

**Program Report for the Preparation of Elementary School Teachers
Association for Childhood Education International (ACEI)
2007 Standards - Option A**

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

TRINITY WASHINGTON UNIVERSITY

2. State

WASHINGTON, DC

3. Date submitted

MM DD YYYY

03 / 10 / 2015

4. Report Preparer's Information:

Name of Preparer:	
BETH KARA DAWKINS, Ph.d.	
Phone:	Ext.
(202) 884-9565	
E-mail:	
DAWKINSB@TRINITYDC.EDU	

5. NCATE Coordinator's Information:

Name:	
LYNN JOHNSON	
Phone:	Ext.
(202) 884-9560	
E-mail:	
JOHNSONLY@TRINITYDC.EDU	

6. Name of institution's program

ELEMENTARY EDUCATION

7. NCATE Category

Elementary or Childhood Education

8. Grade levels⁽¹⁾ for which candidates are being prepared

K-6

(1) e.g. K-6, K-3

9. Program Type

- Advanced Teaching
- First Teaching License
- Other School Personnel
- Unspecified

10. Degree or award level

- Baccalaureate

- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

ELEMENTARY EDUCATOR

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

15. Is your unit seeking

- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

16. 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 IV. 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. (Response limited to 4,000 characters)

Trinity Washington University has been training teachers in Washington, DC, for more than 30 years. Trinity offers elementary education at the graduate level through a Master's of Arts in Teaching (MAT) program. The MAT is tailored to the needs of candidates who seek first-time teaching licensure and to be certified in Elementary Education. Candidates take 36 credit hours and qualify for teaching certification in grades K-6.

Due to the high demand for elementary school teachers in the District of Columbia (DC) and its surrounding areas, many of the candidates in our MAT program are already employed as teachers or become employed prior to completing the program. Consequently, their student teaching experiences occur at the schools where they are employed. They are supported by university supervisors and mentors within their schools. The program is organized to be as supportive as possible to candidates who are working full-time.

Trinity is centrally located in the District of Columbia, and the program is approved by the District's Office of the State Superintendent of Education (OSSE). OSSE has adopted the NCATE/CAEP standards for program approval. Trinity's education programs are in compliance with NCATE/CAEP and OSSE requirements.

Candidates graduating from Trinity's program, who wish to obtain certification in DC or Maryland, must take Praxis II in Elementary Education. Although Praxis II is a requirement for certification, Trinity does not require candidates to pass this exam as a graduation requirement.

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. (Response limited to 8,000 characters)

Candidates are required to complete a number of field experiences prior to their student teaching assignments. These field experiences are embedded within their course of study.

The first set of field experiences requires candidates to observe in two classrooms, one serving grades 1 through 3 and one serving grades 4-6. The focus of the observation is classroom management. Candidates reflect on and write a summary about what was observed. They also

are required to develop an "ideal" classroom management plan. This assignment is embedded in Foundations of Education: The Art of Teaching and Learning (EDCC 541) and requires 15 hours of observation.

The second set of field experiences requires that candidates observe two teachers for an entire lesson. The focus of the observation is on teaching methods and approaches. Candidates must also interview the teachers, addressing the teachers' philosophies, preferences for educational methods and approaches, the teacher's use of educational media, how the teachers address diversity, and the types of assessment used. This assignment is embedded in Foundations of Education: The Art of Teaching and Learning (EDCC 541) and requires 15 hours of observation.

The third set of field experiences requires candidates to draw on their knowledge of child development to develop a profile/plan geared towards helping students learn. Candidates must engage with the students' families by conducting taped interviews with family members. The interviews focus on developmental issues of children in grades 1 through 6. Candidates develop a theory-based profile/plan of the child, addressing relevant physical, cognitive, social/emotional, and developmental benchmarks. Candidates are required to give the family members a written copy of the profile/plan. The assignment is embedded in Human Growth and Development (EDCC 510) and requires 10 hours of field work.

The fourth set of field experiences requires candidates to make three observational visits to educational centers or schools serving exceptional children. Candidates must observe in classrooms teaching individuals with mild/moderate disabilities, severe disabilities, and profound disabilities. Each visit is for several hours and results in a paper that explains theories being used at the site. In addition, this field experience set requires that candidates make one site visit to an organization/association serving as an advocate for individuals with disabilities. Candidates write a summary of the program and a description of its services. These assignments are embedded in Education of Exceptional Children and Youth (EDCC 530) and require 15 hours of field work.

The fifth set of field experiences requires candidates to interview a child or a family if the child is in the younger elementary grades about experiences with literacy practices. A series of questions is provided to candidates, but they are encouraged to develop questions appropriate to the interview. This assignment is embedded in Children's Literature (EDTE 624) and requires 5 hours of field work.

The sixth set of field experiences accompanies a block of methods courses in math, science, and social studies. Candidates are required to conduct two observation visits, plan a lesson in collaboration with the teacher, teach the lesson, meet with the teacher to get feedback, and then write a detailed reflection paper based on the experience. This field experience is embedded in each of the following methods courses: Teaching for Mathematical Understanding (EDTE 621); Teaching for Scientific inquiry (EDTE 622); and Language, Literature and Culture (Social Studies, EDTE 623). The field experience is 15 hours in each course.

The seventh set of field experiences requires candidates to work one-on-one with a beginning reader to assess and coach the student. The purpose of the assignment is to give candidates the opportunity to learn the pedagogy appropriate to support the beginning reader while fostering reading independence. Candidates are required to complete nine coaching sessions with the same child. Candidates then submit a notebook which summarizes the sessions and what they learned. This assignment is embedded in Literacy Assessment and Instruction for Early and Emergent Readers (EDTE 627) and requires 15 hours of field work.

The eighth field experience requires candidates to teach a lesson that is videotaped in a classroom setting. The purpose of the assignment is to assist candidates in reflecting on and evaluating their teaching styles, practices, and skills. The candidates' teaching performance should reflect their knowledge of the elementary standards and of educational theory as it applies to reading. This assignment is embedded in Literacy Assessment and Instruction for Early and Emergent Readers (EDTE 627) and requires 10 hours of field work.

In the ninth field experience candidates are required to tutor a child. The purpose of the assignment is to give teacher candidates practice in assessing and instructing students who are experiencing difficulty in one or more aspects of print literacy. Candidates assess and tutor a struggling student in weekly or twice weekly sessions for a total of 10 to 12 hours in direct contact and observational time. Candidates are required to produce a case study as a result of their work with the student. This assignment is embedded in Literacy Assessment and Instruction for Upper Elementary Years (EDTE 628) and requires 10-15 hours of field work.

The final clinical experience is student teaching. Candidates are required to assume the responsibilities of a classroom teacher. The experience is sufficiently intensive so that candidates understand the true nature of teaching, including planning and delivering instruction, classroom management, collegial interactions, and managing family involvement. The student teaching experience is embedded in Student Teaching in Elementary Education (EDTE 673) and requires 420 hours in the classroom.

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

ELEMENTARY EDUCATION Program of Study.pdf

See Attachment panel below.

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2012	15	13
2013	12	11
2014	13	6

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	ANDRUSIK, KATRYNA
Highest Degree, Field, & University⁽³⁾	Ph.D., Special Education: Learning Disabilities; University of Maryland College Park; College Park, MD
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member: IRA/ILA, CEC, ASCD McMackin, M.C., Rauchwerk, S., Cambone, J., Curtis, M.C., Andrusik, K., & Brown, D.N. (2013, April). Preparing urban teachers: Working outside the box. Phi Delta Kappan, 94 (7), 25. Andrusik, K.N. & Samuelsen, K.A. (2014, December). Academic discourse as pre-writing strategy: The efficacy of student talk on argument writing in an urban high school English class. Literary Research Association, Annual Conference, Marco Island, FL. Andrusik, K.N. & Montanaro, E. (2013, November). Preparing special educators in alternative programs: Cohort support, coaching, and clinical experiences. Council for Exceptional Children: Teacher Education Division, Annual Conference, Fort Lauderdale, FL. Lecture: Special Education Policy. Department of Teaching and Learning, Policy, and Leadership, University of Maryland, November 2012, 2013.
Teaching or other professional experience in P-12 schools⁽⁹⁾	Capital City Public Charter School, Instructional Coach and Curriculum Coordinator Baltimore City Public Schools, Reading Specialist, Inclusion Specialist, 6-12 English Teacher

Faculty Member Name	BOLDEN, MARK
Highest Degree, Field, & University⁽³⁾	Ph.D., Counseling Psychology; Howard University, Washington, DC.
Assignment: Indicate the role of the faculty member⁽⁴⁾	Full-time Faculty
Faculty Rank⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	President, Washington, DC, Association of Black Psychologists, 2009, 2011-2012 Keynote Presentation: Trauma Prevention and Coping with Crisis: An African Caribbean-Informed Model for Parents, Administrators, and Children. Northern Caribbean University Psychology Department, Kingston, Jamaica 2012. Workshop series for School and Government Personnel related to suicides associated with Jamaican students' test-taking: Mindful Management of Anxiety and Stress: High-Stakes Test-Taking Strategies for Jamaican Student Success. 2012.
Teaching or other professional experience in P-12 schools⁽⁹⁾	

Faculty Member Name	COSIER, MEGHAN
Highest Degree, Field, & University⁽³⁾	Ph.D., Special Education; Syracuse University; Syracuse, NY
Assignment: Indicate the role of the faculty member⁽⁴⁾	Full-Time Faculty
Faculty Rank⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service	Member, Board of Directors, The Children's Guild District of Columbia Public Charter School Cosler, M. (2014). Using "narrative and numbers" to drive inclusive school reform: A case study. In S. Danforth (Ed.), Teaching in the shape of Justice: Becoming an Inclusive educator. New York, NY: Pater Lang. Cosler, M., Gomez, A., Maghzi, K., & McKee, A. (2013). Smart phones permitted: How teachers use text messaging to collaborate in inclusive schools. Education and Information Technologies (Online First). doi: 10.1007/s10639-

(7):List up to 3 major contributions in the past 3 years⁽⁸⁾	013-9288-2. Cosler, M., McKee, A., Gomez, A., & Derderian, C. (December, 2014). Making the common core state standards accessible to students with significant disabilities. Presentation. TASH Annual Conference, Washington, DC. Member, AERA, TASH (The Association for Persons with Severe Handicaps), CAL-TASH, VA-Tash
Teaching or other professional experience in P-12 schools⁽⁹⁾	San Diego Unified School District, Rosa Parks Elementary School: Special Education teacher, grades 2-3; Resource Specialist, grades 1-5 Albuquerque Public Schools, Kit Carson Elementary School: General Education teacher, grade 1

Faculty Member Name	DAWKINS, BETH KARA
Highest Degree, Field, & University⁽³⁾	Ph.D., Education -- Early Childhood, Families and Literacy; University of North Carolina at Chapel Hill; Chapel Hill, NC
Assignment: Indicate the role of the faculty member⁽⁴⁾	Full-Time Faculty
Faculty Rank⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service^{(7):}List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, NAEYC, Head Start Association Publications Reading Selection Strategies of Lower Income, Minority Students, November 2014 Reading Selection Strategies and Reading Achievement of Economically Disadvantaged, October 2014
Teaching or other professional experience in P-12 schools⁽⁹⁾	Licenses Birth thru Kindergarten, State of North Carolina Early Childhood, State of North Carolina Pre-K Teacher, Charlotte-Mecklenburg Schools Pre-K Teacher, American School Foundation of Guadalajara

Faculty Member Name	FANG-PAN, JENNIFER
Highest Degree, Field, & University⁽³⁾	M.S., Family Science/Couple and Family Therapy; University of Maryland; College Park, MD
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service^{(7):}List up to 3 major contributions in the past 3 years⁽⁸⁾	Pre-clinical Fellow, American Association of Marriage and Family Therapy Introduction to Couple's Therapy; Guest Lecture at University of Maryland, Baltimore; December 2013
Teaching or other professional experience in P-12 schools⁽⁹⁾	

Faculty Member Name	FITZMEYER, SCOTT
Highest Degree, Field, & University⁽³⁾	MAT, Early Childhood Education, Trinity Washington University, Washington, DC
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service^{(7):}List up to 3 major contributions in the past 3 years⁽⁸⁾	
Teaching or other professional experience in P-12 schools⁽⁹⁾	Dc Teaching License, DC Office of the State Superintendent of Education DC Public Schools, classroom teacher

Faculty Member Name	GREER, CYNTHIA
Highest Degree, Field, & University⁽³⁾	Ph.D., Higher Education Administration; Florida State University; Tallahassee, FL
Assignment: Indicate the role of the faculty member⁽⁴⁾	Full-Time Faculty
Faculty Rank⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service^{(7):}List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, American Counseling Association; DC Counseling Association; National Association of Student Personnel Administrators; Southern Poverty Law Association Publications I Love Being Me -- Be the Author of Your own Story. Chapter In Expressive Arts Interventions for School Counselors. Fall 2014 Doris and the Dolls -- Little Patuxent Literary Review. June 2014 Presentations Problem Gambling Treatment and Post-Traumatic Growth Opportunities for Culturally Diverse Persons, Families and Communities. Co-Presenter, Maryland Center of Excellence on Problem Gambling. March 2014 Social Injustice and Trauma -- The use of Post-Traumatic Growth and the Positive Power of the Human Spirit. Howard University Counseling Conference and Maryland Counseling and Development Conference. 2012

Teaching or other professional experience in P-12 schools⁽⁹⁾	Middle School Teacher, Math, Science and Health; Scotland County Public Schools, North Carolina
--	---

Faculty Member Name	JOHNSON, LYNN
Highest Degree, Field, & University⁽³⁾	MA, English Education, Hunter College CUNY; New York, NY
Assignment: Indicate the role of the faculty member⁽⁴⁾	Administrator
Faculty Rank⁽⁵⁾	Associate Dean
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, National Council of Teachers of English Member, Council on English Education Member, National Business Education Association Member, Eastern Business Education Association Member, NCATE Board of Examiners Member, NCATE Board of Program Reviewers Member, DC Board of Examiners Reader, SAHE Teacher Quality Grant proposals Reader, AACTE Conference presentation proposals
Teaching or other professional experience in P-12 schools⁽⁹⁾	New York State certification, English 7-12

Faculty Member Name	KAYNE, KATHRYN
Highest Degree, Field, & University⁽³⁾	M.Ed., Reading; Liberty University; Lynchburg, VA
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, Reading Recovery Council of North America Member, International Literacy Association
Teaching or other professional experience in P-12 schools⁽⁹⁾	Certificate/License Postgraduate Professional License; Elementary Education K-6, Reading Specialist, Specific Learning Disabilities K-12; Commonwealth of Virginia Teaching License; Reading K-12, Elementary Education 1-6, Categorical Special Education (NC, SLD, K-12 District of Columbia Public Schools, Reading Specialist Prince William County Public Schools, SLD teacher, General Education teacher, Title I Reading teacher, Reading Recovery/Reading Specialist

Faculty Member Name	LITT, DEBORAH
Highest Degree, Field, & University⁽³⁾	Ph.D., Curriculum and Instruction; University of Maryland; College Park, Maryland
Assignment: Indicate the role of the faculty member⁽⁴⁾	Full-Time Faculty
Faculty Rank⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Proposal reviewer, conference submissions, Literacy Research Association Field council representative, Literacy Research Association International Literacy Association (formerly IRA) representative to the National Joint Council on Learning Disabilities Member, Literacy Research Association, ILA, Society for the Scientific Study of Reading, NCTE, Reading Recovery Association of North America Publications and Presentations Literacy Teacher Education: Principles and Effective Practices. With Martin, S., & Place, N. Guilford Press. 2014 Can They Read This? Word Sorts for Teachers. Presentation at the Literacy Research Association Conference, Marco Island, FL December 2014 Promising Practices in Literacy Teacher Education. Session Discussant at the Literacy Research Association Conference. Marco Island, FL December 2014
Teaching or other professional experience in P-12 schools⁽⁹⁾	Advanced Professional Certificate, Elementary 1-6 and Middle School; Maryland State Department of Education Prince George's County Public Schools, Reading Specialist/Reading Recovery Teacher

Faculty Member Name	LOJKOVIC, DAVID
Highest Degree, Field, & University⁽³⁾	M.Ed., Special Education; Ohio University; Athens, Ohio
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	President, Washington DC Unit of Council for Exceptional Children Member of elections standing committee, Council for Exceptional Children Izen, C. & Lojkovic, D. (2014). Entries in C.R. Reynolds & E. Fletcher-Janzen (Eds.), Encyclopedia of Special Education: A Reference for the Education of Children, Adolescents, and Adults with Disabilities and Other Exceptional Individuals (4th ED.). NY: John Wiley and Sons Bohnstedt, K.D., Kinase Jerome, M., Lojkovic, D.A., Brigham, F.J. & Behrmann, M. (2013). Instructor Interaction and Immediacy Behaviors in a Multi-Point Distance Educational Environment: Using Technology to Improve Low-Incidence Teacher Preparation. Journal of Special Education Technology. 28(4), 27-41. Lojkovic, D. (2012). Application of Matching Apps for Students with Low-Incidence Disabilities (PP. 33-38). In M. Ault and M. Bausch (Eds.),

	Apps for All Students: A Teacher's Desktop Guide, Alexandria, VA; Arlington, VA: Technology and Media Division of The Council for Exceptional Children (TAM).
Teaching or other professional experience in P-12 schools⁽⁹⁾	NYC Department of Education, Special Education Teacher Certificates/Licenses Categorical Special Education, Mental Retardation, K-12; District of Columbia Public Schools Categorical Special Education, Specific Learning Disabilities, K-12; District of Columbia Public Schools Non-Categorical Special Education, K-12; District of Columbia Public Schools Students with Disabilities Generalist, 5-9; District of Columbia Public Schools Students with Disabilities 1-6, Childhood Education; District of Columbia Public Schools

Faculty Member Name	MOLLER, MARY CLARE
Highest Degree, Field, & University⁽³⁾	M.S., Reading Specialist; Wheelock College; Boston, MA
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, RRCNA Member, IRA Reading Recovery Presentation at the National Conference in Columbus, OH; February 2012 Ongoing presentations at the Building and County Level
Teaching or other professional experience in P-12 schools⁽⁹⁾	Certificates/Licenses Reading specialist, PK-12; State of Virginia Elementary Education, K-6; State of Virginia Carlin Springs ES, Arlington, VA, Public Schools; Literacy Coach, Reading Recovery Teacher, Reading Specialist Long Branch ES, Arlington, VA, Public Schools; 2nd grade classroom teacher The River School, Washington, DC; 1st and 2nd grade classroom teacher Driscoll ES, Reading Specialist Aide

Faculty Member Name	MOORE, KELVIN
Highest Degree, Field, & University⁽³⁾	M.S., Education Leadership; NOVA Southeastern University; Ft. Lauderdale, FL
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Building Capacity; presented at ASCH Summer Conference, July 2012
Teaching or other professional experience in P-12 schools⁽⁹⁾	Certificate/License Admin 1 and 2; Maryland State Department of Education Orange County Schools, Florida; Behavior Specialist Orange County Schools, Florida; Special Education teacher

Faculty Member Name	MORANT, TAMYKA
Highest Degree, Field, & University⁽³⁾	MAT, Teaching; Johns Hopkins University; Baltimore, MD
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, NCTM, NWSA, AERA Consortium of Race, Class, Gender, Ethnicity Interdisciplinary Scholar-Fellow NWSA Women of Color Leadership Project-Fellow Publications/Presentations AERA: Towards a Portable Family Pedagogy. April 2014 NWSA Conference: Understanding the Multidimensionality of Mentorship for Underrepresented Scholars: A Labor of Love. November 2014
Teaching or other professional experience in P-12 schools⁽⁹⁾	Certificate/License MD Educator Advanced Professional Certificate; Maryland State Department of Education DC Public Schools, Instructional Coach Manager Community Academy Public Charter Schools, Instructional Coach Community Academy Public Charter Schools, Elementary Teacher Baltimore City Public Schools, Elementary Teacher

Faculty Member Name	NERO, CANDACE
Highest Degree, Field, & University⁽³⁾	M.Ed., Curriculum and Instruction, Reading; Trinity Washington University; Washington, DC
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Team Leader Test Coordinator Core team member Instructional leadership team member MCPS PLCI Reading PLC Leader
Teaching or other professional experience in P-12 schools⁽⁹⁾	Certificate/License Reading Specialist Advanced Professional Highly Qualified; Maryland State Department of

Teaching or other professional experience in P-12 schools⁽⁹⁾	Education Early Childhood Advanced Professional Highly Qualified; Maryland State Department of Education Montgomery County Public Schools, Reading Specialist Montgomery County Public Schools, 1st grade teacher Montgomery County Public Schools, Kindergarten teacher
--	--

Faculty Member Name	O'NEIL, TODD
Highest Degree, Field, & University⁽³⁾	M.Ed., Reading; Trinity Washington University; Washington, DC
Assignment: Indicate the role of the faculty member⁽⁴⁾	
Faculty Rank⁽⁵⁾	Adjunct Faculty
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	
Teaching or other professional experience in P-12 schools⁽⁹⁾	DC Public Schools, General Education teacher

Faculty Member Name	STEEN, BWEIKIA
Highest Degree, Field, & University⁽³⁾	Ed.D., International Multicultural Education; University of San Francisco; San Francisco, CA
Assignment: Indicate the role of the faculty member⁽⁴⁾	Full-time Faculty
Faculty Rank⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Committee member, NAEYC Council for Accreditation Member, Appeals panel, NAEYC Presentations Oral Language Development in Pre-K, Oh my!; November 2014 Hear Our Voices; ACEI; March 2014 Publications Starting Young: Counting the PreK to Prison Pipeline. Journal of Black Psychologists. 2014
Teaching or other professional experience in P-12 schools⁽⁹⁾	New Haven Unified School District; grades K-2

Faculty Member Name	STEINBERG, JILL
Highest Degree, Field, & University⁽³⁾	MAT, Special Education; Trinity Washington University; Washington, DC
Assignment: Indicate the role of the faculty member⁽⁴⁾	
Faculty Rank⁽⁵⁾	Adjunct Faculty
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	
Teaching or other professional experience in P-12 schools⁽⁹⁾	Licenses/Certificates National Board Certification, NBPTS Montgomery County Public Schools, Science and Special Education, High School

Faculty Member Name	STOCKS, JANET
Highest Degree, Field, & University⁽³⁾	Ph.D., Sociology; University of Pittsburgh; Pittsburgh, PA
Assignment: Indicate the role of the faculty member⁽⁴⁾	Administrator
Faculty Rank⁽⁵⁾	Dean
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Member, Council on Undergraduate Research Member, American Educational Research Association Member, American Sociological Association Member, AAAS Science and Human Rights Coalition Chair, Board of Governors, National Conferences on Undergraduate Research 2006-2008 Anselm Strauss Award, for Nyman, Reinikainen & Stocks, 2013, awarded by the Qualitative Family Research Network, Research and Theory Section, National Council on Family Relations to recognize significant work in the area of family theory, methods, and research that comes from a qualitative tradition. November 2014 Chatlott Nyman, Lasse Reinikainen & Janet Stocks, 2013, Reflections on a cross-national qualitative study of within-household finances. Journal of Marriage and Family 75 (June): 640-650. June 2013 Janet Stocks, 2012, Characteristics of Excellence in Undergraduate Research at Different Institutions, In Undergraduate Research, Washington DC: Council on Undergraduate Research. 2012.
Teaching or other professional experience in P-12 schools⁽⁹⁾	

Faculty Member Name	WINTHER, CHRISTOPHER
Highest Degree, Field, & University⁽³⁾	M.Ed., Education; DePaul University; Chicago, IL
Assignment: Indicate the role of the faculty member⁽⁴⁾	Adjunct Faculty
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Volunteer Moderator, DC Area High School ethics Bowl, Fall 2013 Volunteer Judge, Baltimore Network for Teaching entrepreneurship Business Plan Competition, Spring 2011
Teaching or other professional experience in P-12 schools⁽⁹⁾	Certificate/License Network for Teaching Entrepreneurship Certified Teacher Village Learning Place, Lead and Assistant Teacher Boys' Latin Charter High School, Lead Teacher Truman College High School, Lead Teacher

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACEI standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment ⁽¹⁰⁾	Type or Form of Assessment ⁽¹¹⁾	When the Assessment Is Administered ⁽¹²⁾
Assessment #1: Licensure assessment, or other content-based assessment (required)	PRAXIS II	Licensure Assessment	Prior to licensure
Assessment #2: Assessment of content knowledge in elementary education (required)	Comprehensive Examination Internship Readiness Assessment	Exam	Prior to Student Teaching
Assessment #3: Assessment of candidate ability to plan instruction (required)	Unit Plan	Instructional unit	EDTE 621 Teaching for Mathematical Understanding EDTE 622 Teaching for Scientific Inquiry EDTE 623 Language, Literature, and Culture
Assessment #4: Assessment of student teaching (required)	Student Teaching Evaluation	Practicum Evaluation	EDTE 673 Supervised Student Teaching in Elementary Education
Assessment #5: Assessment of candidate effect on student learning (required)	Tutoring Project	Project	EDTE 628 Literacy Assessment and Instruction for Upper Elementary Years

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

4. ASSESSMENT STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
4.0 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

5. PROFESSIONALISM STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score..

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

- (1) A two-page narrative that includes the following:
 - a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
 - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
 - c. A brief analysis of the data findings;
 - d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
 and
- (2) Assessment Documentation
 - e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
 - f. The scoring guide for the assessment; and
 - g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that

includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge. ACEI standards addressed in this entry could include but are not limited to 2.1-2.7. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge.

Provide assessment information as outlined in the directions for Section IV.

Assessment 1 Praxis II.pdf

See Attachment panel below.

2. CONTENT KNOWLEDGE: Assessment of content knowledge in the language to be taught. ACEI ACEI standards addressed in this entry could include but are not limited to Standards 2.1-2.7. Assessments that address Standards 2.1-2.4 are required. (The assessments of the different content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #2.) Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks.

Provide assessment information as outlined in the directions for Section IV.

Assessment 2 Comprehensive Exam Internship Readiness Assessment.pdf

See Attachment panel below.

(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. PEDAGOGICAL CONTENT KNOWLEDGE: Assessment that demonstrates candidates can effectively plan classroom-based instruction. 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 5.1-5.2. 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.) Provide assessment information as outlined in the directions for Sections IV.

Assessment 3 Unit Plan.pdf

See Attachment panel below.

4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. 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 5.1-5.2. The assessment instrument used in student teaching and the internship should be submitted.

Provide assessment information as outlined in the directions for Section IV.

Assessment 4 Student Teaching.pdf

See Attachment panel below.

5. EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. Standards ACEI standards that could be addressed in this assessment include but are not limited to 2.1-2.7, 3.1, and 4.0. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys .

Provide assessment information as outlined in the directions for Section IV.

Assessment 5 Tutoring Project.pdf

See Attachment panel below.

studies, portfolio tasks, tutoring assignments, and follow-up studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 6 Video Lesson.pdf

See Attachment panel below.

7. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

Assessment 7 Portfolio.pdf

See Attachment panel below.

8. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

Assessment 8 Action Research Case Study.pdf

See Attachment panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

(1) Content Knowledge

Trinity candidates meet and often exceed the ACEI standards related to content. Three sources of evidence support this claim. First, MAT candidates have graduated from a four year accredited institution with a Bachelors degree. Upon entrance to Trinity, their transcripts are reviewed for General Education requirements to ensure that they have taken courses that covered the appropriate content knowledge. Candidates who are lacking General Education courses must take and pass all requirements prior to the student teaching internship and graduation. These supplemental courses expose candidates to the required content knowledge.

Candidates are asked to demonstrate their content knowledge through two major content knowledge assessments, the Praxis II test #14 and the comprehensive exam. Candidates score very well on the Praxis, with more than 80 percent meeting or exceeding the state pass rate in each of the last three years.

However, the Praxis test does not cover all of the ACEI content areas; specifically health, physical education and the arts. Trinity created a comprehensive examination that covers all content areas; Reading and Language Arts (25%), Mathematics (15%), Social Studies (15%) and Science (15 %) and Health, Physical Education and the Arts (10% each). This examination has been undergoing revision over the past two and one-half years. Teams comprised of elementary education faculty have spearheaded the project and have solicited suggestions, comments, and feedback from appropriate contents area professors. The exam mimics the format of the Praxis II test #14 and consists of 100 questions that have been tried and vetted during the two year pilot. To control for bias, the exam has been reviewed by several faculty not directly involved in the elementary education program and who represent different cultural, and /or ethnic backgrounds. Through the use of item analysis and attention to standards, the program believes it now has a reliable instrument.

The comprehensive examination is taken prior to student teaching and after completion of methods course work. Candidates are expected to pass all sections of this examination and those that do not meet with their advisor to develop a plan of study to address the weaknesses identified in the exam. Scoring is based on content area and item, thus allowing for item analysis by content area.

Candidates score very well on the comprehensive exam, with all candidates eventually passing it. We have made substantial progress, perhaps because faculty made passing the comprehensive exam a requirement for student teaching and candidates realized that the stakes are high.

Even though candidates perform well on the comprehensive exam, the Praxis and the General Education review, faculty note that there are still gaps in their background knowledge. Faculty members revised the Foundations of Education course, to address some of the gaps related to historical perspectives and academic vocabulary. Faculty have also updated syllabi in the pedagogical courses throughout the MAT program, to address candidates' pedagogical knowledge.

In addition to these two key assessments, other assessments require candidates to demonstrate content knowledge. These include the assessment on instructional units, student teaching, and the projects requiring candidates to tutor one student and to teach several students. Consistently, our faculty, supervising teachers, and cooperating teachers give our candidates high marks on these assessments. Together these results assure the program that candidates have the required content knowledge upon graduation.

(2) Professional and Pedagogical Knowledge, Skill, and Dispositions

With over 100 hours of observation, hands-on experience, and tutoring in classrooms prior to student teaching, candidates in the MAT program are able to develop the professional and pedagogical knowledge, skills, and dispositions necessary to meet the ACEI standards. As indicated in the narrative and data, the majority of candidates meet or exceed proficiency levels on assessments such as the student teaching instrument and the development of instructional units. Through candidate reflections, videos, and the overall quality of their work, faculty members are assured that candidates are well prepared in these areas upon graduation.

However, because so many of our candidates do so well, there is reason to at least question the validity of the assessments. Faculty members noted that though it is not evident in the assessment data, some candidates experience difficulty managing their classrooms. This led faculty to question whether or not the program is providing the best possible opportunities for candidate growth during the early and intermediary field experiences. Faculty members have included a video lesson assignment in the Foundations of Education class, taken at the onset of the MAT program, where candidates are required to submit a videotape of them teaching to demonstrate classroom management skills. The video lesson is reviewed by faculty and any concerns regarding classroom management are addressed with candidates early in the candidate's program. Faculty members regularly review the curricula content, pacing, and assessments in the core courses to examine these and other questions related to candidate growth and development in this area.

Because of our assessment data, faculty can track candidate progress through reflections, observation summaries, lesson plans, classroom management projects and tutoring projects. Based on a mid-year review of data, faculty members have made changes to the program to enrich field experiences. It is essential for our program to help candidates link pedagogy and its implementation in the content area as quickly as possible. As candidates learn the pedagogy, they see the translation into the skills they must perfect in order to be consistent and successful in the classroom. For candidates in the MAT program, videotaped lessons are required in the practicum class and feedback is provided by their principal (or mentor) and the university supervisor. This provides confirmation of the knowledge, skills, and dispositions of our candidates at several points in the program.

(3) Effects on Student Learning and on Creating Environment that Support Learning

An evaluation of the effects on student learning occurs several times during the program, specifically during assessments in which candidates work with one student, assessments in which candidates work with several students, and the Impact on Student Learning Assessment completed during student teaching. These assessments are designed to focus candidate attention on student learning and to demonstrate to faculty members and to the candidates themselves that their practice makes a difference in what students learn. Candidates score very well on these assessments, often exceeding the standards in all areas.

In reviewing the data, faculty members acknowledged that it is not clear that candidates know how to differentiate instruction, addressing the needs of students learning English as a second language, students with special needs, and students who are not engaged. The faculty members began to think broadly about how to better prepare teachers. They suggested a radical change in the way that the elementary programs operate, eliminating silos such as the ones we currently have in ESL and special education. Faculty discussed making the program much more collaborative and much more field-based. To this end, faculty members are evaluating all aspects of teacher preparation to focus preparation on meeting the needs of each child, increasing collaboration within and between programs, and seeking support and resources to experiment with an alternative method for preparing elementary teachers with much greater attention to field-based learning.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponseToConditionsReport/tabid/454/Default.aspx>

(Response limited to 24,000 characters.)

Please click "Next"



**SCHOOL OF EDUCATION
 MASTER OF ARTS IN TEACHING - ELEMENTARY EDUCATION
 PROGRAM OF STUDY rev. May 4, 2012; June 15, 2012**

Student Name:		Student ID		Advisor:	
Email:					

*PRAXIS I, ACT, SAT, GRE: (Specify test; check OSSE score requirement)	Reading (test:)	Writing (test:)	Mathematics (test:)
	Score:	Score:	Score:
Praxis II: Key Assessment #1	Elem Content 0014 or 5014:		

**All candidates must successfully complete Praxis I or OSSE-identified alternative prior to admission*

COURSE #	COURSE NAME	Prerequisite	Grade Req'd	Plan	Completed	Notes/ Approved Change	Key Assessment
EDCC 601	Orientation: Tools for Graduate School		AU	Req'd 1 st sem			
EDCC 511	Introduction to Professional Writing						
EDCC 510	Human Growth and Development						
EDCC 530	Education of Exceptional Children/Youth						
EDCC 541	Foundations of Education: The Art of Teaching & Learning						
EDCC 600	Research in Education						
EDTE 621	Teaching for Mathematical Understanding	EDCI 510 EDCC 530 EDCI 541	B	Fall			Key Assessment: Unit
EDTE 622	Teaching for Scientific Inquiry	EDCI 510 EDCC 530 EDCI 541	B	Spring			Key Assessment: Unit
EDTE 623	Language, Literature, & Culture	EDCI 510 EDCC 530 EDCI 541	B	Fall			Key Assessment: Unit
EDTE 624	Children's Literature	EDCI 510 EDCC 530 EDCI 541	B	Spring			
EDTE 627	Literacy Assessment & Instruction for Early & Emergent Readers	EDCI 510 EDCC 530 EDCI 541	B	Fall			Key Assessment: Video
EDTE 628	Literacy Assessment & Instruction for Upper Elementary Years	EDCC 530 EDCI 627	B	Spring			Key Assessment: Tutoring
KEY ASSESSMENT: INTERSHIP READINESS ASSESSMENT							
EDTE 673	** Supervised Student Teaching in Elementary Education	All EDCC and EDTE courses; All Gen Ed courses	B				Key Assessment: Teaching
EDTE 689	Advanced Seminar in Teaching	Taken w/ Internship	B				Key Assessments : Portfolio & Impact
						36 CREDITS	

****Completion of all core & specialization courses is required prior to student teaching. Any change in this schedule may result in additional time in school. Application for Internship is due a semester prior to experience. All placements must be approved by the Program Director for Teacher Education.**

This acknowledges the candidate has had the program of study explained and understands all program requirements.

Date: _____ Gen Ed.: _____

Advisor: _____ Candidate: _____

Notes: _____ Key Assessment: Internship Readiness Assessment (Date:)
 Approaches Meets Exceeds

Assessment 1: Content: Praxis Information

1. A Brief Description of the assessment and its use in the program:

The Content Knowledge Praxis test (#14) is designed for prospective teachers of children in primary through upper elementary school grades. The 120 multiple-choice questions focus on four major subject areas: language arts/reading, mathematics, social studies, and science. Test questions are arranged by subject area. Each of the four content areas constitutes 25 percent of the test.

2. A Description of how this assessment specifically aligns with the standards cited:

The Praxis II test #14 assessment aligns with the ACEI standards as follows:

In Language Arts Standard 2.1 —Candidates are required to demonstrate a high level of competence in the use of English/Language Arts. Candidates demonstrate that 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. In the Language Arts section of the Praxis test, which is 25 percent of the entire test, five areas are covered, including Understanding Literature, Text Structures and Organization for Reading and Writing, Language in Writing, Literacy Acquisition and Reading Instruction, and Communication Skills. The alignment is strong and demonstrates that the standard is covered.

In Science Standard 2.2 —Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science. In the Science section of the Praxis II exam, which is also 25 percent of the total exam, candidates must demonstrate their knowledge in the following areas: Earth Science, Life Science, Physical Science, Science as Inquiry, Science in Personal and Social Perspectives, and History and the Nature of Science. The alignment is clear and strongly represents the intent of the standard.

In Mathematics Standard 2.3— Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. They consistently engage in problem solving, reasoning and proof, communication, connections, and representation. The Mathematics section of the Praxis II test #14 represents 25 percent of the total exam and aligns positively with topics in the following areas: Number Systems and Number Sense, Algebraic Concepts, Informal Geometry and Measurement, and Data Organization and Interpretation. This alignment is strong and suggests that the standard is covered.

In Social Studies Standard 2.4 —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. The Social Studies section of the Praxis II test #14 represents 25 percent of the total exam and examines the following areas: Geography; World History; United States History; Political Science; Anthropology, Sociology, and Psychology; and Economics. Again, the topics are aligned with the standard.

Areas that are conspicuously absent from the Praxis II test #14 include Standards 2.5, The arts, 2.6, Health education and 2.7, Physical education. These standards are recognized and deemed important by ACEI though they are not covered in the Praxis Test #14. To compensate for this lack, the School of Education developed its comprehensive examination- Internship Readiness Assessment- which covers these areas and is included in this report as Assessment #2.

3. Brief Analysis of the Data

Many of our candidates and graduates do not take the Praxis II exam. Passing the Praxis II exam is not required for student teaching or graduation. Trinity Washington University serves a metropolitan area that encompasses Virginia, Maryland, and the District of Columbia. Our candidates are interested in obtaining a license in the geographic area where they intend to teach. Praxis II is not always required in those areas, particularly in non-public schools. In previous years, of the Trinity candidates who do take the exam, over 80 percent passed (88 percent). During the years of 2011- 2012, and 2013-2014, of the Trinity candidates who did take the Praxis II exam and reported examination scores, 100 percent passed the exam. The data demonstrate that candidates are well-prepared in all areas of content knowledge for elementary education. One of the reasons that we do meet the 80 percent rule is that when each candidate enters our program, we conduct a transcript review of their undergraduate credits to ensure that they have a minimum of 46 credits in the content areas. If they are lacking, then we add courses, as necessary, to their course requirements.

4. Interpretation of how the data meets the standard

Data confirm that our candidates are passing Praxis II; however, during 2011- 2012, and 2013-2014, only nine candidates reported examination scores to Trinity, and during 2012-2013, only five candidates reported examination scores to Trinity. As previously stated, completion of the Praxis II is not a requirement for graduation. In some districts in the metropolitan area that Trinity serves, completion of the Praxis II is a requirement for licensure, but in many schools licensure is not required. These circumstances result in low numbers of test scores being reported to Trinity. The faculty have exercised a number of encouragements to increase the rates of candidates reporting test scores, including reminders and offering incentives, and we will continue to collaborate in order to find better and more effective strategies to get candidates to report Praxis II

examination results. Beginning Fall 2015, candidates will be required to pass Praxis II prior to student teaching.

Overall, the Praxis test is well-aligned with most of the ACEI elementary content standards, and Trinity's overall pass rate demonstrates that candidates know the content in the standards.

5A. Description: The Elementary Education: Content Knowledge test is designed for prospective teachers of children in primary through upper elementary school grades. The 120 multiple-choice questions focus on four major subject areas: language arts/reading, mathematics, social studies, and science. Test questions are arranged by subject area.
B Praxis II test #14 ETS does not provide a scoring guide

C Candidate Data from the Praxis II test 14 MAT Program

	Number Taking the Test	Number Passing the Test	Overall %
2011- 2012	9	9	100%
2013- 2014	5	5	100%

Assessment 2: Comprehensive/ Internship Readiness Examination

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

The comprehensive examination in elementary education, also known as the Internship Readiness Assessment (IRA) is used to document candidates' content knowledge. Elementary school teachers need to have mastery of content knowledge if they are to be able to teach successfully. Candidates must pass the comprehensive exam in order to enroll in their student teaching internship. Comprehensive exams are given frequently throughout the school year, in the months of September, December, January, May, June, and August. Trinity's exam is a multiple choice test that includes questions in seven (7) content areas: language arts/reading, mathematics, social studies, science, the arts, health, and physical education.

2. A description of how this assessment specifically aligns with the standards cited

The comprehensive examination was designed to align specifically with ACEI content standards for elementary education. For certification, candidates take the ETS Praxis Tests #14.; which specifies that the exam is composed of 25 percent Reading (Standard 2.1); 25 percent Mathematics (Standard 2.3); 25 percent Science (Science 2.2) and 25 percent Social Studies (Standard 2.4). Realizing that this type of exam did not cover all the ACEI standards, faculty developed a comprehensive examination in order to ensure that candidates were able to demonstrate competency of all ACEI elementary standards.

The comprehensive exam is composed of 100 multiple choice questions divided in the following manner: 25 percent of the questions cover Language Arts; 15 percent cover Science; 15 percent cover Mathematics; and 15 percent cover Social Studies. Within each content area, the specific elements of the standard have been identified and a portion of the questions address each element. The arts, health education, and physical education, and connections across the curriculum, each receive 10 percent of the questions that remain. This covers all areas of the ACEI content standards.

The comprehensive exam alignment was constructed and reviewed by the elementary education faculty (both full time and adjunct), in order to ensure reliability and validity. Faculty made use of and consulted a variety of resources, from course texts to test-prep materials, in developing and refining the exam. Specifically, to address Standard 2.1, Reading, Writing and Oral Language, questions were designed to allow candidates to demonstrate that they know and understand how to teach reading, writing, speaking, viewing, listening, and thinking skills in age-appropriate and effective ways.

To address Standard 2.2, candidates are asked an array of questions that demonstrate their knowledge of the fundamental concepts of physical, life, and earth/space science.

To address Standard 2.3, the exam requires candidates to answer questions about the major concepts and procedures that define numbers and operations, algebra, geometry, measurement, and data analysis.

The major concepts and modes of inquiry are explored in the test questions related to social studies Standard 2.4, where history, geography, and social studies are examined.

To address Standard 2.5, the exam includes questions that require candidate knowledge and understanding of the content, functions, and achievement of the performing arts.

In Health education- Standard 2.6- candidates are evaluated on their knowledge of health issues and ways to create healthy opportunities for students.

In questions related to physical education- Standard 2.7- candidates demonstrate their knowledge of human movement and physical activity and the importance of being physically fit as it contributes to good health and well-being is reinforced.

3. Brief analysis of the data findings;

Over the past several years, there have been several iterations of the comprehensive exam, as we conducted item analyses to improve the instrument. As a result, candidates have had a slightly different exam each time the exam has been administered. Nonetheless, the questions on the different versions of the exam are very similar and demonstrate the knowledge candidates have about their content. Data from the January, May, July, November, and December (2013) administrations of the comprehensive examination demonstrate that candidates are overwhelmingly meeting or exceeding the standards and expectations associated with the exam (91 percent).

Candidates are required to pass all seven (7) sections of the exam. The sections are categorized by content areas: Arts, Health, Language Arts, Math, Physical Education, Science, and Social Studies. In order to pass each section, candidates must demonstrate 80 percent, or higher, competency in the respective section. Candidate who do not pass all sections of the examination during the first testing administration may take the examination again, a maximum of three (3) times, in order to pass all sections and demonstrate knowledge of the broad elementary educational content. In the event that a candidate does not pass all sections of the exam within three (3) testing administrations, the student is allowed to submit an appeal. Faculty members review appeals on a case-by-case basis; however, the typical outcome is that the candidate is required to take a college-level class in the respective content area, and must pass with a grade of "B" or better. Upon successful completion of the class, with a grade of "B" or better, the student is considered to have passed the examination requirement, and is cleared to continue into the student teaching internship.

Data from the January, May, July, November, and December (2013) administrations of the comprehensive examination shows that the majority (70 percent) of candidates passed all sections during the first, second or third administration of the exam. Three (3) candidates went through the appeal process, and were permitted to take courses in the respective content area(s). Faculty members utilize the appeal process as a mechanism for allowing candidates to demonstrate content knowledge. The end result of the

comprehensive examination is that students possess and demonstrate content knowledge that will enable effective teaching and instruction with elementary-age students.

The Teacher Education faculty will continue to collect and monitor data in efforts to improve and maintain a rigorous, effective MAT program.

4. Interpretation of how that data provides evidence of meeting standards:

The alignment of the comprehensive exam with the ACEI standards gives Trinity confidence that a high passing rate on this exam indicates that candidates understand the content knowledge required by the standards. Data provide a break-out of candidate performance in each area over several years and list the ACEI standards being addressed. The evidence supports candidates' knowledge.

In addition, by using the ETS Praxis II # 14 exam, the General Education Review, and the Comprehensive Exam, Trinity is able to triangulate data related to the content knowledge of elementary education candidates. On the Praxis 2 #14 content exam, over 80 percent of candidates pass. Candidates must maintain a 3.0 in course work, including any courses that they have to take in the content area as a result of transcript analysis. And finally, candidates pass the Comprehensive Exam, scoring well in all areas. These three sources of data indicate that candidates can explain concepts in the Standards.

As a result of previous weaknesses in content sections, and comprehensive exam data, there has been a greater emphasis on content knowledge in science, health, and physical education. In our science methods course, we have placed additional emphasis on science content knowledge. Many of the teacher candidates in our MAT program tend to be slightly older and often do not have course work in health or physical education; we developed a course through our continuing education program specifically to address these areas. This course, Health and Physical Education for Educators, EDU 503S, is offered when needed.

5. Assessment Tool

**Comprehensive Examination on Content Knowledge
Elementary Education**

Name: _____ Major: _____ Advisor: _____

Scoring Guide for Elementary Education Comprehensive Examination

Section A: Std. 2.1 English Language Arts		18-19	20-22	23-25
Reading	1, 2, 3, 6,7,8,10,11,12,13,15,17,19			
Writing	9, 16, 18, 20			
Oral Language	1,2,5,14			
Knowledge of literary ele.	21, 22, 23, 24, 25			
Section B: Std. 2.2 Science		10-11	12-13	14-15
Physical	1,9,10,12,13			
Life	2,3,4,7,15			
Earth and Space	5,6,8,11,14			
Section C: Std. 2.3 Mathematics		10-11	12-13	14-15
Measurement and Number System	1,2,3,4,			
Geometry	8,10,11,12			
Algebra, Statistics & Probability,	6,7,13,14			
Problem Solving, & Data	5,9,15			
Section D: Std. 2.4 Social Studies		10-11	12-13	14-15
History,	3,4,5,6,7,9,10			
Geography	1,2,			
Social Science	4,11,8			
Section E: Std. 2.5 – The Arts	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	7	8-9	10
Section F: Std. 2.6 – Health Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	7	8-9	10
Section G: Std. 2.7 – Physical Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	7	8-9	10
OVERALL PERCENT				

Note: Many resources were used for the development of this examination including:
 Davis, A. O., (2007). Praxis Elementary Education by research & Education Association
 Thomas G. Gunning (2008). Instructor's Manual, Resource masters, and Test Bank for Creating Literacy Instruction for All Students, 6th Ed. Allyn and Bacon.

Section A: Standard 2.1 Reading:

Please answer these questions to the best of your ability. Circle the letter next to the correct answer. There is only one answer for each question and no penalties for guessing. Please note you may use a calculator.

1. For first graders which type of vocabulary would you expect to be the largest?

- reading
- sight word
- receptive
- expressive

2. Which of the following is the best reason to explicitly and directly teach high-frequency words to beginning readers?

- These are the words that are the easiest to decode and thus build confidence
- These words are often overlooked in traditional phonics programs
- Approximately 50 percent of the words children read are high-frequency words
- Such words are the most concrete and easiest for children to remember

3. Which of the following prompts encourages a child to self-monitor, that is, to check on herself?

- Get your mouth ready.
- Do you see a part that you know?
- Go back and read it again.
- Were you right?

4. How many speech sounds are there in English?

- A) about 30
- B) about 25
- C) about 60
- D) about 45

5. Which phonic element is generally taught first?

- A) long vowels
- B) consonant digraphs
- C) short vowels
- D) consonants

6. A first grader who cannot tell when words begin with the same sound has difficulty with

- Alphabetics
- Phonics
- Phonological awareness
- All of the above
- None of the above

7. In a text about amphibians, one chapter frequently used the words but however, and in contrast, Very likely the predominant text structure in that chapter was

- Sequence
- Description
- Problem/solution
- Compare/contrast

8. A good graphic organizer to use with the chapter described in the previous question help the students organize and retain the information would be a

- Story map
- Venn diagram
- Sequence Chart
- Web

9. The teacher works with a group of children to write a short message on chart paper. Both the teacher and the children write on the paper. The teacher assists when a child needs help spelling a word or forming a letter. This instructional practice is known as language experience.

- guided writing.
- writing workshop
- interactive writing

10. Reciprocal teaching includes the following

- A) Inferring, confirming, evaluating, repairing
- B) Visualizing, setting goals, repairing answering
- C) Clarifying, predicting, questioning, summarizing
- D) Evaluating, confirming, imaging, comprehending

11. For most people which of the following word learning tasks would be the hardest?

- learning new words representing new concepts
- learning a new word for a known concept
- learning pronunciation of words recognized only in print
- refining one's understanding of known words

12. Oscar has just moved to a new neighborhood. He joined Ms. Young's second grade class. In order to get to know Oscar as a reader Ms. Young asked Oscar to select from several books and read one of them to her. She provided books at a range of difficulty from mid-first grade through third grade level. He selected a Curious George book. He read at a moderate pace, partly monotonic, but with some phrasing. Whenever he came to a word he didn't know he stopped and did not continue until Ms. Young told him the word. To help Oscar read with more phrasing and expression, the best choices for Ms. Young would be to

- I Model how to read with phrasing and then have Oscar echo her.
- II Give Oscar more phonics worksheets to improve his decoding.
- III Have Oscar join a group of children practicing to perform a Reader's Theater piece.

- | | | |
|-------------|---------------|--------------|
| A) I only | B) II only | C) III only |
| D) I and II | E) II and III | F) I and III |

13. Which of the following statement or statements is the most accurate representation of the relationship between reading comprehension and background knowledge?

I. Students will comprehend a text more easily and more thoroughly if they already have some background knowledge on the subject.

II. Students will have more difficulty comprehending a text if they already have background knowledge because what they already know is likely to confuse them.

III. It makes no difference to the quality of comprehension whether students have any background knowledge on the topic they are reading about.

A) I only

B) II only

C) III only

D) I and II

E) I and III

F) II and III

14. Which of the following concepts of print would you most likely teach first?

A) What we say can be written down.

B) Words are made up of letters.

C) Sentences begin with capital letters.

D) Reading goes left to right (in English).

15. At High Street School, the principal has asked that the entire school focus on vocabulary development. The student population is ethnically and economically diverse and about 20% of the children are English Language Learners. The sixth grade team is discussing what their approach should be. Mr. Hendricks suggestion is that the school uses some extra funds to purchase vocabulary workbooks for each student. Each week the students will have a 20 word list from the workbook to study and learn for a test at the end of each week. Which of the following statements conforms best to what is known about effective vocabulary development?

I Mr. Hendricks's idea is a good one and the team should adopt it. Even if all of the students do not learn all of the words, they will at least be exposed to them.

II Mr. Hendricks's idea is a good one because the students can do their vocabulary work at home and the time in school can be used for other subjects.

III Mr. Hendricks's suggestion is NOT a good idea because there are too many words to learn each week for the words to be learned well enough to be used.

IV. Mr. Hendricks's suggestion is NOT a good idea because the selection of words is unrelated to what the students are learning in school.

A) I only

B) II only

C) III only

D) IV only

E) I and II

F) III and IV

16. Which of the following would best foster fluency?

completing phonics puzzles

reading a series of easy books

following along as the teacher reads aloud

reading a challenging book to another student

17. "Why did the sky look so wild?" would be an example of

An inferential question

A literal question

A text independent question

None of the above

18. The main advantage of the key traits approach to the teaching of writing is that it provides an objective basis for assigning a grade.
makes clear to everyone the elements of good writing.
is highly efficient.
is easy to apply.

Young children's invented spelling provide clues as to how the child perceives the sounds in words and what the child is ready to learn about letter sound relationships. At the end of September a first grade student wrote the following sentence:
Mi mom hp me mak a rkit. (My mom helped me make a rocket).

19. Which of the following statements are true?
I The student seems to know which consonant letters to use to represent consonant sounds.
II The student is a letter-name speller who uses the names of letters to help decide what letter to use.
III The student is probably ready to learn what letter to use for short vowel sounds.
- A) I only
B) II only
C) I and II
D) I, II, and III

20. Which best describes planning and revising the writing process?
A) Both planning and revising are generally spontaneous.
B) Planning and revising occur at various places in the process.
C) Revising is generally carried out according to planning done during prewriting.
D) In general, planning precedes composing which precedes revising.

21. The _____ of a story refers to when and where it takes place.
A) setting B) plot C) rising action D) resolution

22. Which of the stories below is an example of a legend?
A) Rumpelstiltskin
B) How the Elephant got its Trunk
C) Pandora's Box
D) John Henry

23. Which literary device did the author use in the following passage from *The Book Thief* by Marcus Zusak (Knopf, 2005)? The last time I saw her she was red. The sky was like soup, boiling and stirring. In some places, it was burned. There were black crumbs, and pepper, streaked across the redness.
A) Description
B) Personification
C) Alliteration
D) Simile

Determine if the following sentences correctly follow the accepted rules for Standard English punctuation and usage.

The students in Mr. Green's class was waiting for the cafeteria to open.

24. The sentence should be corrected to

- A) The student's in Mr. Green's class was waiting for the cafeteria to open.
- B) The students in Mr. Green's class was waiting for the cafeteria to open.
- C) The students in Mr. Green's class were waiting for the cafeteria to open.
- D) The student's in Mr. Green's class were waiting for the cafeteria to open.
- E) The sentence is correct as written.

Derrick want to invite twelve friends to his birthday party his mother told him he could only have six.

25. The sentence should be corrected to

- A) Derrick wanted to invite twelve friends to his birthday party, his mother told him he could only have six.
- B) Derrick wants to invite twelve friend to his birthday party; his mother told him he could only have six.
- C) Derrick wanted to invite twelve friends to his birthday party; his mother told him he could only have six.
- D) The sentence is correct as written.

Section B: Standard 2.2 Science:

Please answer these questions to the best of your ability. Circle the letter next to the correct answer. There is only one answer for each question and no penalties for guessing. Please note you may use a calculator.

1. Which of the following is a phenomenon involving the physical properties of a substance?
 - A) Corrosion of iron
 - B) Burning of wood
 - C) Rocket engine ignition
 - D) Melting of ice

2. Which cellular component is responsible for the regulation of exchanges of substances between a cell and its environment?
 - A) The endoplasmic reticulum
 - B) The cell nucleus
 - C) The cytoplasm
 - D) The cell membrane

3. Humans have 46 chromosomes in their body cells. How many chromosomes are found in the zygote?
 - A) 2
 - B) 10
 - C) 23
 - D) 46

4. Human body temperature regulation via the skin involves
 - A) Respiration
 - B) Transpiration
 - C) Perspiration
 - D) Sensation

5. Metamorphic rocks are
- A) Derived from igneous rocks
 - B) Unrelated to igneous rocks
 - C) A type of sedimentary rock
 - D) A type of rock not found on this planet
6. Which of the following is considered to be evidence for plate tectonics?
- A) Continental coastline "fit"
 - Identical fossil evidence at "fit" locations
 - Intense geological activity in mountainous regions
 - All of the above
7. Seafloor spreading is characterized as
- A) plate spreading with upwelling magma forming ridges.
 - B) plate collisions with associated ridge formation.
 - C) plate spreading with no ridge formation.
 - D) plate collisions with no ridge formation.
8. Which of the following is a mammal?
- A) Toad
 - B) Blue Whale
 - C) Lunar Moth
 - D) Chicken
9. In descending order of abundance, what is the composition of the Earth's atmosphere?
- A) Oxygen, nitrogen, carbon dioxide, trace gases.
 - B) Nitrogen, oxygen, carbon dioxide, trace gases.
 - C) Nitrogen, carbon dioxide, trace gases.
 - D) Carbon dioxide, oxygen, nitrogen, trace gasses
10. A material with definite volume but no definite shape is called
- A) titanium.
 - B) gas.
 - C) liquid
 - D) solid
11. The intensity of an earthquake is measured by
- A) a thermograph
 - B) a seismograph
 - C) a telegraph
 - D) an odometer
12. _____ is defined as the ability to do work
- A) Force
 - B) Energy
 - C) Speed
 - D) Distance
13. An acidic solution can have a pH of
- A) 20
 - B) 10

- C) 8
- D) 5

14. In relation to plants, what does germinate mean?

- A) To start to grow
- B) To plant
- C) To die
- D) To produce fruit

15. What is the largest organ of the human body?

- A) The heart
- B) The skin
- C) The small intestine
- D) The lungs

Section C: Standard 2.3 Math.

Please answer these questions to the best of your ability. Circle the letter next to the correct answer. There is only one answer for each question and no penalties for guessing. Please note you may use a calculator.

1. What is the greatest common divisor of 120 and 252?

- A) 2
- B) 3
- C) 6
- D) 12

2. Round the following number to the nearest hundredths place: 287.416.

- A) 300
- B) 290
- C) 287.42
- D) 287.4139

3. In the number 72104.58, what is the place value of the 2?

- A) Thousands
- B) Millions
- C) Ten thousands
- D) Tenths

4. The daily high temperatures in Frostbite, Minnesota for one week in January were as follows:

- Sunday: -2°F
- Monday: 3°F
- Tuesday: 0°F
- Wednesday: -4°F
- Thursday: -5°F
- Friday: -1°F
- Saturday: 2°F

What was the mean daily high temperature for that week?

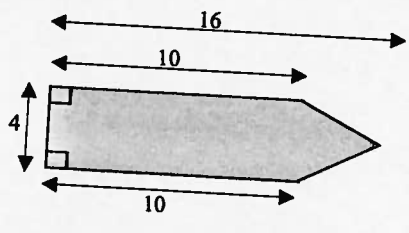
- A) 7
- B) -7
- C) -1
- D) 1.

5. Riding on a school bus are 20 students in 9th grade, 10 in 10th grade, 9 in 11th grade, and 7 in 12th grade. Approximately what percent of the students on the bus are in 9th grade?
- A) 23%
 - B) 43%
 - C) 46%
 - D) 76%

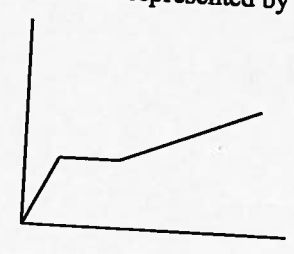
6. Which of the following is equal to 8^4 ?
- A) 4,032
 - B) 4,064
 - C) 4,096
 - D) 4,128

7. What is the solution to the equation $\frac{x}{3} - 9 = 15$?
- A) 18
 - B) 8
 - C) 36
 - D) 72

8. The area of the shaded region is
- A) 30
 - B) 52
 - C) 64
 - D) 116

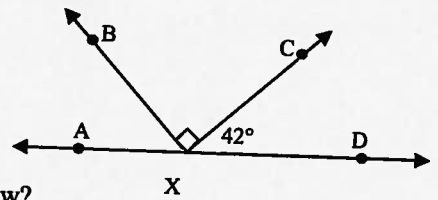


9. Which of the following scenarios could be represented by the graph shown below?



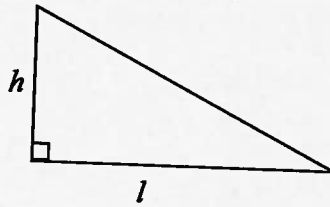
- A) Mr. Cain mowed grass at a steady rate for a while, took a short break, and then finished the job at a steady but slower rate.
- B) Mr. Cain mowed grass at a steady rate for a while, mowed at a steady but slower rate and then took a break.
- C) Mr. Cain mowed grass at a variable rate for a while, took a short break, and then finished the job at a variable rate.
- D) Mr. Cain mowed grass at a steady rate for a while, took a short break, and then finished the job at a steady but faster pace.

10. In the given figure, assume that AD is a line. What is the measure of angle AXB?
- A) 48°
 B) 90°
 C) 42°
 D) There is not enough information given to answer the question.



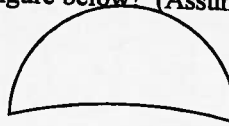
11. Which formula can be used to find the area of the triangle shown below?

- A) $A = \frac{(l \times h)}{2}$
 B) $A = \frac{(l + h)}{2}$
 C) $A = 2(l + h)$
 D) $A = 2(l \times h)$



12. Which formula can be used to find the area of the figure below? (Assume the curve is half of a circle.)

- A) $A = \pi r$
 B) $A = 2\pi r^2$
 C) $A = \pi r^2$
 D) $A = \frac{\pi r^2}{2}$



13. Find the median of this set of data: 52, 45, 34, 67, 21, 54, 67, 34, 89, 43, 50, 31.
- A) 37.6
 B) 47.5
 C) 48.9
 D) 60

14. The scores for a statistics test are shown below.
 84 93 67 84 53 73 73 67 95 84 72 85 78 71 87 90 64
 Find the range and the mode for the test scores.
- A) Range = 42; Mode = 84
 B) Range = 40; Mode = 73
 C) Range = 67; Mode = 84
 D) Range = 84; Mode = 73

15. A bag contains 8 red marbles, 12 blue marbles, and 17 green marbles. If one marble is randomly selected from the bag, what is the probability that the marble is red or green?

- A) $\frac{8}{17}$
 B) $\frac{25}{12}$
 C) $\frac{25}{37}$
 D) $\frac{20}{37}$

Section D: Standard 2.4 Social Studies

Please answer these questions to the best of your ability. Circle the letter next to the correct answer. There is only one answer for each question and no penalties for guessing. Please note you may use a calculator.

1. Which of the following mountain ranges is the oldest in North America?
 - A) The Sierra Nevada
 - B) The Alps
 - C) The Appalachians
 - D) The Cascades

2. The United States is divided into five geographic regions. Which of the following choices best describes the regions?
 - A) Northeast, Southeast, Midwest, Southwest, West
 - B) North, South, Midwest, East, West
 - C) North, South, East, Midwest, West
 - D) East, West, North, South, Southwest

3. The first major battle of the American Civil War was fought on July 21, 1861. It happened at which location?
 - A) Gettysburg
 - B) Bull Run
 - C) Shiloh
 - D) Antietam

4. Which are the two most populated nations today?
 - A) China and The United States
 - B) China and Russia
 - C) China and India
 - D) China and South Africa

5. The United States economy is a form of:
 - A) Capitalism
 - B) Socialism
 - C) Nationalism
 - D) Communism

6. The United States and its allies fought in a war that encompassed parts of Africa and Europe. This war became known as World War II. If the phrase "World War II" was at the center of a "word web" which of the following words would NOT be included?
 - A) D Day
 - B) Serbia
 - C) The Holocaust
 - D) Victory - E Day

7. Which President asked the United States Congress to pass the civil rights bill?
 - A) Harry S. Truman
 - B) John F. Kennedy
 - C) Lyndon B. Johnson
 - D) Jimmy Carter

8. By the middle of the 20th century technology had begun to drive the two superpower countries, the United States and the Soviet Union, into a space race. On July 20, 1969 which two men were the first to walk on the moon?
- A) Alan Shepard, Jr. and John Glenn, Jr.
 - B) Yury Gagarin and Michael Collins
 - C) Edward H. White and Roger B. Chaffee
 - D) Neil Armstrong and Edwin Aldrin Jr.
9. The Constitution divides power among three branches of government. This is a form of checks and balances among the Democratic Republic. Which is NOT the responsibility of the Executive Branch?
- A) Decides whether or not a law is constitutional
 - B) Makes treaties
 - C) Heads the armed forces
 - D) Manages the government
10. The Ancient Egyptian civilization is known for all of the following EXCEPT:
- A) Pyramids
 - B) Papyrus
 - C) Firecrackers
 - D) Embalming
11. The law of supply and demand
- A) refers to the economic principle that explains the price of goods; the scarcer they are, the higher the price
 - B) refers to government regulations for electric utilities
 - C) refers to laws businesses must follow
 - D) is equivalent to the economic principle of opportunity cost
12. "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights that among these are Life, Liberty and the pursuit of Happiness." The words above come from the
- A) United States Constitution
 - B) The Declaration of the Rights of Man
 - C) Lincoln's Gettysburg Address
 - D) The Declaration of Independence from England
13. Individuals who fought to end slavery in the United States were referred to as abolitionists. Which of the following is NOT an abolitionist?
- A) Frederick Douglass
 - B) Harriet Tubman
 - C) William Lloyd Garrison
 - D) Rodger B. Taney
14. Iran can be found on which continent?
- A) Europe
 - B) Asia
 - C) Africa
 - D) South America

15. Which of the following religions is NOT monotheistic?

- A) Hinduism
- B) Islam
- C) Judaism
- D) Christianity

Section E: Standard 2.5 The Arts

Please answer these questions to the best of your ability. Circle the letter next to the correct answer. There is only one answer for each question and no penalties for guessing. Please note you may use a calculator.

1. If your elementary students are going to use tempera paints, they will be able to create all the colors and shades they want as long as you supply

- A) red, blue, green, white, black
- B) red, blue, yellow, white, black
- C) red, blue, yellow, white, brown, black
- D) red, blue, yellow, white, black, green

2. Which of the following would fall under the category of performing arts?

- A) Puppetry
- B) Dance
- C) Theatre
- D) All of the above

3. Which of the following musical forms are also dances?

- I Minuet
- II Concerto
- III Waltz

- A) I only
- B) II only
- C) III only
- D) I and III
- E) II and III
- F) I, II, and III

4. Duke Ellington was a skilled composer and performer of which distinctively American music?

- A) Ragtime
- B) Hip-hop
- C) Bluegrass
- D) Jazz

5. The flute belongs to which family of musical instruments?

- A) Percussion
- B) Strings
- C) Brass
- D) Woodwinds

6. A full length theatrical production that typically includes dancing, singing and speaking is

- A) A symphony
- B) A musical
- C) A ballet
- D) None of the above

7. Which of the following would not be used to describe a singer's voice?

- A) Alto
- B) Percussion
- C) Tenor
- D) Soprano

8. Students should be able to describe a work of art using the following groups of terms

- A) line, color, value, shape balance, texture, repetition and rhythm
- B) height, width, depth, length, weight, shape
- C) expensive, cheap, gaudy, classy, overdone, meaningless, dated
- D) bright, blended, colorful, shaded, tinted, mirrored, angled, obtuse

9. Identify which group does not represent elements of music

- A) Rhythm and Harmony
- B) Melody and Form
- C) Texture, timbre and dynamics
- D) Loudness, and speed

10. Which of the following is not a visual arts medium?

- A) Theatre
- B) Sculpture
- C) Watercolor
- D) Collage

Section F: Standard 2.6 Health

Please answer these questions to the best of your ability. Circle the letter next to the correct answer. There is only one answer for each question and no penalties for guessing. Please note you may use a calculator.

1. On average, children between the ages of 3- 10 should get how many hours of sleep each night?

- A) 8 hours
- B) 16 -20 hours
- C) 10 – 12 hours
- D) The amount of sleep doesn't matter. They will fall asleep if they are tired and they will wake up when they have slept enough.

2. Which of the following is NOT a characteristic of cholesterol?

- A) Cholesterol plays a role in the function of the brain
- B) Cholesterol is a component in the creation of certain hormones
- C) Cholesterol is produced in the liver
- D) Excess cholesterol found in the blood of many people usually comes from internal production

3. This form of exercise emphasizes breathing techniques, stretching, and relaxation

- A) Yoga
- B) Ti Chi
- C) aerobic conditioning
- D) spinning

4. BMI represents

- A) body movement index.
- B) body mass index.
- C) binary motion index
- D) bilingual maturational index

5. Which of the following is high in fiber?
- A) A pear
 - B) Fish
 - C) Cheese
 - D) Almonds
6. One of the best ways to reduce cholesterol in anyone is through
- A) Strict diet
 - B) Eating no meat
 - C) Good diet and exercise
 - D) Reduce sweets from your diet
7. To lose weight, calories burned must exceed calories consumed. The key to success here is
- A) No sweets
 - B) Cut starches
 - C) Increased exercise
 - D) Eat more protein
8. Children in the third or fourth grade should be able to demonstrate that they are able to make health related decisions. Teachers should encourage the following
- A) Avoid alcohol, tobacco, stimulants and narcotics.
 - B) Get plenty of sleep and exercise and eat a well balanced diet
 - C) Receive proper immunizations and avoid sharing personal grooming products
 - D) All of the above
9. Teachers need to be aware of developmentally appropriate physical activities for children in grades 1 through 3. They would include the following
- A) Games that use large muscles and allow for children to shout and chase each other
 - B) Playing games like dodge ball because throwing is easier than catching at this age.
 - C) Both A and B
 - D) None of the above
10. The food pyramid has been revised in recent years and the smallest food group is
- A) Meat, beans, fish and nuts
 - B) Milk and dairy products
 - C) Fats and oils
 - D) Vegetables

Section G: Standard 2.7 Physical Education

Please answer these questions to the best of your ability. Circle the letter next to the correct answer. There is only one answer for each question and no penalties for guessing. Please note you may use a calculator.

1. Of the following, which test does NOT measure muscular strength and endurance in children?
- A) Pull-ups
 - B) Flexed arm hang
 - C) Grip strength test
 - D) Sit-and-reach test
2. Physical Education on the playground or in the classroom presents opportunities for integration with other subjects for example.

- A) Appreciation of other cultures through learning dances
- B) Games from other cultures
- C) None of the above
- D) All of the above

3. Team sports have a place in a successful physical education curriculum. The carry over value of these sports is important. The following are examples of appropriate team activities

- A) Volleyball, basketball and flag football
- B) Softball and field hockey
- C) Both A and B
- D) None of the above

4. Dual and Individual sports have a place in a successful physical education curriculum. Many carry over to become lifetime sports. The following are examples of appropriate dual and Individual sports.

- A) Tennis either singles or doubles
- B) Badminton either singles or doubles
- C) Volleyball
- D) All of the above
- E) A and B only

5. Physical Education can use technology to contribute to effective instruction. Which of the following would be good to have?

- A) CD player and video player
- B) Computer to check rules
- C) All of the above
- D) None of the above

6. Physical Education is an important part of a child's education because

- A) Lack of physical activity can cause weak muscles
- B) Without exercise you can have shortness of breath
- C) Type 2 diabetes is more common in people who do not exercise regularly
- D) Physical activity can help people manage mild depression and control anxiety
- E) All of the above

7. When you increase your physical activity you may accomplish the following

- A) Improve heart function and circulation
- B) Improve respiratory function and overall strength and endurance
- C) Improve appearance and increase your range of motion
- D) All of the above

8. Physical fitness enables a person to meet the physical demands of work and leisure comfortably.

- A) This is not an important goal for education
- B) A person with a high level of physical fitness is also at lower risk of developing chronic disease
- C) A physically fit person is sick as much as one who is not fit
- D) All of the above

9. As a whole American children are less and less physically active because

- A) 38% of high school students watch 3 hours or more of TV
- B) Schools have dropped physical education from elementary schools
- C) All of the above
- D) None of the above

10. Elementary classroom teachers as well as physical educators need to know how to organize activities for children in a variety of age groups.

- A) Students need to have physical activity daily
- B) Recess is not physical education
- C) Sometimes classroom content about subject matter refers to games or dances that the classroom teacher can teach the students
- D) All of the above
- E) None of the above

Candidate Data Derived from the Assessment Comprehensive Exam																
ACEI Standard	Summer 2013						Fall 2013						Spring 2013			
	Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		Approaches		Meets	Exceeds
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Arts	0	0	1	20	4	80	0	0	7	44	9	56	0	0	5	50
Science	0	0	0	0	5	100	3	19	13	81	0	0	0	0	5	50
Mathematics	0	0	0	0	5	100	0	0	13	81	3	19	0	0	5	50
Social Studies	0	0	1	20	4	80	0	0	14	88	2	13	0	0	5	50
The Arts	0	0	2	40	3	60	0	0	8	50	8	50	0	0	5	50
Health Education							1	6	13	81	2	13	0	0	5	50
Physical Education							1	6	14	88	1	6	0	0	5	50

Assessment 3: Unit Plan

1) Brief description of the assessment

Teacher candidates in the Elementary Education, Master of Arts in Teaching (MAT) program, create instructional units to document the Elementary Education ACEI content standards in Math, Science, and Social Studies. Lesson plans for the instructional units are developed during the major methods courses in each content area. Each instructional unit has its own unique assignments developed specifically in order to allow the candidate an opportunity to demonstrate the appropriate pedagogical knowledge associated with the content knowledge in the particular discipline. The goal of the instructional unit project is for candidates to know, understand, and use the key concepts, tools of inquiry, and structures of content for students across the grades of one through six; to create meaningful learning experiences that develop students' competencies in content subject matter; and to develop and demonstrate instructional skills for various developmental levels (Standard 2).

2) A description of how this assessment specifically aligns with the standards

Candidates in the Elementary Education MAT program, in each methods course, develop a series of lessons for both younger elementary grades (1-3) as well as for upper elementary grades (4-6). These lessons document the content of a selected standard at both the early elementary levels and the upper elementary levels. Below, please find information for the unit plan in each specific content area- Math, Science, and Social Studies.

The math unit plan is completed during the course EDTE 621: Teaching for Mathematical Understanding, and is aligned with all ACEI Elementary Education Standards (1, 2, 3, 4, 5). By constructing the math instructional unit in this course, candidates demonstrate that they possess the knowledge, understanding, and ability to use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability by completing a minimum of six lessons for both upper and lower elementary age students. Lessons completed in the math unit are designed to demonstrate the content and professional pedagogy necessary to teach mathematical concepts and engage elementary students in problem solving, reasoning and proof, communication, connections, and representation.

The science unit plan is completed in the course EDTE 622: Teaching for Scientific Inquiry, and is aligned with all ACEI Elementary Education standards (1, 2, 3, 4, 5). Candidates create lessons with a minimum of two (2) science lessons for each of three (3) areas- earth and space science, life science and health education, and physical science- documenting that they possess the knowledge, understanding, and ability to use fundamental concepts of science (pedagogical knowledge). In addition, the concepts of science and technology, science in personal and social perspectives, and the history and nature of science are integrated into the lessons, demonstrating the inquiry process scientists use in the discovery of new knowledge, to build a base for scientific and technological literacy. At least one (1) lesson will be integrated with Health Education

(Standard 2.6) to demonstrate that candidates know and understand the major concepts in health education in order to create opportunities for student development and practice of skills that contribute to good health. Candidates also integrate content related to Physical Education (Standard 2.7). The science classroom environment is an excellent place to integrate health, physical education and safety concepts.

The social studies unit plan is completed in the course EDTE 623: Language, Literature and Culture, and is aligned with all ACEI Elementary Education standards (1, 2, 3, 4, 5). Candidates, as citizens of a culturally-diverse, democratic society, and interdependent world, learn to know and use the major concepts and modes of inquiry from various domains of social studies- the integrated study of history, geography, the social sciences, and other related areas, particularly the Arts (Standard 2.5)- in order to promote elementary/ middle school students' abilities to make informed decisions that represent global and cultural responsibility. Candidates create lessons at both the upper (grades 4-6), and lower (grades 1-3), elementary levels to promote elementary students' abilities to make informed decisions and develop their own understanding and skills in the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students (Standard 2.5). Additionally, the incorporation of physical education concepts (Standard.2.7) 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 can be further supported by the context of social studies.

Through all of these lessons, candidates demonstrate high levels of competence (Standard. 2.1) in use of English language arts and that 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.

3) A brief analysis of the data findings.

Findings for the instructional unit plan assessment are organized into the three content areas of math, science, and social studies.

Math

Based on the unit plans in mathematics submitted between 2011-2012 and 2012- 2013, the majority of candidates in the MAT program exceeded the standards being assessed (23 candidates). Three candidates met the standards, and two students approached the standard. The two students who approached the standard were students of international origin, who most likely had professional and educational experiences, prior to Trinity University, where different requirements, standards and activities were associated with unit planning. Members of faculty, in cooperation with student services faculty who focus on improving academic outcomes for international students, are working on and implementing strategies to better support our international student population. Overall, candidates performed well

on the math unit plan assessment, and the majority of candidates exceeded the standards in all domains of the assessment.

Science

Based on the unit plans in science submitted between 2011-2012 and 2012- 2013, the majority of candidates in the MAT program met or exceeded the standards being assessed (99 percent). One candidate, in only two (2) of the five (5) areas being assessed, approached the respective standards. This student is identified as an international student, who most likely had professional and educational experiences, prior to Trinity University, where different requirements, standards and activities were associated with unit planning. Members of faculty, in cooperation with student services faculty who focus on improving academic outcomes for international students, are working on and implementing strategies to better support our international student population. Overall, candidates performed well on the science unit plan assessment, and in the area of Professionalism, 34 of the 35 candidates exceeded the standard (97 percent).

Social Studies

Based on the unit plans in social studies submitted between 2011-2012 and 2012-2013, which include the Arts and Physical Education, the majority of candidates in the MAT program exceeded the standards being assessed (90 percent). One candidate, in four (4) of the five (5) areas being assessed approached the standard. As previously stated, this student is identified as an international student, who most likely had professional and educational experiences, prior to Trinity University, where different requirements, standards and activities were associated with unit planning. Members of faculty, in cooperation with student services faculty who focus on improving academic outcomes for international students, are working on and implementing strategies to better support our international student population. Overwhelming, candidates performed well on the social studies unit plan assessment, and demonstrated competency regarding this instructional content area.

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

Data from this assessment of professional pedagogy, as well as content pedagogy, demonstrate that candidates are successfully meeting or exceeding the standards. The assessments are well aligned with current ACEI elementary standards, and candidates perform well on the assessments. In most cases, the majority of candidates met or exceeded the standard, and we are working to support the few students who approached the standards by offering intense and concentrated advising and academic support by School of Education faculty. Faculty members consistently strive to work with and support all candidates, and operate from a strong commitment to the development of new teachers who have strong abilities in each content area.

Candidate Data Derived from the Assessment
Instructional Unit, Science

ACEI Standard	2011						2012						2013					
	Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Overview and Resource Identification	0	0	6	50	6	50	0	0	1	10	9	90	0	0	1	10	9	90
Lesson Plans	0	0	7	58	5	42	1	10	3	30	6	60	0	0	4	40	6	60
Instructional Components	0	0	2	17	10	83	0	0	3	30	7	70	0	0	1	10	9	90
Assessment	0	0	3	25	9	75	0	0	3	30	7	70	0	0	2	20	8	80
Professionalism and Advocacy	0	0	0	0	12	100	0	0	1	10	9	90	0	0	0	0	10	100

Candidate Data Derived from the Assessment Instructional Unit, Math																		
ACEI Standard	2011						2012						2013					
	Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1 Overview and Resource Identification	0	0	2	13	13	87	1	14	1	14	5	71	1	17	0	0	5	83
2 Lesson Plans	0	0	0	0	15	100	1	14	0	0	6	86	1	17	2	33	3	50
3 Instructional Components	0	0	2	13	13	87	1	14	0	0	6	86	1	17	2	33	3	50
4 Assessment	0	0	0	0	15	100	1	14	0	0	6	86	1	17	0	0	5	83
5 Professionalism and Advocacy	0	0	0	0	15	100	1	14	1	14	5	71	1	17	0	0	5	83

Elementary Education Content Unit Rubric for Science

Standards	Components of Standards	Approaches(1)	Meets(2)	Exceeds(3)
Overview and Resource Identification	<p>Unit Overview: Explanation of units to include grade level, topics, standards, objectives, advance setup information. Explain how you will make students aware of the history and nature of science.</p> <p>Resource Identification (a) Texts (b) Bulletin Board or Display Table (c) Community agency- science center, etc. (Standards 1, 2.1, 2.2, 3.2)</p>	<p>Elements missing or incomplete. Components not logically related.</p> <p>Insufficient number and variety of texts, or irrelevant or inappropriate.</p>	<p>All elements included and complete. Nearly all objectives selected are appropriate.</p> <p>Sufficient number, age and variety including texts students can read independently.</p>	<p>All components relate logically and support one another. Highly appropriate objectives.</p> <p>Well-chosen engaging texts. Large selection, especially creative or thoughtful.</p>
Instructional Components	<p>Instructional Components 1. Multiple Instructional Techniques are evident Throughout all of the units to include conducting science investigations and gathering data (Standards 3.3, 3.5). 2. There are hands-on activities to engage students in science inquiry process using tools (Standards 3.1, 3.4). 3. All lessons have accommodations for diverse learners and assess using diverse data collection (Standard 3.2). 4. Lessons make use of reading, writing, listening, speaking, and thinking as connections to learning and thinking critically and logically about science (Standard 2.1). 5. At least one (1) lesson makes use of technology (Standard 2.2). 6. Science disciplines 1) systems, order, and organization, 2) evidence, models and explanations, 3) change, constancy and measurement 4) evolution and equilibrium 5) form and function are evident in lessons (Standard 2.2).</p>	<p>Instructional components are age appropriate and somewhat integrated. Most are logical and benefit the student. Some components could have been better aligned with the topic. Some accommodations for diverse learners are evident</p>	<p>All instructional components are age appropriate and integrated into lessons in ways that are logical and benefit student learning. Accommodations for diverse learners appear in all lessons and activities.</p>	<p>All instructional components are age appropriate and seamlessly integrated into lessons that enhance the lesson and are logical and benefit student learning. Accommodations for diverse learners appear in all lessons and activities.</p>
Lesson Plans	<p>Lesson Plan 1 Earth and Space Science Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate. Instruction and practice are clear, and independent</p>	<p>Missing components or failure in linkage or lesson as written appears unlikely to work.</p>	<p>All required components included and linked properly to the objective -activity chosen supports the</p>	<p>Exceptionally engaging activity and/or especially powerful method of attaining the objective.</p>

<p>practice is linked to instruction. Assessment and accommodations are appropriate. Instructional component present. (Standards 2.2,3.1)</p>	<p>Lesson Plan 2 Earth and Space Science Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate. Instruction and practice are clear, and independent practice is linked to instruction. Assessment and accommodations are appropriate. Instructional component present (Standards 2.2,3.1)</p>	<p>Missing components or failure in linkage or lesson as written appears unlikely to work.</p>	<p>objective.</p>	<p>Exceptionally engaging activity and/or especially powerful method of attaining the objective.</p>
<p>Lesson Plan 3 Life Science Health Education Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate. Instruction and practice are clear, and independent practice is linked to instruction. Assessment and accommodations are appropriate. Instructional component present. (Standards 2.2,3.1)</p>	<p>Missing components or failure in linkage or lesson as written appears unlikely to work.</p>	<p>All required components included and linked properly to the objective -activity chosen supports the objective.</p>	<p>Exceptionally engaging activity and/or powerful method of attaining the objectives. Elegant integration of content areas.</p>	
<p>Lesson Plan 4 Life Science Health Education Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate. Instruction and practice are clear, and independent practice is linked to instruction. Assessment and accommodations are appropriate. Instructional component present. (Standards 2.2,3.1)</p>	<p>Missing components or failure in linkage or lesson as written appears.</p>	<p>All required components included and linked properly to the objective -activity chosen supports the objective.</p>	<p>Exceptionally engaging activity and/or powerful method of attaining the objectives. Elegant integration of content areas.</p>	

	<p>Lesson Plan 5 Physical Science Added to this unit will be the integration of the Health Education standard Candidates know and understand 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. (Standard 2.6) Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate. Instruction and practice are clear, and independent practice is linked to instruction. Assessment and accommodations are appropriate. Instructional component present. (Standards 2.2,2.6,3.1)</p>	<p>Missing components or failure in linkage or lesson as written appears.</p>	<p>All required components included and linked properly to the objective -activity chosen supports the objective. In addition at least two (2) appropriate objectives are written to: one (1) for each content of the lesson.</p>	<p>Exceptionally engaging activity and/or powerful method of attaining the objectives. Elegant integration of content areas In addition at least two (2) appropriate objectives are written one (1) for each content of the lesson.</p>
<p>Lesson Plan 6 Physical Science Added to this unit will be the integration of the Health Education Standard. Candidates know and understand 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. (Standard 2.6) Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate. Instruction and practice are clear, and independent practice is linked to instruction. Assessment and accommodations are appropriate. Instructional component present. (Standards 2.2,3.1,2.6)</p>	<p>Missing components or failure in linkage or lesson as written appears In addition to above, only one objective is written to added content of the lesson.</p>	<p>All required components included and linked properly to the objective -activity chosen supports the objective In addition to above, at least two (2) appropriate objectives are written to: one (1) for each content of the lesson.</p>	<p>Exceptionally engaging activity and/or powerful method of attaining the objectives. Elegant integration of content areas In addition at least two (2) appropriate objectives are written: one (1) for each content of the lesson.</p>	

<p>Assessment</p> <p>There are obvious formal and informal assessments during the lesson. Pre and post assessment to determine impact on student learning. Assessments are integrated into the very process of doing science. There will be also be ongoing performance assessment; Assessments will also be adapted for diverse learners. (Standard 4)</p>	<p>Copies of assessments Or rational for their selection or rubrics not included OR off-target.</p>	<p>Assessments, rubrics, and rationale included; mostly appropriate.</p>	<p>Exceptionally strong assessments; adaptations for multiple learning styles /special needs.</p>
<p>Professionalism and Advocacy</p> <p>Letter to Parents Candidates involve families as partners in supporting the school both inside and outside the classroom.</p>	<p>Missing or poorly written. Does not explain unit or give suggestions for supplementary activities at home.</p>	<p>Letter is written in acceptable Standard English with no significant mechanical errors, explains unit, and gives on target suggestions for home activities.</p>	<p>Exceptionally well-written, error-free letter. Outstanding explanation of unit for target audience. Outstanding suggestions for home involvement.</p>
<p>Overall coherence and age appropriateness (Standards 1, 3)</p>	<p>Missing components or not age/grade appropriate. Or appears as independent lessons than a coherent whole.</p>	<p>Lessons and activities appropriate for age/grade Components work together well.</p>	<p>Expert selection of activities to form a coherent whole appropriate for age/grade.</p>

Elementary Education Content Units in Social Studies

Trinity University Lesson Plan Rubric will be used for each lesson	Approaches(1)	Meets(2)	Exceeds(3)
<p>Unit Overview: Explanation of units to include grade level, topics, standards, objectives, advance setup information. From the ten (10) major themes in social studies select one (1) explain your choice.</p>	<p>Elements missing or incomplete. Components not logically related.</p>	<p>All elements included and complete. Nearly all objectives selected are appropriate.</p>	<p>All components relate logically and support one another. Highly appropriate objectives.</p>
<p>Resource Identification (a) Texts (b) Bulletin Board or Display Table (c) Community Resources to draw upon for your unit – field trip. (d) Bibliography (annotated) (Standards 1.2.5.2.7.2.4.3.2)</p>	<p>Insufficient number and variety of texts, or irrelevant or inappropriate texts.</p>	<p>Sufficient number, age and variety including texts students can read independently</p>	<p>Well-chosen engaging texts. Large selection especially creative or thoughtful.</p>
<p>Instructional Components 1. Multiple Instructional Techniques are evident throughout all of the units (Standards 3.3, 3.5). 2. There are hands-on activities to engage student (Standards 3.1, 3.4). 3. All lessons have accommodations for diverse learners (Standard 3.2). 4. Lessons make use of reading, writing, listening, speaking, and thinking as connections to learning (Standard 2.1). 5. At least one lesson makes use of technology (Standard 2.4). 6. Using technology develop a detailed web that explains how your unit is integrated across the curriculum.</p>	<p>Instructional components are age appropriate and somewhat integrated. Most are logical and benefit the student. Some components could have been better aligned with the topic. Some accommodations for diverse learners are evident</p>	<p>All instructional components are age appropriate and integrated into lessons in ways that are logical and benefit student learning. Accommodations for diverse learners appear in all lessons and activities.</p>	<p>All instructional components are age appropriate and seamlessly integrated into lessons that enhance the lesson and are logical and benefit student learning. Accommodations for diverse learners appear in all lessons and activities.</p>

<p>Lesson Plan 1 Social Studies 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 enhance quality of life for elementary students. Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate. Instruction and practice are clear, and independent practice is linked to instruction. Assessment and accommodations are appropriate. Instructional component present (Standards 2.4)</p>	<p>Missing components or failure in linkage or lesson as written appears unlikely to work. In addition to above, at least one (1) objective is written to: one content area of the lesson.</p>	<p>All required components included and linked properly to the objective - activity chosen supports the objective. In addition at least two (2) appropriate objectives are written to: one (1) for each content of the lesson</p>	<p>Exceptionally engaging activity and/or especially powerful method of attaining the objective. In addition at least two (2) appropriate objectives are written to: one (1) for each content of the lesson</p>
<p>Lesson Plan 2 Social Studies 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 enhance quality of life for elementary students. Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate. Instruction and practice are clear, and independent practice is linked to instruction. Assessment and accommodations are appropriate. Instructional component present. (Standards 2.4)</p>	<p>Missing components or failure in linkage or lesson as written appears unlikely to work. In addition to above, at least one (1) objectives is written to: one (1) for each content of the lesson.</p>	<p>All required components included and linked properly to the objective - activity chosen supports the objective In addition at least two (2) appropriate objectives are written to: one (1) for each content of the lesson.</p>	<p>Exceptionally engaging activity and/or especially powerful method of attaining the objective In addition at least two (2) appropriate objectives are written to: one (1) for each content of the lesson</p>

<p>Lesson Plan 3 Social Studies and Connections Across the Curriculum 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 enhance quality of life for elementary students. Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate. Instruction and practice are clear, and independent practice is linked to instruction. Assessment and accommodations are appropriate. Instructional component present. (Standards 2.4)</p>	<p>Missing components or failure in linkage or lesson as written appears unlikely to work. In addition to above, at least one (1) objective is written to: one (1) for each content of the lesson.</p>	<p>All required components included and linked properly to the objective - activity chosen supports the objective In addition at least two (2) appropriate objectives are written to: one (1) for each content of the lesson.</p>	<p>Exceptionally engaging activity and/or powerful method of attaining the objectives. Elegant integration of content areas. In addition at least Two (2) appropriate objectives are written to: one (1) for each content of the lesson</p>
<p>Lesson Plan 4 Social Studies and Connections Across the Curriculum 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 enhance quality of life for elementary students. Overview and Anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate. Instruction and Practice are clear, and independent practice is linked to instruction. Assessment and Accommodations are appropriate. Instructional component present. (Standards 2.4)</p>	<p>Missing components or failure in linkage or lesson as written appears In addition to above, at least one (1) objective is written to: one (1) for each content of the lesson.</p>	<p>All required components included and linked properly to the objective - activity chosen supports the objective In addition at least two (2) appropriate objectives are written to: one (1) for each content of the lesson</p>	<p>Exceptionally engaging activity and/or powerful method of attaining the objectives. Elegant integration of content areas In addition at least two (2) appropriate objectives are written to: one (1) for each content of the lesson</p>

<p>Lesson Plan 5.1 Social Studies and The Arts Candidates know, understand, and use – as appropriate to their own knowledge 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. (Standards 2.4,2.5,3.1) Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate. Instruction and practice are clear, and independent practice is linked to instruction. Assessment and accommodations are appropriate. Instructional component present. (Standards 2.4)</p>	<p>Missing components or failure in linkage or lesson as written appears In addition to above, at least one (1) objective is written to: one (1) for each content of the lesson.</p>	<p>All required components included and linked properly to the objective - activity chosen supports the objective In addition at least two (2) appropriate objectives are written to: one (1) for each content of the lesson.</p>	<p>Exceptionally engaging activity and/or powerful method of attaining the objectives. Elegant integration of content areas In addition at least two (2) appropriate objectives are written to: one (1) for each content of the lesson.</p>
---	---	--	--

<p>Lesson Plan 6 Social Studies and 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 enhance quality of life for elementary students. (Standards 2.4.2,7)</p> <p>Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate. Instruction and practice are clear, and independent practice is linked to instruction. Assessment and accommodations are appropriate. Instructional component present. (Standards 2.4)</p>	<p>Missing components or failure in linkage or lesson as written appears In addition to above, at least one (1) objective is written to: one (1) for each content of the lesson.</p>	<p>All required components included and linked properly to the objective - activity chosen supports the objective In addition to above, at least two (2) appropriate objectives are written to: one (1) for each content of the lesson.</p>	<p>Exceptionally engaging activity and/or powerful method of attaining the objectives. Elegant integration of content areas In addition at least two (2) appropriate objectives are written one (1) for each content of the lesson.</p>
<p>Assessment There are obvious formal and informal assessments during the unit. There are pre and post assessment to assist in determining impact on student learning. There will be also be ongoing performance assessment with the integrated activities. Assessments will also be adapted for diverse learners. Standard 4</p>	<p>Copies of assessments Or rational for their selection or rubrics not included OR but significantly off-target.</p>	<p>Assessments, rubrics, and rationale included; mostly appropriate</p>	<p>Exceptionally strong assessments; evidence of adaptations for multiple learning styles / special needs</p>
<p>Letter to Parents</p>	<p>Missing or poorly written. Does not explain unit or give suggestions for supplementary</p>	<p>Letter is written in acceptable Standard English with no significant mechanical errors,</p>	<p>Exceptionally well-written, error-free letter. Outstanding explanation of unit for target audience.</p>

	activities at home.	explains unit, gives on target suggestions for home activities.	Outstanding suggestions for home involvement.
Overall coherence and age appropriateness. (Standards 1, 3)	Missing components or not age/grade appropriate or appears as independent lessons	Lessons and activities appropriate for age/grade Components work together well	Expert selection of activities to form a coherent whole appropriate for age/grade.

Elementary Education Content Units in Math

Trinity University Lesson Plan Rubric will be used for each lesson	Approaches(1)	Meets(2)	Exceeds(3)
<p>Unit Overview:</p> <p>Explanation of units to include grade level, topics, standards, objectives, advance setup information. Explain how you will help students use and apply mathematics in their daily lives.</p>	<p>Elements missing or incomplete. Components not logically related.</p>	<p>All elements included and complete. Nearly all objectives selected are appropriate.</p>	<p>All components relate logically and support one another. Highly appropriate objectives.</p>
<p>Resource Identification</p> <ol style="list-style-type: none"> 1. Texts 2. Bulletin Board or Display Table 3. Community agency-to show how mathematics is important in every day work 	<p>Insufficient number and variety of texts, or irrelevant or inappropriate texts.</p>	<p>Sufficient number, age and variety including texts students can read independently.</p>	<p>Well-chosen engaging texts. Large selection especially creative or thoughtful.</p>
<p>(Standards 1, 2,3,3.2)</p> <p>Instructional Components</p> <ol style="list-style-type: none"> 1. Multiple Instructional Techniques are evident throughout all of the units (Standards 3.3,3.5). 2. There are hands-on activities to engage student (Standards 3.1,3.4). 3. All lessons have accommodations for diverse learners (Standard 3.2). 4. Lessons make use of, writing and speaking to communicate about and through mathematics 	<p>Instructional components are age appropriate and somewhat integrated. Most are logical and benefit the student. Some components could have been better aligned with the topic. Some accommodations for diverse learners are evident.</p>	<p>All instructional components are age appropriate and integrated into lessons in ways that are logical and benefit student learning. Accommodations for diverse learners appear in all lessons and activities.</p>	<p>All instructional components are age appropriate and seamlessly integrated into lessons that enhance the lesson and are logical and benefit student learning. Accommodations for diverse learners appear in all lessons and activities.</p>

<p>connections to learning (Standards 2.1, 2.3).</p> <p>5. At least one (1) lesson makes use of technology, calculators, computers, and electronic information resources (Standard 2.3).</p> <p>6. Candidates help students understand time/money, two and three dimensional objects, apply basic operations, solve problems chart and graph using, pencil and paper, manipulatives, and visual materials by using them in lessons.</p>			
<p>Lesson Plan 1 Number Systems and Number Sense Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate Instruction and practice are clear, and independent practice is linked to instruction. Assessment and accommodations are appropriate. Instructional component present. (Standards 2.3,3.1)</p>	<p>Missing components or failure in linkage or lesson as written appears unlikely to work.</p>	<p>All required components included and linked properly to the objective -activity chosen supports the objective.</p>	<p>Exceptionally engaging activity and/or especially powerful method of attaining the objective.</p>

<p>Lesson Plan 2 Geometry</p> <p>Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate.</p> <p>Instruction and practice are clear, and independent practice is linked to instruction.</p> <p>Assessment and accommodations are appropriate.</p> <p>Instructional component present. (Standards 2.3,3.1)</p>	<p>Missing components or failure in linkage or lesson as written appears unlikely to work.</p>	<p>All required components included and linked properly to the objective -activity chosen supports the objective.</p>	<p>Exceptionally engaging activity and/or especially powerful method of attaining the objective.</p>
<p>Lesson Plan 3 Measurement</p> <p>Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate. Instruction and practice are clear, and independent practice is linked to instruction. Assessment and accommodations are appropriate. Instructional component present. (standards 2.3,3.1)</p>	<p>Missing components or failure in linkage or lesson as written appears unlikely to work.</p>	<p>All required components included and linked properly to the objective -activity chosen supports the objective.</p>	<p>Exceptionally engaging activity and/or powerful method of attaining the objectives. Elegant integration of content areas.</p>
<p>Lesson Plan 4 Statistics and Probability</p> <p>Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate. Instruction and practice are clear, and independent practice is linked to instruction. Assessment and accommodations are appropriate. Instructional component present. (Standards 2.3,3.1)</p>	<p>Missing components or failure in linkage or lesson as written appears.</p>	<p>All required components included and linked properly to the objective -activity chosen supports the objective.</p>	<p>Exceptionally engaging activity and/or powerful method of attaining the objectives. Elegant integration of content areas.</p>

<p>Lesson Plan 5 Algebra</p> <p>Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate. Instruction and practice are clear, and independent practice is linked to instruction. Assessment and accommodations are appropriate. Instructional component present. (Standards 2.3,3.1)</p>	<p>Missing components or failure in linkage or lesson as written appears.</p>	<p>All required components included and linked properly to the objective -activity chosen supports the objective.</p>	<p>Exceptionally engaging activity and/or powerful method of attaining the objectives. Elegant integration of content areas.</p>
<p>Lesson Plan 6 Problem Solving</p> <p>Overview and anticipatory set provides a logical, believable explanation for why the objective is being taught. Content is correct and appropriate. Instruction and practice are clear, and independent practice is linked to instruction. Assessment and accommodations are appropriate. Instructional component present.</p> <p>The lesson will require the teacher candidate to develop a lesson the will require students to solve a problem and communicate their process through mathematics by writing and orally using everyday language (Integrate 2 subjects) (Standards 2.1,2.3,3.1)</p>	<p>Missing components or failure in linkage or lesson as written appears. In addition to above, at least one (1) objective is written to: one (1) for each content of the lesson.</p>	<p>All required components included and linked properly to the objective -activity chosen supports the objective In addition to above, at least two (2) appropriate objectives are written to: one (1) for each content of the lesson.</p>	<p>Exceptionally engaging activity and/or powerful method of attaining the objectives. Elegant integration of content areas in at least two (2) appropriate objectives are written one (1) for each content of the lesson.</p>
<p>Assessment</p> <p>There are obvious formal and informal assessments during the unit. There are pre and post assessment to assist in determining impact on student learning. There will be also be ongoing performance assessment Assessments will also be adapted for diverse learners. (Standard 4)</p>	<p>Copies of assessments Or rational for their selection or rubrics not included OR off-target.</p>	<p>Assessments, rubrics, and rationale included; mostly appropriate.</p>	<p>Exceptionally strong assessments; evidence of adaptations for multiple learning styles / special needs.</p>

<p>Letter to Parents</p> <p>Candidates involve families as partners in supporting the school both inside and outside the classroom.</p> <p>(Standard 5.3)</p>	<p>Missing or poorly written. Does not explain unit or give suggestions for supplementary activities at home.</p>	<p>Letter is written in acceptable Standard English with no significant mechanical errors, explains unit, gives on target suggestions for home activities.</p>	<p>Exceptionally well-written, error-free letter. Outstanding explanation of unit for target audience. Outstanding suggestions for home involvement.</p>
<p>Overall coherence and age appropriateness</p> <p>(Standards 1, 3)</p>	<p>Missing components or not age/grade appropriate or appears as independent lessons than a coherent whole.</p>	<p>Lessons and activities appropriate for age/grade. Components work together well.</p>	<p>Expert selection of activities to form a coherent whole appropriate for age/grade.</p>

Assessment 4: Student Teaching Evaluation in Elementary Education

1. Brief description of the assessment

Candidates in the Masters of Arts in Teaching (MAT), Elementary Education degree program, participate in a 14-week, three-credit, student teaching experience. Candidates engage in full-time lead teaching in local schools, and are paired with experienced mentors and cooperating teachers to guide their student teaching experiences. During this time, candidates attend a student teaching seminar one night a week. In addition, a university supervisor visits the candidates in their classrooms several times during the experience to provide feedback and suggestions for improvement. The assessment instrument is a rubric based on both the current InTASC Principles and ACEI standards. University supervisors complete this instrument when they observe candidates during the student teaching experience.

2. A description of how this assessment specifically aligns with the standards cited

Student teaching is evaluated using the InTASC student teaching instrument, developed by Phi Delta Kappa International & Ball State University (2011) and adapted for our use. The InTASC principles are used as the main organizer, along with ACEI standards subsumed within.

InTASC Principle 1 is Learner Development. This principle encompasses ACEI Standard 1-development, learning and motivation- and ACEI Standard 2, which covers the specific content. The student teaching evaluation instrument includes items on knowledge of content and awareness of interdisciplinary approaches to teaching.

InTASC Principle 2 deals with how children learn and clearly reflects ACEI Standard 1. The evaluation instrument includes items on designing instruction to meet learners' cognitive, social, emotional, and physical needs as well as an item on accessing prior knowledge and making connections.

InTASC Principle 3 deals with candidates' ability to create lessons for diverse learners, which is clearly aligned with ACEI Standard 3. The instrument includes items related to adapting instruction, using resources and materials to meet individual student needs, and having high expectations for all students.

InTASC Principle 4 addresses candidates' ability to use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. This is very similar to ACEI Standard 3, which addresses integrating and applying knowledge for instruction, adaptation to diverse students, development of critical thinking and problem solving, active engagement in learning, and communication to foster collaboration. The instrument includes items related to seeking multiple resources, providing for multiple ways of learning, actively engaging students in critical thinking, and varying the teacher's role.

InTASC Principle 5 evaluates whether candidates have an understanding of group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom, and aligns with ACEI Standard 2. Items on the instrument address the use of intrinsic

motivation, expectations for behavior, monitoring, and teacher response to student behavior. Items on the instrument also address transitions, the handling of materials, directions and procedures, pacing, and routines.

InTASC Principle 6 refers to the use of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom, which aligns with ACEI Standard 3. The instrument includes items related to speech and written language, questioning and wait-time, facilitating discussion, and use of media and technology.

InTASC Principle 7 aligns with ACEI standard 3 and includes information on how the candidate plans instruction based upon knowledge of the subject matter, students, the community, and curriculum goals. Items on the instrument include relevance, short and long-term planning, monitoring and making adjustments.

InTASC Principle 8 aligns with ACEI standard 4 as they are both concerned with formative and summative assessments as well as other types of assessment strategies. Items on the instrument include the use of multiple types of assessments, differentiating instruction based on assessment results, sharing evaluation criteria with learners in advance, and use of a system for scoring and recording results.

InTASC Principles 9 and 10 are aligned with ACEI Standard 5 where the ability of the candidate to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others is important. Also aligned is the candidate's ability to foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being. The instrument includes items related to the candidates' ability to reflect on their teaching, develop relationships with colleagues, and seek professional development opportunities. Further, the instrument includes items on volunteering to participate in school activities, sensitivity to student needs, and communication with families.

3. A brief analysis of the data findings:

The data clearly show that candidates in the Elementary Master of Arts in Teaching (MAT) program met or exceeded the standards in all areas in 2012- 2013 and 2013- 2014 (100 percentage). During these years, the small class size, ranging from one to five candidates, enabled faculty to provide intense instruction to candidates. All students received scores of Meets and Exceeds for all components of the Student Teaching Evaluation, and the majority of candidates received Exceeds in comparison to Meets in the various sections of the assessment (81 percentage for Exceeds; 19 percentage for Meets).

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

A review of the data indicates that candidates performed very well on this instrument. The majority of candidates met or exceeded the standards. Because the assessment is so closely aligned with the ACEI and InTASC standards, and candidates performed so well on this assessment, it clearly displays that candidates can demonstrate the pedagogical knowledge and skills outlined in both the ACEI and InTASC guidelines. The evidence from the Student

Teaching Evaluation can be correlated with data from other assessments, such as the video lesson, and the other multiple observations that candidates participate in prior to this final observation where they are evaluated with the Student Teaching Evaluation Instrument.

Overall, candidates performed well on the Student Teaching Evaluation, and are displaying competence in student development, curriculum, instruction, assessment and professionalism.

**Trinity Washington University
School of Education**

Key Assessment #4 Teacher Intern Evaluation in Elementary Education

Rubric Teacher Intern Evaluation for the College Supervisor¹

Candidate: _____ **Advisor:** _____

Principle 1: The teacher intern understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students

ACEI Standard 2	Level of Performance			
	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
Knowledge of Content	Makes content errors, does not correct errors of students or self, or lacks initiative to research content.	Displays basic content knowledge but cannot articulate connections with other parts of discipline.	Displays solid content knowledge and makes connections between the content and other discipline.	Takes initiative to locate and teach information beyond traditional text, Seeks to keep abreast of new ideas and understanding in the field.
Use of Interdisciplinary approaches when teaching content	Is unaware of interdisciplinary approaches to teaching and learning	Displays limited awareness of interdisciplinary approaches to teaching and learning and incorporates some of these strategies.	Is very aware of interdisciplinary approaches to teaching and learning and regularly incorporates these strategies.	Incorporates interdisciplinary strategies on a regular basis and utilizes the knowledge/skills of colleagues and students to enhance learning.

Comments:

¹ Adapted from
Phi Delta Kappa International & Ball State University (2000). Evaluation of Student Teachers Guidebook, Phi Delta Kappa International Center for Professional Development and Services.

Principle 1: The teacher intern understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students

Keys to Levels on the Rubric: **U** = Unsatisfactory; **B** = Basic; **P** = Proficient; **D** = Distinguished*

Rationale & Support				
Element	Week #	Week #	Week #	Week #
Knowledge of Content	Level	Level	Level	Level
Use of Interdisciplinary Approaches when Teaching Content (may connect to literature, writing, the arts, etc.)	Level _____	Level _____	Level _____	Level _____
Selects Content to Encourage Diverse Perspectives	Level	Level	Level	Level

*Descriptions at the distinguished level may not be appropriate for some settings

Principle 2: The teacher intern understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

ACEI Standards 1	Level of Performance			
	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
Developmental Characteristics of Students	Displays minimal or no knowledge of developmental characteristics of age groups, and/or uses inappropriate activities and assignments	Designs some activities and assignments in a developmentally appropriate way	Assesses individual and group performance in order to design instruction that meets learners' needs (cognitive, social, emotional, and physical)	Learners are engaged in activities to stimulate their thinking, test/ideas. Materials, and assume responsibility for shaping their learning tasks (brainstorming, choice activities, opinions/feelings, discussion etc...)
Activates Prior Knowledge and Experiences	Displays little understanding of prerequisite knowledge important for student learning and fails to activate prior knowledge.	Does demonstrate some awareness of the importance of prerequisite knowledge; however, is inconsistent in activating students' prior knowledge.	Consistently helps students make connections between current content and their own background and experiences.	Lessons include deliberate opportunities for students to discover the connections between current content and life experiences. Students see the purpose and the "big picture".

Comments:

Principle 2: The teacher intern understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Keys to Levels on the Rubric: **U** = Unsatisfactory; **B** = Basic; **P** = Proficient; **D** = Distinguished*

Rationale & Support				
Element	Week #	Week #	Week #	Week #
Developmental Characteristics of Students				
	Level	Level	Level	Level
Activates Prior Knowledge and Experiences				
	Level	Level	Level	Level

*Descriptions at the distinguished level may not be appropriate for some setting

Principle #3: The teacher intern understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

ACEI Standards 3	Level of Performance			
	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
Teaching to Individual Learning Abilities	Is unaware of individual learning abilities a all student receive same delivery of instruction and assignment regardless of difference	Is aware of the need for adaptations in assignments, time allowed, response modes, etc., and occasionally accommodates these needs for different learners	Demonstrates awareness that lesson plans take into account the needs of various learners. Appropriate adaptations are a routine part of planning and delivery	Articulates clearly individual student goals and expectations, Individualized instruction allows for most students to succeed and be challenged.
Selection of Resources to Meet Range of Individual Needs: Special Education to Gifted	Uses or seeks no additional resources or supplemental materials for students with individual needs	Has limited knowledge of additional resources and attempts to meet the individual needs of some students (i.e., low-achieving or gifted) by assessing resources.	Routinely utilizes supplemental materials and outside resources with students at both ends of the learning curve.	Actively seeks out resources from the community or professional organizations and utilized these sources and materials for the benefit of varied learners.
Expectations for Learning and Achievement	Conveys only modest expectations for student achievement through instructional goals and activities, interactions, and the classroom environment.	Conveys consistent expectations for student achievement through instructional goals and activities, interactions, and the classroom environment, Instructions is appropriate for the grade level or course	Appropriately challenges students by presenting material at a qualitatively high level.	Expects students to challenge themselves by providing opportunities for choice in activities and assignments.

Comments:

Principle #3: The teacher intern understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Keys to Levels on the Rubric: U = Unsatisfactory; B = Basic; P = Proficient; D = Distinguished*

Rationale & Support				
Element	Week #	Week #	Week #	Week #
Teaching to Individual Learning Abilities	Level	Level	Level	Level
Selection of Resources to Meet Range of Individual Needs: Special Education to Gifted	Level	Level	Level	Level
Expectation for Learning and Achievement	Level	Level	Level	Level

*Descriptions at the distinguished level may not be appropriate for some settings

Principle #4: The teacher intern understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

ACEI Standards 3	Level of Performance			
	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
Selecting Resources for General Instruction	Utilizes materials from a teacher's guide only. Book content is read and discussed with no outside materials or resources	Displays limited awareness and/or use of resources available or does not take initiative to obtain materials. Occasionally uses supplemental materials	Routinely seeks out multiple resources for teaching, selecting those most appropriate for comprehensiveness and accuracy. Makes a deliberate attempt to allow for multiple ways of learning	Seeks out and uses resources from professional organizations or through community speakers study trips, commercial materials, etc. These resources are not just: "add on"
Best Practices: Multiple Teaching Strategies, Active Learning, Modeling	Relies mostly on direct instruction/lecture method and giving assignments. Students are passive learners. No modeling.	Written plans and delivery of instruction show evidence of more than one strategy within a lesson and a variety of approached over time. Students are actively engaged for at least one half of lesson. Some evident of modeling.	Written instructional strategies are effectively incorporated in each lesson based on subject matter and needs of students. Students are actively involved in problem solving and critical thinking with peers in small and large groups when appropriate.	Facilities inquiry through carefully planned lessons and involving students at the planning stage. Most students are actively engaged in questioning concepts, developing learning strategies, and problem solving. Motivation is evident.
Student Teacher Role in Instructional Process	Primarily serves as "giver of information" in an authoritarian mode of instruction.	Occasionally facilitates small groups but steps in to problem solve for students	Role varies depending on student activities. Expects students to self-direct and problems solve as needed. Facilitates learning.	Demonstrates multiple roles as needed. Students are actively engaged and self-directed, seeking resources, and collaborating with others.

Comments:

Principle #4: The teacher intern understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. NOTE: Instructional Strategies include, but are not limited to, cooperative learning, small and large groups, lecture, project work, thematic instruction, partner learning, use of media resources, and technology.

Keys to Levels on the Rubric: **U** = Unsatisfactory; **B** = Basic; **P** = Proficient; **D** = Distinguished*

Rationale & Support				
Element	Week #	Week #	Week #	Week #
Selecting Resources for General Instruction	Level	Level	Level	Level
Best Practices: Multiple Teaching Strategies, Active Learning, Modeling	Level _____	Level _____	Level _____	Level _____
Student Teacher Role in Instructional Process	Level	Level	Level	Level

*Descriptions at the distinguished level may not be appropriate for some settings

Principle #5a: The teacher intern uses an understanding and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.

ACEI Standards 1	Level of Performance			
	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
Management of Transitions	Much time is lost during transitions. May be unaware of lost time, does not plan for transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly with little loss of instructional time. Specific procedures are taught and used effectively.	Transitions are seamless with students assuming some responsibility for efficient operation.
Management of Time and Materials	Time and materials are inefficiently handled, resulting in loss of instructional time.	Time and materials are handled moderately well.	Time and materials are handled smoothly with little loss of instructional time or interest.	Time and materials are handled smoothly and efficiently with no loss of attention or interest. Students assume some responsibility for efficient operation of time and materials.
Directions and Procedures	Directions and procedures are confusing for students	Directions and procedures are clarified after initial student confusion or are excessively detailed.	Directions and procedures are clear to students and contain an appropriate level of detail. Frequently checks for understanding.	Directions and procedures are clear to students. Anticipates possible student misunderstanding plans, monitors for it.
Pacing	The pacing is too slow or rushed.	Pacing is inconsistent.	Pacing is usually appropriate. Teacher adapts pace by monitoring students.	Pacing of the lesson is smooth, timely, and appropriate, allowing for reflection and closure.
Performance and Non-Instructional Duties (attendance, lunch count, distribution of papers, duties, etc.)	Performance of non-instructional duties is inefficient. May be inattentive to these duties.	Duties are handled fairly efficiently.	Duties are managed and completed in a clear, professional manner without loss of instructional time.	Systems for performing duties are well established with students assuming appropriate responsibility for efficient classroom operation.

Comments:

Principle #5a: The teacher intern uses an understanding and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.

Keys to Levels on the Rubric: **U** = Unsatisfactory; **B** = Basic; **P** = Proficient; **D** = Distinguished*

Rationale & Support				
Element	Week #	Week #	Week #	Week #
Management of Transitions	Level _____	Level _____	Level _____	Level _____
Management of Time and Materials	Level _____	Level _____	Level _____	Level _____
Directions and Procedures	Level _____	Level _____	Level _____	Level _____
Pacing	Level _____	Level _____	Level _____	Level _____
Performance of Non-Instructional Duties: attendance, lunch count, distribution of papers, duties, etc.	Level _____	Level _____	Level _____	Level _____

*Descriptions at the distinguished level may not be appropriate for some settings

Principle #5b: The teacher intern uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.

ACEI Standards 1	Level of Performance			
	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
Positive Climate for Intrinsic Motivation	Teacher does not attend to positive social relationships. More reprimands than compliments are heard. Rewards may be offered too frequently to motivate students.	Students are complimented for appropriate behavior and study habits. Teacher encourages students to appreciate others. Minimal extrinsic rewards offered.	Classroom environment is positive. Students are actively engaged. Extrinsic rewards are not necessary to motivate students. Teacher clearly shows a caring attitude toward all students.	Teacher helps the group develop shared values and expectations for interactions and academic discussions creating a positive classroom climate of openness, mutual respect, support and inquiry.
Establishing Expectations for Behavior	NO standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for situations and most students seem to understand them.	Standards of conduct are clear to all students. Teacher reviews and prompts behaviors when appropriate.	Standards of conduct for various situations are clear to students and appear to have been developed or revised with student's participation.
Monitoring Student Behavior	Is unaware of what students are doing, and/or student behavior is not monitored.	Generally aware of student behavior but may miss the activities of some students. May neglect to use positive reinforcement.	Is consistently alert to student behavior, uses positive reinforcement and behavior prompts.	Monitoring is subtle and preventive. Students monitor their own and their peers' behavior in appropriate ways.
Response to Student Behavior	Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Attempts to responds to misbehavior but with uneven results.	Response to misbehavior is appropriate, successful, and respects the student's dignity.	Response to misbehavior is highly effective and sensitive to student's individual needs. Assists students in making appropriate behavior choices.

Comments:

Principle #5b: The teacher intern uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.

Keys to Levels on the Rubric: **U** = Unsatisfactory; **B** = Basic; **P** = Proficient; **D** = Distinguished*

Rationale & Support				
Element	Week #	Week #	Week #	Week #
Positive Climate for Intrinsic Motivation	Level	Level	Level	Level
Establishing Expectations for Behavior	Level	Level	Level	Level
Monitoring Student Behavior	Level	Level	Level	Level
Response to Student Misbehavior	Level	Level	Level	Level

*Descriptions at the distinguished level may not be appropriate for some settings

Principle #6: The teacher intern uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaborate, and supportive interacting in the classroom.

ACEI Standards 3	Level of Performance			
	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
Oral and Written Language	Speech is inaudible or written language is illegible. Language may contain grammar, syntax, or spelling errors. Vocabulary may be inappropriate, vague, or used incorrectly.	Speech and written language are clear and correct. Vocabulary is correct. Vocabulary is correct but limited or not appropriate to students' ages or backgrounds.	Speech and written language are clear and correct. Vocabulary is appropriate to students' ages and interests.	Oral and written language is correct and expressive with well chosen vocabulary that enriches the lesson.
Quality of Questions	Questions are usually of poor quality: low level of thinking or one word responses are accepted.	Questions are a combination of low and high quality. Only some invite a thoughtful response. Wait time is inconsistent.	Appropriate variety of questions. Challenges students to justify responses, probing for learner understanding, and helping student's articulate ideas. Consistently provides adequate wait times	Knows how to ask questions and stimulate discussion in different ways for particular purposes. Promotes risk-taking, divergent thinking, and simulations of curiosity. Students learn to question.
Discussion Techniques with Student Participation	Interaction is predominantly recitation style, with teacher medicating questions and answers. Only a few participate in the discussion.	Makes some attempts to engage students in a true discussion but with only limited success.	True discussion, with teacher stepping aside when appropriate. Teacher insures that all voices are heard in the discussion.	Students assume considerable responsibility for the success of the discussion, initiating topics, and making unsolicited contributions. Students insure that all voices are heard in the discussion.
Use of Media and Technology: felt/magnetic boards, charts, film/overhead projectors, computers (Internet, PowerPoint, Distance Learning, etc.) as available.	Limited use of media and/or technology to enhance learning.	Some media and/or technology used, but is inconsistent or of limited quality.	Lessons consistently use media and/or technology to add instructional impact and increase learning.	Takes initiative to integrate new technology formats and curriculum. Quality and depth are consistently strong.

Comments:

Principle #6: The teacher intern uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaborate, and supportive interacting in the classroom.

Keys to Levels on the Rubric: **U** = Unsatisfactory; **B** = Basic; **P** = Proficient; **D** = Distinguished*

Rationale & Support				
Element	Week #	Week #	Week #	Week #
Oral and Written Language	Level _____	Level _____	Level _____	Level _____
Quality of Questions	Level _____	Level _____	Level _____	Level _____
Discussion Techniques with Student Participation	Level _____	Level _____	Level _____	Level _____
Use of Media and Technology: felt/magnetic boards, charts, film/overhead projectors, computers (Internet, PowerPoint, Distance Learning, etc.) as available	Level _____	Level _____	Level _____	Level _____

*Descriptions at the distinguished level may not be appropriate for some settings

Principle #7 The teacher intern plans instruction based upon knowledge of the subject matter, students, and the community and curriculum goals.

ACEI Standards 3	Level of Performance			
	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
Purposeful Learning Activities Based on Essential Skills and District Curriculum	Learning activities are not compatible with school and district curriculum and/or do not follow an organized progressions.	Activities may follow an organized progression but are not completely compatible with the required curriculum.	Learning activities are highly relevant to students' needs and match instructional goals. Unit plans are keyed to state/district curriculum	Learning activities follow a well-organized progression and follow the school/district curriculum requirements.
Short and Long Term Planning	Thoughtful planning is not evident in lessons. Lesson plans are not prepared in a timely fashion.	Short-term planning is evident and lessons are consistently ready on time. There is minimal evidence of long-term planning or connections to past/future teaching.	Long-term planning with connections to past/future teachings is clearly evident and prepared in advance of teaching, Plans re linked to students' needs and performance.	Responds to unanticipated sources of input, evaluates plans in relation to short and long term goals. Has a clear understanding of the "big Picture: for planning.
Lesson Plans: Monitoring and Adjustments	Adheres rigidly to an instructional plan even when a change will clearly improve the lesson.	Begins to check for understanding with in a lesson. Attempts to adjust a lesson but with mixed results.	Routinely checks for understanding within the lesson. Makes minor adjustments to lessons or units and the adjustments occur smoothly.	Makes major adjustment to plans to meet student needs. Interest and motivation.

Comments:

Principle #7 The teacher intern plans instruction based upon knowledge of the subject matter, students, and the community and curriculum goals.

Keys to Levels on the Rubric: U = Unsatisfactory; B = Basic; P = Proficient; D = Distinguished*

Rationale & Support				
Element	Week #	Week #	Week #	Week #
Purposeful Learning Activities Based on Essential Skills and District Curriculum	Level _____	Level _____	Level _____	Level _____
Short- and Long-Term Planning (including unit plans)	Level _____	Level _____	Level _____	Level _____
Lesson Plans: Monitoring and Adjustment	Level _____	Level _____	Level _____	Level _____

*Descriptions at the distinguished level may not be appropriate for some settings

Principle #8 The teacher intern understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

ACEI Standards 4	Level of Performance			
	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
Variety of Formal/Informal Assessments	Uses minimal number of assessments or only commercially prepared tests. Methods of assessments not consistent with instructional goals.	Some instructional goals are assessed but not all. Gathering of assessment data is more frequent and begins to ups performance-based measures.	Data on student progress is gathered in multiple ways such as observations. Portfolios, teacher-made tests, performance tasks, student self-assessment and standardized tests.	Involves learner in self-assessment activities to foster awareness of their strengths/needs and to set personal goals for learning.
Assessment Data Used in Lesson Planning/Adjustment	Assessment, results affect lesson planning only minimally.	Uses assessment results to plan for the class as a whole.	Assessment results are used to adjust plans for individuals and small groups.	A deliberate attempt is made to assess instructional goals for the sole purpose of determining the next steps in instruction for individuals, small groups, and the whole class.
Evaluates Criteria and Feedback	Criteria for evaluation are not predetermined on paper. Feedback in not provided in a timely manner or is of poor quality.	Feedback to students is timely but may only be minimal (just a score). Learners are not made aware of performance criteria in advance.	Learners are given evaluation criteria in advance (rubrics, point systems etc.).Feedback includes qualitative comments to highlight strengths or needs.	Learners are involved in setting criteria for evaluation. Feedback is individualized and includes personal goal setting. Descriptive rubrics are created and shared with students.
Recording and Monitoring Assessment Data	Numerous errors in scoring of student work. Assessment records are in disarray or not up-to-date resulting in errors and confusion.	Scoring of papers and written records are adequate but require frequent monitoring to avoid errors.	System for scoring and recording data is fully effective and up-to-date	System is highly effective and students are involved in collection and summarizing of data.

Comments:

Principle #8 The teacher intern understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Keys to Levels on the Rubric: **U** = Unsatisfactory; **B** = Basic; **P** = Proficient; **D** = Distinguished*

Rationale & Support				
Element	Week #	Week #	Week #	Week #
Variety of Formal/Informal Assessment Strategy	Level	Level	Level	
Assessment Data Used in Lesson Planning/ Adjustment	Level	Level	Level	
Evaluates Criteria and Feedback	Level	Level	Level	
Recording and Monitoring Assessment Data	Level	Level	Level	

*Descriptions at the distinguished level may not be appropriate for some settings

Principle #9 The student teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parent, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

ACEI Standard 5	Level of Performance			
	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
Reflection on Teaching (written journal and conversations)	Does not know whether a lesson was effective or achieved its goals. Profoundly misjudges the success of a lesson. Perceptions are often inaccurate. Does not accept constructive criticism well.	Generally accurate impression of a lesson's success. Offers vague, general suggestions for improvement or is dependent on supervisor's ideas. Open to suggestions.	Can accurately determine whether a lesson has met the stated goals and cites references about how it may be improved. Is committed to reflection, self-assessment and learning as an ongoing process. Welcomes constructive criticism.	Is able to critically analyze a lesson weighing the relative strength of the weak areas. Offers alternative actions complete with probable successes with different approaches. Actively seeks constructive criticism.
Relationships with Colleagues	Little interaction with colleagues or relationships is negative, self-serving or unprofessional.	Maintains professional cordial relationships with school staff and attends required meetings	Seeks opportunities to work with colleagues to learn and grow professionally, Is willing to give and receive help	Routinely shares materials, resources, ideas with colleagues. May volunteer to organize tasks or take the lead with activities within a department/team or at the school level.
Professional Growth (includes student teaching requirements and portfolio)	Makes no effort to share knowledge with others or to assume professional responsibilities. Does not complete student teaching requirements.	Participates in professional activities that are provided. Conducts him/herself in a professional student teacher manner most of the time. Some student teaching requirements are not completed.	Consistently demonstrates professionalism in appearance/manners. Actively seeks out professional literature, colleagues, conferences, mentors, etc. To grow professionally. Student teaching requirements are completed with quality and depth.	Demonstrates levels of leadership on a team or with the faculty. May include: sharing new knowledge/skills, conducting/sharing action research in the classroom, making presentation to faculty. Fully coordinating events such as study trips, teaching after school enrichment classes.

Comments:

Principle #9 The teacher intern is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parent, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Keys to Levels on the Rubric: **U** = Unsatisfactory; **B** = Basic; **P** = Proficient; **D** = Distinguished*

Rationale & Support				
Element	Week #	Week #	Week #	Week #
Reflection on Teaching (written journal and conversations)	Level	Level	Level	Level
Relationships with Colleagues	Level	Level	Level	Level
Professional Growth (includes student teaching requirements and portfolio)	Level	Level	Level	Level

*Descriptions at the distinguished level may not be appropriate for some settings

Principle #10: The teacher intern fosters relationships with school colleagues, parent, and agencies in the larger community to support students' learning and well being.

ACEI Standard 5	Level of Performance			
	Unsatisfactory (0)	Basic (1)	Proficient (2)	Distinguished (3)
Participation in School/District Events and Projects.	Avoids becoming involved in school/district projects and events	Participates in School/district events when specifically asked.	Volunteers to participate in more than one activity and makes substantial contributions, Participates as much as possible as a full staff member.	Frequently seeks opportunities to volunteer for activities outside of own classroom or creates activities such as enrichment/remedial classes for students outside of regular school day. Values his/her role in making the entire school a productive learning environment.
Sensitivity to Student Needs and Awareness of Community Resources.	Does not really observe or identify clues to students distress, special needs etc. Does not honor confidential information about students.	Identifies special needs of some students but does communicate concerns with classroom teacher. Respects the privacy of students and confidentiality of information	Is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical) and is alert to signs of difficulty. Takes steps to stop discrimination or harassment among student.	Is persistent in seeking to end discriminatory activity or harassment among students. Also, teams with the classroom teacher to obtain support services
Respectful and Productive Communication with families.	Provides minimal information to parent or is insensitive to parent concerns about students Does not make an effort to get involved with parents.	Adheres to the existing formats for communication with parents. Needs to be reminded to communicate with individual student's parents	Teams with the teacher to communicate with parent about their child's progress on a regular basis and openly welcomes parents to the classroom. Responses to parent concerns are handled with great sensitivity.	Demonstrates initiative in creating new avenues for connections/communications with families. This may include: family learning projects, a new or different type of class newsletter, utilizing parents in class projects.

Comments:

Principle #10: The teacher intern fosters relationships with school colleagues, parent, and agencies in the larger community to support students' learning and well being.

Keys to Levels on the Rubric: **U** = Unsatisfactory; **B** = Basic; **P** = Proficient; **D** = Distinguished*

Rationale & Support				
Element	Week #	Week #	Week #	Week #
Participation in School / District Events and Projects	Level	Level	Level	Level
Sensitivity to Student Needs and Awareness of Community Resources	Level	Level	Level	Level
Respectful and Productive Communications with Families	Level	Level	Level	Level

*Descriptions at the distinguished level may not be appropriate for some settings

Candidate Data Derived from the Assessment Student Teaching Evaluation																	
InTASC Principle	ACEI Standard	2012				2013				2014							
		Approaches #	Approaches %	Meets #	Meets %	Exceeds #	Exceeds %	Approaches #	Approaches %	Meets #	Meets %	Exceeds #	Exceeds %				
Principle 1		0	0	1	17	5	83	0	0	0	0	3	100	0	0	2	100
Principle 2		0	0	3	50	3	50	0	0	1	33	2	67	0	0	1	50
Principle 3		0	0	4	67	2	33	0	0	0	0	3	100	0	0	2	100
Principle 4		0	0	1	17	5	83	0	0	0	0	3	100	0	0	2	100
Principle 5		0	0	1	17	5	83	0	0	2	67	1	33	0	0	2	100
Principle 6		0	0	2	33	4	67	0	0	2	67	1	33	0	0	1	50
Principle 7		0	0	2	33	4	67	0	0	0	0	3	100	0	0	2	50
Principle 8		0	0	1	17	5	83	0	0	0	0	3	100	0	0	2	50
Principle 9		0	0	0	0	6	100	0	0	1	33	2	67	0	0	2	50
Principle 10		0	0	0	0	6	100	0	0	0	0	3	100	0	0	1	50

Assessment 5: Tutoring Project

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

The Tutoring Project requires candidates to tutor a struggling student in grades 3-6, for a minimum of 12 hours, in weekly or twice weekly sessions. This project speaks to the impact a teacher can have on a student. The resulting paper (report) is composed in case study format, with appendices including work samples and instructional materials used during the project.

2. A description of how this assessment specifically aligns is cited

The Tutoring Project is divided into five (5) Phases, with each phase having specific parts:

Phase I: The candidate identifies a student who is struggling, and who could benefit from additional academic support and instructional opportunities that are adapted specifically to diverse learners. Permission is obtained in accordance with the school the student is attending. Candidates collect background and demographic information regarding the student and the school the student attends; and also gather information on the student's past school performances- grades, test scores, services provided, etc.

Candidates assess the student's instructional level in reading and writing, and collect work samples of the student's writing. Candidates also establish rapport with their tutee by asking questions and gathering information about the tutee, and communicating to the tutee that they have high academic expectations for them.

Based on data collection, the candidate creates an initial hypothesis and problem statement; candidates anticipate that the hypothesis and problem statement will be addressed through the development of a research-based intervention plan that can be implemented to help diverse learners in the English language arts (Standards 1, 2.1, 3.2, 4). Clearly, any tutoring project will require the candidate to know, understand, and use major concepts, principles, and theories (Standard. 1) to work with and remediate a child who needs help in English Language Arts skills, to include Reading (Standard. 2.1). The candidate must adapt his/her approach to learning and create instructional opportunities for the student to experience success (Standard. 3.2), while still being able to collect assessment data (Standard. 4).

Phase II: The candidate reviews research in the area of need to develop an appropriate plan. Based on the problem statement, assessment data collected, and knowledge of how elementary students differ in their approaches to learning, the candidate selects appropriate methods, strategies, and techniques to support learners in reading, writing, speaking, viewing, listening, or thinking skills (Standards 1, 2.1, 3.1 3.2, 3.3). As with Phase 1 above (Standard 1 and 2.1), the candidate must motivate students and use appropriate practices to teach Language Arts and Reading. The application of strategies becomes important and candidates must plan and implement instruction based on knowledge of the students (Standard. 3.1), combined with theory, while having an

understanding of the differing approaches to learning that might be implemented with a student (Standard 3.2). Finally, candidates use a variety of strategies that encourage the student's development of foundational reading comprehension, spelling, and writing skills. The candidate develops a plan to collect data and implement treatments with continued informal assessment.

Phase III The candidate implements the treatment plan with reflection. Teaching and assessment should become a seamless loop. Once a strategy is articulated, the candidate begins implementation of the plan. Data collection is ongoing, as is assessment. Treatment, implementation, and changes are documented as English Language Arts skills are developed (Standards 1, 2.1 3.1., 3.2, 3.3, 4). Following the above-mentioned use of the standards, the addition of Standard 4 requires candidates to have a range of knowledge about the intellectual, social, emotional, and physical development of their student so that they can plan effective assessments.

Key to successful treatment implementation is the reflection the teacher candidate incorporates. As the treatment is implemented, new plans emerge which need to be reflected upon to assist in development of appropriate Language Arts skills (Standards 1, 2.1, 3.1,3.2, 3.3, 4, 5.2). As the tutoring process moves forward, the accumulation of skills adds yet another standard while still practicing the already accumulated knowledge. Candidates are expected to collaborate with families, colleagues, and community agencies to promote the intellectual growth of their students (Standard 5.2).

Phase IV: Candidates conclude treatment implementation, and final data collection takes place at a predetermined point. Candidates reflect, in-depth, over the tutoring experience and the student's academic progress. Candidates use a set of reflective questions/prompts, supplied by the Trinity faculty, to guide reflection and evaluation of the tutoring experience. Data (assessment information) is interpreted and prepared for display in the final report. This information is then shared with the teacher and/or family (Standards 4, 5.1). To ensure that candidates learn all they can from the tutoring experience, the process of thoughtful reflection is emphasized; careful examination of research on teaching, professional ethics, and interactions with the professional community provide our candidates with a rich and robust learning experience.

Phase V: Candidates compile a final report which contains the following information: an introduction that includes the relevant background information that covers health, educational background, family history, social, and emotional issues; lesson plans; summary of all informal measures used; summary of tutoring; tutoring logbook; work samples; and recommendations for future and continued intervention (Standard 5.2). The final product is shared with the classroom faculty at the school where the candidate worked with the student (Standard 5.2). This final portion helps to reinforce the importance of collaborative work with families and other professionals (Standards 4, 5.1).

3. A brief analysis of the data findings

The data for the Tutoring project demonstrate that a majority of candidates met or exceeded the standards in the five phases of the assessment. The 2011- 2012, 2012-2013, and 2013-2014 data display that students are overwhelmingly demonstrating competence in the areas of assessment, lesson planning, instruction, communicating with families, and collaborating with professionals.

In regards to the Reflection component of the assessment, (9) candidates exceeded the standards (39 percent), eight (8) students met the standards (35 percent), and six (6) candidates approached the (26 percent). Although the majority of students met or exceeded the standards in the Reflection category, faculty members have discussed strategies to address the small number of candidates who approached the standard (6). Strategies faculty members will use to improve scores in the reflection category are: emphasizing that thoughtful reflection should take place throughout the span of the tutoring project, and not primarily at the completion of the project; providing candidates with samples of quality reflections in order to demonstrate in-depth, evaluative, and thoughtful reflective writing; and finally, having more instructional focus, and offer more guidance in the area of reflection regarding the tutoring project, throughout the semester.

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

The five phases used to implement the Tutoring Project help candidates to consciously engage in different elements of the tutoring assignment. This approach helps candidates learn that careful assessment, instructional techniques selected to meet the needs of students, data collection, and thoughtful reflection are all important aspects of teaching. Because the project is so well-aligned with the ACEI standards, and because a majority of our candidates perform well on all aspects of the project, it follows that our candidates are demonstrating the knowledge and skills outlined in the ACEI standards.

Rubric for Tutoring Project (Key Assessment #5 ELED)

	<p align="center">Approaches</p> <p align="center">6.5 7 7.5</p>	<p align="center">Meets</p> <p align="center">8 8.5 9.0</p>	<p align="center">Exceeds</p> <p align="center">9.5 10</p>
<p>Assessment for Instruction AECI St. 4</p>	<p>Many errors in administration or scoring. Or assessment information ignored or misinterpreted when selecting instructional materials or strategies. Or inappropriate assessments selected. Or no list provided.</p>	<p>Assessments administered correctly nearly all the time. Assessments scored and interpreted correctly nearly all the time. Uses and correctly interprets available school assessment data. Uses assessment information to guide instructional choices. Appropriate conclusions drawn from assessment data. Selection of assessments appropriate for student. Pre- and post-assessments given enabling measurement of growth. Mix of assessments used assists in pinpointing academic difficulties and their causes. A summary list provided.</p>	<p>In addition to "meets," all assessments always correctly administered, scored, and interpreted. In addition 2 or more of the following: Unusually deep, insightful, & sophisticated analysis, creative & appropriate choice of add'l assessments, exceptional use of data to guide instructional choices.</p>

<p>Instruction and Adaptation to Diverse Students ACEI St. 2.2, 3.1, 3.2 Counts Triple Will be found in summary narrative of work done as well as lesson plans, observations, and reflections</p>	<p>Instructional techniques not well-suited to student needs or justification for strategies missing, weak, or not evidence-based. Or uses fewer than 3 strategies, relies only upon commercial materials, or neglects to describe student response. Or, poor implementation of instruction.</p>	<p>Selects instructional strategies appropriate to needs of student, based upon interpretation of assessment data and observation. Provides reasons for selection of techniques. Describes the student's responses to the strategies and provides logical explanations for whether or not they were effective. Accounts for at least 3 different techniques or strategies. Selects materials that are a reasonable match for the student's interests and abilities. Implementation of instruction may not be perfect, but reasonable effective.</p>	<p>All of meets. In addition, exceptional match of student interest and needs and materials and strategies selected. Strategies exceptionally well implemented.</p>
<p>Match to Development & Motivation ACEI ST. 1 Will be found in summary narrative of work done as well as lesson plans, observations, and reflections</p>	<p>Frequent mismatches of techniques and materials to student's developmental level. Many materials and techniques not engaging for student.</p>	<p>Instructional and materials choices demonstrate understanding of developmental level of student. Candidate selected materials and techniques that were usually motivating and engaging for the student.</p>	<p>Instructional and materials choices demonstrate exceptional understanding of developmental level of student. Candidate selected exceptionally motivating and engaging materials and techniques.</p>

<p>Results, student progress</p>	<p>Incomplete description of student progress or unsubstantiated assertions of student progress. Candidate shows no deepening of understanding over time.</p>	<p>Discusses growth made by student with support for conclusions from assessments, work products, anecdotal notes & observations. Candidate discusses how her/his understanding of the student changed over time. Refers to logbook, work samples, and assessments to support conclusions. Provides work samples.</p>	<p>Exceptionally thorough, well-written and insightful. Thorough description of student growth with clear, accurate examples from work with child supporting all assertions. Candidate demonstrates an exceptionally deep and nuanced understanding of student's literacy problems.</p>
<p>Impact on student learning</p>	<p>No progress by student.</p>	<p>Student makes adequate progress.</p>	<p>Student makes exceptional progress for given time.</p>
<p>Recommendations ACEI 5.2 Communicating w/ families and collaborating with other professionals</p>	<p>The candidate fails to match recommendations to the specific needs of the student or recommends activities beyond the capacity of the audience.</p>	<p>The candidate makes mostly appropriate recommendations, demonstrating sensitivity to the resources available to each audience.</p>	<p>Recommends the most appropriate or effective strategies and activities for the student.</p>

<p>Reflection AECI St. 5.1 Trinity Unit Goal Counts Double (Includes reflections written after each session and summary reflections in report.)</p>	<p>Candidate's evaluation of his or her own teaching fails to recognize true strengths and weaknesses. Or Superficial; fails to provide support for assertions. OR Missing or incomplete</p>	<p>Reflections after each session document what happened and provide some reason for why parts went well or did not go well. In the report discusses the strengths and weaknesses of the work with this student. Accurately recognizes strengths and weaknesses of work. Makes appropriate suggestions of things to do differently if given a chance to do it over. Recognizes additional information that would be useful to in attaining a better understanding of the student</p>	<p>Reflections after each session demonstrate insight into the student as a learner; includes consideration of alternative explanations. In report, exceptionally thorough and insightful discussion of work with child. Supports all or nearly all assertions with clear, accurate work samples.</p>
<p>Logbook</p>	<p>Missing or incomplete</p>	<p>Contains records of all background information, tutoring sessions, and assessments. Work samples included. Evidence of at least 3 different instructional strategies or approaches. Evidence of use of a wide range of instructional materials and texts matched to the needs of the student.</p>	<p>Exceptionally thorough and well-organized. Complete documentation for work discussed in report.</p>

Candidate Data Derived from the Assessment
Tutoring Project

ACEI Standard	2011-2012						2012-2013						2013-2014					
	Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Assessment for Instruction	1	14	3	43	3	43	1	14	6	86	0	0	1	11	6	67	2	22
Instruction and Adaptation to Diverse Students	1	14	2	29	4	57	0	0	7	100	0	0	0	0	4	44	5	56
Instruction Matched to Development and Motivation	0	0	3	43	4	57	1	14	4	57	2	29	0	0	7	78	2	22
Results, Student Progress	1	14	5	71	1	14	1	14	6	86	0	0	0	0	5	56	4	44
Impact on Student Learning	0	0	5	71	2	29	0	0	7	100	0	0	0	0	6	67	3	33
Recommendations	1	14	3	43	3	43	0	0	6	86	1	14	2	22	6	67	1	11
Reflection	2	29	1	14	4	57	2	29	4	57	1	14	2	22	3	33	4	44
Logbook	0	0	2	29	5	71	0	0	6	86	1	14	0	0	5	56	4	44
Overall	1	14	2	29	4	57	0	0	7	100	0	0	1	11	5	56	3	33

Assessment 6: Video Lesson

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

The purpose of the video lesson assignment is to enable candidates in Elementary Education to demonstrate that they have the knowledge, skills, and dispositions, outlined in the ACEI standards, and gained through core course work, taken prior in the teacher education program, to plan and deliver small group reading instruction that matches the needs of the learner. The video lesson assignment takes place in the Elementary Education methods course EDTE 627: Literacy Assessment and Instruction for Early and Emergent Readers, and is taken towards the end of the Elementary Education program of studies. The video lesson assessment includes several components, the first being a needs assessment, where candidates select a group of students, identify the students' reading level(s), and develop a learning focus for the reading sessions based upon the students' needs. Candidates compose a lesson plan based on the needs assessment; and based on the plan, conduct a minimum of three (3) guided reading lessons, videotape a lesson, and subsequently reflect on the effectiveness, quality, and appropriateness of the sessions.

The video lesson assessment is given towards the end of the candidate's program of studies; however, candidates are also required to conduct video lesson activities earlier in the Elementary Education program of studies, specifically in EDCC 541: Foundations of Education: The Art of Teaching and Learning, which is one of the first classes in the Elementary Education MAT program. By candidates conducting a video lesson early on, instructors are able to identify strengths and areas of weakness, and to have early evidence of a candidate's abilities to be a teacher.

In EDTE 627, an effective performance in the video lesson suggests to faculty that the candidate understands the knowledge and basic skills learned through core course work in the Elementary Education program, and possesses skills, knowledge and capabilities to effectively teach reading skills to beginning and emergent readers.

2. A description of how this assessment specifically aligns with the standards cited

Before candidates design their lesson, they must conduct a "Needs Assessment" evaluating the students' learning needs. The needs assessment includes a description of the following information: a description of the school, the grade level, number of students, program of instruction, socioeconomic status, native language and level of English proficiency, prior schooling, and special learning needs (ACEI Standard 1).

In addition to the learners' characteristics, the candidate must describe the learners' needs in terms of: language development (reading and writing levels in

English); language functions' needs; learning strategies (metacognitive, cognitive, and/or socio-affective); content area knowledge (appropriate for their grade level and district curriculum). (ACEI Standard 2).

After candidates describe the students' learning needs, they discuss the implications for designing and delivering the lesson plan, explaining how the plan will meet their students' needs (with what language activities, learning strategies, and content area instruction) (ACEI Standard 3). The purpose of the "Needs Assessment" is to assist candidates in their efforts to create effective and appropriate lessons for students.

The reading lesson is videotaped in an elementary classroom setting. Within 24 hours of the lesson and recording, the candidate watches the video, and reflects (ACEI Standard 5) on the lesson according to the format of and the standards in the lesson assignment. In addition to viewing the videotape against the scoring rubric, candidates discuss the strengths and weaknesses of the lesson as delivered. Some key questions for candidates to ask themselves include:

- Which of the major concepts, principles, theories, and research related to the development of children did you use in constructing the learning opportunities that support individual students' development, acquisition of knowledge, or motivation in this lesson? How did you use them? What evidence can be seen on the videotape?
- What major concepts or modes of thinking from the content area, you have chosen for this lesson can be seen in this video?
- Can you be seen making connections, or helping children make connections between content areas or to real world situations? What?
- Can you be seen using strategies that encourage the development of critical thinking, problem solving, or performance skills? What?
- Can you see evidence that the students are actively engaged in learning? What is the evidence?
- Can you see evidence of positive social interaction? What is the evidence?
- What did you do to foster active inquiry, collaboration, and supportive interaction either before the events shown on the videotape or during the taped segment?
- Can you see evidence of any assessment strategies in this videotape? What?

3. A brief analysis of the data findings:

The majority of candidates met or exceeded the standards during the academic years of 2011-2012 and 2012-2013. A small number of students received scores of 'approaches' for less than half of the categories assessed (4 percent). (For the categories of Reflection- Accuracy, six (6) candidates received a score of Approaches, and in the Reflection- Depth category, five (5) candidates received a score of Approaches. These scores are an indication, to faculty, that more emphasis needs to be placed on explanation and support for the Reflection component of the

video lesson assignment. Based on scores from 2011- 2012, and 2012- 2013, candidates are giving considerable time, effort and attention to the needs assessment, lesson planning and delivery, and videotaping/technology components of the assignment. Through faculty support and emphasis on the reflection process taking place throughout assignment activities, and not only subsequent to assignment activities, we expect improvement in scores on the Reflection categories of the video lesson assessment.

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

In reviewing data from 2011-2012 and 2012-2013, it is evident that candidates are able to demonstrate competence in the ACEI Elementary Education standards. One factor contributing to candidates' success may be the redesign of Elementary Education core coursework, which resulted in the inclusion of video lesson activities in several courses, prior to EDTE 627. These prior Elementary Education courses, along with the required teacher education course, Foundations of Education: The Art of Teaching and Learning, are required in order to build the foundational knowledge necessary for beginning teachers, along with techniques, strategies and educational research to support beginning teachers in teaching and learning.

Overall, our candidates' performance demonstrates that they have mastered key concepts found in all ACEI standards (1, 2, 3, 4 and 5).

Candidate Data Derived from the Assessment
Video Lesson

ACEI Standard	2011						2012						2013						
	Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Lesson Overview	0	0	9	60	6	40	0	0	7	47	8	53	0	0	0	0	0	0	0
Anticipatory Set 1a, 1c	0	0	10	67	5	33	0	0	7	47	8	53	0	0	0	0	0	0	0
Instructions 2a	0	0	10	67	5	33	0	0	5	33	10	67	0	0	0	0	0	0	0
Guided Practice 4c	0	0	11	73	4	27	0	0	5	33	10	67	0	0	0	0	0	0	0
Independent Practice	0	0	11	73	4	27	0	0	9	60	6	40	0	0	0	0	0	0	0
Closure 1c	0	0	10	67	5	33	0	0	8	53	7	47	0	0	0	0	0	0	0
Assessment 3a, 3b	0	0	11	73	4	27	0	0	9	60	6	40	0	0	0	0	0	0	0
Accommodations 4a	0	0	11	73	4	27	0	0	9	60	6	40	0	0	0	0	0	0	0
Homework 2	0	0	9	60	6	40	0	0	0	0	0	0	0	0	0	0	0	0	0
Mechanics 5	1	7	6	40	5	33	0	0	12	80	3	20	0	0	0	0	0	0	0
Overall Cohesion 4d	0	0	9	60	6	40	0	0	8	53	7	47	0	0	0	0	0	0	0
Planning 2a	0	0	10	73	5	33	2	13	5	33	8	53	1	9	3	27	7	64	36
Content Knowledge 1,3	0	0	10	73	5	33	1	7	9	60	5	33	0	0	7	64	4	36	47
Coherence 1,3	0	0	8	53	7	47	0	0	8	53	7	47	1	9	5	46	5	47	9
Adherence 3	0	0	6	40	9	60	1	7	6	40	8	53	2	29	5	29	1	9	73
Delivery 3	1	7	3	20	11	73	0	0	5	33	10	67	1	9	2	18	8	8	73
Student Engagement 3	0	0	7	47	8	53	0	0	7	47	8	53	0	0	3	27	8	8	73
Reflection Part 1 1,5	1	7	7	47	7	47	3	20	4	27	8	53	2	18	5	46	3	27	27
Reflection Part 2 1,5	1	7	9	60	5	33	3	20	6	40	6	40	1	9	6	55	3	27	27

**Trinity Washington University
School of Education**

Rubric for Written Lesson Plans and Observation of Video in Elementary Education: Grade total 20 points

Candidate's Name: _____

Advisor: _____

* Candidates will identify the specific standard under the major standard identified in the rubric

Standards	Approaches (1)	Meets (2)	Exceeds (3)
Lesson Overview: Identifying information such as subject area, grade level of students, topic of lesson, etc., content standard, goal(s), rationale, objective(s), purpose, outcomes, and advanced set-up information. (list content standard)	One or more components missing OR one or more component ineffective, or inappropriate for needs of students, or does not support goals and objectives of Elementary Education lessons. 1 2 3 4	All components included. All appropriate for goals and objectives of Elementary Education lessons and meet needs of students. 5 6 7 8	All components included. All appropriate for goals and objectives of Elementary Education lesson sand meet needs of students. In addition, evidence of expert attention to detail in planning such as use of technology or expert handling of diverse student needs. 9 10
Anticipatory Set (Lesson Introduction): Scaffolding or bridging (personal connection), attention gained, objective(s) stated, and relevance and connections for students. (Std 1a, 1c)	One or more components missing or does not meet student needs. 1 2 3 4	Appropriate techniques used for directing student attention and scaffolding or bridging knowledge. Objective or goal of lesson and reason for learning given in a manner students will understand. 5 6 7 8	All components included. Objective or goal of lesson and reason for learning given in a manner students will understand. Activity or scaffolding exceptional. 9 10
Instruction: These are the instructions the teacher gives, the explanation or modeling done. (Std 2a)	Parts are confusing or illogically sequenced. Instructions are not sufficiently detailed, do not support goals and objectives of lesson, or do not meet needs of students. 1 2 3 4	Clear, logically ordered, sufficiently detailed, supports goals and objectives of lesson, and meets needs of students. 5 6 7 8	Clear, logically ordered and support goals and objectives of lesson. In addition, exceptionally engaging for students. 9 10
Guided Practice: This is where the students practice what was just taught with teacher support. (Std. 4c)	Instructions confusing or activity does not support goals and objectives of lesson. Or activity is not truly guided or does not meet student needs. 1 2 3 4	Instructions clear. Activity supports goals and objectives of lesson and meets student needs. Teacher supports new learning. 5 6 7 8	Instructions clear. Activity supports goals and objectives of lesson. Teacher supports new learning. Activity is exceptionally engaging. 9 10

<p>Independent Practice: This is where the students independently practice what was taught. (Std 2)</p>	<p>Instructions confusing or activity does not support goals and objectives of lesson or activity is not truly independent. 1 2 3 4 Closure is missing or fails to draw together what students have learned. 1 2 3 4 Assessment is missing or poorly matched to goals and objectives or student needs.</p>	<p>Instructions clear. Activity supports goals and objectives of lesson. Students work independently. 5 6 7 8 Closure activity successfully draws together what students have learned. 5 6 7 8 Assessment matches learning objectives and student needs and is consistent with instructional strategies used.</p>	<p>Instructions clear. Activity supports goals and objectives of lesson. Students work independently. Activity is exceptionally engaging. 9 10 Closure activity is exceptionally strong. 9 10 Assessment matches learning objectives and student needs and is consistent with instructional strategies used. Assessment is exceptionally well-designed, includes key or rubric and addresses higher level thinking skills.</p>
<p>Closure: (Std 1c)</p> <p>Assessment: (Std 3a, 3b)</p>	<p>Accommodation missing or inappropriate. 1 2 3 4 Does not support goals and objectives of lesson or activity does not meet student needs. 1 2 More than one or two errors or an egregious error.</p>	<p>Appropriate accommodation provided for students who would need them for this lesson. 5 6 7 8 Appropriate for goals and objectives and student needs. 3 4 One or two minor errors.</p>	<p>More than one appropriate accommodation described for students who would need them for this lesson. 9 10 Appropriate for goals and objectives and student level. Activity is exceptionally engaging for students. 5</p>
<p>Accommodations: (Std 4a)</p>	<p>Components missing, not fully supportive of lesson goals and objectives, or does not meet student needs. 1 2</p>	<p>All necessary components included, relate to one another, and support goals and objectives of lesson. Duration appropriate. Activities meet student needs. 3 4</p>	<p>All necessary components included, relate to one another, and support goals and objectives of lesson. Duration appropriate. Activities meet student needs. In addition, exceptionally well-designed. 5</p>
<p>Homework (Home school connections) (Std. 2)</p> <p>Mechanics (Std 5) (Spelling, usage, punctuation.)</p>	<p>Overall Cohesion (How the entire lesson works as a whole.) (Std 4d)</p>		

Part 2
Trinity Rubric for Observed Lesson
(Videotaped or In-Person) Key Assessment #2 or Key Assessment #8 (please circle)

Teacher Candidate: _____ Advisor: _____

This rubric is used in Key Assessment #2 and is also part of Key Assessment #8 the Student Teaching Portfolio.

Elements	Approaches (1)	Meets (2)	Exceeds (3)
Evidence of planning to meet needs of students (Std 2a)	Instructional goals too easy, too difficult, or unimportant, or do not match the needs of the learners. Instructional techniques and strategies do not match the objectives or the needs of the learners. No or ineffective accommodations for students who needed them.	Instructional goals appropriate difficulty for learners in this setting and address worthwhile objectives. Instructional techniques and strategies effective for lesson objectives and appropriate for learners in this setting makes some accommodations for students who needed them.	Instructional goals highly appropriate difficulty for learners in this setting; address highly worthwhile objectives. Instructional techniques and strategies represent best practices; meet needs of students, highly engaging, foster higher order and/or creative thinking. Skilled adaptations and accommodations for all students who needed them.
Content Knowledge (Std 1 & 3) ACEI	Teacher conveys inaccurate or incorrect information or shows limited knowledge of subject.	Teacher displays adequate knowledge of the subject at hand.	Teacher displays broad knowledge and deep understanding; is highly flexible with the material.
Coherence, timing, and pacing (Std 1 & 3)	Activities do not support objectives. Critical components omitted, not fully supportive of lesson goals and objectives, or does not meet student needs. Duration too long or too short for the material and/or the students. Many segments of the lesson drag or segments move so fast the students are confused.	All components relate to one another, and support goals and objectives of lesson. Activities meet student needs. Duration appropriate length for the material and the students or only slightly too long or too short. Mostly appropriate, neither too fast nor too slow	All components relate to one another, and support goals and objectives of lesson. Activities meet student needs. In addition, exceptionally well-designed. Lively pace throughout, but not too fast for students.
Adherence to written plan/ capitalizing on the teachable moment (Std 3)	Loses track or goes out of sequence or leaves out critical component(s) or material OR rigid adherence when the situation calls for modifications.	Mostly adheres to plan. Most deviations reflect reasonable responses to the actual situation, although some minor deviations might be due simply to oversight.	Adheres to plan with only insignificant minor variations unless situation calls for deviation. Makes an on-the-spot change that improves the lesson.

Delivery (Std 3)	<p>Serious or frequent lapses in audibility (too soft, too fast, or indistinct); annoyingly loud, monotone delivery, conveys boredom with subject or lack of interest in students</p> <p>Significant parts of instructions, directions, or explanations unclear and confusing to students.</p>	<p>Sufficient volume, clear diction, prosody assists in conveying meaning. Conveys interest in material and students.</p> <p>Instructions, directions, or explanations mostly clear. Students understood them with only a few clarifications required.</p>	<p>Sufficient volume, clear diction, prosody assists in conveying meaning. In addition, highly expressive voice that consistently conveys enthusiasm and interest in material and students which captivates students.</p> <p>Instructions, directions, or explanations crystal clear. Students knew what to do without needing clarifications.</p>
Student Engagement and Classroom Management (Std 3)	<p>Low student engagement; many students visibly disinterested and/or inattentive.</p> <p>Sense of disorganization; difficulty moving students from one portion of the lesson to another.</p> <p>Behavior or interruption caused major interference in or breakdown of lesson.</p>	<p>Students mostly engaged and interested with some exceptions.</p> <p>Transitions mostly smooth with occasional lapses and some time lost.</p> <p>Behavior or interruption caused some interference in lesson but lesson continued.</p>	<p>Students highly engaged throughout with minimal exceptions.</p> <p>Well-organized; students know what to expect. Smooth transitions. Little lost time.</p> <p>Behavior or interruption handled in a highly effective manner with a minimum disruption of learning.</p>

For instructors and advisors: Rate the student on the quality of his/her self-assessment.

	Approaches (1)	Meets (2)	Exceeds (3)
Reflection pt1 (Std 1)	<p>The candidate has an overly rosy/overly negative view of him/herself in nearly all areas</p>	<p>The candidate accurately assessed his/her instruction in all or nearly all areas.</p>	<p>The candidate was accurate in some areas but over or under-estimated other areas.</p>
Reflection pt 2 (Std. 1)	<p>The candidate's reflections primarily indicate a superficial understanding of his/her practice and areas for improvement.</p>	<p>The candidates' reflections indicate a good understanding of his/her practice and areas for improvement.</p>	<p>The candidate reflections indicate an exceptionally thoughtful and nuanced understanding of his/her practice and areas for improvement.</p>

Assessment 7: Portfolio

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

Portfolio Assessment: The knowledge, skills, and dispositions of candidates are demonstrated through the construction of a professional portfolio based on the candidates' field experiences and course work. All portfolios are organized according to the Interstate New Teacher Assessment and Support Consortium (InTASC) principles, which are the state standards for Washington, DC. However, Trinity has aligned the ACEI standards within the InTASC framework, as indicated in the rubric for the portfolio assessment. The portfolio assessment requires candidates to select artifacts from their previous assignments that address ACEI standards and then justify why the assignments demonstrate that they meet the standards. In addition, the portfolio includes required exhibits such as assigned papers, a unit that demonstrates impact on student learning, an action research case study, and a student teaching videotape. This portfolio assessment gives candidates the opportunity to address the InTASC principles and the aligned ACEI standards. The projects in this portfolio require the candidate to demonstrate content knowledge as well as the knowledge, skills, and dispositions to teach children in an elementary education classroom.

2. A description of how this assessment specifically aligns with the standard cited:

Candidates begin this assessment by composing a series of papers that outline their beliefs about a specific topic. Each paper must address the assigned topic as it applies to professional standards.

- Paper #1, Philosophy addresses ACEI standard 1;
- Paper #2, Accommodating Individual Needs addresses ACEI standard 3;
- Paper #3, Curriculum Strategies Assessment addresses ACEI standard 2;
- Paper #4, Learning Environment and Classroom Behavior Techniques addresses ACEI standard 3;
- Paper #5, School/Community Resources addresses ACEI standard 5 and;
- Paper #6, Professional Development addresses ACEI standard 5.

Next, the portfolio assignment requires candidates to address each standard by compiling a series of artifacts related to the standard and writing a rationale detailing how the artifacts demonstrate the knowledge, skills and dispositions associated with that standard. The scoring rubric for this assessment evaluates the quality of the alignment of the artifact and the standard based on the strength of the rationale provided by the candidates.

In addition, the portfolio must include a videotaped lesson, which addresses all of the ACEI standards. The portfolio assessment must also include the action research case study, which is also Trinity's key assessment number eight. This case study is assessed using its own rubric, but the candidates must justify how it addresses ACEI standards as part of the portfolio assessment. As indicated in key assessment 8, the action research case study addresses several of the ACEI standards (see Assessment #8).

3. A brief analysis of the data findings:

Data demonstrate that an overwhelming majority of candidates in the MAT Elementary program are meeting and exceeding the standards (99 percent). In 2012-2013, and 2013-2014, the candidates met or exceeded all standards in all areas, with the exception of one student, in one area of the ten standards. Overall, candidates are performing as expected. When viewing the data, in which all ACEI content standards are listed separately, the evidence clearly indicates that across time, candidates demonstrated mastery of the Portfolio assignment and the standards measured with the assignment.

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

Overall, candidate performance on this assessment is very good. With an overwhelming majority of candidates scoring at the Meets and Exceeds level, the evidence demonstrates that our candidates have the knowledge, skills, and dispositions outlined in the ACEI standards and the InTASC principles (99 percent). This project is a culminating assessment that occurs toward the end of the MAT Elementary program; and therefore, it represents candidates' cumulative knowledge and skills. According to our data, a significant percentage of our teacher candidates perform extremely well, especially in 2012-2013 and 2013-2014, on all aspects of the assessment.

In the Assessment section of the Teaching Portfolio, one candidate scored at the Approaches level in 2013, and the overall scoring for candidates in the Assessment section had fewer Exceeds, in comparison to the other nine sections of the Portfolio. This data may demonstrate a need for more instructional focus in the area of Assessment in teaching. Faculty members in the School of Education meet on a consistent basis in efforts to improve and maintain rigorous, updated course offerings for candidates. Improving mastery of course work in the area of Assessment, on the Teaching Portfolio, is a priority for the School of Education faculty. This will be accomplished by examining and improving the Assessment course.

The data confirm that candidates are meeting the standards for the Portfolio assessment, and that they have the ability to explain how they are meeting these standards. The required papers give candidates the opportunity to integrate course work into their own belief systems. Selecting artifacts and writing the rationale statements gives candidates the opportunity to reflect on what they have learned, and then place their learning in the context of professional standards. Finally, the component performance-based projects are aligned with the ACEI standards and InTASC principles and, therefore demonstrate candidates' abilities to meet both measures.

The Portfolio assessment tool has evolved to its present form due to intentional efforts, over many years, by faculty and student teaching supervisors, who shared input and feedback towards improving and fine-tuning project criteria and activities; faculty members consistently review candidates' portfolios to assess strengths and weaknesses, and regularly collaborate to create strategies to address those weaknesses.

Portfolio Rubric

Note: All student teachers document their performance to the InTASC principles.

	Approaches	Meets	Exceeds
Introduction In this section of the portfolio, the teacher candidate introduces themselves as professionals. There is to be a, table of contents that aligns your professional standards to the INTASC standards.	Some organization is evident, introduction present and professional (few errors) standards are mostly aligned.	Organization is clear and professional standards are aligned to INTASC	Organization is exceptionally clear and professional standards are aligned to INTASC
Position Papers (6 papers total) 5% Paper #1 Philosophy Paper #2 Accommodating Individual Needs Paper #3 Learning Environment Paper #4 Curriculum Strategies Paper #5 School/Community Resources Paper #6 Professional Development	Papers are mostly well-written and express views	Papers well-written and express views clearly.	Papers are very well-written and express views exceptionally well
Standard 1: 5% Knowledge of Subject Matter- Rationale is included to link this standard to your professional standards and document why the material included is reflective of your ability to document the standard.	Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable.	Rationale for artifact is well-written. The evidence is sufficient and clearly documents the standard.	Rationale for artifact is very well-written and evidence overwhelmingly documents the standard.
Standard 2: 5% Knowledge of Human Development and Learning- Rationale is included to link this standard to your professional standards and document why the material included is reflective of your ability to document the standard.	Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable.	Rationale for artifact is well-written. The evidence is sufficient and clearly documents the standard.	Rationale for artifact is very well-written and evidence overwhelmingly documents the standard
Standard 3: 5% Adapting Instruction for Individual Needs- Rationale is included to link this standard to the SPA standards and document why the material included is reflective of your ability to document the standard.	Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable.	Rationale for artifact is well-written. The evidence is sufficient and clearly documents the standard.	Rationale for artifact is very well-written and evidence overwhelmingly documents the standard
Standard 4: 5% Multiple Instructional Strategies - Rationale is included to link this standard to your professional standards and document why the material included is reflective of your ability to document the standard.	Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable.	Rationale for artifact is well-written. The evidence is sufficient and clearly documents the standard.	Rationale for artifact is very well-written and evidence overwhelmingly documents the standard
Standard 5 5% Classroom Motivation and Management- Rationale is included to link this standard to the Spa standards and document why the material included is reflective of your ability to document the standard.	Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable.	Rationale for artifact is well-written. The evidence is sufficient and clearly documents the standard.	Rationale for artifact is very well-written and evidence overwhelmingly documents the standard
Standard 6 5% Communication Skills- Rationale is included to link this standard to your professional standards and document why the material included is reflective of your ability to document the standard.	Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable.	Rationale for artifact is well-written. The evidence is sufficient and clearly documents the standard.	Rationale for artifact is very well-written and evidence overwhelmingly documents the standard

Standard 7 5% Instructional Planning Skills- Rationale is included to link this standard to your professional standards and document why the material included is reflective of your ability to document the standard.	Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable.	Rationale for artifact is well-written. The evidence is sufficient and clearly documents the standard.	Rationale for artifact is very well-written and evidence overwhelmingly documents the standard
Standard 8 5% Assessment of Student Learning- Rationale is included to link this standard to your professional standards and document why the material included is reflective of your ability to document the standard.	Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable.	Rationale for artifact is well-written. The evidence is sufficient and clearly documents the standard.	Rationale for artifact is very well-written and evidence overwhelmingly documents the standard
Standard 9 5% Professional Commitment and Responsibility- Rationale is included to link this to your professional standards and document why the material included is reflective of your ability to document the standard.	Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable.	Rationale for artifact is well-written. The evidence is sufficient and clearly documents the standard.	Rationale for artifact is very well-written and evidence overwhelmingly documents the standard
Standard 10 5% Partnerships- Rationale is included to link this standard to your professional standards and document why the material included is reflective of your ability to document the standard.	Rationale for artifact is writer with some weaknesses and evidence to support standard is questionable.	Rationale for artifact is well-written. The evidence is sufficient and clearly documents the standard.	Rationale for artifact is very well-written and evidence overwhelmingly documents the standard
Portfolio Organization Portfolio is clearly organized, neat, well-written and reflects profession work of a beginning teacher.	Materials are somewhat organized and is beginning to look like work of a beginning teacher	Materials are organized, well-written and reflects professional work of a beginning teacher	Materials are very well organized and well-written and reflects professional work of a highly qualified beginning teacher
Final Grade	Approaches	Meets	Exceeds

Candidate Data Derived from the Assessment Portfolio																			
InTASC Standard	ACEI Standard	2012						2013						2014					
		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		Approaches	Meets	Exceeds			
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Standard 1	1	0	0	0	0	2	100	0	0	3	27	8	73	0	0	3	60	2	40
Standard 2	1	0	0	0	0	2	100	0	0	3	27	8	73	0	0	4	80	1	20
Standard 3	1	0	0	0	0	2	100	0	0	2	18	9	82	0	0	1	20	4	80
Standard 4	2	0	0	0	0	2	100	0	0	1	.09	10	91	0	0	1	20	4	80
Standard 5	2	0	0	0	0	2	100	0	0	1	.09	10	91	0	0	1	20	4	80
Standard 6	4	0	0	0	0	2	100	1	.09	3	27	7	64	0	0	5	100	0	0
Standard 7	3	0	0	0	0	2	100	0	0	1	.09	10	91	0	0	1	20	4	80
Standard 8	3	0	0	0	0	2	100	0	0	1	.09	10	91	0	0	1	20	4	80
Standard 9	5	0	0	0	0	2	100	0	0	2	18	9	82	0	0	3	60	2	40
Standard 10	5	0	0	0	0	2	100	0	0	2	18	9	82	0	0	2	40	3	60

Assessment 8: Action Research Case Study

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

The purpose of this assignment is to enable candidates to demonstrate that they have an impact on the performance of their students in the classroom. This assessment requires candidates to construct a unit, chapter, or section of instruction that provides evidence that they make a difference in the classroom. Candidates are required to conduct a pre-assessment, implement a strategy based on research (review of the literature), and conduct a post assessment. The pre and post results are then graphically displayed, analyzed, and shared with the Student Teaching Seminar class as a PowerPoint presentation.

2. A description of how this assessment specifically aligns with the standards cited:

The Action Research Case Study is divided into six phases, with each phase having specific components. This assessment is similar to the Tutoring Project, (assessment #5) except that instead of tutoring one child, the candidate is working with a group of children or an entire class.

Phase I: The candidate, in collaboration with the cooperating teacher and the university supervisor, determines a content area (ACEI Standard.2.1-2.7) for this project. Background information on the class is collected; data are collected on prior student knowledge, through observations, work samples and other formal and informal assessment methods (ACEI Standard 4). Based on data collection, candidates create a problem statement. They then address this problem through the development of a research-based intervention plan (ACEI Standard. 1) that can be implemented in the form of a mini unit. Candidates must adapt their strategies and create instructional opportunities for diverse students to experience success (ACEI Standard. 3.2) while collecting assessment data (ACEI Standard. 4).

Phase II: Statement of the Problem (Review of the Literature)

Based on the problem statement (and early assessment data collected), the candidate reviews the research and literature on the topic and selects appropriate methods, (ACEI Standard. 3.1, 3.2) strategies, and techniques from those presented in class, textbooks, or peer-reviewed journals that could be used to assist the student in the area(s) of identified need. Based on the problem statement (and assessment data collected) and knowledge of how elementary students differ in their approaches to learning, the candidate selects appropriate methods, strategies, and techniques to ensure that students are motivated to learn (ACEI Standard 3.4). As with Phase 1 above (ACEI Standard 1 and 2), the candidate must motivate students and use appropriate practices to teach the content area. Candidates must plan and implement instruction based on knowledge of the students (ACEI Standard. 3.1), combined with theory, while having an understanding of the differing approaches to learning that might be implemented with a student (ACEI Standard. 3.2). Finally, candidates use a variety of strategies that encourage the students' development of critical thinking and problem solving strategies (ACEI Standard.3.3).

Phase III: Assessments: Candidates must have a clear plan to collect data and implement assessment strategies (pre and post assessments). Once a strategy is articulated and supported by research, candidates begin implementation of the plan. Data collection is ongoing. The implementation of selected instructional strategies occurs, changes are documented and reflected upon (ACEI Standard 5.1). Assessment data are charted (ACEI Standard 4) and studied. Teaching and assessment should become a seamless loop. Data collection is ongoing, as is assessment. The plan, implementation, and changes are documented as the content is presented (Standards 1, 2.1 3.1., 3.2, 3.3, 4).

Phase IV Discussion and Reflection: Candidates are expected to reflect on this process (ACEI Standard. 5.1). As the strategies are implemented, new plans emerge which need to be implemented. Candidates are expected to reflect upon the new strategies as well. Within the context of this assignment, candidates work with their cooperating teachers or supervisors. (ACEI Standard 5.2)

Phase V: (Clear Power Point presentation of results – graphed)

As the project ends, data are interpreted and prepared for display in the final PowerPoint report. This information may be shared with the cooperating teacher or mentor. (Standards 4, 5.2)

Phase VI: The final report contains an introduction that includes the relevant background information; a summary of all informal measures used, a summary of methods and strategies used for intervention (Standard 5.2) and a list of all sources consulted.

3. A brief analysis of the data findings:

The data demonstrate that an overwhelming majority of candidates in the MAT program in 2012-2013 and 2013-2014, met or exceeded the standards, and a significant number of candidates exceeded the standards in many phases of the assessment (97.7 percent). One candidate received scores of Approach in the sections of Curriculum, and Instruction; however, the remaining candidates received a score of Exceeds or Meets for these two sections. This is an isolated occurrence, as this candidate earned a grade of “A-“ in the course, and graduated with an overall grade point average of “3.5 out of 4.0.” The fact that this candidate earned two scores of Approaches, has indicated a need, by faculty, to focus on professional development activities addressing inter-rater reliability with grading, among the faculty.

In the area of Knowledge of Content, overall, candidates received fewer scores of Exceeds in comparison to the other four areas of the Action Research Project (27.7 percent for Knowledge of Content; 72.2 percent and 66.6 percent for the remaining sections). This may indicate a need to focus on instructional strategies targeted towards increasing knowledge in specific content areas. Overall, the data display that candidates are performing well with the Action Research Project.

While the pre- and post data presented by candidates usually revealed that the students involved in the project had made improvements in the respective targeted academic areas, the true value of this assessment is that it focuses candidates' attention on student work and the connections between the candidate's practice and what students learn. Candidate reflection and growth are key components of this assessment.

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

This project encompasses all ACEI standards, measured in separate areas of the assessment. It requires candidates to combine their content knowledge, pedagogical content knowledge, child development, assessment, and reflection. Candidates perform very well on this assessment; this is an indication that they can demonstrate the knowledge, skills, and professional dispositions outlined in the ACEI standards as indicated on the rubric.

The Action Research Project is a very empowering assessment for our candidates. When teachers can see and prove with data that, because of their efforts, students in their class have learned something new, a real sense of confidence in their abilities begins. This assessment clearly puts the responsibility for success on the candidates. Through their efforts and planning, they are able to demonstrate their abilities to create and deliver quality lessons that impact children in a positive way. When candidates make these PowerPoint presentations to their peers and supervisors, a true sense of accomplishment is evident.

Candidate Data Derived from the Assessment: Action Research Case Study		2012						2013						2014										
		Standards		ACEI Standard(s)		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		Approaches		Meets		Exceeds		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Knowledge of Content	0	0	0	0	2	100	0	0	2	100	0	0	3	27	8	72	0	0	0	0	3	60	2	40
Implementation	0	0	0	0	2	100	0	0	2	100	1	1	0	0	10	91	0	0	0	0	4	80	1	20
Analysis	0	0	0	0	2	100	0	0	2	100	1	1	1	1	9	82	0	0	0	0	4	80	1	20
Assessment	0	0	0	0	2	100	0	0	2	100	0	0	1	1	10	91	0	0	0	0	4	80	1	20
Professionalism	0	0	0	0	2	100	0	0	2	100	0	0	2	2	9	82	0	0	0	0	4	80	1	20

Student Learning Action Research Rubric

Standards	Components of Standards	Approaches	Meets	Exceeds
Knowledge of Content	Phase I Introduction of School and Class Background information on the class is collected and results in the formation of a problem statement. Candidates identify needs of the class that they will work with for a semester project. Permission obtained in accordance with the school the student is attending. Data collection, including observations and work samples, takes place. Based on data collection, candidates create a problem statement to answer through the development of a research-based intervention plan that can be implemented. (Standard as per individual spa)	One or more components missing or one or more components ineffective, inappropriate. Problem statement is unclear or not articulated clearly. Observational data incomplete. 1 2 3 4 5	All components included. Problem statement is clear and based on complete data 6 7 8 9	All components complete. Evidence of expert attention to detail in stating the problem and collection of data. 10
	Phase II Statement of the Problem Research in the areas of need determined. Based on the problem statement (and assessment data collected), the candidates select appropriate methods, strategies, and techniques from those presented in class, textbooks, or peer-reviewed journals that could be used to assist the student in the area(s) of identified need. (Standard as per individual spa)	Research does not show depth of understanding and strategies and techniques are not fully explained enough to develop listening, speaking, reading, and writing activities. 1 2 3 4 5	Research shows candidate's understanding and strategies and techniques necessary to develop listening, speaking, reading, and writing activities. 6 7 8 9	Research shows evidence of high level of understanding. Strategies and techniques necessary to develop listening, speaking, reading, and writing activities are research based. 10

<p>Assessment</p>	<p>Phase III Assessments Plan made to collect data and implement treatments. Once a strategy is articulated, candidates begin implementation of the plan. Data collection is ongoing. Treatment implementation and changes are documented. (Standard as per individual spa)</p>	<p>Plan documents show implementation has begun, data indicates methods and techniques to apply knowledge</p> <p>1 14</p>	<p>Plan documents show implementation has begun and indicates that methods and techniques to apply knowledge</p> <p>15 23</p>	<p>Plan documents show implementation has begun and indicates that as the student progresses, methods and strategies to apply knowledge</p> <p>24 30</p>
<p>Implementation</p>	<p>Phase IV Discussions and Reflection Treatment plan implementation with reflection. Key to successful treatment implementation is the reflection the candidates incorporate. As the treatment is implemented, new plans emerge which need to be implemented and reflected upon. (Standard as per individual spa)</p>	<p>Reflections incomplete and lack depth of understanding of techniques to apply knowledge</p> <p>1 2 3 4 5</p>	<p>Reflections complete and show understanding of techniques to apply knowledge</p> <p>6 7 8 9</p>	<p>Reflections complete and show insight into issues that affect learning. Techniques to apply knowledge</p> <p>10</p>
<p>Analysis</p>	<p>Phase V Results Termination of the implementation and final data collection. Data need to be interpreted and prepared for display in the final power point. This information may be shared with the teacher and/or school. (Standard as per individual spa)</p>	<p>Data has been partially analyzed and charted using some technology. Data is partially explained and demonstrate an understanding of the purpose of assessment.</p> <p>1 2 3 4</p>	<p>Data has been analyzed, charted, and graphed using technology. Data has been explained and demonstrates an understanding of the purposes of assessment.</p> <p>5 6 7 8</p>	<p>Data has been fully analyzed and charted using technology effectively. Significance of data has been explained and demonstrates an understanding of the purposes of assessment.</p> <p>9 10</p>

Professionalism	<p>Phase VI The Power Point Presentation The final report will contain: An Introduction that includes the relevant background of the students in your class, mini review of the literature that supports your methodology, assessments, (pre and post, plan, reflection and discussion, and results as well as appendix with samples of materials;, (Standard as per individual spa)</p>	<p>One or more components of the final project missing. Recommendations do not show depth of understanding to meet the needs of the student.</p>	<p>Final project is complete. Recommendations are adequate to meet the needs of the student.</p>	<p>Final project is complete and in a very professional format. Recommendations reflect an in-depth analysis of data to help meet the needs of the student.</p>
	<p>Power Point Quality The power point is easily visible and readable. Data is clear and is charted correctly. Information on power point is not over crowded and is inviting.</p>	<p>1</p>	<p>5</p>	<p>15</p>
	<p>Power Point is poorly designed and difficult to read. Data chart is minimally effective.</p>	<p>4</p>	<p>14</p>	<p>20</p>
	<p>Power Point is well designed and easy to read. Data is correctly charted</p>	<p>5</p>	<p>7</p>	<p>10</p>
	<p>Power Point is exceptional. Easy to read and data is correctly charted in detail</p>	<p>8</p>	<p>9</p>	<p>10</p>