

SECTION III – EVIDENCE FOR MEETING STANDARDS

Standard 1 – Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Element 1: Content Knowledge for Teacher Candidates

1.1 Undergraduate Initial Licensure

In 1998, Ohio redesigned its teacher licensure programs. This transition necessitated the redesign of all undergraduate education programs at Marietta College. Secondary education single subject certification programs were redesigned as Adolescent Young Adult licensure programs in Integrated Language Arts, Integrated Math, Integrated Social Studies, Integrated Life Science, and Integrated Life Science/Chemistry. Ohio’s Elementary Education, 1 – 8, certificate was dropped and Early Childhood, PK – grade 3, and Middle Childhood, grades 4 – 9, licenses were added. The first cohort of Marietta College candidates to complete these programs finished in the spring of 2002. Comparisons of program completers through December, 2001 with program completers after that point involves looking at candidates who completed two very different programs. Beginning with the Spring 2002 cohort, candidates in these new programs were assessed with a new portfolio evaluation rubric, a revised student teaching evaluation rubric, and a new set of Praxis II exams. For this reason, the data in this section is limited to data for candidates who entered Marietta College in the fall of 1998 (2002 cohort) and later.

Content knowledge for undergraduate teacher candidates is assessed using a comprehensive set of assessments that incorporate performance on standardized tests, performance in content area coursework, performance during field and clinical experiences, and a capstone portfolio with numerous components. Data is collected informally during the candidate’s coursework and is formally collected and aggregated upon application to the Professional Licensure Program, application to student teaching, and upon program completion. This process is summarized in Table 10 and fully discussed in the paragraphs that follow.

Table 10: Assessment Points for Content Knowledge for Undergraduate Licensure Candidates

Assessment Point	Data Sources
I. Application to the Professional Licensure Program (Stage 2 - following the completion of 45 semester hours)	<u>Basic Skills Assessment</u> <ul style="list-style-type: none"> • Overall cumulative G.P.A: minimum 2.75 • Praxis I PPST Mathematics Test: minimum 174 • Praxis I PPST Reading Test: minimum 175 • Praxis I PPST Writing Test: minimum 173 (Alternative – ACT: minimum 23 or SAT: Minimum 1060) • English 101: minimum grade of C • Communication 101: minimum grade of C

II. Application to Student Teaching (Stage 3 - following completion of all other required education coursework)	<u>Content Knowledge Assessment</u> <ul style="list-style-type: none"> • Overall cumulative G.P.A: minimum 2.75 • Content Area(s) G.P.A: minimum 2.67 (middle and AYA programs) • Recommendation from a faculty member in each of the candidate’s content areas • Math 113: minimum grade of C (early childhood program)
III. Completion of Student Teaching and Recommendation for Licensure (Stage 4)	<u>Content Knowledge Assessment</u> <ul style="list-style-type: none"> • Student Teaching Evaluation Rubric: acceptable rating on item MC.4 • Capstone Portfolio Rubric: acceptable rating on item II.A • Required Praxis II Content Test(s): minimum Ohio passing score

Stage I. Application to the Professional Licensure Program

Content knowledge for candidates is first assessed upon application for admission to the Professional Licensure Program, which can occur after the completion of a minimum of 45 semester hours. Because Marietta College believes that all teacher candidates should be proficient in communication and quantitative skills, these basic skills are assessed at this point. One source for this data, the candidate’s overall G.P.A. upon application to the Professional Licensure Program, reflects course work in general education and in 100 and 200 level education courses. Communication skills are specifically assessed through a review of grades in English 101, *English Composition* and Communication 101, *Foundations of Oral Communication*. All candidates must have a grade of C or better in these courses. Table 11 shows aggregated results of the assessment of overall G.P.A. and communications skills courses for Professional Licensure Program applicants over the past 3 years. Beginning with the fall of 2001(2005 cohort group), candidates are required to submit scores from the Praxis I Pre-Professional Sills tests in reading, writing, and mathematics. Candidates who have a minimum ACT composite score of 23 or an SAT composite of 1060 may use these scores in lieu of the Praxis I requirements. Table 12 depicts average basic skills assessment scores for applicants over the past 3 years. Assistance for candidates who need basic skill development is available through the Marietta College Writing Center and the Academic Resource Center.

Table 11: Average Overall G.P.A. and Communications Course Grades for Applicants to Professional Licensure

Cohort Group	Ave. Overall G.P.A	Transfer English, Comm courses (>C-)	English 101 Grades			Communication 101 Grades		
			A, A-	B+, B, B-	C+, C	A, A-	B+, B, B-	C+, C
2004 n =33	3.17	17	6	10	6	10	13	2
2005 n =16	3.08	15	3	6	1	3	6	2
2006 n =41	3.36	20	10	15	3	9	17	5

Table 12: Basic Skills Assessment Scores for Program Applicants

Cohort Group	Ave. Math PPST Score	Ave. Reading PPST Score	Ave. Writing PPST Score	Ave. ACT Score*	Ave. SAT Score*
2004	(this requirement applied to transfer student only for this cohort group)				
2005 n =16	179.2	178.5	176.5	24.25	1070
2006 n =18	180	175	174.2	27.75	1210

* average ACT/SAT scores for candidates exempt for Praxis I requirement

During the candidate's program, content knowledge is further assessed through the use of formative evaluations of performance in field experience. A new field experience evaluation instrument, which provides a rubric aligned with program outcomes, was implemented fully during the 2003-04 academic year. This instrument replaced a variety of open-ended instruments that had been used for various experiences and will allow for the aggregation of data on demonstration of content knowledge in field experiences across levels and programs.

Stage II. Application to Student Teaching

Upon application to student teaching, content knowledge is again assessed through a review of the candidate's overall G.P.A. This data for student teaching applicants for the past three years is shown in Table 13. The Education Department has begun implementation of several new content knowledge requirements for admission to student teaching. Additional content knowledge data will be collected for candidates applying for admission to student teaching in each of the three licensure programs. Middle Childhood candidates must have a minimum G.P.A. of 2.67 in each of the two concentration areas (language arts, mathematics, science, or social studies). Each AYA candidate must have a minimum G.P.A. of 2.67 in the content of the license. Because this requirement was phased in with the 2001-02 *Marietta College Teacher Education Handbook*, the 2005 cohort group is the first group for which this data will be aggregated. A further content knowledge requirement for AYA and Middle Childhood candidates is recommendation by faculty members in the content area(s) the candidate will be teaching. Beginning in the 2004-2005 academic year, this recommendation form will be required for admission to student teaching. These recommendations can be found in individual candidate files for fall 2004 student teachers. Beginning with the 2006 cohort group, Early Childhood candidates must have a minimum grade of C in Mathematics 113, *Math for Elementary Teachers*.

Table 13: Cumulative G.P.A. for Candidates Applying for Admission to Student Teaching

Cohort Group	Average Cumulative G.P.A
2003 n=29	3.44
2002 n=25	3.27
2001 n=37	3.35

Stage III. Completion of Student Teaching and Recommendation for Licensure

Praxis II content exams, completed at the conclusion of the program, provide an outside source for assessing the content knowledge of candidates. Completion of Praxis II is not required for program completion but is a requirement for the application for Ohio licensure. Typically, all Marietta College candidates complete Praxis II assessments. Table 14 presents Praxis II content

exam data for 2001 through 2003. Data for the 2004 cohort group should be compiled prior to the onsite visit and will be available in the evidence room and in candidate files. Candidates' knowledge in the content areas they plan to teach is further assessed at program completion by the student teaching evaluation instrument, and evidence in the capstone portfolio. The student teaching evaluation reflects data that has been aggregated from the combined ratings from the cooperating teacher and the college supervisor. The capstone portfolio for each candidate is independently reviewed by a minimum of two faculty members. This data is presented in Table 15, *Internal Assessment of Content Knowledge for Teacher Candidates*. Aggregated results for each individual program will be available in the evidence room.

Table 14 – Praxis II Pass Rates by Content Test and Cohort Group

(The June and December 2001 cohort were completers of the old Ohio certification programs.)

Praxis II Test	2003 cohort # / pass rate	2002 cohort # / pass rate	2001 cohort # / pass rate
Education in the Elementary School			n = 1 100%
Elementary Education Curriculum, Instruction, Assessment	(Ohio Elementary license completely phased out)	(scores for December, 2001 elementary graduates) n = 8 100%	n = 28 93%
Early Childhood Education	n = 15 100%	(scores for May, 2002 early childhood graduates) n = 10 100%	(no early childhood graduates)
Middle School Language Arts	n = 5 100%	n = 4 100%	(no middle childhood graduates)
Middle School Mathematics	(no middle childhood math concentration graduates)	n = 1 100%	(no middle childhood graduates)
Middle Childhood Social Studies	n = 6 100%	n = 1 100%	(no middle childhood graduates)
Chemistry, Physics, General Science Content Knowledge	(no graduates)	(no graduates)	n = 1 100%
English Lang., Lit., Comp. Content Knowledge	(no graduates)	n = 1 100%	n = 3 100%
Mathematics: Content Knowledge	n = 2 100%	n = 1 100%	n = 2 100%
Social Studies: Content Knowledge	n = 1 100%	(no graduates)	n = 1 100%
Biology Content Knowledge Part I	n = 1 100%	(no graduates)	(no graduates)
Biology Content Knowledge Part II	n = 1 100%	(no graduates)	(no graduates)
Aggregate – Academic Content Areas	n = 30 100%	n = 26 100%	n = 36 94%

Table 15: Internal Assessment of Content Knowledge for Teacher Candidates

[Based on 3-point rubric: 1=unacceptable 2=acceptable 3= target]

Assessment	2004 Cohort	2003 Cohort	2002 Cohort
<u>Student Teaching Rubric Target Level</u> Item MC.4 – <i>Candidate gives accurate information or corrects misinformation in content areas and supplements content with background knowledge and additional resources (outcome 1; CF:II)</i>	2.9	2.9	* (all candidates rated 2 or above)
<u>Capstone Portfolio Target Level</u> Item II.A- <i>Lesson/unit plans include evidence of content knowledge through presentation of accurate information, choice of appropriate materials and activities and candidate provides reflections to indicate how the lesson/unit fits within the discipline. (outcome 1, 3; CF: I, II)</i>	2.8	2.8	** 2.8

* data for the 2002 student teacher evaluation was not recorded as the mean but as the number of candidates at the acceptable level or above

** data for the 2002 portfolio evaluation was aggregated by mean score for each section rather than by item. The rubric was significantly revised in the fall of 2002.

Cooperating teachers are surveyed annually for their perceptions of Marietta College candidates' knowledge, skills, and dispositions at each level of field and clinical experience. Most teachers who respond to the survey have had experience supervising various levels of field experiences as well as student teaching. Aggregated survey results for the item dealing with candidates' content knowledge are presented in Table 16.

Table 16: Cooperating Teacher Survey Results for Candidate Content Knowledge

[Rating Scale: 1=disagree 2 3= agree 4 5= highly agree]

Cooperating Teacher Survey Item # 1 – <i>Marietta College field experience/student teachers demonstrate a thorough knowledge of content that is taught.</i>	Student Teachers	300-400 level field experiences	100-200 level field experiences
2001- 2002 academic year (n = 52 teacher respondents)	4.1	4.0	3.9
2002-2003 academic year (n = 50 teacher respondents)	4.5	4.2	3.9
2003-2044 academic year (n = 50 teacher respondents)	4.6	4.1	3.9

In the most recent exit survey of student teachers, 2004 graduates indicated that they felt well-prepared in their content areas. This item received an average rating of 4.2 out of a possible 5.

1.2 Content Knowledge for Master of Arts in Education Candidates

Content knowledge for candidates admitted to the Master of Arts in Education program is assessed at application to the program, midpoint in the program, and at the conclusion of the program. Table 17 details these assessment points and data that is reviewed at each point.

Table 17: Assessment Points for Master of Arts in Education Candidates

Assessment Point	Data Sources
I. Application to the M.A.Ed. Program	<ul style="list-style-type: none"> Undergraduate G.P.A: minimum 2.75 Miller Analogies Test: minimum 42 Diversity Essay English Language Proficiency: minimum TOEFL score of 550 (non-native English language speakers who did not attend undergraduate school where instruction is in English) Two recommendations attesting to the candidate's capacity to perform graduate-level work
II. Mid-Point in the Program (following completion of 15 semester hours)	<ul style="list-style-type: none"> Portfolio Assessment
III. Completion of Program	<ul style="list-style-type: none"> Portfolio Assessment Successful completion of Education 690, Research Practicum G.P.A.: minimum 3.0

Results from assessments of MA.Ed. candidates' content knowledge is shown in Tables 18 and 19.

Table 18: MA.Ed. Applicants' Content Knowledge

Application year	Average M.A.T Score	Average Undergraduate G.P.A.
2001-02 (n=12)	36.5	2.99
2002-03 (n=20)	41.8	3.22
2003-04 (n=28)	38	3.23

Table 19: M.A.Ed Candidates' Content Knowledge at Program Completion (2003-04 cohort)

Assessment	Possible Rating	Average
Graduate G.P.A	4.0	3.68
Portfolio Item 1 – Writing Skills: <i>The portfolio demonstrates exemplary skill in graduate level writing.</i>	3	2.62
Portfolio Item 3 – Content Knowledge: <i>Entries reflect knowledge of content that can be applied to candidate's work with learners and an enthusiasm for sharing that knowledge with others.</i>	3	2.73

Element 2: Content Knowledge for Other Professional School Personnel

Not Applicable – There are no programs for other professional school personnel.

Element 3: Pedagogical Content Knowledge for Teacher Candidates

Candidates are provided with the opportunity to gain knowledge of pedagogy and the use of technology in college methods courses and field experiences. Candidates in all licensure

programs complete courses in general pedagogy and in pedagogy that is specialized in their content areas and aligned with standards of specialized professional associations. Candidates are first introduced to educational technology in Education 130, *Computers in the Classroom*. In this course, candidates focus on use of hardware and software applications that will enhance student learning in their classrooms. Candidates create professional websites and design webquests for use in their discipline areas. In methods courses for language arts, mathematics, science, social studies, and early childhood education, content area faculty model the use of technology in instruction and candidates participate in activities and complete projects that integrate technology. Frequently, the technology used in the college classroom is not available in schools where field and clinical experiences are completed. To address this issue, the Education Department allows candidates to borrow laptop computers, digital cameras, and digital video converters for use at their field sites. Candidates who work in the Marietta College fall and summer reading clinic practicum are required to integrate technology with literacy activities. Syllabi for all courses and examples of candidates' use of best practice and integration of technology in their content areas as well as electronic capstone portfolios will be available in the evidence room during the onsite visit.

Formative assessment of pedagogical content knowledge occurs at the course level. Candidates are required to perform critical assignments at an acceptable level and pass all education courses with a grade of C or higher in order to be admitted to the student teaching semester. Assessment data measuring candidates' knowledge of pedagogy and the use of technology is collected at the conclusion of student teaching. During the student teaching semester, in addition to weekly feedback, college supervisors and cooperating teachers conduct a midterm formative evaluation of candidates. At the conclusion of student teaching, the final student teaching evaluation is completed. This evaluation consists of a rubric that aligns with program outcomes, SPA standards, and Praxis III domains for effective teaching. This data is combined with rubric ratings for several capstone portfolio pieces that represent the candidate's work during field and clinical experiences. Over the past three years, the Education Department has made a concerted effort to better facilitate candidates' integration of technology during the student teaching semester. One result of these efforts has been an increase in the number of candidates submitting target level evidence in their capstone portfolios. Further data to assess pedagogical content knowledge across all levels of the program is derived from the annual survey of cooperating teachers. Table 20 describes results from internal assessments of pedagogical content knowledge and Table 21 describes results from the survey of cooperating teachers.

Table 20: *Internal Assessment of Pedagogical Content Knowledge for Teacher Candidates*

[Based on 3-point rubric: 1=unacceptable 2=acceptable 3=target]

Assessment	2004 Cohort	2003 Cohort	2002 Cohort
<u>Student Teaching Rubric Target Level</u> Item A.3 – <i>Explains previous and future connections and shows how the lesson fits with in the structure of the discipline.</i> (outcome 1; CF:II)	2.8	2.8	* (all candidates rated 2 or above)

Assessment	2004 Cohort	2003 Cohort	2002 Cohort
Item A.4 – <i>Methods, activities and materials are related to the goals of the lesson and are differentiated for diverse students or selected to be appropriate for all students.</i> (outcome 3, 4, 7; CF I, III)	2.9	2.8	* (all candidates rated 2 or above)
Item C.2 – <i>Content is accurate and student teacher uses a variety of techniques to make content meaningful to all students.</i> (outcome 1, 3; CF: I,II)	2.9	2.9	* (no data)
<u>Capstone Portfolio Target Level</u> Item II.B- <i>Lesson/unit plans demonstrate knowledge of scope and sequence within the discipline and reflect the use of state and/or national content standards.</i> (outcome 1, 2; CF: I, II)	2.9	2.8	** 2.8
Item II.C – <i>Lesson/unit plans reflect knowledge of general concepts, theories, and research about effective methods with in the discipline and candidates reflects on cultural diversity within the class and how methods are used to address this diversity.</i> (outcome 3, 4, 7; CF:I, II, III)	2.7	2.7	** 2.8
Item VI.A – <i>Lesson/unit plans demonstrate a knowledge of technology resources and incorporate technology to support the diverse needs of learners. Management of technology resources and student learning using these resources is described in lesson reflections.</i> (outcome 5, 12, 23; CF: I, III, IV)	2.6	2.5	** (many candidates did not submit acceptable evidence)

* data for the 2002 student teacher evaluation was not recorded as the mean but as the number of candidates at the acceptable level or above

** data for the 2002 portfolio evaluation was aggregated by mean score for each section rather than by item. The rubric was significantly revised in the fall of 2002.

Table 21: Cooperating Teacher Survey Results for Pedagogical Content Knowledge

[Rating Scale: 1=disagree 2 3= agree 4 5= highly agree]

Cooperating Teacher Survey Item # 2 – <i>Marietta College field experience/student teachers . . . Demonstrate an awareness of district, state, or national curriculum standards.</i>	Student Teachers	300-400 level field experiences	100-200 level field experiences
2001- 2002 academic year (n = 52 teacher respondents)	3.5	3.0	3.4
2002-2003 academic year (n = 50 teacher respondents)	4.1	3.4	3.3
2003-2044 academic year (n = 50 teacher respondents)	4.5	3.6	3.4
Cooperating Teacher Survey Item # 4 – <i>Marietta College field experience/student teachers . . . select and utilize appropriate instructional methods and materials</i>	Student Teachers	300-400 level field experiences	100-200 level field experiences
2001- 2002 academic year (n = 52 teacher respondents)	4.2	3.8	4.1
2002-2003 academic year (n = 50 teacher respondents)	4.4	4.3	3.8
2003-2044 academic year (n = 50 teacher respondents)	4.5	4.2	4.0
Cooperating Teacher Survey Item # 11 – <i>Marietta College field experience/student teachers . . . Integrate technology with instruction.</i>			
2001- 2002 academic year (n = 52 teacher respondents)	4.1	4.1	4.2
2002-2003 academic year (n = 50 teacher respondents)	3.8	3.8	3.4
2003-2044 academic year (n = 50 teacher respondents)	4.4	3.5	3.5

Graduates’ perceptions of their abilities to demonstrate pedagogical content knowledge is measured through a student teacher survey at the conclusion of the student teaching semester and through a graduate survey which is conducted every three years. These surveys are aligned with each other. Results of the most recent administration of these surveys indicate that candidates believe they have been well prepared for teaching in their content areas. Table 22 depicts data from these surveys.

Table 22: Survey of Student Teachers and Graduates - Results for Pedagogical Content Knowledge

[Rating Scale: 1=disagree 2 3= agree 4 5= highly agree]

Student Teacher / Graduate Survey Item	2004 Student Teachers n = 25	2000 Graduates n = 11	2001 Graduates n = 9
<i>Marietta College courses and field experiences enabled me to . . .</i>			
<i>1. Understand scope and sequence of the curriculum in my certification area.</i>	4.0	4.0	3.6
<i>4. Select and utilize appropriate instructional methods and materials</i>	4.4	4.3	4.2
<i>11. Know how to integrate technology with instruction.</i>	4.5	4.1	4.1

Element 4: Professional and Pedagogical Knowledge and Skills for Teacher Candidates

4.1 Undergraduate Initial Licensure

Candidates are provided with the opportunity to gain professional and pedagogical knowledge and skills in education courses and field experiences beginning in the freshman and sophomore years. Beginning development of skills is measured in the initial field experience, Education 111, 131, and 151 and the diverse learners field experience, Education 211, 231, or 251. A grade is assigned based on performance in these field experiences. Satisfactory performance is required for admission to the professional licensure program. Professional and pedagogical knowledge and skills are further assessed by the education G.P.A. at the time the candidate applies for admission to the professional licensure program and again upon application to student teaching. This G.P.A. reflects the candidate's ability to successfully complete critical assignments in courses and in the field.

The final assessment of professional and pedagogical knowledge and skills occurs during the student teaching semester with results from the student teaching evaluation and capstone portfolio pieces that reflect work with students in field and clinical experiences. Further assessment occurs through results of the Praxis II Principles of Learning and Teaching tests. The annual survey of cooperating teachers also provides data on teacher perceptions of candidates' professional and pedagogical knowledge and skills at each level of field and clinical experience. Results of the assessment of professional and pedagogical knowledge and skills are displayed in Tables 23 through 26.

Table 23: Average Education G.P.A. and Field Experience Performance Grades for Applicants to Professional Licensure

Cohort Group	100 level Field Experience Grades			Performance in 200 level Field Experiences		Ave. Education G.P.A
	A, A-	B+, B, B-	C+& below	Satisfactory	Unsatisfactory	
2004 n = 33	22	7	0	22	0	3.62
2005 n = 16	13	3	0	16	0	3.34
2006 n = 23	18	5	0	18	0	3.48

Table 24: Praxis II Pass Rates - Principles of Learning and Teaching Tests

(At the time of this report, Praxis II data is not yet complete for the 2004 cohort group. The 2001 cohort were completers of the old Ohio certification programs. The Principles of Learning Teaching exam for early childhood education candidates was just recently validated in Ohio and will become a requirement for the 2004-2005 cohort group)

Praxis II Test	2003 cohort # pass rate	2002 cohort # pass rate	2001 cohort # pass rate
Principles of Learning and Teaching, K-6	(Ohio Elementary license completely phased out)	n= 16 100%	n = 27 100%

Principles of Learning and Teaching, 5-9	n=7 100%	n= 4 100%	(no middle childhood graduates)
Principles of Learning and Teaching, 7-12	n=4 100%	n = 2 100%	n = 7 100%
Aggregate – Professional Knowledge	n= 11 100%	n = 22 100%	n = 34 100%

Table 25: *Internal Assessment of Professional and Pedagogical Knowledge and Skills for Teacher Candidates*

[Based on 3-point rubric: 1=unacceptable 2=acceptable 3= target]

Assessment	2004 Cohort	2003 Cohort	2002 Cohort
<u>Student Teaching Rubric Target Level</u>			
Item A.1 – <i>Has comprehensive understanding of the importance of knowing relevant aspects of students’ backgrounds and experiences and use several procedures to gain understanding</i> (outcome 4, 19; CF:I, III)	2.9	2.8	* (all candidates rated 2 or above)
Item A.2 – <i>Learning goals are explicit and differentiated for students of varying backgrounds and abilities</i> (outcome 4, 6; CF: I, III)	2.8	2.9	* (all candidates rated 2 or above)
Item B.1 – <i>Demonstrates fair and supportive climate and actively encourages fairness among students</i> (outcome 11, CF:I)	2.9	2.9	* (all candidates rated 2 or above)
Item B.2 – <i>Successfully establishes rapport with students that is appropriate to students’ diverse backgrounds and needs.</i> (outcome 18, 19; CF:I)	3.0	2.9	* (all candidates rated 2 or above)
Item B.5 – <i>Uses the physical environment to facilitate learning and accommodate students with special needs.</i> (outcome 11, CF:I)	2.9	2.8	* (all candidates rated 2 or above)
Item C.1 – <i>All students understand learning goals and procedures fully and successfully carry out planned activities.</i> (outcome 3, 6, CF:I)	2.8	2.8	* (all candidates rated 2 or above)
Item C.3 – <i>Designs strategies and activities to actively encourage students to think independently, creatively, or critically.</i> (outcome 3, CF:I)	2.8	2.8	* (all candidates rated 2 or above)
<u>Capstone Portfolio Target Level</u>			
Item II.D- <i>Lesson/unit plans contain clearly stated goals that are differentiated for diverse students or state why differentiation is not necessary</i> (outcome 3, 4, 6; CF:I, III)	2.8	2.8	** 2.8

Assessment	2004 Cohort	2003 Cohort	2002 Cohort
Item II.E – <i>Candidate reflects on reasons for methods, materials, and activities that are modified to accommodate all students</i> (outcome 4, 7, 13; CF:I, III)	2.9	2.6	** 2.7
Item II.F – <i>Methods and activities are consistently designed to promote inquiry, problem solving, critical thinking, and creativity</i> (outcome 3; CF:I)	2.8	2.8	** 2.8
Item III.A – <i>Feedback from supervisor and cooperating teacher observations or video clips indicate use of a variety of strategies to actively encourage all students to meet high learning expectations</i> (outcome 10; CF: I, III)	2.7	2.9	** 2.8
Item III.B – <i>Evidence of an effective classroom management plan and reflection on an incident of student misbehavior with discussion of approaches on how to deal with incident</i> (outcome 11; CF: I)	2.8	2.8	** 2.7
Item III.C – <i>Reflections or records of the candidate’s student observations provide evidence that candidate has promoted a fair and safe classroom environment</i> (outcome 11; CF:I)	2.8	2.7	** 2.7
Item IV.B – <i>Feedback or video clips indicate effective use of instructional time and candidate reflects on a teaching episode that indicates an awareness of how instructional time is used and how transitions and time on task for all students might be improved</i> (outcome 11; CF:I)	2.8	2.8	** 2.8
Item IV.D <i>Candidate demonstrates use of a variety of multicultural materials in lesson plans and student work samples and describes why specific materials were selected</i> (outcome 4, 8; CF: I)	2.5	2.8	** (no data available)

* data for the 2002 student teacher evaluation was not recorded as the mean but as the number of candidates at the acceptable level or above

** data for the 2002 portfolio evaluation was aggregated by mean score for each section rather than by item. The rubric was significantly revised in the fall of 2002.

Table 26: Cooperating Teacher Survey Results for Professional and Pedagogical Knowledge and Skills

[Rating Scale: 1=disagree 2 3= agree 4 5= highly agree]

Cooperating Teacher Survey Item # 3 – <i>Marietta College field experience/student teachers . . . Articulate clear learning goals and expectations for students.</i>	Student Teachers	300-400 level field experiences	100-200 level field experiences
2001- 2002 academic year (n = 52 teacher respondents)	4.5	3.7	3.8
2002-2003 academic year (n = 50 teacher respondents)	4.3	4.0	3.7
2003-2044 academic year (n = 50 teacher respondents)	4.5	4.2	3.8
Cooperating Teacher Survey Item # 5 – <i>Marietta College field experience/student teachers . . . Make appropriate accommodations for diverse students.</i>			
2001- 2002 academic year (n = 52 teacher respondents)	4.0	3.7	4.0
2002-2003 academic year (n = 50 teacher respondents)	3.8	3.8	3.8
2003-2044 academic year (n = 50 teacher respondents)	4.6	4.2	3.7
Cooperating Teacher Survey Item # 10 – <i>Marietta College field experience/student teachers . . . Use instructional time effectively.</i>	Student Teachers	300-400 level field experiences	100-200 level field experiences
2001- 2002 academic year (n = 52 teacher respondents)	4.4	4.1	4.3
2002-2003 academic year (n = 50 teacher respondents)	4.3	4.2	4.1
2003-2044 academic year (n = 50 teacher respondents)	4.4	4.4	3.7

The student teacher exit survey and the survey of program graduates asks candidates and graduates to respond to identical items that ask their perceptions of how well the teacher education program enabled them to gain the knowledge and skills necessary for effective teaching. The student teacher exit survey was first implemented in the spring of 2004. The graduate survey is completed every 3 years. Results from the most recent graduate survey along with results from the survey of spring 2004 student teachers are depicted in Table 27.

Table 27: Survey of Student Teachers and Graduates - Results for Professional and Pedagogical Knowledge and Skills

[Rating Scale: 1=disagree 2 3= agree 4 5= highly agree]

Student Teacher / Graduate Survey Item	2004 Student Teachers	2000 Graduates	2001 Graduates
<i>Marietta College courses and field experiences enabled me to . . .</i>	n = 25	n = 11	n = 9
<i>3. Design clear learning goals and expectations for students.</i>	4.4	4.4	4.5
<i>5. Know how to make appropriate accommodations for diverse students.</i>	4.2	4.0	4.0
<i>10. Use instructional time effectively in my classroom.</i>	4.1	4.3	4.0

External data on the performance of teacher licensure program completers has recently become available through the Praxis III assessment required for all entry year teachers in Ohio. This requirement became effective during the 2001-2002 school year. From the results of assessments administered from March, 2002 through April, 2004, Marietta College has received Praxis III score reports for 13 program completers, 9 early childhood, 2 middle childhood, and 1 adolescent young adult mathematics. These reports indicate that graduates are performing well above the Ohio passing scores in each of the domains of effective teaching. It is hoped that we will begin to be able to make use of this data once we receive reports on a sufficient number of program completers who are enrolled in Ohio's entry year programs. The data in Table 28 reflect the initial results from this assessment.

Table 28: Initial Praxis III Assessment Results

Praxis III Domain	Ohio Passing Score	Marietta College Average Score
Overall (all domains)	38	2001-03 (n=7): 50.64 2003-04 (n=5): 53.4
Domain A, Organizing Content Knowledge for Student Learning	9.5	2001-03 (n=7): 13.5 2003-04 (n=5): 14.1
Domain B, Creating an Environment for Student Learning	9.5	2001-03 (n=7): 13.14 2003-04 (n=5): 14.1
Domain C, Teaching for Student Learning	9.5	2001-03 (n=7): 13 2003-04 (n=5): 13.7
Domain D, Teacher Professionalism	7.5	2001-03 (n=7): 11 2003-04 (n=5): 11.5

4.2 Master of Arts in Education

Professional and Pedagogical Knowledge and Skills are developed through the required core courses and electives that comprise the Master of Arts program. Formative assessment of candidates' knowledge and skills occur in each course. Knowledge and skills are formally assessed at the midpoint of the candidate's program and upon program completion. At these points, the candidate's performance in M.A.Ed. courses is reviewed and the candidate submits a portfolio that is designed to provide evidence of professional knowledge and skills. Evidence included in the portfolio is drawn from papers and projects completed in courses. The portfolio is reviewed by two members of the faculty using an evaluation rubric. Candidates are also required to complete a research practicum that consists of a literature review and research project linked to the candidate's professional job responsibilities or professional field of interest. Table 29 indicates results of these assessments for candidates who graduated during the 2003-04 academic year.

Table 29: Assessment of M.A.Ed. Candidate Professional Knowledge and Skills

Assessment	Possible Rating	Average
Graduate G.P.A	4.0	3.68
Overall Portfolio Score	21	19.35

Portfolio Item 7 – Research Skills	3	2.85
Educ 690, Research Practicum, Grade	4.0 (A)	3.8

Element 5: Professional Knowledge and Skills for Other School Personnel

Not Applicable – There are no programs for other professional school personnel.

Element 6: Dispositions for All Candidates

6.1 Undergraduate Initial Licensure

Education Department Faculty and concerned stakeholders have articulated the dispositions they believe are critical for effective teachers. These beliefs, combined with state and national standards for teachers, constitute the dispositions for candidates that are outlined in the conceptual framework. Candidates are first introduced to these dispositions in Education 110, *Principles of Education*. In this introductory education course, candidates receive a copy of the Marietta College Teacher Education Handbook and the unit’s conceptual framework and program outcomes are discussed. At this point, candidates are also made aware of the Teacher Education Warning Flag process. This process was created by Education Department Faculty as a way to be proactive in the early identification of candidates who may not exhibit dispositions that are expected for teacher education candidates. The process provides an opportunity for faculty across campus and in the field to record concerns about candidate behaviors that they feel may require remediation if the candidate is to be successful in the classroom. Candidates are given the opportunity to present a remediation plan to the Education Department when inappropriate dispositions have been brought to their attention. A complete description of this process is included in the Marietta College Teacher Education Handbook. During the onsite visit, team members will be able to review files of candidates who have been involved in the process.

Candidate dispositions are assessed upon application to the Professional Licensure Program and Application to Student Teaching through a review of the candidate’s file. Candidates must have satisfactory evaluations for all field experiences in order to be admitted to the Program and to Student Teaching. Additionally, candidates with Warning Flags must address these issues in order to gain admission to and remain in the Program. For admission to student teaching, candidates in middle childhood and adolescent young adult education must have content area recommendations from faculty outside of education. In addition to providing information on the candidate’s content knowledge, these recommendation forms provide an opportunity for content faculty to provide input on the candidate’s enthusiasm for the subject matter.

Candidate’s work with students and professional colleagues during the student teaching semester is an opportunity for them to demonstrate the professional dispositions outlined in the conceptual framework. The assessment of candidate dispositions at the conclusion of the student teaching semester looks at data from the student teacher evaluation rubric and portfolio evidence. Candidates must receive acceptable ratings on these items in order to successfully compete the education program. Table 30 outlines results of student teaching evaluations and capstone portfolio evidence for items dealing with candidate dispositions.

Table 30: Internal Assessment of Dispositions for Teacher Candidates

[Based on 3-point rubric: 1=unacceptable 2=acceptable 3= target]

Assessment	2004 Cohort	2003 Cohort	2002 Cohort
<u>Student Teaching Evaluation Rubric</u>			
Item D.3 – <i>Collaborates with colleagues and others in the community to plan and coordinate activities to address student learning goals</i> (outcome 15, 21; CF-V)	2.8	2.8	*(all candidates rated 2 or above)
Item D.4 – <i>Uses a variety of forms of communication to communicate with families, make use of community resources, and to enlists families as partners in student learning.</i> (outcome 15, 22; CF-V)	2.7	2.8	*(all candidates rated 2 or above)
Item MC.3 – <i>Willingly seeks constructive criticism and tries new ideas</i> (outcome 23, 24; CF-IV)	2.9	2.9	*(no data available)
Item MC.5 – <i>Demonstrates professional responsibility, models ethical practices, and has made positive contributions to the school community</i> (outcome 15, 16, 21, 25; CF –IV, V)	2.8	2.8	*(no data available)
<u>Capstone Portfolio Evidence</u>			
Item I.A – <i>Philosophy of Education is coherent, well-articulated and reflects beliefs that value the components of the Teacher as Leader framework</i> (outcomes 18-25; CF – I-VI)	2.7	2.6	** (no data available)
Item V.A – <i>Reflection on the teaching-learning process indicates the belief in the responsibility of the teacher in ensuring all students learn and discusses several ideas for improving teaching</i> (outcome 20; CF-III)	2.8	2.8	**2.0
Item V.B – <i>Evidence of collaboration with teachers, other school personnel and community resources as well as professional development experiences that have resulted in professional growth and enhancement of student learning</i> (outcome 15, 21, 24; CF-V, VI)	2.8	2.8	**2.8
Item V. C – <i>Evidence of communicating with families about student learning and partnering with families to promote student learning</i> (outcome 14, 22; CF-V)	2.8	2.8	**2.8

Assessment	2004 Cohort	2003 Cohort	2002 Cohort
Item VI.E - <i>Evidence that technology is used legally and ethically and demonstrates sensitivity to technology resources that affirm diversity (outcome 16, 19, 23; CF: I, III)</i>	2.7	2.3	** (no data available)

* data for the 2002 student teacher evaluation was not recorded as the mean but as the number of candidates at the acceptable level or above

** data for the 2002 portfolio evaluation was aggregated by mean score for each section rather than by item. The rubric was significantly revised in the fall of 2002.

Data from the annual survey of cooperating teachers provides information on teachers' perceptions of the dispositions of Marietta College candidates across field and clinical experiences. Written comments on these surveys continue to be very positive with regard to professional dispositions of Marietta College candidates. Teachers report that they perceive Marietta College candidates to be highly professional and well-prepared for classroom responsibilities. Written comments from surveys will be available to the onsite team. Quantitative data also indicate that candidates at all levels are viewed highly in areas that demonstrate professional dispositions. This data is depicted in Table 31.

Table 31: Cooperating Teacher Survey Results for Candidate Dispositions

[Rating Scale: 1=disagree 2 3= agree 4 5= highly agree]

Cooperating Teacher Survey Item # 7 – <i>Marietta College field experience/student teachers . . . Establish and maintain rapport with students.</i>	Student Teachers	300-400 level field experiences	100-200 level field experiences
2001- 2002 academic year (n = 52 teacher respondents)	4.7	4.1	4.5
2002-2003 academic year (n = 50 teacher respondents)	4.4	4.5	4.3
2003-2044 academic year (n = 50 teacher respondents)	4.8	4.5	4.3
Cooperating Teacher Survey Item # 8 – <i>Marietta College field experience/student teachers . . . Establish and maintain productive relationships with professional staff.</i>			
2001- 2002 academic year (n = 52 teacher respondents)	4.5	4.1	4.1
2002-2003 academic year (n = 50 teacher respondents)	4.3	3.9	4.2
2003-2044 academic year (n = 50 teacher respondents)	4.6	4	4
Cooperating Teacher Survey Item # 9 – <i>Marietta College field experience/student teachers . . . Maintain clear guidelines for student behavior and model fairness to all students.</i>			
2001- 2002 academic year (n = 52 teacher respondents)	3.9	4	4.1
2002-2003 academic year (n = 50 teacher respondents)	4.1	3.9	3.9
2003-2044 academic year (n = 50 teacher respondents)	4.2	4.5	3.9
Cooperating Teacher Survey Item # 12 – <i>Marietta College field experience/student teachers . . . Communicate effectively with families.</i>			
2001- 2002 academic year (n = 52 teacher respondents)	4.1	3.0	3.5
2002-2003 academic year (n = 50 teacher respondents)	3.9	3.3	3.2
2003-2044 academic year (n = 50 teacher respondents)	4.7	3.5	3.6

6.2 Master of Arts in Education

Upon application to the Master of Arts in Education program, candidates must submit two letters of recommendation that attest not only to academic skills but to the candidate's motivation for graduate study. The first core course taken in the program is Education 600, *Pioneer Seminar*. During this course, candidates are provided with the Master of Arts in Education Handbook and the Education Department's expectations for dispositions are discussed. Dispositions of graduate students are assessed through informal observations by course instructors and a review of portfolio evidence at midpoint and at the conclusion of the program. Results of this review for 2004 graduates are outlined in Table 32.

Table 32: Portfolio Assessment of Dispositions for M.A.Ed. Candidates

Assessment	Possible Rating	Average
Portfolio Item 2 – Efficacy: <i>Multiple entries demonstrate an appreciation for the role of educators in ensuring children reach their full potential.</i>	3	2.88
Portfolio Item 4– Diversity: <i>Entries reflect an understanding and appreciation for racial, ethnic, socioeconomic, gender, and academic diversity.</i>	3	2.94
Portfolio Item 5 – Becoming a Change Agent: <i>Entries reflect the candidate's attempts to work as a change agent.</i>	3	2.67
Portfolio Item 6 – Collaboration: <i>Entries reflect the candidate's collaboration with colleagues, parents, or community.</i>	3	2.65

Element 7: Student Learning for Teacher Candidates

Marietta College candidates learn through experiences in courses and in the field that the teacher is the single most important factor in student learning. They learn to assume full responsibility for all students in their classrooms by becoming familiar with student backgrounds and organizing content to meet the instructional needs of all students. Candidates are exposed to a variety of ways to monitor and assess student learning and to make appropriate accommodations for diverse students. Beginning with the initial field experience (Education 111, 131, or 151) candidates are guided to analyze the students in their classrooms and are expected to articulate what diversity is present and what implications this might have for instruction. This learning process continues with Education 202, *Educational Psychology* and Education 253, *Diverse Learners*. Education 253 provides candidates with an overview of exceptionalities and how accommodations can maximize student learning. During the field experience component for this course (Education 211, 231, or 251) candidates complete a carefully supervised experience with students with exceptionalities. Candidates are asked to reflect on their experiences in the field and to assess teaching – learning experiences. In 300 and 400 level methods courses, candidates complete field experiences where they teach lessons and units that include assessment components. Candidates are asked to use assessment data to evaluate student performance and reflect on their own teaching. Satisfactory performance in early field experiences and courses is required for admission to the professional licensure program. This performance is reflected in

education course grades and grades in field experiences. Admission to student teaching requires candidates to successfully complete 300 and 400 level courses and experiences.

The student teaching semester provides an opportunity to assess student learning for teacher candidates through several student teacher evaluation rubric items and through evidence included in the Capstone Portfolio. In the capstone portfolio, candidates are required to submit artifacts that demonstrate they have impacted student learning. Typically, these artifacts include a lesson or unit plan with accompanying assessments and student work samples and a reflection on how the candidate has assessed learning for all students in the class for this particular lesson or unit. Candidates consistently score at and above acceptable levels in this area. Table 33 presents this data for the past 3 cohort groups.

Table 33: Internal Assessment of Student Learning for Teacher Candidates

[Based on 3-point rubric: 1=unacceptable 2=acceptable 3=target]

Assessment	2004 Cohort	2003 Cohort	2002 Cohort
<u>Student Teaching Evaluation Rubric</u> Item A.5 – <i>Uses a variety of assessment methods that are aligned with the goals of the lesson and appropriate for the students</i> (outcome 9; CF:I)	2.5	2.7	* (all candidates rated 2 or above)
Item C.4 – <i>Assesses individual student understanding of content and makes appropriate instructional adjustments. Students receive substantive feedback.</i> (outcome 9; CF:I)	2.8	2.8	* (all candidates rated 2 or above)
Item D.1 – <i>Reflects on strengths and weaknesses of lessons and supports judgments with specific evidence of student learning</i> (outcome 3, 13, CF-I)	2.8	2.8	* (all candidates rated 2 or above)
Item D.2 – <i>Uses specific, practical actions to help specific students meet learning goals in a variety of ways</i> (outcome 3, 4, 7; CF-I, III)	2.9	2.8	* (all candidates rated 2 or above)
<u>Capstone Portfolio Evidence</u> Item II.E – <i>Evidence of methods, materials, and activities that align with goals and are differentiated for needs of students</i> (outcome 4, 7; CF:I)	2.9	2.6	** 2.7
Item II.G – <i>Evidence of both informal and formal means of assessment and how assessment is used to inform planning of future lessons</i> (outcome 9; CF- I)	2.7	2.5	** 2.7
Item IV.A – <i>Evidence and reflections on how accommodations in methods, materials and activities positively impacted student learning</i> (outcome 4, 7; CF-I, III)	2.8	2.9	** 2.7

Assessment	2004 Cohort	2003 Cohort	2002 Cohort
Item IV.C – <i>Evidence of how goals and learning activities were adjusted based on monitoring and assessment of students</i> (outcome 9, CF: I)	2.7	2.8	** 2.8
VI. B – <i>Evidence that technology was used to enhance student learning of content, address diverse needs, and develop higher order thinking skills or collaboration</i> (outcome 5, 12; CF I, IV)	2.6	2.3	** (many candidates did not submit acceptable evidence)
Item VI.C – <i>Evidence that technology was used to assess student learning and to analyze and communicate data on student learning</i> (outcome 5, 9; CF-I, IV)	2.7	2.3	** (no data available)

* data for the 2002 student teacher evaluation was not recorded as the mean but as the number of candidates at the acceptable level or above

** data for the 2002 portfolio evaluation was aggregated by mean score for each section rather than by item. The rubric was significantly revised in the fall of 2002.

The annual survey of cooperating teachers asks for teacher perceptions of candidates' abilities to assess student learning at each level of field and clinical experience. Results from this survey indicate that cooperating teachers perceive Marietta College candidates as gaining proficiency in this area as they move through the program. The exit survey of student teachers and the survey of graduates asks for candidates' perceptions of how well courses and field experiences prepared them to accurately assess student learning. Results from these two survey are shown in Tables 34 and 35.

Table 34: *Cooperating Teacher Survey Results for Assessment of Student Learning for Teacher Candidates*

[Rating Scale: 1=disagree 2 3= agree 4 5= highly agree]

Cooperating Teacher Survey Item # 6 – <i>Marietta College field experience/student teachers . . . Accurately assess student learning.</i>	Student Teachers	300-400 level field experiences	100-200 level field experiences
2001- 2002 academic year (n = 52 teacher respondents)	4.0	3.8	3.9
2002-2003 academic year (n = 50 teacher respondents)	4.1	3.8	3.7
2003-2004 academic year (n = 50 teacher respondents)	4.6	4	3.4

Table 35: *Survey of Student Teachers and Graduates - Results for Assessment of Student Learning for Teacher Candidates*

[Rating Scale: 1=disagree 2 3= agree 4 5= highly agree]

Student Teacher / Graduate Survey Item	2004 Student Teachers n = 25	2000 Graduates n = 11	2001 Graduates n = 9
<i>Marietta College courses and field experiences enabled me to . . .</i>			
6. <i>Know how to accurately assess student learning.</i>	4.0	4.0	4.4

Element 8: Student Learning for Other School Personnel
Not Applicable

Standard 2 – Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Element 1: Assessment System

The unit’s assessment system consists of multiple internal and external assessments that are used to gather data to make decisions about individual candidates, programs, and unit operations. In addition to the ongoing informal and formative evaluation of candidate performance which takes place in individual courses and field experiences, individual candidates are formally assessed at major program stages at the undergraduate level (see Figure iii, p/ 59) and in the Master of Arts in Education program (see Figure iv, p.60). Multiple means are used to assess each of the program outcomes delineated by the unit’s conceptual framework. Table 36 and 37 provide an overview of the assessments used to evaluate undergraduate and graduate program outcomes. In addition to performance in courses, as reflected by grade point average, Master of Arts candidates are assessed through portfolio evidence, which documents their proficiency in each of the graduate outcome areas. Data assessing the performance of individual candidates is aggregated and used for program review. Additional data is collected from candidates and other stakeholders to assess unit operations. (See figure iii.a – *Education Department Assessment System*)

Table 36: Assessments Used to Evaluate Undergraduate Outcomes

Candidate Outcome	G.P.A.	Educ G.P.A.	Content G.P.A.	Praxis I	Field Experience Evaluation	Content Recommendation	Student Teaching Eval. Rubric	Capstone Portfolio Eval. Rubric	Praxis II Content Exams	Praxis II P.L.T. Exams	Praxis III Entry Year Assessment
Knowledge											
1. Knowledge of content	X		X	X	X	X	X	X	X		
2. Scope and sequence /academic content standards		X						X			X
3. Effective teaching and knowledge of content pedagogy		X			X		X	X		X	X
4. Diversity and its implications for professional practice					X		X	X		X	X
5. Technology for professional practice and student learning					X	X	X	X			
Skills											
6. Learning goals appropriate for					X		X	X		X	X

<u>all students</u>											
Candidate Outcome	G.P.A.	Educ G.P.A.	Content G.P.A.	Praxis I	Field Experience Evaluation	Content Recommendation	Student Teaching Evall. Rubric	Capstone Portfolio Eval.	Praxis II Content Exams	Praxis II P.L.T. Exams	Praxis III Entry Year Assessment
7. Methods, materials and instructional activities		X			X		X	X		X	X
8. Multicultural materials and methods							X	X			
9. Approaches to monitor and assess student learning.					X		X	X		X	X
10. Appropriate learning expectations <u>for all students.</u>					X		X	X			X
11. Classroom environment					X		X	X		X	X
12. Integrate technology throughout the curriculum.					X	X	X	X			
13. Utilize reflection as a tool for self-assessment and learning.					X		X	X			X
14. Techniques for communicating with families							X	X			X
15. Professional collaboration and school and community resources					X		X	X			X
Dispositions											
16. Responsible and ethical behavior					X		X	X			
17. Professional dress, language, and demeanor					X		X				
18. Respect cultural diversity of students and their families.					X		X	X			
19. Appreciate diversity in backgrounds, experiences, abilities					X		X	X			X
20. Belief that all children can learn					X		X	X			X
21. Willingness to collaborate with professional colleagues					X		X	X			
22. Appreciate the role of families in facilitating student learning.							X	X			X
23. Willingness to try new methods and technologies					X	X	X	X			
24. Positive attitude toward learning	X	X	X		X	X	X	X			
25. Willingness to assume leadership roles					X		X	X			

Table 37: Assessments Used to Evaluate Graduate Program Outcomes

Candidate Outcome	Graduate G.P.A	Educ 690 Research	Portfolio Item 1	Portfolio Item 2	Portfolio Item 3	Portfolio Item 4	Portfolio Item 5	Portfolio Item 6	Portfolio Item 7
Knowledge									
1. Demonstrate knowledge of research tools for improving content knowledge and pedagogy.	X	X	X						X
2. Demonstrate knowledge of diversity and its implications for school practices.						X			
3. Demonstrate knowledge of assessment tools and their uses in instructional decision making.	X	X							
Skills									
4. Model best practice in classroom settings to maximize opportunities for student learning.					X		X		
5. Make innovative use of technology to increase student learning and enhance professional practice.							X		
6. Apply research and reflection to their professional settings.	X	X							X
7. Demonstrate active involvement in the community and interaction with colleagues.								X	
Dispositions									
8. Value interaction and collaboration with professional colleagues								X	
9. Value their abilities to act as change agents in classrooms and schools.							X		
10. Appreciate professional development and its role in enhancing personal growth, content knowledge, and professional skills.	X				X				
11. Appreciate socioeconomic, cultural, racial, ethnic, gender, and academic diversity.						X			
12. Appreciate the role of the teacher in ensuring all children reach their full potential.				X					

The present assessment system has evolved and continues to evolve with input from all faculty in the unit, arts and sciences faculty outside the unit, cooperating teachers in field and clinical sites, candidates and other major stakeholders who provide input through the Education Department Advisory Committee. Development of the assessment system dates back to 1999. Major points in this development process and plans for future assessment initiatives are summarized in Tables

38 and 39. A notebook, which details this process and contains samples of current and prior assessment instruments, will be available in the evidence room.

Table 38: Development of the Undergraduate Program Assessment System and Timeline

Date	Major Development	Stakeholders Involved
Fall 1999	Review of the G.P.A requirements for admission to licensure programs: 3 out of 4 candidates who failed to pass Praxis II on first try had G.P.A.'s below 2.75 and education G.P.A.'s below 3.0	All Education Faculty
	Study of admission to licensure program requirements for transfer students: transfers who do not complete first 2 years of general education at Marietta are at more risk for failure of Praxis II	All Education Faculty Consultation with Washington State Community College education transfer coordinator
	Decision to raise Praxis I requirement from 171 to 175 for all tests (Praxis I not required for non-transfers at this time)	
	Study of correlation between ACT scores and pass rate on Praxis II	Education Faculty Member
	Student Teacher Evaluation redesigned to reflect Praxis II domains	All Education Faculty Cooperating Teachers in Pathwise training project
	Initial Capstone Portfolio evaluation developed as a checklist of artifacts included	All Education Faculty
Spring 2000	Capstone Portfolio Checklist altered to reflect Praxis II Domains	All Education Faculty
Fall, 2000	Review of correlation between ACT/SAT and Praxis I pass rate – no data available from ETS Internal review of transfer students revealed 23 ACT as a good predictor for first time passage of all Praxis I tests	Education Department Chair
	Decision to require Praxis I or ACT/SAT equivalent scores of 23/1060 for all licensure program applicants – presented to campus curriculum committee	All Education Faculty
	Discussion of what evidence/artifacts need to be included in Capstone Portfolio	All Education Faculty
Spring, 2001	Study of correlation between content courses and Praxis II ; Content area recommendation form developed	All Education Faculty A & S Faculty
Spring, 2001	Development of Warning Flag process to be instituted in the fall of 2001	All Education Faculty Advisory Committee College Legal Counsel
	Capstone Portfolio evaluation checklist modified to include descriptive statements and 3 point scale	All Education Faculty Feedback from Candidates

	Survey of Cooperating Teachers designed to align with conceptual framework and gather program and unit assessment data	Education Department Chair Cooperating Teachers
Fall, 2001	Praxis I requirement, 3.0 education G.P.A and content recommendation and 2.75 content G.P.A. requirement for student teaching admission instituted for incoming cohort group	All Education Faculty
Spring, 2002	Rubric is developed for Capstone Portfolio Evaluation and piloted with 8 randomly selected candidates; P-12 Advisory Committee members review rubric for validity and rate a sample of portfolios; Inter-rater reliability is studied for pilot group of portfolios with ratings from 3 faculty reviewers	All Education Faculty Education Advisory Committee
	Three-year graduate survey is redesigned to align with cooperating teacher survey and conceptual framework to gather data on program and unit operations	Education Department Chair Graduates
Fall 2002	Capstone Portfolio rubric is revised based on pilot study and feedback from Advisory Committee and Faculty	All Education Faculty Education Advisory Committee
	New Field Experience rubric replaces evaluation checklist for all field experiences to better facilitate consistency across experiences and among raters	All Education Faculty Cooperating Teachers
Spring 2003	Based on feedback from evaluators, Student Teacher Evaluation rubric is modified to clarify rubric language	All Education Faculty Cooperating Teachers
	Based on feedback from faculty, Capstone Portfolio rubric is modified; Indicators for Philosophy of Education are better aligned with conceptual framework	All Education Faculty
Spring, 2004	Decision to change content G.P.A. requirement from 2.75 to 2.67 as a result of review of students passing Praxis II and the effect of Marietta College's new \pm grade system on candidate G.P.A.'s	All Education Faculty
	Capstone Portfolio Rubric and Student Teaching Evaluation is modified to better align language with SPA standards in each program	All Education Faculty
	Pilot group of 8 candidates complete Electronic Capstone Portfolios	All Education Faculty Pilot group of candidates
	Student teacher exit survey is developed to align with program outcomes and to replace former open-ended group exit discussions to collect data on program and unit operations	Education Department Chair Candidates

2004-05	Correlation study planned: Praxis I, ACT/SAT, and performance on Praxis II	Title II Coordinator
	All candidates will submit electronic portfolios – results of rubric scores will be compared to traditional portfolios; candidates will be surveyed about the process	All Education Faculty Education Advisory Committee Candidates (04-05 cohort)
	Review of 2000-2004 Praxis III results for graduates – look at performance for each element of each domain	All Education faculty Advisory Committee
2005-06	Correlation between initial field experience ratings and performance of 2006 cohort group will be studied	Title II Coordinator

Table 39: Development of the Graduate Program Assessment System and Timeline

Date	Major Development	Stakeholders Involved
1990	M.A.Ed. program is developed with admission and portfolio requirement	All Education Faculty Education Advisory Committee Arts and Sciences Faculty
2001-02	TOEFL requirement is added for admission of non-native speaking candidates	Education Faculty ESL Coordinator
2002-03	Portfolio evaluation process is revised to require midpoint and final checks	All Education Faculty
	Portfolio rubric is revised to better reflect conceptual framework	All Education Faculty
	Applicants are required to complete a diversity essay to help inform planning for graduate courses	All Education Faculty
2003-04	Requirements for conditional admission are revised	All Education Faculty
2004-05	Continuing review of M.A.Ed. outcomes and how to better assess these to reflect movement of program to a focus on the classroom teacher; Development of graduate and employer surveys to focus on how teaching/learning is impacted	All Education Faculty Education Department Advisory Committee

Element 2: Data Collection, Analysis, and Evaluation

Both the undergraduate licensure program and the Master of Arts in Education program have three major decision points. (see Figure iii, *Undergraduate Teacher Licensure Program Stages and Assessment of Candidates* and Figure iv, *Master of Arts in Education Program Stages and Assessment of Candidates*) These points allow the candidate to either move forward in the program or to take advantage of assistance that is available to improve knowledge, skills, and dispositions. Assessment data is gathered at these major decision points and is combined with data from candidate, graduate, and cooperating teacher surveys and entry year performance to

assess programs and unit operations. (see Figure i, *Education Department Assessment System*) Instruments for assessment that have been created by the Education Department to align with the conceptual framework include rubrics for the Field Experience Evaluation, the Student Teacher Evaluation and the Capstone Portfolio Evaluation and the Student Teacher Survey, the Cooperating Teacher Survey, and the Survey of Graduates, which are aligned with program outcomes.

2.1 Undergraduate Data Collection

Prior to formal admission to professional licensure (Stage 2), potential candidates are identified when they arrive at Stage 1, *Intent to Pursue Professional Licensure*. Stage 1 typically occurs during the freshman year when potential candidates enroll in Education 110, *Principles of Education*. This course presents an overview of the historical and social background of schools and the teaching profession. During the course, potential candidates are introduced to the unit's conceptual framework and teacher education program outcomes. Every potential candidate enrolled in this class receives a copy of the Marietta College Teacher Education Handbook and policies and procedures for pursuing a teaching license at Marietta College are reviewed. At this point, potential candidates submit the *Intent to Pursue Teacher Licensure* form and a file is created in the Education Department Office and the Education Department undergraduate electronic database, created with Filemaker Pro. Candidates in Stage 1 complete Educ 110, Educ 202 - *Educational Psychology*, Educ 111/131/151 – *Initial Field Experience*, Educ 130 – *Technology in the Classroom*, Educ 253 – *Diverse Learners*, and Educ 211/231/251 – *Diverse Learners Field Experience*. Stage 1 gives the candidate an opportunity to explore the teaching profession, gain beginning knowledge about teaching strategies, educational technology, and working with diverse students, and exhibit knowledge, skills, and dispositions in field experience settings. This stage gives education faculty and cooperating teachers an opportunity to gain information about the candidate's potential for success as a teacher.

Candidates are formally assessed for the first time at Stage 2, *Application to the Professional Licensure Program*. This stage occurs when the candidate has completed a minimum of 45 semester hours and is ready to enroll in 300 and 400 level education courses. Candidates complete a formal *Application to Professional Licensure* form, which is submitted to the Education Department Chair along with an essay outlining the candidate's professional goals. At this point, the candidate's basic skills are assessed using Praxis I or ACT/SAT scores and performance in English composition, oral communication, and other general education coursework reflected in the overall grade point average. The candidate's emerging professional knowledge, skills, and dispositions are assessed through a review of the grade point average in education courses and evaluations from the first two field experiences. A letter is sent to the candidate from the Education Department Chair to inform the candidate of results of this assessment. In the event that the candidate is denied admission, the letter explains any areas identified for remediation and suggests resources available to the candidate. The Title II/Field Experience Coordinator is responsible for entering this data into the candidate's file in the undergraduate database and copies of the application, the letter of acceptance or denial, transcripts and field experience evaluations are placed in the candidate's file in the Education Office.

The second formal assessment and collection of data occurs at Stage 3, *Application to Student Teaching*. This stage occurs during the semester prior to the candidate's final semester at Marietta College. The candidate submits the *Application for Student Teaching* form to the Chair of the Education Department. The candidate's overall grade point average as well as the grade point average in education and licensure content areas are reviewed at this point. Satisfactory completion of all required field experiences is reviewed. Each candidate who applies for admission to Stage 3 must also be approved by the Education Department faculty. Middle childhood and adolescent young adult candidates must be recommended by faculty members in their content areas. These faculty are asked to complete a *Content Area Faculty Recommendation* form that provides ratings of the candidate's content knowledge, skills and dispositions for teaching in that content area. A letter is sent to the candidate from the Education Department Chair to inform the candidate of the decision on admission to student teaching. In the event that the candidate is denied admission, the letter explains assessment criteria that are not met and offers suggestions for remediation. Data from the Application to Student Teaching is entered in the electronic database and copies of field evaluations, transcripts, and content recommendations are placed in the candidate's file.

The third formal assessment and data collection point occurs at the conclusion of the student teaching semester during Stage 4, *Program Completion and Recommendation for Licensure*. Data to determine successful completion of the program includes the final student teacher evaluation that is submitted by both the college supervisor and the cooperating teacher after it is shared with the candidate, the capstone portfolio evaluation rubric that has been completed by two faculty members, and the completion of all required coursework for licensure and for the bachelor's degree. The candidate must have an overall grade point average of 2.75 and an education average of 3.0 for successful program completion. All areas of the student teacher evaluation rubric and the capstone portfolio evaluation rubric must be at the acceptable level. A second decision point in Stage 4 is recommendation for Ohio licensure. For this to occur, the candidate must pass all required Praxis II tests and criminal background checks. Data for Stage 4 is entered into the electronic database. Ratings in each area of the student teacher evaluation and capstone portfolio rubric are recorded in an Excel spreadsheet and aggregated for the entire cohort group and for individual programs. Praxis II data is aggregated and sent to the unit by ETS.

Candidates who fail to meet minimum criteria for successful admission at each stage are advised by the Department Chair and individual academic advisors to take advantage of remediation opportunities that include repeating courses, additional time in field experiences and student teaching, resubmission of portfolio evidence, work with individual faculty members, and tutoring and resources available through the Academic Resource Center and the Campus Writing Center.

2.2 Record of Formal Complaints and Appeals

In the Marietta College Teacher Education Handbook, candidates are made aware of the process for formal complaints and the right to appeal decisions made by the Education Department. The Education Department Chair keeps a record of formal complaints and student appeals and related correspondence and resolutions. All formal complaints are addressed during meetings of the entire Education Department faculty.

2.3 Program Evaluation

Additional assessment data that is used for the evaluation of programs is obtained through annual surveys of cooperating teachers who have worked with field experience and student teachers and exit surveys of student teachers. Graduates of the program provide data through the survey of graduates that is administered every three years. With the new Ohio Entry Year requirement for Praxis III assessment of all beginning teachers, data on the performance of graduates has recently become available for use in program evaluation.

The Education Department meets weekly, as needed, to discuss the ongoing evaluation of candidates and programs and to deal with pressing issues in a timely manner. A day-long assessment meeting is scheduled once each year during the early summer for the purpose of reviewing aggregated assessment data from candidate performance and surveys. In preparation for this meeting, the Education Department Chair reviews quantitative data from student teacher evaluations, capstone portfolio evaluations, student teacher exit surveys, cooperating teacher surveys, and the most recent survey of graduates. This data is combined with reported results from Praxis II and III assessments and a qualitative review of comments from survey respondents to identify program strengths and weaknesses. During the assessment meeting department faculty review the data and the identified strengths and weaknesses in program and unit operations. Faculty discuss possible avenues for addressing weak areas and decide upon a preliminary action plan. Assessment results and the preliminary plan are then shared with adjunct faculty for their input. During the fall meeting of the Education Department Advisory Committee, assessment data and the unit's action plan is reviewed by a broader range of stakeholders. It has become increasingly valuable, in the past two years, to be able to look at data for multiple cohort groups to identify trends and to discuss the status of the implementation of the action plan from the prior year.

2.4 Evaluation of Unit Operations

Annual surveys of cooperating teachers and student teachers and surveys of graduates provide a primary source of data for evaluating unit operations such as scheduling of field experiences, supervision of field experience candidates and student teachers, communication with candidates and teachers in the field, expectations for candidates and cooperating teachers, and fairness and validity of assessments. During the annual department assessment meeting, quantitative data and comments from candidates and cooperating teachers are evaluated to look for areas where unit operations might be improved. Plans for revising unit operations become part of the department's action plan and receive feedback from both adjunct faculty and the Education Department Advisory Committee.

The evaluation of faculty by students at Marietta College occurs at the conclusion of each course with the standard course evaluation form. Course evaluations are sent to the Office of the Provost where results are tabulated and student comments are compiled. Evaluations are then returned to the department chairs and to individual faculty members. Results from course evaluations are combined with a review of course syllabi and class observations and evidence of the faculty member's professional development and service to provide data for the annual faculty evaluation by department chairs. Additional data for education faculty is sometimes obtained

through feedback on student teacher surveys. Individual faculty members meet annually with the Education Department Chair to discuss assessment data and to plan goals for the upcoming year.

2.5 Master of Arts in Education Data Collection

Candidates in the Master of Arts in Education program may complete 6 hours of graduate coursework prior to applying for admission. The first assessment point for Master of Arts in Education candidates occurs at Admission to the Program. At this point, the candidate submits an application form, an essay describing experiences with diversity, and two recommendations that attest to the candidate's ability to successfully complete graduate study. The candidate must also meet minimum requirements for undergraduate grade point average and score on the Miller Analogies Test. These application materials are submitted to the Director of the Master of Arts in Education program and a decision is made for full admission, conditional admission, or denial of admission. Candidates receiving conditional admission due to undergraduate G.P.A. or M.A.T scores must achieve a 3.0 G.P.A. in order to be fully admitted to the program. Qualitative data from the diversity essay is used to assist in the planning of courses and experiences to enhance candidates' knowledge, skills, and dispositions in this area.

The second assessment point in the M.A.Ed. program occurs during the Midpoint Review, at the conclusion of 15 to 18 semester hours. At this point, the candidate's grade point average is reviewed and the candidate submits a portfolio with outcome performance evidence compiled up to that point. Evidence consists of papers and projects completed during the initial semesters of the program. The portfolio is reviewed by two faculty members, who use a three-point rubric to evaluate each outcome area. If the candidate does not show acceptable progress in all areas, the Director of the M.A.Ed. program helps the candidate develop a remediation plan.

The final assessment point for M.A.Ed candidates occurs upon Application for Graduation. At this point, the candidate submits a completed research project and the completed graduate portfolio. The research project is reviewed by the candidate's research advisor. The portfolio is reviewed by two education faculty using the final portfolio rubric.

2.6 Graduate Program Evaluation

To date, the evaluation of the graduate program has consisted of informal feedback from graduate students and a review of aggregated scores on the final portfolio assessment. The graduate program had initially been developed as a liberal arts program for individuals who wished to remain in the classroom and for others who were interested in educational topics. With the program's new emphasis on enhancing the practice of classroom teachers, informed by the core principles of the National Board for Professional Teaching Standards, there is a need for broader assessment data for program evaluation. The new Director of the M.A.Ed. program plans to begin implementation of an employer survey and a survey of M.A.Ed. graduates to gain better data on how the program impacts the practice of classroom teachers and how the operation of the graduate program might be improved.

Figure ii: Education Department Assessment System

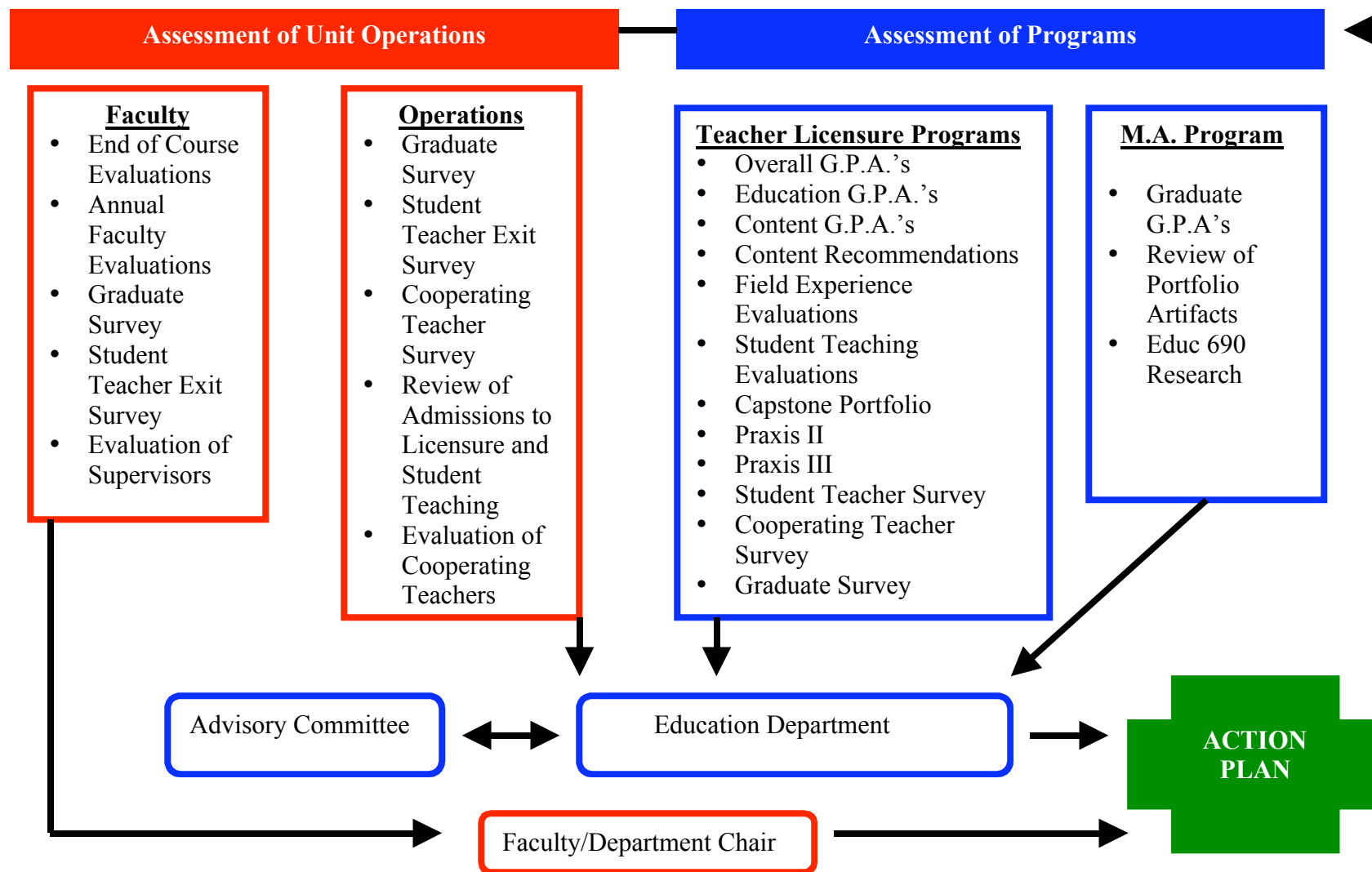
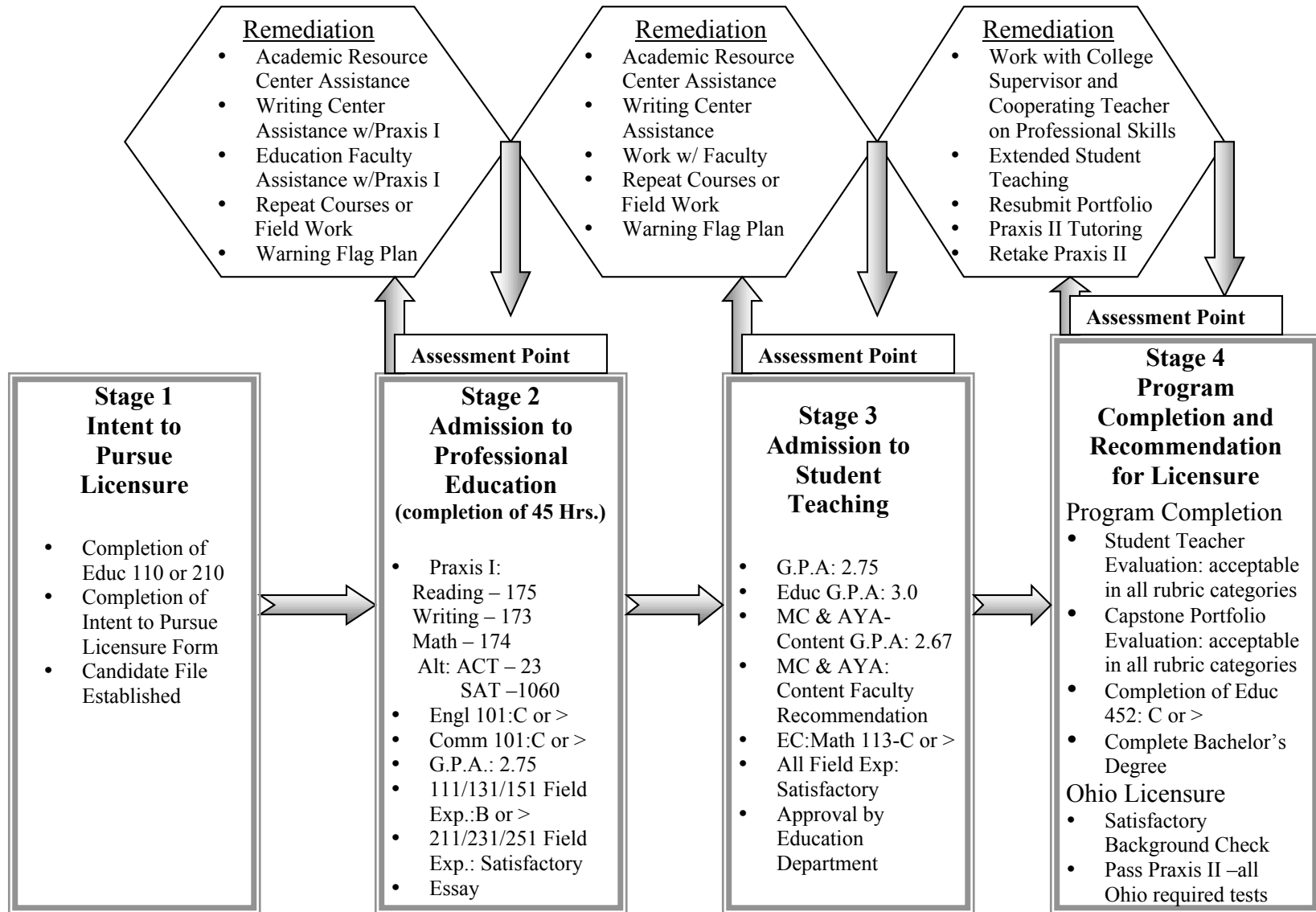
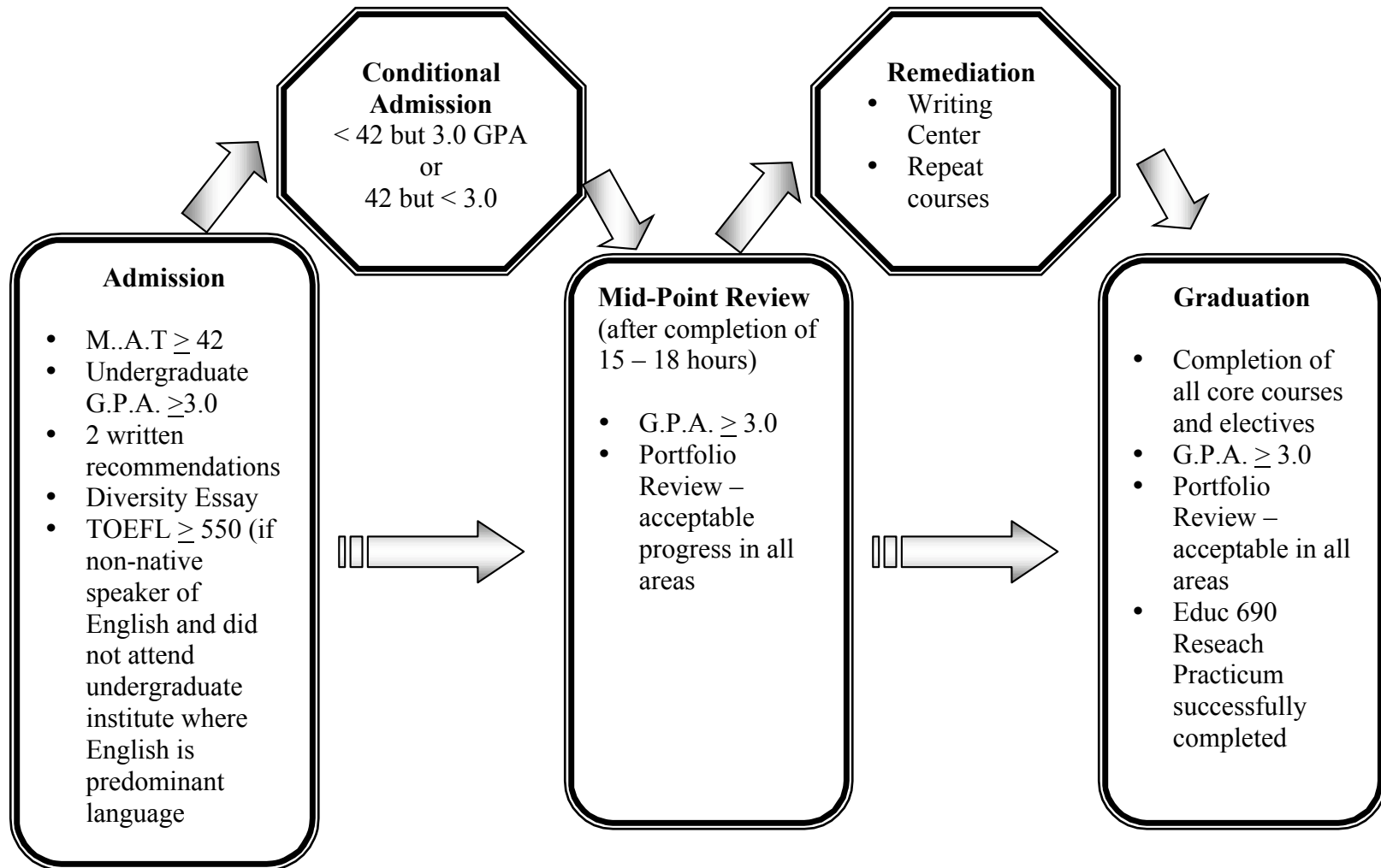


Figure iii - Undergraduate Teacher Licensure Program Stages and Assessment of Candidates



**Figure iv - Master of Arts in Education
Program Stages and Assessment of Candidates**



Element 3: Use of Data for Program Improvement

The analysis of internal and external data on candidates and graduates and feedback from P-12 stakeholders has led the unit to initiate several changes in programs, courses, experiences, and unit operations. Many of these changes have been developed and implemented collaboratively with major stakeholders outside of the Education Department. Table 40 summarizes changes which have occurred over the past three years as a result of issues identified from the assessment of candidate performance and unit operations.

Table 40: Summary of Assessment –Driven Changes to Programs and Unit Operations

Date	Issues Identified	Action Plan	Implemented
2003-04	Candidate use of technology for professional tasks such as assessment, communication (S.T. evaluations, capstone portfolios)	<ul style="list-style-type: none"> • Methods course instructors in all programs will place increased emphasis on the use of electronic grade programs • Methods course instructors will build on candidate work in Educ 130 with requirements for web pages and emphasis on use of web for family communication 	Planned: Fall 2004
	Communication with families-continuing area of concern (S.T. evaluations, student teacher survey)	<ul style="list-style-type: none"> • Methods course instructors will create assignments to model effective ways to engage families including web pages (see above) 	Planned: Fall 2004
	Classroom Management (S.T. evaluations, student teacher survey, cooperating teacher survey) – continues to be reported as an issue to address	<ul style="list-style-type: none"> • Educ 440, <i>Classroom Management</i> will be moved to the 200 level and coupled with a field experience (100 or 200 level) to allow more candidates to take it, will be required beginning with fall of 2005 cohort 	Submit change to curriculum committee in 04-05; offer in spring 06
	Integration of multicultural materials – continued concern with portfolio evidence for middle and AYA candidates	<ul style="list-style-type: none"> • Middle and AYA methods instructors will model and develop assignments for candidates 	Planned: Fall 2004
	Early childhood candidates and teachers indicate need for stronger background in math methods	<ul style="list-style-type: none"> • Department will investigate redesign of early childhood major to include stand-alone math methods or 4 credit hour math-science to replace 418 	Planned course redesign: 2004-2005
	Written comments from student	<ul style="list-style-type: none"> • Faculty with field component 	Planned:

	teachers and teachers indicate that portfolio may be too time-consuming; Faculty feel candidates aren't making good use of artifacts from previous semesters and field experiences	<p>courses will increase emphasis on saving materials</p> <ul style="list-style-type: none"> • Department Chair will share capstone portfolio rubric and electronic portfolio with initial field candidates 	2004-05
	M.A.Ed. – Issues with Portfolio Evidence: technology is still difficult to show, assessment procedure needs to be simplified	<ul style="list-style-type: none"> • M.A.Ed. candidates will move to electronic portfolios – Dr. Golden will introduce this to Educ 600 • Candidates will become responsible for sorting through artifacts and indicating which outcome(s) each artifact is demonstrating 	Planned: 2004-05
	M.A.Ed. – Portfolio rating in Writing Skills area is below averages in other areas; Bauer and Erb expressed concerns from written work in their graduate courses	<ul style="list-style-type: none"> • Candidates will be identified by Dr. Bauer at the midpoint evaluation and in Educ 640 for referral to Writing Center 	Planned: 2004-05
	M.A.Ed. – Concern that portfolio evidence of collaboration needs to be stronger with more opportunities to demonstrate this	<ul style="list-style-type: none"> • Department and Advisory Committee will focus on innovative ways to provide opportunities to collaborate with others for student learning – topic for fall advisory meeting 	Planned: 2004-05
2002-03	Integration of multicultural materials – concern with lack of portfolio evidence for middle and AYA candidates	<ul style="list-style-type: none"> • Portfolio rubric was modified to include clearer guidelines for evidence 	Fall 2003
	Communication with families to promote student learning (portfolio and student teacher evaluations)	<ul style="list-style-type: none"> • Discussion of this in Educ 452 and develop a focused student teacher observation 	Fall 2003
	Use of technology for monitoring and assessing student learning (portfolio evaluations)	<ul style="list-style-type: none"> • Topic will be incorporated in new classroom management course 	Fall 2003 – course approved
	Use of technology across the curriculum (portfolio evaluations, cooperating teacher survey)	<ul style="list-style-type: none"> • Focused student teaching observation • Opportunity to check out department laptops and other digital equipment for extended periods for student teaching classrooms 	Fall 2003

	M.A.Ed.: lack of portfolio evidence that candidates are modeling best practice	<ul style="list-style-type: none"> • New courses that focus specifically on pedagogy • Plans for summer institute for teachers 	Summer 2004
	M.A.Ed.: lack of portfolio evidence of technology use	<ul style="list-style-type: none"> • Include 630 evaluation in portfolio and evidence of technology projects from other courses 	Fall 2003
	M.A.Ed: Concern with plagiarism case and need to fully communicate expectations to candidates	<ul style="list-style-type: none"> • Dr. Bauer will revise M.A.Ed. Handbook to include full explanation of academic dishonesty and repercussions 	Fall 2003
2001-02	Candidate knowledge of curriculum standards needs to be strengthened (cooperating teacher survey)	<ul style="list-style-type: none"> • Candidates will be required to purchase appropriate academic content standards books for methods courses • Faculty will require alignment of all lesson plan objectives with corresponding A.C.S. 	Fall 2002
	Classroom management (cooperating teacher survey)	<ul style="list-style-type: none"> • Additional emphasis will be added in courses • Drs. Bauer and Peebles will work on developing new course • College supervisors will address this more strongly in observations 	Fall 2002
	Lack of portfolio evidence of technology integration	<ul style="list-style-type: none"> • Student teachers will receive clearer instructions on what evidence to include • Portfolio rubric will be revised with clear criteria 	Fall 2002
	Candidate reflections on teaching and student learning are weak	<ul style="list-style-type: none"> • Writing of reflections will receive more emphasis in field-based methods courses and Educ 452 	Fall 2002
	M.A.Ed.: Candidate knowledge of diversity needs to be strengthened (portfolio evaluations)	<ul style="list-style-type: none"> • A diversity strand will be integrated into Educ 600 • Diversity essay will be added to the application process • New diversity courses will be added as core requirements 	Fall 2002
	M.A.Ed.: Research projects need	<ul style="list-style-type: none"> • Dr. Bauer will work on this 	Fall 2002

	to be more closely tied with best practices in the classroom (review of 690 projects)	in Educ 640	
	M.A.Ed.: Candidates who complete reading courses aren't including evidence of assessment knowledge and skills	<ul style="list-style-type: none"> • Dr. Erb will require Educ 661 and 663 candidates to submit diagnostic reports as portfolio evidence 	