Assessment 1

PRAXIS II: Early Childhood Education

1. Description of Assessment.

The Praxis II: Early Childhood Education (0020) test is required by Louisiana for all early childhood (Pk-3) graduates of our program. The following information is from the Praxis website Test at a Glance.

The Early Childhood Education test is intended primarily for examinees that have completed their undergraduate preparation and are prospective teachers of preschool through primary-grade students. It is based on a teaching approach that emphasizes the involvement of young children in a variety of play and child-centered activities and on a curriculum that reflects a concern for the development of the whole child, including the child's physical, cognitive, social, and language development.

The test assesses examinees' knowledge of the growth, development, and learning of young children and understanding of the primary factors that influence children's development and learning. A number of the 120 multiple-choice questions are devoted to appropriate teaching applications of this knowledge and understanding, and others focus on curriculum planning, evaluation and reports of student progress, and the professional and legal responsibilities of teachers of young children. Although most questions refer to children ages 3 through 8, a few questions concern development at earlier and later ages so as to examine the full range of early childhood development.

2. ACEI Standards Addressed by this Assessment

The following correlation exists between this assessment instrument and the ACEI Standards:

Praxis Content Category	ACEI Standard
The Growth, Development, and learning of Young Children	Standard 1
Factors Influencing Individual Growth and Development	Standard 1
Applications of Developmental and Curriculum Theory	Standard 2, 3
Planning and Implementing Curriculum	Standard 2, 3
Evaluating and reporting Student Progress and the Effectiveness of Instruction	Standard 4
Understanding Professional and Legal Responsibilities	Standard 5

3. Summary of Data Findings

We have had 3 teacher candidates that graduated from out PreK-3 program in the Spring of 2006 and one teacher candidate who will graduate in Fall 2006. All of these candidates passed the

Praxis II exam. As seen in Attachment C, candidates in the   Spring of 2006 scored an average of 670. The Fall 2006 graduate scored 660. The   Louisiana state qualifying score for this exam is 510.

4. Interpretation of Evidence

This is a new program in which we have had 3 graduates in Spring 2006 and one graduate in Fall 2006. All four of these candidates successfully passed Praxis II. This   data provides evidence that our candidates have the content knowledge necessary to meet   the ACEI standards. We have no subscale data on these students to interpret. We   have asked the College of Education and Human Development to (COEED) require that   subscale data from the Praxis II: Early Childhood Education (0020) be provided by   candidates to the COEHD. This will enable the Unit to more accurately evaluate how   effectively it is preparing our candidates in the area of Content Knowledge.

PRAXIS II: Early Childhood Education

Summary of Findings

Graduates Spring 2006 (N = 3)	Graduate Fall 2006 (N = 1)
670	660

Note: State qualifying score = 510

Scores of the subcomponents were not available, but we have requested them.

The *Integrated Unit Plan (IUP)* is developed around a theme assigned by the classroom teacher when students are in ECE 422 . The main components of the unit are planning and instruction and the complementing attachments. All components are directly correlated with the NAEYC Standards. Below is an outline from which candidates may choose to create artifacts to meet the purpose of this instrument.

I.   Planning and Instruction
    A. Brainstorm to create a graphic organizer to develop the thematic unit:
        1. Include all areas (Reading, Writing, Math, Science, Social Studies, Technological Resources, etc.)
        2. List developmentally appropriate activities to support each subject area
        3. Cross-reference the activities to show integration between subjects
    B. Write ten daily lesson plans that include:
        1. A demographic header listing candidate's name, the date, the school where the field experience is based, the subject area, and the grade level
        2. Observable objectives to meet the purpose of the activity listed on the graphic organizer
        3. The identification of standards, benchmarks, and GLE's being addressed with the activity
        4. An introductory activity to motivate the children for the day's lesson
        5. Description of the developmentally appropriate activities and procedures to follow in order for the children to achieve the expected tasks
        6. A closing activity for the lesson taught
        7. A list of needed materials by the teacher and the children

II.   Complementing Attachments
    A. Family and Community Outreach (Candidates choose one or more of the following activities.)
        1. Write a newsletter to parents to include the lesson's purpose and needs for the maximum learning opportunity
        2. Invite family members and community resource people to come and be a guest speaker on the subject being taught
        3. Use local businesses and resources within the daily lessons
        4. Publish stories and articles of the events happening in the local newspaper
        5. Hold parent-teacher conferences to learn more about the child's family
        6. Other as approved by instructor
    B. Assessment (Candidates choose one or more of the following.)
        1. Administer formal assessments as pre-post tests to determine what the children know or have learned
        2. Administer daily informal assessment recording observations, anecdotal records, checklists, rubrics, portfolios, and more
        3. Other
    C. Professional Development (Candidates choose one or more of the following.)
        1.   Join the student chapter of an ece professional organization
        2.   Participate in the discussion of interest through an electronic list-serv
        3.   Read professional magazines or articles related to the children you are teaching and the teaching experience
        4.   Attend a school board meeting
        5.   Write a letter to a school board member concerning an issue of interest

6. Attend a conference or workshop focusing on some aspect of early childhood education
7. Other

D. Classroom Management
1. Describe the learning environment pertaining to the expected behaviors of children, the way ideas will be presented, the seating arrangement and whether the children will attempt task independently, in small groups or as a large group.
2. Develop and record strategies to meet the needs of all children following their individually determined accommodation requirements and providing children of all ages the opportunity to challenge themselves with tasks created to increase their higher order thinking skills
3. Other

E. References Used to Develop Unit (at least five references)
1. Articles and books
2. Electronic resources
3. Other

Candidate Reflections/Comments:

1. Description of Instrument

Early childhood teacher candidates develop a written *integrated unit plan* addressing the following areas:

A. Planning and Instruction
B. Family/Community Outreach
C. Assessment
D. Professional Development
E. Classroom Management

The *Integrated Unit Plan (IUP)* is a written thematic unit candidates develop in ECE 422. The main components are planning and instruction and the complementing attachments. A graphic organizer with activity ideas for each subject area, ten daily lesson plans displaying developmentally appropriate practice, forms of written communications to involve family and community members, a formal assessment for the administration of a pre- and post-test, an informal assessment for each week of the two- week field experience, and written evidence of professional development with regards to the needs of the children being taught are included in the *IUP*.

The language and intent of the ACEI Standards are directly reflected in the language and intent of the integrated unit instructions. Early childhood methods' students and their professors understand these standards and refer to the NAEYC Standards/Rubrics so they may respond accordingly. (See Attachment A for the complete instrument.) This formal evaluation for each teacher candidate is completed using a collaboration of scores by the university professor cohort group teaching the methods course.

Items for this instrument have four possible ratings: 1 (no reference to item marked), 2 (item mentioned in integrated unit plan with no development of its concept), 3 (item mentioned with some development toward an understanding of its concept, 4 (item mentioned with full development of the understanding of its concept).

2. Description of Alignment with NAEYC

ACEI Standards	Integrated Unit Plan
1. Development, Learning and Motivation	
2. Curriculum Standards	
2.1 English language arts	
2.2 Science	
2.3 Mathematics	
2.4 Social studies	
2.5 The arts	
2.6 Health Education	
2.7 Physical Education	
2.8 Connections across the curriculum	
3. Instruction Standards	
3.1 Integrating and applying knowledge for instruction	

3.2 Adaptations to diverse students	
3.3 Development of critical thinking, problem solving, performance skills	
3.4 Active engagement in learning	
3.5 Communication to foster collaboration	
4. Assessment for Instruction	
5. Professionalism	
5.1 Practices and behaviors of developing career teachers	
5.2 Reflection and evaluation	
5.3 Collaboration with families	
5.4 Collaboration with colleagues and the community	

3. Summary of Data Findings

We have fifteen early childhood teacher candidates in the Methods II course in Fall '06. As seen in Attachment C, 15 candidates successfully completed Methods II. Strongest areas were…Need for Improvement was seen in areas of …Regarding the NAEYC Standards, strengths were seen in key elements of …Areas for improvement were seen in key elements…

4. Interpretation of Evidence

As noted in the description of alignment, this instrument addresses all of the ACEI Standards. Because teacher candidates rated…across all categories and items, the results of this assessment provide convincing evidence that our candidates have met the standards for planning integrated units. Because Methods II occurs in the semester prior to student teaching, this evidence…The fact that three instructors average the individualized scores given…

In spite of these positive findings, our analysis of the data shows areas in which we could improve. (see above Summary of Data Findings.) For example…was not rated as highly as we would have liked. Possible reasons for this include… As a result, the following actions have been identified to improve our program:
1.
2.

Integrated Unit Plan's **Assessment Instrument**

The *Integrated Unit Plan (IUP)* is developed around a theme assigned by the classroom teacher when students are in ECE 422 . The main components of the unit are planning and instruction and the complementing attachments. All components are directly correlated with the NAEYC Standards. Below is an outline from which candidates may choose to create artifacts to meet the purpose of this instrument.

III.   Planning and Instruction
   A. Brainstorm to create a graphic organizer to develop the thematic unit:
      1. Include all areas (Reading, Writing, Math, Science, Social Studies, Technological Resources, etc.)
      2. List developmentally appropriate activities to support each subject area
      3. Cross-reference the activities to show integration between subjects
   B. Write ten daily lesson plans that include:
      1. A demographic header listing candidate's name, the date, the school where the field experience is based, the subject area, and the grade level
      2. Observable objectives to meet the purpose of the activity listed on the graphic organizer
      3. The identification of standards, benchmarks, and GLE's being addressed with the activity
      4. An introductory activity to motivate the children for the day's lesson
      5. Description of the developmentally appropriate activities and procedures to follow in order for the children to achieve the expected tasks
      6. A closing activity for the lesson taught
      7. A list of needed materials by the teacher and the children

IV.   Complementing Attachments
   A. Family and Community Outreach (Candidates choose one or more of the following activities.)
      1. Write a newsletter to parents to include the lesson's purpose and needs for the maximum learning opportunity
      2. Invite family members and community resource people to come and be a guest speaker on the subject being taught
      3. Use local businesses and resources within the daily lessons
      4. Publish stories and articles of the events happening in the local newspaper
      5. Hold parent-teacher conferences to learn more about the child's family
      6. Other as approved by instructor
   B. Assessment (Candidates choose one or more of the following.)
      1. Administer formal assessments as pre-post tests to determine what the children know or have learned
      2. Administer daily informal assessment recording observations, anecdotal records, checklists, rubrics, portfolios, and more
      4. Other
   C. Professional Development (Candidates choose one or more of the following.)
      1. Join the student chapter of an ece professional organization
      8. Participate in the discussion of interest through an electronic list-serv
      9. Read professional magazines or articles related to the children you are teaching and the teaching experience
      10. Attend a school board meeting
      11. Write a letter to a school board member concerning an issue of interest

12. Attend a conference or workshop focusing on some aspect of early childhood education
13. Other

D. Classroom Management
1. Describe the learning environment pertaining to the expected behaviors of children, the way ideas will be presented, the seating arrangement and whether the children will attempt task independently, in small groups or as a large group.
2. Develop and record strategies to meet the needs of all children following their individually determined accommodation requirements and providing children of all ages the opportunity to challenge themselves with tasks created to increase their higher order thinking skills
3. Other

E. References Used to Develop Unit (at least five references)
1. Articles and books
2. Electronic resources
3. Other

Candidate Reflections/Comments:

Please evaluate the candidate's *Integrated Unit Plan* in each area.

Developing Level: Methods 1 – 80% of 3's
                      Methods 2 – 80% of 4's

1 point: No reference to item marked.
2 points: The item is mentioned in the integrated unit plan with no development of its concept.
3 points: The item is mentioned in the integrated unit plan with some development toward an understanding of its concept.
4 points: The item is mentioned in the integrated unit plan with full development of the   understanding of its concept.

PLANNING: The candidate plans an overview of instruction.

1. The early childhood teacher candidate creates a graphic organizer including all components. (NAEYC 1a, 1c, 2a, 2b, 2c, 4b, 4c, 4d)
2. Each component has developmentally appropriate activities listed. (NAEYC 1a, 1b, 2b, 4b, 4c, 4d)
3. The DAP activities are cross-referenced between subject areas. (NAEYC 1a, 1c, 4c, 4d)

LESSON PLAN: The candidate plans developmentally appropriate activities.

4. The lesson plan contains a demographic header.
5. The lesson plan has developmentally appropriate objectives. (NAEYC 1a, 1b, 4b, 4d)
6. State Standards/Benchmarks/GLE's are included in the lesson plan. (NAEYC 1a, 4c, 4d, 5d)
7. A developmentally appropriate introduction is included in the lesson plan. (NAEYC 1a, 1b, 1c, 4b)
8. Developmentally appropriate practice activities and procedures for all children are included in the lesson plan. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5b)
9. A developmentally appropriate closure is included in lesson plan. (NAEYC 1a, 1b, 1c, 4b)
10. A list of needed materials that are developmentally appropriate is included in the lesson plan. (NAEYC 1b, 1c, 2a, 4b)

CANDIDATE'S PROMOTION OF CHILD DEVELOPMENT AND LEARNING: The candidate's knowledge of young children is evident in the integrated unit plan.

11. The candidate's knowledge and understanding of young children's characteristics and needs are evident in the integrated unit plan. (NAEYC 1a)
12. The candidate's knowledge and understanding of the multiple influences on development and learning is evident in the integrated unit plan. (NAEYC 1b)

FAMILY/COMMUNITY OUTREACH: The candidate plans ways to include families and communities within the integrated unit plan.

13. Ways to know and understand the characteristics of the families and community are included in the integrated unit plan. (NAEYC 2a)
14. Activities that support and empower families and communities through respectful and reciprocal relationships are attached to the integrated unit plan. (NAEYC 2b)

15. Ways to involve families and communities in the development and learning of children are attached to the integrated unit plan. (NAEYC 2a, 2c)

ASSESSMENT: The candidate assesses using developmentally appropriate assessment instruments.

16. A formal assessment instrument, for the purpose of pre-and post-assessment to use as a guide for planning instruction and determining student impact on learning, is attached to the integrated unit plan. (NAEYC 3a)
17. Daily informal assessment tools that follow developmentally appropriate practice, such as observation and documentation, are indicated on the integrated unit plans. (NAEYC 3b, 3c)
18. The candidate will utilize results from assessment instruments to confer with parents and other professionals to determine best practice for the child. (NAEYC 3a, 3c, 3d)

TEACHING AND LEARNING: The candidate uses developmentally appropriate practice as seen in the integrated unit plan.

19. The candidate's knowledge, understanding, and use of appropriate, effective approaches and strategies for the early childhood education of all children are evident in the overall integrated unit plan. (NAEYC 4b)
20. The candidate's knowledge and understanding of the importance of central concepts, inquiry tools, and structures of content areas or academic disciplines for all children are evident within the lesson plan. (NAEYC 4c)
21. Using the candidate's own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes for all children are evident throughout the integrated unit plan. (NAEYC 4d)

PROFESSIONAL DEVELOPMENT: The candidate plans professional development activities within the integrated unit plan.

22. The candidate plans ways to identify and involve oneself in the early childhood field. (NAEYC 5a)
23. The candidate plans ways to uphold ethical standards and other professional guidelines-each field experience. (NAEYC 5b)
24. The candidate plans ways to engage in continuous, collaborative learning to inform practice-daily. (NAEYC 5c)
25. The candidate plans ways to integrate knowledgeable, reflective, and critical perspectives on early childhood education. (NAEYC 5d)
26. The candidate plans ways to engage in informed advocacy for children and the profession. (NAEYC 5e)

CLASSROOM MANAGEMENT: The candidate plans a classroom environment conducive to the learning and development of all children within the integrated lesson plan.

27. The candidate creates a healthy, respectful, supportive, and challenging learning environment. (NAEYC 1c)
28. The candidate's knowledge and understanding for establishing positive relationships and supportive interactions are evident within the classroom management plan for the field experience. (NAEYC 4a)

REFERENCES: The candidate plans using up-to-date materials and ideas in the integrated lesson plan.

29. All references utilized in the development of the integrated unit plan are listed on a reference page following the APA format. (NAEYC 5b, 5c, 5d)

Louisiana Components of Effective Teaching:
Summative Evaluation Report of Teaching (Revised August, 2005)

1. Description of Instrument
All candidates are evaluated with a common instrument, the *Louisiana Components of Effective Teaching: Summative Evaluation Report of Teaching (LCET)*, during field experiences in methods classes. The LCET addresses the following areas:
    A. Planning (P)
    B. Management (M)
    C. Instruction (I)
    D. Assessment (A)

The intent of the ACEI Standards is woven into the items based on the *LCET*. (See Attachment A for the complete instrument.) This formal evaluation for each teacher candidate is completed by the university professor teaching the Methods I and Methods II courses.

Items for this instrument have five possible ratings: 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). For the Methods I course, candidates must reach a score of three on 80% of the items. For the Methods II course, candidates must reach a score of four on 80% of the items. (See Attachment B-Scoring Guide.)

2. Description of Alignment with ACEI
The items are aligned with the *Louisiana Components of Effective Teaching (LCET)* as mandated by the state department. A summary of the alignment of the field experience evaluation items with ACEI Standards follows:

ACEI Standards	Summative Evaluation Report of Teaching
1. Development, Learning and Motivation	P 2, P 3, P 4, M 1-6
2. Curriculum Standards	
2.1 English language arts	P 1-7, M 1-6
2.2 Science	P 1-7, M 1-6
2.3 Mathematics	P 1-7, M 1-6
2.4 Social studies	P 1-7, M 1-6
2.5 The arts	P 1-7, M 1-6
2.6 Health Education	P 1-7, M 1-6
2.7 Physical Education	P 1-7, M 1-6
2.8 Connections across the curriculum	P 1-7, I 10
3. Instruction Standards	
3.1 Integrating and applying knowledge for instruction	I 1-20
3.2 Adaptations to diverse students	P 3, I 5, I 11, I 18
3.3 Development of critical thinking, problem solving, performance skills	P 2, I 13, A 5, A 6
3.4 Active engagement in learning	I 6, I 13, I 14, I 17
3.5 Communication to foster collaboration	M 2, M 5, I 12, I 14, I 17
4. Assessment for Instruction	P 5, A1-7

5. Professionalism	
5.1 Practices and behaviors of developing career teachers	PACS 1-16
5.2 Reflection and evaluation	PACS 14
5.3 Collaboration with families	
5.4 Collaboration with colleagues and the community	PACS 10

3. Summary of Data Findings

We had 112 elementary education teacher candidates in Methods in the Fall 2006 semester. As seen in Attachment C, all candidates successfully achieved minimum scores or higher in both methods courses. However, strongest areas in both methods were in instruction and assessment. Areas that warrant improvement for both methods include management and instruction. Regarding the ACEI Standards, strengths were seen in each of the standards but one area for improvement was seen in the key elements of development, learning, and motivation; curriculum standards; and, instruction standards.

4. Interpretation of Evidence

As noted in the description of alignment, this instrument addresses most of the ACEI Standards. Because 112 early childhood teacher candidates rated positively across all categories and items, the results of this assessment provide convincing evidence that our candidates have met these standards.

In spite of these very positive findings, our analysis of the data shows areas in which we could improve. (See above Summary of Data Findings.) For example, higher order thinking questions and questioning techniques, management, and assessment were not rated as highly as we would have liked. Possible reasons for this include inexperience in handling all aspects of teaching. As a result, these concerns have been addressed on the integrated unit plan:

    A. Possible higher order thinking questions are listed within the daily lesson plans.
    B. Documentation of daily informal assessments is required.
    C. Management plan and accommodations are included on daily lesson plan.

Southeastern Louisiana University

Summative Evaluation Report of Teaching (Revision: August 2005)

Candidate's Name _____W# _____

Course Number _____ Instructor _____ Date _____

School Name/Code _____ Grade Leve_____
Content _____

Directions: ***Please evaluate the candidate in each of the areas below.***
 Developing Level: **Methods 1 - 80% of 3's**
 Methods 2 – 80% of 4's

The scale is: *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
  5 – Uses this skill proficiently with consistency

ACEI standard numbers are in parentheses.

PLANNING: The teacher plans effectively for instruction.					
1. Specifies learner outcomes in clear, concise objectives (ACEI 2.1-2.8)	1	2	3	4	5
2. Includes activity/activities that develop(s) objectives (ACEI 2.1-2.8, 3.3)	1	2	3	4	5
3. Identifies and plans for individual differences (ACEI 2.1-2.8, 3.3)	1	2	3	4	5
4. Identifies materials, other than standard materials, as needed for lesson (ACEI 1, 2.1-2.8)	1	2	3	4	5
5. States method(s) of evaluation to measure learner outcomes (ACEI 2.1-2.8, 4)	1	2	3	4	5
6. Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs (ACEI 2.1-2.8)	1	2	3	4	5
7. Plans for the use of technology (ACEI 2.1-2.8)	1	2	3	4	5

Comments:

MANAGEMENT: 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 (ACEI 1, 2.1-2.8)	1	2	3	4	5
2. Promotes a positive learning climate (ACEI 1, 2.1-2.8, 3.5)	1	2	3	4	5
3. Manages routines and transitions in a timely manner (ACEI 1, 2.1-2.8)	1	2	3	4	5
4. Manages and/or adjusts allotted time for activities planned (ACEI 1, 2.1-2.8)	1	2	3	4	5

5. Establishes expectations for learner behavior (ACEI 1, 2.1-2.8, 3.5)	1	2	3	4	5
6. Uses monitoring techniques to facilitate learning (ACEI 1, 2.1-2.8)	1	2	3	4	5

Comments:

INSTRUCTION: The teacher delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.

1. Initiates lesson effectively (ACEI 3.1)	1	2	3	4	5
2. Uses technique(s) which develop(s) lesson objective(s) (ACEI 3.1)	1	2	3	4	5
3. Uses a variety of teaching materials to achieve lesson objective(s) (ACEI 3.1)	1	2	3	4	5
4. Sequences lesson to promote learning (ACEI 3.1)	1	2	3	4	5
5. Adjusts lesson when appropriate (ACEI 3.1, 3.2)	1	2	3	4	5
6. Integrates technology into instruction (ACEI 3.1, .34)	1	2	3	4	5
7. Presents content at a developmentally appropriate level (ACEI 3.1)	1	2	3	4	5
8. Presents accurate subject matter (ACEI 3.1)	1	2	3	4	5
9. Relates examples, unexpected situations, or current events to the content (ACEI 3.1)	1	2	3	4	5
10. Integrates content across the curriculum (ACEI 2.8, 3.1)	1	2	3	4	5
11. Accommodates individual differences (ACEI 3.1, 3.2)	1	2	3	4	5
12. Demonstrates ability to communicate effectively with students (ACEI 3.1, 3.5)	1	2	3	4	5
13. Exhibits enthusiasm toward the subject content (ACEI 3.1, 3.3, 3.4)	1	2	3	4	5
14. Stimulates and encourages higher order thinking at the appropriate developmental levels (ACEI 3.1, 3.4, 3.5)	1	2	3	4	5
15. Uses effective questioning techniques (ACEI 3.1)	1	2	3	4	5
16. Utilizes appropriate motivational techniques (ACEI 3.1)	1	2	3	4	5
17. Encourages student participation (ACEI 3.1, 3.4, 3.5)	1	2	3	4	5
18. Utilizes an effective lesson closure (ACEI 3.1, 3.2)	1	2	3	4	5
19. Uses wait time (ACEI 3.1)	1	2	3	4	5

Comments:

ASSESSMENT: The teacher assesses student progress.

1. Develops well constructed assessment instruments/procedures/performances (ACEI 4)	1	2	3	4	5
2. Uses appropriate and effective assessment technique(s) (ACEI 4)	1	2	3	4	5
3. Utilizes a variety of formal and informal assessment techniques to monitor student learning (ACEI 4)	1	2	3	4	5
4. Consistently monitors ongoing performance of students (ACEI 4)	1	2	3	4	5
5. Provides timely feedback to students regarding their progress (ACEI 3.3, 4)	1	2	3	4	5
6. Produces evidence of student academic growth under his/her instruction (ACEI 3.3, 4)	1	2	3	4	5
7. Interprets and utilizes standardized/non-standardized test results (ACEI 4)	1	2	3	4	5

Comments:

Attachment B: Scoring Guide

1 point: Has not developed or used this skill
2 points: Is beginning to incorporate this skill
3 points: Uses this skill appropriately
4 points: Uses this skill competently with frequency
5 points: Uses this skill proficiently with consistency

For the Methods I course, candidates must reach a score of three on 80% of the items. For the Methods II course, candidates must reach a score of four on 80% of the items.

Attachment C
Data Findings for *Louisiana Components of Effective Teaching:*
Summative Evaluation Report of Teaching (Revised August, 2005)

	Elementary Education Methods 1 (N = 64)					Elementary Education Methods 2 (N = 48)				
Planning	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
Objectives	0 %	2 %	58 %	30 %	11 %	0 %	2 %	44 %	40 %	15 %
Activities	0 %	0 %	58 %	33 %	9 %	0 %	0 %	44 %	44 %	12 %
Individual Differences	0 %	2 %	72 %	22 %	5 %	0 %	2 %	62 %	29 %	6 %
Materials	0 %	0 %	53 %	36 %	11 %	0 %	0 %	38 %	48 %	15 %
Evaluation	0 %	3 %	53 %	34 %	9 %	0 %	4 %	38 %	46 %	12 %
Std.& Benchmarks	0 %	50 %	3 %	22 %	25 %	0 %	33 %	4 %	29 %	33 %
Technology	0 %	8 %	45 %	39 %	8 %	0 %	0 %	38 %	52 %	10 %
Management										
Organizes	0 %	5 %	55 %	33 %	8 %	0 %	4 %	42 %	44 %	10 %
Learning Climate	0 %	5 %	48 %	27 %	20 %	0 %	2 %	35 %	35 %	27 %
Routines & Transitions	0 %	9 %	52 %	28 %	11 %	0 %	8 %	40 %	38 %	15 %
Time	0 %	14 %	48 %	28 %	9 %	0 %	8 %	42 %	38 %	12 %
Behavior Expectations	0 %	17 %	42 %	31 %	9 %	0 %	12 %	33 %	42 %	12 %
Monitoring Techniques	0 %	23 %	30 %	33 %	14 %	0 %	8 %	29 %	44 %	19 %
Instruction										
Initiation	0 %	6 %	55 %	30 %	9 %	0 %	2 %	46 %	40 %	12 %
Develop(s) Objectives	0 %	8 %	47 %	33 %	12 %	0 %	6 %	33 %	44 %	17 %
Variety of Materials	0 %	6 %	48 %	30 %	16 %	0 %	4 %	35 %	40 %	21 %
Sequences Lessons	0 %	5 %	53 %	34 %	8 %	0 %	4 %	40 %	46 %	10 %
Adjust Lessons	0 %	8 %	58 %	27 %	8 %	0 %	2 %	52 %	35 %	10 %
Integrates Technology	2 %	11 %	41 %	39 %	8 %	0 %	4 %	33 %	52 %	10 %
Appropriate Content	0 %	2 %	55 %	31 %	12 %	0 %	2 %	40 %	42 %	17 %
Accurate Subject Matter	0 %	2 %	53 %	25 %	20 %	0 %	0 %	40 %	33 %	27 %
Examples & Current Events	0 %	14 %	67 %	12 %	6 %	0 %	12 %	62 %	17 %	8 %
Integrates Content	0 %	34 %	28 %	34 %	3 %	0 %	25 %	25 %	46 %	4 %
Individual Differences	0 %	30 %	52 %	14 %	5 %	0 %	23 %	52 %	19 %	6 %
Communication	2 %	11 %	44 %	30 %	14 %	2 %	8 %	31 %	40 %	19 %
Enthusiasm	0 %	3 %	52 %	28 %	17 %	0 %	2 %	38 %	38 %	23 %
Higher Order Thinking	0 %	22 %	44 %	33 %	2 %	0 %	17 %	38 %	44 %	2 %
Questioning Techniques	0 %	5 %	72 %	16 %	8 %	0 %	4 %	65 %	21 %	10 %
Motivational Techniques	0 %	5 %	50 %	36 %	9 %	0 %	6 %	33 %	48 %	12 %
Student Participation	0 %	9 %	44 %	22 %	25 %	0 %	8 %	29 %	29 %	33 %
Lesson Closure	6 %	11 %	45 %	27 %	11 %	6 %	10 %	33 %	35 %	15 %
Wait Time	0 %	17 %	55 %	22 %	6 %	0 %	10 %	52 %	29 %	8 %
Assessment										
Develops Assessments	0 %	0 %	68 %	26 %	6 %	0 %	0 %	79 %	17 %	4 %
Assessment Techniques	0 %	0 %	68 %	26 %	6 %	0 %	0 %	79 %	17 %	4 %
Variety of Formal & Informal Assessment	0 %	0 %	68 %	26 %	6 %	0 %	0 %	79 %	17 %	4 %
Monitors Performance	0 %	10 %	58 %	26 %	6 %	0 %	9 %	70 %	17 %	4 %
Provides Feedback	0 %	19 %	48 %	26 %	6 %	0 %	23 %	55 %	17 %	4 %
Impact on Student Learning	0 %	10 %	58 %	26 %	6 %	0 %	6 %	72 %	17 %	4 %
Interprets/Utilizes Test Results	0 %	10 %	58 %	26 %	6 %	0 %	6 %	72 %	17 %	4 %

1. Description

All student teachers in grades PreK-12 are evaluated with a common instrument, the *Final Report on Student Teaching*, addressing the following areas:

A. Planning (P)
B. Management (M)
C. Instruction (I)
D. Assessment (A)
E. Other/Miscellaneous (O)
F. Professional Attributes and Characteristics Scale (PACS)

In addition, an addendum of questions specific to ACEI Standards has been added to the general *Final Report on Student Teaching instrument*. The language and intent of the ACEI Standards is directly reflected in the language and intent of these items. Student teachers and their supervisors understand these standards and refer to the ACEI Standards/Rubrics so that they may respond accordingly. (See Attachment A for the complete instrument with addendum specific to ACEI.) This formal evaluation for each student teacher is completed by the classroom teacher and student teacher jointly as well as the university supervisor at the end of the student teaching semester. (See Attachment B for the scoring guide.)

We have coded all items in the general instrument and the ACEI addendum to the ACEI Standards. (See Attachment A.)

2. Description of Alignment with ACEI

The items are aligned with the Louisiana Components of Effective Teaching (LCET) as mandated by the state department. A summary of the alignment of the student teaching evaluation items with ACEI standards follows:

ACEI Standards	Student Teaching Instrument Items
1.Development, Learning and Motivation	P 2, P 3, P 4, M 1-6
2. Curriculum Standards	
2.1 English language arts	P 1-7, M 1-6, O 5, Addendum 1
2.2 Science	P 1-7, M 1-6, O 5, Addendum 2
2.3 Mathematics	P 1-7, M 1-6, O 5
2.4 Social studies	P 1-7, M 1-6, O 5, Addendum 3
2.5 The arts	P 1-7, M 1-6, O 5, Addendum 4
2.6 Health education	P 1-7, M 1-6, O 5, Addendum 5
2.7 Physical education	P 1-7, M 1-6, O 5, Addendum 6
2.8 Connections across the curriculum	P 1-7, I 10
3. Instruction Standards	
3.1 Integrating and applying knowledge for instruction	I 1-20
3.2 Adaptations to diverse students	P 3, I 5, I 11, I 18, O 2, O 6
3.3 Development of critical thinking, problem solving, performance skills	P 2, I 13, A 5, A 6
3.4 Active engagement in learning	I 6, I 13, I 14, I 17

3.5 Communication to foster collaboration	M 2, M 5, I 12, I 14, I 17
4. Assessment	P 5, A1-7
5. Professionalism	
5.1 Practices and behaviors of developing career teachers	O1-8, PACS 1-16
5.2 Reflection and evaluation	PACS 14
5.3 Collaboration with families	O2, O3, O6, O8
5.4 Collaboration with colleagues and the community	O1, O2, O3, O6, PACS 10

3. Summary of Data Findings

We had forty-five elementary education student teachers in Fall 2006. As seen in Attachment C, the main areas that warrant improvement include interpreting and utilizing standardized/non-standardized test results under Assessment; participation in writing lessons to address the school improvement plan under Other; and understands and teaches health and physical education skills and concepts effectively.

4. Interpretation of Evidence
As noted in the description of alignment, this instrument addresses all of the ACEI Standards. The results of this assessment provide evidence that our students meet and will continue to meet these standards. Because student teaching occurs in the last semester of the program, evidence from student teaching is especially persuasive. We will continue to carefully scrutinize this instrument as more candidates move into student teaching.

Attachment A-Instrument

Final Report on Student Teaching/Internship/Practicum

SOUTHEASTERN
L O U I S I A N A   U N I V E R S I T Y

Student's Name _____Date_____

Cooperating School _____Principal
_____

Grade or Subject (s) Taught _____Supervising/Mentor Teacher
_____

Directions: *Please evaluate the student teacher/intern in each of the areas listed below. Please use the comments section under each major category 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

ACEI standard numbers are in parentheses.

PLANNING: The teacher plans effectively for instruction.				
1. Specifies learner outcomes in clear, concise objectives (ACEI 2.1-2.8)	1	2	3	4
2. Includes activity/activities that develop(s) objectives (ACEI 2.1-2.8, 3.3)	1	2	3	4
3. Identifies and plans for individual differences (ACEI 1, 2.1-2.8,3.2)	1	2	3	4
4. Identifies materials, other than standard materials, as needed for lesson (ACEI 1, 2.1-2.8)	1	2	3	4
5. States method(s) of evaluation to measure learner outcomes (ACEI 2.1-2.8, 4)	1	2	3	4
6. Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs (ACEI 2.1-2.8)	1	2	3	4
7. Plans for the use of technology (ACEI 2.1-2.8)	1	2	3	4
8. Develops an Individualized Education Plan (IEP) and/or Individualized Family Plan (IFSP) as needed for the lesson (Special Education teachers only) (ACEI 5.3, 5.4)	1	2	3	4

Comments:

MANAGEMENT: 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 (ACEI 1, 2.1-2.8)	1	2	3	4
2. Promotes a positive learning climate (ACEI 1, 2.1-2.8, 3.5)	1	2	3	4
3. Manages routines and transitions in a timely manner (ACEI 1, 2.1-2.8)	1	2	3	4
4. Manages and/or adjusts allotted time for activities planned (ACEI 1, 2.1-2.8)	1	2	3	4
5. Establishes expectations for learner behavior (ACEI 1, 2.1-2.8, 3.5)	1	2	3	4
6. Uses monitoring techniques to facilitate learning (ACEI 1, 2.1-2.8)	1	2	3	4

Comments:

INSTRUCTION: The student teacher/intern delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.				
1. Initiates lesson effectively (ACEI 3.1)	1	2	3	4
2. Uses technique(s) which develop(s) lesson objective(s) (ACEI 3.1)	1	2	3	4
3. Sequences lesson to promote learning (ACEI 3.1)	1	2	3	4
4. Uses available teaching material(s) to achieve lesson objective(s) (ACEI 3.1)	1	2	3	4
5. Adjusts lesson when appropriate (ACEI 3.1, 3.2)	1	2	3	4
6. Integrates technology into instruction (ACEI 3.1, 3.4)	1	2	3	4
7. Presents content at a developmentally appropriate level (ACEI 3.1)	1	2	3	4
8. Presents accurate subject matter (ACEI 3.1)	1	2	3	4
9. Relates relevant examples, unexpected situations, or current events to the content (ACEI 3.1)	1	2	3	4
10. Integrates content across the curriculum (ACEI 2.8, 3.1)	1	2	3	4
11. Accommodates individual differences (ACEI 3.1, 3.2)	1	2	3	4
12. Demonstrates ability to communicate effectively with students (ACEI 3.1, 3.5)	1	2	3	4
13. Stimulates and encourages higher order thinking at the appropriate developmental levels (ACEI 3.1, 3.3, 3.4)	1	2	3	4
14. Encourages student participation (ACEI 3.1, 3.4, 3.5)	1	2	3	4
15. Exhibits enthusiasm toward the subject content (ACEI 3.1)	1	2	3	4
16. Uses wait time (ACEI 3.1)	1	2	3	4
17. Uses effective questioning techniques (ACEI 3.1, 3.4, 3.5)	1	2	3	4
18. Utilizes appropriate motivational techniques (ACEI 3.1, 3.2)	1	2	3	4
19. Utilizes an effective lesson closure (ACEI 3.1)	1	2	3	4
20. Provides practice of skills 60% of class time for team sports, 50% for individual sports (Physical Education Instruction only) n/a	1	2	3	4

Comments:

ASSESSMENT: The student teacher/intern demonstrates ability to assess and facilitate student academic growth.				
1. Consistently monitors ongoing performance of students (ACEI 4)	1	2	3	4
2. Uses appropriate and effective assessment technique(s) (ACEI 4)	1	2	3	4
3. Provides timely feedback to students regarding progress (ACEI 4)	1	2	3	4
4. Produces evidence of student academic growth under his/her instruction (ACEI 4)	1	2	3	4
5. Develops well constructed assessment instruments/procedures/performances (ACEI 3.3, 4)	1	2	3	4
6. Utilizes a variety of formal and informal assessment techniques to monitor student learning (ACEI 3.3, 4)	1	2	3	4
7. Interprets and utilizes standardized/non-standardized test results (ACEI 4)	1	2	3	4

Comments:

OTHER: The student teacher/intern				
1. Participates in grade level and subject area curriculum planning and evaluation (ACEI 5.1, 5.4)	1	2	3	4
2. Establishes cooperative relationships with the supervising teacher, paraprofessionals, parents, students, and other school personnel (ACEI 3.2, 5.1, 5.3, 5.4)	1	2	3	4
3. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning (ACEI 5.1, 5.3, 5.4)	1	2	3	4
4. Has read the School Improvement Plan for the school and discussed it with the supervising/mentor teacher (ACEI 5.1)	1	2	3	4
5. Has planned lessons to address the School Improvement Plan (ACEI 2.1-2.8, 5.1)	1	2	3	4
6. Exhibits sensitivity to diverse community and cultural norms(ACEI 3.2, 5.1, 5.3, 5.4)	1	2	3	4
7. Shows awareness of the purposes of professional organizations (ACEI 5.1)	1	2	3	4
8. Observes and/or participates in team evaluations (IEP's, etc.) (ACEI 5.1, 5.3)	1	2	3	4

Comments:

ACEI Addendum

ACEI standard numbers are in parentheses

1. Integrates reading and the other language arts into developmentally appropriate lessons. (ACEI 1, 2.1, 2.8, 3.1-5, 4, 5.2)	1	2	3	4
2. Understands concepts and skills in life, physical, and earth sciences and utilizes them to develop a scientific base in children. (ACEI 1, 2.2, 2.8, 3.1-5, 4, 5.2)	1	2	3	4
3. Understands and uses all areas of the social studies to teach concepts and skills that promote citizenship in a multicultural world. (ACEI 1, 2.4, 2.8, 3.1-5, 4, 5.2)	1	2	3	4
4. Is knowledgeable about the arts, music, drama, and dance, planning and carrying out effective lessons in each area. (ACEI 1, 2.5, 2.8, 3.1-5, 4, 5.2)	1	2	3	4
5. Knows and utilizes health concepts and skills to help promote healthy lifestyles in children. (ACEI 1, 2.6, 2.8, 3.1-5, 4, 5.2)	1	2	3	4
6. Understands and effectively teaches physical education skills and concepts. (ACEI 1, 2.7, 2.8, 3.1-5, 4, 5.2)	1	2	3	4

Comments:

Professional Attributes and Characteristics Scale

Directions: For each attribute/characteristic, select **ONE** adjective or statement that describes the behavior the student typically displays. Please elaborate further in the comments section when additional feedback will help the student continue to progress.

1) **Attendance** (ACEI 5.1)	2) **Punctuality** (ACEI 5.1)
☐ Frequently absent ☐ Rarely absent ☐ Exemplary attendance	☐ Frequently late ☐ Generally punctual ☐ Always on time
3) **Professional Appearance** (ACEI 5.1)	4) **Oral Expression** (ACEI 5.1)
☐ Occasionally appears inappropriately/unprofessionally dressed ☐ Is usually dressed appropriately ☐ Always dresses/appears in a professional manner	☐ Makes frequent usage and/or grammatical errors ☐ Inarticulate ☐ Articulate ☐ Expressive, animated
5) **Written Expression** (ACEI 5.1)	6) **Tact/Judgment** (ACEI 5.1)
☐ Written work contains misspellings and/or grammatical errors ☐ Written work is often unclear and disorganized ☐ Written work is organized and clearly expresses ideas	☐ Thoughtless: Highly insensitive to others' feelings and opinions ☐ Somewhat or sometimes insensitive and undiplomatic ☐ Perceives what to do or say in order to maintain good relations with others and responds accordingly ☐ Diplomatic: Highly sensitive to others' feelings and opinions
7) **Reliability/Dependability** (ACEI 5.1)	8) **Self-Initiative/Independence** (ACEI 5.1)
☐ Sometimes fails to complete assigned tasks and duties ☐ Sometimes needs to be reminded to attend to assigned tasks/duties ☐ Responsible: Attends to assigned tasks/duties on schedule without prompting ☐ Self-starter: Perceives needs and attends to them immediately	☐ Passive: Depends on others for directions, ideas and guidance ☐ Has good ideas, works effectively with limited supervision ☐ Creative and resourceful; independently implements plans
9) **Self-Confidence** (ACEI 5.1)	10) **Collegiality** (ACEI 5.1, 5.4)
☐ Anxious: Often appears self-conscious, nervous ☐ Arrogant: Has unfounded belief in abilities ☐ Usually confident – comfortable in classroom situations ☐ Realistically self-assured; competently handles class demands	☐ Often works in isolation ☐ Reluctant to share ideas and materials ☐ Willingly shares ideas and materials

11) Interaction with Students (ACEI 5.1)	12) Response to Students' Needs (ACEI 5.1)
☐ Can appear threatening or antagonistic towards students ☐ Shy: Hesitant to work with students ☐ Relates easily and positively with students ☐ Outgoing: Actively seeks opportunities to work with students	☐ Does not attempt to accommodate needs of unique learners ☐ Makes negative comments about students' ability to learn ☐ Usually accepts responsibility for all students' learning ☐ Consistently responds to the learning needs of all students
13) Response to Feedback (ACEI 5.1)	14) Ability to Reflect and Improve Performance (ACEI 5.1, 5.2)
☐ Defensive: Unreceptive to feedback ☐ Receptive – but does not implement suggestions ☐ Receptive – and adjusts performance accordingly ☐ Solicits suggestions and feedback from others	☐ Reluctant to analyze performance ☐ Makes some effort to review skills ☐ Actively seeks ways to assess abilities ☐ Consistently deepens knowledge of classroom practice and student learning

15) Professional Characteristics (ACEI 5.1)

Seldom	Usually	Always	For each characteristic, check the frequency indicator that most accurately reflects the student teacher's/intern's behavior.
☐	☐	☐	**A. Commitment** – demonstrates genuine concern for students and is dedicated to the teaching profession. (ACEI 5.1)
☐	☐	☐	**B. Creativity** – seeks opportunities to develop imaginative instructional lessons. (ACEI 5.1)
☐	☐	☐	**C. Flexibility** – responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary. (ACEI 5.1)
☐	☐	☐	**D. Integrity** – maintains high ethical and professional standards. (ACEI 5.1)
☐	☐	☐	**E. Organization** – is efficient, successfully manages multiple tasks simultaneously. (ACEI 5.1)
☐	☐	☐	**F. Perseverance** – strives to complete tasks and improve teaching skills. (ACEI 5.1)
☐	☐	☐	**G. Positive Disposition** – possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable. (ACEI 5.1)

16) Potential as a Teacher (All ACEI Standards)

☐ Recommend review of career options and consideration of profession other than teaching.
☐ Recommend continuation in teaching profession.
☐ Highly recommend continuation in teaching profession: Strong candidate.

Enz, B.J., Freeman, D.J., & Cook, S.J. (1990). The professional attributes scale. In B.J. Enz, S.J. Cook, & B.J. Webber (eds.), The student teaching experience: A professional approach. Dubuque, IA: Kendall-Hunt Publishers.

Scoring Guide for *Final Report on Student Teaching Instrument*

1. General Instrument
The Final Report on Student Teaching contains 50 four-point scaled items in five domains: Planning, Management, Instruction, Assessment, and Other. The Other Category includes broad-based skills such as establishing professional relationships and showing awareness of professional organizations.

Items in the areas of Planning, Management, Instruction, Assessment and Other as well as the ACEI addendum have four possible ratings:
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).

By the culmination of student teaching, candidates are expected to make at least a 2 on each item with the majority of scores (80%) a 3 or 4 on each item.

2. Professional Attribute Scale
In addition to the five domains, the instrument includes a Professional Attribute component, which addresses 21 characteristics such as response to feedback and punctuality. The items in the Professional Attribute component have three to four possible ratings with the wording and number of the criteria depending on the item's content.

For each item, the score that shows the most need for improvement is "1". For items #1, 2, 3, 5, 8, 10, 15, and 16, the best score is "3". For all other items, the best score is "4"; however, "3" is also a positive score.

By the culmination of student teaching, candidates are expected to obtain a positive score on each item, depending on whether it is a three-point or four-point item.

3. ACEI Addendum
This assessment also contains a six-question addendum designed specifically to correlate with the ACEI standards.

Items in the ACEI addendum have four possible ratings:
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).

By the culmination of student teaching, candidates are expected to make a 2 on each item with at least 80% of the scores at least a 3 on items in the ACEI addendum.

Attachment C
Candidate Data for *Final Report on Student Teaching*
Fall 2006 (N = 45)

(Key to scoring: 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)

Planning: The student teacher/intern plans effectively for instruction	1	2	3	4
1. Specifies learner outcomes in clear, concise objectives	0 %	2 %	22 %	78 %
2. Includes activity/activities that develop(s) objectives	0 %	2 %	11 %	89 %
3. Identifies and plans for individual differences	0 %	2 %	56 %	44 %
4. Identifies materials, other than standard materials, as needed for lesson	0 %	0 %	18 %	84 %
5. States method(s) of evaluation to measure learner outcomes	0 %	2 %	16 %	84 %
6. Develops short term and long term instructional plans based on state standards and benchmarks, and / or GLEs	0 %	4 %	20 %	78 %
7. Plans for the use of technology	0 %	0 %	29 %	73 %
8. Develops an Individualized Education Plan (IEP) and/or Individualized Family Plan (IFSP) as needed for the lesson	0 %	0 %	0 %	102 %
Management: The student teacher/ intern 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	0 %	4 %	9 %	89 %
2. Promotes a positive learning climate	0 %	4 %	9 %	89 %
3. Manages routines and transitions in a timely manner	0 %	2 %	31 %	69 %
4. Manages and / or adjusts time for activities	0 %	4 %	20 %	78 %
5. Establishes expectations for learner behavior	0 %	4 %	18 %	80 %
6. Uses monitoring techniques to facilitate learning	0 %	4 %	11 %	87 %
Instruction: The student teacher/ intern delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.				
1. Initiates lesson effectively	0 %	2 %	20 %	80 %
2. Uses technique(s) which develop(s) lesson objective(s)	0 %	2 %	13 %	87 %
3. Sequences lesson to promote learning	0 %	2 %	7 %	93 %
4. Uses a variety of teaching materials to achieve lesson objective(s)	0 %	0 %	13 %	89 %
5. Adjusts lesson when appropriate	0 %	4 %	11 %	87 %
6. Integrates content across the curriculum	0 %	4 %	27 %	71 %
7. Presents content at a developmentally appropriate level	0 %	2 %	11 %	89 %
8. Presents accurate subject matter	0 %	0 %	13 %	89 %
9. Relates relevant examples, unexpected situations, or current events to the content	0 %	2 %	24 %	76 %
10. Integrates content across the curriculum	0 %	4 %	27 %	71 %
11. Accommodates individual differences	0 %	2 %	51 %	49 %

12. Demonstrates ability to communicate effectively with students	0 %	4 %	11 %	87 %
13. Stimulates and encourages higher order thinking at the appropriate developmental levels	0 %	2 %	31 %	69 %
14. Encourages student participation	0 %	2 %	11 %	89 %
15. Exhibits enthusiasm toward the subject content	0 %	4 %	9 %	89 %
16. Uses wait time	0 %	2 %	22 %	78 %
17. Uses effective questioning techniques	0 %	0 %	20 %	82 %
18. Utilizes appropriate motivational techniques	0 %	4 %	13 %	84 %
19. Utilizes an effective lesson closure	0 %	2 %	29 %	71 %
20. Provides practice of skills 60% of class time for team sports, 50% for individual sports (Physical Education Instruction only)	0 %	2 %	0 %	0 %
Assessment: The student teacher / intern assesses student progress				
1. Consistently monitors ongoing performance of students	0 %	2 %	16 %	84 %
2. Uses appropriate and effective assessment techniques	0 %	2 %	11 %	89 %
3. Provides timely feedback to students regarding their progress	0 %	4 %	4 %	93 %
4. Produces evidence of student academic growth under his / her instruction	0 %	0 %	20 %	82 %
5. Develops well constructed assessment instruments	0 %	2 %	20 %	80 %
6. Utilizes a variety of formal and informal assessment techniques to monitor student learning	0 %	0 %	20 %	82 %
7. Interprets and utilizes standardized/ non-standardized test results	2 %	7 %	38 %	56 %
Other: The student teacher				
1. Participates in grade level and subject curriculum planning and evaluation	0 %	4 %	20 %	78 %
2. Establishes cooperative relationships with supervising teacher, paraprofessionals, parents, students, and other school personnel	0 %	2 %	7 %	93 %
3. Provides clear and timely information to parent / caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning	0 %	7 %	22 %	73 %
4. Has read the School Improvement Plan for the school and discussed it with the supervising / mentor teacher	0 %	4 %	16 %	82 %
5. Has planned lessons to address the School Improvement Plan	0 %	0 %	7 %	9 %
6. Exhibits sensitivity to diverse community and cultural norms	0 %	0 %	18 %	84 %
7. Shows awareness of the purposes of professional organizations	0 %	2 %	24 %	76 %
8. Observes and/or participates in team evaluations (IEP's etc.)	0 %	9 %	36 %	58 %

ACEI Addendum

(Key to scoring: 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)

ACEI standard numbers are in parentheses

	1	2	3	4
1. Integrates reading and the other language arts into developmentally appropriate lessons. (ACEI 2.1)	0 %	0 %	13 %	87 %
2. Understands concepts and skills in the life, physical, and earth sciences and utilizes them to develop a scientific base in children. (ACEI 2.2)	11 %	2 %	20 %	67 %
3. Understands and uses all areas of the social studies to teach concepts and skills that promote citizenship in a multicultural world. (ACEI 2.4)	7 %	2 %	18 %	73 %
4. Is knowledgeable about the arts, music, drama, and dance, planning and carrying out effective lessons in each area. (ACEI 2.5)	16 %	7 %	24 %	53 %
5. Knows and utilizes health concepts and skills to help promote healthy lifestyles in children. (ACEI 2.6)	22 %	4 %	16 %	58 %
6. Understands and effectively teaches physical education skills and concepts. (ACEI 2.7)	38 %	4 %	11 %	47 %

Comments:

Professional Attributes Scale (Read individual items for scoring guide.)	1	2	3	4
1. **Attendance** (1=Frequently absent, 2=Rarely absent, 3=Exemplary attendance)	2 %	40 %	60 %	N / A
2. **Punctuality** (1=Frequently late, 2=Generally punctual, 3=Always on time)	2 %	16 %	84 %	N / A
3. **Professional Appearance** (1=Occasionally appears inappropriately/unprofessionally dressed, 2=Is usually dressed appropriately, 3=Always dresses/ appears in a professional manner)	0 %	9 %	93 %	N / A
4. **Oral Expression** (1=Makes frequent usage and/ or grammatical errors, 2=Inarticulate. 3=Articulate, 4=Expressive, animated)	0 %	0 %	33 %	69 %
5. **Written Expression** (1=Written work contains misspellings and/ or grammatical errors, 2=Written work is often unclear and disorganized, 3=Written work is	0 %	0 %	102 %	N / A

organized and clearly expresses ideas)				
6. **Tact, Judgment** (1=Thoughtless: Highly insensitive to others' feelings and opinions, 2=Somewhat or sometimes insensitive and undiplomatic, 3=Perceives what to do or say in order to maintain good relations with others and responds accordingly, 4=Diplomatic: Highly sensitive to others' feelings and opinions)	0 %	2 %	27 %	73 %
7. **Reliability / Dependability** (1=Sometimes fails to complete assigned tasks and duties, 2=Sometimes needs to be reminded to attend to assigned tasks/duties, 3=Responsible: Attends to assigned tasks/ duties on schedule without prompting, 4=Self-starter: Perceives needs and attends to them immediately)	2 %	2 %	16 %	82 %
8. **Self Initiative/ Independence** (1=Passive: Depends on others for direction, ideas, and guidance, 2=Has good ideas, works effectively with limited supervision, 3=Creative and resourceful: Independently implements plans)	2 %	13 %	87 %	N / A
9. **Self-Confidence** (1=Anxious: Often appears self-conscious, nervous, 2=Arrogant: Has unfounded belief in abilities, 3=Usually confident: comfortable in classroom situations, 4=Realistically self-assured; competently handles class demands	2 %	0 %	18 %	82 %
10. **Collegiality** (1=Often works in isolation, 2=Reluctant to share ideas and materials, 3=Willingly shares ideas and materials	0 %	0 %	102 %	N / A
11. **Interaction with Students** (1=Can appear threatening or antagonistic towards students, 2=Shy: Hesitant to work with students, 3=Relates easily and positively with students, 4=Outgoing: Actively seeks opportunities to work with students)	0 %	0 %	16 %	87 %
12. **Response to Student Needs** (1=Does not attempt to accommodate needs of unique learners, 2=makes negative comments about students' ability to learn, 3=Usually accepts responsibility for all students' learning, 4=Consistently responds to the learning needs of all students	0 %	0 %	7 %	96 %
13. **Response to feedback** (1=Defensive: Unreceptive to feedback, 2=Receptive—but does not implement suggestions, 3=Receptive – and adjusts performance accordingly, 4=Solicits suggestions and feedback from others)	0 %	2 %	11 %	89 %
14. **Ability to Reflect and Improve Performance** (1=Reluctant to analyze performance, 2=Makes some effort to review skills, 3=Actively seeks ways to assess abilities, 4=Consistently deepens knowledge of classroom practice and student learning	0 %	0 %	18 %	84 %
15. **Professional Characteristics** (1=Seldom, 2=Usually, 3=Always)				
A. **Commitment**- Demonstrates genuine concern	0 %	2 %	100 %	N / A

for students and is dedicated to the teaching profession				
B. **Creativity** – Seeks opportunities to develop imaginative instructional lessons	0 %	11 %	91 %	N / A
C. **Flexibility** – responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary	0 %	2 %	13 %	N / A
D. **Integrity** – Maintains high ethical and professional standards	0 %	2 %	100 %	N / A
E. **Organization** – I efficient, successfully manages multiple tasks simultaneously	0 %	9 %	93 %	N / A
F. **Perseverance** – Strives to complete tasks and improve teaching skills	0 %	7 %	96 %	N / A
G. **Positive Disposition** – Possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable	0 %	2 %	100 %	N / A
16. **Potential as a Teacher** – (1=Recommend review of career options and consideration of profession other than teaching, 2=Recommend continuation in teaching profession, 3=Highly recommend continuation in teaching profession: Strong candidate)	0 %	7 %	96 %	N / A

Enz, B.J., Freeman, D.J., & Cook, S.J. (1990). The professional attributes scale. In B.J. Enz, S.J. Cook, & B.J. Webber (eds.), The student teaching experience: A professional approach. Dubuque, IA: Kendall-Hunt Publishers.

Assessment 5
Final Report on Assessment Plan Instrument

1. Description
Teacher candidates in grades PreK-12 are evaluated with a common instrument, the *Assessment Plan* which is specifically aligned for Elementary Education candidates addressing ACEI Standards. This three-part teacher candidate assessment addresses pre/post and formative student assessments administered to each child to measure learning goals and objectives including the format of developmentally appropriate assessment, as well as a reflective narrative that provides descriptive information about the impact on student achievement. The *Assessment Plan* is one of the assessments used in our program to measure student learning.

PART 1 – Assessment Plan – Addresses the pre/post and formative assessment
        administered to each child to measures learning goals and objectives. Also indicates the format
        of the developmentally appropriate assessment for use with elementary children.
PART 2 – Analyzing the Results – Used to show the learning gains made by each
        elementary student from pre/post assessments that are designed in a developmentally
        appropriate manner.
PART 3 – Impact of Instruction – Consists of reflective narrative that provides descriptive
        information of impact on student achievement. The open ended responses are read by
        the evaluator and used to make the final evaluation decision reflected on the Likert
        scale (1-5).

This instrument is collected three times during the early childhood program. It is first collected at the Developing Level (DL) in Methods I (EDUC 326) and Methods II (EDUC 415) and in Student Teaching at the Competency Level (CL). As the assessment was being phased in during Spring 2006, data were not collected at the CL until Fall 2006. (See Attachment A for the three component parts of the Assessment

Plan). This formal evaluation for all Elementary Education candidates is completed each time by the university instructor. (See attachment B for the Scoring Guide).

2. Description of Alignment with ACEI
The Assessment Plan is aligned with the ACEI standards and the Louisiana Components of Effective Teaching (LCET) as mandated by the state department. The following chart shows how each of the three parts of the *Assessment Plan* is aligned with the ACEI standards.

ACEI Standards	ASSESSMENT PLAN		
	PART 1	**PART 2**	**PART 3**
1. Development, Learning and Motivation	√		
2. Curriculum Standards			
2.1 English language arts	√		
2.2 Science	√		
2.3 Mathematics	√		
2.4 Social Studies	√		
2.5 The arts	√		
2.6 Health education	√		
2.7 Physical education	√		
2.8 Connections across the curriculum	√		
3. Instruction Standards			
3.1 Integrating and applying knowledge for instruction	√	√	√
3.2 Adaptation to diverse students	√	√	√
3.3 Development of critical thinking, problem solving, performance skills	√	√	√
3.4 Active engagement in learning	√	√	√
3.5 Communication to foster collaboration	√	√	√
4. Assessment	√	√	√
5. Professionalism			
5.1 Practice and behaviors of developing career teachers		√	√
5.2 Reflection and evaluation	√	√	√
5.3 Collaboration with families		√	√
5.4 Collaboration with colleagues and the community		√	

3. Summary of Data Findings
In Fall 2006, we had 88 candidates who were assessed on the Assessment Plan in Methods I/EDUC 326 (N=31) and Methods II/EDUC (N=47). As seen in Attachment C, all candidates are beginning to successfully develop/incorporate Assessment Components into their teaching. Strongest areas were being able to develop assessments, appropriately using assessment techniques, and appropriately using a variety of formal and informal assessments for the Methods I candidates. The greatest need for improvement was seen in addressing Impact on student learning, interpreting/utilizing test results, monitoring performance, and providing timely feedback (as these are areas that the candidates are just beginning to experience). Methods II candidates were strongest in developing assessments, appropriately using assessment techniques, and appropriately using a variety of formal and informal assessments. The greatest need for improvement was seen in addressing monitoring performance, impact on student learning, and

interpreting/utilizing test results. Regarding specific ACEI Standards, strengths were seen in integrating and applying knowledge for instruction; development, learning and motivation; and, assessment. Areas for improvement were seen in collaboration with families and colleagues; practice and behaviors of developing career teachers; reflection and evaluation; and, assessment. In Fall 2006, we had 52 student teachers who were assessed on the Assessment Plan. Strongest areas were appropriately using assessment techniques and impact on student learning. The greatest need for improvement was seen in interpreting/utilizing test results. Regarding specific ACEI standards, strengths were seen in integrating and applying knowledge for instruction; development, learning and motivation; and, assessment. Areas for improvement were seen in collaboration with families and colleagues; practice and behaviors of developing career teachers; reflection and evaluation; and assessment.

4. Interpretation of Evidence
As noted in the description of the assessment tool, several ACEI standards are addressed. Because all teacher candidates in their methods courses showed gains across all categories and items and the majority of our student teacher candidates scored the highest rating possible (four), the results of this assessment provide convincing evidence that our candidates are addressing and meeting these standards at various degree program checkpoints.

In spite of these very positive findings, our analysis of the methods data shows areas in which we could improve. (See above Summary of Data Findings.) For example, data results for Standard/Element 5.3 indicate that more opportunities to work with families with regard to assessment are warranted. In addition, the program should look more closely at opportunities for developing knowledge and practice for a variety of assessments including interpreting/utilizing the test results of the assessments. Finally, faculty have also determined that we need to continue to review the Assessment Plan to make any revisions to further demonstrate the appropriate practices that are discussed, taught and expected of our teacher candidates.

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, 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

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

	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.

ASSESSMENT PLAN RUBRIC- Methods courses

The Assessment Plan Artifact is assessed during methods courses at the Developing Level by using the following scoring rubric:

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
5 = Uses this skill proficiently with consistency

Candidates should obtain a 3 for the majority (80%) of items for Methods I.
Candidates should obtain a 4 for the majority (80%) of items for Methods II.

ASSESSMENT PLAN RUBRIC- Student Teaching/Internship

During the Student Teaching semester candidates are also assessed using the
The Assessment Plan Artifact. This assignment was structured to be aligned with the indicators of the existing Louisiana Components of Effective Teaching (LCET) document used during the Student Teaching semester at the Competency Level. The following scoring rubric is used during Student Teaching.

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

Candidates should obtain at least a 2 with the majority of items being 3 or 4 (80%).
Any score of one (1) warrants comments as explanation for that score.

Attachment C
Assessment Plan
Candidate Data Table

These results come from the LCET document used during the Developing Level of our program in methods courses. The Assessment Plan was integrated into the LCET document during the Fall 2006 semester. Table 1 reflects summary data collected in the methods courses (Methods I and Methods II) during Fall 2006. Each score represents the average of the candidates' performance on that particular indicator which was assessed for that group of candidates. Each of the indicators is aligned with specific ACEI standards. The rubric used in the Methods courses is based on a Likert scale (1-5).

Table 1

Fall 2006 **Percentages of Candidate Performance on the Assessment Plan** **(5 point scale)**										
Assessment Components	**Methods I** **N = 31**					**Methods II** **N = 47**				
	1	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
Develops Assessments *(ACEI 4)*	0 %	0 %	68 %	26 %	6 %	0 %	0 %	79 %	17 %	4 %
Assessment Techniques *(ACEI 4)*	0 %	0 %	68 %	26 %	6 %	0 %	0 %	79 %	17 %	4 %
Variety of Formal & Informal Assessments *(ACEI 3.3, 4)*	0 %	0 %	68 %	26 %	6 %	0 %	0 %	79 %	17 %	4 %
Monitors Performance *(ACEI 3.3, 4)*	0 %	10 %	58 %	26 %	6 %	0 %	9 %	70 %	17 %	4 %
Provides Feedback *(ACEI 1, 2.1-2.8, 3.5, 4)*	0 %	19 %	48 %	26 %	6 %	0 %	23 %	55 %	17 %	4 %
Impact on Student Learning *(ACEI 1, 2.1-2.8, 3.1, 4)*	0 %	10 %	58 %	26 %	6 %	0 %	6 %	72 %	17 %	4 %
Interprets/Utilizes Test Results *(ACEI 4)*	0 %	10 %	58 %	26 %	6 %	0 %	6 %	72 %	17 %	4 %

These results come from the Assessment Plan administered during student teaching. Each of the indicators is aligned with specific ACEI standards. The rubric used in student teaching is based on a Likert scale (1-4).

Fall 2006 *Assessment Plan*	Student Teaching			
(4 point scale)	N= 104			
Assessment Components	**1**	**2**	**3**	**4**
Develops Assessments *(ACEI 4)*	0 %	2 %	18 %	80 %
Assessment Techniques *(ACEI 4)*	0 %	1 %	13 %	86 %
Variety of Formal & Informal Assessments *(ACEI 3.3, 4)*	*	*	*	*
Monitors Performance *(ACEI 3.3, 4)*	*	*	*	*
Provides Feedback *(ACEI 1, 2.1-2.8, 3.5, 4)*	*	*	*	*
Impact on Student Learning *(ACEI 1, 2.1-2.8, 3.1, 4)*	0 %	2 %	12 %	87 %
Interprets/Utilizes Test Results *(ACEI 4)*	0 %	3 %	20 %	77 %

* Data not available.

Assessment 6:
Prospective Education Candidate

1. Description
The *Prospective Education Candidate Survey (PECS)* packet is inclusive of 1) DISPOSITIONS: a self-reflective assessment of candidate dispositions, knowledge of State Supplement Standard B, and professional characteristics; 2) TECHNOLOGY: a self-assessment of essential technology knowledge and skills; 3) DIVERSITY: a self-assessment of readiness for teaching culturally diverse students. This self-assessment is completed by teacher candidates during the semester of enrollment in Student Teaching.

A. Essential Technology Knowledge and Skills That Influence Your Readiness for Teaching (ETK)
The instrument is broken down into four components inclusive of foundations, information acquisition, solving problems and communication. Each component has three key indicators in which candidates respond with yes, no, or unsure.
B. Professional Attributes and Characteristics Scale (PACS)
In items in this scale, candidates choose adjectives from a list that best describe their own beliefs and behaviors. Candidates also rate themselves on a numeric scale for the items of Knowledge of School Improvement and Knowledge of LA School and District Accountability System.
Items in this scale vary in score and scale. Individual items must be assessed alone in order to get an accurate assessment.
C. Preparing for Diversity (PD)
The instrument is broken down into four components inclusive of foundations, information acquisition, solving problems and communication. Each component has three key indicators in which candidates respond with yes, no, or unsure.

2. Description of Alignment with ACEI
The items are aligned with the Louisiana Components of Effective Teaching (LCET) as mandated by the state department as well as the ACEI standards. A summary of the alignment of the student teaching evaluation items with ACEI standards follows:

ACEI Standards	Holistic Rating Scale: Instrument Items
1. Development, Learning and Motivation	
2. Curriculum Standards	
2.1 English language arts	
2.2 Science	
2.3 Mathematics	
2.4 Social studies	
2.5 The arts	
2.6 Health Education	
2.7 Physical Education	
2.8 Connections across the curriculum	
3. Instruction Standards	
3.1 Integrating and applying knowledge for	

instruction	
3.2 Adaptations to diverse students	
3.3 Development of critical thinking, problem solving, performance skills	
3.4 Active engagement in learning	
3.5 Communication to foster collaboration	
4. Assessment for Instruction	
5. Professionalism	
5.1 Practices and behaviors of developing career teachers	
5.2 Reflection and evaluation	
5.3 Collaboration with families	
5.4 Collaboration with colleagues and the community	

3. Summary of Data Findings

We had three PreK-3 teacher candidates enrolled in Student Teaching in Spring 2006. The data are presented for each measure in Attachment C. The small N in our sample makes this data somewhat difficult to interpret. This instrument did not measure overall technology, diversity and professional attributes. However, within these three components, the following summary describes the individual item scores.

The strongest areas in the ETK (see Table 1) were related to candidates' understanding of electronic information, as well as the acquisition of electronic information. Need for improvement was seen in areas of using technology applications to evaluate a process or product of work. It should be noted that the percentage of candidates responding with "unsure" is worthy of discussion in regards to the instrument. One might draw the conclusion that the candidates might be "unsure" of the interpretation of the indicator instead of "unsure" of their capabilities to perform the tasks. In other words, "I don't know if I can do this because I don't know what it is I'm supposed to be able to do." A content validation study and/or review of the instrument by those knowledgeable in this area are recommended.

The PACS (See Table 2) must be measured on a question by question analysis. Strengths were found in areas of Tact/Judgment, Collegiality, Professional Appearance, Written Expression and Responds to Student Needs. Relative Weaknesses are Creativity and Punctuality. Although it much be noted, that many times a lower score on an item does not indicate inadequate behavior, but instead adequate, but non-exemplary.

The Preparing for Diversity (PD) scale can be seen on Table 3. It shows more room for growth than do the other measures. Relative strengths were found in the items related to the definition of multicultural education and consideration of one's role as a teacher in community-school relations. Weaknesses were seen in the areas of test examination for cultural bias and completing activities that caused exploration of the relationship between instructional strategies and self-esteem. Overall, considering all three sections of this instrument (PEC) in regards to the ACEI Standards, strengths were seen in the key elements of Promoting Child Development and Learning; Teaching and Learning; and Becoming a Professional. Overall relative weaknesses in

ACEI standards were found in Observing, Documenting and Assessing to Support Young Children and Families.

4. Interpretation of Evidence

As noted in the description of alignment, these instruments address many of the ACEI Standards. Because all three candidates rated proficient across most categories and items, the results of this assessment provide convincing evidence that our candidates have met these standards.

In spite of these positive findings, our analysis of the data shows areas in which we could improve. Our program has data available from the Spring 2006 semester only and should collect more information, so that both pre and post scores are available. As the program grows, our data collection will grow, increasing our sample. This will add to a better analysis of our program. The following actions have been identified to improve our program:

1. Begin to collect and analyze data from pre-tests on candidates during the preliminary studies and then post-test data on candidates completing their student teaching.
2. See that each measure within a data set is consistent on a standard scale that can be tallied as a total score measure, describing the candidate's overall ability in that instrument/area.
3. See that the rating of "unsure" is removed from the instruments, or if kept intact, clarified for teacher candidates and respondents.
4. Teacher Candidates should be provided with additional instruction on Diversity in classroom management and methods classes so that candidates have a gain in their knowledge, understanding, and practice related to diversity and multicultural education.

Finally, the faculty has also determined that we need to continue to revise our Prospective Education Candidate Instrument to more specifically address key elements of the ACEI Standards.

Attachment A
<mark>**Need to Code for ACEI**</mark>
The Prospective Education Candidate Instrument

Prospective Education Candidate: Essential Technology Knowledge and Skills That Influence Your Readiness for Teaching

A.   Foundations

Directions: Put a check in the space that best reflects your position on each of the statements below.

Response
Yes   No   Unsure

___   ___   ___   1. I am able to demonstrate knowledge and appropriate use of hardware components, software programs, and their connections. (ACEI 2.2)

___   ___   ___   2. I am able to use data input skills appropriate to the task. (ACEI 2.2)

___   ___   ___   3. I am able to comply with the laws and examine the issues regarding the use of technology in society. (ACEI 2.2, 2.4)

B. Information Acquisition

Directions: Put a check in the space that best reflects your position on each of the statements below.

Response
Yes   No   Unsure

___   ___   ___   1. I am able to use a variety of strategies to acquire information from electronic resources. (ACEI 2.2, 2.4, 2.8)

___   ___   ___   2. I am able to acquire electronic information in a variety of formats. (ACEI 2.2)

___   ___   ___   3. I am able to evaluate the acquired electronic information. (ACEI 2.2, 2.4)

C. Solving Problems

Directions: Put a check in the space that best reflects your position on each of the statements below.

Response
Yes   No   Unsure

___   ___   ___   1. I am able to use appropriate computer-based productivity tools to create and modify solutions to problems. (ACEI 2.2, 2.4)

___   ___   ___   2. I am able to use research skills and electronic communication, with appropriate supervision, to create new knowledge. (ACEI 2.1, 2.2, 2.4)

___ ___ ___ 3. I am able to use technology applications to facilitate evaluation of work, both process and product. (ACEI 4)

D. Communication
Directions: Put a check in the space that best reflects your position on each of the statements below.

Response
Yes   No   Unsure

___ ___ ___ 1. I am able to format digital information for appropriate and effective communication (ACEI 2.1)
___ ___ ___ 2. I am able to deliver the product electronically in a variety of media. (ACEI 2.2, 2.4)
___ ___ ___ 3. I am able to use technology applications to facilitate evaluation of communications, both process and product. (ACEI 4)

TEKS (Texan Essential Knowledge and Skills) Technology Applications

Directions: For each attribute/characteristic, select **ONE** adjective or statement that describes the behavior the student typically displays. Please elaborate further in the comments section when additional feedback will help the student continue to progress.

Professional Attributes and Characteristics Scale

1) Attendance	2) Punctuality
☐ Frequently absent ☐ Rarely absent ☐ Exemplary attendance	☐ Frequently late ☐ Generally punctual ☐ Always on time
3) Professional Appearance	**4) Oral Expression**
☐ Occasionally appears inappropriately/unprofessionally dressed ☐ Is usually dressed appropriately ☐ Always dresses/appears in a professional manner	☐ Makes frequent usage and/or grammatical errors ☐ Inarticulate ☐ Articulate ☐ Expressive, animated
5) Written Expression	**6) Tact/Judgment**
☐ Written work contains misspellings and/or grammatical errors ☐ Written work is often unclear and disorganized ☐ Written work is organized and clearly expresses ideas	☐ Thoughtless: Highly insensitive to others' feelings and opinions ☐ Somewhat or sometimes insensitive and undiplomatic ☐ Perceives what to do or say in order to maintain good relations with others and responds accordingly ☐ Diplomatic: Highly sensitive to others' feelings and opinions
7) Reliability/Dependability	**8) Self-Initiative/Independence**
☐ Sometimes fails to complete assigned tasks and duties ☐ Sometimes needs to be reminded to attend to assigned tasks/duties ☐ Responsible: Attends to assigned tasks/duties on schedule without prompting ☐ Self-starter: Perceives needs and attends to them immediately	☐ Passive: Depends on others for directions, ideas and guidance ☐ Has good ideas, works effectively with limited supervision ☐ Creative and resourceful; independently implements plans
9) Self-Confidence	**10) Collegiality**
☐ Anxious: Often appears self-conscious, nervous ☐ Arrogant: Has unfounded belief in abilities ☐ Usually confident – comfortable in classroom situations ☐ Realistically self-assured; competently handles class demands	☐ Often works in isolation ☐ Reluctant to share ideas and materials ☐ Willingly shares ideas and materials

11) Interaction with Students	12) Response to Students' Needs
☐ Can appear threatening or antagonistic towards students ☐ Shy: Hesitant to work with students ☐ Relates easily and positively with students ☐ Outgoing: Actively seeks opportunities to work with students	☐ Does not attempt to accommodate needs of unique learners ☐ Makes negative comments about students' ability to learn ☐ Usually accepts responsibility for all students' learning ☐ Consistently responds to the learning needs of all students
13) Response to Feedback	**14) Ability to Reflect and Improve Performance**
☐ Defensive: Unreceptive to feedback ☐ Receptive – but does not implement suggestions ☐ Receptive – and adjusts performance accordingly ☐ Solicits suggestions and feedback from others	☐ Reluctant to analyze performance ☐ Makes some effort to review skills ☐ Actively seeks ways to assess abilities ☐ Consistently deepens knowledge of classroom practice and student learning

15) Professional Characteristics

Seldom	Usually	Always	For each characteristic, check the frequency indicator that most accurately reflects the student teacher's/intern's behavior.
☐	☐	☐	**A. Commitment** – demonstrates genuine concern for students and is dedicated to the teaching profession.
☐	☐	☐	**B. Creativity** – seeks opportunities to develop imaginative instructional lessons.
☐	☐	☐	**C. Flexibility** – responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary.
☐	☐	☐	**D. Integrity** – maintains high ethical and professional standards.
☐	☐	☐	**E. Organization** – is efficient, successfully manages multiple tasks simultaneously.
☐	☐	☐	**F. Perseverance** – strives to complete tasks and improve teaching skills.
☐	☐	☐	**G. Positive Disposition** – possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable.

Enz, B.J., Freeman, D.J., & Cook, S.J. (1990). The professional attributes scale. In B.J. Enz, S.J. Cook, & B.J. Webber (eds.), The student teaching experience: A professional approach. Dubuque, IA: Kendall-Hunt Publishers.

Additionally candidates are asked to respond to the following two items on a six point scale with one being the least and six being the greatest:

Knowledge of School Improvement Planning:
1   2   3   4   5   6

Knowledge of Louisiana School and District Accountability System (LSDAS):
1   2   3   4   5   6

Prospective Education Candidate: Preparing for Diversity

Mark the appropriate space that best reflects your positions on the statements listed.
1=none 2=some 3=much

<u>Much</u>   <u>Some</u>   <u>None</u>

_____ _____ _____ 1. Do you know what multicultural education means? (ACEI 1, 3.2)

_____ _____ _____ 2. Have you completed any projects or activities that included aspects of multicultural education? (ACEI 3.2)

_____ _____ _____ 3. Have you seen any school classroom environments with instruction that appeared to be multicultural? (ACEI 3.2)

_____ _____ _____ 4. Have you received instruction on how to plan and implement multicultural lessons? (ACEI 1, 3.2)

_____ _____ _____ 5. In school classrooms you have observed, did you hear any mention of the contributions of people from various racial, cultural, and economic groups? (ACEI 3.2)

_____ _____ _____ 6. Have you examined any school curriculum materials, including textbooks, for bias? (ACEI 3.2)

_____ _____ _____ 7. Have you participated in any discussions that have focused on how to adapt different teaching strategies to the various learning styles of your students? (ACEI 1, 3.2)

_____ _____ _____ 8. Have you considered your role as a teacher in school-community relations? (ACEI 3.1, 5.2, 5.3)

_____ _____ _____ 9. Have you examined any test for cultural bias? (ACEI 4)

_____ _____ _____ 10. Have you discussed the relationship between hidden curricula and unintended cultural bias? (ACEI 3.2)

_____ _____ _____ 11. Have you completed any projects or activities that caused you to explore the relationship between instructional strategies and student self-esteem? (ACEI 1, 3.1-3.5)

_____ _____ _____ 12. Have you done any work outside formal university education or in-service workshops where you increased your awareness of multicultural education? (ACEI 5.2)

_____ _____ _____ 13. Are you comfortable raising questions about multicultural issues (a) in groups of peers, (b) in your teaching, (c) in university or other formal educational settings? (ACEI 2, 5.2, 5.3)

Powell, R.R., Zehm, S.,& Garcia, J. (1996). *Field experience strategies for exploring diversity in schools.* New Jersey: Prentice–Hall, Inc.

Attachment B
Scoring Guide for *Prospective Education Candidate*

PEC: Dispositions
This section includes a Professional Attribute component, which addresses 21 characteristics such as response to feedback and punctuality. The items in the Professional Attribute component have three to four possible ratings with the wording and number of the criteria depending on the item's content.

For each item, the score that shows the most need for improvement is "1". For items #1, 2, 3, 5, 8, 10, 15, and 16, the best score is "3". For all other items, the best score is "4"; however, "3" is also a positive score.

PEC: Technology
The instrument is broken down into four components inclusive of foundations, information acquisition, solving problems and communication. Each component has three key indicators in which candidates respond with yes, no, or unsure.

PEC: Preparing for Diversity
Candidates are asked to give a narrative defining diversity, culture and racism and to mark the appropriate space that best reflects their positions on 13 statements. Respondents completed the 13-item instrument, using a three-point scale ("Yes," "No," "Unsure").

Data for the *Prospective Education Candidate*

Table 1 (1= Yes, 2= No, 3=Unsure)

ETK-TECHNOLOGY PEC SPRING 2006	Early Childhood
I am able to demonstrate knowledge and appropriate use of hardware components, software programs, and their connections.	
I am able to use data input skills appropriate to the task.	
I am able to comply with the laws and examine the issues regarding the use of technology in society.	
I am able to use a variety of strategies to acquire information from electronic resources.	
I am able to acquire electronic information in a variety of formats.	
I am able to evaluate the acquired electronic information.	
I am able to use appropriate computer-based productivity tools to create and modify solutions to problems.	
I am able to use research skills and electronic communications, with appropriate supervision to create new knowledge.	
I am able to use technology applications to facilitate evaluation of work, both process and product.	
I am able to format digital information for appropriate and effective communication.	
I am able to deliver the product electronically in a variety of media.	
I am able to use technology applications to facilitate evaluation of communications, both process and product.	

Table 2

Professional Attributes and Characteristics Scale PEC SPRING 2006	Early Childhood
Attendance	
Punctuality	
Professional Appearance	
Oral Expression	
Written Expression	
Tact	
Dependability	
Initiative	
Self-Confidence	
Collegiality	
Interaction with Students	
Response to Students' Needs	
Response to Feedback	
Ability to Reflect and Improve Performance:	
Knowledge of School Improvement Planning	
Knowledge of School Improvement Planning	
Knowledge of Louisiana School and District Accountability System (LSDAS)	
Commitment	
Creativity	
Flexibility	
Integrity	
Organization	
Perseverance	

Table 3 (1=None, 2=Some, 3=Much)

Preparing for Diversity **PEC SPRING 2006**	Early Childhood
Do you know what multicultural education means?	
Have you completed any projects or activities that included aspects of multicultural education?	
Have you seen any school classroom environments with instruction that appeared to be multicultural?	
Have you received instruction on how to plan and implement multicultural lessons?	
In classrooms you have observed, did you hear any mention of the contributions of people from various racial, cultural, religious, and economic groups?	
Have you examined any school curriculum materials, including textbooks, for bias?	
Have you participated in any discussions that have focused on how to adapt different teaching strategies to the various learning styles of your students?	
Have you considered your role as a teacher in school-community relations?	
Have you examined any test for cultural bias?	
Have you discussed the relationship between hidden curricula and unintended cultural bias?	
Have you completed any projects or activities that caused you to explore the relationship between instructional strategies and student self-esteem?	
Have you done any work outside formal university education or in-service workshops where you increased your awareness of multicultural education?	
Are you comfortable raising questions about multicultural issues (a) in groups of peers, (b) in your teaching, (c) in university or other formal educational settings?	

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Final Report
Assessment 7:
Holistic Rating Scale: Classroom Management Plan

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1. Description
This is primarily an assessment of candidates' ability to produce a realistic classroom management plan. This formal evaluation for each teacher candidate is completed by the course instructor during the semester the candidate is enrolled in Educational Psychology 315: Classroom Management and Motivation for Beginning Teachers. The items that are rated include: Classroom Procedures (CP), Classroom Rules (CR), Consequences (C), Individual and Group Motivations and Rewards (M), Preventive and Supportive Discipline (D), Parental Involvement (PI), Classroom Arrangement (CA), Application (A), Structure & Writing (W) and Rationale (R.) Items in these areas have four possible ratings: 1 (unacceptable); 2 (approaching expectations); 3 (meets expectations); and 4 (Exceeds Expectations.)

(See Attachment A for the complete instrument.)

2. Description of Alignment with ACEI

The items are aligned with the Louisiana Components of Effective Teaching (LCET) as mandated by the state department. A summary of the alignment of the with ACEI standards follows:

ACEI Standards	Holistic Rating Scale: Instrument Items
1. Development, Learning and Motivation	CP, CR, C, M, D, PI, CA, A, R
2. Curriculum Standards	
2.1 English language arts	CP, M, D
2.2 Science	CP, M, D
2.3 Mathematics	CP, M, D
2.4 Social studies	CP, M, D
2.5 The arts	CP, M, D
2.6 Health Education	CP, M, D
2.7 Physical Education	CP, M, D
2.8 Connections across the curriculum	CP, M, D
3. Instruction Standards	
3.1 Integrating and applying knowledge for instruction	A, R
3.2 Adaptations to diverse students	CP, CR, C, M, D, PI, CA, A, R
3.3 Development of critical thinking, problem solving, performance skills	CP, CR, C, M, D, PI, CA, A, R
3.4 Active engagement in learning	CP, CR, C, M, D, PI, CA, A, R
3.5 Communication to foster collaboration	CR, M, D, A
4. Assessment for Instruction	CP, CR, C, M, D, PI, CA, A, R

5. Professionalism	
5.1 Practices and behaviors of developing career teachers	CP, CR, C, D, CA, A, R
5.2 Reflection and evaluation	R
5.3 Collaboration with families	PI
5.4 Collaboration with colleagues and the community	PI, R

3. Summary of Data Findings

We had twenty elementary education teacher candidates enrolled in EPSY 315 in Fall 2006. As seen in Attachment C, the majority of the candidates obtained for each item above Level 3, Meets Expectations. Strongest areas were Preventive & Supportive Discipline, Individual and Group Motivation, Classroom Procedures, Classroom Rules, and Application. Need for improvement was seen in areas of Parental Involvement, Consequences, Classroom Arrangement, and Structure and Writing.   Regarding the ACEI Standards, strengths were seen in all of the key elements. Areas that could use improvement were seen in the key elements of Professionalism; Development, Learning, and Motivation; Instruction Standards, and Assessment.

4. Interpretation of Evidence
As noted in the description of alignment, this instrument addresses many of the ACEI Standards. Because the majority of the candidates obtained at least a 3.00 (Meets Expectations) across all categories and items, the results of this assessment provide convincing evidence that our candidates have met these standards. This course takes place during the junior year, prior to Methods and Student Teaching; therefore we believe this is an adequate assessment of candidates who are still at the developing level in their degree program as they continue to develop these important performance skills for teaching and learning with elementary children.

In spite of these very positive findings, our analysis of the data shows areas in which we could improve. (See Summary of Data Findings.) For example, the Parental Involvement measure was the lowest rating. While it was still above a 3 (Meets expectations), we would like to see this measure come closer to exceeding expectations, as it is such a crucial principle in the overall education of young children. The faculty has also determined that we need to continue to review our Classroom Management Plan to more specifically address key elements of the ACEI Standards.

	Unacceptable (Level 1)	Approaching Expectations (Level 2)	Developing Level: Meets Expectations (Level 3)	Exceeds Expectations (Level 4)
Procedures: What is the purpose of classroom How will you teach these routines to students? Identify a 5 classroom procedures and how they will benefit your management.	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 requir
Rules: What are your classroom rules? How did you e rules? Relate each rule to the compelling interest ow will you convey these rules to students and parents?	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 un of the lesson/or subject matter Classroom discipline/managemer
es: What are the consequences for students breaking the is the purpose of a consequence? Remember punish work able, and the office is a last resort.	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
nd Group Motivation and Rewards: What will happen n when a student does something right? What forms of ment will be used? Be specific. How will you motivate he entire group?	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 demonst student's understanding of motiv rewards, and punishments.
nd Supportive Discipline: iques (minimum of 4) will you use to prevent discipline /hy?	There are no techniques provided to prevent discipline problems.	There is a slight attempt to provide techniques but they are inadequate.	For the most part, the techniques to prevent discipline problems are provided.	Four or more techniques are give discipline problems and a well c and sound rationale is also provic
volvement: How will you involve parents in your How will you communicate student progress? School	There are no examples used to address parental involvement, communications, and awareness	Insufficient examples used to address parental involvement, communications, and awareness	Some examples are used to address parental involvement, communications, and awareness	Very effective examples are use parental involvement, communic awareness
: Explain a classroom situation. Using your model, how l with the inappropriate behavior? Describe the e behavior, your response to the behavior, and your he appropriate behavior.	Application does not follow the student's management model	Application follows model and addresses inappropriate but fails to address response to the appropriate behavior	Application follows model and addresses appropriate behavior	Application follows model, addr appropriate behavior and provide to changing behavior

Attachment A

Holistic Rating Scale: Classroom Management Plan

Arrangement: Attach sketch and explanation	Does not address a sufficient number of required organizational patterns and elements	Addresses a minimum number of required organizational patterns and elements	Addresses all required organizational patterns and elements	Addresses all required organizati patterns and elements and exceed expectations through mobility, or and addressing students needs/ accommodations
Writing: Your narrative explanation describing and ur model should be well written and organized	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 all conventions of writing. There errors in grammar, punctuation, a

Attachment B
Scoring Guide for *Holistic Rating Scale Classroom Management Plan*

During the semester candidates are enrolled in Educational Psychology 315: Classroom Management and Motivation for Beginning Teachers, their understanding of management plans is assessed using the *Holistic Rating Scale Classroom Management Plan*. This assignment was structured to be aligned with the indicators of the existing Louisiana Components of Effective Teaching (LCET). The following scoring rubric is used during assessment of this Classroom Management Plan assignment.

Candidates are rated on a Holistic Rating Scale which is used to rate their Classroom Management Plan in each of the above areas. The ratings include (1) Unacceptable, (2) Approaching Expectations, (3) Developing Level: Meets Expectations, and (4) Exceeds Expectations. The following performance indicators are analyzed in this scoring guide.

A. Classroom Procedures (CP)
B. Classroom Rules (CR)
C. Consequences (C)
D. Individual and Group Motivations and Rewards (M)
E. Preventive and Supportive Discipline (D)
F. Parental Involvement (PI)
G. Classroom Arrangement (CA)
H. Application (A)
I. Structure & Writing (W)
J. Rationale (R)

A rating of at least a 3 is required in all areas.

Attachment C
Data for *Classroom Management Holistic Inventory*
Candidate Data Table

Table 1 reflects summary data collected in Classroom Management and Motivation for Beginning Teachers Course (Educational Psychology 315) during Fall 2006. Each score represents the percentage of the candidates' performance on that particular indicator which was assessed for that group of candidates. Each of the indicators is aligned with specific ACEI standards. The rubric used in the assessment of the Management plan is based on a Likert scale (1-4).

(1= Unacceptable 2=Approaching Expectations 3=Meets Expectations 4=Exceeds Expectations)

Table 1

CLASSROOM MANAGEMENT PLAN FALL 2006 (4 point scale)	Elementary Education N = 20			
	1	**2**	**3**	**4**
Classroom Procedures	0%	0%	10%	90%
Classroom Rules	0%	0%	15%	85%
Consequences	0%	0%	30%	70%
Individual and Group Motivation and Rewards	0%	0%	10%	90%
Preventive and Supportive Discipline	0%	0%	0%	100%
Parental Involvement	0%	5%	20%	75%
Classroom Arrangement	0%	0%	55%	45%
Application	0%	0%	20%	80%
Structure and Writing	0%	0%	50%	50%