

## STUDENT LEARNING ASSESSMENT REPORT

**PROGRAM:** Multidisciplinary Studies (BA)

**SUBMITTED BY:** Jessica Lewis and Lisa Turissini

**DATE:** 9/2019

### Executive Summary: Description of Assessment Process

List *all* of the program's learning outcomes, as of the assessment year's catalog: (regardless of whether or not they are being assessed this year)

Learning Outcome	Year of Last Assessment	Assessed This Year (Y=Yes)	Year of Next Planned Assessment
1. demonstrate knowledge of learner development, learning differences, and learning environments to help all learners meet high standards and reach their full potential.	2017	Y	2021 Planning on revising
2. demonstrate a deep understanding of content and the ability to draw upon content knowledge to support learners in accessing information and applying knowledge in real world settings to assure mastery of content.	2017	Y	2021 Planning on revising
3. plan for and implement a variety of effective instructional strategies and assessments in coordinated and engaging ways.	2018	x	2020 Planning on revising
4. demonstrate leadership and collaboration by modeling ethical behavior and professional responsibility resulting in the highest levels of learner achievement.	2018	x	2020 Planning on revising

Provide a **brief** description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the **process**, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues (generally not more than two paragraphs, may use bullet points):

- Our department collects, analyzes, and discusses data collected from multiple measures. Two major points in which data is collected is at the end of the fall and spring semesters in which our teacher candidates complete their program with student teaching. Data is collected from the following: E-Portfolio and Student Teacher Summative Instrument.
- All education faculty members participate in the data analysis process and setting the planned improvements. In a day-long department meeting held in May, faculty view all gathered data from the past year. Faculty then begin to specifically work together on the current Student Learning Assessment Report by reviewing planned improvements from the previous year and providing updates per program area. Faculty who are most clearly tied to the program area work to plan program improvements for the following year.

**Planned Improvement:**

- Our next planned improvement to the process of assessment is to **revise our Student Learner Outcomes** for next year to make them more succinct, measurable, and actionable. Previously, we created our SLOs based upon the national InTASC standards for teacher educators and teachers. While we still ground our program's performance standards and performance assessments in the national and state standards, we will revise our SLO's to avoid trying to encompass too many objectives and therefore avoid trying to measure and assess all of the data that we collect on our teacher candidates.
- Both a strength and a challenge of our assessment system for the Teacher Education Programs in the Education Department is that it plays an essential role, not only for internal accountability but also for the requirements of our accrediting body, the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE) and to satisfy the

requirements of our programs to maintain approval by the Virginia Department of Education. The annual federal Title II Report, annual CAEP Report, and the Virginia Department of Education (VDOE) Bi-annual Report ensure that we collect, certify, and track Teacher Education students' enrollment and pass rates on the licensure exams. Our CAEP site visit will take place in the fall 2020 semester and our self-study report is due in January 2020. Depending upon the feedback we receive from CAEP, our program will need to revise or implement additional actionable items.

### Closing the Loop: Progress on Planned Improvements from Prior Year

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
<p><b>Teacher candidates will plan for and implement a variety of effective instructional strategies and assessments in coordinated and engaging ways.</b></p>	<ol style="list-style-type: none"> <li>We will conduct a training session on grading evidence for the E-Portfolio Standards to provide us with data on our interrater reliability. This is also a requirement by CAEP that we document our inter-rater reliability efforts on program assessments.</li> <li>We will create and pilot an on-line training module for our Mentor Teachers to help them better understand our instruments and how to assess their Teacher Candidates.</li> </ol>	<ol style="list-style-type: none"> <li>Our department conducted two training sessions on students' evidence uploaded to their E-Portfolio to help with inter-rater reliability. Faculty graded student work first individually in a Google doc, we discussed how and why they gave that assessment (on a scale of 1-4), and if any improvements were needed to improve the assignment.</li> <li>Our department piloted an on-line training module for the fall 2018 semester, solicited feedback, made revisions, and implemented the training module in Spring 2019.</li> </ol>
<p><b>Teacher candidates will demonstrate leadership and collaboration by modeling ethical behavior and professional responsibility resulting in the highest levels of learner achievement.</b></p>	<ol style="list-style-type: none"> <li>We will conduct a training session on grading evidence for the E-Portfolio Standards to provide us with data on our interrater reliability. This is also a requirement by CAEP that we document our inter-rater reliability efforts on program assessments.</li> <li>We will create and pilot an on-line training module for our Mentor Teachers to help them better understand our instruments and how to assess their Teacher Candidates. This is an effort to help ensure inter-rater reliability on our program assessments.</li> </ol>	<ol style="list-style-type: none"> <li>Our department conducted two training sessions on students' evidence uploaded to their E-Portfolio to help with inter-rater reliability. Faculty graded student work first individually in a Google doc, we discussed how and why they gave that assessment (on a scale of 1-4), and if any improvements were needed to improve the assignment.</li> <li>Our department piloted an on-line training module for the fall 2018 semester, solicited feedback, made revisions, and implemented the training module in Spring 2019.</li> </ol>

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:

Comment:

X Report Accepted as Submitted

*"As you examine your assessment results, include in your report a discussion of what the data are telling you rather than copying and pasting text from each section. What is working well? What needs improvement? What specifically do you plan to work on in the coming year (as a result of what you learned during the assessment process)?"*

Response:

After providing this year's data, we will explicitly describe what our department feels is working well and what needs improvement.

**Outcomes Assessment 2018-2019**

**Learning Outcome 1: Teacher candidates will demonstrate knowledge of learner development, learning differences, and learning environments to help all learners meet high standards and reach their full potential.**

<p align="center"><b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p align="center"><b>Performance Standard</b> <i>Define the acceptable level of student performance.</i></p>	<p align="center"><b>Data Collection</b> <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p align="center"><b>Result</b> <i>Did you meet your target? What was the result?</i></p>
<p><b>1. E-Portfolio</b> <b>Standard 5: Learning Environment:</b> <i>The teacher candidate uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i></p> <p>This is a direct measure</p> <p><u>E-Portfolio Standard #5:</u> <u>Evidence 1: Critical Assignment</u> Behavior Plan with reflective essay or classroom management philosophy and application. <u>Evidence 2:</u> <u>Student Teaching</u> Video explaining and analyzing their classroom management routines and procedures to meet the standard.</p>	<p><b>TARGET:</b> Level 3: Evidence Meets Expectations</p> <p><b><u>E-Portfolio Performance Rubric:</u></b> 4 = Evidence Exceeds Expectations 3 = Evidence Meets Expectations 2 = Evidence Approaches Expectations 1 = Evidence Does Not Meet Expectations <b>Rubric included in Appendix</b></p>	<p><u>Collection:</u> Faculty members scored students' E-Portfolios at the end of the fall 2018 and spring 2019 semester of their student teaching. Students must submit two pieces of evidence for each standard. Student scores are submitted into a Google doc, which then gets downloaded into an Excel spreadsheet to be disaggregated by program. The Assessment Coordinator and ECE Coordinator present the data for discussion and analysis in our department May assessment meeting.</p>	<p><u>All Result charts for this Student Learning Outcome are found in Appendix</u></p> <p><u>Result:</u> The PK-6 (3.0) and SPED (3.0) students all met the target of "Evidence Meets Expectations." In addition to looking at the student numeric scores, the department read the narrative comments provided by the evaluators to get a better sense of how each of their evidence met the standard.</p>
<p><b>2. Teacher Work Sample (TWS)</b> <b>Standard #1: Contextual Factors</b> <i>The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.</i></p> <p>This is a direct measure</p>	<p><b>TARGET:</b> Level 3: Proficient</p> <p>TWS: Rubric Scoring Scale: 1 = Unacceptable 2 = Developing 3 = Proficient 4 = Exemplary</p> <p><b>Rubric included in Appendix</b></p>	<p><u>Collection:</u> Students submitted their TWS to their seminar professor during the fall 2018 and spring 2019 semesters of their student teaching. The TWS is designed to evaluate candidate impact on student learning in the PK-12 classroom. TWS Standard #1 requires candidates to research, document, and reflect upon the contextual factors of their placement classroom.</p>	<p><b>Result:</b> The target was met as evidenced by the mean scores on all indicators being at the Proficient level and higher. Indicator 1.4 had the lowest scores of the indicators. We discussed how student teachers do not have a long amount of time with the students before they have to begin their TWS. Therefore, they would not have a strong sense of what their students' prior knowledge would be for a unit, nor have they observed that long to document how they learn best.</p>
<p><b>3. Student Teacher Summative:</b> <b>Standard #5: Learning Environment</b></p>	<p><b>TARGET:</b> Level 3: Proficient</p>	<p><u>Collection:</u> Cooperating Teachers (CT), University Supervisors (US), and teacher</p>	<p>Result: All students met the department target of being evaluated at the 3.0 level or</p>

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define the acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i>	<b>Result</b> <i>Did you meet your target? What was the result?</i>
<p><i>The teacher candidate uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i></p> <p>This is an indirect measure</p>	<p>Student Teaching Summative Rubric Scoring Scale: 4 = Exemplary 3 = Proficient 2 = Developing 1 = Unacceptable</p> <p><b>Rubric included in Appendix</b></p>	<p>candidates (SELF) completed an evaluation at the end of their student teaching in fall 2018 and spring 2019. Data was collected through Google Docs, computed in Excel, and analyzed at the May 2019 department meeting.</p>	<p>higher. The PK-6 students evaluated themselves below this level for Indicator 5.8 (Mean = 2.83) while having an overall Mean for Standard 5 of 3.17.</p>

**Interpretation of Results**

**Analysis and Implications:** *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Data for this SLO was gathered from both direct and indirect measures which provides the department with multiple measures of their ability to meet Standard 5 of their program. All numeric scores meet the department’s target but we also analyze the narrative comments provided by the University Supervisors, Mentor Teachers, Faculty, and student self-assessment. The department discussed how scores increased on this standard due to revisions in the prompt on the assignment and also allowing video of their classroom management procedures without students if the school did not allow them to be in the videotape. However, this standard is one of the more challenging for our student teachers because it incorporates classroom management and building a respectful and culturally inclusive learning environment. The challenge is that the student teachers do not have much time before their full take-over and often implementing consistent classroom routines and policies takes time to develop, in addition to developing lesson plans that minimize classroom disruptions. Even teachers in their first few years, and beyond, struggle with classroom management. An implication is that we will revise our SLO on this topic of classroom management. However, the narrative responses and numeric scores indicate that our student teachers are doing an effective job in creating a supportive, inclusive learning environment and establishing a climate of respect (Highest score on Indicators 5.4 and 5.5).

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

**PK-6:** One area that we found the lowest as assessed by the University Supervisors, Mentor Teachers, and through student self-assessment was Indicator 5.8 which addresses student ability to “*maximize instructional learning by working with students individually, as well as in small groups or whole groups.*” This particular indicator will be discussed in the methods courses on how to design lesson plans that incorporate activities and strategies when working with students one-on-one, in small groups, and with whole class instruction.

**SPED:** One area we discussed was relevant for this program was the challenge of Indicator 1.4 of the Teacher Work Sample which evaluates student teachers’ ability to know their students’ “*varied approaches to learning, skills, and prior knowledge*” since special education students in the PK-12 classrooms can have a wide variety of what is effective to meet their individual learning needs. Since student teachers do not have a lot of time with their students before implementing the Teacher Work Sample, they will be instructed to explicitly ask the Mentor Teacher for any additional information they have on the students that would be helpful in learning their prior knowledge, learning styles, and previous effective instructional strategies.

**BOTH:** The Education Department discussed how each course needs to have explicit instruction on classroom management, not just in the ED 449 and ED 452 Classroom Management courses. Faculty will supplement their courses with instruction on effective strategies for classroom management.

**Learning Outcome 2:** **Teacher candidates will demonstrate a deep understanding of content and the ability to draw upon content knowledge to support learners in accessing information and applying knowledge in real world settings to assure mastery of content.**

<p><b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p><b>Performance Standard</b> <i>Define the acceptable level of student performance.</i></p>	<p><b>Data Collection</b> <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p><b>Result</b> <i>Did you meet your target? What was the result?</i></p>
<p><b>1. E-Portfolio Standard:</b></p> <p><u>Standard #1:</u> <u>Professional Knowledge</u> <i>The teacher candidate demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i></p> <p>This is a direct measure</p>	<p><b>TARGET:</b> Level 3: Evidence Meets Expectations</p> <p><b>E-Portfolio Performance Rubric:</b> 4 = Evidence Exceeds Expectations 3 = Evidence Meets Expectations 2 = Evidence Approaches Expectations 1 = Evidence Does Not Meet Expectations</p> <p><b>Rubric included in Appendix</b></p> <p><u>E-Portfolio Standard #5:</u> <u>Evidence 1: Critical Assignment</u> <u>Unit Plan</u> <u>Evidence 2:</u> <u>Student Teaching</u></p>	<p><u>Collection:</u> Faculty members scored students' E-Portfolios at the end of the fall 2018 and spring 2019 semester of their student teaching. Students must upload two pieces of evidence to demonstrate their ability to meet this standard. Student scores are submitted into a Google doc, which then gets downloaded into an Excel spreadsheet to be disaggregated by program. The Assessment Coordinator and ECE Coordinator present the data for discussion and analysis in our May assessment meeting.</p>	<p>All <u>Result</u> charts for this Student Learning Outcome are found in <u>Appendix</u></p> <p><b>Result:</b> The PK-6 (3.33) and SPED (3.0) students all met the target of "Evidence Meets Expectations." In addition to looking at the student numeric scores, the department read the narrative comments provided by the evaluators to get a better sense of how each of their evidence pieces met the standard.</p>
<p><b>2. TWS Standard 5: Design for Instruction: The teacher designs instruction for specific learning goals/objectives, student characteristics and needs, and learning contexts.</b></p> <p><b>5.2 Accurate Representation of Content</b></p> <p>This is a direct measure</p>	<p><b>TARGET:</b> Level 3: Proficient</p> <p>TWS: Rubric Scoring Scale: 1 = Unacceptable 2 = Developing 3 = Proficient 4 = Exemplary</p> <p><b>Rubric included in Appendix</b></p>	<p><u>Collection:</u> Teacher Candidates submit their TWS to their seminar professor during the fall and spring semester of their student teaching. The TWS is designed to evaluate candidate impact on student learning in the PK-12 classroom. Standard #5.2 requires candidates to present accurate content with a depth and breadth of the discipline during their TWS in their placement classroom.</p>	<p><b>Result:</b> The target was met by the PK-6 students (3.0) and the SPED students (3.33) on Indicator 5.2. This demonstrates their ability to select content or be assigned content and successfully be prepared to teach those topics and concepts accurately.</p>
<p><b>3. Student Teacher Summative:</b></p> <p><u>Standard #1:</u> <u>Professional Knowledge</u> <i>The teacher candidate demonstrates an understanding of the curriculum, subject content, and the</i></p>	<p><b>TARGET:</b> Level 3: Proficient</p> <p>Student Teaching Summative Rubric Scoring Scale: 4 = Exemplary 3 = Proficient 2 = Developing</p>	<p><u>Collection:</u> Cooperating Teachers (CT), University Supervisors (US), and student teachers (SELF) completed an evaluation at the end of the student teaching in fall 2018 and spring 2019. Data was collected through Google</p>	<p>Result: All students met the department target of being evaluated at the 3.0 level or higher. The PK-6 students appeared to have similar evaluations across the University Supervisors (3.29), Cooperating Teachers (3.30) and Self-Assessment (3.29). This data is valuable in helping our department verify the inter-rater reliability of this standard.</p>

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define the acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i>	<b>Result</b> <i>Did you meet your target? What was the result?</i>
<i>developmental needs of students by providing relevant learning experiences.</i>	1 = Unacceptable  <b>Rubric included in Appendix</b>	Docs, computed in Excel, and analyzed at the May 2019 department meeting.	The SPED students received a 3.58 from their Cooperating Teachers, a 3.83 from their University Supervisor, and a 3.67 on the Self-Assessment. Due to the low number of SPED students (N = 3), their scores can more easily vary due to one student.

### **Interpretation of Results**

**Analysis and Implications:** *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Data for this SLO was gathered from both direct and indirect measures which provide the department with multiple measures of their ability to meet Standard 1 of their program. All numeric scores meet the department's target but we also analyze the narrative comments provided by the University Supervisors, Mentor Teachers, Faculty, and student self-assessment. This standard focuses on the student teachers' ability to learn the content they need to teach and create challenging lesson plans that match the developmental needs of their students. The student teachers often have to learn the content themselves first before deciding how best to teach the content to the current students in their classroom. Based upon the data, we found that their content knowledge is strong and that the student teachers immerse themselves in learning the curriculum. One area that came up in the E-Portfolio and comments from the University Supervisors and Cooperating Teachers was for them to focus on incorporating higher-level thinking and critical thinking skills into their lessons. As an implication, we will revise a SLO to include a measurement specific to higher-order questioning and thinking skills.

### **Discuss planned curricular or program improvements for this year based on assessment of outcome:**

**PK-6:** Based upon both comments on the E-Portfolio and Student Teaching Summative, one area to continue to strengthen is the development of essential questions and higher-level questions into their lesson plans.

**SPED:** While difficult to make program improvement based upon three students, this year for the first time, SPED students will be required to take a secondary methods course which will bolster their secondary content, pedagogical content strategies, and how to incorporate higher-level thinking skills into instruction. This was the indicator (1.2 *Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction*) that the SPED students self-assessed themselves at the lowest (3.33) of the indicators for Standard 1: Professional Knowledge (mean score for SPED on Standard #1: 3.67)

**Appendices** (please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)

<b>SUMMARY TABLES/DATA FOR LEARNING OUTCOME #1</b>	
<b>Portfolio Average Scores for Standard #5: Learning Environment</b>	
<b>Programs</b>	<b>Standard #5</b>
<i>PK-6 N = 6</i>	3.0
<i>SPED N = 3</i>	3.0

**Narrative from E-Portfolio Evaluators:**  
**PK-6**

*“The candidate has provided a video of a seating chart rather than of the classroom itself, and described how changing students’ seating has helped them to talk less in class. A video of the classroom itself (with or without students in it) would have made this explanation clearer. Also, in the second piece of evidence provided, the candidate describes allowing a disruptive student to select his own seat as a possible means to motivate and engage the student in learning, but does not discuss how this might impact the other students in the class and the learning environment of the classroom as a whole.”*

*“Evidence shows ability to professionally work with others to devise a behavior plan for a particular student. The video is interesting because it not only shows what is practice in the classroom but her ability to reflect on ways that would be more age-appropriate and successful.”*

**SPED**

*“Indicators 5.2 and 5.3 outline your clear expectations in your 321 video. Indicator 5.4 is evidenced in your personal teaching philosophy establishing the importance of a student-centered, safe climate, that is conducive to learning.”*

Standard 5: Learning Environment			
Program	CT	US	Self
PK-6 N = 6	3.38	3.63	3.17
SPED N = 3	3.33	3.92	3.92

STANDARD 5: Learning Environment MDS PK-6 Students N= 6			
Indicator	CT	US	Self
5.2/5.3 Establishes clear expectations for classroom rules and procedures and enforces them consistently to minimize disruptions and maximize instructional time.	Mean 3.17	Mean 3.67	Mean 3.17
5.4 Establishes a climate of trust by being fair, caring, respectful, and enthusiastic.	Mean 3.83	Mean 3.67	Mean 3.33
5.5/5.6 Promotes cultural sensitivity and respects students’ diversity, including language, culture, race, gender, and special needs.	Mean 3.33	Mean 3.83	Mean 3.33
5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.	Mean 3.17	Mean 3.33	Mean 2.83
<b>OVERALL Mean Score FOR STANDARD</b>	<b>3.38</b>	<b>3.63</b>	<b>3.17</b>

STANDARD 5: Learning Environment MDS SPED Students N= 3			
Indicator	CT	US	Self
5.2/5.3 Establishes clear expectations for classroom rules and procedures and enforces them consistently to minimize disruptions and maximize instructional time.	Mean 3.33	Mean 4.0	Mean 3.67
5.4 Establishes a climate of trust by being fair, caring, respectful, and enthusiastic.	Mean 3.33	Mean 4.0	Mean 4.0
5.5/5.6 Promotes cultural sensitivity and respects students’ diversity, including language, culture, race, gender, and special needs.	Mean 3.33	Mean 3.67	Mean 4.0
5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.	Mean 3.33	Mean 4.0	Mean 4.0

<b>OVERALL Mean Score FOR STANDARD</b>	<b>3.33</b>	<b>3.92</b>	<b>3.92</b>
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**SUMMARY TABLES/DATA FOR LEARNING OUTCOME #1**

**E-PORTFOLIO COMMENTS:**

<b>Portfolio Average Scores for Standard #1: Professional Knowledge</b>	
Programs	Standard #1
PK-6 N = 6	3.33
SPED N = 3	3.0

**PK-6:** "The first piece of evidence (Lakota Sioux lesson) provides very limited information as to how this lesson would be differentiated to meet students' individual needs."

"...variety of activities in the science lesson called for higher order thinking."

**SPED:** "...Your evidence provided relevant learning experiences using Bloom's Taxonomy of Higher Order Thinking Skills: Indicator 1.2/1.7."

"...the IEP seems complete and on target - but it doesn't demonstrate how the student will be supported to move into higher order thinking as a result of the accommodations."

<b>TWS Standard 5: Design for Instruction 5.2 Accurate Representation of Content</b>	
Programs	Standard #5.2
PK-6 N = 6	3.0
SPED N = 3	3.33

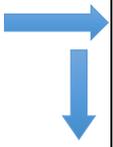
<b>Standard 1: Professional Knowledge</b>			
<b>Program</b>	<b>CT</b>	<b>US</b>	<b>Self</b>
PK-6 N = 6	3.30	3.29	3.29
SPED N = 3	3.58	3.83	3.67

<b>STANDARD 1: Professional Knowledge</b>			
<b>MDS PK-6 Students N= 6</b>			
<b>Indicator</b>	<b>CT</b>	<b>US</b>	<b>Self</b>
<b>1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.</b>	Mean 3.12	Mean 3.0	Mean 3.17
<b>1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</b>	Mean 3.12	Mean 3.5	Mean 3.33
<b>1.4 Demonstrates an accurate knowledge of the subject area(s) taught.</b>	Mean 3.12	Mean 3.33	Mean 3.50
<b>1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.</b>	Mean 3.67	Mean 3.33	Mean 3.17
<b>OVERALL Mean Score FOR STANDARD</b>	<b>3.30</b>	<b>3.29</b>	<b>3.29</b>

<b>STANDARD 1: Professional Knowledge</b>			
<b>MDS SPED Students N= 3</b>			
Indicator	CT	US	Self
<b>1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.</b>	Mean <b>3.67</b>	Mean <b>4.0</b>	Mean <b>3.33</b>
<b>1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</b>	Mean <b>3.67</b>	Mean <b>3.67</b>	Mean <b>3.67</b>
<b>1.4 Demonstrates an accurate knowledge of the subject area(s) taught.</b>	Mean <b>3.67</b>	Mean <b>3.67</b>	Mean <b>3.67</b>
<b>1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.</b>	Mean <b>3.33</b>	Mean <b>4.0</b>	Mean <b>4.0</b>
<b>OVERALL Mean Score FOR STANDARD</b>	<b>3.58</b>	<b>3.83</b>	<b>3.67</b>

### Teacher Work Sample Standard #1: Contextual Factors Rubric

**TWS Standard:** *The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.*

 RATING	1	2	3	4
	Unacceptable	Developing	Proficient	Exemplary
<b>INDICATOR</b>				
<b>Knowledge of Community, School and Classroom Factors</b>	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive <b>and in-depth</b> understanding of the community, school, and classroom that may affect learning <b>with specific data, and/or statistics.</b>
<b>Knowledge of and Characteristics of Students</b>	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays a strong understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays a strong <b>and in-depth knowledge</b> of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.
<b>Subgroup designation</b>	Two subgroups may not be clearly designated.	Two subgroups are designated but may not be appropriately based on student characteristics.	Two subgroups are appropriately based on student characteristics.	Two subgroups are appropriate <b>and relevant</b> and based <b>on class</b> and student characteristics.

<p><b>Knowledge of Students' Varied Approaches to Learning, Skills, &amp; Prior Learning</b></p>	<p>Teacher articulates minimal, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities), with no understanding of the prior knowledge/skills.</p>	<p>Teacher articulates general knowledge about the different ways students learn (e.g., learning styles, learning modalities), with some understanding of the prior knowledge/skills.</p>	<p>Teacher articulates general &amp; specific knowledge of the different ways students learn (e.g., learning styles, learning modalities), as well as an understanding of the prior knowledge/skills that may affect learning.</p>	<p>Teacher articulates general &amp; specific knowledge of the different ways students learn (e.g., learning styles, learning modalities and multiple intelligences.), as well as a <b>developed understanding</b> of the prior knowledge/skills that may affect learning.</p>
<p><b>Implications for Instructional Planning and Assessment</b></p>	<p>Teacher does not provide any or provides limited implications for instruction &amp; assessment based on student individual differences and community, school, and classroom characteristics.</p>	<p>Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</p>	<p>Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</p>	<p>Teacher provides specific implications <b>and analyzes decisions</b> for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</p>

**Teacher Work Sample STANDARD 5. Design for Instruction Rubric**  
(lesson plans)

**TWS Standard: *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.***

RATING	1	2	3	4	Score
INDICATOR	Unacceptable	Developing	Proficient	Exemplary	
<b>5.1 Alignment with Learning Goals/Objectives and Lesson Structure/sequencing</b>	Lessons are not clearly linked to learning goals/objectives. Few learning activities, assignments and/or resources are aligned with learning goals. No clear, logical sequencing of plans.	Most lessons are linked to learning goals/objectives. Most learning activities, assignments and resources are aligned with learning goals. Lessons have some logical sequence.	All lessons are linked to learning goals/objectives. Learning activities, assignments and resources are aligned with learning goals. Lessons are logically sequenced.	All lessons are <b>explicitly</b> linked to learning goals/objectives <b>demonstrating critical thinking and reflection</b> in activities, assignments and resources. Lessons are <b>strategically sequenced for maximum learning.</b>	
<b>5.2 Accurate Representation of Content</b>	Teacher's use of content appears to contain inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be accurate. Content develops an awareness of the big ideas or conceptual structure of the discipline.	Teacher's use of content is accurate. Focus of the content is congruent with the big ideas or conceptual structure of the discipline.	Teacher's use of content is accurate. Focus of the content is congruent with the big ideas or conceptual structure of the discipline <b>stressing depth and breadth</b> of content.	
<b>5.3 Use of a Variety of Instructional Strategies, Activities, Resources and Reflections</b>	Little variety of strategies, activities, and resources. Heavy reliance on textbook or single resource (e.g., work sheets). No reflections present.	Some variety in strategies, activities, or resources but with limited contribution to learning or reflective practice.	Variety of instructional strategies, and resources. This variety makes a clear contribution to learning and reflective practice.	<b>Significant</b> variety of instructional strategies, <b>activities</b> , and resources, which <b>engage students</b> and make a clear contribution to learning and <b>reflective</b> practice.	
<b>5.4 Use of Contextual Information and Data to Develop Appropriate Adaptations/Ways to Differentiate Learning</b>	Instruction has not been designed with reference to contextual factors and pre-assessment data. Plans do not appear productive and appropriate to support each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some plans appear productive and appropriate to support each student.	Instruction has been designed with reference to contextual factors and pre-assessment data. Plans appear productive and appropriate for all students.	Instruction has been <b>thoughtfully</b> designed with reference to contextual factors and pre-assessment data. <b>All</b> plans are productive and appropriate for all students.	

## E-PORTFOLIO EVALUATION RUBRIC

### Performance Standard #1: Professional Knowledge

*The teacher candidate demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*

*Performance Indicators: The teacher candidate:*

- 1.1/1.4 Demonstrates an accurate knowledge of the subject area(s) taught while effectively addressing appropriate curriculum standards.
- 1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.

4	3	2	1
Evidence Exceeds Expectations	Evidence Meets Expectations <i>(target)</i>	Evidence Approaches Expectations	Evidence Does Not Meet Expectations
Evidence demonstrates candidate's <b>deep</b> knowledge of the curriculum, content, and developmental needs of students by providing relevant learning experiences that incorporate <b>higher order thinking skills</b> .	Evidence demonstrates candidate's knowledge of the curriculum, content, and developmental needs of students by providing relevant learning experiences.	Evidence demonstrates candidate's <b>limited</b> knowledge of the curriculum, content, and/or developmental needs of students.	Evidence <b>does not</b> demonstrate candidate's knowledge of the curriculum, content, and developmental needs of students.

**Link 1: Critical Assignment –**

**Link 2: Student Teaching -**

**Alignment: InTASC 1, 2, 4; CAEP 1; VDOE UPS 1; MU LO 1**

**E-PORTFOLIO EVALUATION RUBRIC**

**Performance Standard #5: Learning Environment**

*The teacher candidate uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*

**Performance Indicators:** *The teacher candidate:*

5.2/5.3 Establishes clear expectations for classroom rules and procedures and enforces them consistently to minimize disruptions and maximize instructional time.

5.4 Establishes a climate of trust by respecting students' diversity and by being fair, caring, respectful, and enthusiastic.

4 Evidence Exceeds Expectations	3 Evidence Meets Expectations <i>(target)</i>	2 Evidence Approaches Expectations	1 Evidence Does Not Meet Expectations
Evidence demonstrates candidate identifies, explains, and <b>analyzes how and why</b> resources, routines, and procedures provide a respectful, positive, safe, and student-centered environment that is conducive to learning.	Evidence demonstrates candidate identifies and <b>explains</b> how resources, routines, and procedures provide a respectful, positive, safe, and student-centered environment that is conducive to learning.	Evidence demonstrates candidate <b>identifies</b> resources, routines, and procedures that provide a respectful, positive and safe learning environment; however, <b>does not</b> explain why they are conducive to learning.	Evidence demonstrates candidate <b>does not</b> identify resources, routines, and/or procedures that provide a positive, respectful, and safe learning environment.

**Link 1: Behavior Management Plan** with reflective essay *or* Classroom Management Philosophy with description of application to your future classroom.

**Link 2: Student Teaching – (1)** One video depicting indicators above (no more than 3-5 minutes.) Be sure you explain, evaluate, and analyze (orally or in writing) specific resources, routines, and procedures to maximize instructional time in a respectful and positive learning environment; **OR (2)** one video depicting indicators above **without** students + oral narrative (no more than 3-5 minutes). Be sure you explain, evaluate, and analyze specific resources, routines, and procedures to maximize instructional time in a respectful and positive learning environment.

**Alignment: InTASC 3; CAEP 1; VDOE UPS 5; MU LO**

### **Student Teaching Summative: Performance Standard 1: Professional Knowledge**

*The teacher candidate demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*

<b>Performance Level</b>  <b>Indicator</b> 	<b>4 Exemplary</b>	<b>3 Proficient</b>  <i>Proficient is the expected level of performance.</i>	<b>2 Developing</b>	<b>1 Unacceptable</b>
<b>The teacher candidate:</b>				
1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.	Plans for and teaches key content elements through instruction that incorporates critical <b>and creative</b> thinking, <b>facilitating</b> students' use of higher order thinking skills.	Plans for and teaches key content elements through instruction that incorporates critical thinking, <b>supporting</b> students' use of higher order thinking skills.	Plans for and teaches key content elements through instruction that <b>inconsistently</b> incorporates critical thinking supporting students' use of higher order thinking skills.	Is <b>unable</b> to integrate key content elements and facilitate students' use of higher-level thinking skills in instruction.
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	<b>Evaluates</b> students' background knowledge and/or misconceptions; <b>and</b> links present content with past and future learning experiences, other subject areas, real and <b>relevant</b> world experiences and applications.	Links present content with past and future learning experiences, other subject areas, <b>and</b> real-world experiences and applications.	Links present content with past and future learning experiences <b>but does not</b> link to other subject areas or real-world experiences and applications.	Does <b>not</b> link present content with past and future learning experiences, other subject areas, and/or real-world experiences and applications.
1.4 Demonstrates an accurate knowledge of the subject area(s) taught.	Implements accurate content, demonstrates a solid understanding of the central concepts, tools of inquiry and structures of the discipline, and <b>uses student questions</b> to <b>extend</b> content learning.	Implements accurate content, demonstrates a solid understanding of the central concepts, tools of inquiry and structures of the discipline, and <b>accurately</b> answers student content questions.	Implements accurate content <b>without</b> demonstrating a solid understanding of the central concepts, tools of inquiry and structures of the discipline with <b>limited ability</b> to answer student content questions accurately.	Does not have a solid knowledge or background in the content or is <b>unable</b> to correct student content errors.
1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.	Displays <b>deep</b> knowledge of developmental characteristics of the age group by choosing <b>student-centered</b> learning experiences that are relevant to <b>each</b> student's intellectual, social,	Displays knowledge of developmental characteristics of the age group by choosing learning experiences that are relevant to the students' intellectual, social, emotional, and physical development.	Displays <b>some</b> knowledge of developmental characteristics of the age group by <b>using</b> learning experiences that are somewhat relevant to the students' intellectual, social, emotional, and physical development.	Displays <b>limited</b> knowledge of developmental characteristics of the age group by <b>using</b> learning experiences that are <b>not</b> relevant to the intellectual, social, emotional, and physical development of the age group.

	emotional, and physical development.			
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**Please comment on Areas of Strength and Areas for Improvement:**

**Student Teaching Summative: Performance Standard 5: Learning Environment**

*The teacher candidate uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*

Performance Level	4 Exemplary	3 Proficient	2 Developing	1 Unacceptable
Indicator		<i>Proficient is the expected level of performance.</i>		

The teacher candidate:				
5.2/5.3 Establishes clear expectations for classroom rules and procedures and enforces them consistently to minimize disruptions and maximize instructional time.	Provides explanation of rules and procedures that are clear to <b>all</b> students and require no prompting, maximizing instructional time. Response to misbehavior is consistent and sensitive to students' <b>individual needs</b> . Students monitor their <b>own</b> behavior and assume responsibility for self-control.	Provides explanation of rules and procedures that are clear to <b>most</b> students and require <b>little</b> prompting with <b>minimal</b> loss of instructional time. Is <b>aware</b> of misbehavior and consistently enforces rules, <b>guiding students</b> towards self-control.	Provides explanation of rules and procedures that are clear to <b>some</b> students but require <b>repeated</b> prompting, resulting in <b>some</b> loss of instructional time. Is <b>aware</b> of misbehavior but inconsistently enforces rules.	Provides <b>no</b> explanation of behavior expectations, does not reinforce rules and procedures, or does not respond to student misbehavior resulting in <b>significant</b> loss of instructional time.
5.4 Establishes a climate of trust by being fair, caring, respectful, and enthusiastic.	Uses verbal and non-verbal interactions that are <b>consistently</b> fair, positive, respectful, supportive, and motivating resulting in a climate of trust and <b>teamwork</b> . Builds positive interpersonal relationships with <b>and between</b> students.	Uses verbal and non-verbal interactions that are <b>consistently</b> fair, positive, respectful, supportive, <b>and</b> motivating resulting in a climate of trust. Builds positive interpersonal relationships with <b>most</b> students.	Uses verbal and/or non-verbal interactions that are <b>usually</b> fair, positive, respectful, and/or supportive. Builds positive interpersonal relationships with <b>some</b> students.	Uses verbal and non-verbal interactions that may be unfair, negative, and insensitive. May <b>not</b> establish positive interpersonal relationships with students.
5.5/5.6 Promotes cultural sensitivity and respects students' diversity, including language, culture, race, gender, and special needs.	<b>Seeks multiple opportunities</b> to use students' diverse languages, cultures, races, genders, and special needs to enrich the learning environment. <b>Actively seeks out</b> other opinions and appreciates their point of view.	<b>Uses</b> students' diverse languages, cultures, races, genders, and special needs to enrich the learning environment. <b>Listens attentively and integrates</b> multiple perspectives.	<b>Is aware</b> of students' diverse languages, cultures, races, genders, and special needs; however, does not use this awareness to enrich the learning environment. Listens to other perspectives.	Does not promote cultural sensitivity nor respect students' diversity: language, culture, race, gender, and special needs. Does not allow for multiple viewpoints.

<p>5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.</p>	<p><b>Analyzes and selects</b> grouping and managing strategies that result in a well-organized classroom environment <b>where students assume responsibility</b> for productivity; therefore, maximizing instructional learning time.</p>	<p>Uses grouping and managing strategies that result in a well-organized classroom environment where <b>students are engaged in learning</b> while independent of the teacher; therefore, maximizing instructional learning time.</p>	<p>Uses grouping and managing strategies that results in <b>some</b> students being engaged in learning while independent of the teacher; however, without maximizing learning time.</p>	<p>Does <b>not</b> use grouping and managing strategies to maximize instructional learning time.</p>
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**Please comment on Areas of Strength and Areas for Improvement:**