

SECTION IV – Assessment 3

ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4. **Assessments that address Standards 2.1-2.4 are required.** (The assessments that address planning of instruction in the content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #3.) Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans or individualized educational plans .

1. A brief description of the assessment and its use in the program.

Because we are in the midst of reshaping our curriculum, this assessment tool is different in many aspects than the one used in the original report. Throughout the program, and especially in the Methods and student teaching portion of the program, candidates complete many detailed projects which contain elements of this assessment, and which are assessed with rubrics. Their projects, their lesson planning, and their enactment of their lessons in the field are all part of their final grades. Instead of selecting one or two project rubrics, there are components of several projects' rubrics in this assessment. We have attached the complete rubrics from assignments used in this assessment, as well as an attachment clearly specifying which portions of the rubrics are specifically used for this assessment.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.

This assessment was specifically designed to align with Standards 2.1-2.7, although components of it align with other ACEI standards, as indicated in the chart below. Components of a detailed project in literacy are used to show alignment with Standard 2.1. Components of an in-depth project in science are used to show alignment with Standard 2.2. Components of an in-depth project in math show alignment with Standard 2.3. Elements from two in-depth projects in social studies (one from ESEC 320, one from Methods 1) are used to demonstrate alignment with Standard 2.4. Components of a detailed project in health are used to show alignment with Standard 2.6. Components of a detailed project in physical education are used to show alignment with Standard 2.7. Alignment with Standard 2.8 is demonstrated with components of detailed projects in science, math, social studies the arts, and health. Alignment with Standard 3.1 is demonstrated with rubric components of detailed projects in literacy and social studies. Alignment with Standard 3.2 is demonstrated with rubric components of detailed projects in science, social studies, and art.. Alignment with Standard 3.4 is demonstrated with rubric sections taken from projects in science and social studies. Alignment with Standard 3.5 is demonstrated with a rubric section taken from an in-depth project in science. Alignment with Standard 4 is demonstrated with rubric sections taken from in-depth projects in literacy, math, and social studies. Alignment with Standard 5.2 is demonstrated with rubric sections taken from in-depth projects in science and social

studies. Alignment with Standard 5.4 is demonstrated with rubric sections taken from in-depth projects in literacy and math.

Alignment with ACEI Standards

<p>2.1 English language arts— 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.</p>	<p><u>Methods Literacy Project (presented in our original report)</u> I. Purpose - Candidate met with cooperating teacher to jointly determine purpose of the read-aloud. II. Standards - Candidate successfully selected and implemented curriculum standards to construct an age-appropriate literacy experience. III. Objectives and Assessment - Candidate administered assessments that aligned with learning objectives and determined students’ understanding and use of language. Candidate provided an opportunity for students to demonstrate their literacy learning. IV. Procedure - Candidate built on students’ prior knowledge and experiences to engage them with text. Candidate developed instruction in English language arts that used developmentally appropriate practices. Candidate used strategies that helped students correct misunderstandings by targeting concepts and vocabulary that were unfamiliar to them.</p>
<p>2.2 Science— 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.</p>	<p><u>Methods – Science Project (presented in our original report)</u> <u>STEP I. PLANNING AND PREPARATION</u> A. Select the topic. Explanation of topic and description of project included. Plans align with state and local curriculum standards and are based on discussion with cooperating teacher. B. Research the topic. Used 3 teacher resources (not from the Internet), 1 children’s book, 3 web sites. Summary articulates basic understanding of the science topic and takes into consideration both the developmental needs and the individual learning needs of the students. Some attention is given to how the topic influences every day life: health, changes in population and/or environments. Includes annotated bibliography with few errors in APA style. C. Define learning outcomes and construct appropriate assessments. Learning outcomes articulated. Reflect knowledge of the learning and developmental needs of all class members. Formative and summative assessment tools align with intended outcomes and are realistic means of measuring levels of student proficiency. D. Develop a lesson plan. All Lesson Plan components addressed in a basic manner. Some components addressed at a deeper level. Prior knowledge activation and examination of possible student misconceptions are key elements within the lesson plan.</p>
<p>2.3 Mathematics— 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</p>	<p><u>ESEC 383/386 Methods – Math (presented in our original report)</u> <u>STEP I. PLANNING AND PREPARATION</u> A. Research the topic and how it has been taught in your classroom. Met with CT and took into account the needs of the students, used a variety of resources to enhance understanding of the topic (texts, Web resources, a children’s book). Summary showed understanding of the content of the unit, of connections to other content areas, and of the historical origin of the math concept. Annotated bibliography in APA style with few errors. Five different resources used. B. Determine learning outcomes and develop corresponding assessments. Learning outcomes meet the needs of the majority of students, address concepts as well as skills. Some development of connections to other content</p>

	<p>areas and NCTM process standards. Formative and summative assessments feature some alignment with intended outcomes. <u>STEP IIB. Instruction</u> Develop three consecutive lessons and teach at least one. Most components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Lessons involve multiple ways to explore and present math concepts. Student work samples and final reflection both demonstrate some analysis of the effectiveness of the lesson and the teaching in terms of student learning.</p>
<p>2.4 Social studies— 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.</p>	<p><u>ESEC 320 - Educational Environments/Practices - Social Studies</u> Format - Lesson Plan standard format used. All components included. Standards - Relevant curriculum standards are included with appropriate citations. Objectives - Objectives are meaningful and stated in measurable terms. Assessments connection to objectives - Assessments match objectives Student Engagement - Lesson plan’s introduction focuses upon activating students’ prior knowledge. Teaching Strategies - Lesson plan uses a variety of effective teaching strategies <u>EDUC 322 – Methods 1 – Social Studies rubric (Attachment Section IV – Assessment 2b)</u> <u>STEP I. PLANNING AND PREPARATION</u> A. Selection of appropriate topic - Topic selection appropriate for social studies theme and developmental level of students. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with several, well-connected ideas. Met with CT to discuss lesson. B. Research on topic - Used a variety of resources including: Three children’s books, two professional resources (not from the Internet), two web sites or software programs. Research of content background covers lesson’s topic at a basic level. Covers differing perspectives in an adequate manner. Annotated bibliography meets basic requirements. Uses APA format for in-text citations and for bibliography with few errors. C. Goals, curriculum standards, objectives and assessments - Goals, curriculum standards, objectives clearly articulated. Assessments address concepts as well as skills related to student development of critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students’ work reflect some thoughtful assessment of students’ meeting (or not) lesson objectives. II A. Instruction - Micro-teaching - Description of topic given. Micro-taught lesson to peers. Evidence of thoughtful planning and preparation for micro-teaching. Delivery was energetic and engaging. Review of micro-teaching included in final reflection indicating lesson modifications made based on peers’ feedback.</p>
<p>2.5 The Arts— 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.</p>	<p><u>ESEC 450 – Seminar – Educational Principles</u> Articulated Action Plan - Action plan addresses how you might use the arts in your teaching to support and assess students’ learning. Arts Integration Web - Web shows where and how to integrate the arts into content areas of the curriculum and into the social curriculum (affective areas) in your current student teaching setting Purpose - Goal statement or broad purpose for lesson addresses one or more of the following elements: Candidates know and understand the content of dance, music, and theater as a primary media for communication. Inquiry, and insight among elementary. Candidates know and understand the content of several visual arts as primary media for communication, inquiry, and insight among elementary students. Candidates know functions and</p>

	<p>achievements of dance, music and theater as a primary media for communication, inquiry, and insight among elementary students. Candidates know functions and achievements of visual arts as primary media for communication, inquiry, and insight among elementary students. Candidates use the arts as primary media for communication, inquiry, and insight among elementary students.</p> <p>Procedure - Procedure allows for the students to demonstrate learning of skills, knowledge, and concepts articulated in the objectives using the arts as media for demonstrating knowledge.</p> <p>Arts as Identity - Procedure fosters an appreciation for cultural identity and individual expression using the arts as media for demonstrating knowledge.</p> <p><u>EDUC 321 - Elementary Methods 1 Arts (Section IV – Assessment 2 attachments)</u></p> <p>I. PLANNING AND PREPARATION</p> <p>A. Research the arts and how they are integrated to support literacy instruction. Met with CT and took into account the current literacy curriculum. Used a minimum of 3 resources to enhance understanding of content. Citations included in research paper and reference page in A.P. A. Style, with few errors.</p> <p>B. Inspiration 8 web - A variety of concepts, skills and art-related ideas are included in curriculum planning web. <i>Inspiration 8</i> program applied.</p> <p>C. Determine goals, objectives and assessments. Goals and/or objectives clearly defined. Curriculum standards clearly identified and well connected with L.P. goals. Assessments are clear and match L.P. objectives. Minimal errors in articulating these components.</p> <p>II. Instruction</p> <p>A. Fully develop and teach lesson - All L.P. format components developed at a basic level. Some addressed at a deeper level. Good lesson flow. Materials were ready for students' use.</p>
<p>2.6 Health education— 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.</p>	<p>ESEC 450 – Seminar – Educational Principles</p> <p>Goals/Purpose The purpose or goal statement for this lesson includes one or more of the following elements: Candidates know and understand human movement. Candidates know and understand physical activity. Candidates use the knowledge of human movement and physical activity to foster active, healthy life styles and enhanced quality of life for k-6 students.</p> <p>Group appropriateness for lesson - Grouping is appropriate for the movement/physical activity incorporated in this lesson.</p> <p>Grouping considerations - Grouping takes into consideration of different levels of skill and comfort with physical movement for individual students in the group.</p> <p>Objectives - Objectives are developmentally appropriate.</p> <p>Objectives connection to movement - Objectives incorporate movement and physical activity as a means for fostering learning.</p> <p>Proactive considerations - Proactive considerations are given to support students' learning using their bodies.</p>
<p>2.7 Physical education— 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.</p>	<p>ESEC 450 – Seminar – Educational Principles</p> <p>Goals/Purpose The purpose or goal statement for this lesson includes one or more of the following elements: Candidates know and understand human movement. Candidates know and understand physical activity. Candidates use the knowledge of human movement and physical activity to foster active, healthy life styles and enhanced quality of life for k-6 students.</p> <p>Group appropriateness for lesson - Grouping is appropriate for the movement/physical activity incorporated in this lesson.</p>

	<p>Grouping considerations - Grouping takes into consideration of different levels of skill and comfort with physical movement for individual students in the group.</p> <p>Objectives - Objectives are developmentally appropriate.</p> <p>Objectives connection to movement - Objectives incorporate movement and physical activity as a means for fostering learning.</p> <p>Proactive considerations - Proactive considerations are given to support students' learning using their bodies.</p>
<p>2.8 Connections across the curriculum— 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.</p>	<p><u>Methods – Science Project (presented in our original report)</u>1B. Research the topic. Used 3 teacher resources (not from the Internet), 1 children's book, 3 web sites. Summary articulates basic understanding of the science topic and takes into consideration both the developmental needs and the individual learning needs of the students. Some attention is given to how the topic influences every day life: health, changes in population and/or environments. Includes annotated bibliography with few errors in APA style.</p> <p><u>Methods – Math (presented in our original report)</u> IB. Determine learning outcomes and develop corresponding assessments. Learning outcomes meet the needs of the majority of students, address concepts as well as skills. Some development of connections to other content areas and NCTM process standards. Formative and summative assessments feature some alignment with intended outcomes.</p> <p><u>EDUC 322 – Methods 1 – Social Studies rubric (Attachment Section IV – Assessment 2b</u></p> <p>IC; Goals, curriculum standards, objectives and assessments - Goals, curriculum standards, objectives clearly articulated. Assessments address concepts as well as skills related to student development of critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students' work reflect some thoughtful assessment of students' meeting (or not) lesson objectives.</p> <p><u>ESEC 450 – Arts Rubric (presented in our original report)</u></p> <p>Arts Integration Web Arts Integration Web - Web shows where and how to integrate the arts into content areas of the curriculum and into the social curriculum (affective areas) in your current student teaching setting</p> <p><u>EDUC 321 - Elementary Methods 1 Arts (Section IV – Assessment two attachments)</u> IB Inspiration 8 web - A variety of concepts, skills and art-related ideas are included in curriculum planning web. <i>Inspiration 8</i> program applied.</p> <p>F. Health Education – Objectives - Objectives are developmentally appropriate. Objectives connection to movement - Objectives incorporate movement and physical activity as a means for fostering learning.. Proactive considerations - Proactive considerations are given to support students' learning using their bodies.</p>
<p>3.1 Integrating and applying knowledge for instruction— Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</p>	<p><u>Methods Literacy Project (presented in our original report)</u> IA, I. Purpose - Candidate met with cooperating teacher to jointly determine purpose of the read-aloud.</p> <p><u>Methods – Science Project (presented in our original report)</u> B. Research the topic. Used 3 teacher resources (not from the Internet), 1 children's book, 3 web sites. Summary articulates basic understanding of the science topic and takes into consideration both the developmental needs and the individual learning needs of the students. Some attention is given to how the topic influences every day life: health, changes in population and/or environments. Includes annotated bibliography with few errors in APA style.</p> <p>C. Define learning outcomes and construct appropriate assessments. Learning outcomes articulated. Reflect knowledge of the learning and developmental needs of all class members. Formative and summative</p>

	<p>assessment tools align with intended outcomes and are realistic means of measuring levels of student proficiency.</p> <p>D. Develop a lesson plan. All Lesson Plan components addressed in a basic manner. Some components addressed at a deeper level. Prior knowledge activation and examination of possible student misconceptions are key elements within the lesson plan.</p> <p>C. <u>Methods – Math (presented in our original report)</u>IIB B. Develop three consecutive lessons and teach at least one. Most components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Lessons involve multiple ways to explore and present math concepts. Student work samples and final reflection both demonstrate some analysis of the effectiveness of the lesson and the teaching in terms of student learning.</p> <p><u>ESEC 320 - Educational Environments/Practices - Social Studies (presented in our original report)</u> Student Engagement; - Lesson plan's introduction focuses upon activating students' prior knowledge.</p> <p><u>EDUC 322 – Methods 1 – Social Studies rubric (Attachment Section IV – Assessment 2b</u> 1A. Research the arts and how they are integrated to support literacy instruction. Met with CT and took into account the current literacy curriculum. Used a minimum of 3 resources to enhance understanding of content. Citations included in research paper and reference page in A.P. A. Style, with few errors.</p> <p>1C. Determine goals, objectives and assessments. Goals and/or objectives clearly defined. Curriculum standards clearly identified and well connected with L.P. goals. Assessments are clear and match L.P. objectives. Minimal errors in articulating these components. 2A. Fully develop and teach lesson - All L.P. format components developed at a basic level. Some addressed at a deeper level. Good lesson flow. Materials were ready for students' use.</p>
<p>3.2 Adaptation to diverse students— Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p>	<p>ESEC 383 <u>Methods – Science Project (presented in our original report)</u>1B, Research the topic. Used 3 teacher resources (not from the Internet), 1 children's book, 3 web sites. Summary articulates basic understanding of the science topic and takes into consideration both the developmental needs and the individual learning needs of the students. Some attention is given to how the topic influences every day life: health, changes in population and/or environments. Includes annotated bibliography with few errors in APA style. IC. Define learning outcomes and construct appropriate assessments. Learning outcomes articulated. Reflect knowledge of the learning and developmental needs of all class members. Formative and summative assessment tools align with intended outcomes and are realistic means of measuring levels of student proficiency. ID. Develop a lesson plan. All Lesson Plan components addressed in a basic manner. Some components addressed at a deeper level. Prior knowledge activation and examination of possible student misconceptions are key elements within the lesson plan..</p> <p><u>EDUC 322 – Methods 1 – Social Studies rubric (Attachment Section IV – Assessment 2b</u> 1C. Goals, curriculum standards, objectives and assessments - Goals, curriculum standards, objectives clearly articulated. Assessments address concepts as well as skills related to student development of critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students' work reflect some thoughtful assessment of students' meeting (or not) lesson objectives.</p> <p>ESEC 450 Arts as Identity - Procedure fosters an appreciation for cultural identity and individual expression using the arts as media for demonstrating knowledge.</p> <p>Health Education, Grouping Consideration Grouping takes into consideration</p>

	<p>of different levels of skill and comfort with physical movement for individual students in the group.</p> <p>Objectives - Objectives are developmentally appropriate</p>
<p>3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.</p>	<p>Methods – Science Project (presented in our original report) ID Develop a lesson plan. All Lesson Plan components addressed in a basic manner. Some components addressed at a deeper level. Prior knowledge activation and examination of possible student misconceptions are key elements within the lesson plan</p> <p>ESEC 320 - Educ Environ/Practices - Social Studies</p> <p>Teaching Strategies - Lesson plan uses a variety of effective teaching strategies.</p> <p>EDUC 322 – Methods 1 – Social Studies rubric (Attachment Section IV – Assessment 2b)</p> <p>IB Research on topic - Used a variety of resources including: Three children’s books, two professional resources (not from the Internet), two web sites or software programs. Research of content background covers lesson’s topic at a basic level. Covers differing perspectives in an adequate manner. Annotated bibliography meets basic requirements. Uses APA format for in-text citations and for bibliography with few errors.</p> <p>C. Goals, curriculum standards, objectives and assessments - Goals, curriculum standards, objectives clearly articulated. Assessments address concepts as well as skills related to student development of critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students’ work reflect some thoughtful assessment of students’ meeting (or not) lesson objectives.</p>
<p>3.4 Active engagement in learning—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.</p>	<p>Methods – Science Project (presented in our original report)</p> <p>IC. Define learning outcomes and construct appropriate assessments. Learning outcomes articulated. Reflect knowledge of the learning and developmental needs of all class members. Formative and summative assessment tools align with intended outcomes and are realistic means of measuring levels of student proficiency. D. Develop a lesson plan. All Lesson Plan components addressed in a basic manner. Some components addressed at a deeper level. Prior knowledge activation and examination of possible student misconceptions are key elements within the lesson plan.</p> <p>ESEC 320 - Educational Environments/Practices - Social Studies</p> <p>–Student Engagement - Lesson plan’s introduction focuses upon activating students’ prior knowledge.</p>
<p>3.5 Communication to foster collaboration—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.</p>	<p>Methods – Science Project (presented in our original report) Develop a lesson plan. All Lesson Plan components addressed in a basic manner. Some components addressed at a deeper level. Prior knowledge activation and examination of possible student misconceptions are key elements within the lesson plan.</p>
<p>4. Assessment for Instruction - 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</p>	<p>Methods Literacy Project (presented in our original report) III.</p> <p>Objectives and Assessment - Candidate administered assessments that aligned with learning objectives and determined students’ understanding and use of language. Candidate provided an opportunity for students to demonstrate their literacy learning. Science IC C. Define learning outcomes and construct appropriate assessments. Learning outcomes articulated. Reflect knowledge of the learning and developmental needs of all class members. Formative and summative assessment tools align with intended</p>

	<p>outcomes and are realistic means of measuring levels of student proficiency.</p> <p><u>Methods – Math (presented in our original report)IB, Determine learning outcomes and develop corresponding assessments.</u> Learning outcomes meet the needs of the majority of students, address concepts as well as skills. Some development of connections to other content areas and NCTM process standards. Formative and summative assessments feature some alignment with intended outcomes.</p> <p>IIB Develop three consecutive lessons and teach at least one. Most components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Lessons involve multiple ways to explore and present math concepts. Student work samples and final reflection both demonstrate some analysis of the effectiveness of the lesson and the teaching in terms of student learning.</p> <p>Social Studies – ESEC 320 Standards - Relevant curriculum standards are included with appropriate citations. Objectives - Objectives are meaningful and stated in measurable terms.</p> <p>Assessments connection to objectives - Assessments match objectives</p> <p><u>EDUC 321 - Elementary Methods 1 Arts (Section IV – Assessment two attachments)</u></p> <p>IC - C. Determine goals, objectives and assessments. Goals and/or objectives clearly defined. Curriculum standards clearly identified and well connected with L.P. goals. Assessments are clear and match L.P. objectives. Minimal errors in articulating these components.</p>
<p>5.2 Reflection and evaluation— 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.</p>	<p><u>Methods – Science Project (presented in our original report) ID. Develop a lesson plan.</u> All Lesson Plan components addressed in a basic manner. Some components addressed at a deeper level. Prior knowledge activation and examination of possible student misconceptions are key elements within the lesson plan.</p> <p><u>EDUC 322 – Methods 1 – Social Studies rubric (Attachment Section IV – Assessment 2b)</u></p> <p>IIA II A. Instruction - Micro-teaching - Description of topic given. Micro-taught lesson to peers. Evidence of thoughtful planning and preparation for micro-teaching. Delivery was energetic and engaging. Review of micro-teaching included in final reflection indicating lesson modifications made based on peers’ feedback.</p>
<p>5.4 Collaboration with colleagues and the community— Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being.</p>	<p><u>ESEC 383 Methods Literacy Project (presented in our original report) III Objectives and Assessment</u> - Candidate administered assessments that aligned with learning objectives and determined students’ understanding and use of language. Candidate provided an opportunity for students to demonstrate their literacy learning.</p> <p><u>Methods – Math (presented in our original report)) IA. Research the topic and how it has been taught in your classroom.</u> Met with CT and took into account the needs of the students, used a variety of resources to enhance understanding of the topic (texts, Web resources, a children’s book). Summary showed understanding of the content of the unit, of connections to other content areas, and of the historical origin of the math concept. Annotated bibliography in APA style with few errors. Five different resources used.</p>

3. A brief analysis of the data findings

Generally, our candidates are achieving as would be expected. A large majority are meeting or exceeding expectations. A small percentage are not. These are

most likely candidates who do not complete the program. As part of our future data collection, we will be able to trace exactly who is receiving these lower scores, and if they are, indeed, not completing the program.

The areas with slightly larger percentages of candidates not meeting expectations are found in courses where lesson planning is first introduced, i.e. ESEC 320. In our reconfiguration of curriculum, we are introducing portions of the lesson plan more slowly – not having candidates complete the entire planning form so early in their practice. In addition, they are given many more opportunities to use the lesson plan forms, enact their lessons, and reflect upon the experience. Thus far, as indicated by early responses in EDUC 321 (Methods 1), they appear to be doing better. Nonetheless, we will expect our students to have slightly lower scores early in the program in this area, with improvement occurring as their knowledge and experience grows.

4. An interpretation of how the data provides evidence for meeting standards.

Our data indicate that as candidates move through our program, their skills at planning for instruction improve. Candidates who are taking courses early in their junior year are often just developing these skills. But the data derived from the later courses (EDUC 383) indicate that most of our students are mastering this component of teaching. Unfortunately, every year there are a few students who are counseled into selecting a different career path, and although we are just beginning to collect data to be able to track this better, these candidates may represent the lower scores.

In reviewing the data, evidence exists that our program effectively prepares our candidates according to ACEI Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, and 2.8, and this assessment also contributes to our meeting components of the other assessments as indicated.

5. Attachment of assessment documentation

See Attachment: Section IV - Assessment 3 - Data tables