

# Shepherd University

## Detailed Assessment Report

As of: 2/27/2017 11:02 AM EST

### 2014-2015 Education: Core Curriculum

#### Mission / Purpose

Department of Education Vision Statement: The Department of Education at Shepherd University seeks to champion the value of liberal education and the profession of education by communicating effectively to students, their families, policy makers, educational leaders, and education practitioners about the importance of learning outcomes for future educators. Department of Education Mission Statement: The Department of Education at Shepherd University will prepare future educators by utilizing the West Virginia Professional Teaching Standards (WVPTS) as outcome-based teacher education standards. The WVPT standards intersect with the department's conceptual framework, Teacher as Reflective Problem Solver (TARPS). The TARPS philosophy addresses knowledge, disposition and performance goals. Students will acquire knowledge which enables them to make informed choices, to participate actively in the shaping of their lives, and to influence the social, cultural, political and economic structures of a democratic society. Students will also be required to demonstrate the capacity to reflect on the day-to-day aspects of teaching/learning; to decide whether a teaching/learning activity achieves the purposes of a sound education; and to judge how this experience relates to the larger issues of democracy, justice, and equity in our diverse society. Lastly, students will participate in activities to facilitate the development of their capacity to plan, implement, and assess instruction in a standards-based environment that is effective for all students. Having EDUC 150, Seminar in Teaching, and EDUC 400, Inclusion in the Regular Classroom (with the related Student Teaching Practicum, EDUC 450, 453, 455, 456, 457) in the Core Curriculum supports this vision and mission.

#### Goals

##### **LEAP Goal #4**

The Core Curriculum Education courses (EDUC 150 and EDUC 400/ with the related Student Teaching Practicum, EDUC 450, 453, 455, 456, 457) support Core Curriculum Goal No. 4: Integrative Learning

#### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

##### **Outcome 1: Experiential Learning**

Demonstrate synthesis and advanced accomplishment across general and specialized studies through a capstone experience in the chosen discipline. Coursework in the Education Major commences with EDUC 150: Seminar in Education, and continues through the final capstone student teaching experience (EDUC 450, 453, 455, 456, 457) with a concurrent seminar class, EDUC 400: Inclusion in the Regular Classroom. While completing the program of study for Education Majors, students attend and participate in field experiences at a variety of school settings. The progression of field-based coursework provides opportunities for students to engage the Teacher as Reflective Problem Solver (TARPS) philosophy as they refine their own knowledge, disposition, and performance in actual classrooms. In addition, the West Virginia Professional Teaching Standards (WVPTS) provide outcome-based indicators to measure the student's ability to critically reflect on their teaching practices and to make adjustments based on data. EDUC 150 and EDUC 400/ with

the related Student Teaching Practicum, EDUC 450, 453, 455, 456, 457 assess the student's progress with the WVPTS standard IV-C, Reflection on Practice.

**Relevant Associations:**

West Virginia Professional Teaching Standards IV-C: Reflection on Practice - The teacher engages in continuous critical examination of his/her teaching practice and makes adjustments based on data.

**Core Curriculum Associations:**

Experiential Learning Competency: Incorporating active, participatory experiences to enhance learning, specifically the development of critical thinking and reflective judgment skills, and to teach students to be advocates and change agents.

**Institutional Priority Associations:**

LEAP Goal 4: Integrative Learning

**Strategic Plan Associations:**

Shepherd University

Pathway 1: Inspire Student Learning and Development

**Related Measures:**

**Measure 1**

Students in all sections of EDUC 150: Education Seminar, complete a job shadow field experience. Students accompany an individual teacher in the field for one day. The student takes observation notes and interviews the teacher. Using this data, the student writes a reflection on their experience and then shares their thoughts and insights about the experience with their peers. Instructors of each section of EDUC 150 will score the students submissions on the corresponding rubric.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**

- *EDUC 150 rubric*

**Target:**

1) At least 80 percent of the students will receive a rating of Meets Standard on the following criterion on the Job Shadow Reflection Rubric: Attention to Components of the Experience. Students are asked to identify, describe, and analyze different aspects inside the classroom and details outside the classroom. Students draw conclusions and/or explore the interrelationship among aspects of the teacher's job from observations and information from the interview. 2) At least 80 percent of the students will receive a rating of Meets Standard on the following criterion on the Job Shadow Reflection Rubric: Analysis of Experience. Students are asked to develop topics and/or themes related to the teacher's day with supporting information from the teacher interview and/or observations.

**Findings (2014-2015) - Target: Met**

92.14% of the students received a rating of Meets Standard on the criterion for Attention to Components of the Experience on the Job Shadow Reflection Rubric. 92.14% of the students received a rating of Meets Standard on the criterion for Analysis of Experience on the Job Shadow Reflection Rubric.

## **Measure 2**

Students in all sections of EDUC 400: Inclusion in the Regular Classroom Seminar, create a Teacher Work Sample and present the findings in class. The Teacher Work Sample is based on the assessment of student work, the development and delivery of an instructional unit of lessons, and the determination of student learning. Instructors of each section of EDUC 400 will score the students submissions on the corresponding rubric.

Source of Evidence: Portfolio, showing skill development or best work

### **Connected Document**

- *EDUC 400 rubric*

### **Target:**

At least 80 percent of the students will receive a rating of Meets Standard on the following criterion on the Teacher Work Sample Rubric: Part V - Reflective Analysis. Students are asked to reflect on the impact of contextual factors on learning, including their strengths and weaknesses as a teacher candidate on the teaching practice and/or indicate the interplay and interdependence among instructional factors. In addition, the reflection includes the student's recognition of these factors on student learning.

### **Findings (2014-2015) - Target: Met**

94.74% of students received a rating of Meets Standard on identified criterion on the Teacher Work Sample Rubric.

## **Outcome 2: Creative Thinking**

Creative Thinking: Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

### **Relevant Associations:**

#### **Core Curriculum Associations:**

Creative Thinking Competency: Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

#### **Institutional Priority Associations:**

LEAP Goal 4: Integrative Learning

#### **Strategic Plan Associations:**

Shepherd University

Pathway 1: Inspire Student Learning and Development

### **Related Measures:**

#### **Measure 1**

Students in each section of the Student Teaching Practicum (EDUC 450, 453, 455, 456, 457) are observed at least five times by a University or Education Supervisor. During observations, the University or Education Supervisor records evidence of

the teacher candidate's performance in relation to the West Virginia Professional Teaching Standards (WVPTS). The observational data from each of the visits completed by the University or Education Supervisor is recorded on an ST-11 Observation form and after all observations have been completed, the data is tallied using the ST-11-US Summative form. The ST-11-US Observation form and the ST-11 Summative form have been approved by the Shepherd University Professional Education Unit. The ST-11-US Observation form and the ST-11 Summative form list each West Virginia Professional Teaching Standard (WVPTS) and corresponding functions. When the University or Education Supervisor complete the forms based on observational data for each teacher candidate, information about the WVPTS Standard IV-C: Reflection on Practice is provided.

Source of Evidence: Professional standards

**Connected Document**

- *ST 11 Observation rubric*

**Target:**

At least 80 percent of the students will receive a rating of Meets Standard on the following function on the ST-11-US Summative form: STANDARDiv: PROFESSIONAL RESPONSIBILITY FOR SELF-RENEWAL, C. REFLECTION ON PRACTICE. Students show evidence of engagement in self-evaluation of their own teaching practice and articulate adjustments needed for improvement. In addition, students demonstrate a willingness to learn from experiences.

**Findings (2014-2015) - Target: Met**

At least 98.21% of students received a rating of Meets Standard on identified Functions on the ST-11 by the university supervisor.

**Measure 2**

Students in each section of the Student Teaching Practicum (EDUC 450, 453, 455, 456, 457) are evaluated by the Cooperating Teacher at their field experience site. Cooperating Teachers are site-based Teacher Educators charged with providing guidance and mentoring to support the Student Teacher's professional development in conjunction with the University Supervisor(s). The Cooperating Teacher records evidence of the teacher candidate's performance in relation to the West Virginia Professional Teaching Standards (WVPTS). The Cooperating Teacher records observational data about the student teacher on the ST-11 CT Summative form. The ST-11-CT Summative form has been approved by the Shepherd University Professional Education Unit. It lists each West Virginia Professional Teaching Standard (WVPTS) and corresponding functions. When the Cooperating Teacher completes the form based on observational data for the teacher candidate, information about the WVPTS Standard IV-C: Reflection on Practice is provided.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**

- *ST 11 Summative rubric*

**Target:**

At least 80 percent of the students will receive a rating of Meets Standard on the following function on the ST-11-US Summative form: STANDARDiv: PROFESSIONAL

RESPONSIBILITY FOR SELF-RENEWAL, C. REFLECTION ON PRACTICE. Students show evidence of engagement in self-evaluation of their own teaching practice and articulate adjustments needed for improvement. In addition, students demonstrate a willingness to learn from experiences.

**Findings (2014-2015) - Target: Met**

At least 96.42% of students received a rating of Meets Standard on identified Functions on the ST-11 by the cooperating teacher.

**Detailed Assessment Report**

As of: 2/27/2017 11:02 AM EST

**2014-2015 Elementary Education (comprehensive), B.A.**

**Goals**

**Goal 1: Knowledge Goals**

The Shepherd Teacher Education Program works from a conceptual framework of Teacher as Reflective Problem Solver (TARPS). In keeping with that framework and the institutional mission referenced above, we assess teacher candidates based on the following goals: Knowledge Goals - In order for teachers to engage pedagogical problems, they must refer to a knowledge base that supports their beliefs and actions. The prospective teacher must possess knowledge of content, context, and learners.

**Goal 2: Performance Goals**

Performance Goals - Performance goals are oriented toward developing the candidate's capacity to plan, implement, and assess a program of teaching/learning that is effective for all students.

**Goal 3: Disposition Goals**

Disposition Goals - Candidates must demonstrate the capacity to reflect on the day-to-day aspects of teaching/learning: to decide whether or not a teaching/learning activity achieves the purposes of a sound education; and to judge how this experience relates to the larger issues of democracy, justice, and equity in our multicultural society.

**Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**Outcome 1:**

Students completing the program in elementary education will demonstrate knowledge of learners and pedagogical knowledge of their specialization (Knowledge Goals).

**Related Measures:**

**Measure 1**

Standardized test of subject matter knowledge Criteria for Success: Eighty-five percent of students completing the program in elementary education will receive passing scores on the first attempt of the K-6 Principles of Learning and Teaching (PLT) Test, a Praxis II Subject Assessments test from Education Testing Services (ETS).

Source of Evidence: Standardized test of subject matter knowledge

**Target:**

Eighty-five percent of students completing the program in elementary education will receive passing scores on the first attempt of the K-6 Principles of Learning and Teaching (PLT) Test, a Praxis II Subject Assessments test from Education Testing Services (ETS).

**Findings (2014-2015) - Target: Met**

98% of students completing the program in elementary education received a passing score on the K-6 Principles of Learning and Teaching (PLT) Test on the first attempt.

**Measure 2**

ST-11-CT Student Teaching Evaluation Criteria for Success: Eighty-five percent of students completing the program in elementary education will receive a rating of Meets or Exceeds Standard on Functions 1B, 2A, B, C, D, E, and F from the ST-11 CT Evaluation form completed by the cooperating teacher at each placement.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**

- *Student Teacher Performance Assessment (US and CT) elem*

**Target:**

Eighty-five percent of students completing the program in elementary education will receive a rating of Meets or Exceeds Standard on Functions 1B, 2A, B, C, D, E, and F from the ST-11 CT Evaluation form completed by the cooperating teacher at each placement.

**Findings (2014-2015) - Target: Met**

At least 92% of students completing the program in elementary education received a rating of Meets or Exceeds Standards on identified ST-11 Functions by the cooperating teacher.

**Measure 3**

ST-11 US Student Teaching Evaluation Criteria for Success: Eighty-five percent of students completing the program in elementary education will receive a rating of Meets or Exceeds Standard on Functions 1B, 2A, B, C, D, E, and F from the ST-11 US Evaluation form completed by the university supervisors at each placement.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**

- *Student Teacher Performance Assessment (US and CT) elem*

**Target:**

Eighty-five percent of students completing the program in elementary education will receive a rating of Meets or Exceeds Standard on Functions 1B, 2A, B, C, D, E, and F from the ST-11 US Evaluation form completed by the university supervisors at each placement.

**Findings (2014-2015) - Target: Met**

At least 96% of students completing the program in elementary education received a rating of Meets or Exceeds Standard on identified ST-11 Functions by university supervisors.

**Outcome 2:**

Students completing the program in elementary education will demonstrate content knowledge of their specialization (Knowledge Goals).

## Related Measures:

### **Measure 1**

Standardized test of subject matter knowledge Criteria for Success: Eighty-five percent of students completing the program in elementary education will receive passing scores on the first attempt of the Elementary Education: Curriculum, Instruction, & Assessment Test, a subtest of Praxis II from Education Testing Services (ETS).

Source of Evidence: Standardized test of subject matter knowledge

### **Target:**

Eighty-five percent of students completing the program in elementary education will receive passing scores on the first attempt of the Elementary Education: Curriculum, Instruction, & Assessment Test, a subtest of Praxis II from Education Testing Services (ETS).

### **Findings (2014-2015) - Target: Met**

89% of students completing the program in elementary education received a passing score on the Elementary Education: Curriculum, Instruction, and Assessment Test on the first attempt (Praxis II).

### **Measure 2**

ST-11 CT Student Teaching Evaluation Criteria for Success: Eighty-five percent of students completing the program in elementary education will receive a rating of Meets or Exceeds Standard on Functions 1A, C, D, and E from the ST-11 CT Evaluation form completed by the cooperating teacher at each placement

Source of Evidence: Field work, internship, or teaching evaluation

### **Connected Document**

- *Student Teacher Performance Assessment (US and CT) elem*

### **Target:**

Eighty-five percent of students completing the program in elementary education will receive a rating of Meets or Exceeds Standard on Functions 1A, C, D, and E from the ST-11 CT Evaluation form completed by the cooperating teacher at each placement

### **Findings (2014-2015) - Target: Met**

At least 92% of students completing the program in elementary education received a rating of Meets or Exceeds Standard on identified Functions on the ST-11 by the cooperating teacher.

### **Measure 3**

- ST-11 US Student Teaching Evaluation Criteria for Success: Eighty-five percent of students completing the program in elementary education will receive a rating of Meets or Exceeds Standard on Functions 1A, C, D, and E from the ST-11 US Evaluation form completed by the university supervisors at each placement.

Source of Evidence: Field work, internship, or teaching evaluation

### **Connected Document**

- *Student Teacher Performance Assessment (US and CT) elem*

**Target:**

Eighty-five percent of students completing the program in elementary education will receive a rating of Meets or Exceeds Standard on Functions 1A, C, D, and E from the ST-11 US Evaluation form completed by the university supervisors at each placement.

**Findings (2014-2015) - Target: Met**

At least 94% of students completing the program in elementary education received a rating of Meets or Exceeds Standard on identified Functions on the ST-11 by the university supervisor.

**Outcome 3:**

Students completing the program in elementary education will exhibit competent teaching performance (Performance Goals).

**Related Measures:**

**Measure 1**

Employer survey, including perceptions of the program  
Criteria for Success: Eighty-five percent of recent hires will be characterized by responding principals as exhibiting competent teaching performance by being rated on average at least 3 on a 4-point scale on the total of all 25 items on the Survey of Regional Public School Personnel Employers.

Source of Evidence: Employer survey, incl. perceptions of the program

**Connected Document**

- *Survey of Public School Principals*

**Target:**

Eighty-five percent of recent hires will be characterized by responding principals as exhibiting competent teaching performance by being rated on average at least 3 on a 4-point scale on the total of all 25 items on the Survey of Regional Public School Personnel Employers.

**Findings (2014-2015) - Target: Met**

100% of recent hires were characterized by responding principals as exhibiting competent teaching performance.

**Measure 2**

ST-11 CT Student Teaching Evaluation Criteria for Success: Eighty-five percent of students completing the program in elementary education will receive a rating of Meets or Exceeds Standard on Functions 3A, B, C, D, E, and F from the ST-11 CT Evaluation form completed by the cooperating teacher at each placement.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**

- *Student Teacher Performance Assessment (US and CT) elem*

**Target:**

Eighty-five percent of students completing the program in elementary education will receive a rating of Meets or Exceeds Standard on Functions 3A, B, C, D, E, and F from the ST-11 CT Evaluation form completed by the cooperating teacher at each placement.



### **Findings (2014-2015) - Target: Met**

At least 96% of students completing the program in elementary education received a rating of Meets or Exceeds Standard on identified Functions on the ST-11 by the cooperating teacher.

#### **Measure 3**

ST-11 US Student Teaching Evaluation Criteria for Success: Eighty-five percent of students completing the program in elementary education will receive a rating of Meets or Exceeds Standard on Functions 3A, B, C, D, E, and F from the ST-11 US Evaluation form completed by the university supervisors at each placement.

Source of Evidence: Field work, internship, or teaching evaluation

#### **Connected Document**

- *Student Teacher Performance Assessment (US and CT) elem*

#### **Target:**

Eighty-five percent of students completing the program in elementary education will receive a rating of Meets or Exceeds Standard on Functions 3A, B, C, D, E, and F from the ST-11 US Evaluation form completed by the university supervisors at each placement.

### **Findings (2014-2015) - Target: Met**

At least 97% of students completing the program in elementary education received a rating of Meets or Exceeds Standard on identified Functions on the ST-11 by the university supervisor.

#### **Outcome 4:**

Students completing the program in elementary education will exhibit qualities of TARPS (Teacher As Reflective Problem Solver (Disposition Goals)).

#### **Related Measures:**

##### **Measure 1**

Instructor's Qualitative Evaluation of Teacher Education Student (Pro-05) Criteria for Success: Eighty-five percent of ratings earned by students completing the program in elementary education will be in the Good/Fair category or above on the Department of Education form, Instructor 's Qualitative Evaluation of Teacher Education Student (Pro-05), upon completing EDUC 400, Student Teaching Seminar.

Source of Evidence: Field work, internship, or teaching evaluation

#### **Connected Document**

- *Instructor's Qualitative Evaluation of Teacher Education Student*

#### **Target:**

Eighty-five percent of ratings earned by students completing the program in elementary education will be at the Good/Fair category or above on the Department of Education form, Instructor 's Qualitative Evaluation of Teacher Education Student (Pro-05), upon completing EDUC 400, Student Teaching Seminar.

### **Findings (2014-2015) - Target: Met**

Ninety-seven percent of ratings earned by students completing the program in elementary education were at the Good/Fair level or above.

#### **Measure 2**

ST-11 CT Student Teaching Evaluation Criteria for Success: Eighty-five percent of students completing the program in elementary education will receive a rating of Meets or Exceeds Standard on Functions 4A, B, C, and 5 I from the ST-11 CT Evaluation form completed by the cooperating teacher at each placement.

Source of Evidence: Field work, internship, or teaching evaluation

#### **Connected Document**

- *Student Teacher Performance Assessment (US and CT) elem*

#### **Target:**

Eighty-five percent of students completing the program in elementary education will receive a rating of Meets or Exceeds Standard on Functions 4A, B, C, and 5 I from the ST-11 CT Evaluation form completed by the cooperating teacher at each placement.

### **Findings (2014-2015) - Target: Met**

At least 92% of students completing the program in elementary education received a rating of Meets or Exceeds Standard on identified Functions on the ST-11 by the cooperating teacher.

#### **Measure 3**

ST-11 US Student Teaching Evaluation Criteria for Success: Eighty-five percent of students completing the program in elementary education will receive a rating of Meets or Exceeds Standard on Functions 4A, B, C, and 5 I from the ST-11 US Evaluation form completed by the university supervisors at each placement.

Source of Evidence: Field work, internship, or teaching evaluation

#### **Connected Document**

- *Student Teacher Performance Assessment (US and CT) elem*

#### **Target:**

Eighty-five percent of students completing the program in elementary education will receive a rating of Meets or Exceeds Standard on Functions 4A, B, C, and 5 I from the ST-11 US Evaluation form completed by the university supervisors at each placement.

### **Findings (2014-2015) - Target: Met**

100% of students completing the program in elementary education received a rating of Meets or Exceeds Standard on identified Functions on the ST-11 by the university supervisor.

## **Detailed Assessment Report**

As of: 2/27/2017 11:02 AM EST

**2014-2015 Secondary Education (comprehensive), B.A.**

## Goals

### **Goal 1: Knowledge Goals**

The Shepherd Teacher Education Program works from a conceptual framework of Teacher as Reflective Problem Solver (TARPS). In keeping with that framework and the institutional mission referenced above, we assess teacher candidates based on the following goals: Knowledge Goals - In order for teachers to engage pedagogical problems, they must refer to a knowledge base that supports their beliefs and actions. The prospective teacher must possess knowledge of content, context, and learners.

### **Goal 2: Performance Goals**

Performance Goals - Performance goals are oriented toward developing the candidate's capacity to plan, implement, and assess a program of teaching/learning that is effective for all students.

### **Goal 3: Disposition Goals**

Disposition Goals - Candidates must demonstrate the capacity to reflect on the day-to-day aspects of teaching/learning: to decide whether or not a teaching/learning activity achieves the purposes of a sound education; and to judge how this experience relates to the larger issues of democracy, justice, and equity in our multicultural society.

## Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

### **Outcome 1:**

Students completing the program in secondary education will demonstrate knowledge of learners and pedagogical knowledge of their specialization (Knowledge Goals).

#### Related Measures:

##### **Measure 1**

Standardized test of subject matter knowledge Criteria for Success: Eighty-five percent of students completing the program in secondary education will receive passing scores on the first attempt of the 7-12 Principles of Learning and Teaching (PLT) Test, a Praxis II: Subject Assessments test from Education Testing Services (ETS).

Source of Evidence: Standardized test of subject matter knowledge

#### **Target:**

Eighty-five percent of students completing the program in secondary education will receive passing scores on the first attempt of the 7-12 Principles of Learning and Teaching (PLT) Test, a Praxis II: Subject Assessments test from Education Testing Services (ETS).

#### **Findings (2014-2015) - Target: Met**

93% of students completing the program in secondary education received a passing score on the 7-12 Principles of Learning and Teaching (PLT) Test on the first attempt.

##### **Measure 2**

ST-11-CT Student Teaching Evaluation Criteria for Success: Eighty-five percent of students completing the program in secondary education will receive a rating of Meets or Exceeds Standard on Functions 1B, 2A, B, C, D, E, and F from the ST-11 CT Evaluation form completed by the cooperating teacher at each placement.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

Eighty-five percent of students completing the program in secondary education will receive a rating of Meets or Exceeds Standard on Functions 1B, 2A, B, C, D, E, and F from the ST-11 CT Evaluation form completed by the cooperating teacher at each placement.

**Findings (2014-2015) - Target: Met**

At least 96.43% of students completing the program in secondary education received a rating of Meets or Exceeds Standard on identified Functions on the ST-11 completed by the cooperating teacher.

**Measure 3**

ST-11 US Student Teaching Evaluation Criteria for Success: Eighty-five percent of students completing the program in secondary education will receive a rating of Meets or Exceeds Standard on Functions 1B, 2A, B, C, D, E, and F from the ST-11 US Evaluation form completed by the university supervisors at each placement.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**

- *Student Teacher Performance Assessment (US and CT) sec*

**Target:**

Eighty-five percent of students completing the program in secondary education will receive a rating of Meets or Exceeds Standard on Functions 1B, 2A, B, C, D, E, and F from the ST-11 US Evaluation form completed by the university supervisors at each placement.

**Findings (2014-2015) - Target: Met**

100% of students completing the program in secondary education received a rating of Meets or Exceeds Standard on identified Functions on the ST-11 by the university supervisor.

**Outcome 2:**

Students completing the program in secondary education will demonstrate content knowledge of their specialization (Knowledge Goals).

**Related Measures:**

**Measure 1**

Standardized test of subject matter knowledge Criteria for Success: Eighty-five percent of students completing the program in secondary education will receive passing scores on the first attempt of the specific Secondary Education content knowledge exam for their specialization, a subtest of Praxis II from Education Testing Services (ETS).

Source of Evidence: Standardized test of subject matter knowledge

**Target:**

Standardized test of subject matter knowledge Criteria for Success: Eighty-five percent of students completing the program in secondary education will receive passing scores on the first attempt of the specific Secondary Education content knowledge exam for their specialization, a subtest of Praxis II from Education Testing Services (ETS).

### **Findings (2014-2015) - Target: Met**

96% of students completing the program in secondary education received passing scores on the first attempt of the specific Secondary Education content knowledge exam for their specialization.

#### **Measure 2**

ST-11 CT Student Teaching Evaluation Criteria for Success: Eighty-five percent of students completing the program in secondary education will receive a rating of Meets or Exceeds Standard on Functions 1A, C, D, and E from the ST-11 CT Evaluation form completed by the cooperating teacher at each placement.

Source of Evidence: Field work, internship, or teaching evaluation

#### **Connected Document**

- *Student Teacher Performance Assessment (US and CT) sec*

#### **Target:**

Eighty-five percent of students completing the program in secondary education will receive a rating of Meets or Exceeds Standard on Functions 1A, C, D, and E from the ST-11 CT Evaluation form completed by the cooperating teacher at each placement.

### **Findings (2014-2015) - Target: Met**

At least 96.43% of students completing the program in secondary education received a rating of Meets or Exceeds Standard on identified Functions on the ST-11 by the cooperating teacher.

#### **Measure 3**

ST-11 US Student Teaching Evaluation Criteria for Success: Eighty-five percent of students completing the program in secondary education will receive a rating of Meets or Exceeds Standard on Functions 1A, C, D, and E from the ST-11 US Evaluation form completed by the university supervisors at each placement.

Source of Evidence: Field work, internship, or teaching evaluation

#### **Connected Document**

- *Student Teacher Performance Assessment (US and CT) sec*

#### **Target:**

Eighty-five percent of students completing the program in secondary education will receive a rating of Meets or Exceeds Standard on Functions 1A, C, D, and E from the ST-11 US Evaluation form completed by the university supervisors at each placement.

### **Findings (2014-2015) - Target: Met**

At least 95% of students completing the program in secondary education received a rating of Meets or Exceeds Standard on identified Functions on the ST-11 by the university supervisor.

#### **Outcome 3:**

Students completing the program in secondary education will exhibit competent teaching performance (Performance Goals).

## Related Measures:

### **Measure 1**

Employer survey, including perceptions of the program  
Criteria for Success: Eighty-five percent of recent hires will be characterized by responding principals as exhibiting competent teaching performance by being rated on average of at least 3 on a 4-point scale on the total of all 25 items of the Survey of Regional Public School Personnel Employers.

Source of Evidence: Field work, internship, or teaching evaluation

### **Connected Document**

- *Survey of Public School Principals*

### **Target:**

Eighty-five percent of recent hires will be characterized by responding principals as exhibiting competent teaching performance by being rated on average of at least 3 on a 4-point scale on the total of all 25 items of the Survey of Regional Public School Personnel Employers.

### **Findings (2014-2015) - Target: Met**

100% of recent hires were characterized by responding principals as exhibiting competent teaching performance.

### **Measure 2**

ST-11 CT Student Teaching Evaluation Criteria for Success: Eighty-five percent of students completing the program in secondary education will receive a rating of Meets or Exceeds Standard on Functions 3A, B, C, D, E, and F from the ST-11 CT Evaluation form completed by the cooperating teacher at each placement.

Source of Evidence: Field work, internship, or teaching evaluation

### **Connected Document**

- *Student Teacher Performance Assessment (US and CT) sec*

### **Target:**

Eighty-five percent of students completing the program in secondary education will receive a rating of Meets or Exceeds Standard on Functions 3A, B, C, D, E, and F from the ST-11 CT Evaluation form completed by the cooperating teacher at each placement.

### **Findings (2014-2015) - Target: Met**

At least 96.43% of students completing the program in secondary education received a rating of Meets or Exceeds Standard on identified Functions on the ST-11 by the cooperating teacher.

### **Measure 3**

ST-11 US Student Teaching Evaluation Criteria for Success: Eighty-five percent of students completing the program in secondary education will receive a rating of Meets or Exceeds Standard on Functions 3A, B, C, D, E, and F from the ST-11 US Evaluation form completed by the university supervisors at each placement.

Source of Evidence: Field work, internship, or teaching evaluation

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- *Student Teacher Performance Assessment (US and CT) sec*

#### **Target:**

Eighty-five percent of students completing the program in secondary education will receive a rating of Meets or Exceeds Standard on Functions 3A, B, C, D, E, and F from the ST-11 US Evaluation form completed by the university supervisors at each placement.

#### **Findings (2014-2015) - Target: Met**

100% of students completing the program in secondary education received a rating or Meets or Exceeds Standard on identified Functions on the ST-11 by the university supervisor.

#### **Outcome 4:**

Students completing the program in secondary education will exhibit qualities of TARPS (Teacher As Reflective Problem Solver (Disposition Goals)).

### **Related Measures:**

#### **Measure 1**

Instructor's Qualitative Evaluation of Teacher Education Student (Pro-05) Criteria for Success: Eighty-five percent of ratings earned by students completing the program in secondary education will be at the Good/Fair category or above on the Department of Education form, Instructor 's Qualitative Evaluation of Teacher Education Student (Pro-05), upon completing EDUC 400, Student Teaching Seminar.

Source of Evidence: Field work, internship, or teaching evaluation

### **Connected Document**

- *Instructor's Qualitative Evaluation of Teacher Education Student*

#### **Target:**

Eighty-five percent of ratings earned by students completing the program in secondary education will be at the Good/Fair category or above on the Department of Education form, Instructor 's Qualitative Evaluation of Teacher Education Student (Pro-05), upon completing EDUC 400, Student Teaching Seminar.

#### **Findings (2014-2015) - Target: Met**

Ninety-six percent of ratings earned by students completing the program in secondary education were at the Good/Fair category or above.

#### **Measure 2**

ST-11 CT Student Teaching Evaluation Criteria for Success: Eighty-five percent of students completing the program in secondary education will receive a rating of Meets or Exceeds Standard on Functions 4A, B, C, and 5 I from the ST-11 CT Evaluation form completed by the cooperating teacher at each placement.

Source of Evidence: Field work, internship, or teaching evaluation

### **Connected Document**

- *Student Teacher Performance Assessment (US and CT) sec*

**Target:**

Eighty-five percent of students completing the program in secondary education will receive a rating of Meets or Exceeds Standard on Functions 4A, B, C, and 5 I from the ST-11 CT Evaluation form completed by the cooperating teacher at each placement.

**Findings (2014-2015) - Target: Met**

100% of students completing the program in secondary education received a rating of Meets or Exceeds Standard on identified Functions on the ST-11 by the cooperating teacher.

**Measure 3**

ST-11 US Student Teaching Evaluation Criteria for Success: Eighty-five percent of students completing the program in secondary education will receive a rating of Meets or Exceeds Standard on Functions 4A, B, C, and 5 I from the ST-11 US Evaluation form completed by the university supervisors at each placement.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**

- *Student Teacher Performance Assessment (US and CT) sec*

**Target:**

Eighty-five percent of students completing the program in secondary education will receive a rating of Meets or Exceeds Standard on Functions 4A, B, C, and 5 I from the ST-11 US Evaluation form completed by the university supervisors at each placement.

**Findings (2014-2015) - Target: Met**

100% of students completing the program in secondary education received a rating of Meets or Exceeds Standard on identified Functions on the ST-11 by the university supervisor.