

Association for Childhood Education International (ACEI)

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION**

**C O V E R   S H E E T**

**Institution**    Southeastern Louisiana University    **State** LA

**Date submitted**    February 1, 2007

**Name of Preparer**    Dr. John Trowbridge

**Phone #**    (985) 549-5242    **Email**    jtrowbridge@selu.edu

**Program documented in this report:**

**Name of institution's program (s)**    Master of Arts in Teaching

**Grade levels for which candidates are being prepared**    grades 1 - 5

**Degree or award level**    Master of Arts in Teaching

**Is this program offered at more than one site?**     **Yes**     **No**

If yes, list the sites at which the program is offered \_\_\_\_\_

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

Louisiana Level 1 Professional Certificate

**Program report status:**

- Initial Review**
- Response to a Not Recognized Decision**
- Response to National Recognition With Conditions**
- Response to a Deferred Decision**

**State licensure requirement for national recognition:**

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

- Yes**
- No**



## SECTION I—CONTEXT

### 1. Description of any state or institutional policies that may influence the application of ACEI standards.

The MAT program is designed as an alternative certification route to meet the requirements for Louisiana State certification grades 1-5. This program was developed as a mandate from the Louisiana Blue Ribbon Commission on Educational Excellence to revise existing alternative certification programs.

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

There are three interrelated sets of standards that govern the application of ACEI standards a) Louisiana Components of Effective Teaching (LCET), b) INTASC/NCATE, and c) our college's conceptual framework-*The Effective Educator*. LCET, Louisiana's Teaching Standards, were developed from the professional knowledge base on teaching and "craft knowledge" acquired by experienced educators. The LCET form the criteria used to assess the teaching practices of new and experienced teachers. The State Board of Elementary and Secondary Education (SBESE) approved the LCET in September of 1992. Revisions to the Components are approved by the SBESE as needed. In the Louisiana Components of Effective Teaching, a domain is defined as a major area of teaching responsibilities. A component is a critical function within the domain. An attribute is a behavior that relates to and helps to define a component. The domains of the LCET consist of planning, management, instruction, professional development, and school improvement. The state mandates that programs meet NCATE standards. The components of the conceptual framework provide for the development of effective education professionals who set the standards for excellence through best practice and include professional standards, strategies and methods, knowledge of the learner, and content knowledge with the integration of diversity and technology throughout the framework.

### 2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

#### Field Experience Requirements

Course	Minimum Hours	Types of Field Experiences
610	10 hours	5 observations/assistance; 5 small group instruction
615	10 hours	5 observations/assistance; 5 small group instruction
620	10 hours	10 hours small group instruction

622	10 hours	5 observations/assistance; 5 small group instruction
623	10 hours	5 observations/assistance; 5 small group instruction
630	10 hours	5 small group; 5 whole class instruction
631	10 hours	5 small group; 5 whole class instruction
636	10 hours	5 small group; 5 whole class instruction
640	10 hours	5 small group; 5 whole class instruction
642	10 hours	5 small group; 5 whole class instruction
650	15 hours	5 hours of observation/assistance; 10 whole class instruction
651	15 hours	5 hours of observation/assistance; 10 whole class instruction
652	15 hours	5 hours of observation/assistance; 10 whole class instruction
660	20 hours	5 observations/assistance; 15 whole class instruction
661	20 hours	5 observations/assistance; 15 whole class instruction
670	15 hours	Related to action research project; small/whole group instruction
681	All Day	Observation/assistance; whole class instruction
683	All Day	Observation/assistance; whole class instruction
686	All Day	Observation/assistance; whole class instruction
687	All Day	Observation/assistance; whole class instruction

### 3. REQUIREMENTS FOR ADMISSIONS

Students accepted for admission to the MAT degree program will be admitted under the requirements listed below. While enrolled in the first course of the MAT degree, students must make application for full Selective Admission and Retention in Teacher Education (SARTE) status under its current guidelines.

To be considered for admission to the Master of Arts in Teaching degree program, an applicant must:

1. Meet all university admission requirements that include submission of the following: an application for admission; a non refundable fee to the Graduate Admissions Office prior to the established deadlines; an immunization form; and official copies of transcripts to the Office of Graduate Admissions.
2. Possess a bachelor's degree with a 2.5 cumulative GPA or a master's degree with a cumulative GPA of 3.0 from a regionally accredited university or the equivalent from a foreign institution.
3. Achieve passing scores on the PRAXIS I PPST (Reading, Writing, and Mathematics).
4. Achieve a passing score on the PRAXIS II subject matter specialty examination in the certification area being sought. Some certification areas use a specified number of credits in lieu of the specialty examination when Louisiana has not adopted a written examination.

## **SELECTIVE ADMISSION AND RETENTION IN TEACHER EDUCATION (SARTE) POLICIES AND PROCEDURES APPLICABLE TO THE MASTER OF ARTS IN TEACHING DEGREE**

A person desiring to become a teacher must maintain academic standards and demonstrate qualifications for successful teaching including satisfactory performance in field experiences. Therefore, the College of Education and Human Development at Southeastern Louisiana University reserves the right to recruit, admit and retain in the professional program in Teacher Education only those students who show evidence of being capable of performing in an acceptable professional manner. Enrollment in the Professional Program does not guarantee that a student will receive the degree or certification sought simply because he/she completes a number of courses or is in the field the required number of hours. Certification requirements are specified by the State Legislature and/or the Board of Elementary and Secondary Education and coordinated by the State Department of Education. These requirements are subject to periodic modification, which may not occur at times appropriate for inclusion in the annual publication of the University catalogue. It is the responsibility of the students to make periodic checks for such changes with their academic advisors and/or department head.

### **Admission Procedures**

- Students who have been admitted to the graduate school and to the MAT degree enter the program with Provisional SARTE status.
- Students must register for the first course required in the degree program, MAT 610 – Fundamental I: Teaching and Learning for General Education and make application for Admission to the Professional Program in Teacher Education and full SARTE status.
- Applications for Admission to the Professional Program in Teacher Education are reviewed for compliance with the standards of the Selective Admission and Retention in Teacher Education (SARTE) by the Dean of the College of Education and Human Development and the Dean of Graduate School.
- Students may enroll in the first nine hours of course work during their first semester in the MAT program (MAT 610, MAT 615, and MAT 620) while in Provisional SARTE status. The remaining courses in the MAT degree require full SARTE status by the end of their first semester.
- Students who are unsuccessful at acquiring full SARTE status will be placed in non-degree (ND) status and will be ineligible to enroll in any MAT courses until full SARTE status is obtained.

### **Requirements for Full SARTE Status**

- To be considered for full SARTE status to the Master of Arts in Teaching degree program, an applicant must:
- Meet all requirements for admission to the Graduate School and to the Master of Arts in Teaching degree program.
- Apply for Selective Admission and Retention in Teacher Education (SARTE) in the first course (MAT 610).
- Achieve a grade of B or better in MAT 610 (Fundamentals I: Teaching and Learning for General Education).
- Complete a speech and hearing screening (refer to the Policy for Speech and Hearing Screening).
- Participate in an organized interview screening (refer to Policy for Interview Screening).
- Not have been convicted of a felony
- Maintain a cumulative 3.0 GPA with no grade below “C” and not more than one “C”

grade on graduate work

### **Retention Procedures**

- A. On-going screening of each student utilizing the standards of the Professional Program in Teacher Education will occur each semester of a student's enrollment.
1. Students will be permitted to enroll in any MAT course only twice.
  2. Students will be permitted to repeat only two MAT courses.
- B. Students demonstrating behaviors or characteristics that make it questionable whether they can succeed in the teaching profession will be referred for a Professional Performance Review. A review may result in:
1. No action being taken but further observations
  2. Recommendation of a Professional Improvement Plan (PIP) monitored by the Coordinator of the Teacher Development Program
  3. Referral to the SARTE Committee which may recommend
  4. Probation with specified conditions
  5. Temporary suspension from the MAT and the Teacher Education Program with specified conditions
  6. Expulsion from the MAT degree program and the Teacher Education Program.

### **Appeal Procedures**

Students who wish to appeal decisions of the SARTE Committee may do so in writing for a joint review by the Dean of the College of Education and Human Development and the Dean of the Graduate School.

### **REQUIREMENTS TO RECEIVE THE MAT DEGREE**

1. To receive the Master of Arts in Teaching degree, a student must:
2. Maintain a cumulative 3.0 GPA with no grade below "C" and not more than one "C" grade on graduate work
3. Be recommended for the degree by the student's major professor upon completion of all requirements stated in the degree plan
4. Satisfactorily complete 39-42 semester hours of MAT graduate work for the concentration in elementary (Grades 1-5)/mild-moderate special education or 36 hours of MAT graduate work for the concentration in secondary education
5. Satisfactorily complete and defend the program portfolio

### **4. Description of the relationship of the program to the unit's conceptual framework.**

Southeastern Louisiana University's MAT Program reflects the integration of four critical components that provide direction for the development of effective education professionals who can successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future. These components provide for innovative and progressive programs that develop candidates to become effective professionals who set the standard for excellence through best practices. A candidate completing a MAT Program in the College of Education and Human Development should be one who is well grounded in content knowledge (CK). They must demonstrate knowledge in content subjects within elementary grades 1-5. The program reflects the belief illustrated in the conceptual framework that knowledge of the learner (KL) strongly impacts student learning. The program prepares candidates to demonstrate and value sensitivity to the needs of all learners and incorporate understanding of young learners as individuals in teaching and decision-making.

The program recognizes that successful elementary school teachers demonstrate use of strategies and methods (SM) that are effective and developmentally appropriate for the young learner. Candidates should demonstrate best pedagogical practices through inquiry, creativity, and reflective thinking. As reflective practitioners, effective elementary education teacher candidates consider and integrate complex information and use constructive problem-solving processes to meet the needs of elementary level learners. This component addresses all five standards.

Professional Standards (PS) is the fourth area of emphasis within the conceptual framework. Students in the MAT Program incorporate appropriate professional standards at the grade, state, and national level as they progress through their coursework. This area is modeled in the program that is developmentally appropriate and standards-based, enabling candidates to develop the knowledge, skills, and dispositions to become effective elementary school level educators. Learner outcomes in each professional education course are aligned with the Louisiana Components of Effective Teaching (LCET), National Board for Professional Teaching Standards, Interstate New Teachers Assessment and Support Consortium (INTASC) and the Conceptual Framework of the College of Education and Human Development (COEHD).

The MAT Program is consistent with the focus of the conceptual framework in that each candidate is required to possess elementary content knowledge, participate in a pedagogical program geared towards research-based strategies and methods, demonstrate professional skills and dispositions that will maximize learning, and engage in the planning, implementation, and evaluation of a variety of instructional strategies appropriate for young learners. The program integrates technology and diversity which is supported in our teaching and reflected in our assessments.

The following table clearly shows how our Conceptual Framework (CF) is aligned with the Louisiana Components of Effective Teaching (LCET) and the ACEI Standards.

<b>ACEI</b>	<b>LCET</b>	<b>CF</b>
<b>Standard 1</b> Development, Learning and Motivation	Planning, Management, Instruction, School Improvement	CK, PS, KL, SM, D, T
<i>Standards 2.1-2.8</i> Curriculum Standards	Planning, Management, Instruction, School Improvement	CK, PS, KL, SM, D, T
<b>Standards 3.1-3.5</b> Instruction Standards	Planning, Management, Instruction, School Improvement	CK, PS, SM, KL, D, T
<b>Standard 4</b> Assessment	Planning, Management, Instruction, School Improvement	CK, PS, SM, KL, D, T
<b>Standards 5.1-5.4</b> Practices and Behaviors of Developing Career Teachers	Planning, Management, Instruction, Professional Development, School Improvement	SM, KL, PS, D, T

**5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system.**

The assessments used for the MAT program are informed by the unit's assessments of the Elementary Grades 1-5 degree as they are interconnected together in a way that informs, supports and reflects growth and change in each other. The assessments of the MAT program feed into the Unit's assessment system by providing key information to inform the Unit on how our student teachers are impacting 1-5 student knowledge during student teaching, how successful lesson planning and implementation are being done during field experiences. In turn, as the Unit collects data on assessments through the various divisions, we are better able to refine our assessments so as to better capture the experience of our majors as they progress through the program. Through our standardized program assessments, we are better able to track the success of our programs, to see where our programs need improvement in terms of courses, advising, and overall curriculum cohesiveness. These standardized assessments are done at the Unit level but are communicated to the programs through the various programs and assist in the improvement of the total educational system at Southeastern. The MAT 1-5 Program has added an addendum to the *Final Report on Student Teaching* evaluation in order to address the ACEI Standards that were not included in the generic evaluation form.

**ATTACHMENT B  
Faculty Information**

<b>Faculty Member Name</b>	<b>Highest Degree, Field, &amp; University</b>	<b>Assignment: Indicate the role of the faculty member</b>	<b>Faculty Rank</b>	<b>Tenure Track (Yes/ No)</b>	<b>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years *</b>	<b>T</b>
G. Autin	PhD in Science and Math Education, Southern University	MAT 650 Faculty	Assistant Professor	Yes	NCTM reviewer for Mathematics Teaching in Middle Schools;  MSP in LA Professional Development Leader for Project PRISM; MSREA presenter;  publications in <i>American Exchange Quarterly</i> and <i>Community Service Journal</i> ;	11 Typ Stu 12; Alg Phy Co
L. Beard	PhD in Curriculum and Instruction, University of Southern Mississippi	MAT 640. 650 Faculty	Assistant Professor	Yes	Scholarship: MSERA presentation <i>Pre-service teacher's beliefs about mathematics before and after completion of a mathematics methods course</i> , Fall 2005  Leadership: Coordinator of Elementary Education Master's Comprehensive Exams  Service: Workshop at Levi Milton Elementary School on use of manipulatives	10 Cer Co and
R. Day	EdD in Home Economics Education, Oklahoma State University	MAT 681, 682, 683, Student teaching & internships Faculty & Administrator	Associate Professor	Yes	Chair of the Council for Teacher Education,  MAT Review Committee Member	On 15 of s
C. Elliott	PhD in Reading Education, Texas Woman's University	MAT 640 Faculty	Associate Professor	Yes	Elliott, C.B. & Taylor, D. (2006). Leading in the worst of times. <i>Educational Leadership</i> , 64(1), 82-86.  Elliott, C. B. & Brown-Sandberg, S. (Fall2005/Winter 2006). WORDCHAINS: A reading fluency assessment. <i>Reading: Exploration and Discovery</i> , 26, (2), 31-35.  Elliott, C. B. (2006, January). <i>Dual language and literacy opportunities</i> . National Association of Bilingual Education, Phoenix, AZ.	Ear pub & s yea Kir Par of I (gra Sup
P. Goodwin	EdD in Secondary Education, University of	MAT 610 Faculty	Assistant Professor	No		4 y 28



	Nevada					(ass
J. Hines	PhD in Special Education, University of Southern Mississippi	MAT 615 Faculty	Assistant Professor	Yes	LATAAP Assessor  Program Reviewer for national conference-TED/CEC  Member – 3 University Committees	10 Sta Bic 12) Edu
S. Jacob	PhD in Administration/Supervision, University of Southern Mississippi	MAT 622, 623, Dept. Head	Associate Professor	Yes	Inducted to Educator’s Honor Role (2006) –SLU  Program Reviewer for national conference – ATE  Membership – 3 University Committees	19 Gra Lif Eng Pri Sup Ins
Keller, Gerald	Ph.D. Educational Leadership, University of New Orleans	PK-16 Field Placement Administrator	Assistant Professor	Yes	Developed Field Experience Handbook, Organized field experience procedure to comply with state mandate of 180 hours of field experience prior to student teaching, Chair NCATE Standard III committee	Cer Cer PK yea Oth Co
J. Kirylo	PhD in Curriculum and Instruction from the University of New Orleans	MAT 620 Faculty	Assistant Professor	Yes	Kirylo, J. (2006). Working with a diverse student population: The mission is not to save, but to reflectively teach. <i>NCPEA Connexions</i> . Retrieved October 23, 2006 from <a href="http://cnx.org/content/m14073/latest/">http://cnx.org/content/m14073/latest/</a>  Kirylo, J. D., & Nauman, A. (2006). The depersonalization of education and the language of accountability: A view from a local newspaper. <i>Journal of Curriculum and Pedagogy</i> , (3)1, 187-206.  Kirylo, J. (2006). Preferential Option for the Poor: Making a Pedagogical Choice. <i>Childhood Education</i> , 82(5), 266-270 (Annual Theme Issue).	Sta Sup Pro Pri
J. Lester	PhD in Curriculum and Instruction, Louisiana State University	MAT 636, 642 Faculty	Associate Professor	Yes	Lester, J. H. (2006). English/Language Arts lessons K-4. In A. Carroll & N. M. Laird (Eds.), <i>Team Nutrition-Family Nutrition Nights: Looking at Nutrition through Core Content</i> (Available from the Louisiana Department of Education, Division of Nutrition Assistance, P.O.	Cli Par EC if n cur Sec Sci Edu

					<p>Box 94046, Baton Rouge, LA 70804 online.</p> <p>Lester, J. H. (2004). A comparison of online and on-campus literacy instruction for secondary literacy courses in a Master of Arts in Teaching program. <i>The Reading Professor</i>, 27(1) 85-111.</p> <p>Lester, J. H. (2003). Planning effective secondary professional development programs. <i>American Secondary Education</i>, 32(1), 49-61.</p>	
E. Partridge	EdD in Elementary Education, University of Mississippi	MAT 652 Faculty	Professor	Yes	<p>Two international (ACEI) and one national (NCSS) presentation. Two columns published in ACEI's <i>The Activist</i>. Chair – ACEI Nominations Committee</p>	Thi sch Ele fiel Tw stu Fou gra
P. Schulte	PhD in Science Curriculum and Instruction, University of New Orleans	MAT 660, 661 Faculty	Assistant Professor	Yes	<p>Bodily-Kinesthetic/Higher Order teaching strategies published in <i>Social Studies and the Young Learner</i> and <i>ENC Focus</i>;</p> <p>5 national/regional conference presentations for National Council for the Social Studies and National Science Teachers Association;</p> <p>member/reviewer for National Council for the Social Studies/Children's Book Council Notable Trade Books committee</p>	6.5 So Sci Sec Ear
J. Trowbridge	PhD in Curriculum and Instruction, Louisiana State University	MAT 650 Faculty	Associate Professor	Yes	<p>President of the Louisiana Science Teachers Association</p> <p>Presidents Award National Marine Educators Association</p> <p>Editorial review Board for the International Journal of Science Education</p>	Fiv Sch sup Six cer
C. Yates	PhD in Special Education, University of Southern Mississippi	MAT 615, 630, 631, 670 Faculty	Assistant Professor	Yes	<p>LaTAAP Assessor;</p> <p>Institute for Teaching and Professional Enhancement (ITPE) 05-06; Action Research as a Transformative Process</p>	11 Sch Ele Sup and (Gi (In AA



## **PROGRAM OF STUDY**

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

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

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

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

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

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

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

MAT Course	# and Type of Field Experience Hours	Portfolio Level
610	10 – 5 observation and 5 direct student contact	I
615	10 observation	I
620	10 hours; 5 sped and 5 regular ed (one-on-one)	I
622	10 hours; 5 sped and 5 regular ed (small group)	I
623	15 hours --5 in observation and 10 in direct teaching	I
630	10 hours – 2 observation, 8 direct student contact	I
631	12 – 1 observation, 11 direct student contact	D
636	10 – observation, interviews, direct teaching	D
640	4 hrs observation ; 4 hours direct student contact	D
642	10- direct teaching	D
650	Math and Physical Science Methods, Grades 1-5 20 hours total, 5 hours observations in math, and 5 hours observations in physical science, 5 hours direct teaching in math and 5 hours direct teaching in physical science	D
651	5 hours observation, 10 hours direct teaching	D
652	15=4 observation/interview, 11 direct unit teaching	D
660	<b>01-on campus:</b> 20 – 4 observation, 15 teacher’s assistant, 1 direct student contact <b>90NT- online:</b> 20: -10 observations, 10 direct student contact (videotaped, reflective practice assignments)	D
661	<b>01-on campus:</b> 20 – 10 observations/teacher’s assistant, 10 direct student contact <b>90NT- online:</b> 20 - 5 observations, 15 direct student contact (videotaped, reflective practice assignments)	<b>D</b>
670	24 – 30 direct student contact	D
681	180 Hours	C
683	Internship	C
686	180 hours	C
687	Internship	C

## SECTION II— LIST OF ASSESSMENTS

	Name of Assessment	Type or Form of Assessment	When the Is Adm
1	[Licensure assessment, or other content-based assessment]  <b>Praxis Series: I and II</b>	National Standardized Tests (Required for State Certification)	Prior to Full Admission
2	[Assessment of content knowledge in elementary education]  <b>Praxis II – Elementary Content Knowledge,</b>	National Standardized Tests (Required for State Certification)	Prior to Full Admission
3	[Assessment of candidate ability to plan instruction]  <b>Lesson Plan Evaluation</b>	Rubric for Lesson Plan (Pass-Port)	MAT 630, 640, 650, 655 (Portal 2&3)
4	[Assessment of student teaching]  <b>Student Teaching Evaluation/Professional Attributes Scale</b>	Written Assessment based on observation of student teaching	MAT 681 or 683 (Portal semester)
5	[Assessment of candidate effect on student learning]  <b>Assessment Plan</b>	Rubric (Pass-Port)	MAT 681, 683 (Portal 4)
6	Additional assessment that addresses ACEI standards ( <i>required</i> ) ]  Portfolio	Portfolio	Portals 2 (Introductory) (Competency)
7	Additional assessment that addresses ACEI standards ( <i>optional</i> ) ]  <b>Classroom Management Plan</b>	Survey	MAT 610 and 681 or 683 (Portal 2 & 4)

## SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ACEI standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ACEI standards.

ACEI STANDARD	APPLICABLE ASSESSMENT SECTION II
<b>DEVELOPMENT, LEARNING AND MOTIVATION</b>	
<b>1. DEVELOPMENT, LEARNING AND MOTIVATION</b> —Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	X#1   X#2   X#3   X#4 X#5 <input type="checkbox"/> #6   X#7 <input type="checkbox"/> #8
<b>CURRICULUM STANDARDS</b>	
<b>2.1 English language arts</b> —Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.	X#1   X#2   X#3   X#4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>2.2 Science</b> —Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.	<input type="checkbox"/> #1   X#2   X#3   X#4 <input type="checkbox"/> #5 <input type="checkbox"/> #6   X#7 <input type="checkbox"/> #8
<b>2.3 Mathematics</b> —Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.	X#1   X#2   X#3   X#4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>2.4 Social studies</b> —Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	<input type="checkbox"/> #1   X#2   X#3   X#4 <input type="checkbox"/> #5 <input type="checkbox"/> #6   X#7 <input type="checkbox"/> #8
<b>2.5 The arts</b> —Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.	<input type="checkbox"/> #1   X#2   X#3   X#4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>2.6 Health education</b> —Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.	<input type="checkbox"/> #1   X#2   X#3   X#4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>2.7 Physical education</b> —Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.	<input type="checkbox"/> #1   X#2   X#3   X#4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>2.8 Connections across the curriculum</b> —Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.	<input type="checkbox"/> #1   X#2   X#3   X#4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>INSTRUCTION STANDARDS</b>	
<b>3.1 Integrating and applying knowledge for instruction</b> —Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	<input type="checkbox"/> #1   X#2 <input type="checkbox"/> #3   X#4 <input type="checkbox"/> #5 <input type="checkbox"/> #6   X#7 <input type="checkbox"/> #8

<b>ACEI STANDARD</b>	<b>APPLICABLE ASSESSMENT SECTION II</b>			
<b>3.2 Adaptation to diverse students</b> —Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	□#1 X#5	□#2 □#6	X#3 □#7	X#4 □#8
<b>3.3 Development of critical thinking, problem solving, performance skills</b> —Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.	□#1 X#5	□#2 □#6	X#3 □#7	X#4 □#8
<b>3.4 Active engagement in learning</b> —Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.	□#1 X#5	□#2 □#6	X#3 □#7	X#4 □#8
<b>3.5 Communication to foster collaboration</b> —Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	□#1 X#5	□#2 □#6	X#3 □#7	X#4 □#8
<b>4. ASSESSMENT FOR INSTRUCTION</b> —Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	□#1 X#5	□#2 □#6	X#3 □#7	X#4 □#8
<b>5.1 Practices and behaviors of developing career teachers</b> —Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.	□#1 X#5	□#2 □#6	□#3 □#7	X#4 □#8
<b>5.2 Reflection and evaluation</b> —Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.	□#1 □#5	□#2 X#6	□#3 □#7	X#4 □#8
<b>5.3 Collaboration with families</b> —Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.	□#1 □#5	□#2 □#6	□#3 □#7	X#4 □#8
<b>5.4 Collaboration with colleagues and the community</b> —Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being.	□#1 □#5	□#2 □#6	□#3 □#7	X#4 □#8



## Section IV: Evidence of Meeting Standards

### Content Knowledge Assessments

#### Assessment#1 PRAXIS II: Principles of Learning and Teaching Grades K-6

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

The MAT program at Southeastern requires PRAXIS I and II as assessments of content knowledge. The PRAXIS I tests measure basic academic skills (reading, writing, and mathematics), and the PRAXIS II test measures general and subject-specific knowledge and teaching skills (elementary content knowledge). Students must have a score of 174 for reading, 173 for writing, and 172 for mathematics. These scores are two points higher than the minimum set by the Louisiana Department of Education. Students must score 150 on the elementary content area exam, and 161 on the principles of teaching and learning.

The PRAXIS II: *Principles of Learning and Teaching Grades K-6* (0522) test is required by Louisiana for all Elementary 1-5 graduates of our program. The following information is from the PRAXIS website *Test at a Glance*.

The *Principles of Learning and Teaching Grades K-6* test is intended primarily for examinees that have completed their undergraduate preparation and are prospective teachers of elementary students. It is designed to assess a beginning teacher's preparation in the areas of educational psychology, human growth and development, classroom management, instructional planning, teaching techniques, evaluation, assessment, and other professional preparation.

The test is based on four case histories of different teaching situations, followed by three short-answer questions about the particular situations. Examinees may be required to do any of the following: demonstrate understanding of the importance of certain aspects of teaching, demonstrate understanding of the principles of teaching and learning on which a certain aspect of teaching is based, or recognize how to apply principles of teaching and learning to a given aspect of teaching.

Our candidates are required to pass the PRAXIS II: *Principles of Learning and Teaching Grades K-6* (0522) prior to student teaching.

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

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

<b>PRAXIS Topics</b>	<b>ACEI Standard(s)</b>
Students Development and the Learning Process	Standard 1
Students as Diverse Learners	Standard 3.2
Student Motivation and the Learning Environment	Standards 1, 2.8, 3.4, 3.5
Instructional Strategies	Standards 1, 2.1-2.8, 3.1-3.5
Planning Instruction	Standards 1, 2.1-2.8, 3.1-5, 4
Assessment Strategies	Standard 4
Basic Effective Verbal and Nonverbal Communication Techniques	Standards 2.1, 3.2, 3.4, 3.5
Effect of Cultural and Gender Differences on Communications in the Classroom	Standards 1, 2.1, 3.2, 3.4, 3.5
Types of Communications and Interactions that Stimulate Discussion	Standards 2.1-2.8, 3.4, 3.5, 5.3
The Reflective Practitioner	Standards 5.1, 5.2, 5.4
The Larger Community	Standards 3.1, 3.2, 5.2, 5.3, 5.4

### Brief Analysis of Data Findings

Because candidates are required to pass the *PRAXIS II: Principles of Learning and Teaching Grades K-6 (0522)* test prior to student teaching, Southeastern graduates have a 100% pass rate for the Louisiana state qualifying score of 161. Through an examination of the data the following was revealed:

- a. The majority of our candidates fall almost evenly into the 2<sup>nd</sup> and 3<sup>rd</sup> quartiles of each section of the test.
- b. Over the last three years, our candidates have improved on Sections I, II, IV, V, and VI of the test as evidenced by percentage increases in the 3<sup>rd</sup> and 4<sup>th</sup> quartiles.
- c. Our candidates' scores have dropped on two parts of the test: Section III-Teacher Professionalism: Reflective Practitioner, Larger Community and Section VII-Teacher Professionalism: Case Histories, Short-Answer Questions.
- d. During the last three years, our candidates have a higher percentage of correct answers than the statewide average on every test but one and that one test was equal to the statewide average (Part I, 2003-2004).
- e. Our candidates scored lower than the national average on all sections of the test.

The data indicates that although our candidates are doing well when compared to our sister institutions in Louisiana, our faculty needs to examine the PRAXIS II results, especially in the area of Teacher Professionalism, and determine where in our program we can improve in order to strengthen our candidates.

However, because this test “. . . is intended primarily for examinees that have completed their undergraduate preparation and are prospective teachers of elementary students”, our candidates may be at a disadvantage when compared on a national level due to the fact that they have not started their student teaching semester when required to pass the test. The tremendous amount of experience and knowledge that they gain during student teaching could impact their scores on the test, making national comparisons more favorable.

NOTE: PRAXIS data for individual programs is not disaggregated, the number of MAT students taking the exam from 2003-2006 is given.

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

The fact that 100% of our candidates passed the PRAXIS II: *Principles of Learning and Teaching Grades K-6* (0522) provides evidence that they have the knowledge of the principles of teaching and learning necessary to meet the ACEI standards. However, we will continue to strive to improve our program.

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

**PRAXIS II: Principles of Learning and Teaching Grades K-6**

Assessment Tool: Unavailable

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

Scoring Guide: Unavailable

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

**Percentage of SLU Elementary Education Examinees Scoring in Each Quartile of the PRAXIS II: *Principles of Learning & Teaching K-6* for 2003 - 2006**

<b>0522: Principles of Learning &amp; Teaching K-6 *</b>				
<b>PRAXIS Topic Area</b>	<b>Quartile 1 (lowest)</b>	<b>Quartile 2</b>	<b>Quartile 3</b>	<b>Quartile 4 (highest)</b>
I. Students as Learners: Development, Diverse Learners, Motivation, Environment	05-06 = 17	05-06 = 36	05-06 = 34	05-06 = 13
	04-05 = 24	04-05 = 38	04-05 = 31	04-05 = 7
	03-04 = 13	03-04 = 53	03-04 = 30	03-04 = 4
II. Instruction and Assessment: Instructional/Assessment Strategies	05-06 = 10	05-06 = 29	05-06 = 44	05-06 = 18
	04-05 = 9	04-05 = 36	04-05 = 41	04-05 = 14
	03-04 = 15	03-04 = 31	03-04 = 37	03-04 = 17
III. Teacher Professionalism: Reflective Practitioner, Larger Community	05-06 = 12	05-06 = 60	05-06 = 10	05-06 = 19
	04-05 = 20	04-05 = 39	04-05 = 41	04-05 = 0
	03-04 = 23	03-04 = 37	03-04 = 41	03-04 = 0
IV. Students as Learners: Case Histories, Short-Answer Questions	05-06 = 17	05-06 = 33	05-06 = 36	05-06 = 15
	04-05 = 18	04-05 = 31	04-05 = 42	04-05 = 10
	03-04 = 22	03-04 = 32	03-04 = 34	03-04 = 12
V. Instruction and Assessment: Case Histories, Short-Answer Questions	05-06 = 15	05-06 = 39	05-06 = 38	05-06 = 9
	04-05 = 16	04-05 = 34	04-05 = 37	04-05 = 12
	03-04 = 10	03-04 = 53	03-04 = 27	03-04 = 10
VI. Communication Techniques: Case Histories, Short-Answer Questions	05-06 = 3	05-06 = 47	05-06 = 50	05-06 = 0
	04-05 = 7	04-05 = 45	04-05 = 48	04-05 = 0
	03-04 = 6	03-04 = 44	03-04 = 49	03-04 = 0
VII. Teacher Professionalism: Case Histories, Short-Answer	05-06 = 10	05-06 = 50	05-06 = 40	05-06 = 0

Questions	04-05 = 5	04-05 = 42	04-05 = 52	04-05 = 0
	03-04 = 6	03-04 = 46	03-04 = 48	03-04 = 0

\*MAT Students 2005-2006 (N = 7); 2004 – 2005 (N = 36); 2003-2004 (N = 18)

**A Comparison of SLU Elementary Education Examinees with State and National Averages on the PRAXIS II: *Principles of Learning & Teaching K-6* for 2003-2006**

<b>0522: Principles of Learning &amp; Teaching K-6</b>			
<b>PRAXIS TOPIC AREA</b>	<b>Southeastern Louisiana University Average % Correct</b>	<b>State-Wide Average % Correct</b>	<b>National Average % Correct</b>
I. Students as Learners: Development, Diverse Learners, Motivation, Environment	05-06 = 74	05-06 = 71	05-06 = 73
	04-05 = 68	04-05 = 67	04-05 = 71
	03-04 = 66	03-04 = 66	03-04 = 69
II. Instruction and Assessment: Instructional/Assessment Strategies	05-06 = 79	05-06 = 77	05-06 = 80
	04-05 = 77	04-05 = 72	04-05 = 75
	03-04 = 75	03-04 = 74	03-04 = 75
III. Teacher Professionalism: Reflective Practitioner, Larger Community	05-06 = 78	05-06 = 77	05-06 = 80
	04-05 = 82	04-05 = 78	04-05 = 82
	03-04 = 80	03-04 = 78	03-04 = 81
IV. Students as Learners: Case Histories, Short-Answer Questions	05-06 = 75	05-06 = 74	05-06 = 76
	04-05 = 74	04-05 = 71	04-05 = 74
	03-04 = 71	03-04 = 67	03-04 = 71
V. Instruction and Assessment: Case Histories, Short-Answer Questions	05-06 = 74	05-06 = 72	05-06 = 74
	04-05 = 74	04-05 = 70	04-05 = 73
	03-04 = 69	03-04 = 65	03-04 = 69

VI. Communication Techniques: Case Histories, Short-Answer Questions	05-06 = 74	05-06 = 73	05-06 = 76
	04-05 = 73	04-05 = 72	04-05 = 76
	03-04 = 73	03-04 = 69	03-04 = 73
VII. Teacher Professionalism: Case Histories, Short-Answer Questions	05-06 = 68	05-06 = 72	05-06 = 75
	04-05 = 75	04-05 = 73	04-05 = 75
	03-04 = 73	03-04 = 66	03-04 = 70



## **Assessment #2: PRAXIS II: Elementary Education Content Knowledge**

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

The MAT program at Southeastern requires PRAXIS II (Elementary Education Content Knowledge) as an admission requirement. Students applying for the MAT program have a Bachelor's degree and therefore they have taken basic science, social studies, mathematics, and language arts required as core subjects at any accredited university. This is ensured and verified by a passing score on the content part of the PRAXIS II exam. The exam focuses on content knowledge in science, social studies, mathematics, and language arts.

The required exams ensure that students have the knowledge in science, social studies, mathematics, and language arts as required by standards 2.1 – 2.4.

The scores for PRAXIS II (elementary content knowledge) is an admission requirement.

### **Description of How the Assessment Specifically Aligns with ACEI Standards**

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

<b>PRAXIS Topics</b>	<b>ACEI Standard(s)</b>
Language Arts/Reading	Standards 2.1, 2.2, 2.8, 3.5
Mathematics	Standards 2.2, 2.3, 2.8
Social Studies	Standards 2.2, 2.4, 2.8
Science	Standards 2.2, 2.3, 2.4, 2.8

## **Brief Analysis of Data Findings**

Because our candidates are required to pass the *PRAXIS II: Content Knowledge* (0522) test prior to student teaching, our graduates have a 100% pass rate for the Louisiana state qualifying score of 150. Through an examination of the data we have found the following:

- a. Over 50% of our candidates fall into the 1<sup>st</sup> and 2<sup>nd</sup> quartiles of each section of the test.
- b. Over the last three years, our candidates' scores have declined in Categories II (Mathematics), III (Social Studies) and IV (Science) of the test as evidenced by percentage decreases in the 3<sup>rd</sup> and 4<sup>th</sup> quartiles.
- c. Our candidates' scores have remained the same on Section I (Language Arts/Reading),
- d. During the last three years, our candidates have a higher percentage of correct answers than the statewide average on each test.
- e. Although our candidates scored lower than the national average on all sections of the test, they were within 1-2 percentage points in Language Arts, 4-5 percentage points in Mathematics, 3 percentage points in Social Studies, and 1-3 percentage points in Science

The data indicates that although our candidates are doing well when compared to our sister institutions in Louisiana, our faculty needs to examine the PRAXIS II results, especially in the areas of mathematics, social studies, and science, and determine where we can improve our program. We have begun this process by adding a new 5-hour mathematics course to our elementary curriculum. We plan to work with other departments who teach our core curriculum courses in order to strengthen our candidates in content knowledge and skills.

Again, because this test “. . . is intended primarily for examinees that have completed their undergraduate preparation and are prospective teachers of elementary students”, our candidates may be at a disadvantage when compared on a national level due to the fact that they have not started their student teaching semester when required to pass the test. The tremendous amount of experience and knowledge that they gain during student teaching could impact their scores on the test, making national comparisons more favorable.

## **Interpretation of How Data Provides Evidence for Meeting ACEI Standards**

The fact that 100% of the MAT candidates passed the *PRAXIS II: Content Knowledge* (0014) provides evidence that they have the content knowledge necessary to meet the ACEI standards. However, faculty will continue to strive to improve our program.

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

**PRAXIS II: Elementary Education Content Knowledge**

Assessment Tool: Unavailable

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

Scoring Guide: Unavailable

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

**Percentage of Elementary Education Examinees Scoring in Each Quartile of the  
Praxis II: *Elementary Education: Content Knowledge***

<b>0014: Elementary Education: Content Knowledge</b>	<b>Quartile 1 (lowest)</b>	<b>Quartile 2</b>	<b>Quartile 3</b>	<b>Quartile 4 (highest)</b>
I. Language Arts	05-06 = 23	05-06 = 35	05-06 = 27	05-06 = 16
	04-05 = 24	04-05 = 32	04-05 = 32	04-05 = 12
	03-04 = 25	03-04 = 31	03-04 = 27	03-04 = 17
II. Mathematics	05-06 = 31	05-06 = 38	05-06 = 24	05-06 = 7
	04-05 = 27	04-05 = 30	04-05 = 34	04-05 = 9
	03-04 = 30	03-04 = 42	03-04 = 14	03-04 = 14
III. Social Studies	05-06 = 27	05-06 = 37	05-06 = 23	05-06 = 13
	04-05 = 26	04-05 = 33	04-05 = 25	04-05 = 16
	03-04 = 24	03-04 = 34	03-04 = 29	03-04 = 13
IV. Science	05-06 = 26	05-06 = 28	05-06 = 31	05-06 = 15
	04-05 = 15	04-05 = 36	04-05 = 33	04-05 = 16
	03-04 = 22	03-04 = 36	03-04 = 26	03-04 = 15

**A Comparison of Elementary Education Examinees on the Praxis II:  
*Elementary Education: Content Knowledge***

<b>0014: Elementary Education: Content Knowledge</b>	<b>Southeastern Louisiana University Average % Correct</b>	<b>State-Wide Average % Correct</b>	<b>National Average % Correct</b>
I. Language Arts	05-06 = 78	05-06 = 77	05-06 = 79
	04-05 = 78	04-05 = 76	04-05 = 79
	03-04 = 78	03-04 = 77	03-04 = 80
II. Mathematics	05-06 = 64	05-06 = 63	05-06 = 69
	04-05 = 64	04-05 = 60	04-05 = 68
	03-04 = 63	03-04 = 61	03-04 = 68
III. Social Studies	05-06 = 57	05-06 = 55	05-06 = 60
	04-05 = 58	04-05 = 55	04-05 = 61
	03-04 = 58	03-04 = 56	03-04 = 61
IV. Science	05-06 = 61	05-06 = 59	05-06 = 64
	04-05 = 63	04-05 = 60	04-05 = 64
	03-04 = 61	03-04 = 60	03-04 = 63

### **Assessment #3: Evaluation Report on Teaching**

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

All MAT candidates are evaluated with a common evaluation, the *Evaluation Report on Teaching*, an instrument directly reflecting **Louisiana Components of Effective Teaching** addressing the following areas: Planning (P), Management (M), and Instruction (I). The criteria for the assessment of candidates in the MAT Methods courses (MAT 640, 651, 652, & 653) --the **Louisiana Components of Effective Teaching**--have been developed from the professional knowledge base on teaching and “craft knowledge” acquired by experienced educators. In the Louisiana Components of Effective Teaching, a *Domain* is defined as a **major area of teaching responsibilities**. A *Component* is a **critical function within a Domain**. An *Attribute* is a **behavior that relates to and helps to define a Component**.

Candidates enrolled in MAT 640, 651, 652 & 653 complete a total of 55 hours of field experiences. During this course, they develop lesson plans and teach students in a variety of education settings. This knowledge is acquired through class lectures, readings, and field experiences. During this series of courses, candidates assess, develop lesson plans, and teach. In all courses, the **Louisiana Components of Effective Teaching (LCET) *Evaluation Report of Teaching*** is used to evaluate candidate performance in the areas of planning, management, and instruction. By using the same assessment in all courses, faculty can demonstrate candidate growth in teaching.

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

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:

<b>ACEI Standards</b>	<b>Student Teaching Instrument Items</b>
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, O 2, O 6
3.3 Development of critical thinking, problem solving, performance skills	P 2, I 13
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
5. Professionalism	
5.1 Practices and behaviors of developing career teachers	O1-8
5.2 Reflection and evaluation	
5.3 Collaboration with families	O2, O3, O6, O8
5.4 Collaboration with colleagues and the community	O1, O2, O3, O6

## Brief Analysis of Data Findings:

Faculty members completing the LCET instrument on candidates use a five-point scale: 1=has not developed or used this skill, 2=is beginning to incorporate this skill, 3=uses this skill appropriately, 4=uses this skill competently with frequency, and 5=uses this skill proficiently with consistency. In all courses, faculty have determined that a passing score is 80% of 5's. Data from Fall 06 indicate students scored averages above 4.5 in most areas. Planning for individual differences and accommodating individual differences were areas of needed improvement.



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

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 faculty teaching the methods courses. Because 15 of the MAT 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.

**Assessment #3A: Assessment Tool**

**Southeastern Louisiana University**



**Evaluation Report of Teaching**

Candidate's Name \_\_\_\_\_ W# \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ Date \_\_\_\_\_

School Name \_\_\_\_\_ Grade Level \_\_\_\_\_

Setting (circle one) Inclusive      Resource      Self-Contained      Other \_\_\_\_\_

Content \_\_\_\_\_

***Directions:***      *Please evaluate the candidate in each of the areas below.*

- The scale is:***
- 1 – Has not developed or used this skill*
  - 2 – Is beginning to incorporate this skill*
  - 3 – Used this skill appropriately*
  - 4=uses this skill competently with frequency*
  - 5=uses this skill proficiently with consistency*

<b>PLANNING: The teacher plans effectively for instruction.</b>					
1. Specifies learner outcomes in clear, concise objectives	1	2	3	4	5
2. Includes activity/activities that develop(s) objectives	1	2	3	4	5
3. Identifies and plans for individual differences	1	2	3	4	5
4. Identifies materials, other than standard materials, as needed for lesson	1	2	3	4	5
5. States method(s) of evaluation to measure learner outcomes	1	2	3	4	5
6. Develops short term and long term instructional plans based on state standards and benchmarks	1	2	3	4	5
7. Plans for the use of technology	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	1	2	3	4	5
2. Promotes a positive learning climate	1	2	3	4	5
3. Manages routines and transitions in a timely manner	1	2	3	4	5
4. Manages and/or adjusts time for activities	1	2	3	4	5
5. Establishes expectations for learner behavior	1	2	3	4	5
6. Uses monitoring techniques to facilitate learning	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	1	2	3	4	5
2. Uses technique(s) which develop(s) lesson objective(s)	1	2	3	4	5
3. Uses a variety of teaching materials to achieve lesson objective(s)	1	2	3	4	5
4. Sequences lesson to promote learning	1	2	3	4	5
5. Adjust lesson when appropriate	1	2	3	4	5
6. Integrates technology into instruction	1	2	3	4	5
7. Presents content at a developmentally appropriate level	1	2	3	4	5
8. Presents accurate subject matter	1	2	3	4	5
9. Relates examples, unexpected situations, or current events to the content	1	2	3	4	5
10. Integrates content across the curriculum	1	2	3	4	5
11. Accommodates individual differences	1	2	3	4	5
12. Demonstrates ability to communicate effectively with students	1	2	3	4	5
13. Exhibits enthusiasm toward the subject content	1	2	3	4	5
14. Stimulates and encourages higher order thinking at the appropriate developmental levels	1	2	3	4	5
15. Uses effective questioning techniques	1	2	3	4	5
16. Utilizes appropriate motivational techniques	1	2	3	4	5
17. Encourages student participation	1	2	3	4	5
18. Utilizes an effective lesson closure	1	2	3	4	5
19. Uses wait time	1	2	3	4	5

**Comments:**

Note: Alignment of ACEI standards and competencies is provided on the Evaluation Report attached.

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

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

The Evaluation Report on Teaching contains 32 five-point scaled items in three domains: Planning, Management, and Instruction.

Items in the areas of Planning, Management, and Instruction have five possible ratings:

- 1 (Has not developed or used this skill)
- 2 (Is beginning to incorporate this skill)
- 3 (Used this skill appropriately)
- 4 (uses this skill competently with frequency)
- 5 (uses this skill proficiently with consistency)

By the culmination of methods classes, candidates are expected to make at least a 3 on each item with the majority of scores (80%) a 4 or 5 on each item.

Assessment #3C: Candidate Data Derived from the Assessment

**MAT 640, 650, 651, 652**

**Evaluation Report of Teaching Data LCET Fall 2006**

Domain Areas	Objectives (ACEI Standards)	Results*					Score*
<b>PLANNING:</b> The teacher plans effectively for instruction	1. Specifies learner outcomes in clear, concise objectives. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U 0	AE 0	ME 3	EE 12	N = 15	Mean 4.90
	2. Includes activity/activities that develop(s) objectives. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U 0	AE 0	ME 3	EE 12	N = 15	Mean 4.90
	3. Identifies and plans for individual differences. (ACEI 3.2)	U 0	AE 0	ME 12	EE 3	N = 15	Mean 3.90
	4. Identifies materials, other than standard materials, as needed for lesson. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U 0	AE 0	ME 3	EE 12	N = 15	Mean 5.00
	5. States method(s) of evaluation to measure learner outcomes. (ACEI 4)	U 0	AE 0	ME 11	EE 4	N = 15	Mean 4.20
	6. Develops short term and long term instructional plans based on state standards and benchmarks. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U 0	AE 1	ME 2	EE 12	N = 15	Mean 4.90
	7. Plans for the use of technology. (ACEI 2.2)	U 0	AE 2	ME 0	EE 13	N = 15	Mean 5.00

<p><b>MANAGEMENT:</b> The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.</p>	1. Organizes available space, materials, and/or equipment to facilitate learning. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U	AE	ME	EE	N	Mean
					=		5.00
		0	0	2	13	15	
<p><b>INSTRUCTION:</b> The teacher delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.</p>	2. Promotes a positive learning climate. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U	AE	ME	EE	N	Mean
					=		4.90
		0	0	3	12	15	
<p><b>MANAGEMENT:</b> The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.</p>	3. Manages routines and transitions in a timely manner. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U	AE	ME	EE	N	Mean
					=		4.80
		0	0	4	11	15	
<p><b>MANAGEMENT:</b> The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.</p>	4. Manages and/or adjusts time for activities. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U	AE	ME	EE	N	Mean
					=		4.80
		0	0	4	11	15	
<p><b>MANAGEMENT:</b> The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.</p>	5. Establishes expectations for learner behavior. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U	AE	ME	EE	N	Mean
					=		4.50
		0	0	7	8	15	
<p><b>MANAGEMENT:</b> The teacher maintains an environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.</p>	6. Uses monitoring techniques to facilitate learning. (ACEI 3.1)	U	AE	ME	EE	N	Mean
					=		4.90
		0	0	4	11	15	
<p><b>INSTRUCTION:</b> The teacher delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.</p>	1. Initiates lesson effectively. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U	AE	ME	EE	N	Mean
					=		5.00
		0	0	2	13	15	
<p><b>INSTRUCTION:</b> The teacher delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.</p>	2. Uses technique(s) which develop(s) lesson objective(s). (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U	AE	ME	EE	N	Mean
					=		4.90
		0	0	3	12	15	
<p><b>INSTRUCTION:</b> The teacher delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.</p>	3. Uses a variety of teaching materials to achieve lesson objective(s). (ACEI 2.1, 2.2,	U	AE	ME	EE	N	Mean
					=		4.80
		0	1	3	11	15	

2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)						
4. Sequences lesson to promote learning. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U	AE	ME	EE	N	Mean
	0	0	9	6	15	4.40
5. Adjust lesson when appropriate. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U	AE	ME	EE	N	Mean
	0	0	8	7	15	4.50
6. Integrates technology into instruction. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U	AE	ME	EE	N	Mean
	0	2	2	11	15	4.90
7. Presents content at a developmentally appropriate level. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U	AE	ME	EE	N	Mean
	0	0	3	12	15	4.90
8. Presents accurate subject matter. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U	AE	ME	EE	N	Mean
	0	0	2	13	15	5.00
9. Relates examples, unexpected situations, or current events to the content. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U	AE	ME	EE	N	Mean
	0	0	2	13	15	5.00
10. Integrates content across the curriculum. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	U	AE	ME	EE	N	Mean
	0	1	6	8	15	4.60
11. Accommodates individual differences. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8)	U	AE	ME	EE	N	Mean
	0	0	14	1	15	3.80

and/or 3.1, 3.2, 3.3, 3.4, 3.5)														
12. Demonstrates ability to communicate effectively with students. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	<table border="1"> <tr> <td>U</td> <td>AE</td> <td>ME</td> <td>EE</td> <td>N</td> </tr> <tr> <td>0</td> <td>0</td> <td>6</td> <td>9</td> <td>15</td> </tr> </table>	U	AE	ME	EE	N	0	0	6	9	15	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>4.60</td> </tr> </table>	Mean	4.60
U	AE	ME	EE	N										
0	0	6	9	15										
Mean														
4.60														
13. Exhibits enthusiasm toward the subject content. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	<table border="1"> <tr> <td>U</td> <td>AE</td> <td>ME</td> <td>EE</td> <td>N</td> </tr> <tr> <td>0</td> <td>0</td> <td>5</td> <td>10</td> <td>15</td> </tr> </table>	U	AE	ME	EE	N	0	0	5	10	15	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>4.70</td> </tr> </table>	Mean	4.70
U	AE	ME	EE	N										
0	0	5	10	15										
Mean														
4.70														
14. Stimulates and encourages higher order thinking at the appropriate developmental levels. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	<table border="1"> <tr> <td>U</td> <td>AE</td> <td>ME</td> <td>EE</td> <td>N</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> <td>12</td> <td>15</td> </tr> </table>	U	AE	ME	EE	N	0	1	2	12	15	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>4.90</td> </tr> </table>	Mean	4.90
U	AE	ME	EE	N										
0	1	2	12	15										
Mean														
4.90														
15. Uses effective questioning techniques. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	<table border="1"> <tr> <td>U</td> <td>AE</td> <td>ME</td> <td>EE</td> <td>N</td> </tr> <tr> <td>0</td> <td>0</td> <td>4</td> <td>11</td> <td>15</td> </tr> </table>	U	AE	ME	EE	N	0	0	4	11	15	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>4.90</td> </tr> </table>	Mean	4.90
U	AE	ME	EE	N										
0	0	4	11	15										
Mean														
4.90														
16. Utilizes appropriate motivational techniques. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	<table border="1"> <tr> <td>U</td> <td>AE</td> <td>ME</td> <td>EE</td> <td>N</td> </tr> <tr> <td>0</td> <td>0</td> <td>4</td> <td>11</td> <td>15</td> </tr> </table>	U	AE	ME	EE	N	0	0	4	11	15	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>4.80</td> </tr> </table>	Mean	4.80
U	AE	ME	EE	N										
0	0	4	11	15										
Mean														
4.80														
17. Encourages student participation. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	<table border="1"> <tr> <td>U</td> <td>AE</td> <td>ME</td> <td>EE</td> <td>N</td> </tr> <tr> <td>0</td> <td>0</td> <td>2</td> <td>13</td> <td>15</td> </tr> </table>	U	AE	ME	EE	N	0	0	2	13	15	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>5.00</td> </tr> </table>	Mean	5.00
U	AE	ME	EE	N										
0	0	2	13	15										
Mean														
5.00														
18. Utilizes an effective lesson closure. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	<table border="1"> <tr> <td>U</td> <td>AE</td> <td>ME</td> <td>EE</td> <td>N</td> </tr> <tr> <td>0</td> <td>0</td> <td>14</td> <td>1</td> <td>15</td> </tr> </table>	U	AE	ME	EE	N	0	0	14	1	15	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>4.00</td> </tr> </table>	Mean	4.00
U	AE	ME	EE	N										
0	0	14	1	15										
Mean														
4.00														
19. Uses wait time. (ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and/or 3.1, 3.2, 3.3, 3.4, 3.5)	<table border="1"> <tr> <td>U</td> <td>AE</td> <td>ME</td> <td>EE</td> <td>N</td> </tr> <tr> <td>0</td> <td>0</td> <td>13</td> <td>2</td> <td>15</td> </tr> </table>	U	AE	ME	EE	N	0	0	13	2	15	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>4.10</td> </tr> </table>	Mean	4.10
U	AE	ME	EE	N										
0	0	13	2	15										
Mean														
4.10														

\*MAT 640, 650, 651, 652



Maximum rating = 5 on a scale of 1 – 5

U = unsatisfactory = 1  
expectations = 3 – 4

AE = approaching expectations = 2

ME = meeting

EE = Exceeds expectations = 5

## Assessment #4: Final Report on Student Teaching/Internship/Practicum

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

All student teachers/interns in grades PreK-12 are evaluated with a common evaluation, the *Final Report on Student Teaching/Internship/Practicum*, includes an instrument directly reflecting Louisiana Components of Effective Teaching addressing the following areas: Planning (P), Management (M), Instruction (I), Assessment (A), Other/Miscellaneous (O). The criteria for the assessment of student teachers--the **Louisiana Components of Effective Teaching**--have been developed from the professional knowledge base on teaching and “craft knowledge” acquired by experienced educators. In the Louisiana Components of Effective Teaching, a *Domain* is defined as a major area of teaching responsibilities. A *Component* is a critical function within a Domain. An *Attribute* is a behavior that relates to and helps to define a Component. In addition to the five domains, the instrument includes a **Professional Attribute and Characteristics Scale (PACS)** component, which addresses 21 characteristics such as response to feedback and punctuality.

In addition, the **ACEI Addendum** was developed to specifically address ACEI Standards and determine if candidates were meeting these standards. This addendum 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.)

Candidates enrolled in the MAT program are given the opportunity to enter student teaching for one semester (MAT 681) or an internship for two semesters (MAT 683). Student teaching or internship is the culminating experience in the MAT program. These experiences allow candidates to put theory into practice and offer them opportunities to demonstrate proficiency in the four Louisiana Components of Effective Teaching and the Association for Childhood Education International (ACEI) standards. Faculty use the *Final Report on Student Teaching Instrument* to evaluate candidates enrolled in MAT 681 and 683.

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

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:

<b>ACEI Standards</b>	<b>Student Teaching Instrument Items</b>
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

## Brief Analysis of Data Findings

We had sixteen MAT candidates in student teaching/internship in Fall 2006. As seen in Attachment C, the main areas that warrant improvement include planning for the use of technology under Planning; interpreting and utilizing standardized/non-standardized test results under Assessment; and understands and teaches health and physical education skills and concepts effectively in the Addendum.

## **Interpretation of How Data Provides Evidence for Meeting ACEI Standards**

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/internship occurs at the end of the program, evidence from these experiences is especially persuasive. We will continue to carefully scrutinize this instrument as more candidates move through the program.

# Assessment #4A: Assessment Tool



## Final Report on Student Teaching/Internship/Practicum

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
- NOTE: ACEI standard numbers are in parentheses.

<b>PLANNING: The teacher plans effectively for instruction.</b>				
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:**

<b>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.</b>				
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:**

<b>INSTRUCTION: The student teacher/intern delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.</b>				
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:**

<b>ASSESSMENT: The student teacher/intern demonstrates ability to assess and facilitate student academic growth.</b>				
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:**

<b>OTHER: The student teacher/intern</b>				
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:**

### 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.

<b>1) Attendance</b> (ACEI 5.1) <input type="checkbox"/> Frequently absent <input type="checkbox"/> Rarely absent <input type="checkbox"/> Exemplary attendance	<b>2) Punctuality</b> (ACEI 5.1) <input type="checkbox"/> Frequently late <input type="checkbox"/> Generally punctual <input type="checkbox"/> Always on time
<b>3) Professional Appearance</b> (ACEI 5.1) <input type="checkbox"/> Occasionally appears inappropriately/unprofessionally dressed <input type="checkbox"/> Is usually dressed appropriately <input type="checkbox"/> Always dresses/appears in a professional manner	<b>4) Oral Expression</b> (ACEI 5.1) <input type="checkbox"/> Makes frequent usage and/or grammatical errors <input type="checkbox"/> Inarticulate <input type="checkbox"/> Articulate <input type="checkbox"/> Expressive, animated
<b>5) Written Expression</b> (ACEI 5.1) <input type="checkbox"/> Written work contains misspellings and/or grammatical errors <input type="checkbox"/> Written work is often unclear and disorganized <input type="checkbox"/> Written work is organized and clearly expresses ideas	<b>6) Tact/Judgment</b> (ACEI 5.1) <input type="checkbox"/> Thoughtless: Highly insensitive to others' feelings and opinions <input type="checkbox"/> Somewhat or sometimes insensitive and undiplomatic <input type="checkbox"/> Perceives what to do or say in order to maintain good relations with others and responds accordingly <input type="checkbox"/> Diplomatic: Highly sensitive to others' feelings and opinions
<b>7) Reliability/Dependability</b> (ACEI 5.1) <input type="checkbox"/> Sometimes fails to complete assigned tasks and duties <input type="checkbox"/> Sometimes needs to be reminded to attend to assigned tasks/duties <input type="checkbox"/> Responsible: Attends to assigned tasks/duties on schedule without prompting <input type="checkbox"/> Self-starter: Perceives needs and attends to them	<b>8) Self-Initiative/Independence</b> (ACEI 5.1) <input type="checkbox"/> Passive: Depends on others for directions, ideas and guidance <input type="checkbox"/> Has good ideas, works effectively with limited supervision <input type="checkbox"/> Creative and resourceful; independently implements plans

immediately	
<b>9) Self-Confidence</b> (ACEI 5.1)	<b>10) Collegiality</b> (ACEI 5.1, 5.4)
<input type="checkbox"/> Anxious: Often appears self-conscious, nervous <input type="checkbox"/> Arrogant: Has unfounded belief in abilities <input type="checkbox"/> Usually confident – comfortable in classroom situations <input type="checkbox"/> Realistically self-assured; competently handles class demands	<input type="checkbox"/> Often works in isolation <input type="checkbox"/> Reluctant to share ideas and materials <input type="checkbox"/> Willingly shares ideas and materials

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

<b>15) Professional Characteristics</b> (ACEI 5.1)			
<b>Seldom</b>	<b>Usually</b>	<b>Always</b>	For each characteristic, check the frequency indicator that most accurately reflects the student teacher's/intern's behavior.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>A. Commitment</b> – demonstrates genuine concern for students and is dedicated to the teaching profession. (ACEI 5.1)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>B. Creativity</b> – seeks opportunities to develop imaginative instructional lessons. (ACEI 5.1)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>C. Flexibility</b> – responds to unforeseen circumstances in appropriate manner and modifies actions or plans when necessary. (ACEI 5.1)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>D. Integrity</b> – maintains high ethical and professional standards. (ACEI 5.1)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>E. Organization</b> – is efficient, successfully manages multiple tasks simultaneously. (ACEI 5.1)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>F. Perseverance</b> – strives to complete tasks and improve teaching skills. (ACEI 5.1)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>G. Positive Disposition</b> – possesses pleasant interpersonal skills; is patient, resilient, optimistic and approachable. (ACEI 5.1)

<b>16) Potential as a Teacher</b> (All ACEI Standards)
<input type="checkbox"/> Recommend review of career options and consideration of profession other than teaching. <input type="checkbox"/> Recommend continuation in teaching profession. <input type="checkbox"/> 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.



## 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:**

## **Assessment #4B: Scoring Guide for the Assessment**

### **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 five 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)
- 5 (N/A)

By the culmination of student teaching/internship, 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 Attributes and Characteristics Scale**

In addition to the five domains, the instrument includes a Professional Attribute and Characteristics component, which addresses 21 characteristics such as response to feedback and punctuality. The items in the instrument 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/internship, 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.

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

Course Prefix & Number MAT 681 & 683							
Final Report of on Student Teaching Data Fall 2006							
Domain Areas	Objectives (CEC Standards & Competencies)	Results*					Score*
<b>PLANNING:</b> The teacher plans effectively for instruction	1. Specifies learner outcomes in clear, concise objectives. (CC:7, S2, S6, S10)	U	AE	ME	EE	N =	Mean
		0	0	4	12	16	3.75
	2. Includes activity/activities that develop(s) objectives. (CC:7, S7; GC:5, S3)	U	AE	ME	EE	N =	Mean
		0	0	4	12	16	3.75
	3. Identifies and plans for individual differences. (CC:7, S1; GC: 7, S1)	U	AE	ME	EE	N =	Mean
		0	1	6	9	16	3.50
	4. Identifies materials, other than standard materials, as needed for lesson.( CC:7, S8, S11)	U	AE	ME	EE	N =	Mean
		0	0	5	11	16	3.69
5. States method(s) of evaluation to measure learner outcomes. (CC:8, S4)	U	AE	ME	EE	N =	Mean	
	0	1	5	10	16	3.56	
6. Develops short term and long term instructional plans based on state standards and benchmarks. (CC:7, S2; GC 7, S2, S3)	U	AE	ME	EE	N =	Mean	
	0	1	5	11	16	3.69	
7. Plans for the use of technology. (CC:7, S9; GC 7, S4)	U	AE	ME	EE	N =	Mean	
	0	2	6	8	16	3.38	
8. Develops an Individualized Education Plan (IEP) and/or Individualized Family Plan (IFSP) as needed for the lesson (SPED teachers only) (CC:7, S2)	U	AE	ME	EE	N/A	N =	Mean
	0	1	2	4	9	16	4.31
<b>MANAGEMENT:</b> The teacher maintains an	1. Organizes available space, materials, and/or equipment to facilitate learning. (CC:5, S4, S13)	U	AE	ME	EE	N =	Mean
		0	1	0	15	16	3.88
	2. Promotes a positive learning climate. (CC:5, S1,S7, S9)	U	AE	ME	EE	N =	Mean
		0	0	2	14	16	3.88

environment conducive to learning, maximizes the amount of time available for instruction, and manages learner behavior to provide productive learning opportunities.	3. Manages routines and transitions in a timely manner. (CC:5, S5; GC 5, S6)	U 0	AE 1	ME 5	EE 13	N = 16	Mean 3.56
	4. Manages and/or adjusts time for activities. (CC:5, S12; GC 7, S12)	U 0	AE 0	ME 4	EE 12	N = 16	Mean 3.75
	5. Establishes expectations for learner behavior. (CC:5, S2, S10, S11; GC: 7, S1)	U 0	AE 1	ME 7	EE 8	N = 16	Mean 3.44
	6. Uses monitoring techniques to facilitate learning. (CC:5, S3, S6; GC: 5, S4)	U 0	AE 1	ME 7	EE 8	N = 16	Mean 3.44
<b>INSTRUCTION:</b> The teacher delivers instruction effectively, presents appropriate content, and provides opportunities for student involvement in the learning process.	1. Initiates lesson effectively. (CC:4, S3)	U 0	AE 0	ME 5	EE 11	N = 16	Mean 3.69
	2. Uses technique(s) which develop(s) lesson objective(s). (CC:4, S1, S2, S4, S5; GC: 5, S16; CC:6, S1; GC:4, S1, S2, S3, S9, S10, S11, S13, S14, S15, S16; GC: 6, S1, S2, S3, S4; GC:7, S6, S7, S8)	U 0	AE 0	ME 5	EE 11	N = 16	Mean 3.69
	3. Uses a variety of teaching materials to achieve lesson objective(s). (CC:6, S2; GC: 7, S4)	U 0	AE 0	ME 4	EE 12	N = 16	Mean 3.75
	4. Sequences lesson to promote learning. (CC:4, S6; CC:7, S14; GC: 4, S8)	U 0	AE 0	ME 4	EE 12	N = 16	Mean 3.75
	5. Adjust lesson when appropriate. (CC:7, S13; GC:4, S4, S5)	U 0	AE 0	ME 5	EE 11	N = 16	Mean 3.69
	6. Integrates technology into instruction. (CC:7, S9; GC:4, S7; GC: 5, S2, GC6, S5)	U 0	AE 1	ME 7	EE 8	N = 16	Mean 3.44
	7. Presents content at a developmentally appropriate level. (CC:4, S3; GC:7, S3)	U 0	AE 0	ME 2	EE 14	N = 16	Mean 3.88
	8. Presents accurate subject matter. (CC:7, S2)	U 0	AE 0	ME 2	EE 14	N = 16	Mean 3.88

	9. Relates examples, unexpected situations, or current events to the content. (CC:4, S5; GC:5, S1)	U	AE	ME	EE	N =		Mean
		0	0	7	9	16		3.56
	10. Integrates content across the curriculum. (CC:4, S1, S4; GC: 4, S13)	U	AE	ME	EE	N =		Mean
		0	0	6	10	16		3.63
	11. Accommodates individual differences. (CC:4, S3; CC:5, S14; GC:4, S6; GC: 7, S2; GC:7, S5)	U	AE	ME	EE	N =		Mean
		0	1	6	9	16		3.50
	12. Demonstrates ability to communicate effectively with students. (CC: 4, S5, CC:5, S1, S7, S9; CC:6, S1, S2; GC:3, S1; GC:5, S4, S14)	U	AE	ME	EE	N =		Mean
		0	0	4	12	16		3.75
	13. Exhibits enthusiasm toward the subject content. (CC:6, S1)	U	AE	ME	EE	N =		Mean
		0	1	11	4	16		3.19
	14. Stimulates and encourages higher order thinking at the appropriate developmental levels. (CC:5, S1, S4)	U	AE	ME	EE	N =		Mean
		0	0	4	12	16		3.75
	15. Uses effective questioning techniques. (CC: 5, S1, S4; CC:9, S5, S6, S8; CC:10, S8, S10)	U	AE	ME	EE	N =		Mean
		0	1	3	12	16		3.69
	16. Utilizes appropriate motivational techniques. (CC: 5, S13; CC:7, S12, S13; GC: 4, S6)	U	AE	ME	EE	N =		Mean
		0	0	8	8	16		3.50
	17. Encourages student participation. (CC: 4, S2, CC:7, S13; GC:4, S12)	U	AE	ME	EE	N =		Mean
		0	1	8	7	16		3.38
	18. Utilizes an effective lesson closure. (CC: 4, S4; CC:5, S4, S9)	U	AE	ME	EE	N =		Mean
		0	1	4	11	16		3.63
19. Uses wait time. (GC: 4, S6)	U	AE	ME	EE	N =		Mean	
	0	0	7	9	16		3.44	
20. Provides practice of skills 60% of class time for team sports, 50% for individual sports (Physical Education Instruction only)	U	AE	ME	EE	N/A	N =	Mean	
	0	0	1	1	14	16	4.81	
1. Develops well-constructed assessment instruments/procedures/performances.	U	AE	ME	EE	N =		Mean	
	0	0	4	12	16		3.75	

<b>ASSESSMENT:</b> The teacher assesses student progress	(CC:8, S4, S9, GC:8, S2)						
	2. Uses assessment technique(s) effectively. (CC:7, S4, S5; CC8: S1, S2, S3, S5, S6, S8, S9, S10; GC: 8 S1, S2, S3, S4)	U 0	AE 0	ME 3	EE 13	N = 16	Mean 3.56
	3. Utilizes a variety of formal and informal assessment techniques to monitor student learning (CC:8, S2, S8; GC:8 S2)	U 0	AE 0	ME 3	EE 13	N = 16	Mean 3.81
	4. Consistently monitors ongoing performance of students. (CC: 7, S4; GC: 8, S5)	U 0	AE 1	ME 3	EE 12	N = 16	Mean 3.69
	5. Provides timely feedback to students regarding their progress. (CC:7, S3; CC:8, S7; GC: 4, S12)	U 0	AE 1	ME 6	EE 9	N = 16	Mean 3.44
	6. Produces evidence of student academic growth under his/her instruction. (CC: 8, S8, S9)	U 0	AE 1	ME 4	EE 11	N = 16	Mean 3.63
	7. Interprets & utilizes standardized/non-standardized test results. (CC:8, S5, S6, S7; GC:7, S5)	U 0	AE 0	ME 10	EE 6	N = 16	Mean 3.38
<b>Other</b>	1. Participates in grade level and subject area curriculum planning and evaluation. (CC: 10, S2)	U 0	AE 0	ME 5	EE 11	N = 16	Mean 3.69
	2. Establishes cooperative relationships with the supervising teacher, paraprofessionals, parents, students, and other school personnel. (CC: 10, S5, S7, S12, GC:10, S2, S1, S4)	U 0	AE 0	ME 4	EE 12	N = 16	Mean 3.75
	3. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning. (CC:10, S1, S8)	U 0	AE 1	ME 3	EE 12	N = 16	Mean 3.69
	4. Has read the School Improvement Plan for the school and discussed it with the supervising/mentor teacher. (CC:10, S4)	U 0	AE 0	ME 3	EE 13	N = 16	Mean 3.81
	5. Has planned lessons to address the School Improvement Plan. (CC:10, S4)	U 0	AE 0	ME 4	EE 12	N = 16	Mean 3.75
	6. Exhibits sensitivity to diverse	U	AE	ME	EE	N =	Mean

	community and cultural norms. (CC:10, S3, S6))	0	2	1	10	16		3.50
	7. Shows awareness of the purposes of professional organizations. (CC:10, S12)	Data unavailable						
	8. Observes and/or participates in team evaluations (IEPs etc). (CC:7, S2)	U	AE	ME	EE	N =		Mean
		0	0	4	12	16		3.75

\*MAT 681 & 683 Maximum rating = 4 on a scale of 1 – 4  
 U = unsatisfactory = 1 AE = approaching expectations = 2 ME = meeting expectations = 3 EE = Exceeds expectations = 4  
 N/A = doesn't apply = 5

Courses 681 & 683							
Evaluation of ACEI Addendum Data Fall 2006							
Domain Area	Objectives (ACEI Competencies)	Results*					Score*
<b>The student teacher/intern:</b>	1. Integrates reading and the other language arts into developmentally appropriate lessons. (ACEI 2.1, 3.1, 3.2, 3.3, 3.4, 3.5)	U	AE	ME	EE	N =	Mean 3.71
		0	1	3	13	16	
	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, 2.8)	U	AE	ME	EE	N =	Mean 3.59
		0	2	3	12	16	
	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, 2.8)	U	AE	ME	EE	N =	Mean 3.59
	0	2	3	12	16		
4. Is knowledgeable about the arts, music, drama, and dance, planning and carrying out effective lessons in each area. (ACEI 2.5, 2.8)	U	AE	ME	EE	N =	Mean 3.41	
	1	2	5	9	16		
5. Knows and utilizes health concepts and skills to help promote healthy lifestyles in children. (ACEI 2.6, 2.8)	U	AE	ME	EE	N =	Mean 3.18	
	3	0	5	9	16		

	6. Understands and effectively teaches physical education skills and concepts. (2.7, 2.8)	U	AE	ME	EE	N	Mean
		6	0	5	6	16	

\*Course 681 & 683 Maximum rating = 4 on a scale of 1 – 4

U = unsatisfactory = 1    AE = approaching expectations = 2

ME = meeting expectations = 3

EE = Exceeds expectations = 4



**Assessment #5: ASSESSMENT PLAN- Student Teaching/Internship**

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

A teacher candidate in grades PreK-12 is evaluated with a common instrument, the *Assessment Plan*, and 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 measure 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 a Likert scale (1-5).

This instrument is collected several times during the MAT elementary education program. It is first collected at the Developing Level (DL) in MAT Methods (MAT 640, 650, 651, 652) and in Student Teaching at the Competency Level (CL). As the assessment was being phased in during Spring 2006, data were not collected until at the CL during Fall 2006. (See Attachment A for the three component parts of the Assessment Plan). The university instructor completes this formal evaluation for all MAT Elementary Education candidates during their student teaching/2<sup>nd</sup> internship semester. (See attachment B for the Scoring Guide).

**Description of How the Assessment Specifically Aligns with ACEI Standards:**

*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		√	

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

In Fall 2006, we had 14 candidates who were assessed on the Assessment Plan in student teaching. As seen in Attachment C, all candidates are beginning to successfully develop/incorporate Assessment Components into their teaching. Strongest areas were: produces evidence of student academic growth under his/her instruction, and interprets and utilizes standardized/non-standardized test results. The greatest need for improvement was seen in developing well-constructed assessment instruments/procedures/performances and using appropriate and effective assessment technique(s) effectively. Only 1 candidate in those areas did not score a 4.

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

As noted in the description of the assessment tool, several ACEI standards are addressed. Because all student teacher/intern candidates showed gains across all categories and items and the majority of our student teacher/ intern candidates scored the highest rating possible (four), the results of this assessment provide convincing evidence that our candidates are addressing and meeting 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.) Faculty have 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 #5A: Assessment Tool or Description of Assessment**

**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.).

<b>Type of Assessments</b>	<b>Learning Objectives</b>	<b>Format of Assessment</b>
1. Pre Assessment		
2. Formative Assessment		
3. Post Assessment		

2. **Provide a narrative description which:**

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

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

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

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

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

Reprinted from Louisiana Assistance & Assessment Program

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

### **ASSESSMENT PLAN- Student Teaching/Internship**

During the Student Teaching semester candidates are 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.

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

<b>MAT 681 &amp; 683</b>							
<b>Evaluation of Assessment Plan: Student Teacher Data Fall 2006</b>							
<b>Assessment Domain Area</b>	<b>Objectives (ACEI Standards)</b>	<b>Results*</b>					<b>Score*</b>
<b>The teacher assesses student progress:</b>	1. Develops well-constructed assessment instruments/procedures/performances. (ACEI 4)	U	AE	ME	EE	N	Mean
		0	0	1	13	14	3.93
	2. Uses appropriate and effective assessment technique(s) effectively. (ACEI 4)	U	AE	ME	EE	N	Mean
		0	0	1	13	14	3.93
	3. Produces evidence of student academic growth under his/her instruction. (ACEI 1, 2.1-2.8, 3.1, 4)	U	AE	ME	EE	N	Mean
		0	0	0	14	14	4.00
	4. Interprets and utilizes standardized/non-standardized test results. (ACEI 4)	U	AE	ME	EE	N	Mean
		0	0	0	14	14	4.00

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

U = unsatisfactory = 1      AE = approaching expectations = 2      ME = meeting expectations = 3      EE = Exceeds expectations = 4

## Assessment #6: Competency Portfolio: Reflection of Learning

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

The Competency Portfolio Reflection of Learning is a written artifact that is developed during the semester of student teaching/internship. The reflection is evaluated in 4 different areas (listed below). The reflections are rated as follows: 1 (Unacceptable), 2 (Approaching Expectations), 3 (Meets Expectations), and 4 (Exceeds Expectations). For MAT student teaching/internship candidates, a score of 3 or higher must be achieved (See Attachment A).

All MAT candidates must develop a reflective summary of learning addressing the following areas:

- A. What it means to be an effective educator
- B. Lessons learned
- C. Strengths and weaknesses of their performance
- D. Impact on student learning
- E. Applicability of future performance

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

All items from the reflection are aligned with the *Competency Portfolio Reflections of Learning* as mandated by Southeastern Louisiana University College of Education and Human Development. A summary of the alignment of the Competency Portfolio Reflection of Learning with the ACEI standards follows:

ACEI Standards	Competency Portfolio Reflections of Learning
1. Development, Learning and Motivation	X
2. Curriculum Standards	
2.1 English language arts	X
2.2 Science	X
2.3 Mathematics	X
2.4 Social studies	X
2.5 The arts	X
2.6 Health Education	X
2.7 Physical Education	X
2.8 Connections across the curriculum	X
3. Instruction Standards	
3.1 Integrating and applying knowledge for instruction	X
3.2 Adaptations to diverse students	X
3.3 Development of critical thinking, problem solving, performance skills	X
3.4 Active engagement in learning	X
3.5 Communication to foster collaboration	X
4. Assessment for Instruction	X



5. Professionalism	X
5.1 Practices and behaviors of developing career teachers	X
5.2 Reflection and evaluation	X
5.3 Collaboration with families	
5.4 Collaboration with colleagues and the community	X

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

All of the MAT student teachers/interns meet or exceeded expectations for the Fall 2006 semester. As seen in Attachment B, 7 of the candidates successfully achieved a score of 3, Meets Expectations while 9 achieved a 4, Exceeds Expectations.

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

As noted in the Description of Alignment, this instrument addresses most of the ACEI Standards. Because all elementary education teacher candidates achieved a (3) Meets Expectations or (4) Exceeds Expectations, the results of this assessment provide convincing evidence that our candidates have met these standards. (See above Summary of Data Findings.) In spite of our findings, faculty can utilize the data presented to improve student performance by requiring students to complete more critical reflections, to connect to standards as they produce lessons prior to student teaching/internship, and to develop strategies to analyze data generated from student performance during methods classes.

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

Criteria	Unacceptable	Approaching Expectations	Meets Expectations (All Folio Levels)	Exceeds Expectations	Minimum Score Per Item
<b>Artifacts</b>	Artifacts show little to no knowledge of content or no description of the importance of each artifact.	Artifacts show some candidate progress, some knowledge of content and a statement of the importance of each artifact.	Artifacts show candidate progress, knowledge of content and a description of the importance of each artifact.	Artifacts show substantial candidate progress, extensive knowledge of content and detailed descriptions of the importance of each.	Meets Expectations
<b>Standards</b>	Does not connect to appropriate standards of major, or few artifacts connect to standards.	Some artifacts connect to appropriate standards, but either a) does not justify reasons for choosing standards, or b) an understanding of the standards is not indicated.	All artifacts connect to appropriate standards; justifies reasons for choosing standards; clear understanding of the standards is indicated.	All artifacts connect to appropriate standards; justifies reasons for choosing standards; articulately explains all standards attached.	Meets Expectations
<b>Reflections</b>	Describes an effective educator.	Describes an effective educator; describes lessons learned, strengths and weaknesses of performance, impact on student learning and on future performance.	Clearly describes an effective educator; critically analyzes lessons learned, strengths and weaknesses of performance, impact on student learning and on future performance.	Precisely describes an effective educator; critically analyzes lessons learned, strengths and weaknesses of performance, impact on student learning and on future performance; makes generalizations about teaching and learning.	Meets Expectations
<b>Organization and Mechanics</b>	There are more than five writing error types; sentences are poorly structured.	There are no more than five error types in grammar, punctuation, and spelling; simple sentence structure and length; simple language	There are no more than two error types in grammar, punctuation, and spelling; sentence structure and length are adequate	There are no errors in grammar, punctuation, and spelling; wide variety of sentence structure and length	Meets Expectations
<b>Field Experiences</b>	The required hours are not documented in either PASS-PORT or an uploaded CHART	<b>Meets Expectations</b> The total required hours are documented in PASS-PORT or an uploaded CHART is included.		Required field experience hours are documented in PASS-PORT or an uploaded CHART. An example of one field experience is included in a Field Experience tab.	Meets Expectations
<b>Professional Development Activities</b>	Required hours are not documented in PASS-PORT	<b>Meets Expectations</b> Required hours are documented in PASS-PORT OR this is a FALL 2006 Student Teacher or MAT Intern		Required hours are documented in PASS-PORT and an example is included in the Professional Development Activity Tab.	Meets Expectations

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

The Reflection of teaching is one component in the overall Competency Portfolio evaluation.

The rating scale is listed below:

- 1 point:** Unacceptable (An effective educator is not described.)
- 2 points:** Approaching Expectations (An effective educator is described; lessons learned strengths and weaknesses of performance, impact on student learning and on future performance are described.)
- 3 points:** Meets Expectations (An effective educator is clearly described; lessons learned, strengths and weaknesses of performance, impact on student learning and on future performance are critically analyzed.)
- 4 points:** Exceeds Expectations (Precisely describes an effective educator; lessons learned, strengths and weaknesses of performance, impact on student learning and on future performance are critically analyzed while making generalizations about teaching and learning.)

**ASSESSMENT 6 C: Candidate Data Derived from the Assessment**

**MAT 681 & 683**

**Evaluation of Competency Portfolio: Reflection of Learning**

Assessment Domain Area	Objectives (ACEI Standards & Competencies)	Results*					Score*
Reflection of Learning	Precisely describes an effective educator; critically analyzes lessons learned, strengths and weaknesses of performance, impact on student learning and on future performance; makes generalizations about teaching and learning. (ACEI 1, 2.1-8, 3.1-5, 4, 5.1, 5.2, 5.4)	U	AE	ME	EE	N =	Mean
		0	0	7	9	16	3.56

\*MAT 681 & 683 Maximum rating = 4 on a scale of 1 – 4

U = unsatisfactory = 1      AE = approaching expectations = 2

ME = meeting expectations = 3

EE = Exceeds expectations = 4

## Assessment #7: Holistic Rating Scale: Classroom Management Plan

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

All Southeastern candidates in the MAT Program must develop and complete a personal management model. The Holistic Rating Scale: Classroom Management Plan is the assessment used to evaluate the candidate's ability to produce, through written work, a realistic classroom management plan. 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: U = unsatisfactory = 1, AE = approaching expectations = 2, ME = meeting expectations = 3, EE = Exceeds expectations = 4. The minimum rating required was ME (3). The course instructor completes the evaluation for each MAT teacher candidate during the semester the candidate is enrolled in MAT 622: Classroom Management and Organization for Elementary Teachers.

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

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

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

The data show the following, classroom arrangement has the highest mean score at 3.83; followed by classroom procedures, consequences, and preventative and supportive discipline with mean scores of 3.67; classroom rules, parental involvement, and application with mean scores of 3.50; and followed by motivation and structure and writing with mean scores of 3.33. There were only 2 ratings of approaching expectations, one in parental involvement, and the other in application. One candidate in writing received the only unacceptable score

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

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 prior to Methods and Student Teaching/Internship; 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 Individual and Group Motivation and Rewards and Structure and Writing measures were the lowest ratings. While they were still above a 3 (Meets expectations), we would like to see this measure come closer to exceeding expectations, as they are crucial principles 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.

## Assessment #7A: Assessment Tool: Holistic Rating Scale: Classroom Management Plan

	Unacceptable	Approaching <i>Expectations</i>	Developing Level: Meets Expectations	Exceeds Expectations
<b>Classroom Procedures:</b> What is the purpose of classroom procedures? How will you teach these routines to students? Identify a minimum of 5 classroom procedures and how they will benefit your classroom management.	Procedures meet less than half of the requirement	Procedures meet half of the requirement	Procedures meet most of the requirement	Procedures meet all of the requirement
<b>Classroom Rules:</b> What are your classroom rules? How did you develop these rules? Relate each rule to the compelling interest addressed. How will you convey these rules to students and parents?	Classroom rules reflect little or no understanding of the lesson/or subject matter	Classroom rules reflect some understanding of the lesson/or subject matter Classroom discipline/management	Classroom rules reflect an understanding of the lesson/or subject matter Classroom discipline/management	Classroom rules reflect a clear understanding of the lesson/or subject matter Classroom discipline/management
<b>Consequences:</b> What are the consequences for students breaking the rules? What is the purpose of a consequence? Remember punish work is not acceptable, and the office is a last resort.	Consequences lack clarity and are not well understood	Consequences are and are somewhat understood	Consequences are provided and an attempt is made to make them manageable	Consequences are clear and well understood
<b>Individual and Group Motivation and Rewards:</b> What will happen in your room when a student does something right? What forms of acknowledgment will be used? Be specific. How will you motivate and reward the entire group?	Plan is ineffective in demonstrating student's understanding of motivations, rewards, and punishments.	Plan is somewhat ineffective in demonstrating student's understanding of motivations, rewards, and punishments.	Plan attempts to demonstrate student's understanding of motivations, rewards, and punishments.	Plan is very effective in demonstrating student's understanding of motivations, rewards, and punishments.
<b>Preventive and Supportive Discipline:</b> Which techniques (minimum of 4) will you use to prevent discipline problems? Why?	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 given to prevent discipline problems and a well constructed and sound rationale is also provided.
<b>Parental Involvement:</b> How will you involve parents in your classroom? How will you communicate student progress? School events?	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 used to address parental involvement, communications, and awareness
<b>Application:</b> Explain a classroom situation. Using your model, how will you deal with the inappropriate behavior? Describe the inappropriate behavior, your response to the behavior, and your response to the appropriate behavior.	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, addresses appropriate behavior and provides insight in to changing behavior
<b>Classroom Arrangement:</b> 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 organizational patterns and elements and exceeds expectations through mobility, organization and addressing students needs/ accommodations
<b>Structure &amp; Writing:</b> Your narrative explanation describing and applying your 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 adheres to all conventions of writing. There are no errors in grammar, punctuation, and spelling.

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

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)
- Rationale (R.)

Items in these areas have four possible ratings:

- U = unsatisfactory = 1
- AE = approaching expectations = 2
- ME = meeting expectations = 3
- EE = Exceeds expectations = 4

The minimum rating required was ME (3).



# ASSESSMENT 7 C: Candidate Data Derived from the Assessment

## MAT 622

### Evaluation of Unit Classroom Management Plan Data Fall 2006

Assessment Domain Area	Objectives (ACEI Standards)	Results*					Score*
<b>Classroom Management</b>	<p><b>1. Classroom Procedures:</b> What is the purpose of classroom procedures? How will you teach these routines to students? Identify a minimum of 5 classroom procedures and how they will benefit your classroom management. (ACEI 3.4, 3.5)</p>	U	AE	ME	EE	N =	Mean 3.67
		0	0	2	4	6	
	<p><b>2. Classroom Rules:</b> What are your classroom rules? How did you develop these rules? Relate each rule to the compelling interest addressed. How will you convey these rules to students and parents? (ACEI 3.4, 3.5)</p>	U	AE	ME	EE	N =	Mean 3.50
		0	0	3	3	6	
	<p><b>3. Consequences:</b> What are the consequences for students breaking the rules? What is the purpose of a consequence? Remember punish work is not acceptable, and the office is a last resort. (ACEI 3.4, 3.5)</p>	U	AE	ME	EE	N =	Mean 3.67
	0	0	2	4	6		
<p><b>4. Individual and Group Motivation and Rewards:</b> What will happen in your room when a student does something right? What forms of acknowledgment will be used? Be specific. How will you motivate and reward the entire group? (ACEI 3.4, 3.5)</p>	U	AE	ME	EE	N =	Mean 3.33	
	0	0	4	2	6		
<p><b>5. Preventive and Supportive Discipline:</b> Which techniques (minimum of 4) will you use to prevent discipline problems? Why? ( ACEI 3.4, 3.5)</p>	U	AE	ME	EE	N =	Mean 3.67	
	0	0	2	4	6		

	<b>6. Para, volunteers, peers, and parental Involvement:</b> How will you involve others in your classroom? How will you communicate student progress? School events? (ACEI 3.4, 3.5, 5.3, 5.4)	<table border="1"> <tr> <td>U</td> <td>AE</td> <td>ME</td> <td>EE</td> <td>N</td> </tr> <tr> <td>=</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>0</td> <td>1</td> <td>1</td> <td>4</td> <td>6</td> </tr> </table>	U	AE	ME	EE	N	=					0	1	1	4	6	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.50</td> </tr> </table>	Mean	3.50
U	AE	ME	EE	N																
=																				
0	1	1	4	6																
Mean																				
3.50																				
	<b>7. Classroom Arrangement:</b> Attach sketch and explanation (ACEI 1, 3.2, 3.4)	<table border="1"> <tr> <td>U</td> <td>AE</td> <td>ME</td> <td>EE</td> <td>N</td> </tr> <tr> <td>=</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>0</td> <td>0</td> <td>1</td> <td>5</td> <td>6</td> </tr> </table>	U	AE	ME	EE	N	=					0	0	1	5	6	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.83</td> </tr> </table>	Mean	3.83
U	AE	ME	EE	N																
=																				
0	0	1	5	6																
Mean																				
3.83																				
	<b>8. Application:</b> Explain a classroom situation. Using your model, how will you deal with the inappropriate behavior? Describe the inappropriate behavior, your response to the behavior, and your response to the appropriate behavior. (ACEI 3.4)	<table border="1"> <tr> <td>U</td> <td>AE</td> <td>ME</td> <td>EE</td> <td>N</td> </tr> <tr> <td>=</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>0</td> <td>1</td> <td>1</td> <td>4</td> <td>6</td> </tr> </table>	U	AE	ME	EE	N	=					0	1	1	4	6	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.50</td> </tr> </table>	Mean	3.50
U	AE	ME	EE	N																
=																				
0	1	1	4	6																
Mean																				
3.50																				
	<b>9. Structure &amp; Writing:</b> Your narrative explanation describing and applying your model should be well written and organized (ACEI 3.5, 5.1, 5.2, 5.4)	<table border="1"> <tr> <td>U</td> <td>AE</td> <td>ME</td> <td>EE</td> <td>N</td> </tr> <tr> <td>=</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>0</td> <td>1</td> <td>4</td> <td>6</td> </tr> </table>	U	AE	ME	EE	N	=					1	0	1	4	6	<table border="1"> <tr> <td>Mean</td> </tr> <tr> <td>3.33</td> </tr> </table>	Mean	3.33
U	AE	ME	EE	N																
=																				
1	0	1	4	6																
Mean																				
3.33																				

\*MAT 622 Maximum rating = 4 on a scale of 1 – 4

U = unsatisfactory = 1  
expectations = 3

AE = approaching expectations = 2

ME = meeting

EE = Exceeds expectations = 4

## **Section V**

### **Principal Findings**

While compiling this report, the members of the ACEI MAT SPA Committee found that our program is very strong in many respects but needs improvement in certain areas. Based on a summary of the assessment data collected from the MAT Program, the following curriculum matters have been identified, discussed and will be addressed. Each of the following areas 1) provides evidence of how we have used assessment results to improve our program and/or 2) our planned efforts to use the assessment data.

### **Content Knowledge**

1. All elementary teacher candidates passed the PRAXIS II: Content Knowledge test before their student teaching semester. As of Fall 2006, an addendum was added to the Student Teaching Evaluation based on the critical need to obtain specific information for program improvement regarding content knowledge. Data collected indicated that our student teachers received high scores in knowing the content for planning and teaching children in grades 1-5, with the exception of mathematics. Although most curricular areas were addressed in the addendum, we found that mathematics was omitted because the writers believed that candidates' competencies in teaching mathematics would be addressed in the math methods courses' evaluations. However, when examining the data, we found that the evaluation sheets were not subject-specific, so no indication of mathematical teaching capabilities was indicated on most of the chosen assessments (although many were used for the evaluation of math lessons). Thus, we are in the process of adding a mathematics item to the addendum.
2. The PRAXIS II: Content Knowledge data indicated that although our candidates are doing well when compared to our sister institutions in Louisiana, we need to examine the PRAXIS II results in the areas of mathematics, social studies, and science, and determine where we can improve our program.
3. We will continue to monitor candidate content knowledge in our methods classes as well as in student teaching/internship. The MAT Program is currently under revision. Administration and faculty of the revision committee will examine the area of content knowledge to determine appropriate changes to the program necessary based on data collected.

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

1. Although our candidates did well on the majority of performance indicators on the LCET, two areas of weakness were perceived when examining the data: planning and accommodating for individual differences. As a result, we will continue to work with our methods students as well as student teachers/interns, on planning for and

accommodating individual differences. We will work with methods faculty to insure that our candidates are including both accommodations and specific higher order questions in their lesson and unit plans.

2. Although, we address first through fifth grade methodology and field experiences in various classes, we will continue to make a consistent and conscientious effort to place teacher candidates in a variety of settings throughout their teacher preparation program from the Introductory Level courses to the Developing Level courses to the Competency Level course of student teaching. Our faculty is working closely with the Field Placement Coordinator to ensure such placements.

3. Although our candidates are required to reflect on their teaching, we found that they need more instruction on writing in-depth reflections, especially on how they can improve their teaching. We will work with methods faculty, cooperating teachers, and university supervisors to ensure that our candidates are developing this skill.
4. We have also found that our candidates need to make connections among planning, teaching and assessment. As the MAT revision committee reviews data, emphasis will be placed on all methods classes to complete an assessment plan to better prepare candidates.
5. Many of our cooperating teachers have only one or two computers in their classrooms; therefore, our student teachers tend to have limited capabilities for incorporating technology into their lessons, especially in the area of allowing the student they teach to utilize technology in learning. Thus, we plan to encourage our cooperating teachers to allow the student teachers to work with their children in the schools' computer labs and also encourage them to write mini-grants to purchase Smart Boards and other equipment.

### **Effect on Student Learning**

1. During the Fall 2006 semester, we required our student teachers/2<sup>nd</sup> year interns to implement an assessment plan in their classrooms. Although many of them did a remarkable job with this assignment, many struggled with interpretation of data and utilizing the data to impact teaching. Therefore, beginning in the Spring 2007 semester, the assessment plan will be carried out in methods courses as well as student teaching/internship with more specific training given to the candidates. In addition, more practice with a variety of assessments, including interpreting and utilizing test results, will be incorporated into our assessment courses.
2. Because candidates struggled with developing well-constructed assessments, instructors in the assessment courses will give more opportunities and training to construct effective assessment instruments. As the MAT program is revised, more emphasis will be placed on candidate instruction in the areas of assessment, planning, instruction and the direct relation to student learning.