

## **Academic Studies BS (4-8 Certification) (2007 - 2008)**

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# GOAL: Goal I Enhance Quality And Effectiveness Of Field Experiences

<b>Objective</b>	<b>AA. Field Experience</b> All students will successfully complete the field experiences in the middle school courses <i>Associated Goals:</i> Goal I Enhance Quality And Effectiveness Of Field Experiences
<b>Indicator</b>	Field Experience EED 374 and EED 385 students will successfully complete 10 hours of field experience in each course
Criteria	Field Experience EED 374 Profiles in the Office of Field Experience and EED 385 logs submitted to professors and professors of EED 374 and EED 385 will continue to stress the importance of the experience and monitor progress and attendance.
Finding	Field Experience Finding 100% of EED 374 and EED 385 students submitted logs to professors.
<b>Indicator</b>	Field Experience II 4-8 methods students will successfully complete the required 120 hours of field experience
Criteria	A. Completion of Field Experience Completion of 120 hours of field experiences as noted by campus sign-in sheets and have a conference on the first absence from field experience and monitor progress and attendance.
Finding	A. Completion of Field Experience Finding 100% of students completed 120 hours of field experience as noted by campus sign-in sheets. Less than 10% missed a day of field experience.
Criteria	B. Completion of Field Experience Mentor teacher evaluations of students at end of the field experience and professors continue to build relationships with mentor teachers and develop standard expectations for student performance.
Finding	B. Completion of Field Experience Finding Mentor teacher evaluations were positive. Still a deviation in expectations for student performance between faculty and mentor teachers - mentor teachers typically gave higher evaluations
Criteria	C. Completion of Field Experience Formal and informal observations by methods professors and write job descriptions to standardize the quality of informal and formal observations by the methods professors.
Finding	C. Completion of Field Experience Quality of informal and formal observations by methods professors was not equal
<b>Actions for Objective:</b>	
Action	A. Completion of Field Experience Continue to use campus sign-in sheets to monitor progress and attendance and meet with students after first absence.
Action	B. Completion of Field Experience Develop more comprehensive training with mentor teachers to develop standard expectations
Action	C. Completion of Field Experience Revise job descriptions to better standardize the quality of observations by professors.
Action	Field Experience Continue to stress the importance of the experience and monitor progress and attendance

# GOAL: Goal I Enhance Quality And Effectiveness Of Field Experiences

## Objective

### AB. Analyze Experience

All EED 374 and EED 385 students will successfully analyze their field experience based on specific course requirements.

*Associated Goals:* Goal I Enhance Quality And Effectiveness Of Field Experiences

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## Indicator

Competency Relationships

Correctly relate the field experiences to the Pedagogy and Professional Responsibilities (PPR) state competencies

## Criteria

Relating Competencies

Scores indicate all students were successful in relating the assignment to the appropriate competencies. Guidelines will be created to assist new faculty members and adjuncts in the explanations of assignments.

## Finding

Relating Competencies

Guidelines were helpful but not all new faculty members and adjuncts felt they were accurate in their explanations of assignments.

## Indicator

Completion Of Field Assignments

Completion of field experience related assignments as assigned by professors

## Criteria

Successful Field Experience

Scores indicate all students were successful receiving at least a "B" on the field experience papers. Professors will continue to improve the quality of assignment guidelines and rubrics.

## Finding

Successful Field Experience Finding

Professors worked to improve the quality of assignment guidelines and rubrics, and though all students received at least a "B" on their field experience papers, there was still some initial confusion on the part of the students.

## Actions for Objective:

### Action

Relating Competencies

Faculty mentors spend more time with new faculty and adjuncts going over guidelines to check for understanding.

### Action

Successful Field Experience

Continue working to improve the quality of assignment guidelines and rubrics.

# GOAL: Goal I Enhance Quality And Effectiveness Of Field Experiences

**Objective** **AC. 4-8 Completion Of Field Assignments**  
4-8 students will successfully complete the field related assignments and relate them to the state PPR competencies  
*Associated Goals:* Goal I Enhance Quality And Effectiveness Of Field Experiences

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**Indicator** Completed Assignments  
Completed all field experience assignments for each of the methods classes

**Criteria** A. Completion of Assignments  
Scores in EED 434 indicate successful completion of field related assignments. Improve written directions for all assignments.

**Finding** A. Completion of Assignments Finding  
Written directions for all field related assignments were improved, but there was still some confusion on the part of some students.

**Criteria** B. Completion of Assignments  
Scores in EED 435 indicates successful completion of field related assignments. Develop improved directions and samples.

**Finding** B. Completion of Assignments Finding  
Directions and samples for assignments were worked on for improvement, but there was still confusion on the part of some students.

**Criteria** C. Completion of Assignments  
Scores in EED 436 indicate successful completion of field related assignments. Develop a more precise set of directions and rubrics.

**Finding** C. Completion of Assignments Finding  
A more precise set of directions and rubrics was developed, but there was still some confusion on the part of some students.

**Criteria** D. Completion of Assignments  
Scores in EED 467 indicate successful completion of field related assignments. Work to improve clarity for assignments.

**Finding** D. Completion of Field Experience Finding  
Written directions for assignments were worked on to improve clarity, but there was still some confusion on the part of some students.

**Indicator** Taught Lessons  
Successfully taught 3 formal lessons that were observed and evaluated

**Criteria** Teaching Experience  
Scores on PDAS indicate successful teaching experiences. Continue concentration on the components of the PDAS and how they relate to the lesson plan.

**Finding** Teaching Experience Finding  
Concentrating on the components of the PDAS and their relation to the lesson plan was continued. Scores on PDAS continue to indicate a successful teaching experience.

## Actions for Objective:

**Action** A. Completion of Assignments  
Continue to work on improving written directions for all assignments.

**Action** B. Completion of Assignments  
Continue to work on developing clear directions and samples.

**Action** C. Completion of Assignments  
Continue to develop a more precise and clear set of directions and rubrics.

Action

D. Completion of Assignments

Continue to work on clarity in directions for written assignments.

Action

Teaching Experience

Continue emphasizing the components of PDAS and their relationship to the lesson plan.

# GOAL: Goal II Student Achievement

## Objective

### BA. Portfolio Procedure

In each class, students will place selected evidence with justification for the PPR competencies taught in that class into the programmatic portfolio  
*Associated Goals:* Goal II Student Achievement

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## Indicator

Common Assignments

Completion of the common assignments for each course related to specific competencies for which that course is responsible

### Criteria

Common Assignments

Reports from each course on scores on the common assignments. Develop strategy for developing and applying a standardized rubric.

### Finding

Common Assignment Finding

Though a standardized rubric was developed for common assignments, scoring was not necessarily uniform.

## Indicator

Competencies Related To Assignments

Completion of competency relationships for each assignment

### Criteria

Competency Relationships

With each assignment in methods block, students will provide a rationale and reflection of why each assignment addresses the chosen competency. Provide assistance to MLE instructors to include competency rationale and reflection for each assignment.

### Finding

Competency Relationships Finding

Assistance for MLE instructors was provided regarding scoring competency rationale and reflection for each assignment, but scoring was not uniform.

## Actions for Objective:

### Action

Common Assignments

Continue to utilize the standardized rubric, but spend more time in training or agreement on its usage.

### Action

Competency Relationships

Provide training in scoring competency rationale and reflection for assignments.

# GOAL: Goal II Student Achievement

## Objective

### BB. Demonstrate PPR Mastery

In an interview with 4-8 methods professors, students will demonstrate mastery of the PPR competencies

*Associated Goals:* Goal II Student Achievement

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## Indicator

Portfolio  
Completed PPR Portfolio

## Criteria

Record of Scores on Completed Portfolios  
Implement seminar during the Methods semester to assist Methods students in their understanding of the requirements for the PPR Portfolio.

## Finding

Record of Scores on Completed Portfolios Finding  
Seminar to assist students in their understanding of requirements for the PPR Portfolio was successful, as there was no confusion on the part of the students, as indicated by the PORTfolio scores.

## Actions for Objective:

## Action

Record of Scores on Completed Portfolios  
Continue with seminar during the Methods semester to assist students in their understanding of the requirements for the PPR Portfolio.

# GOAL: Goal III Unit And SPA Assessments

## Objective

### CA. Lesson Plan Writing

All students in the 4-8 program will demonstrate mastery in writing effective lesson plans using the departmental lesson plan format

*Associated Goals:* Goal III Unit And SPA Assessments

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## Indicator

Lesson Plan Components

Records indicating successful lesson plan assessments of each of the four major components at a target of "3"

### Criteria

Record of Scores on Completed Lesson Plans

Provide assistance and designate time for MLE Methods instructors to assess lesson plans and input scores into TK-20.

### Finding

Record of Scores on Completed Lesson Plans Finding

Though assistance was offered to instructors to assess lesson plans and input scores into Tk20, not all scores were put into Tk20 in a timely manner.

## Indicator

Lesson Plan Methods

Records of successfully completed lesson plans in applicable methods classes

### Criteria

Submission of Scores on Lesson Plans

Submission of lesson plan scores into TK-20. Provide assistance to and designate time for MLE Methods instructors to assess lesson plans and input scores into TK-20

### Finding

Submission of Scores on Lesson Plans Finding

Though time and assistance was designated for instructors to assess lesson plan scores and input them into Tk20, not all scores were submitted in a timely manner.

## Indicator

Lesson Plans

Completion of lesson plan components in each course in the program

### Criteria

Lesson Plans

Scores from completed lesson plans in each applicable course. Implement seminar during Methods semester to assist Methods students in their understanding of the requirements for lesson plans.

### Finding

Lesson Plan Finding

A seminar was instituted during Methods semester to assist students in their understanding of the requirements for lesson plans and was helpful to students as indicated by their lesson plan scores (100% successful)

## Actions for Objective:

### Action

Lesson Plans

Continue seminar during Methods semester to assist students in their understanding of requirements for lesson plans.

### Action

Record of Scores on Completed Lesson Plans

Provide mandatory time for all instructors to input scores into Tk20, with directions.

### Action

Submission of Scores on Lesson Plans

Designate a mandatory time for submission of lesson plan, with assistance as needed.



# GOAL: Goal III Unit And SPA Assessments

## Objective

### CB. Teacher Work Sample (TWS)

All students will successfully complete the Teacher Work Sample (TWS) during the student teaching semester

*Associated Goals:* Goal III Unit And SPA Assessments

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## Indicator

TWS Scores

Targeted scores of "2" or "3" on all TWS

## Criteria

TWS

Record of number of students meeting "Met Expectation" on each of the seven components of the TWS. Student teachers will receive more individual assistance during student teaching.

## Finding

TWS Finding

Student teachers receiving individual assistance on the components of TWS was helpful as almost 100% received a targeted score of a "2" or "3".

## Actions for Objective:

### Action

TWS

Continue giving individual assistance on the components of TWS during student teaching.

# GOAL: Goal III Unit And SPA Assessments

## Objective

### CC. Disposition Growth

Students maintain scores of "3" or improve scores from a "1" to a "2" or "3" on their dispositions

*Associated Goals:* Goal III Unit And SPA Assessments

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## Indicator

Disposition Growth

Targeted scores of "2" or higher on student completion of Disposition Summary Chart

### Criteria

Disposition Growth

Students' completion of Dispositions Summary Chart. Implement seminar during the Methods semester to assist Methods students in their understanding of the requirement for the Dispositions Summary Chart.

### Finding

Disposition Growth Finding

Seminar during Methods semester was helpful as almost 100% received a targeted score of "2" or higher on the Disposition Summary Chart.

## Actions for Objective:

### Action

Disposition Growth

Continue seminar during Methods semester to aid students in their understanding of the requirements for the Disposition Summary Chart.

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