

Assessment 3: Unit Plans (Math, Science, Social Studies)

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) and 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, 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 to 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, 2.2, 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 as well as 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

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 Trinity's 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 specific content areas. 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 2015 (100 percent). During this year, the small class size of three 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 (63 percent for Exceeds; 37 percent 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 standards and InTASC Principles, 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.

Rubric for Student Teaching in Elementary Education

Teacher Intern Evaluation for the College Supervisor¹

Candidate: _____ University Supervisor: _____

The Learner, Learning, and the Environment

InTASC Principles 1, 2, & 3	Level of Performance			Midterm Review*	Final Review*
	Approaches	Meets	Exceeds		
<p>Learner Development, Learning Differences, and Learning Environments</p> <p>ACEI Standard 1.0</p> <p>Development, Learning and Motivation</p> <p>Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge,</p>	<p>Candidate demonstrates minimal understanding of how learners construct knowledge, acquire skills, and develop disciplined thinking processes.</p> <p>Candidate rarely designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Candidate is unaware of individual learning differences. All students receive same delivery of instruction and assignments regardless of individual prior knowledge and other learning differences.</p> <p>Candidate is aware of the need for adaptations in assignments, time allowed, response</p>	<p>Candidate demonstrates understanding of how learners construct knowledge, acquire skills, and develop disciplined thinking processes.</p> <p>Candidate consistently designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Candidate designs and implements lessons which meet the needs of individual learners. Appropriate adaptations are a routine part of planning and delivery.</p> <p>Candidate develops a positive rapport with most learners and often promotes mutually supportive classroom</p>	<p>Candidate regularly and proficiently demonstrates understanding of how learners construct knowledge, acquire skills, and develop disciplined thinking processes.</p> <p>Candidate designs and implements engaging, developmentally appropriate and challenging experiences.</p> <p>Candidate incorporates various forms of assessment and articulates clear goals and expectations for individual learners.</p> <p>Candidate constantly reflects on individual learner prior knowledge and experiences, goals, and assessments, and adapts instruction accordingly to</p>		

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.

* Indicate A = Approaches; M = Meets; E = Exceeds. Provide specific comments.

<p>and motivation.</p>	<p>modes, etc., but rarely makes accommodations for different learners.</p> <p>Candidate does not create an environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>interactions and processes. Candidate encourages active engagement in learning and self-motivation from learners.</p>	<p>meet learners' needs. Individualized instruction allows for all learners to succeed and be challenged.</p> <p>Candidate regularly develops a positive rapport with each learner and promotes mutually supportive classroom interactions and processes. Candidate regularly encourages active engagement in learning and self-motivation from all learners.</p>		
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Comments:

Content Knowledge

InTASC Principles 4 & 5	Level of Performance			Midterm Review*	Final Review*
	Approaches	Meets	Exceeds		
<p>Content Knowledge and Application of Content</p> <p>ACEI 2:</p> <p>Curriculum</p>	<p>Candidate makes content errors, does not correct errors of students or self, or lacks initiative to research content. Candidate displays basic content knowledge but cannot articulate connections with other parts of discipline.</p> <p>Candidate minimally helps students see relationships across disciplines. Candidate does not design and implement engaging lessons, with connections between content areas. Candidate does not engage learners in applying content knowledge and skills in authentic contexts.</p>	<p>Candidate displays solid content knowledge and makes connections between the lesson content and the discipline. Candidate may take initiative to deepen his/her content knowledge and ways of representing it for learners, but mostly relies on adopted curricular materials.</p> <p>Candidate uses knowledge about students, concepts, and differing perspectives to engage students. Candidate engages learners in ways to apply content knowledge and skills in authentic contexts.</p>	<p>Candidate utilizes content knowledge, standards, and other resources to design, implement, and evaluate appropriate learning experiences. Candidate seeks to deepen his/her content knowledge and ways of representing it for learners beyond the adopted curricular materials. Candidate seeks to keep abreast of new ideas and understandings in the discipline.</p> <p>Candidate regularly connects concepts and uses differing perspectives to engage all learners. Candidate constantly seeks innovative ways to engage learners in ways to apply content knowledge and skills in authentic contexts.</p>		

Comments:

Assessment

InTASC Principle 6 Assessment	Level of Performance			Midterm Review*	Final Review*
	Approaches	Meets	Exceeds		
<p>Variety of Formal/Informal Assessments & Recording and Monitoring Assessment Data</p> <p>ACEI Standard 4.0 Assessment for Instruction</p> <p>Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>Methods of assessments are limited and/or not consistent with instructional goals.</p> <p>Some instructional goals are assessed, but not all. Assessment results are minimally used to adapt instruction.</p> <p>Candidate uses minimal number of assessments or only commercially prepared tests.</p>	<p>Candidate employs varied assessments consistent with instructional goals. Results are often used to adjust plans for individuals and small groups. Candidate is beginning to develop an ongoing assessment plan and reflect on the results.</p> <p>Candidate gathers data on learners by using developmentally appropriate strategies. Students are often involved in self-assessment and reflection.</p>	<p>Candidate regularly employs varied and authentic assessments consistent with instructional goals. Candidate consistently reflects on assessments to determine learner needs and to improve instruction. Assessment is used for determining the next steps in instruction for individuals, small groups, and the whole class.</p> <p>Candidate uses a highly effective assessment system. Data on student progress is gathered in multiple ways (observations, portfolios, checklists, teacher-made tests, performance tasks, student self-assessments and standardized tests). Students are involved in collecting and summarizing data. Self-assessment activities foster students' awareness of their strengths/needs and are used to set personal goals for learning.</p>		

Comments

Instructional Planning

InTASC Principle 7 Planning for Instruction	Level of Performance			Midterm Review*	Final Review*
	Approaches	Meets	Exceeds		
<p>Selecting Resources for General Instruction, and Lesson Plans: Monitoring and Adjustments</p> <p>ACEI Standard 3.1, Integrating and applying knowledge for instruction</p> <p>Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;</p>	<p>Candidate displays limited awareness and/or use of resources available or does not take initiative to obtain materials. Candidate occasionally uses supplemental materials in planning instruction that supports every student in meeting learning goals.</p> <p>Thoughtful planning is not evident in lessons. Lesson plans are not prepared in a timely fashion.</p> <p>Short-term planning is evident and lessons are ready on time. There is minimal evidence of long-term planning or connections to past/future teaching. Candidate adheres rigidly to an instructional plan even when a change will clearly improve the lesson.</p>	<p>Candidate researches and utilizes multiple resources for planning instruction that supports every student in meeting learning goals.</p> <p>Candidate generally applies an understanding of the “big” picture and the importance of scaffolding learning and backwards planning. Lessons mostly draw upon knowledge of content areas, curriculum, and knowledge of learners. Candidate makes adjustments when needed.</p>	<p>Candidate regularly researches and utilizes multiple resources for planning instruction, selecting those most appropriate for helping students meet curriculum goals and content standards. Candidate prepares for multiple ways of learning and plans learning experiences that are meaningful and relevant to diverse learners.</p> <p>Candidate regularly applies a clear understanding of the “big picture” for planning and understands the importance of scaffolding learning and backwards planning. Lessons are developmentally and culturally appropriate. Lessons draw upon knowledge of content areas, curriculum, and knowledge of learners. Long-term planning with connections to past/future teaching is clearly evident and prepared in advance. Plans are linked to students’ needs and performance. Candidate makes adjustments to plans to meet students’ needs.</p>		

Comments:

Teaching Strategies & Differentiation

InTASC Principle 8 Instructional Strategies –	Level of Performance			Midterm Review*	Final Review*
	Approaches	Meets	Exceeds		
<p>Best Practices: Multiple Teaching Strategies, Active Learning, Modeling</p> <p>ACEI Standard 3.2, Adaptation to diverse students</p> <p>Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>	<p>Candidate relies mostly on direct instruction/lectures and assignments. Students are passive learners. Modeling is minimal or ineffective. Minimal student motivation.</p>	<p>Candidate uses modeling, individual/group formats, pacing, timing, and smooth transitions from one activity to the next to support instruction. Candidate uses a variety of instructional strategies to encourage student learning. Student motivation is evident.</p>	<p>Candidate uses modeling, individual/group formats, pacing, timing, and smooth transitions from one activity to the next to further instruction. Student motivation is clearly evident.</p>		

Comments:

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Development of Critical Thinking and Analytical Skills

InTASC Principle 8 Instructional Strategies –	Level of Performance			Midterm Review*	Final Review*
	Approaches	Meets	Exceeds		
<p>Development of Critical Thinking and Analytical Skills</p> <p>ACEI Standard 3.3, Development of critical thinking and problem solving</p> <p>Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;</p>	<p>Candidate uses no or minimal instructional strategies to encourage learners to develop deep understanding of the content. Students are not engaged in questioning concepts, developing learning strategies, and problem solving.</p>	<p>Candidate uses a variety of instructional strategies to encourage learners to develop deep understanding of the content. Most students are engaged in questioning concepts, developing learning strategies, and problem solving.</p>	<p>Candidate regularly/effectively uses a variety of instructional strategies and formats in each lesson, appropriate to subject matter, knowledge of learner development, and needs of students. All students are actively involved in questioning, developing learning strategies, problem solving and critical thinking.</p>		

Comments:

Use of Media and Technology

InTASC Principle 8 Instructional Strategies –	Level of Performance			Midterm Review*	Final Review*
	Approaches	Meets	Exceeds		
<p>Use of Media and Technology (Artifacts and models, displays, auditory/visual media, computer hardware or software, online resources, etc.) as available.</p> <p>ACEI Standard 3.5, Communication to foster collaboration</p> <p>Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom;</p>	<p>Candidate makes limited or inappropriate use of media and/or technology.</p>	<p>Candidate occasionally uses media and/or technology to add instructional impact and achieve learning goals.</p>	<p>Candidate regularly and appropriately integrates different technologies to enhance instruction and achieve learning goals.</p>		

Professional Responsibility

InTASC Principle 9 Professional Learning and Ethical Practice	Level of Performance			Midterm Review*	Final Review*
	Approaches	Meets	Exceeds		
<p>Reflection on Teaching (written journal and conversations)</p> <p>Professional Growth (Includes Internship and Portfolio requirements)</p> <p>ACEI Standard 5.1, Professional growth, reflection, and evaluation</p> <p>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.</p>	<p>Candidate's perceptions regarding lesson/activity effectiveness are lacking or inaccurate. Candidate misjudges the effects of a lesson or activities on student learning. Candidate does not accept constructive criticism well. Candidate offers vague, general suggestions for improvement or is dependent on supervisor's ideas.</p> <p>Candidate rarely make efforts to share knowledge with others or to assume professional responsibilities. Some Internship requirements are not completed, or often are late.</p>	<p>Candidate is able to determine whether a lesson has met the stated goals and cites references and/or instructional resources that may be used to improve the lesson or activity. Candidate is committed to reflection, self-assessment and learning as an ongoing process. Candidate welcomes constructive criticism and incorporates it in future actions.</p> <p>Candidate consistently demonstrates professionalism in appearance and behavior. Candidate actively seeks out professional literature, colleagues, conferences, mentors, etc. Internship requirements are completed accurately and on time.</p>	<p>Candidate is able to critically analyze lesson and activities, and articulate areas of strength and areas in need of improvement. Candidate regularly demonstrates reflection, self-assessment, and adaptation. Candidate actively seeks constructive criticism and incorporates it, perhaps even with further innovation, in future actions.</p> <p>Candidate consistently demonstrates professionalism in appearance and behavior. Candidate actively seeks out professional literature, colleagues, conferences, mentors, etc. Candidate demonstrates leadership skills on a team or with the faculty. Candidate may share new knowledge or skills with colleagues.</p>		

Comments:

Collaboration & Relationship Building

InTASC Principle10: Leadership and Collaboration	Level of Performance			Midterm Review*	Final Review*
	Approaches	Meets	Exceeds		
<p>Relationships with Colleagues, Participation in School/District Events and Projects, Sensitivity to Student Needs and Awareness of Community Resources</p> <p>ACEI Standard 5.2, Collaboration with families, colleagues, and community agencies,</p> <p>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.</p>	<p>Candidate has little interaction with colleagues, or relationships are negative, self-serving or unprofessional. Candidate maintains professional relationships with school staff and attends required meetings.</p> <p>Candidate avoids becoming involved in school/district projects and events. Candidate participates in school/district events when specifically asked.</p> <p>Candidate does not really observe or identify clues to existing or changing student needs. Candidate does not honor confidential information about students.</p>	<p>Candidate seeks opportunities to work with colleagues to learn and grow professionally. Candidate maintains professional relationships with all members of the school community.</p> <p>Candidate volunteers to participate in at least one activity and makes substantial contributions. Candidate participates in school/district events and projects as much as possible and appropriate.</p> <p>Candidate demonstrates concern about all aspects of a learner's well-being (cognitive, emotional, social, and physical) and is alert to</p>	<p>Candidate routinely shares materials, resources, and ideas with colleagues. Candidate may volunteer to organize tasks or take the lead with activities within a department or team, or at the school level. Candidate develops professional relationships with all members of the school community.</p> <p>Candidate frequently seeks opportunities to volunteer for activities outside of own classroom or creates activities (ex. pre- or post-school enrichment/remedial classes for students). Candidate develops opportunities for making the entire school a productive learning environment.</p> <p>Candidate demonstrates concern about all aspects of a learner's well-being (cognitive, emotional, social, and physical) and is alert to existing or changing needs. Candidate makes recommendations or referrals to the appropriate parties.</p>		

		existing or changing needs. Candidate is proactive in precluding negative student-to-student interactions and in making recommendations or referrals to the appropriate parties.	Candidate teams with the classroom teacher to identify or obtain support services.		
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Comments:

Candidate Data Derived from the Assessment Student Teaching Evaluation 2015											
	ACEI Standard	InTASC Principle	Approaches		Meets		Exceeds				
			#	%	#	%	#	%			
Learning Development, Learning Differences, Learning Environments	1.0	1, 2, 3	0	0	2	67	1	33			
Content Knowledge, Application of Knowledge	2	4, 5	0	0	1	33	2	67			
Variety of Formal/Informal Assessments, Recording and Monitoring Assessment Data,	4.0	6	0	0	1	33	2	67			
Selecting Resources for General Instruction, Lessons Plans: Monitoring and Adjustments	3.1	7	0	0	1	33	2	67			
Best Practices: Multiple Teaching Strategies, Active Learning, Modeling	3.2	8	0	0	1	33	2	67			
Development of Critical Thinking and Analytical Skills	3.3	8	0	0	1	33	2	67			
Use of Media and Technology	3.5	8	0	0	1	33	2	67			
Reflection on Teaching, Professional Growth	5.1	9	0	0	1	33	2	67			
Relationship with Colleagues, Participation in School/District Events and Projects, Sensitivity to Student Needs and Awareness of Community Resources	5.2	10	0	0	1	33	2	67			

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 student by asking questions and gathering information about the tutee, and communicating to the tutee that they have high academic expectations for him/her.

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). As with Phase I 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 student (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, 4, 4, 5.1). 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, 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 Spring 2015 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 Curriculum component of the assessment, two (2) candidates exceeded the standards (29 percent), three (3) students met the standards (43 percent), and two (2) candidates approached the standards (29 percent). Although the majority of students met or exceeded the standards in the Curriculum category, faculty members have discussed strategies to address the small number of candidates who approached the standard (2). Strategies faculty members will use to improve scores in the Curriculum category are: emphasizing that thoughtful consideration of curriculum should take place at the beginning of the project and throughout the span of the tutoring project; providing candidates with samples of quality curriculum-related documents in order to demonstrate in-depth, evaluative, and thoughtful curriculum planning; and finally, having more curricular focus, and offer more instructor guidance and feedback in the area of curriculum regarding the tutoring project, throughout the semester.

In regards to the Instruction components of the assessment, two (2) candidates exceeded the standards (29 percent), four (4) candidates met the standards, and one (1) candidate approached the standards. The majority of candidates met or exceeded the standards in the Instruction components, and faculty members have discussed strategies to address the small number of candidates who approached the standards (1). Strategies faculty members will use to improve scores in the Instruction categories of the tutoring project are: emphasizing that thoughtful consideration of instruction and differentiation should take place at the beginning and throughout the span of the project; providing candidates with examples of quality documents that demonstrate appropriate instruction and differentiation for elementary-aged students; and providing more guidance and feedback in the area of instruction 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)

	Approaches	Meets	Exceeds
<p>Development, Learning & Motivation</p> <p>Standard 1.0</p> <p>Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	<p>Candidate demonstrates frequent mismatches of techniques and materials to student's developmental level. Many materials and techniques are not engaging for student.</p>	<p>Instructional and material 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>Curriculum:</p> <p>Reading, Writing, and Oral Language</p> <p>Standard 2.1</p> <p>Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different</p>	<p>Candidate does not use knowledge of curriculum to discuss growth made by student with support for conclusions from assessments, work products, anecdotal notes and observations. Candidate does not discuss how her/his understanding of the student changed over time. Candidate does not refer to logbook, work samples, and assessments to support conclusions. Candidate does not provide work samples.</p>	<p>Candidate uses knowledge of curriculum to discuss growth made by student with support for conclusions from assessments, work products, anecdotal notes and observations. Candidate discusses how her/his understanding of the student changed over time. Refers to reading, writing and oral language components of curriculum; also refers to logbook, work samples, and assessments to support conclusions. Provides work samples.</p>	<p>Candidate demonstrates high level of knowledge of curriculum to discuss growth made by student with support for conclusions from assessments, work products, anecdotal notes and observations. Candidate thoroughly discusses how her/his understanding of the student changed over time. Refers to reading, writing and oral language components of curriculum; also refers to logbook, work samples, and assessments to support conclusions. Provides work samples.</p>

situations, materials, and ideas.			
<p>Instruction:</p> <p>Integrating and Applying Knowledge for Instruction</p> <p>Standard 3.1</p> <p>Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</p>	<p>Candidate selects instructional techniques not well-suited to student needs or justification for strategies missing, weak, or not evidence-based. Candidate uses fewer than 3 strategies, relies only upon commercial materials, or neglects to describe student response. Or, poor implementation of instruction.</p>	<p>Candidate 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>Candidate demonstrates all evidence indicated in the "Meets" column. In addition, exceptional match of student interest and needs and materials and strategies selected. Strategies exceptionally well implemented.</p>
<p>Instruction:</p> <p>Adaptation to Diverse Students</p> <p>Standard 3.2</p> <p>Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p>	<p>Candidate does not select instructional strategies adapted to diverse learners and does not demonstrate understanding of or sensitivity to the needs of diverse learners. Does not provide appropriate reasons for selection of techniques.</p> <p>Does not describe the student's responses to the strategies and does not provide logical explanations for whether or not they were effective and inclusive of diverse learning needs.</p> <p>Does not select materials that are a reasonable match for the student's</p>	<p>Candidate selects instructional strategies adapted to diverse learners and demonstrates understanding of and sensitivity to the needs of diverse learners. Provides appropriate reasons for selection of techniques.</p> <p>Describes the student's responses to the strategies and provides logical explanations for whether or not they were effective and inclusive of diverse learning needs.</p> <p>Selects materials that are a reasonable match for the student's interests and abilities, as well as appropriate for their diverse learning needs. Adaptations made for</p>	<p>Candidate selects instructional strategies adapted to diverse learners, and demonstrates a thorough and in-depth understanding of and sensitivity to the needs of diverse learners. Provides detailed, appropriate reasons for selection of techniques.</p> <p>Describes the student's responses to the strategies and provides logical explanations for whether or not they were effective and inclusive of diverse learning needs.</p> <p>Selects materials that are overwhelmingly appropriate matches for</p>

	interests and abilities, as well as appropriate for their diverse learning needs. No or minimal adaptations made for diverse learners; adaptations are inappropriate or ineffective.	diverse learners may not be perfect, but are reasonably effective.	the student's interests and abilities, as well as overwhelmingly appropriate for their diverse learning needs. Adaptations made for diverse learners are developmentally-appropriate, logical, and effective.
<p>Assessment:</p> <p>Assessment for Instruction</p> <p>Standard 4.0</p> <p>Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>Candidate made many errors in administration or scoring. Assessment information ignored or misinterpreted when selecting instructional materials or strategies. Candidate selected inappropriate assessments. Candidate performed minimal or no assessment of student learning.</p>	<p>Candidate administered assessments correctly nearly all the time. Candidate scored and interpreted assessments correctly nearly all the time. Candidate uses and correctly interprets available school assessment data, and uses assessment information to guide instructional choices. Candidate draws appropriate conclusions based on assessment data. Selection of assessments appropriate for students. Pre- and post-assessments provide effective measurement of growth. Variety of assessments used assists in diagnosing academic difficulties and their causes. A summary list provided.</p>	<p>Candidate demonstrates all criteria included under the "Meets" column. In addition, all assessments correctly administered, scored, and interpreted. In addition, candidate demonstrated 2 or more of the following criteria: Unusually deep, insightful, and sophisticated analysis, creative and appropriate choice of additional assessments; or exceptional use of data to guide instructional choices.</p>
<p>Professionalism:</p> <p>Professional Growth, Reflection, and Evaluation</p> <p>Standard 5.1</p> <p>Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and</p>	<p>Candidate does not reflect over teaching practices. Candidate's evaluation of his/her own teaching fails to recognize true strengths and weaknesses. Evaluation of teaching practice is superficial, and/or fails to provide support for assertions. Reflective and evaluative information</p>	<p>Candidate reflects after each session, documents what happened, and provides some reason for why parts went well or did not go well. Candidate discusses the strengths and weaknesses of the work with the student. Candidate accurately recognizes strengths and weaknesses of work, and makes</p>	<p>Candidate reflects after each session and demonstrates insight into the student as a learner. Candidate includes consideration of alternative explanations. In report, candidate includes exceptionally thorough and insightful discussion of work with the child. Candidate supports all</p>

<p>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.</p>	<p>missing or incomplete.</p> <p>Candidate did not submit logbook, or submitted an incomplete logbook. Candidate submitted logbook that did not contain records of all background information, tutoring sessions, and assessments. Work samples not included. Did not provide evidence of at least 3 different instructional strategies or approaches or evidence of the use of a wide range of instructional materials and texts matched to the needs of the student. It is not clear that candidate used logbook information to guide reflection and evaluation of project.</p>	<p>appropriate suggestions of things to do differently if given a chance to do it over. Candidate recognizes additional information that would be useful in attaining a better understanding of the student.</p> <p>Candidate submitted a logbook that 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. It is clear that candidate used logbook information to guide reflection and evaluation of project.</p>	<p>assertions with clear, accurate work samples.</p> <p>Candidate demonstrated all criteria included in the "Meets" column. Candidate presented logbook in a manner that is exceptionally thorough and well-organized.</p> <p>Candidate included completed documentation for work discussed in report.</p>
<p>Professionalism:</p> <p>Collaboration with Families, Colleagues, and Community Agencies</p> <p>Standard 5.2</p> <p>Candidates know the importance of establishing and maintaining a positive collaborative</p>	<p>Candidate does not match recommendations to the specific needs of the student or recommend activities beyond the capacity of the audience.</p> <p>Candidate shows no, or inadequate, evidence that they can identify the appropriate specialists within the school or community to support elementary students'</p>	<p>Candidate makes mostly appropriate recommendations, demonstrating sensitivity to the resources available to each audience.</p> <p>Candidate shows evidence that they can identify the appropriate specialists within the school or community to support elementary students' learning and reading development.</p>	<p>Candidate recommends the most appropriate or effective strategies and activities for the student. Candidate demonstrates awareness of community resources available to students and families.</p> <p>Candidate shows evidence that he/she developed collaborative relationships with specialists and community partners; candidate acknowledged</p>

<p>relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.</p>	<p>learning and reading development.</p>		<p>the contribution and role of all members of the school community as they support students' learning and reading development in a productive academic environment.</p>
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	ACEI Standard	Approaches		Meets		Exceeds	
		#	%	#	%	#	%
Development, Learning and Motivation	1.0	0	0	5	71	2	29
Curriculum: Reading, Writing, and Oral Language	2.1	2	29	3	43	2	29
Instruction: Integrating and Applying Knowledge for Instruction	3.1	1	14	4	57	2	29
Instruction: Adaptation to Diverse Students	3.2	1	14	4	57	2	29
Assessment: Assessment for Instruction	4.0	0	0	5	71	2	29
Professionalism: Professional Growth, Reflection, and Evaluation	5.1	0	0	5	71	2	29
Professionalism: Collaboration with Families, Colleagues, and Community Agencies	5.2	0	0	5	71	2	29

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 study. 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 study; however, candidates are also required to conduct video lesson activities earlier in the Elementary Education program of study, 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 function 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:

All candidates met or exceeded the standards during the fall semester 2015. No candidates received a score of approaches for the categories assessed for the video lesson. The majority of candidates exceeded standards in all categories except Assessment and Accommodations. In the categories of Assessment and Accommodation, all students met rather than exceeded the standards (100 percent). While students are meeting the standards, these scores are an indication, to faculty, that more emphasis needs to be placed on explanation and support for the Assessment and Accommodations components of the video lesson assignment. Based on scores from 2015, 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 assessment and accommodating students throughout the Elementary program of study, we expect improvement in scores on the Reflection category of the video lesson assessment.

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

In reviewing data from 2015, 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	2015								
	Approaches		Meets		Exceeds				
	#	%	#	%	#	%	#	%	
Lesson Overview	2	0	2	33	4	67			
Anticipatory Set	1	0	2	33	4	67			
Instruction	3.1	0	2	33	4	67			
Guided Practice	3.1	0	2	33	4	67			
Independent Practice	3.3	0	2	33	4	67			
Closure	3.1	0	2	33	4	67			
Assessment	4	0	6	100	0	0			
Accommodations	3.2	0	6	100	0	0			
Homework	3.1	0	2	33	4	67			
Overall Cohesion	1	0	2	33	4	67			
Planning	2	0	2	33	4	67			
Content Knowledge	2	0	2	33	4	67			
Coherence	3.1	0	1	17	5	83			
Adherence	3.1	0	1	17	5	83			
Delivery	3.1	0	2	33	4	67			
Student Engagement	3.4	0	2	33	4	67			
Reflection	5.1	0	2	33	4	67			

Rubric for Video Lesson Assignment in Elementary Education

Standards	Approaches (1)	Meets (2)	Exceeds (3)
<p>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.</p> <p>ACEI Standard 2</p>	<p>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.</p>	<p>All components included. All appropriate for goals and objectives of Elementary Education lessons and meet needs of students.</p>	<p>All components included. All appropriate for goals and objectives of Elementary Education lesson and 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.</p>
<p>Anticipatory Set (Lesson Introduction):</p> <p>Scaffolding or bridging (personal connection), attention gained, objective(s) stated, and relevance and connections for students.</p> <p>ACEI Standard 1</p>	<p>One or more components missing or does not meet student needs.</p>	<p>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.</p>	<p>All components included. Objective or goal of lesson and reason for learning given in a manner students will understand. Activity or scaffolding exceptional.</p>
<p>Instruction:</p> <p>These are the instructions the teacher gives, the explanation or modeling done.</p> <p>ACEI Standard 3.1</p>	<p>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.</p>	<p>Clear, logically ordered, sufficiently detailed, supports goals and objectives of lesson, and meets needs of students.</p>	<p>Clear, logically ordered and support goals and objectives of lesson. In addition, exceptionally engaging for students.</p>
<p>Guided Practice:</p> <p>This is where the students practice what was just taught with teacher support.</p> <p>ACEI Standard 3.1</p>	<p>Instructions confusing or activity does not support goals and objectives of lesson. Or activity is not truly guided or does not meet student needs.</p>	<p>Instructions clear. Activity supports goals and objectives of lesson and meets student needs. Teacher supports new learning.</p>	<p>Instructions clear. Activity supports goals and objectives of lesson. Teacher supports new learning. Activity is exceptionally engaging.</p>
<p>Independent Practice:</p> <p>This is where the students independently practice what was taught.</p> <p>ACEI Standard 3.3</p>	<p>Instructions confusing or activity does not support goals and objectives of lesson or activity is not truly independent.</p>	<p>Instructions clear. Activity supports goals and objectives of lesson. Students work independently.</p>	<p>Instructions clear. Activity supports goals and objectives of lesson. Students work independently. Activity is exceptionally engaging.</p>
<p>Closure:</p> <p>ACEI Standard 3.1</p>	<p>Closure is missing or fails to draw together what students have learned.</p>	<p>Closure activity successfully draws together what students have learned.</p>	<p>Closure activity is exceptionally strong.</p>

Assessment: ACEI Standard 4	Assessment is missing or poorly matched to goals and objectives or student needs.	Assessment matches learning objectives and student needs and is consistent with instructional strategies used.	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.
Accommodations: ACEI Standard 3.2	Accommodation missing or inappropriate.	Appropriate accommodation provided for students who would need them for this lesson.	More than one appropriate accommodation described for students who would need them for this lesson.
Homework (Home school connections) ACEI Standard 3.1	Does not support goals and objectives of lesson or activity does not meet student needs.	Appropriate for goals and objectives and student needs.	Appropriate for goals and objectives and student level. Activity is exceptionally engaging for students.
Overall Cohesion (How the entire lesson works as a whole to support student learning) ACEI Standard 1	Components missing, not fully supportive of lesson goals and objectives, or does not meet student needs, support student learning and development.	All necessary components included, relate to one another, and support goals and objectives of lesson. Duration appropriate. Activities meet student needs and supports student learning and development.	All necessary components included, relate to one another, and support goals and objectives of lesson. Duration appropriate. Activities meet student needs and supports student learning and development. In addition, exceptionally well-designed.

<p>Evidence of planning to meet needs of students ACEI Standard 2</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Content Knowledge ACEI Standard 2</p>	<p>Teacher conveys inaccurate or incorrect information or shows limited knowledge of subject.</p>	<p>Teacher displays adequate knowledge of the subject at hand.</p>	<p>Teacher displays broad knowledge and deep understanding; is highly flexible with the material.</p>
<p>Coherence, timing, and pacing ACEI Standard 3.1</p>	<p>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.</p>	<p>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</p>	<p>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.</p>
<p>Adherence to written plan/ capitalizing on the teachable moment ACEI Standard 3.1</p>	<p>Loses track or goes out of sequence or leaves out critical component(s) or material OR rigid adherence when the situation calls for modifications.</p>	<p>Mostly adheres to plan. Most deviations reflect reasonable responses to the actual situation, although some minor deviations might be due simply to oversight.</p>	<p>Adheres to plan with only insignificant minor variations unless situation calls for deviation. Makes an on-the-spot change that improves the lesson.</p>

<p>Delivery ACEI Standard 3.1</p>	<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 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. 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. Instructions, directions, or explanations crystal clear. Students knew what to do without needing clarifications.</p>
<p>Student Engagement and Classroom Management ACEI Standard 3.4</p>	<p>Low student engagement; many students visibly disinterested and/or inattentive. Sense of disorganization; difficulty moving students from one portion of the lesson to another. Behavior or interruption caused major interference in or breakdown of lesson.</p>	<p>Students mostly engaged and interested with some exceptions. Transitions mostly smooth with occasional lapses and some time lost. Behavior or interruption caused some interference in lesson but lesson continued.</p>	<p>Students highly engaged throughout with minimal exceptions. Well-organized; students know what to expect. Smooth transitions. Little lost time. Behavior or interruption handled in a highly effective manner with a minimum disruption of learning.</p>
<p>Reflection ACEI Standard 5.1</p>	<p>The candidate has an overly rosy/overly negative view of him/herself in nearly all areas The candidate's reflections primarily indicate a superficial understanding of his/her practice and areas for improvement. Candidate does not reflect over instructional practices in an accurate manner, and inaccurately assesses professional ethics and use of resources to foster student learning.</p>	<p>The candidate accurately assessed his/her instruction in all or nearly all areas. The candidates' reflections indicate a good understanding of his/her practice and areas for improvement. Candidate reflects over instructional practices in an accurate manner, assesses professional ethics and use of resources to foster student learning.</p>	<p>The candidate was accurate in some areas but over or under-estimated other areas. The candidate reflections indicate an exceptionally thoughtful and nuanced understanding of his/her practice and areas for improvement. Candidate reflects over instructional practices in a clear, accurate and detailed manner; candidate accurately assesses professional ethics and use of resources to foster student learning.</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 (97 percent). In fall 2015, the candidates met or exceeded all standards in half of the components; one candidate approached the standard in five areas of the ten standards, which indicates a need for faculty to focus on instruction and support in those five areas of the portfolio. 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 (97 percent). This project is a culminating assessment that occurs in candidates' final semester; 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 fall 2015 on all aspects of the assessment.

In fall 2015, one candidate approached the standards in the categories of Learner Development, Content Knowledge, Application of Content, Planning for Instruction, and Instructional Strategies. These data may demonstrate a need for more instructional focus in the above stated areas of teaching and instruction. 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 all areas of assessment, and on the Teaching Portfolio, is a priority for the School of Education faculty. This will be accomplished by examining and improving the Foundations of Education course and examining content area courses.

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.

Candidate Data Derived from the Assessment
Portfolio

	InTASC Principle	ACEI Standard	2015					
			Approaches		Meets		Exceeds	
			#	%	#	%	#	%
Learner Development	1	1	1	6	13	81	2	13
Learning Differences	2	1	0	0	16	100	0	0
Learning Environments	3	1	0	0	14	87	2	13
Content Knowledge	4	2	1	6	14	87	1	6
Application of Content	5	2	1	6	14	87	1	6
Assessment	6	4	0	0	14	87	2	13
Planning for Instruction	7	3.1	1	6	13	81	2	13
Instructional Strategies	8	3.2	1	6	14	87	1	6
Professional Learning and Ethical Practices	9	5.1	0	0	15	94	1	6
Leadership and Collaboration	10	5.2	0	0	16	100	0	0

Portfolio Rubric

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

	InTASC Principle	Approaches	Meets	Exceeds
<p>Learner Development- 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.</p> <p>ACEI Standard 1.0- Development, Learning and Motivation,</p> <p>Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	1	Rationale for artifact is written 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.
<p>Learning Differences- 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.</p> <p>ACEI Standard 1.0- Development, Learning and Motivation,</p> <p>Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	2	Rationale for artifact is written 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
<p>Learning Environments- 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.</p> <p>ACEI Standard 1.0- Development, Learning and Motivation,</p> <p>Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	3	Rationale for artifact is written 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

<p>Content Knowledge- 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.</p> <p>ACEI Standard 2, Curriculum</p>	4	Rationale for artifact is written 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
<p>Application of Content- 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.</p> <p>ACEI Standard 2, Curriculum</p>	5	Rationale for artifact is written 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
<p>Assessment- 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.</p> <p>ACEI Standard 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.</p>	6	Rationale for artifact is written 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
<p>Planning for Instruction- 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.</p> <p>ACEI Standard 3.1, Integrating and applying knowledge for instruction Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;</p>	7	Rationale for artifact is written 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
<p>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.</p> <p>ACEI Standard 3.2, Adaptation to diverse learners Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>	8	Rationale for artifact is written 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

<p>Professional Learning and Ethical Practices- 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.</p> <p>In the Introduction 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.</p> <p>ACEI Standard 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.</p>	9	<p>Rationale for artifact is written with some weaknesses and evidence to support standard is questionable.</p> <p>Some organization is evident, introduction present and professional (few errors) standards are mostly aligned.</p>	<p>Rationale for artifact is well-written. The evidence is sufficient and clearly documents the standard.</p> <p>Organization is clear and professional standards are aligned to InTASC</p>	<p>Rationale for artifact is very well-written and evidence overwhelmingly documents the standard;</p> <p>Organization is exceptionally clear and professional standards are aligned to InTASC;</p>
<p>Leadership and Collaboration- 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.</p> <p>ACEI Standard 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.</p>	10	<p>Rationale for artifact is written with some weaknesses and evidence to support standard is questionable.</p>	<p>Rationale for artifact is well-written. The evidence is sufficient and clearly documents the standard.</p>	<p>Rationale for artifact is very well-written and evidence overwhelmingly documents the standard</p>

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 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. Based on data collection, candidates create a problem statement. They then address this problem through the development of a research-based intervention plan 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 while collecting assessment data. Phase I of the action research project is aligned with ACEI Standard 1.

Phase II: Statement of the Problem

Based on the problem statement (and early assessment data collected), the candidate reviews the research and literature on the topic and selects 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. 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. As with Phase I above, 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, combined with theory, while having an understanding of the differing approaches to learning that might be implemented with a student. Finally, candidates use a variety of strategies that encourage the students' development of critical thinking and problem solving strategies. Phase II of the action research project is aligned with ACEI Standard 2.

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. Assessment data are charted 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. Phase III of the action research project is aligned with ACEI Standard 4.0.

Phase IV: Implementation, Interpretation and Instruction: Candidates are expected to reflect on this process. 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. Phase IV of the action research project is aligned with ACEI Standard 3.1.

Phase V: Results

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. Phase V of the action research project is aligned with ACEI Standard 4.0.

Phase VI: PowerPoint Presentation and PowerPoint Quality: 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 and a list of all sources consulted. Phase VI of the action research project is aligned with ACEI Standard 5.1.

3. A brief analysis of the data findings:

The data demonstrate that an overwhelming majority of candidates in the MAT program in 2015, met or exceeded the standards (98 percent). One candidate received a score of Approaches in the section of Introduction of School and Class (ACEI Standard 1.0- Development, Learning and Motivation) and another candidate received a score of Approaches in the section of Statement of the Problem (ACEI Standard 2- Curriculum; however, the remaining candidates received a score of Exceeds or Meets for these two sections. The fact that there were 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, and the focus of instruction on curriculum and student learning, development and motivation.

In the areas of student development, learning and motivation (19 percent); curriculum (6 percent); integrating and applying knowledge for instruction (6 percent); and professional growth, reflection and evaluation (19 percent); overall, candidates received fewer scores of Exceeds in comparison to the other two sections of the Action Research Project (100 percent for Assessment; and 100 percent for Professionalism). This may indicate a need to focus on instructional strategies targeted towards increasing knowledge in specific content areas, and placing more instructional focus on student learning and development. 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 provide 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 Project									
ACEI Standard(s)	2015								
	Approaches		Meets		Exceeds				
	#	%	#	%	#	%	#	%	
Introduction of School and Class	1	6	12	75	3	19			
Statement of the Problem	1	6	14	88	1	6			
Assessments	0	0	0	0	16	100			
Implementation, Interpretation and Instruction	0	0	15	94	1	6			
Results and Analysis	0	0	0	0	16	100			
Presentation and PowerPoint	0	0	13	81	3	19			

Student Learning Action Research Rubric

Components of Standards		Approaches	Meets	Exceeds
<p>Phase I: Introduction of School and Class</p> <p>ACEI Standard 1.0, Knowledge of Content</p> <p>Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	<p>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.</p>	<p>One or more components missing or one or more components ineffective, inappropriate. Problem statement is unclear or not articulated clearly. Observational data incomplete.</p>	<p>All components included. Problem statement is clear and based on complete data</p>	<p>All components complete. Evidence of expert attention to detail in stating the problem and collection of data.</p>
<p>Phase II: Statement of the Problem</p> <p>ACEI Standard 2, Curriculum</p>	<p>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.</p>	<p>Research does not show depth of understanding and strategies and techniques are not fully explained enough to develop listening, speaking, reading, and writing activities.</p>	<p>Research shows candidate's understanding and strategies and techniques necessary to develop listening, speaking, reading, and writing activities.</p>	<p>Research shows evidence of high level of understanding. Strategies and techniques necessary to develop listening, speaking, reading, and writing activities are research based.</p>

<p>Phase III: Assessments</p> <p>ACEI Standard 4.0, Assessment for Instruction</p> <p>Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>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.</p>	<p>Plan documents show implementation has begun, data indicates methods and techniques to apply knowledge</p>	<p>Plan documents show implementation has begun and indicates that methods and techniques to apply knowledge</p>	<p>Plan documents show implementation has begun and indicates that, as the student progresses, methods and strategies to apply knowledge</p>
<p>Phase IV: Implementation, Interpretation and Instruction</p> <p>ACEI Standard 3.1, Integrating and Applying Knowledge for Instruction</p> <p>Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;</p>	<p>Treatment plan implementation with reflection. Key to successful treatment implementation is the reflection the candidates incorporate on instruction. As the treatment is implemented, new plans emerge which need to be implemented and reflected upon.</p>	<p>Reflections incomplete and lack depth of understanding of techniques to apply knowledge</p>	<p>Reflections complete and show understanding of techniques to apply knowledge</p>	<p>Reflections complete and show insight into issues that affect learning. Techniques to apply knowledge</p>

<p>Phase V Results Analysis</p> <p>ACEI Standard 4.0, Assessment for Instruction</p> <p>Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>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.</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>Data has been analyzed, charted, and graphed using technology. Data has been explained and demonstrates an understanding of the purposes of assessment.</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>Phase VI: The Power Point Presentation & Power Point Quality Professionalism</p> <p>ACEI Standard 5.1, Professional growth, reflection, and evaluation</p> <p>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.</p>	<p>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;</p> <p>The power point is easily visible and readable. Data is clear and is charted correctly.</p> <p>Information on power point is not over crowded and is inviting.</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>Power Point is poorly designed and difficult to read. Data chart is minimally effective.</p>	<p>Final project is complete. Recommendations are adequate to meet the needs of the student.</p> <p>Power Point is well designed and easy to read, Data is correctly charted.</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 is exceptional. Easy to read and data is correctly charted in detail.</p>