

School of Education: Curriculum & Instruction

Five-Year Assessment & Evaluation Report: 2007-2008

Outcomes

Admission to Student Teaching (Transition Point 3)

At this point, professional dispositions become critical; that is, how the candidate interacts in the schools with students, parents, and colleagues. The candidate must demonstrate knowledge of content and pedagogy. Assessments - from lesson plan implementations, portfolios, topical papers, reflective writings, use of technology, videos, diversity, field experience evaluations, and student teaching evaluations are compiled and used to determine if a student is becoming a catalyst for learning. The professional year's curriculum will be re-evaluated if data indicates that less than 75% of the candidates demonstrate a thorough knowledge of the profession, including content and pedagogy, nature of the learner, appropriate dispositions, maintaining an overall GPA of 2.8, passing PRAXIS II, and successfully completing student teaching.

Exiting Student Teaching (Transition Point 4)

In order to complete the program, the candidates must have a satisfactory student-teaching experience. The student teaching performance is assessed using the state's adopted rating scale, the cooperating teacher's evaluation, and the University's appraisal. In order to be recommended for licensure, a candidate must have satisfactory ratings on all instruments.

Follow-up Studies (Undergraduate) (Transition Point 5)

Follow-up studies and exit interviews are conducted after the first year of employment to determine program effectiveness and employer's satisfaction with the performance of the graduate. Data collected from first-year teachers and his/her supervisor and principal is used to determine how well the program prepared him/her for the profession. **These data are used to make program revisions to ensure that the program meets the needs of the employer as well as the goals of the department.**

B. Academic Major/Program (past 3 years)

1. Results of any licensure examinations (for a three-year period)

	AY 2005-2006	AY 2006-2007	AY 2007-2008
<u>PRAXIS II/Elementary Education</u>	100 % 0 %	100 % 0 %	100 % 0 %
<u>PRAXIS II/Special Education</u>	100 % 0 %	100 % 0 %	100 % 0 %