

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

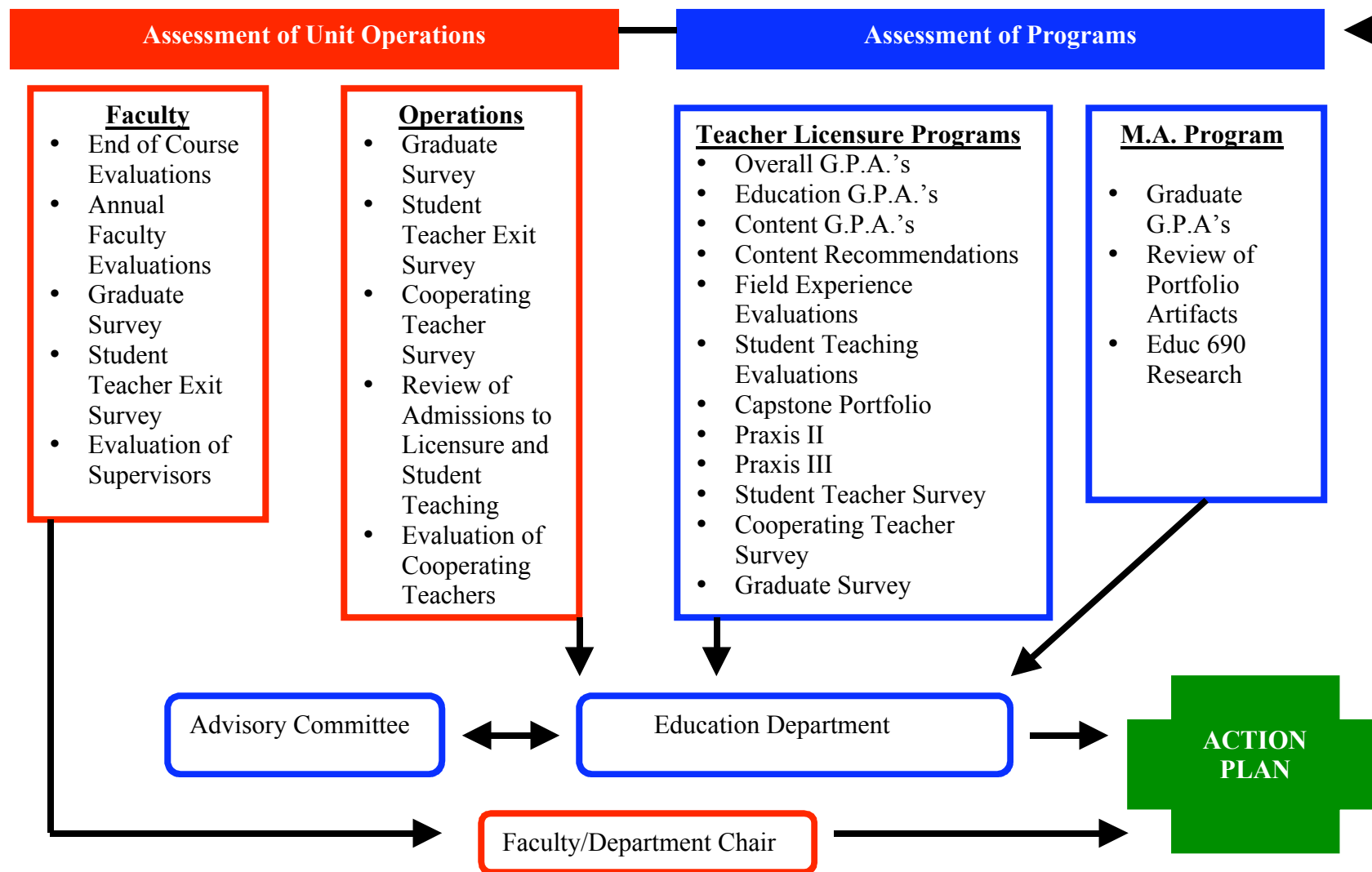
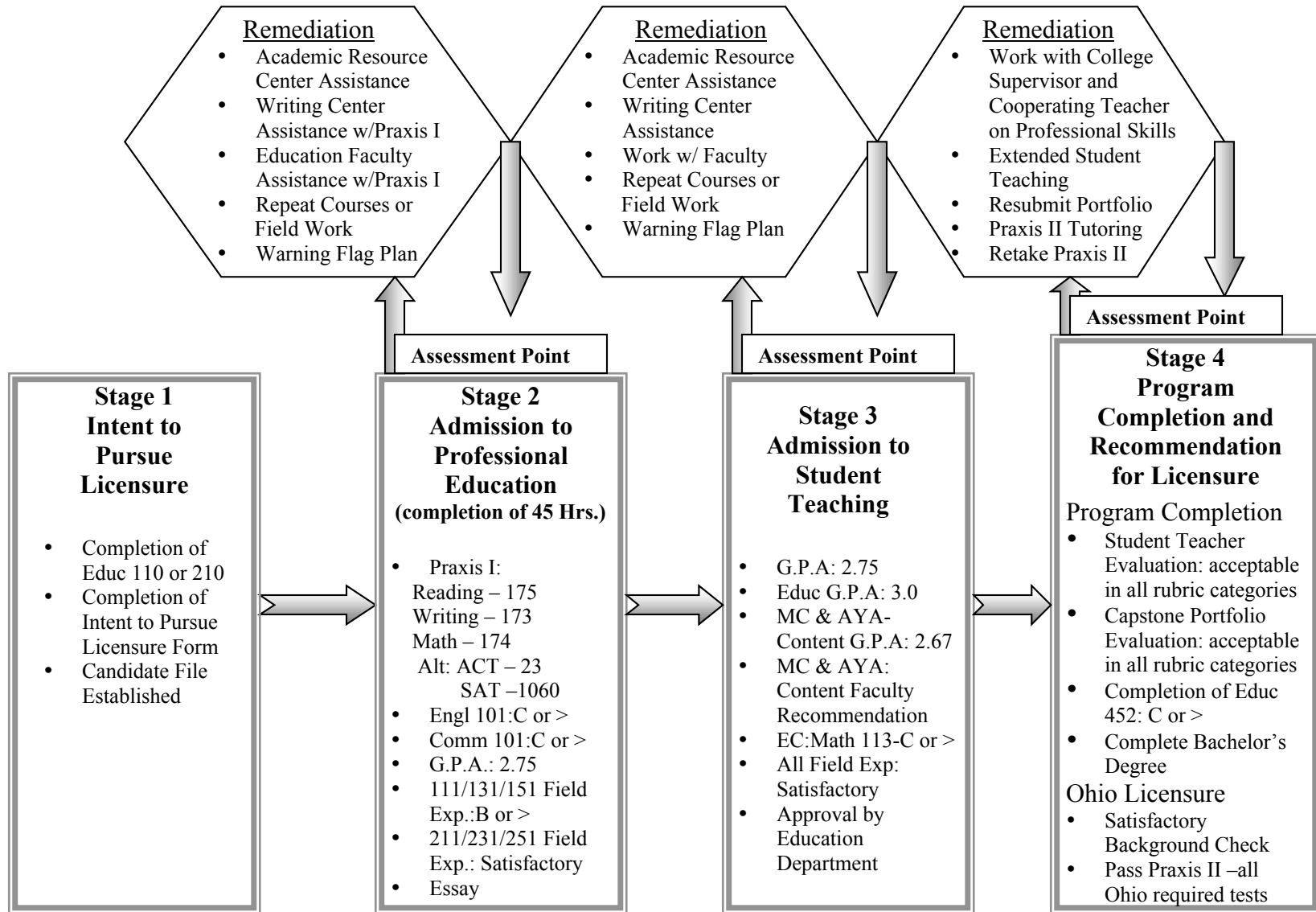
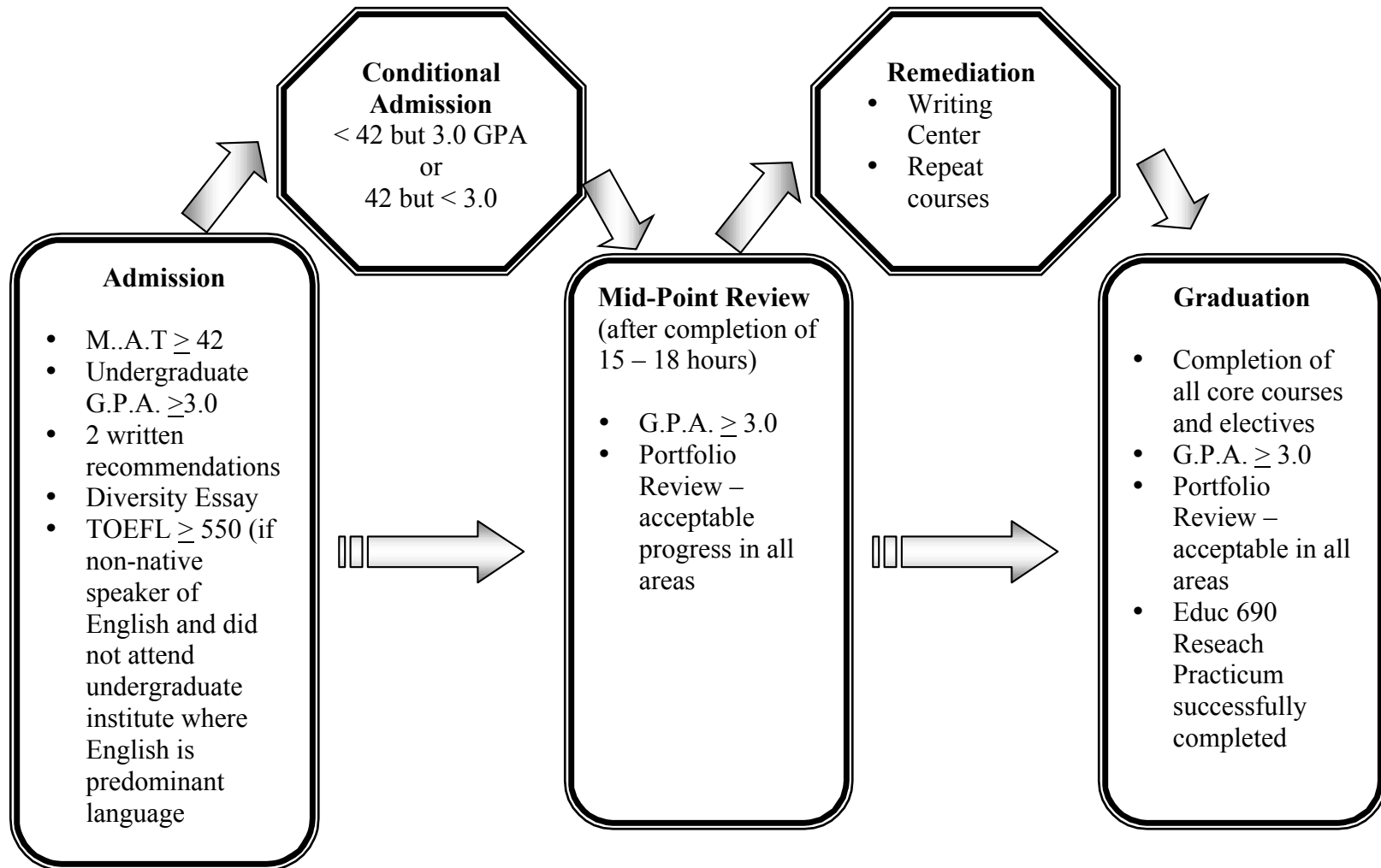


Figure iii - Undergraduate Teacher Licensure Program Stages and Assessment of Candidates



**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 	