

# ASSESSMENT REPORT FOR

**Elementary Education**  
(Instruction Degree Program)

**Baccalaureate**  
(Degree Level)

*Report*

**November 1, 2002 – October 1, 2004**  
(Assessment Period Covered)

**October 1, 2004**  
(Date Submitted)

## **Mission Linkage:**

### **UVSC Mission Reference:**

The School of Education furthers the Utah Valley State College mission by offering a nationally competitive, high quality program which offers:

- ❖ a baccalaureate degree in elementary education
- ❖ a professional certification in elementary education
- ❖ a dual professional certification in elementary education and early childhood education

UVSC Strategic Plan: Strategic Goal 3: We expect excellence in teaching and learning.

11.2.6: We will maintain commitment to personal attention to our students, while demanding academic rigor and high achievement.

### **UVSC School of Education Mission Reference:**

**The mission of the School of Education at Utah Valley State College:  
Empowering the student through knowledge,  
preparation, and ethics.**

### ***Unit Mission Statement:***

The mission of the School of Education at Utah Valley State College is to empower students to become ethical, knowledgeable, prepared individuals who can assume the role of teacher in early education programs, elementary and secondary schools as well as prepare them for further career choices and advancement. Our professional education programs provide innovative courses and experiences to support the demands of professional standards, intellectual rigor, and collaboration among faculty, community, and other professional stakeholders. To accomplish this task we engage candidates in research and standards based instruction, community experiences, field work and student teaching, reflection and decision making, significant technology opportunities, instruction in expert pedagogy, content, and professional ethics. Candidates acquire and develop knowledge, skills, and dispositions to positively impact students, the community, and themselves as they continue on the journey to life-long learning.

## Unit Goals and Intended Student Outcomes:

### NCATE Standard 1 (National Standard)

*Teacher candidates preparing to work in schools as teachers know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn*

#### Unit Candidate Outcomes:

1. Candidates know the content they plan to teach.
2. Candidates plan and implement instruction based on needs of the students, state and local standards, to support student learning.
3. Candidates plan and implement appropriate assessment measures to inform instruction and support student learning.
4. Candidates create safe and productive learning environments.
5. Candidates reflect on their own practice and make thoughtful changes.
6. Candidates demonstrate professionalism.

It is subsumed within the context of preparing teacher candidates that all are expected to meet the standards. If candidates do not meet standards, the unit has in place policy to address individual student needs. The transition points policy addresses the issues of criteria necessary to meet standards.

#### Utah Valley State College Transition Points Policy

The School of Education creates transition points at strategic times during the candidate's program completion to ensure quality experience for the candidates and to ensure candidates that meet the unit standards for course and program completion. Transition points are established to address the candidate need to progress smoothly through the program and to address the adequate progress of all candidates through the professional program and to limit candidate progress at a point in the program where remediation will be most effective and to identify candidates who are not performing at unit standards and to terminate teacher candidate status where appropriate. Transition points are set at the end of each course and at the end of field experiences. Students enrolled in the Elementary Education and Dual Certificate programs usually take courses as part of a cohort where a set group of courses are completed in a set order. Secondary courses are not taken in a set order but are determined by student choice. Transition points are created to meet the needs of both programs.

#### #1 Student Teaching

**Candidates complete student teaching with numerical evaluations of 2 or higher on all indices.**

Since student teaching is a competency and performance based experience, student teaching requires precise observations and feedback on the teaching process and classroom experience. This necessitates the involvement of the teacher candidate, cooperating teacher, and college supervisor in the ongoing process of evaluation. Students who do not satisfy student teaching requirements at any time during the clinical experience are referred by the college supervisor or the cooperating teacher to the Director of Field Experiences (School of Education) and the Retention Committee (School of Education). The Field Director and/or the Retention committee determine what measures should be taken to remediate the candidate or address issues within the clinical experience. The Director of Field experiences and/or other supervisors who have applicable knowledge of the situation work with the candidate to remediate problems. As a result of the decisions made by the School of Education representatives the following steps may be taken:

1. Determine the evaluation was fair and accurate and terminate the student teaching experience.
2. Determine the evaluation was fair and accurate and continue in the same teaching assignment with

- stipulations to rectify deficiencies.
3. Determine the evaluation was fair and accurate and reassign teacher candidate to new clinical location.
  4. Determine the evaluation was fair and accurate and extend the student teaching experience to allow the candidate to rectify deficiencies either at the same location or at a different location as deemed necessary by the School of Education.
  5. Determine the evaluation was of questionable validity and take no action.

During the last week of student teaching the teacher candidate, the cooperating teaching, and the college supervisor conduct conferences to complete the final student teaching evaluation. The cooperating teacher and college supervisor provide a copy of the evaluation to the teacher candidate and submit the originals to the UVSC School of Education for the career placement file. The evaluation is kept in the candidate's placement file for employment consideration.

### **Appeal Process:**

To appeal an evaluation, a written request must be submitted to the Director of Field Experience within 30 days from the close of the student teaching assignment. A hearing with the Teacher Education Admission and Retention Committee will be scheduled. Other faculty members may be involved when it is determined they have applicable information. As a result of the hearing, the committee will reach one of three possible conclusions:

1. Determine that the evaluation was fair and appropriate and shall remain a part of the candidate record.
2. Determine that the evaluation was unfair and must be removed from the candidate record.
3. Determine that the evaluation was of questionable validity and provide an opportunity for the candidate to repeat a predetermined amount of time in an assignment in another classroom setting. At the termination of this extended student teaching experience, the committee will determine which evaluation shall become a part of the record. In some instances it may be determined that both evaluations will remain.

### **#2: Professional level courses**

#### **Candidates complete all professional level courses with a grade of B- or higher.**

At the completion of each professional level course, the academic advisor reviews all grades and identifies any candidate who does not meet the grade requirements. The academic advisor relays names of these candidates to the Teacher Education Admission and Retention Committee. The committee meets before the beginning of the subsequent semester to discuss candidate retention and decide on the status of each identified student. The Academic Advisor notifies each candidate of the committee's decision in writing before the beginning of the subsequent semester. To appeal a decision by the Teacher Education Admission and Retention Committee, a written request must be submitted to the Department Chair within 10 days of the receipt of the letter from the academic advisor. A hearing with the Retention committee and any other faculty members if it is determined they have applicable knowledge will be scheduled. As a result of the hearing, the committee will reach one of the following conclusions:

1. The candidate's position in the professional program will be terminated.
2. The candidate may petition for a leave of absence and retake the course when it is offered again and upon successful completion, resume a position in the professional program.
3. The candidate may work with the professor of the course where the grade was earned to rectify problems. The candidate would continue in the professional program with no program interruptions provided work is completed within two weeks from the time of the committee decision.

### **#3: Field Work**

**Candidates complete prescribed field work experiences for each appropriate professional level semester with a grade from the cooperating teacher of 2 or higher and a satisfactory report from the college supervisor.**

At the completion of each prescribed field experience, the Director of Field Experiences (School of Education) reviews all evaluations and identifies any candidate who does not meet the field experience rating requirement. The Director of Field Experiences relays names of these candidates to the Teacher Education Admission and Retention Committee. The committee meets before the beginning of the subsequent semester to discuss candidate retention and decide on the status of each identified student. The Academic Advisor notifies each candidate of the committee's decision in writing before the beginning of the subsequent semester. To appeal a decision by the Teacher Education Admission and Retention Committee, a written request must be submitted to the Education Department Chair within 10 days of the receipt of the letter from the academic advisor. A hearing with the Retention committee and any other faculty members if it is determined they have applicable knowledge will be scheduled. As a result of the hearing, the committee will reach one of the following conclusions:

1. The candidate's position in the professional program will be terminated.
2. The candidate may petition for a leave of absence and complete an additional field experience when it is offered again and resume a position in the professional program.
3. The candidate may work with the Director of Field Experiences to rectify problems. The candidate would continue in the professional program with no program interruptions provided work is completed within three weeks from the time the of the committee decision.

### **#4 Pre-professional Coursework (Math—Elementary Education)**

**Candidates complete all required pre-professional math courses, Math 2010, and Math 2020 with a grade of C- or better.**

The candidate must complete the required Math courses with a grade of C- or better before the beginning the senior year level of professional coursework and submit transcript documentation of coursework completion to the Teacher Education Academic Advisor. The Education Academic Advisor reviews all transcripts and identifies candidates who do not meet this requirement. The academic advisor relays names of these candidates to the Teacher Education Admission and Retention Committee. The committee meets before the beginning of the subsequent semester to discuss candidate retention and decide on the status of each identified student. The Academic Advisor notifies each candidate of the committee's decision in writing before the beginning of the subsequent semester. To appeal a decision by the Teacher Education Admission and Retention Committee, a written request must be submitted to the Department Chair within 10 days of the receipt of the letter from the academic advisor. A hearing with the Retention committee and any other faculty members if it is determined they have applicable knowledge will be scheduled. As a result of the hearing, the committee will reach one of the following conclusions:

1. The candidate's position in the professional program will be terminated.
2. The candidate may petition for a leave of absence and retake the course when it is offered again and upon successful completion, resume a position in the professional program.

### **#5 Pre-professional Coursework**

**Candidates complete all pre-professional coursework with a C- or better, before beginning any professional courses.**

**Candidates must complete all required pre-professional courses including Math 1050 (or equivalent) before the**

beginning any professional coursework. The Education Academic Advisor reviews all transcripts before the candidate begins professional courses. Those not meeting the coursework requirements will be referred to the Education Department Chair. Students will be informed in writing of this deficiency. Students not completing coursework will not be permitted to begin the professional courses. Students may petition the Teacher Education Admission and Retention Committee to continue acceptance in the education program but defer beginning coursework until all pre-professional coursework is completed with a grade of C- or better. The student has one year to complete courses. If courses are not completed within the allotted time, teacher candidate status will be terminated.

### **Overview of Unit Teacher Candidate Knowledge, Skills, and Dispositions (Student Outcomes)**

#### **Unit Candidate Outcomes:**

- 1. Candidates know the subject matter content.**
- 2. Candidates plan and implement instruction based on needs of the students, state and local standards, to support student learning.**
- 3. Candidates plan and implement appropriate assessment measures to inform instruction and support student learning.**
- 4. Candidates create safe and productive learning environments.**
- 5. Candidates reflect on their own practice and make thoughtful changes.**
- 6. Candidates demonstrate professionalism.**

# ASSESSMENT REPORT FOR

Elementary Education	Baccalaureate
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November 1, 2002 – October 1, 2004	October 1, 2004
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## INTENDED STUDENT OUTCOME:

### 1. Candidates Know Content.

Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.

#### *First Means of Assessment and Criteria for Success for Outcome 1*

##### 1.1 Summary of Course Grades

Teacher candidates are expected to maintain at least a B- grade in all professional level courses. Unit professional level courses are based on INTASC and NCATE standards. By earning a B- or better grade in professional courses, the unit feels that students are partially meeting the candidate knowledge standards. If students do not meet standards, the transition point policy delineates steps to be taken by the teacher candidate and the unit. Success is achieved when 90% of the unit teacher candidates meet this goal.

#### *Summary of Assessment Data Collected:*

##### INDICATOR

##### 1.1 Summary of Course Grades

*Summary of professional level coursework grades*

**Candidate data for last two years:**

	2002-2003	2003-2004
# students meeting grade requirements	207	214
# students not meeting grade requirements	2	1

##### **Faculty Discussions:**

Faculty spent a great deal of time discussing student performance and course alignment with standards and department needs for upcoming national accreditation. The faculty concluded that courses should be structured to meet accreditation needs and student and faculty concerns regarding content coverage. Some education courses covered content that had been addressed in previous courses.

#### *Use of Results to Improve Instructional Program:*

##### **1.1 Course Grades:**

##### **Finding: (What we learned)**

Students continue to be successful in their courses as indicated by course grades. The criteria of 90% of candidates meeting the course grade standard was met. Through conversations within the faculty, it was determined that even though the grades reflected positively student knowledge of course content, the faculty felt that positive changes could be made for future instruction.

##### **Action Taken by Unit:**

Spring semester, 2004, Unit faculty met to map the elementary education curriculum to determine the status

of the current program and to plan for future growth, program change and alignment. Mapping indicated a need for further use of technology in course delivery and student assignments and areas where diversity issues could be strengthened.

**Content Knowledge (Courses that repeated already acquired content information.)**

**Finding: (What we learned)**

Faculty examined course offerings at UVSC and other colleges and universities and determined that two courses, Social Studies Content and Science Content repeated content in courses already taken by students, were not offered by the majority of accredited institutions, and took hours that could be used more effectively for critical courses (Differentiation and Management). Students demonstrated adequate content knowledge in these areas, however, the Unit felt that valuable hour time could be spent in critical areas that would positively impact student learning.

**Action: (Action taken)**

Beginning with fall semester 2004, the Social Studies and Science Content courses will no longer be offered as part of the professional program. The hours will be used for a three hour Differentiation course and two, one-hour Management courses. Changes go into effect with the entering junior cohort, Fall 2004.

***Second Means of Assessment and Criteria for Success for Outcome 1***

**1.2 Praxis II Test: Elementary Education Content Area Exercises (0014)**

As of Spring, 2005, all elementary education teacher candidates must take the Praxis II Elementary Education Content Test to exit the program. National standards require 80% of graduates taking this test to pass with the state mandated cut score (150). A small number of Unit graduates have begun to take this test. There is presently no delineation of a success parameter for this means of assessment, therefore, the unit has not set a success standard.

***Summary of Assessment data:***

**INDICATOR:**

**1.2 Praxis II Test: Elementary Education Content Area Exercises (0014)**

	2002-2003	2003-2004
# students graduating this year taking Praxis Content Area Exercises (0014)	4	3
# students graduating this year passing Praxis Content Area Exercises (0014)	4	3

***Use of Results to Improve Instructional Program:***

**1.2 Praxis II Test: Elementary Education Content Area Exercises scores:**

**Finding: (What we learned)**

Though very limited, the results of Praxis content test scores are encouraging.

the issue of content knowledge.

**Action: (Action taken)**

The Unit determined that it would continue to work on content knowledge as a unit goal. The Unit determined that the evaluation instrument was not adequate and did not meet the needs of consistency and professional standards for Unit evaluations. The Unit created a new evaluation instrument based on INTASC standards which was field tested spring semester 2004, revised and adopted for use beginning fall semester 2004. The new instrument endeavors to bring consistency throughout the field experience and student teaching evaluations that will enable the Unit to evaluate candidates on the similar measures throughout their professional studies.

**Fourth Means of Assessment and Criteria for Success for Outcome 1**

**1.4 Summary of Student Teaching Observations**

Teacher candidates complete a 10 week (state requirement) student teaching experience. Evaluations for student teaching list measures that relate to content knowledge. To meet this outcome, candidates complete student teaching with a score from the cooperating teacher and from the college supervisor of 2 or higher on measures related to content knowledge. Success is achieved when 90% of the unit teacher candidates meet this goal.

**Summary of Assessment Data:**

**1.4 Student teaching Evaluation**

**Line-item -- Content Knowledge**

Summary of scores given by cooperating teachers and college supervisors on student teaching observations on the indicator for appropriate content knowledge.

Score definitions: 1—needs improvement; 2—Satisfactory; 3—Good; 4—Superior

**Student Teaching Evaluation**

**Line-item -- Content Knowledge**

Term	Line-item	4	3	2	1	M	% Met Standard
<b>Spring 2003</b>							
Cooperating teacher	8. Demonstrates knowledge of subject matter	43	12	1	0	3.75	100%
UVSC Supervisor	8. Demonstrates knowledge of subject matter	48	7	0	0	3.80	100%
<b>Spring 2004</b>							
Cooperating teacher	8. Demonstrates knowledge of subject matter	94	8	0	0	3.92	100%
UVSC Supervisor	8. Demonstrates knowledge of subject matter	94	6	1	0	3.88	100%

**Use of Results to Improve Instructional Program:**

**1.4 Finding: (What we learned)**

All teacher candidates met the score standard for measures of content knowledge during student teaching.

**Action: (Action taken)**

The Unit expects students to continue to perform in a satisfactory manner on this test. There is a continued focus on preparing candidates with the appropriate knowledge of facts, theories, methodologies, research, researchers and other pertinent content knowledge. This test is now a requirement for exiting the professional elementary teacher education program and the Unit will probably see more diversity in scores.

**Third Means of Assessment and Criteria for Success for Outcome 1****1.3 Summary of Field Experience Evaluations**

Teacher candidates fulfill a field experience assignment for the three semesters of professional coursework. Observations for field work list measures that relate to content knowledge. Candidates complete prescribed field work experiences for each appropriate professional level semester with a score from the cooperating teacher of 2 or higher on measures related to content knowledge. Success is achieved when 90% of the unit teacher candidates meet this goal.

**Summary of Assessment Data:****1.3 Field Evaluation Survey****Line-item -- Content Knowledge**

Summary of scores given by cooperating teachers on field work evaluation surveys on the indicator for appropriate content knowledge.

Score definitions: 1—developing skill; 2—Skills demonstrated adequately; 3—skills are mastered; 4—skills are superior.

Term	Line-item	4	3	2	1	% Met Standard
<b>Fall 2002</b>						
<b>Junior:</b>	<i>No indicator for this item</i>					NA
<b>Senior:</b>	Had adequate background knowledge about the unit or lesson.	52	28	10	0	100%
<b>Spring 2003</b>						
<b>Junior:</b>	<i>No indicator for this item.</i>					NA
<b>Fall 2003</b>						
<b>Junior</b>	<i>No indicator for this item.</i>					NA
<b>Senior</b>	Demonstrated adequate background knowledge about the unit or lesson.	54	28	10	0	100%
<b>Spring 2004</b>						
<b>Junior</b>	Had adequate background knowledge about the unit or lesson.	74	35	2	0	100%

**Use of Results to Improve Instructional Program:****1.3 Finding: (What we learned)**

All teacher candidates scored at standard (scores of 2-4) on measures of content knowledge during their field experience assignments as indicated by scores on the field work observation survey. The Unit learned that the instrument was not consistent i.e., it did not evaluate the same indicators over time which would enable the unit to appropriately evaluate students on consistent data. The instrument also, did not adequately address

Additionally, the majority of candidates scored 3 or 4 on the evaluations. Scores appeared to be quite consistent between the two observers. We feel confident that college supervisors and cooperating teachers are consistent on observations and evaluations.

**Action: (Action taken)**

The Unit determined that it would continue to work on content knowledge as a unit goal. The Unit determined that the evaluation instrument was not adequate and did not meet the needs of consistency and professional standards for Unit evaluations. The Unit created a new student teaching evaluation instrument based on INTASC standards which was field tested spring semester 2004, revised and adopted for use beginning fall semester 2004. The new instrument endeavors to bring consistency throughout the field experience and student teaching evaluations that will enable the Unit to evaluate candidates on the similar measures throughout their professional studies.

**INTENDED STUDENT OUTCOME:**

**2. Pedagogical Knowledge and Implementation:**

Candidates plan and implement instruction based on the needs of students and state and local standards, to support student learning.

*First means of Assessment and Criteria for Success for Outcome 2*

**2.1 Field Experience Observation Summaries**

Teacher candidates fulfill a field experience assignment for the three semesters of professional coursework. Observations for field work list measures that relate to pedagogy. Candidates complete prescribed field work experiences for each appropriate professional level semester with a score from the cooperating teacher of 2 or higher on measures related to pedagogy. Success is achieved when 90% of the unit teacher candidates meet this goal.

*Summary of Assessment Date:*

**2.1 Field Experience Observation Summary**

**Line-item: pedagogy**

Term	Line-item	4	3	2	1	% Met Standard
<b>Fall 2002</b>						
<b>Junior:</b>	3. Used appropriate instructional methods and tools for skills being taught.	93	19	4	0	100%
	8. Students developed science concepts primarily from direct, sensory experiences rather than from discussion, lecture or pictures.	73	20	1	0	100%
	10. Read-a-loud lesson kept student interest, used appropriately chosen text, introduction and a culminating activity.	67	20	4	0	100%
	11. Guided reading and/or shared reading used appropriately chosen text, pre-reading, and responding activities.	72	18	4	0	100%
<b>Senior:</b>	6. Used appropriate instructional methods and tools for content being taught.	51	34	8	0	100%
	10. Content of literacy mini-lessons and instruction built	61	27	5	0	100%

	logistically and appropriately toward the cumulative project.					
	13. Instruction presented was clear and easy to understand. (Math)	45	33	15	1	99%
	14. Students developed math concepts by connecting manipulative, pictorial and numerical representations.	53	32	8	1	99%
	15. Lessons included engaging students in worthwhile mathematical tasks that promoted problem solving, reasoning, connections, and communications.	57	28	7	1	99%
<b>Spring 2003</b>						
<b>Junior:</b>	NA					NA
<b>Fall 2003</b>						
<b>Junior</b>	3. Used appropriate instructional methods and tools for skills being taught.	89	23	6	0	100%
<b>Senior</b>	3. Used appropriate instructional methods and tools for skills being taught.	53	29	10	0	100%
	10. Facilitated the writing process that included a pre-write experience and some revision and/or editing.	60	24	8	0	100%
	11. Facilitated classroom publication & sharing that motivate children for the writing process.	56	27	6	0	100%
	12. Implemented appropriately at least two lessons addressing the craft of writing.	62	24	4	0	100%
	13. Presented instruction in a clear manner which was easy to understand	45	28	17	1	99%
	14. Developed math concepts by connecting manipulative, pictorial, and numerical representations.	52	26	12	0	100%
	15. Engaged students in worthwhile mathematical tasks that promoted problem solving, reasoning, connections, and communication in their lessons.	48	33	8	2	98%
	20. Provided at least 2-3 hands-on experiences.	73	15	1	0	100%
<b>Spring 2004</b>						
<b>Junior</b>	3. Used appropriate instructional methods and tools for skills being taught.	74	35	2	0	100%
	12. Provided at least 2-3 hands-on experiences. (Science)	92	19	0	0	100%
	14. Read-a-loud lesson kept student interest, used appropriately chosen text, introduction and a culminating activity. (Literacy I)	71	35	2	1	99%
	15. Guided reading and/or shared reading used appropriately chosen text, pre-reading, and responding activities. (Lit I)	82	25	3	0	100%

***Use of Results to Improve Instructional Program:***

**2.1 Findings (What we learned)**

**Action:**

All teacher candidates met the score standard for measures related to pedagogy during their field experience.

Additionally, the majority of candidates scored 3 or 4 on the evaluations.

**Action: (Action taken)**

The Unit determined that it would continue to work on pedagogy as a unit goal. The Unit determined that the evaluation instrument was not adequate and did not meet the needs of consistency and professional standards for Unit evaluations. The Unit created a new student teaching evaluation instrument based on INTASC standards which was field tested spring semester 2004, revised and adopted for use beginning fall semester 2004. The new instrument endeavors to bring consistency throughout the field experience and student teaching evaluations that will enable the Unit to evaluate candidates on the similar measures throughout their professional studies.

**Second means of Assessment and Criteria for Success for Outcome 2**

**2.2 Student Teaching Evaluation Summaries**

Teacher candidates complete a 10 week (state requirement) student teaching experience. Evaluations for student teaching list measures that relate to pedagogy. Candidates complete student teaching with a score from the cooperating teacher and from the college supervisor of 2 or higher on measures related to pedagogy. Success is achieved when 90% of the unit teacher candidates meet this goal.

**Summary of Assessment Data:**

**2.2**

**Student Teaching Evaluation Summary**

**Line-item pedagogy**

Term	Line-item	4	3	2	1	% Met Standard
<b>Spring 2003</b>						
<b>Cooperating teacher</b>	4. Teaches and models strategies to encourage student reflection.	74	28	0	0	100%
	6. Prepares and uses plans based on clearly defined performance outcome objectives.	85	16	0	0	100%
	9. Uses subject specific strategies to promote student learning	78	24	0	0	100%
	10. Structures teaching and classroom environment for active learner involvement.	86	15	1	0	100%
	11. Motivates students with a variety of instructional materials, methods and technology resources.	84	17	0	0	100%
	12. Stimulates student curiosity, imagination, and creativity.	84	17	0	0	100%
	13. Enriches curriculum by use of outside resources.	85	16	0	0	100%
<b>UVSC Supervisor</b>	4. Teaches and models strategies to encourage student reflection.	72	29	0	0	100%
	6. Prepares and uses plans based on clearly defined performance outcome objectives.	87	12	1	0	100%
	9. Uses subject specific strategies to promote student learning	88	15	0	0	100%
	10. Structures teaching and classroom environment for active learner involvement.	89	14	0	0	100%
	11. Motivates students with a variety of instructional materials, methods and technology resources.	82	19	0	0	100%
12. Stimulates student curiosity, imagination, and creativity.	84	16	1	0	100%	

	13. Enriches curriculum by use of outside resources.	74	23	1	0	100%
<b>Spring 2004</b>						
<b>Cooperating teacher</b>	4. Teaches and models strategies to encourage student reflection.	82	18	2	0	100%
	6. Prepares and uses plans based on clearly defined performance outcome objectives.	89	13	0	0	100%
	9. Uses subject specific strategies to promote student learning	90	11	1	0	100%
	10. Structures teaching and classroom environment for active learner involvement.	88	12	2	0	100%
	11. Motivates students with a variety of instructional materials, methods and technology resources.	84	16	2	0	100%
	12. Stimulates student curiosity, imagination, and creativity.	86	13	3	0	100%
	13. Enriches curriculum by use of outside resources.	86	15	0	1	99%
<b>UVSC Supervisor</b>	4. Teaches and models strategies to encourage student reflection.	74	24	3	0	100%
	6. Prepares and uses plans based on clearly defined performance outcome objectives.	91	9	1	0	100%
	9. Uses subject specific strategies to promote student learning	90	10	1	0	100%
	10. Structures teaching and classroom environment for active learner involvement.	82	16	2	0	100%
	11. Motivates students with a variety of instructional materials, methods and technology resources.	81	20	0	0	100%
	12. Stimulates student curiosity, imagination, and creativity.	87	13	1	0	100%
	13. Enriches curriculum by use of outside resources.	73	20	3	0	100%

***Use of Results to Improve Instructional Program:***

**2.2 Findings (What we learned)**  
**Action: 1.4 Finding: (What we learned)**  
 All teacher candidates met the score standard for measures related to pedagogy during student teaching. Additionally, the majority of candidates scored 3 or 4 on the evaluations. Scores appeared to be quite consistent between the two observers. We feel confident that college supervisors and cooperating teachers are consistent on observations and evaluations.  
**Action: (Action taken)**  
 The Unit determined that it would continue to work on pedagogy as a unit goal. The Unit determined that the evaluation instrument was not adequate and did not meet the needs of consistency and professional standards for Unit evaluations. The Unit created a new student teaching evaluation instrument based on INTASC standards which was field tested spring semester 2004, revised and adopted for use beginning fall semester 2004. The new instrument endeavors to bring consistency throughout the field experience and student teaching evaluations that will enable the Unit to evaluate candidates on the similar measures throughout their professional studies.

**Third Means of Assessment and Criteria for Success for Outcome 2**

**2.3 Summary of Field Experience Observation Scores**

Teacher candidates fulfill a field experience assignment for the three semesters of professional coursework. Observation summaries for field work list all assessment measures. Candidates complete prescribed field work experiences for each appropriate professional level semester with a score from the cooperating teacher of 2 or higher on all measures. Success is achieved when 90% of the unit teacher candidates meet this goal.

**Summary of Assessment Data:**

**2.3 Summary of Field Experience Observations**

**Candidate data for last two years: Seniors first semester:**

	2002	2003	% Met Standard
Mean score	3.48	3.51	
Number of students	95	95	
Average evaluation score 4.0	16	15	100%
Average evaluation score 3.5-3.99	43	46	100%
Average evaluation score 3.0-3.49	19	18	100%
Average evaluation score 2.5-2.99	14	10	100%
Average evaluation score 2.0-2.49	2	2	100%
Average evaluation score below 2	1	1	98%
Students receiving any score below 2	1	7	

**Candidate data for last two years: Juniors fall semester:**

	2002	2003	% Met Standard
Mean score	3.67	3.72	
Number of students	96	118	
Average evaluation score 4.0	36	48	100%
Average evaluation score 3.5-3.99	37	50	100%
Average evaluation score 3.0-3.49	16	15	100%
Average evaluation score 2.5-2.99	6	5	100%
Average evaluation score 2.0-2.49	1	0	99%
Average evaluation score	0	0	

below 2			
Students receiving any score below 2	2	3	

**Candidate data for last two years: Juniors spring semester:**

	2003	2004	% Met Standard
Mean score	NA	3.76	
Number of students	96	111	
Average evaluation score 4.0	NA	29	100%
Average evaluation score 3.5-3.99	NA	47	100%
Average evaluation score 3.0-3.49	NA	32	100%
Average evaluation score 2.5-2.99	NA	3	100%
Average evaluation score 2.0-2.49	NA	0	100%
Average evaluation score below 2	NA	0	
Students receiving any score below 2	NA	0	

\* 2003 data are not available for this report. The reporting forms for those two semesters only asked for a yes/no evaluation of the student.

***Use of Results to Improve Instructional Program:***

**2.3** The data is holistic and reveals candidate achievement over all measures of achievement. Measures indicate strong achievement for unit teacher candidates. The goal of 90% meeting the standard was met.

***Fourth Means of Assessment and Criteria for Success for Outcome 2***

**2.4 Student Teaching Evaluation Summaries**

Teacher candidates complete a 10 week (state requirement) student teaching experience. Evaluations for student teaching list all evaluation measures. Candidates complete student teaching with a score from the cooperating teacher and from the college supervisor of 2 or higher on all measures. Success is achieved when 90% of the unit teacher candidates meet this goal.

***Summary of Assessment Data:***

**2.4 Summary of Student Teaching Evaluations**

**Candidate data Student Teaching**

	2003	2004	% Met Standard
Number of candidates	103	98	

Mean score	3.84	3.85	
Average evaluation score 4.0	23	30	100%
Average evaluation score 3.5-3.99	72	62	100%
Average evaluation score 3.0-3.49	7	4	100%
Average evaluation score 2.5-2.99	0	2	100%
Average evaluation score 2.0-2.49	0	0	100%
Average evaluation score below 2	0	0	
Students receiving any score below 2	2	0	

***Use of Results to Improve Instructional Program:***

**2.4 Findings:**

The data is holistic and reveals candidate achievement over all measures of achievement. Measures indicate strong achievement for unit teacher candidates. The goal of 90% meeting the standard was met.

***Fifth Means of Assessment and Criteria for Success for Outcome 2***

**2.5 Praxis Test Scores Principle of Learning and Teaching: Grades K-6 (30522)**

The State of Utah currently requires practicing teachers to take the Praxis PLT Test to receive their Level 2 teaching license. Graduates of UVSC School of Education began taking the test in 2004. Some scores are included as a brief overview of candidate knowledge of instructional strategies.

***Summary of Assessment Data:***

**2. Praxis Test Scores Principle of Learning and Teaching: Grades K-6 (30522)**

Year		2002-2003	2003-2004
Elementary Education	<i>Graduates Taking exam</i>	2	3
	<i>Graduates passing exam</i>	2	3
	<i>Average Score</i>	180	172

***Use of Results to Improve Instructional Program:***

**Findings (What we learned)**

The unit has not set a success standard. (Success in the future will be determined when 80% of unit graduates meet or exceed the set cut score. NCATE standard).

**Action:** No action taken at this time.

***Sixth Means of Assessment and Criteria for Success for Outcome 2***

**2.6 Principal Survey of Unit Graduates:**

The School of Education sends surveys to principals in schools where UVSC teacher education graduates are employed. Complete surveys show principal perceptions regarding the graduate's abilities in the classroom. Success is achieved when 25% respond to the survey and 90% of aggregated student ratings exceed a 4 score.

***Summary of Assessment Data:***

**2.6 Summary of Principal Survey 2003-2004**

**Line-Item: Instruction**

Term	Line-item	Overall Rating Scale 1-5
2003-2004		
	4. Instruction	4.3
	5. Teaching Science	4.3
	6. Teaching balanced literacy	4.3
	7. Teaching writing	4.1
	8. Teaching Social studies	4.3
	9. Teaching physical education	4.3
	10. Teaching math	4.3

***Use of Results to Improve Instructional Program:***

**2.6 Principal Survey**

Over 25% of principals returned the survey and all instruction ratings exceeded a 4 score. The unit will continue to survey principals. No action is taken at this time.

**INTENDED STUDENT OUTCOME:**

**3. Assessment**

Candidates plan and implement appropriate assessment measures to inform instruction and support student learning.

***First Means of Assessment and Criteria for Success for Outcome 3***

**3.1 Summary of Field Experience Observations**

Teacher candidates fulfill a field experience assignment for the three semesters of professional coursework. Observations for field work list measures that relate to assessment. Candidates complete prescribed field work experiences for each appropriate professional level semester with a score from the cooperating teacher of 2 or higher on measures related to assessment. Success is achieved when 90% of the unit teacher candidates meet this goal.

**Summary of Assessment Date:**

**3.1 Field Experience Observation Summary**

**Line-item: Assessment**

Term	Line-item	4	3	2	1	% Met Standard
<b>Fall 2002</b>						
<b>Junior:</b>	9. Students used appropriate techniques for assessing children and kept information obtained during assessment confidential. (Literacy I)	77	10	3	1	99%
<b>Senior:</b>	4. Checked to see that students understood what was being taught by using effective questions and/or other devices.	41	40	11	2	98%
<b>Spring 2003</b>						
<b>Junior:</b>	NA					NA
<b>Fall 2003</b>						
<b>Junior</b>	None					NA
<b>Senior</b>	4. Assessed student understanding of content through use of effective questions and/or other devices.	44	28	17	2	98%
	17. Administered daily assessments to determine student progress. (Math)	43	32	8	1	99%
	19. Administered end of unit assessment for all attending students. (Science)	74	13	1	0	100%
<b>Spring 2004</b>						
<b>Junior</b>	4. Checked to see that students understood what was being taught by using effective questions and/or other devices.	57	35	19	0	100%
	11. Administered end of unit assessment for all attending students.	83	22	5	0	100%
	13. Assessed and tutored child, kept information obtained during assessment confidential.	82	27	0	0	100%

**Use of Results to Improve Instructional Program:**

**3.1**

**Findings:**

The majority of teacher candidates met the score standard for measures related to assessment during the field experience. Additionally, the majority of candidates scored 3 or 4 on the evaluations. Although the unit met the goal, the scores showed that candidates are not employing appropriate assessment strategies at a level that is consistent with unit expectations.

**Action: (Action taken)**

The Unit determined that it would continue to work on assessment as a unit goal. The Unit determined that the evaluation instrument was not adequate and did not meet the needs of consistency and professional standards for Unit evaluations. The Unit created a new student teaching evaluation instrument based on INTASC standards which was field tested spring semester 2004, revised and adopted for use beginning fall semester 2004. The new instrument endeavors to bring consistency throughout the field experience and student teaching evaluations that will enable the Unit to evaluate candidates on the similar measures throughout their professional studies.

Additionally, the unit will employ additional instruction on appropriate assessment techniques, add additional

requirements to field work, and add instruction on and require students to complete a Teacher Work Sample (The Renaissance Group) during their professional courses.

***Second Means of Assessment and Criteria for Success for Outcome 3***

**3.2 Summary of Student Teaching Evaluations**

Teacher candidates complete a 10 week (state requirement) student teaching experience. Evaluations for student teaching list measures that relate to assessment. Candidates complete student teaching with a score from the cooperating teacher and from the college supervisor of 2 or higher on measures related assessment. Success is achieved when 90% of the unit teacher candidates meet this goal.

***Summary of Assessment Data:***

**3.2 Student Teaching Evaluation Summary**

**Line-item: Assessment**

Term	Line-item	4	3	2	1	% Met Standard
<b>Spring 2003</b>						
<b>Cooperating teacher</b>	7. Uses informal and formal ongoing assessment.	77	23	2	0	100%
<b>UVSC Supervisor</b>	7. Uses informal and formal ongoing assessment.	63	32	2	1	99%
<b>Spring 2004</b>						
<b>Cooperating teacher</b>	7. Uses informal and formal ongoing assessment.	87	14	0	0	100%
<b>UVSC Supervisor</b>	7. Uses informal and formal ongoing assessment.	81	18	2	0	100%

***Use of Results to Improve Instructional Program:***

**3.2**

**Findings:**

The majority of teacher candidates met the score standard for measures related to assessment during student teaching. Additionally, the majority of candidates scored 3 or 4 on the evaluations.

**Action: (Action taken)**

The Unit determined that it would continue to work on assessment as a unit goal.

**INTENDED STUDENT OUTCOME 4**

**4. Management**

Candidates create safe and productive learning environments.

***First Means of Assessment for Outcome 4***

**4.1 Summary of Field Experience Observations**

Teacher candidates fulfill a field experience assignment for the three semesters of professional coursework. Observations for field work list measures that relate to management. Candidates complete prescribed field work experiences for each appropriate professional level semester with a score from the cooperating teacher of 2 or higher on measures related to management. Success is achieved when 90% of the unit teacher

candidates meet this goal.

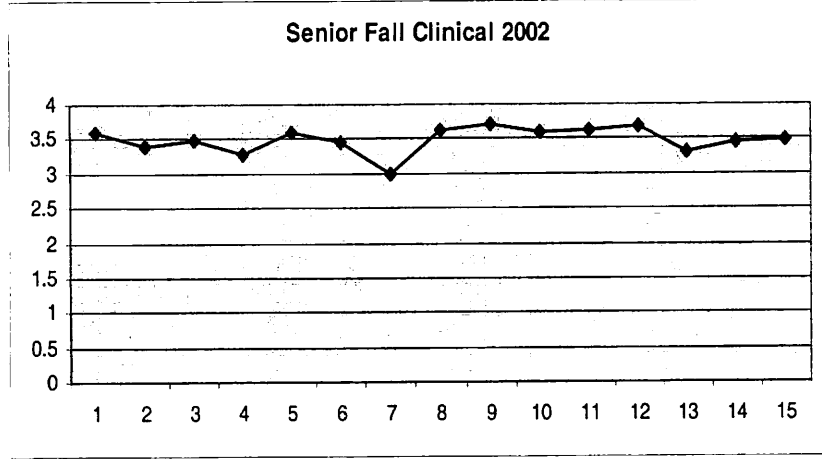
**Summary of Data:**

**4.1 Field Experience Observation Summary**

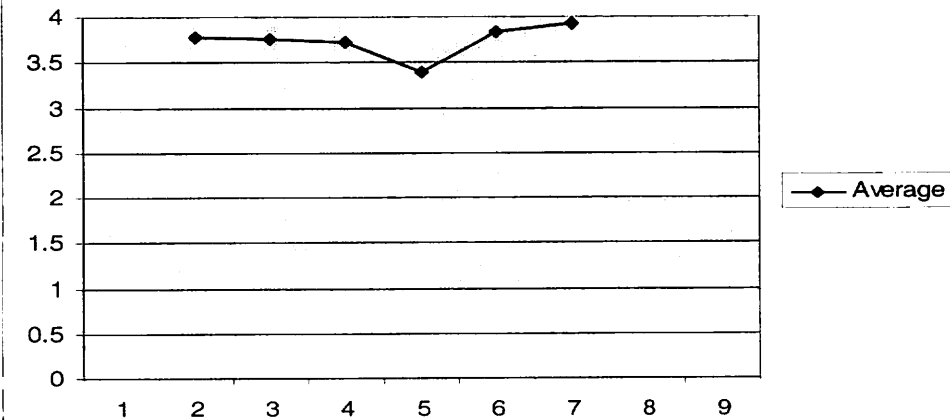
**Line-item: Management**

Term	Line-item	4	3	2	1	% Met Standard
<b>Fall 2002</b>						
<b>Junior:</b>	4. Able to keep students on task.	41	43	10	0	100%
<b>Senior:</b>	7. Monitored student behavior and followed through with appropriate consequences.	30	36	25	3	97%
<b>Spring 2003</b>						
<b>Junior:</b>	NA					NA
<b>Fall 2003</b>						
<b>Junior</b>	4. Demonstrated ability to keep students on task.	60	42	12	2	98%
<b>Senior</b>	7. Monitored student behavior and followed through with appropriate consequences.	35	35	20	2	98%
<b>Spring 2004</b>						
<b>Junior</b>	7. Able to keep students on task.					100%

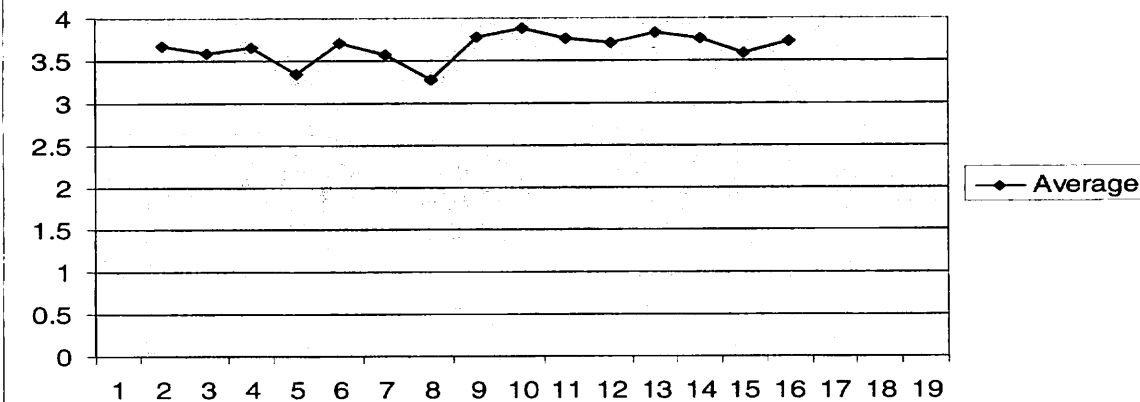
**Line-graph summaries of field experience observation scores.**



**Junior Fall field 2003**



**Spring Junior field 2004**



**Comments from cooperating teacher available from School of Education.**

Addressed need for candidates to better understand management strategies for K-6 classrooms.

***Use of Results to Improve Instructional Program:***

**4.1 Results(What we learned)**

The unit goal was met by candidates, however, the line graphs show a consistent drop in scores outside the expected range for management in all cohorts. Evaluations based on scores and comments from supervisors and cooperating teachers for both field and clinical practice, and from course debriefing following field work, revealed that candidates did not have a deep enough understanding of major management issues and needed more management instruction earlier in their program to be effective during field work, and more instruction prior to clinical practice. In 2002-2003 a one-hour mini-lesson on management was presented to all juniors prior to their field experience. The lesson focused the grade levels (primary grades during fall semester, and intermediate grades during spring) in which they would be working. The lessons were developmentally specific, gave the students some effective guidelines for working with the particular age groups, but because of the format, only touched the surface of classroom management. The mini-lessons began in fall, 2002,

showing some success. However, evaluations from cooperating teachers still indicated that candidates were deficient in management understanding and ability.

**Action: (Action taken)**

The department felt that classroom management was critical to effective teaching during field experience and of course in future employment. Therefore, the previous management courses were dropped and a new sequence with added hours was added to the professional program for elementary education. The old program had two hours of management, one hour conducted as a two day workshop the week before first semester senior year and another workshop the week before clinical began. The new course offering and sequence provides four one-hour courses. Semesters one through three will offer a one-hour management course for each semester, and the clinical semester will maintain the workshop format prior to student teaching. The unit feels that this will provide the continuity and opportunity to problem solve that was missing from the previous format.

**Second Means of Assessment for Outcome 4**

**4.2 Summary of Student Teaching Evaluations**

Teacher candidates complete a 10 week (state requirement) student teaching experience. Evaluations for student teaching list measures that relate to management. Candidates complete student teaching with a score from the cooperating teacher and from the college supervisor of 2 or higher on measures related management. Success is achieved when 90% of the unit teacher candidates meet this goal.

**Summary of Data:**

**4.2 Student Teaching Evaluation Summary**

**Line-item: Management**

Term	Line-item	4	3	2	1	% Met Standard
<b>Spring 2003</b>						
<b>Cooperating teacher</b>	17. Anticipates problem behavior and employs a variety of effective management strategies.	69	31	2	0	100%
	18. Commands respect personally and toward the classroom experience.	76	26	0	0	100%
	19. Effectively guides and maintains pupil on-task behavior.	72	29	1	0	100%
	20. Encourages pupils with a variety of reinforcement techniques.	77	24	1	0	100%
<b>UVSC Supervisor</b>	17. Anticipates problem behavior and employs a variety of effective management strategies.	72	25	4	0	100%
	18. Commands respect personally and toward the classroom experience.	91	9	2	0	100%
	19. Effectively guides and maintains pupil on-task behavior.	73	27	2	0	100%
	20. Encourages pupils with a variety of reinforcement techniques.	73	26	3	0	100%
<b>Spring 2004</b>						
<b>Cooperating teacher</b>	17. Anticipates problem behavior and employs a variety of effective management strategies.	78	19	4	1	99%
	18. Commands respect personally and toward the classroom experience.	88	13	1	1	99%
	19. Effectively guides and maintains pupil on-task behavior.	87	12	2	1	99%

	20. Encourages pupils with a variety of reinforcement techniques.	87	12	2	1	99%
<b>UVSC Supervisor</b>	17. Anticipates problem behavior and employs a variety of effective management strategies.	76	23	2	0	100%
	18. Commands respect personally and toward the classroom experience.	96	4	0	0	100%
	19. Effectively guides and maintains pupil on-task behavior.	79	17	4	1	99%
	20. Encourages pupils with a variety of reinforcement techniques.	73	25	2	1	99%

***Use of Results to Improve Instructional Program:***

**4.2**

**Results(What we learned)**

The unit goal was met by candidates, however, evaluations based on scores and comments from supervisors and cooperating teachers for clinical practice, and from course debriefing following field work, revealed that candidates did not have a deep enough understanding of major management issues and needed more management instruction earlier in their program to be effective during field work, and more instruction prior to clinical practice. In 2002-2003 a one-hour mini-lesson on management was presented to all juniors prior to their field experience. The lesson focused the grade levels (primary grades during fall semester, and intermediate grades during spring) in which they would be working. The lessons were developmentally specific, gave the students some effective guidelines for working with the particular age groups, but because of the format, only touched the surface of classroom management. The mini-lessons began in fall, 2002, showing some success. However, evaluations from cooperating teachers still indicated that candidates were deficient in management understanding and ability.

**Action: (Action taken)**

The department felt that classroom management was critical to effective teaching during field experience and of course in future employment. Therefore, the previous management courses were dropped and a new sequence with added hours was added to the professional program for elementary education. The old program had two hours of management, one hour conducted as a two day workshop the week before first semester senior year and another workshop the week before clinical began. The new course offering and sequence provides four-one hour courses. Semesters one through three will offer a one-hour management course for each semester, and the clinical semester will maintain the workshop format prior to student teaching. The unit feels that this will provide the continuity and opportunity to problem solve that was missing from the previous format.

***Third Means of Assessment for Outcome 4***

**4.3 Principal Survey**

The School of Education sends surveys to principals in schools where UVSC teacher education graduates are employed. Surveys show principal perceptions regarding the graduate's abilities to manage a classroom. Success is achieved when 25% respond to the survey and 90% of aggregated student ratings exceed a 4 score.

**Summary of Data:**

**4.3 Line-Item Management**

Term	Line-item	Overall Rating Scale 1-5
2003-2004		
	3. Classroom management	4.1

**Use of Results to Improve Instructional Program:**

**4.3 Principal Survey**

Over 25% of principals returned the survey and the management rating exceeded a 4 score. The score did not meet the same level as scores from other measures, therefore, the unit will employ more instruction on management in its professional program. The unit will also continue to survey principals.

**(ADD STUDENT QUESTIONNAIRES & PRINCIPAL SURVEYS TO: MANAGEMENT; ASSESSMENT IF IT IS THERE)**

**INTENDED STUDENT OUTCOME 5**

**5. Reflection**

Candidates reflect on their own practice and make thoughtful changes.

**First Means of Assessment for Outcome 5**

**5.1 Line-item: Reflection**

Teacher candidates complete a 10 week (state requirement) student teaching experience. Evaluations for student teaching list measures that relate to assessment. Candidates complete student teaching with a score from the cooperating teacher and from the college supervisor of 2 or higher on measures related assessment. Success is achieved when 90% of the unit teacher candidates meet this goal.

**Summary of Data:**

**5.1 Student Teaching Observation Summary**

**Line-item: Reflection**

Term	Line-item	4	3	2	1	% Met Standard
<b>Spring 2003</b>						
<b>Cooperating teacher</b>	1. Defines problems; considers and selects solutions	77	23	1	0	100%
	2. Uses feedback for personal and professional growth	93	8	1	0	100%
	3. Assess personal strengths and weaknesses objectively and learns form experiences.	88	14	0	0	100%
<b>UVSC Supervisor</b>	1. Defines problems; considers and selects solutions	89	11	2	0	100%
	2. Uses feedback for personal and professional growth	92	9	1	0	100%
		88	12	2	0	100%

	3. Assess personal strengths and weaknesses objectively and learns form experiences.					
<b>Spring 2004</b>						
<b>Cooperating teacher</b>	1. Defines problems; considers and selects solutions	88	11	2	0	100%
	2. Uses feedback for personal and professional growth	94	6	1	0	100%
	3. Assess personal strengths and weaknesses objectively and learns form experiences.	96	4	1	0	100%
<b>UVSC Supervisor</b>	1. Defines problems; considers and selects solutions	87	12	2	0	100%
	2. Uses feedback for personal and professional growth	94	6	1	0	100%
	3. Assess personal strengths and weaknesses objectively and learns form experiences.	94	5	0	0	100%

***Use of Results to Improve Instructional Program:***

**5.1 Reflection**

**Findings:**

100% of unit candidates met this goal. Measures indicate strong achievement for unit teacher candidates.

**Actions:** No actions are planned at this time.

**INTENDED STUDENT OUTCOME 6**

**6. Demonstrated Professionalism**

Candidates demonstrate appropriate professional behaviors.

***First Means of Assessment for Outcome 6***

**6.1 Student Teaching Evaluation Summary**

**Line-item Professionalism**

Teacher candidates complete a 10 week (state requirement) student teaching experience. Evaluations for student teaching list measures that relate to reflection and decision making. Candidates complete student teaching with a score from the cooperating teacher and from the college supervisor of 2 or higher on measures related reflection. Success is achieved when 90% of the unit teacher candidates meet this goal.

**Summary of Data:**

**6.1 Student Teaching Evaluation Summary**

**Line-item: Professionalism**

Term	Line-item	4	3	2	1	% Met Standard
<b>Spring 2003</b>						
<b>Cooperating teacher</b>	21. Works effectively with cooperating teacher(s)	92	9	0	0	100%
	22. Initiates professional interactions and builds rapport.	97	4	0	0	100%
<b>UVSC Supervisor</b>	21. Works effectively with cooperating teacher(s)	94	8	0	0	100%
	22. Initiates professional interactions and builds rapport.	93	9	0	0	100%
<b>Spring 2004</b>						
<b>Cooperating teacher</b>	21. Works effectively with cooperating teacher(s)	96	5	1	0	100%
	22. Initiates professional interactions and builds rapport.	99	3	0	0	100%
<b>UVSC Supervisor</b>	21. Works effectively with cooperating teacher(s)	97	3	1	0	100%
	22. Initiates professional interactions and builds rapport.	95	5	1	0	100%

**Use of Results to Improve Instructional Program:**

**6.1 Findings:**

100% of unit candidates met this goal. Measures indicate strong achievement for unit teacher candidates.

**Actions:** Even though the unit met the goal for this indicator, the unit will add an additional reflection component to courses and student teaching requirements to improve overall quality of candidate reflections.