicum and CEC Special Education/Language/Instructional Strategies Addendum are completed for each candidate during the final week of the student teaching semester to document proficiency. Student teachers are evaluated using a four-point scale. The expectation is that all student teachers will attain scores of 3 and 4 by the end of student teaching. The CEC Special Education/Language/Instructional Strategies Addendum provides an opportunity to evaluate candidate performance on CEC Standard 4, Instructional Strategies; and Standard 6, Language. The alignment of items on the addendum with CEC standards is illustrated in assessment 7C.

**Assessment 7B: Scoring Guide for the Assessment**

**Area of Certification** \_\_\_\_\_

**Check All That Apply Below**

- \_\_\_\_\_ **Undergraduate Student**
- \_\_\_\_\_ **Alternate Certification Student**
- \_\_\_\_\_ **MAT Student**
- \_\_\_\_\_ **Student Teacher**
- \_\_\_\_\_ **Intern**

**CEC Special Education/Language/Instructional Strategies Addendum**

*Please evaluate the student teacher/intern in each of the areas listed below. This evaluation should be Completed jointly by the supervising/mentor teacher and the student teacher/intern. Please use the Comments Section to explain your ratings and/or add additional information. Documentation must be provided for any rating of 1.*

- The scale is:*
- 1 – Has not developed or used this skill*
  - 2 – Is beginning to incorporate this skill*
  - 3 – Uses this skill appropriately and competently*
  - 4 – Uses this skill consistently with a high degree of competence and confidence*

*The student teacher/intern:*

1.	Applies knowledge about the characteristics of exceptionalities and multiple influences on development & learning to his/her work with children with exceptional learning needs.	1	2	3	4
2.	Effectively plans, implements and evaluates behavior management strategies for children with exceptional learning needs.	1	2	3	4
3.	Applies knowledge of family and community characteristics to his/her work with children with exceptional learning needs	1	2	3	4
4.	Supports and empowers families/communities through respectful, reciprocal relationships as well as by involving families/communities in children with exceptional learning needs development, learning, and assessment.	1	2	3	4
5.	Uses observation, documentation, and other developmentally appropriate assessment tools/approaches in an appropriate responsible manner.	1	2	3	4
6.	Lesson plans and instruction include evidence of modeling, and guided practice to assure acquisition and fluency through maintenance and generalization of skills.	1	2	3	4
7.	Understands central concepts, inquiry tools and structures of content areas or academic disciplines dealing with children with exceptional learning needs.	1	2	3	4
8.	Plans and implements instruction that meets the individualized needs of children with exceptional learning needs.	1	2	3	4

9. Involves himself/herself with the special education field while upholding ethical standards and other professional guidelines.	1	2	3	4
10 Engages in informed advocacy for children with exceptional learning needs, their families, and the profession.	1	2	3	4

*Comments:*

**Assessment 7C: Candidate Data Derived from the Assessment**

**MAT 681, 682, 683**

**CEC Special Education/Language/Instructional Strategies Addendum Data Fall 2006**

Domain Area	Objectives (CEC Standards & Competencies)	Results*					Score*
<b>The student teacher/intern:</b>	1. Applies knowledge about the characteristics of exceptionalities and multiple influences on development & learning to his/her work with children with exceptional learning needs. (CC:4, S3)	U 0	AE 1	ME 3	EE 9	N = 13	Mean 3.62
	2. Effectively plans, implements and evaluates behavior management strategies for children with exceptional learning needs. (CC:5 S12, GC:7, S6)	U 0	AE 1	ME 4	EE 8	N = 13	Mean 3.54
	3. Applies knowledge of family and community characteristics to his/her work with children with exceptional learning needs (CC10: S2, S5)	U 0	AE 0	ME 5	EE 8	N = 13	Mean 3.62
	4. Supports and empowers families/communities through respectful, reciprocal relationships as well as by involving families/communities in children with exceptional learning needs development, learning, and assessment. (CC:10, S2, S3, S4)	U 0	AE 1	ME 4	EE 8	N = 13	Mean 3.54
	5. Uses observation, documentation, and other developmentally appropriate assessment tools/approaches in an appropriate responsible manner. (CC:8, S4, S6, S8, S9)	U 0	AE 1	ME 2	EE 10	N = 13	Mean 3.69
	6. Lesson plans and instruction include evidence of modeling, and guided practice to assure acquisition and fluency through maintenance and generalization of skills. (CC:4, S3)	U 0	AE 0	ME 2	EE 11	N = 13	Mean 3.85
	7. Understands central concepts, inquiry tools and structures of content areas or academic disciplines dealing with children with exceptional learning needs. (CC:4, S1; CC:7 S2, S3, S13)	U 0	AE 1	ME 2	EE 10	N = 13	Mean 3.69

8. Plans and implements instruction that meets the individualized needs of children with exceptional learning needs. (CC:7, S1, S2, S6, S8, S10)	U	AE	ME	EE	N =	Mean
	0	0	3	10	13	3.77
9. Involves himself/herself with the special education field while upholding ethical standards and other professional guidelines. (CC:9, S3, S7, S9)	U	AE	ME	EE	N =	Mean
	0	0	1	12	13	3.92
10. Engages in informed advocacy for children with exceptional learning needs, their families, and the profession. (CC:10, S4)	U	AE	ME	EE	N =	Mean
	0	0	4	9	13	3.69

\*Course # Maximum rating = 4 on a scale of 1 – 4  
 U = unsatisfactory = 1  
 ME = meeting expectations = 3  
 EE = Exceeds expectations = 4

AE = approaching expectations = 2

## **Assessment 8: Oral Portfolio Defense**

### **Description of the Assessment and Use in the Program:**

The Oral Portfolio Defense Assessment Rubric is used to assess the MAT oral portfolio defense. There are four dimensions for rating the oral defense: Novice, Apprentice, Proficient, and Distinguished. A Proficient rating (80% or better) must be achieved for the candidate to receive a pass. To be rated as Proficient, a total of 80 points must be achieved from the Novice, Apprentice, Proficient or Distinguished levels. If the candidate does not pass, the candidate is referred to a committee for remediation. The candidate may re-defend in the next semester on the same timeline as other defending candidates. No further opportunities for re-defense are allowed.

### **Description of How the Assessment Specifically Aligns with CEC Standards:**

Each candidate enrolled in the Master of Arts in Teaching (MAT) program is required to formally present an oral reflection of their program of study to a faculty committee comprised of three faculty members from the Department of Teaching and Learning. Candidates enrolled in SPED 682 Student Teaching in Elementary and Special Education or 683 Internship in Elementary and Special Education complete the oral defense during the semester. The candidate defends his or her program of study and his or her Action Research project to the committee in an oral reflection, supported by technology, from a prepared statement. The candidate is required to cite research and authorities in education throughout the presentation. The candidate is also required to give specific examples and data demonstrating knowledge and implementation of various domain areas. At the conclusion of the candidate's oral reflection, the MAT graduate committee asks questions of the candidate related to effective education and address topics such as technology, diversity, accommodations and modifications, literacy, the Conceptual Framework, professional attributes and other topics as determined appropriate by the Committee.

The oral defense is a capstone project that aligns with many of the CEC standards. Elements in the competencies of Development and Characteristics of Learners (Standard 2) Individual Learning Differences (Standard 3) Instructional Strategies (Standard 4) Instructional Planning (Standard 7) Assessment (Standard 8) Professional and Ethical Practice (Standard 9) Collaboration (Standard 10) are highlighted in the defense of the candidate's program.

### **Brief Analysis of Data Findings:**

All but one mean demonstrated that MAT candidates scored in the distinguished category. The only score below the distinguished category was the low of 10 (proficient) in: Discuss action research and its implementation as it related to classroom strategies and methods. (CC8: S2,8; CC9: K4, S11,12). The high mean score was 11.1 (Distinguished) in: Demonstrate the use of accommodations and modifications and technology to address the needs of diverse learners. (CC4: S1, 6, 7; GC3: S1).

## **Interpretation of How Data Provides Evidence for Meeting CEC standards**

Data is explicitly linked to CEC standards in the chart on pages 113-114, and demonstrate that MAT candidates are showing strong evidence for meeting CEC standards 1, 2, 3, 4, 6, 7, 8, and 9.

See **Assessment Documentation** on pages 116-117.

## Assessment 8A: Assessment Tool or Description of Assessment

### The MAT Oral Portfolio Defense Assessment

Each candidate enrolled in the Master of Arts in Teaching program is required to formally present an oral reflection of their program of study to a faculty committee comprised of three professors from the Department of Teaching and Learning. The Oral Defense is scheduled on the SLU campus after midterm of the semester of student teaching or 2<sup>nd</sup> semester of internship.

Each candidate defends his or her program of study and Action Research project to the committee in an oral reflection of 20 minutes, supported by technology, from a prepared statement. The oral reflection should cite research and authorities in Education throughout the presentation. The following questions are used as a guide in synthesizing and evaluating the program of study and portfolio and presenting the oral reflection: How was your philosophy of education re-shaped by the Introductory Level courses? How would you define professional standards and what is the relationship to the components of effective teaching?

How did Developmental Level courses increase your **knowledge of the learner** and prepare you to use **best pedagogical practices** in your subsequent methods courses and in your field experiences? Cite a course in the Developmental Level where you increased your **content knowledge** based on your construction of a lesson plan? Give specific examples of resources used to increase your **content knowledge**. How was the increased content knowledge applied to lesson planning and its implementation? Cite **accommodations and modifications** you have made that addressed the needs of **diverse learners** among your students, and what **technology** was used to accomplish this. Briefly discuss your **Action Research** project, relating the concepts of research in the classroom to what you perceive as effective classroom strategies and methods in education today. What is a comprehensive **literacy** program and what types of materials have you used to implement such a program? (Be sure to also explain how writing would be incorporated into your program.) What **professional attributes and characteristics** have you developed that would be beneficial to you as an educator and collaborator?

At the conclusion of the candidate's Oral Reflection, the MAT Graduate Committee asks questions of the candidate related to effective education and may address topics such as technology, diversity, accommodations and modifications, literacy, the Conceptual Framework, professional attributes and other topics as determined appropriate by the Committee. The MAT Graduate Committee then determines pass/fail for the Candidate. The candidate is informed of the Committee's decision. If the candidate does not pass, the candidate is referred to a committee for remediation. The candidate may re-defend in the next semester on the same timeline as other defending candidates or at the discretion of the Committee in scheduling. If the candidate does not pass that defense, no further opportunities for re-defense will be allowed.

**Oral Defense Assessment Rubric Instructions:** There are four dimensions for rating the oral defense: **Novice**, **Apprentice**, **Proficient**, and **Distinguished**. A **Proficient** rating (80% or better) must be achieved for the candidate to receive a pass. To be rated as **Proficient**, a total of 80 points must be achieved from the Novice, Apprentice, Proficient or Distinguished levels. If the candidate does not pass, the candidate will be referred to a committee for remediation. The candidate may re-defend in the next semester on the same timeline as other defending candidates. No further opportunities for re-defense will be allowed.

**Assessment 8B: Scoring Guide for the Assessment:**

<b>Master of Arts in Teaching</b>					
Oral Portfolio Defense Assessment Rubric					
<b>Dimensions</b>	<b>Criteria</b>				
	<b>Novice</b>	<b>Apprentice</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Pts.</b>
Philosophy reshaped by Intro courses	Vaguely identifies philosophy and how reshaped by Intro courses. (1-4)	Partially identifies philosophy and how reshaped by Intro courses. (5-9)	Adequately identifies and philosophy and how reshaped by Intro courses. (10)	Clearly identifies philosophy and how reshaped by Intro courses citing specific examples. (11-12)	
Defines standards based instruction relates to effective teaching	Vaguely defines standards based instruction and relates to effective teaching. (1-4)	Partially defines standards based instruction and relates to effective teaching. (5-9)	Adequately defines standards based instruction and relates to effective teaching. (10)	Clearly defines standards based instruction and relates to effective teaching citing specific examples.. (11-12)	
Knowledge of learner and best pedagogical practice	Vaguely cites course/s and how used best pedagogical practice. (1-4)	Partially cites course/s and how used best pedagogical practice. (5-9)	Adequately cites course/s and how used best pedagogical practice. (10)	Clearly cites course/s and how used best pedagogical practice citing specific examples. (11-12)	
Content knowledge	Vaguely cites increased content knowledge and example. (1-4)	Partially relates increased content knowledge and example. (5-9)	Adequately relates increased content knowledge and example. (10)	Clearly relates increased content knowledge and cites specific example. (11-12)	
Accommodations and modifications, diversity, technology	Vaguely cites accommodations that address diversity or technology. (1-4)	Partially cites accommodations that address diversity or technology. (5-9)	Adequately cites accommodations that address diversity or technology. (10)	Clearly cites accommodations that address diversity or technology and cites specific example/s. (11-12)	
Action Research related to best pedagogical practice	Vaguely discusses action research related to best pedagogical practice. (1-4)	Partially discusses action research related to best pedagogical practice. (5-9)	Adequately discusses action research related to best pedagogical practice. (10)	Clearly discusses action research related to best pedagogical practice and cites specific examples. (11-12)	
Literacy	Vaguely relates literacy and materials to educational program. (1-4)	Partially relates literacy and materials to educational program. (5-9)	Adequately relates literacy and materials to educational program. (10)	Clearly relates literacy and materials to educational program and cites specific examples. (11-12)	

Professional attributes and characteristics	Vaguely addresses any professional attributes. (1-4)	Partially addresses some professional attributes. (5-9)	Adequately addresses most professional attributes. (10)	Clearly addresses professional attributes and cites specific examples. (11-12)	
<b>Total Points (Pts)</b>					

**Assessment 8C: Candidate Data Derived from the Assessment**

MAT 682 & 683							
Oral Defense: Student Teacher and 2 <sup>nd</sup> Semester Intern Data Fall 2006							
Assessment Domain Area	Objectives (CEC Standards & Competencies)	Results*					Score*
The candidate will be able to:	1. Discuss how their philosophy of education was reshaped by introductory courses. (CC1: K1, S1; GC1:K8)	N	A	P	D	N =	Mean
		0	0	1	16	17	10.5
	2. Define professional standards and its relationship to the components of effective teaching. (CC7: K1, 2, 3)	N	A	P	D	N =	Mean
		0	0	3	14	17	10.8
	3. Demonstrate increased use of knowledge of the learner and of strategies and methods. (CC2: K5; CC3: K2, 3, 4; GC3: S1)	N	A	P	D	N =	Mean
		0	0	1	16	17	10.9
	4. Demonstrate increased content knowledge applied to lesson planning and implementation. (CC7: S1, 6, 8)	N	A	P	D	N =	Mean
	0	0	6	11	17	10.7	
5. Demonstrate the use of accommodations and modifications and technology to address the needs of diverse learners. (CC4: S1, 6, 7; GC3: S1)	N	A	P	D	N =	Mean	
	0	0	0	17	17	11.1	
6. Discuss action research and its implementation as it related to classroom strategies and methods. (CC8: S2,8; CC9: K4, S11,12)	N	A	P	D	N =	Mean	
	0	0	2	15	17	10.0	
7. Discuss a comprehensive literacy program and materials needed and its implementation in teaching. (CC6: K3, S1; GC6: S1, 2, 3, 4)	N	A	P	D	N =	Mean	
	0	0	1	16	17	10.5	

	8. Discuss professional attributes and characteristics and its relationship to collaboration. (CC9: K1, 2, S2,4,6,7,9,11; GC 9: K1)	N	A	P	D	N =	Mean
		0	1	1	15	17	10.5

\*MAT 682 & 683

Maximum rating = 12 on a scale of 1 – 12

N = Novice = 1 – 4

A = Apprentice = 5 – 9

P = Proficient = 10

D = Distinguished = 11 – 12