

Student Learning Outcome 1: Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>I. 3.5 mean score on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - III.A.2. Sequences lesson to promote learning, III.B.3. Relates relevant examples, unexpected situations, or current events to the content, III.C.3. Stimulates and encourages higher order thinking at the appropriate developmental levels. IV.A.6. Uses creative and critical thinking skills.</p>	<p>III.A.2. – 4.8 III.B.3. – 5 III.C.3. – 4.8 IV.A.6. – 5</p>	<p>I. Content related indicators will be added to FFEEIII for Fall 2007. FFEEII will be implemented in Fall 2007 to facilitate pretest/posttest effect, comparing graduates at end of program to candidates in lower level courses. Data will be available in Spring 2008.</p>
<p>II. Praxis II – 100% passing rate on the Praxis II, Content Knowledge (test # 0014) for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content Knowledge (test #0014) on the first try.</p>	<p>II. 100% pass rate for program completers was achieved. 80% of the 2006/2007 graduates passed the exam on the first try.</p> <p>This outcome does not assess the program since students must pass the Praxis II before they are admitted into the MAT program. The % passing on the first try is interesting to note in terms of our advising of provisional students and we are now in the process of surveying our students to determine how well they do on the Praxis II the first time and which factors relate to their passing or failing. However, this does not measure what students have learned in the MAT program, just what they learned before they were fully admitted.</p>	<p>II. Subscores indicating performance in specific areas for Praxis II exam will be requested for all content areas. This detailed information will reveal strengths and weaknesses and will be useful in redesigning Praxis II study sessions and workshops</p>
<p>III. Principles of Learning and Teaching - 100% passing rate on the PLT for all candidates completing this program. Seventy-five percent of graduates pass the PLT on the first try.</p>	<p>III. 100% pass rate for program completers was achieved. 90% of the 2006/2007 graduates passed the exam on the first try.</p>	<p>III. Subscores indicating performance in specific areas for PLT exam will be requested for all content areas. We need to be able to discern areas of weakness of our students on the PLT.</p>

<p>IV. Course Embedded Assessment – 1.5 mean score on the indicators for the initial Comprehensive Unit Plan required in EDUC 621 INDICATORS – <u>Learning activities</u> – all activities are aligned with the objective(s), build upon each other, are appropriately paced, and developmentally appropriate. The activities are engaging, creative, and innovative. <u>Evaluation/Assessment</u> – Assessment opportunities are clearly identified and require students to critique, assess, and/or draw conclusions as they relate to the Louisiana Content Standards. Provide clear evidence that students have achieved the lesson objective(s)..</p> <p>V. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - III.A.2. Sequences lesson to promote learning, III.B.3. Relates relevant examples, unexpected situations, or current events to the content, III.C.3. Stimulates and encourages higher order thinking at the appropriate developmental levels. IV.B.1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan</p> <p>VI. The following indicators on the Graduate Satisfaction Survey (STPAS) measure this outcome, for all candidates completing this program. INDICATORS - <u>Instruction</u> – 5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels. 8. Change or adjust a lesson to respond to my students’ outcomes. 19. Relate examples, real-life situations, or current events to the content being taught. <u>Management</u> – 26. Create a routine and manage transitions in a way that maximizes the time available for learning.</p> <p>VII. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - <u>Planning</u> – Understanding developmental characteristics</p>	<p>IV. The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is not available. We will be implementing this comprehensive unit plan in the Spring 2008.</p> <p>V. Current data do not include graduates from the Programs and therefore are not applicable.</p> <p>VI. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p> <p>VII. <u>Fall 2006</u> Planning - 3 Instruction - 4 <u>Spring 2007</u> Planning - 5</p>	<p>IV. This assessment reflects the candidates’ initial exposure to the Making Connections Comprehensive Unit Plan. This assessment will be further developed in the other methodology courses EDUC 694 and EDUC 642. Following candidates’ progress in these advanced courses is under consideration.</p> <p>V. LATAAP data will be noted when they include graduates from this program. It should be noted that the usefulness of these data would be increased if they could be broken down by individual programs.</p> <p>VI. A target mean score will be established upon collection of new data.</p> <p>VII. The Likert scale used for this assessment was modified from a 4 point to a 5 point scale in Spring 2007 in order to ensure consistency across assessment instruments.</p>
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of students as guide for planning. <u>Instruction</u> – Stimulate higher-order thinking.	Instruction - 5	
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Student Learning Outcome 2: Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>I. 3.5 mean score on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - III.A.5. Integrates technology into instruction, III.C.2. Communicate effectively with students, IV.B.1. Uses effective and correct oral and written English.</p> <p>II. Praxis II – 100% passing rate on the Praxis II, Content Knowledge (test # 0014) for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content Knowledge (test #0014) on the first try.</p> <p>III. Principles of Learning and Teaching - 100% passing rate on the PLT for all candidates completing this program. Seventy-five percent of graduates pass the PLT on the first try.</p> <p>IV. Course Embedded Assessment – 1.5 mean score on the indicators for the initial Comprehensive Unit Plan required in EDUC 621] INDICATORS– <u>Curriculum and Standards</u> – The lesson is tightly focused on a content area. The lesson provides significant and clear connections to local curriculum and/or state content</p>	<p>III.A.5. – 4.7 III.C.2. – 4.7 IV.B.1. – 5</p> <p>II. 100% pass rate for program completers was achieved. 80% of the 2006/2007 graduates passed the exam on the first try.</p> <p>This outcome does not assess the program since students must pass the Praxis II before they are admitted into the MAT program. The % passing on the first try is interesting to note in terms of our advising of provisional students and we are now in the process of surveying our students to determine how well they do on the Praxis II the first time and which factors relate to their passing or failing. However, this does not measure what students have learned in the MAT program, just what they learned before they were fully admitted.</p> <p>III. 100% pass rate for program completers was achieved. 80% of the 2006/2007 graduates passed the exam on the first try.</p> <p>IV. The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is not available. We will be implementing this comprehensive unit plan in the Spring 2008.</p>	<p>I. FFEEII will be implemented in Fall 2007 to facilitate pretest/posttest effect, comparing graduates at end of program to candidates in lower level courses. Data will be available in Spring 2008.</p> <p>II. Subscores indicating performance in specific areas for Praxis II exam will be requested for all content areas. This detailed information will reveal strengths and weaknesses and will be useful in redesigning Praxis II study sessions and workshops</p> <p>III. Subscores indicating performance in specific areas for PLT exam will be requested for all content areas.</p> <p>IV. This assessment reflects the candidates’ initial exposure to the Making Connections Comprehensive Unit Plan. This assessment will be further developed in the other methodology courses EDUC 694 and EDUC 642. Following candidates’ progress in these advanced courses is under consideration.</p>

<p>standards/benchmarks in all major phases of the lesson plan. The target audience is clearly defined. <u>Integration of Technology into the Lesson Plan</u> – A variety of technology is integrated appropriately throughout the lesson in a manner that enhances the effectiveness of the lesson and the learning of the student.</p> <p>V. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - III.A.5. Integrates technology into instruction, III.C.2. Communicate effectively with students, V.B.1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.</p> <p>VI. 3.35 mean score on indicators of Graduate Satisfaction Survey (STPAS) that measure this outcome, for all candidates completing this program. INDICATORS - <u>Instruction</u> 13. Integrate technology into my lessons. 21. Communicate effectively with students. <u>Management</u> 28. Clearly communicate my expectations for appropriate behavior to my students. 32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.</p> <p>VII. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - <u>Instruction</u> – Understand and convey knowledge of subject matter. <u>Instruction</u> – Use technology to enhance learning.</p>	<p>V. Current data do not include graduates from the MAT Programs and therefore are not applicable.</p> <p>VI. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p> <p>VII. <u>Fall 2006</u> Understand and convey knowledge of subject matter – 5 Use technology to enhance learning - 4 <u>Spring 2007</u> Understand and convey knowledge of subject matter -5 Use technology to enhance learning - 5</p>	<p>V. LATAAP data will be noted when they include graduates from this program. It should be noted that the usefulness of these data would be increased if they could be broken down by individual programs.</p> <p>VI. A target mean score will be established upon collection of new data.</p> <p>VII. The Likert scale used for this assessment was modified from a 4 point to a 5 point scale in Spring 2007 in order to ensure consistency across assessment instruments.</p>
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Student Learning Outcome 3: Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>I. 3.5 mean score on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - I.A.3. Identifies and plans for individual differences, III.C.1. Accommodates individual differences, IV.B.4. Conveys sensitivity to community and cultural norms.</p>	<p>I.A.3. – 4.9 III.C.1. - 5 IV.B.4. - 5</p>	<p>I. FFEEII will be implemented in Fall 2007 to facilitate pretest/posttest effect, comparing graduates at end of program to candidates in lower level courses. Data will be available in Spring 2008.</p>
<p>II. Praxis II – 100% passing rate on the Praxis II, Content Knowledge (test # 0014) for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content Knowledge (test #0014) on the first try.</p>	<p>II. 100% pass rate for program completers was achieved. 80% of the 2006/2007 graduates passed the exam on the first try.</p> <p>This outcome does not assess the program since students must pass the Praxis II before they are admitted into the MAT program. The % passing on the first try is interesting to note in terms of our advising of provisional students and we are now in the process of surveying our students to determine how well they do on the Praxis II the first time and which factors relate to their passing or failing. However, this does not measure what students have learned in the MAT program, just what they learned before they were fully admitted.</p>	<p>II. Subscores indicating performance in specific areas for Praxis II exam will be requested for all content areas. This detailed information will reveal strengths and weaknesses and will be useful in redesigning Praxis II study sessions and workshops</p>
<p>III. Principles of Learning and Teaching - 100% passing rate on the PLT for all candidates completing this program. Seventy-five percent of graduates pass the PLT on the first try.</p>	<p>III. 100% pass rate for program completers was achieved. 80% of the 2006/2007 graduates passed the exam on the first try.</p>	<p>III. Subscores indicating performance in specific areas for PLT exam will be requested for all content areas.</p>

<p>IV. Course Embedded Assessment –1.5 mean score on the indicators for the initial Comprehensive Unit Plan required in EDUC 621 INDICATORS – <u>Accommodations/Modifications</u> – Learning experiences are appropriate to objectives, content, and developmentally appropriate for all students to experience success. The lesson includes modifications for students with exceptionalities</p> <p>V. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - I.A.3. Identifies and plans for individual differences, III.C.1. Accommodates individual differences, V.B.3. Seeks community involvement in instructional program.</p> <p>VI. 3.35 mean score on indicators of the Graduate Satisfaction Survey (STPAS) that measure this outcome, for all candidates completing this program. INDICATORS - <u>Planning</u> 3. Successfully identify individual student differences in the context of a whole class. 4. Implement accommodations for individual student differences. <u>Instruction</u> 11. Successfully plan for individual student differences in the context of the whole class.</p> <p>VII. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - <u>Planning</u>- Plan for individual differences, including cultural diversity and children with exceptionalities. <u>Instruction</u> – Employ a variety of teaching strategies.</p>	<p>IV. The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is not available. We will be implementing this comprehensive unit plan in the Spring 2008.</p> <p>V. Current data do not include graduates from the Programs and therefore are not applicable.</p> <p>VI. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p> <p>VII. Fall 2006 Plan for individual differences, including cultural diversity and children with exceptionalities - 3 Employ a variety of teaching strategies - 3 Spring 2007 Plan for individual differences, including cultural diversity and children with exceptionalities - 5 Employ a variety of teaching strategies - 5</p>	<p>IV. This assessment reflects the candidates' initial exposure to the Making Connections Comprehensive Unit Plan. This assessment will be further developed in the other methodology courses EDUC 694 and EDUC 642. Following candidates' progress in these advanced courses is under consideration.</p> <p>V. LATAAP data will be noted when they include graduates from this program. It should be noted that the usefulness of these data would be increased if they could be broken down by individual programs.</p> <p>VI. A target mean score will be established upon collection of new data.</p> <p>VII. The Likert scale used for this assessment was modified from a 4 point to a 5 point scale in Spring 2007 in order to ensure consistency across assessment instruments.</p>
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Student Learning Outcome 4: Foundations/Pedagogy - Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>96% mean ratio on indicators of LATAAP that measure this outcome</p> <p>3.35 mean score on indicators of STPAS that measure this outcome</p> <p>3.55 mean score on indicators of the Senior Exit Survey (SES) that measure this outcome</p> <p>100% average passing rate on the PRAXIS II, Content Knowledge (test #0014), for all candidates admitted in this program</p> <p>4.75 mean score on indicators of the Final Field Experience Evaluation (FFEE) that measure this outcome</p> <p>100 % passing rate on the Final/Comprehensive Portfolio Examination</p>	<p>*While the mean score of the LATAAP indicators particular to this outcome was .64 higher than the performance objective, indicators in two domains showed areas for improvement.</p> <p>In the "Planning Domain," two indicators were apparent: 1) The candidate includes activity/activities that develop objectives (IA2) and 2) the candidate states methods of evaluation to measure learner outcomes (IA5). One indicator, identifies materials other than standard classroom materials, as needed for lesson (IA4) increased by a substantial 4.0%.</p> <p>In the "Instruction Domain" two indicators (IIIA4, IIID3) substantially increasing and one (IIC1) dramatically decreasing. IIIA4, adjusts lesson when appropriate, increased by 6.0% and IIID3, provides timely feedback to students, increased by 4.14%. the decreasing indicator is IIC1, accommodates individual differences, declining by 10.92%. A plan for improvement associated with this indicator is reflected within Outcome 7, Diversity.</p> <p>** N.B. currently, neither LATAAP nor STPAS segregate data according regular and alternative (MAT) program completers. We will request that this data be disaggregated in a fashion that allows for the comparison of regular and alternative program results.</p> <p>*The mean score of the STPAS indicators particular to this outcome is .15 above the target mean score. Only two indicators, both dealing with candidate/parent involvement, showed a decrease.</p>	<p>1. While the mean score of the LATAAP indicators particular to this outcome is .64 higher than the performance objective, two indicators showed areas for improvement: 1) The candidate includes activity/activities that develop objectives (IA2) and 2) The candidate identifies and plans for individual difference (IA3). Faculty will address these shortcomings via curricular emphasis within the coursework aligned with this outcome. Elementary Education faculty will collaborate with their colleagues to assist them in addressing indicator IA3. This plan will be repeated for all the following outcomes which are aligned with LATAAP indicators IA2 and IA3. In addition, the elementary and special education (general) programs are currently being redesigned into a blended program. This effort will assist in providing an emphasis throughout the program(s) on knowledge, skills, and dispositions that accommodate individual differences.</p> <p>2. The mean score of the STPAS indicator specific to this outcome is .15 above the target. Current practices will continue to be used to monitor, assess, and evaluate the candidates' ability. In particular, the faculty will focus on the two indicators that did decrease since last year; both indicators relate to candidate/parent communication.</p> <p>3. While the goal was met for the indicator, <i>understand developmental characteristics of students as a guide for planning</i> (P4), faculty will continue to instruct, monitor and assess this attribute. There is a need to revise the Senior Exit Survey so it is properly aligned with other departmental/program assessment instruments. In addition, the limited number of MAT respondents provides enhanced bias to the results of this evaluation. MAT candidates will be required to provide evidence of</p>

	<p>*The Senior Exit Survey mean was .11 above the target mean.</p> <p>*Passage of the PRAXIS II content exam is a condition of acceptance into the MAT program; therefore all MAT candidates successfully complete the assessment. This measure will no longer be used as a performance indicator.</p> <p>*The mean score of the FFEE indicators specific to this outcome was a minimal .03 below target. Two indicators, IA2 and IA3, show a need for improvement. As the FFEE is aligned with LATAAP, it is interesting to note that evaluations from university supervisors and cooperating teachers in charge of student teaching reinforces the evaluation of first year teachers completed by the state.</p> <p>*MAT candidates achieved a 100% passing rate on the Final/Comprehensive Portfolio Examination.</p>	<p>completing this assessment as a condition of fulfilling their final/comprehensive portfolio.</p> <p>4. Passage of the PRAXIS II content exam is a condition of acceptance into the MAT program; therefore all MAT candidates successfully complete the assessment. This measure will no longer be used as a performance indicator.</p> <p>5. The mean of the FFEE indicators connected to this outcome is a minimal .03 points below the target. Two indicators, IA2 and IA3, show a need for improvement. As the FFEE is aligned with LATAAP, it is interesting to note that evaluations from university supervisors and cooperating teachers in charge of student teaching reinforces the evaluation of first year teachers completed by the state. The plan for improvement is delineated in number one of this section.</p> <p>* A guide to the evaluation of interns/student teachers is being created. The guide will describe specific expectations for each rating (1-4) of each indicator within the assessment instrument. Note that the current scale of 1-5 will be revised to a scale of 1-4 to better align with LATAAP and STPAS. University Supervisors and Cooperating Teachers will receive training on the use of the guide and instrument. This process will enhance inter-rater reliability. Although this plan is relevant to all the following outcomes, in the interest of brevity, it will not be repeated.</p> <p>6. The 100% passing rate on the MAT Final/ Comprehensive Portfolio Examination reflects the candidates' opportunity to re-present their portfolios until they have achieved a successful score. While this mastery assessment strategy has pedagogical merit, faculty are currently discussing adding rigor to the process through: 1) revision of the rubric used for assessing the portfolio, 2) revision of the items contained within the portfolio to provide evidence of meeting the target goals of the outcomes contained within this report, And, 3) having the candidates complete a written comprehensive exam that constitutes a maximum of 50% of the portfolio grade. The exam will contain items</p>
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		<p>aligned to the outcomes contained within this document, and therefore the standards of the aligned Special Professional Association(s).</p> <p>* Note: the plan for continuous improvement stated above (#6) is relevant to the remaining outcomes of this report, but for the sake of brevity will not be repeated I later sections.</p>
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Student Learning Outcome 5: Diverse Learners - Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>96% mean ratio on indicators of LATAAP that measure this outcome</p> <p>3.35 mean score on indicators of STPAS that measure this outcome</p> <p>3.55 mean score on indicators of the Senior Exit Survey (SES) that measure this outcome</p> <p>4.75 mean score on indicators of Final Field Experience Evaluation (FFEE) that measure this outcome</p> <p>100 % passing rate on the Final/Comprehensive Portfolio Examination</p>	<p>1. The mean ratio of 86.84% for the LATAAP indicators particular to this outcomes indicates a dramatic need for intervention in the area of accommodating the individual differences of learners. While this weakness was first indicated in Outcome 1, it is dramatically reinforced by the data related to this outcome which is specifically connected to diversity issues.</p> <p>2. The mean score of the STPAS indicators particular to this outcome are 0.27 below the target with all indicators being below the target. Results of the STPAS assessment reinforce the weaknesses evidenced by LATAAP.</p> <p>3. Evaluation of the SES results shows a score of 3.67 on the indicator, <i>planning for individual differences</i>. This is .12 above the target, but the results are contrary to the LATAAP and STPAS. This infers that while the candidates believe they are well trained in this topic, experienced educators charged with evaluating teachers and pre-service teachers are not in agreement.</p> <p>4. The mean score of the FFEE indicators specific to this outcome is a minimal .07 below the target, but the indicators: <i>plans for individual differences</i> (IA3) and <i>accommodates individual differences</i> (IIC1) reinforce the LATAAP, STPAS, and SES results.</p>	<p>1. The mean ratio of 86.84% for the LATAAP indicators particular to this outcomes indicates a dramatic need for intervention in the area of accommodating the individual differences of learners. While this weakness was first indicated in Outcome 1, it is dramatically reinforced by the data related to this outcome which is specifically connected to diversity issues. Again, faculty will address these shortcomings via curricular emphasis within the coursework aligned with this outcome. In addition, Special Education faculty will collaborate with their colleagues to assist them in addressing this concern. Furthermore, faculty will discuss the possible need for curriculum revision.</p> <p>*Note the following plan for improvement is pertinent to this outcome as well as outcomes 11 and 12, Professionalism and Collaboration.</p> <p>5. While indicators related to candidate dispositions are embedded in the LATAAP, STPAS, and FFEE assessment instruments, an additional, comprehensive disposition assessment instrument is being constructed for implementation in the upcoming academic year.</p>

Student Learning Outcome 6: Classroom Management - Candidates use their knowledge and understanding of individual/group motivation and behavior among elementary students as well as effective verbal and non-verbal skills to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>96% mean ratio on indicators of LATAAP that measure this outcome</p> <p>3.35 mean score on indicators of STPAS that measure this outcome</p> <p>3.55 mean score on indicators of the Senior Exit Survey (SES) that measure this outcome</p> <p>4.75 mean score on indicators of Final Field Experience Evaluation (FFEE) that measure this outcome</p> <p>100 % passing rate on the Final/Comprehensive Portfolio Examination</p>	<p>1. The mean ratio of LATAAP indicators for this outcome was .25% above the stated goal.</p> <p>2. The mean of the of the STPAS indicators specific to this outcome is at target.</p> <p>3. It is interesting to note that although LATAAP and STPAS indicate this outcome to be an area of strength within the program; the candidates do not reflect agreement within the Senior Exit Survey.</p> <p>4. The mean score of the FFEE indicators specific to this outcome is .10 below the target.</p> <p>Indicators IIC2 and IIC4 are both .25 below the target. These indicators deal with the candidates' ability to communicate effectively with students and encourage active student participation.</p>	<p>1. Although the goal for this outcome was narrowly exceeded, indicator IIB2, <i>manages and/or adjusts allotted time for activities planned</i>, shows a need for improvement. This implies a need for allotting more time to candidates for the purpose of implementing activities under the constraints typical of a traditional teaching environment. Faculty will discuss/implement possible interventions such as having candidates teach more mini-lessons within methodology courses.</p> <p>2. Current practices will continue to be monitored, assessed, and evaluated.</p> <p>3. As mentioned earlier, the SES will be revised to align more specifically to the LATAAP and STPAS. This will provide a method of correlating candidate concerns to established standards.</p> <p>4. Interventions for improvement will include emphasizing strategies for improvement within methods course(s) curriculum and increased mentoring/modeling of these aspects by cooperating teachers and university supervisors during the field experience components of the candidates' coursework.</p>

Student Learning Outcome 7: Assessment for Instruction - Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>96% mean ratio on indicators of LATAAP that measure this outcome</p> <p>3.35 mean score on indicators of STPAS that measure this outcome</p> <p>3.55 mean score on indicators of the Senior Exit Survey (SES) that measure this outcome</p> <p>4.75 mean score on indicators of Final Field Experience Evaluation (FFEE) that measure this outcome</p> <p>100 % passing rate on the Final/Comprehensive Portfolio Examination</p>	<p>1. The mean ratio of LATAAP indicators for this outcome was .13 above the goal, but three indicators: 1) <i>states method(s) of evaluation to measure learner outcomes (IA5)</i>, 2) <i>uses appropriate and effective assessment techniques (IID2)</i>, and 3) <i>produces evidence of student academic growth under his/her instruction (IID4)</i>, were below the stated goal.</p> <p>2. The mean of the indicators specific to this outcome is .10 below target. Two indicators reflect significant areas of concern: 1) <i>uses both short-term and long-term evaluation methods to measure student outcomes (9)</i> and 2) <i>produces evidence of student academic growth (17)</i>.</p> <p>3. The mean score of the SES indicators specific to this outcome is a minimal .08 below target. The results of the SES reinforce the results of the STPAS assessment. Indicator I7, <i>provides effective on-going assessment, including performance-based assessment</i>, is .22 below the target.</p> <p>4. The mean score of the FFEE indicators aligned with this outcome is a minimal .02 above the target. The results of the various assessment processes used to evaluate this outcome are slightly contrary to each other.</p>	<p>1. Faculty will emphasize these needs within their respective methods courses through appropriate curriculum revision and modeling.</p> <p>2. The results of this assessment reinforce LATAAP and support the need to implement the plan noted in number one of this section.</p> <p>3. The results of the SES reinforce the results of the STPAS assessment. Indicator I7, <i>provides effective on-going assessment, including performance-based assessment</i>, is .22 below the target. The departmental faculty will continue to monitor, assess, and evaluate the processes and curriculum related to this outcome. The results of this assessment reinforce LATAAP and STPAS and support the need to implement the plan noted in number one of this section.</p> <p>4. The results of the various assessment processes used to evaluate this outcome are slightly contrary to each other. Results from these assessments will continue to be evaluated to decide whether this disagreement is an anomalous condition.</p> <p>Implementation of the TWS methodology mentioned in number 7 of the Plan for Continuous Improvement of Outcome 1 should provide data that is helpful in this process.</p>

Student Learning Outcome 8: Professionalism - Candidates understand and apply practices and behaviors that are characteristic of developing career teachers such as continued research on teaching, professional ethics, and resources available for professional learning.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>96% mean ratio on indicators of LATAAP that measure this outcome</p> <p>3.35 mean score on indicators of STPAS that measure this outcome</p> <p>3.55 mean score on indicators of the Senior Exit Survey (SES) that measure this outcome</p> <p>4.75 mean score on indicators of Final Field Experience Evaluation (FFEE) that measure this outcome</p> <p>100 % passing rate on the Final/Comprehensive Portfolio Examination</p>	<p>1. The mean ratio of the LATAAP indicators aligned with this outcome is 3.26 % below the established goal. The two indicators specific to this outcome are: <i>identifies areas of instruction that need strengthening and develops with mentors and/or principal a plan for improvement and works to complete the plan (IVB1) and seeks ideas and strategies from resources or colleagues that will improve teaching and learning and employs them (IVB2).</i></p> <p>2. The mean of the STPAS indicator specific to this outcome is a minimal .02 below target.</p> <p>3. Currently, the Senior Exit Survey (SES) does not assess this outcome.</p> <p>4. The mean score of the FFEE indicators used to evaluate this outcome is .06 above the target with none of the indicators reflecting a substantial weakness.</p>	<p>1. Faculty will be encouraged to utilize a Teacher Work Sample methodology that reinforces the use of continued reflection of teaching practices, including the use of improvement plans. In addition, planning for improvement will be emphasized within the assessment portions of each methods course.</p> <p>2. Current practices will continue to be monitored and reinforced.</p> <p>3. Currently, the Senior Exit Survey (SES) does not assess this outcome. It will be revised to reflect an alignment with LATAAP, STPAS, and the FFEE to provide an improved vehicle for correlating candidates' opinions to indicators within established assessment instruments.</p>

Student Learning Outcome 9: Collaboration/Community Involvement - Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and wellbeing of children.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>96% mean ratio on indicators of LATAAP that measure this outcome</p> <p>3.35 mean score on indicators of STPAS that measure this outcome</p> <p>3.55 mean score on indicators of the Senior Exit Survey (SES) that measure this outcome</p> <p>4.75 mean score on indicators of Final Field Experience Evaluation (FFEE) that measure this outcome</p> <p>100 % passing rate on the Final/Comprehensive Portfolio Examination</p>	<p>1. While the mean ratio of the LATAAP indicators specific to this outcome was 1.04% above the established goal, two indicators, VB1 and VB2 were substantially below the target.</p> <p>2. The mean of the STPAS indicators specific to this outcome is 0.23 below the target. The two indicators that point to weaknesses share the objective of strengthening the collaborative relationship and communication between teachers and parents.</p> <p>3. Currently, the Senior Exit Survey (SES) does not assess this outcome</p> <p>4. The mean score of the FFEE indicators specific to this outcome is .15 above the target.</p>	<p>1. Both indicators assess the candidates' performance in relation to their participation in curriculum development and service on committees. This is problematic due to candidate participation and training in these areas is reliant upon collaboration with public school partners. Therefore, cooperating teachers and principals involved with the student teaching component of pre-service teacher training will be asked to provide more opportunities for candidates to take part in activities related to these indicators.</p> <p>2. The two indicators that point to weaknesses share the objective of strengthening the collaborative relationship and communication between teachers and parents. This is a very similar problem as the one addressed in number one of this section, therefore the same action will be taken to resolve the problem. In addition, faculty of methods courses will enact scenarios with candidates that simulate parent/teacher involvement. Also, participation in parent/teacher organizations will be added to the components that comprise field experience activities.</p> <p>3. Currently, the Senior Exit Survey (SES) does not assess this outcome. It will be revised to reflect an alignment with LATAAP, STPAS, and the FFEE to provide an improved vehicle for correlating candidates' opinions to indicators within established assessment instruments.</p> <p>4. Current practices will continue to be monitored, assessed, and evaluated.</p>