

**Undergraduate
Teacher Education Program (TEP)
Five-Year Review
Spring 2006**

**Early Childhood Education
Elementary Education
Secondary Education**

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Acknowledgment

All members of the TEP were involved in the completion of this Review through submission of material relating to courses, collection of data and other information, contribution of ideas, and editing. Large portions of this document were taken directly from the Brief that has been written for the Teacher Education Accreditation Commission (TEAC), as the TEP undergoes consideration for national accreditation in the spring of 2006. These sections are clearly noted within this Review. Dr. Tracy Schuster-Matlock is the principle author of the Brief, with assistance from Dr. Dean Marple and Dr. Michael Hustedde. Dr. Jeanne Roller, Assessment Coordinator, was directly involved in providing information relating to the assessment process used by TEP. Dr. Barbara Wiese served as the coordinator for putting together the parts of this Review to meet the requirements as set forth for the St. Ambrose University Five-Year Review.

**Five-Year Program Review
Undergraduate Teacher Education Program (TEP)
Spring 2006**

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II. Proposed Actions by the Educational Policies Committee

Courses to be added, changed, deleted, renumbered, required for the major
Changes in courses and programs have been brought to EPC as needed over the past five years. Therefore, the only proposed action the undergraduate Teacher Education Program requests at this time is approval of its Five-Year Review.

III. Overall Description of the Department and its Programs

A. Review of Catalog Description for Accuracy

The catalog description was reviewed and updated in the spring of 2005 for inclusion in the new 2005-2007 catalog. Changes included:

- Wording to more accurately explain admission requirements to the TEP.
- Reference to the expanded TEP website which includes the Danielson and Early Childhood Education competencies used for assessment.
- Listing requirements for student teaching in more detail.
- Course listings to reflect previously approved additions or changes.

A new course, EDUC 330 Teaching Foreign Language in Elementary Schools, was added after that time and does not appear in the new catalog. The catalog description for the program with its requirements is shown below. A description for each course (including this new course) with prerequisites is included in Appendix A.

2005-2007 Catalog Description for TEP

Education

The Teacher Education Program includes areas of study necessary to prepare competent and professional classroom teachers, and is approved by the Iowa Department of Education.

Mission Statement

As a department within an independent, diocesan, Catholic institution of higher learning committed to professional preparation within a strong liberal arts tradition, it is the mission of the SAU Teacher Education Program to prepare teachers who are professionally ethical, possess the knowledge and skills in current educational theory and practice needed to serve all learners in diverse current educational environments, and possess the general skills needed to adapt to and create the learning environments of the future.

Licensure

Successful completion of the Teacher Education Program enables students to receive an initial license to teach in Iowa agencies and schools. Students who plan to teach in a state other than Iowa should consult the Education Department concerning certification requirements.

All licenses for teachers are issued by the State of Iowa Board of Educational Examiners upon recommendation of the university through which the applicant has completed an approved program. All applicants must comply with the State of Iowa FBI background check prior to applying for licensure. An applicant who has not completed the Teacher Education Program will not be recommended by this university.

The Teacher Education Program is subject to requirements mandated by the Iowa Department of Education. Any change in requirements, which occurs after publication of this catalog, may require additional course work in order to complete licensure.

Objectives of Pre-Service Educator:

Pre-Service Educators in the Teacher Education Program must meet the objectives of the specified majors in order to be recommended for teacher licensure.

Elementary and Secondary education majors including K-12 art, music, and physical education are guided by Danielson's Components of Professional Practice (1996). There are 22 competencies (objectives) from 4 Domains (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities) that must be met.

Early Childhood Education majors are guided by the State of Iowa Standards for Early Childhood Education. There are 6 competencies (Child growth and development, Developmentally appropriate learning environment and curriculum implementation, Health, safety and nutrition, Family and community collaboration, Professionalism, and Pre-student teaching field experiences) for Early Childhood majors with 35 sub-competencies that must be met.

Specific objectives for all majors can be found on the Teacher Education Program web page.

Admission to Teacher Education Program

Full admission is granted if the following requirements are met:

1. Has a 2.7 Cumulative grade point average (GPA).
2. Has a 3.0 core Education GPA. All coursework must be a "C" or above.
3. Has a 3.0 Major GPA (for early childhood and secondary education majors; elementary education majors have a combined education core and major). All coursework must be a "C" or above.
4. Submit a completed program evaluation.
5. Pass College Basic Academic Skills Examination, a standardized test for pre-education majors.
6. Complete 70 field hours in Field Experience or provide verification indicating completion of required field hours through Orientation to Teaching.

7. Receive a grade of “B” or above in Field Experience or Orientation to Teaching.
8. Submit an application for admission to the Teacher Education Program, including statement of fraud, necessary signatures and professional rating forms. Students may be admitted on a conditional basis for the semester enrolled in Field Experience and Orientation to Teaching and the following one semester. Full admission will be granted if all coursework for the preceding two semesters (summer is considered a semester) meets the required 2.7 and 3.0 standards. During the conditional semesters, students may register for education, early childhood, and special education courses to be held the following semester. If students do not receive full admission by the end of the semester following Field Experience or Orientation to Teaching, registration will be cancelled, and they will be denied into the Teacher Education Program. An appeal process is available, and appeals may be filed with the Teacher Education Program Appeals Committee.
9. Full admission can only be maintained by continuing to meet all requirements each semester.

College Basic Academic Subjects Examination Requirements:

Regulations from the State of Iowa require Teacher Education candidates to pass a standardized entrance test in order to be admitted into education programs within the state. In the St. Ambrose Teacher Education Program, students must pass the College Basic Academics Subjects Examination (CBASE). Students are allowed a maximum of three attempts to pass CBASE. If a student does not pass CBASE on the first attempt, he or she must communicate with the Teacher Education Program Assessment Coordinator to develop a plan of remediation.

Composition of CBASE

Subject: English-Sub-sections: Reading, literature, and writing.

Subject: Mathematics-Sub-sections: General mathematics, algebra, and geometry. The total test, including time for instructions and a short break, requires approximately 150 minutes.

Passing Scores

Potential scores may range from 40–560 Entrance to the Teacher Education Program requires the following scores:

Overall English 235

Overall Mathematics 235

Writing sub-section 235

Requirements for Admission to Student Teaching and Graduation from the Teacher Education Program:

1. Admission to the Teacher Education Program. The applicant completes a proposed sequence of courses in the education core and major leading to licensure. All coursework must be completed prior to student teaching.

2. Maintain a cumulative GPA of 2.7 and maintain a GPA of 3.0 in the education core and major/ endorsement courses, with all grades at *C* or above. Grades of *D* or *F* are not acceptable.
3. Before recommendation for licensure, complete an approved portfolio.

An appeal process is available for the above requirements. All appeals must be made in writing on an appeal form to the Teacher Education Program Appeals Committee through the Assessment Coordinator. Student teaching appeals must be made before the student teaching semester begins, and be accompanied by a completed student teaching application.

Student Teaching Semester Points to Remember for Students and Advisor

Student teaching is a full time professional obligation, and additional course work or employment is discouraged.

1. All students who wish to student teach in grades PK–12 during the following school year must attend a mandatory meeting in early November and apply by November 15. The student teaching application and forms are located on the education website.
2. Student teachers are assigned by the Teacher Education Program to public or private agencies or schools in the Quad City area.
3. The length of assignment is all day, every day, for one entire semester. Students earn 12 to 15 semester credits.
4. Applicants seeking licensure in art, music or physical education are at two assignments in elementary and secondary schools. Early childhood education applicants teach at two age levels, 0–3 years, 3–6 years, or kindergarten-third grade. Special education applicants teach at two assignments with one in elementary and one in a special education area.
5. During the student teaching semester, all student teachers return to the University to attend Student Teaching Seminars.

Bachelor of Education

The Bachelor of Education is for individuals who have completed a bachelor's or master's degree and are seeking teacher licensure. Required course work is identical to that described for early childhood, elementary or secondary licensure. Bachelor of education students are exempt from general education requirements. Changes in licensure guidelines may result in changes in degree requirements.

Requirements for Admission to the Bachelor of Education Program:

1. Thirty of the student's last 45 semester credits in the previous degree program must meet the Teacher Education Program's requirement of 2.7 cumulative GPA, and 3.0 GPA in the major/endorsement area, including any hours applicable to the Teacher Education Program.
2. The student needs to complete 30 of the last 45 semester credits through St. Ambrose.
3. All other degree requirements are identical to those described under the Teacher Education Program section.

Iowa Endorsement Early Childhood Education (100)

Students who major in early childhood education are prepared to teach children, including those with disabilities and developmental delays, from birth to grade 3 in a variety of settings, including public and private pre-school, kindergarten, first, second and third grade. To acquire an Iowa early childhood endorsement to be licensed to teach children birth to grade 3 with and without disabilities, an applicant from SAU needs the following courses in the major:

Required Courses: EDUC 205 or 207, 284, 300, 301, 308, 309, 312, 371, WI 452; two of the following: EDUC 440, 441, 442; PSYC 105; SPED 310, 313, 314; ECSE 204, 311, 410, 420; COMM 325; ECE 303, 306, 350, 365, 380; PED 210; a course in U.S. history or government; 6-7 semester credits in science (biology and natural science). Early Childhood majors complete MATH 210 and ENGL 101. A minimum of 200 clock hours of pre-student teaching experiences in a school or agency setting at three different age levels (0–3 or 3–6 years or grades K–3) are required before student teaching. Early Childhood Education majors also must present evidence of current certification in infant, child, and adult CPR and first aid before the student teaching semester.

Iowa Endorsement Elementary Education (102)

To acquire an Iowa elementary endorsement, applicants must complete an elementary education major.

Required Courses: EDUC 205 or 207, 284, 300, 301, 308, 309, 329, 452, 353, 354, 369, 371, 372, 409; PSYC 105; SPED 310; MATH 210; ENGL 313; three of the following: ART 340, HED 201, PED 210, MUS 244; a course in U.S. history or government; 6-7 semester credits in science (biology and natural science); and an approved area of concentration leading to an endorsement in one of the following areas: math, science, social sciences, social studies or history, English/language arts, reading, or special education. A minimum of 190 clock hours of pre-student teaching experiences in a school setting at two different grade levels are required before student teaching.

Approved Endorsement in English/Language Arts (K-6)

Required Courses: ENGL 101, 120, 210 or 211, 316, 313; COMM 101 or 203 or 328 or 329; EDUC 369, 371, 372, 452; THTR 105.

Approved Endorsement in Mathematics (K-6).

Required Courses: EDUC 354; three credits in computer science; MATH 151 or 171, 152, (or at least five semester credits of higher level math courses if placement scores indicate that the student should begin with 191) 191, 192, 210, 300, 360.

Approved Endorsement in Reading (K-6).

Required Courses: EDUC 369, EDUC 371, 372, 452, 453, 459, 460; ENGL 101, 313; COMM 101 or 203 or 328 or 329, 325.

Approved Endorsement in Science (K-6).

Suggested Courses: 12 hours physical science from the following: PHYS 110, 160, 201; NSCI 105; CHEM 101, 102, 103, or 105; six hours of biology from the following: BIOL

101, 103, 104, 106, 107, 109, 110, or 123; six hours from earth/space science including ASTR 201 or NSCI 202, 205; GEOG 201.

Approved Endorsement in Social Studies: History (K–6).

Required Courses: HIST 101, 102, 111, 112; EDUC 329, plus six credits of electives in American history and six credits of electives in world history.

Approved Endorsement in Social Science: Social Studies (K–6).

Required Courses: 24 credits including U.S. history, world civilization, political science, economics, geography, psychology, and sociology. EDUC 329 and EDUC 300 are in addition to the 24 semester credits.

Special Education Endorsement: Instructional Strategist I: Mild/Moderate Disabilities.

Required Courses: SPED 310, 311, 312, 313, 314, 411, 416, 417, 418; EDUC 452.

Iowa Endorsement Secondary Education

Students interested in Secondary Education should apply for admission during the semester enrolled in EDUC 205 or 207. Bachelor of education applicants need at least three semesters to complete professional core courses for a license; major/endorsement areas may require further preparation. Secondary practitioner applicants must fulfill endorsement requirements in a teaching major; complete a course in U.S. history or government; SPED 310; EDUC 205 or 207, 284, 300, 301, 305 (except for art, music and physical education majors), 308 (except for music), 309, 336 (except art, math, music and physical education majors unless they are seeking another endorsement), the appropriate named 7-12 methods course 340, 341, 342, 343, 344, 345, or 346 (except art, math, music, and physical education majors unless they are seeking another endorsement), 419, or 430 or 432 or 433. A minimum of 140 clock hours of pre-student teaching experiences in two different school settings is required before student teaching. Department majors approved for endorsement areas (7–12) include: art, business-general, marketing/management, English language arts, French, German, Spanish, mathematics, music, physical education, biology, chemistry, physics, economics, American government, history, psychology, general science, reading, sociology, and speech communication/theatre.

Approved Endorsement in Reading (7–12).

Required Courses: EDUC 336, 368 or 369, 372, 452/552, 556, 453; ENGL 101, 216, 316, 313; COMM 101 or 110, or 203 or 328 or 329, 325.

Fifth Year Special Education Secondary Endorsement Program

The Special Education Endorsement program is designed to assist in the development of teaching skills specific to working with adolescents with special needs. The Special Education Endorsement links the practical application of teaching to the theoretical underpinnings involved in human motivation and learning. St. Ambrose offers Iowa special education endorsement Instructional Strategist I: Mild/Moderate Disabilities. Students may take 400-level courses after completion of their sophomore year. Five-hundred (500) level courses can be taken at the graduate level for qualifying juniors, and

qualifying seniors can take 600- level courses (see degree requirements for qualification information). All courses numbered 500 or above may be transferred into St. Ambrose's master's degree program with advisor approval providing they meet the transfer policies of the Graduate Special Education Programs.

Admission Requirements for Special Education Endorsement Program (500-level or above):

1. Hold junior level status (completion of 60 credit hours).
2. Obtain a positive recommendation from an education advisor and one member of the special education program.
3. Possess an overall GPA of 3.0 or above. Special education course descriptions, admission information and degree requirements are found in the Graduate Information and Master of Education in Special Education sections.

Middle School Endorsement Requirements

Both Iowa and Illinois classify grades fifth through eighth as middle school grades. Illinois requires a middle school endorsement in most subject areas. Students who plan to apply for the Illinois endorsement must complete Educ 455/555 and Educ 461/561. Iowa encourages educational course work specifically dealing with middle school grades, but the Iowa middle school endorsement is optional. Individual school districts may or may not require it. Iowa middle school requirements include Educ 455/555, Educ 461/561, and additional course work in social sciences, mathematics, life/physical sciences, and language arts. Contact the Secondary Education Department for more information.

(End of catalog description.)

B. Significant Changes Since the Last Program Review

Student Numbers

The TEP has experienced a growth in student numbers over the past five years as shown by the table below.

(from Section I of TEAC Report)

Total St. Ambrose On-Campus Undergraduate Majors, Early Childhood, Elementary, Secondary Teacher Education Program Majors, and Percent of Total Majors

School Year	# Full-Time SAU Undergrad Students	# Part-Time SAU Undergrad Students	Total # TEP Majors (%)	# Full-Time TEP Students	# Part-Time TEP Students	ECE Majors # (% of TEP)	Elem Majors # (% of TEP)	Sec Majors # (% of TEP)
2004-2005	2138	501	372 (14.10)	344	28	53 (14.25)	158 (42.47)	161 (43.28)
2003-2004	1983	500	377 (15.18)	340	37	47 (12.47)	155 (41.11)	175 (46.42)
2002-2003	1899	555	389 (15.85)	358	31	43 (11.05)	181 (46.53)	165 (42.42)
2001-2002	1755	516	357 (15.72)	323	34	45 (12.60)	177 (49.58)	135 (37.82)
2000-2001	1582	534	320 (15.12)	288	32	48 (15.00)	154 (48.12)	118 (36.87)

Note. Variations in total percentages and sub-area percentages are due to rounding.

Note. Bachelor of Education students are included under secondary majors.

(Source: Westensee & Sanborne, 2004; <http://www.sau.edu/generalinfo/quickfacts.html>)

Personnel

Four new faculty positions have been added to accommodate the growth in student numbers within TEP and to decrease the reliance on a large number of adjunct faculty. These faculty positions include Student Teaching and Field Placements Coordinator and professors in the areas of Diversity, Technology, and Math.

Organizational Structure

The TEP existed as a single Department of Education within the College of Human Services until approximately three years ago. Undergraduate teacher education and Graduate Special Education were housed together in this Department. Based upon internal decisions by members of the Department along with the move of the Department Chair to the position of Dean of the newly realigned College of Education and Health Sciences, the Education Department split into two new Departments (Elementary and Early Childhood Education; Secondary Education) and a separate Program for Graduate Special Education. The TEP covered in this Review represents the Elementary and Early Childhood Education Department and The Secondary Education Department. Graduate teacher education programs are reviewed separately.

Program Structure

Major changes within the TEP program have revolved around the assessment system as it has evolved to meet the requirements of the Iowa Department of Education. Learner outcomes for Elementary and Secondary Education students are now based on

the 22 Components of Professional Practice as established by the work of Charlotte Danielson (1996). Early Childhood Education majors continue to meet the Iowa Competencies for Early Childhood Education as set forth by the Department of Education. Both of these sets of competencies align with the Iowa Teacher Standards and the national INTASC standards.

Curricula

Curricular changes that have occurred include the addition of an undergraduate endorsement for elementary education majors in the area of special education. Courses added were SPED 311, 312, 313, 314, 411, 416, 417, and 418. (Appendix A contains course names and descriptions for all courses included in this section.) Courses have also been added to meet new requirements set forth by the Iowa Department of Education. These include field-based method courses for secondary education students in each of the content teaching areas (EDUC 340, 341, 342, 343, 344, 345, 346) and EDUC 459 to cover the area of content reading for students earning a reading endorsement. Two courses were added to further opportunities for students in teaching in the areas of foreign language and religion (EDUC 330 and 355). Additional changes include bringing SOC 300 into the TEP as EDUC 300 to focus its multicultural and diversity content for education majors; raising the level of SPED 210 to SPED 310 to better reflect the level of the strategy-based content of the course needed for working with students with exceptionalities in the field; splitting the elementary reading methods course EDUC 370 (5 credits) into EDUC 371 (3 credits) focusing on grade levels K-3 and EDUC 372 (3 credits) focusing on grade levels 4-6 to allow student learning of this content to occur over two semesters; and making EDUC 460 for the reading endorsement into a permanent course instead of a special topics course (EDUC 450).

There were also changes to the Early Childhood Major requirements. ECE 380 was added as a new course covering the area of program administration and nutrition, which resulted in ECE 315 and ECE 320 being deleted. ECE majors are no longer required to take HED 240, but are required to take PED 210 (Games and Rhythms), EDUC 371 (Reading Methods for Grades K-3), EDUC 452 (Reading Clinic), and SPED 314 (Behavior Management).

The above changes that required EPC approval were previously obtained.

C. Outside Consultation and Related Program Effects

The SAU TEP is consistently guided by the requirements of the Iowa Department of Education (DOE). Assessment requirements have increased to include an entrance exam before admission to the Program along with on-going assessments. The TEP has adopted a portfolio system as a means to increase student reflection and connection of University and K-12 assignments and experiences to real life classroom situations. These have been accepted by the DOE

External advisory committees have met one to two times per year. Participants include local K-12 teachers, administrators, DOE officials, and SAU TEP faculty. Internal advisory committees also have met one to two times per year. Along with TEP

faculty, committee participants include SAU faculty who teach in departments in which secondary teaching majors, minors, or endorsements are offered. Suggestions from these committee meetings have resulted in improvements in the area of practicum and student teaching requirements as well as improvements to the portfolio assessment. This process is viewed as ongoing and integral to the continued evolution of the TEP in guiding practices in preparing pre-service teachers.

D. Long Range (5-Year) Plans

The TEP views itself as a dynamic entity that strives to keep current with research and developments in the field of education; up-to-date with requirements of the Iowa Department of Education, and aware of the needs and interests of our SAU pre-service teacher students. Long range planning is a critical part of continued development in the ever-evolving field of K – 12 education.

An overview of six major areas for planning follows.

1.) Curriculum

Goals in this area include adding opportunities for education majors in

- international study.
- additional graduate programs (Early Childhood Education and Elementary Education).
- special education endorsement offerings (e.g., Instructional Strategist II: LD/BD for elementary education and Instructional Strategist I for secondary education).
- summer math and science camps or clinics for local students.

2.) Facilities

Goals in this area involve improvements to

- the Curriculum Library in terms of physical space arrangement and hours of operation to meet student needs.
- computer technology for classrooms.
- offices and additional classroom space.

3.) Personnel

Goals in this area include

- clarification of job descriptions for administrative duties held by faculty and for administrative assistants.
- adding additional positions including clinical student teacher supervision.
- hiring a fulltime library technician for the Curriculum Library to meet the growing demands of the job and student needs.
- identifying specific qualifications for new faculty to be hired as retirements occur.
- considering ways to support faculty in advising.

4.) Structure

Goals in this area revolve around

- examining the current two department structure, various coordinator / director positions, and administrative assistant duties to increase procedural understanding, efficiency, and consistency across all areas within TEP.
- continuing discussion about becoming a College of Education.

5.) Assessment

6.) Accreditation

Specific plans in the above two areas are addressed in Section 5 of the TEAC Brief below.

TEAC Brief SECTION 5: DISCUSSION AND PLAN

The preliminary student performance data for St. Ambrose University's TEP show support of its three proposed claims: to produce caring, qualified, and competent teachers who possess 1) knowledge of subject matter, 2) knowledge of pedagogy, and 3) ability to teach in a caring and professional manner. There is evidence of systematic and reliable/valid measures from which reasonable claims can be made. There is also room for the improvement of the measures' and tools' reliability, validity, and sensitivity. Table 5.1 shows the TEP objectives and plans for improvement.

Table 5.1 Objectives and plans for improvement

Objective	Plan	Timeline
1. Refine measurement tools to obtain higher levels of reliability and validity in line with the requirements for the field of teacher preparation.	Validity: Through Danielson Framework training of faculty (fulltime and adjunct) and cooperating teachers, define components assessed on student teaching evaluation and portfolio evaluation tools. Reliability: Gather inter-rater reliability on student teaching evaluation and portfolio evaluation tools.	Phase 1 of Strategic Plan
2. Develop tools that more effectively discriminate the varying states of student development throughout the program.	Define expectations of appropriate levels of student performance on evaluation tools (student teaching, portfolio, grades). Make appropriate changes to current assessment system to align with expectations.	Phase 1 of Strategic Plan
3. Develop an assessment system that is understood and effectively used by both	Develop training modules and manuals for systematic faculty and cooperating teacher	Phase 1 of Strategic Plan

faculty and students.	assessment of students. Develop similar manuals and training modules for students.	
4. Develop an assessment system that efficiently monitors data collection relevant to student performance and program characteristics.	Establish template databases for the regular collection of student performance data. Databases must align with QP I, II, and III.	Phase 2 of Strategic Plan
5. Prepare and construct an <i>Inquiry Brief</i> .	Conduct self-study and prepare the <i>Inquiry Brief</i> for initial accreditation.	Phase 3 of Strategic Plan

In order to achieve the objectives listed above in table 5.1, the TEP has established a 5-year strategic plan for improvement. The plan consists of three phases. Phase 1 includes implementation of critical changes necessary for a quality program. Phase 2 involves the maintenance of program. Specifically, this includes monitoring the progress of the changes made in phase 1. Phase 3 involves self-study and preparation for accreditation. The details of these phases are included in table 5.2.

Table 5.2 General timeline for 5-year strategic plan

Academic Year	Phases of Strategic Plan
2005-2006	Self-Study <ul style="list-style-type: none"> • Specifically examine the portfolio and portfolio evaluation, student teaching evaluations, and quality control • Prepare for TEAC, State, and SAU accreditations • Finalize strategic plan • Provide portfolio evaluation training for university supervisors • Re-examine C-Base and GPA requirements • Construct ECE alumni and employer surveys • Monitor student placements/schools utilized for diversity factors • Write <i>Inquiry Brief Proposal</i>
2006-2007	Phase 1: Implementation of Critical Change <ul style="list-style-type: none"> • Combination of Assessment and Accreditation Coordinator positions • Provide Danielson training for faculty and adjuncts • Establish inter-rater reliability of tools • Define and refine portfolio evaluation form • Finalize database set-ups for data collection • Write annual report <ul style="list-style-type: none"> *review data for necessary changes *look for student performance discrimination in tools
2007-2008	Phase 1: Implementation of Critical Change <ul style="list-style-type: none"> • Provide Danielson training for cooperating teachers • Use Danielson evaluation for all practicum hours • Maintain assessment instrument clarification & continue training • Write annual report <ul style="list-style-type: none"> *review data for necessary changes *look for student performance discrimination in tools
2008-2009	Phase 2: Program Maintenance <ul style="list-style-type: none"> • Use focus groups from alumni and employers to identify areas for change and construct plans for change

	<ul style="list-style-type: none"> *follow-up data from surveys • Maintain assessment instrument clarification & continue training • Write annual report *review data for necessary changes *look for student performance discrimination in tools
2009-2010	Phase 2: Program Maintenance <ul style="list-style-type: none"> • Maintain assessment instrument clarification & continue training • Establish teams for the <i>Inquiry Brief</i> data/material collection • Write annual report *review data for necessary changes *look for student performance discrimination in tools
2010-2011	Phase 3: Self-Study <ul style="list-style-type: none"> • Inquiry Brief submitted for Initial Accreditation status • Preparation for accreditation visit

IV. Assessment Plan

A. Departmental Major Assessment Plan

1. Mission Statement

As a department within an independent, diocesan, Catholic institution of higher learning committed to professional preparation within a strong liberal arts tradition, it is the mission of the St. Ambrose University Education Department to prepare teachers who are professionally ethical, who possess the knowledge and skills in current educational theory and practice needed to serve all learners in diverse current educational environments, and who possess the general skills needed to adapt to and create the learning environments of the future.

NOTE: The next portion of this Review consists of Sections 2 and 3 from the TEAC Brief that has been submitted for consideration of the TEP for national accreditation. These two sections cover the following information as required for the SAU Five-Year Review:

2. Learning Objectives for Majors

3. Methods for Assessment

a. Uses Multiple Methods for Assessing Student Learning of Objectives

b. Explains why these methods were chosen over other methods

c. Provides feedback to students beyond grades

d. Explains how each objective is met by curriculum

4. Documentation of Student Learning in the Major

(How is information collect, stored, and organized for departmental study?)

5. Use of Assessment Information to Improve Education

(How is information, beyond grades, fed back to students?)

6. Evaluation of the Departmental Assessment Plan

(When and how is this done?)

The Tables and Figures are numbered to reflect the section of the TEAC Brief in which they are contained (2 and 3), which means they do not match with the section (IV) numbering for the SAU Review.

TEAC Brief SECTION 2: CLAIMS AND RATIONALE

Statement of the Claims

The St. Ambrose University Teacher Education Program proposes the claim that it produces competent, caring, and qualified teachers who possess the skills necessary to be effective teachers. Specifically, through the use of Charlotte Danielson’s (1996) work the TEP asks the question, “Do TEP graduates possess the knowledge of subject matter, the knowledge of pedagogy, and the ability to teach in a caring and professional manner by demonstrating the ability to plan and prepare for instruction, the ability to establish a classroom environment for student learning, the ability to instruct, and the ability to perform professional responsibilities.” TEP proposes its graduates achieve these claims by meeting Danielson’s 22 Components of Professional Practice. The components are listed in table 2.1.

Danielson’s components grew out of her work on The PRAXIS Series: Professional Assessment for Beginning Teachers® that began with Educational Testing Services in 1987. The framework that she has created is based on the PRAXIS III criteria and is meant to apply to both practicing and novice teachers. In addition, this work is also influenced by the National Board for Professional Teaching Standards. The TEP strongly values the research and practice of Danielson’s work. (Note that the Early Childhood education majors are required to meet the State of Iowa Competencies for Early Childhood Education which we have cross referenced with Danielson’s framework. Please see table 2.3 for this explanation.)

Table 2.1 Danielson’s 22 Components of Professional Practice as noted by 4 Domains

<p><u>Domain 1: Planning and Preparation</u></p> <ul style="list-style-type: none"> • 1a Demonstrate knowledge of content and pedagogy • 1b Demonstrate knowledge of students • 1c Select instructional goals • 1d Demonstrate knowledge of resources • 1e Design coherent instruction • 1f Assess student learning 	<p><u>Domain 2: The Classroom Environment</u></p> <ul style="list-style-type: none"> • 2a Create an environment of respect and rapport • 2b Establish a culture for learning • 2c Manage classroom procedures • 2d Manage student behavior • 2e Organize physical space
<p><u>Domain 3: Instruction</u></p> <ul style="list-style-type: none"> • 3a Communicate clearly and accurately • 3b Use questioning and discussion techniques • 3c Engage students in learning • 3d Provide feedback to students • 3e Demonstrate flexibility and responsiveness 	<p><u>Domain 4: Professional Responsibilities</u></p> <ul style="list-style-type: none"> • 4a Reflect on teaching • 4b Maintain accurate records • 4c Communicate with families • 4d Contribute to the school and district • 4e Grow and develop professionally • 4f Show professionalism

Cross Cutting Themes

In addition to the proposed claim of producing effective teachers who can demonstrate knowledge of subject matter, knowledge of pedagogy, and the ability to teach in a caring and professional manner, the TEP also addresses three cross-cutting themes as identified by TEAC. These cross-cutting themes include using technology, fostering multicultural understanding, and learning how to learn. These themes are addressed in the TEP students' liberal arts education and their professional teacher training. The following shows how the TEP addresses the cross-cutting themes as they relate to *QPI*.

Technology

Students in the TEP are required to take Educational Technology (EDUC 308) for licensure. TEP students who have taken EDUC 308 apply their technological skills and knowledge to other courses in the TEP, practicum experiences, and student teaching. Students must obtain a grade of C or better to have the course count towards their program.

The only exception to the EDUC 308 requirement is for K-12 Music Education majors. Music Education majors enroll in MUSC 324, an educational technology course specific to their major. This course emphasizes the use of various technologies including computers, Musical Instrument Digital Interface (MIDI), and electronic keyboards, amplification, recording and playback of sound. Students in the course are required to complete an individualized music education project with technological components.

Technology and subject matter knowledge:

Competent teachers understand technology and its role in the classroom. The course content of Educational Technology is introduced and discussed in EDUC 308 with support from the text, Teaching and Learning with Technology (Duffy et al., 2005). Topics covered include: 1) theoretical foundations, 2) designing and planning technology enhanced instruction, 3) applying technologies for effective instruction, 4) digital technologies in the classroom, 5) administrative and academic software, 6) networks and the internet, 7) using the web to enhance learning, distance learning, and 8) issues in implementing technology in the schools. The text contains support software.

TEP students also engage in a liberal understanding of how professionals use technology at St Ambrose University. Students meet with professionals from a variety of areas on campus to provide further knowledge about the uses of technology. TEP students meet with the Campus Media Librarian who provides knowledge about programs such as Adobe Photo Shop and Adobe Premier, the Director of the Library who shares the history of technology in addition to new and current uses of technology in the library, the Director of the Career Center who talks about setting up placement files and formatting résumés, and the staff of the Information Technology Office who frequently assists students with questions regarding access to St. Ambrose University technology services and use of technology in all courses.

Technology and pedagogical knowledge:

Not only must teachers know about technology in the classroom, but they must be able to effectively use it. TEP students in EDUC 308 learn to use a variety of educational software. Specifically, the students demonstrate the ability to use Microsoft PowerPoint, Word, EXCEL, Mail Merge, and Publisher, as well as Inspiration and Kidspiration. For example, students use EXCEL to design grade books and other tools for managing classroom information. Students also use the internet to research and design web quests and/or virtual reality field trips to insert into lesson plans. They complete software and website evaluations. Finally, the students meet with a media specialist in a school and visit a computer lab used for instruction.

Technology and caring and professional teaching skills:

As a final project in EDUC 308, all students are required to use Front Page effectively (Course Catalog 2005-2007). Knowledge from this program allows them to design and assemble a personal/professional web site. The site consists of a personal page highlighting their philosophy of education, a résumé, Danielson's 22 Components or the State of Iowa Competencies for Early Childhood Education, as well as evidence of meeting these components and competencies, and a page to display extracurricular experiences such as coaching, studying abroad, or other examples of interactions outside the classroom which demonstrate the care TEP students extend. Currently, the TEP is studying the use of e-portfolios to replace traditional paper portfolios. In the fall of 2005, 17 students from this course volunteered to become part of the pilot study.

Multicultural Perspectives

All TEP students are required to take and successfully complete (grade of C or higher) Diversity and Culturally Responsive Teaching (EDUC 300) for teacher licensure. The course fulfills State expectations for Human Relations content. Guided by the work of Geneva Gay (2000), in Culturally Responsive Teaching: Theory, Research, and Practice, this course takes a more critical approach to multicultural perspectives than the typical human relations approach that had been the practice at St. Ambrose University until 2000. In addition to the professional training TEP students receive, their liberal arts curriculum focuses on the study of a variety of cultures and ways of knowing and thinking through multicultural perspectives.

Multicultural perspectives and content knowledge:

TEP students complete their liberal arts education while progressing through their professional training. Courses in written communication, oral communication, mathematical reasoning, health and PE, information literacy, foreign language, philosophy, theology, humanities, creative arts, social sciences, and natural sciences are required as part of the liberal arts general education curriculum. Through a liberalized general education that focuses on: 1) the examination of multi-disciplinary perspectives, 2) the ability to use diverse skills to solve problems, 3) the development of awareness of how values and attitudes shape knowledge and opinion, and 4) the recognition of inherent relationships among content areas, TEP students possess the content knowledge to become effective teachers (<http://web.sau.edu/GeneralEducation/goalsobjectives.htm>, 6-

21-05). TEP students must maintain a 2.7 cum GPA in all of their general education courses in order for these courses to count towards their program.

Multicultural perspectives and pedagogical knowledge:

Diversity and Culturally Responsive Teaching (EDUC 300) is a required course for all TEP students. “This course focuses on the study of inter-group and minority group relationships as they are applicable to the educational system, specifically addressing how such relationships can enrich yet complicate the classroom community” (Course Catalog 2005-2007). The course examines multicultural, non-sexist teaching, as well as personal philosophies of education in order to bridge the realities of multicultural education with best practice, and in order to promote the intellectual and personal growth of students with regard to diversity as individuals, teachers, and members of communities. The content and pedagogy of EDUC 300 is complimented by connections made in TEP methods courses. For example, EDUC 300 investigates the impact of social class on student learning and teacher expectations. Some students may then work through these ideas and apply them in practicum and classroom experiences as they take either a Reading Methods course as an Early Childhood Education or Elementary major, or Content Reading as a Secondary major. The connections are based to some degree, however, on the students’ and faculty members’ abilities to make such connections. Collaboration among faculty tends to increase this likelihood.

Multicultural perspectives and caring and professional teaching skills:

TEP students are placed in a variety of practicum and student teaching placements. Students can be placed in the Davenport Public Schools in Iowa. The percent of minority students enrolled in the district is about 29% and predominately African American (<http://www.davenport.k12.ia.us/aboutus/abcs.asp>, 6/28/05). Local rural communities provide TEP students with experiences working with White, low-income populations. Across the Mississippi River, the Rock Island, Moline, and United Township School Districts in Illinois provide TEP students with experiences in growing Hispanic populations where many students are English language learners (<http://quickfacts.census.gov/qfd/states/17/1749867.html>, 6/28/05). Finally, all TEP students are placed in inclusive settings where they are able to work with students who receive special education services.

The State of Iowa Department of Education currently requires students to have 50 hours of pre-service field placements before student teaching. [State of Iowa Code: 281.79.13 (1)] Our requirements go far beyond this code. Early childhood majors are required to complete a minimum of 285 field hours, elementary majors must complete a minimum of 166 field hours, and secondary and K-12 students must complete a minimum of 140 field hours prior to student teaching. (Note: These hours are not reflected in the 2005-2007 catalog due to changes made after the course catalog was submitted for print. The changes will be made for the 2007-2009 course catalog.) The large number of practicum hours required of TEP in a variety of schools that serve a variety of populations allows our students to develop multicultural perspectives concerning caring and professional teaching skills. In the fall of 2005, the TEP began monitoring, through the use of a database, the number of students placed in schools and the demographics of

such schools to more closely examine and make changes if necessary to the types of schools students are placed in. The goal is to be able to place students in a variety of diverse school settings and to be able to ensure that through the maintenance of this database.

Learning to Learn

The St. Ambrose University liberal arts curriculum “serves as a basis for the search for knowledge in all disciplines and serves as the core of each student's education at St. Ambrose University” (http://web.sau.edu/GeneralEducation/goals_objectives.htm, 6/22/05). TEAC requires the TEP to provide evidence that current students and graduates can learn how to learn, can transfer what they have learned to new contexts, and have acquired the dispositions and skills that will support lifelong learning in the field of education. TEP does this through both the liberal arts and professional teaching curricula. (Note: Transfer students who have already fulfilled their general education requirements meet SAU’s standards through their approved programs. Transfer students are, however, required to complete 6 credit hours of Philosophy or Theology coursework and fulfill physical education and library information requirements.)

Learning to learn and content knowledge:

TEP students must fulfill general education requirements in order to complete the program. The liberal arts curriculum includes coursework in written communication, oral communication, mathematical reasoning, health and PE, information literacy, foreign language, philosophy, theology, humanities, creative arts, social sciences, and natural sciences. TEP students are required to maintain a 2.7 cum GPA in all general education coursework. In addition, all Secondary education and K-12 majors are required to earn a major in their area of teaching in addition to both fulfilling general education requirements and courses required for teaching certification.

Learning to learn and pedagogical knowledge:

TEP students develop a variety of skills through the general education program. St. Ambrose University defines such skills as students’ abilities to “Do” (http://web.sau.edu/GeneralEducation/goals_objectives.htm, 6/22/05). These skills are evidenced by action, tools, practice, and implementation. The General Education Program provides students opportunities to develop the following skills: 1) written communication, 2) oral communication, 3) interpersonal and collaborative skills, 4) mathematical reasoning skills, 5) critical thinking skills, 6) health and recreation skills, 7) computer literacy, 8) information literacy, and 9) foreign language. In addition to the skills developed through the liberal arts curriculum, TEP students complete a number of hours in their professional training that take them above the 120 hours required for graduation. These courses consist of foundations of education, teaching methodology, and content specific to their certification.

Learning to learn and caring and professional teaching skills:

The St. Ambrose University general education program exposes students to the liberal arts. TEP students are able to build understandings between the relationships

among general education areas. In addition, the general education program allows TEP students to create connections and apply this learning to the field of teaching. The skills of the general education liberal arts curriculum develops students' abilities to: 1) examine topics/issues/problems from more than one disciplinary perspective, 2) use diverse skills and disciplinary content gained in the General Education Program to solve problems, 3) appreciate how values and attitudes help shape knowledge and opinions, and 4) recognize inherent relationships among content areas; all are skills necessary to become an effective teacher. The skills addressed above relate specifically to Danielson's Domains 1, Planning and Preparation, and 3, Instruction.

In addition to the skills listed above, the St. Ambrose University liberal arts general education focuses on the attitudes and values that are "significant to enriching one's own and other's lives" (<http://web.sau.edu/GeneralEducation/goalsobjectives.htm>, 6-27-05). In the preparation of caring and professional teachers, the TEP recognizes these values as important components in the development of teacher dispositions. These attitudes and values may be expressed in the liberal arts education in the following ways: 1) respect for differences, 2), freedom of inquiry and dissent, 3) justice and equality, 4) self-responsibility and autonomy, 5) caring, service, community responsibility, and 6) aesthetic sense. The attitudes and values above relate specifically to Danielson's Domains 2, The Classroom Environment, and 4, Professional Responsibilities.

Rationale

As stated before, the St. Ambrose University Teacher Education Program proposes the claim that it produces competent, caring and qualified teachers. Preliminary evidence to support such claims is reported in Section 4 of the *Brief Proposal*. Given our program requirements, it is reasonable to believe our claim, even prior to the inspection of the data. It is our belief that TEP graduates in elementary, secondary, and K-12 education meet Danielson's 22 Components of Professional Practice. We firmly state that is it our strong assumption that Danielson's 22 Components of Professional Practice align well with the goals of TEAC, thus meeting the goals of TEAC. The following justifies our position by showing the connection of our standards with the goals of TEAC and a rationale for our current assessment program. (Please note that our TEP graduates in Early Childhood Education meet the State of Iowa Competencies of Early Childhood Education, which we have correlated to Danielson's 22 Components in table 2.3.)

Table 2.2 shows the link between Danielson's 22 Components of Professional Practice, *Quality Principle 1*, and cross-cutting themes. Domain 1 is identified as Planning and Preparation. TEP graduates who have successfully demonstrated Domain 1 show evidence of subject matter knowledge. Specifically, graduates demonstrate: 1) knowledge of content and pedagogy, 2) knowledge of students, 3) ability to select instructional goals, 4) knowledge of resources, 5) ability to design coherent instruction, and 6) ability to assess student learning.

TEP graduates who have successfully demonstrated Domain 2 (The Classroom Environment) and Domain 3 (Instruction) show evidence of an understanding of

pedagogical knowledge. Specifically, graduates demonstrate the ability to: 1) create an environment of respect and rapport, 2) establish a culture for learning, 3) manage classroom procedures, 4) manage student behavior, 5) organize physical space, 6) communicate clearly and accurately, 7) use questioning and discussion techniques, 8) engage students in learning, 9) provide feedback to students, and 10) show flexibility and responsiveness.

TEP graduates who have successfully demonstrated Domains 3 (Instruction) and 4 (Professional Responsibilities) show evidence of the ability to teach in a caring and professional manner. Specifically, graduates demonstrate the ability to: 1) communicate clearly and accurately, 2) use questioning and discussion techniques, 3) engage students in learning, 4) provide feedback to students, 5) show flexibility and responsiveness, 6) reflect on teaching, 7) maintain accurate records, 8) communicate with families, 9) contribute to the school and district, 10) grow and develop professionally, and 11) show professionalism.

The cross-cutting themes, true to their designation, are embedded in all 4 of Danielson’s Domains. Table 2.2 shows the link between Danielson’s 22 Components of Professional Practice and the cross-cutting themes as they relate to Quality Principle I.

Table 2.2 Link between Danielson’s 22 Components of Professional Practice (4 Domains) and *Quality Principle 1*.

	Domain 1 (Components 1a-1f)	Domain 2 (Components 2a-2e)	Domain 3 (Components 3a-3e)	Domain 4 (Components 4a-4f)
<i>Quality Principle 1</i>				
subject matter knowledge	X			
pedagogical knowledge		X	X	
caring and teaching skills			X	X
<i>Cross-Cutting Themes</i>				
technology	X	X	X	X
multicultural perspectives	X	X	X	X
learning to learn	X	X	X	X

Table 2.3’s grid (on the next page) shows where all 22 of Danielson’s Components of Professional Practice are addressed in the St. Ambrose University Teacher Education Program for Elementary, Secondary and K-12 majors.

Table 2.3 Program alignment of Danielson’s 22 Components of Professional Practice for Elementary, Secondary and K-12 Majors

	1a.	1b.	1c.	1d.	1e.	1f.	2a.	2b.	2c.	2d.	2e.	3a.	3b.	3c.	3d.	3e.	4a.	4b.	4c.	4d.	4e.	4f.
ART 340	K-12				K-12				K-12				K-12			K-12						
ART 342	K-12				K-12				K-12		K-12		K-12			K-12						
EDUC 205												X										
EDUC 207												X										
EDUC 284		X										X										
EDUC 300		X					X															
EDUC 301												X										
EDUC 305									S	S	S					S						
EDUC 309						X				X				X								
EDUC 329								E	E	E	E											
EDUC 336	S			S											S							
EDUC 353	E		E	E	E	E																
EDUC 354	E			E												E						
EDUC 369												E	E									
EDUC 371	E				E										E							
EDUC 372	E				E							E										
EDUC 409	E		E		E	E		E	E	E	E				E	E	E	E	E	E	E	E
EDUC 419, 430, 432-33			S		S	S		S					S		S		S	S	S	S	S	S
EDUC 452						E													E			
ENGL 313				E								E	E									
EDUC 340-346									S		S											
MATH 210	E												E									
MATH 340	S				S																	
MUS 322	K-12				K-12			K-12	K-12		K-12		K-12			K-12						
MUS 323	K-12				K-12			K-12	K-12		K-12		K-12			K-12						
PED 220	K-12																					
PED 304											K-12											
PED 309					K-12																	
PED 311																K-12						
PED 316	K-12				K-12								K-12									
PED 331					K-12				K-12													
SPED 310		X	X	X																		
LEGEND:																						
E Elementary S Secondary K-12 Art, Music, PE X Both																						

As stated before, Early Childhood Education majors in the TEP are required to meet the State of Iowa Competencies for Early Childhood Education. The TEP has, however, aligned these competencies with Danielson’s Components of Professional Practice to maintain the fluidity of the framework for the entire program. Table 2.4 shows the alignment between the State of Iowa Competencies for Early Childhood Education and Danielson’s 22 Components of Professional Practice. Table 2.5 then shows the relationship of the State of Iowa Competencies for Early Childhood Education as they relate to *Quality Principle 1* and the cross-cutting themes.

Table 2.4 State of Iowa Competencies for ECE and Danielson’s: Enhancing Professional Practice

	<i>State of Iowa Competencies for ECE</i>						
	(1) Growth & Development	(2) Dev. Appr. Learning Env.	(3) Health, Safety, & Nutrition	(4) Family/Comm. Collaboration	(5) Professionalism	(6) Field Exp	(7) Student Tchg.
Danielson’s: <u>Enhancing Prof. Practice</u>							
1 a.		X				X	X
1 b.	X		X	X		X	X
1 c.		X					X
1 d.		X	X	X	X		X
1 e.		X				X	X
1 f.		X				X	X
2 a.			X	X			X
2 b.		X	X	X			X
2 c.		X					X
2 d.		X				X	X
2 e.		X					
3 a.				X	X	X	
3 b.		X	X	X			
3 c.		X				X	X
3 d.		X				X	X
3 e.	X	X	X	X			X
4 a.						X	X
4 b.							X
4 c.			X	X			X
4 d.			X		X		
4 e.					X		
4 f.					X		

Table 2.5 Link between State of Iowa Competencies for Early Childhood Education and *Quality Principle 1*

	(1) Growth & Develop.	(2) Dev. Appr. Learning Environment	(3) Health, Safety, & Nutrition	(4) Family/Comm. Collaboration	(5) Profess- ionalism	(6) Field Exp.	(7) Student Teaching
<i>Quality Principle 1</i>							
subject matter knowledge	X	X	X	X	X	X	X
pedagogical knowledge	X	X	X	X	X	X	X
caring and teaching skills		X	X	X	X	X	X
<i>Cross-Cutting Themes</i>							
technology	X	X	X	X	X	X	X
multicultural perspectives	X	X	X	X	X	X	X
learning to learn	X	X	X	X	X	X	X

Rationale for the Assessments

An Assessment Plan for the Teacher Education Program (TEP) at St. Ambrose University (SAU) has been in place for many years and continues to evolve as State requirements and *No Child Left Behind* become more intertwined with the specific curriculum and requirements of the TEP.

From its inception at the state-wide level in 1997, the Early Childhood Education major began using the State of Iowa Competencies for Early Childhood Education. Today these competencies remain in effect and unchanged.

Standards in Elementary, Secondary, and K-12 teacher preparation, however, have not been as clear-cut and consistent. Under direction of the State in 2000, the St. Ambrose University TEP developed a set of program standards entitled Pre-service Teacher Objectives, Goals and Competencies to reflect the overall mission of the program. The TEP then took the Pre-service Teacher Objectives and Goals and aligned the elementary and secondary courses with the specific Competencies. This began the practice of directly connecting the TEP curriculum and program standards. This practice continues today but with the Danielson framework. The Pre-service Teacher Objectives, Goals and Competencies were also written in connection with the Interstate New Teachers Assessment and Support Consortium (INTASC) and the Professional Education Core (IPC) from Chapter 14 of the Iowa Code of Law. Consequently, in the 2001 and 2002 school year, various forms of assessment were developed to assess the

Competencies, including a new Student Teacher Evaluation form for elementary and secondary education.

In spring 2002, the Iowa Legislature passed assessment requirements for practicing teachers called the Iowa Teaching Standards and Model Criteria (ITSMC). Part of those criteria required portfolios to be created by in-service teachers and for the portfolios to be assessed under standardized guidelines. Additionally, several national professional teaching organizations in response to the reauthorization of the *Elementary and Secondary Education Act*, now referred to as *No Child Left Behind*, put forth new drafts and editions of their standards requiring their practitioners to show or maintain competency in particular teaching areas. In response to these changes, the TEP began developing a similar portfolio system of assessment for pre-service teachers and devised a way to systematically assess these portfolios. The rationale for using a portfolio was to not only systematically assess whether TEP graduates had mastered the competencies, but also to prepare our graduates for the requirement to use portfolios as evidence of meeting teaching standards as professional teachers.

In spring 2003, however, it became evident that TEP student teachers (and to some degree faculty as well) were confused as to which set of standards to follow. At that time, the TEP adopted the work of Charlotte Danielson (1996), chiefly the publication Enhancing Professional Practice: A Framework for Teaching, in order to utilize a conceptual framework that tied into INTASC, IPC and ITSMC as well as being able to employ portfolios in a standardized manner. In addition, Danielson’s work is used by practicing teachers in Iowa. Specifically, the Iowa State Education Association (2002) published A Framework for Understanding the Iowa Teaching Standards and Criteria. This publication is based on the work in Danielson’s book. The ISEA aligned the eight Iowa Teaching Standards with Danielson’s 22 Components of Professional Practice. These are the standards by which practicing teachers in the State of Iowa are evaluated. Thus, the adoption of Danielson by the TEP also serves to help pre-service teachers make the transition to the career of teaching. (Note: The pre-service educators in Early Childhood Education have consistently used portfolios based on the ECE competencies and conceptual framework as well.) Today, while information is still available to TEP students to show the alignment of these various standards (see Appendix F), the focus of the TEP assessment and accountability plan has been sensibly streamlined to Danielson’s framework.

Table 2.6 lists the current forms of assessment that are collected by the St. Ambrose University TEP.

Table 2.6 Assessment Tools and Explanation of Usage

Assessment tool	Explanation of usage
<p>Portfolio</p> <p>ECE – State of Iowa Competencies for Early Childhood Education</p>	<p>Developed in EDUC 205/207. The student maintains a portfolio by collecting and adding required artifacts/evidence. All artifacts require graded work (preferably with the use of a rubric) and a reflection on the chosen artifact. Checkpoints throughout the program must be met. Final</p>

Elementary, Secondary, & K-12 – Danielson’s Components of Professional Practice	evaluation of the portfolio must be completed by end of the student teaching semester. A score of at least 80% is required of all included artifacts and the overall assessment of the portfolio, with the exception of the professional rating forms from EDUC 205/207 where 75% is accepted. The student is not recommended for licensure without the successful completion of the portfolio during the student teaching semester.
C-BASE *Praxis I & Illinois Basic Skills Test	Entrance exam for Teacher Education Program. Basic skills are tested in areas of English and Mathematics and Writing. A minimum score of 235 is required for each subtest. The student is allowed only 3 attempts to pass C-BASE. Completed in EDUC 205/207. *TEP accepts the Praxis I or the Illinois Basic Skills Test as appropriate substitutions for the C-BASE exam.
GPA	3.0 in the major (if secondary) and education major is required for admission to the program, and must be maintained to continue in and graduate from the program. 2.7 general education GPA is required for admission to the program, and must be maintained to continue in and graduate from the program. All education course work must be at a grade of C or better.
Professional Rating Forms	A score of 75 % or better on 3 professional rating forms for entrance into the program. Completed in EDUC 205/207.
Practicum Evaluations	The score on evaluation is determined by the specific course instructor.
Student Teaching Evaluations	State of Iowa Competencies for Early Childhood Education and Danielson’s Components of Professional Practice Rating forms. Midterm and Final evaluations by University Supervisor and Cooperating Teacher. Student teachers also perform self-evaluations using a similar form at midterm and final. University Supervisor required to complete at least 4 observations of student teacher.
Student Teaching Grade	Must obtain a grade of C or better.
ACT or SAT	TEP follows St. Ambrose University’s score requirements on ACT and/or SAT for admission to the university and thus the program. ACT passing score is 20. SAT passing score is 950. (For these scores, student must also have a high school cumulative GPA of 2.5.) See 2005-2007 Catalog for exceptions and details.

The St. Ambrose University Teacher Education Program proposes that it produces competent, caring and qualified teachers. We firmly state that is it our strong assertion that Danielson’s 22 Components of Professional Practice and the State of Iowa Competencies of Early Childhood Education align with the goals of TEAC’s *QPI*, and that our graduates successfully meet these goals.

TEAC Brief SECTION 3: METHODS OF ASSESSMENT

Assessments Used for the Evidence

As rationalized in Section 2 of the *Brief Proposal*, the St. Ambrose University TEP proposes the claim that it produces caring, qualified, and competent teachers who meet TEAC's *Quality Principle I* by possessing knowledge of subject matter, knowledge of pedagogy, and the ability to teach in a caring and professional manner. TEP graduates achieve these claims by meeting either the State of Iowa Competencies for Early Childhood Education (ECE majors) or Charlotte Danielson's (1996) 22 Components of Professional Practice (elementary, secondary, and K-12 majors). The evidence used to support these claims is based on both admissions and graduation policies, as well as student portfolios and student teaching evaluations used to show evidence of achieving the established frameworks throughout the program.

Description of Assessments and Criteria for Achievement

Below, table 3.1 includes a detailed description of the assessments used to support TEP claims. It also includes the criteria for achievement.

Table 3.1 Assessment tools, descriptions, and criteria for achievement

Assessment Tool	Description of Tool	Criteria for Achievement with Tool
Portfolio	<p>Early Childhood Education majors create a portfolio using the State of Iowa Competencies for Early Childhood Education.</p> <p>Elementary, Secondary, & K-12 majors create a portfolio using Danielson's Components of Professional Practice.</p> <p>All majors must collect evidence of their meeting requisite standards through appropriately identified artifacts. Portfolio begins in EDUC 205/207 and is completed during the student teaching semester.</p>	<p>All portfolio artifacts are graded work (preferably with the use of a rubric) with completed reflection forms identifying the artifact, competency or component, and rationalization of how the artifact meets the competency or component. The score for artifacts must be 80% or better. (Note: The TEP allows ECE majors in Ed 205 and 207 to turn in practicum evaluations done by the cooperating teachers at 75 %.)</p> <p>For ECE and Elementary majors, portfolio checkpoints are set throughout the program, and students must pass (pass/fail) each checkpoint before proceeding in the program. A final evaluation of the portfolio must be completed by end of the student teaching semester.</p> <p>For Secondary and K-12 majors, the portfolio is evaluated at the end of every major course that</p>

		<p>contains Danielson competencies. Student may resubmit work during student teaching to replace previous work if they so choose.</p> <p>A score of at least 80% is required of the overall assessment of the portfolio. Only students with passing portfolios are recommended for licensure.</p>
<p>College C-BASE</p> <p>*Transfer students who have taken the Praxis I or the Illinois Certification Testing System (ICTS) Basic Skills test are allowed to use test scores from those tests to gain admission into program.</p>	<p>College BASE is a criterion-referenced academic achievement examination. It responds to national concern about the quality of undergraduate education and meets increasing demands for accountability and standardized assessment at the college level. In addition, the exam fulfills mandated requirements for a test with cut-off scores for admitting candidates into upper-level coursework including state-approved teacher education programs. The focus is to provide a broadly based achievement test that can accurately assess a specified level of attainment common to many colleges and universities (College Base, 7-5-05).</p> <p>Praxis I “Designed to be taken early in a student’s college career to measure reading, writing, and mathematics skills. The reading, writing, and mathematics assessments are available through either a paper-based or computer-based format” (Praxis, 7-7-05).</p> <p>ICTS Basic Skills test “Assesses reading comprehension, language arts (grammar and writing), and mathematical skills and is completed by candidates either prior to their entry into an educator preparation program or before they are granted a certificate. It assures Illinois citizens that all of their public school educators exceed a uniform minimum skill standard” (National Evaluation Systems, Inc., 2004).</p>	<p>Required for admission to the program.</p> <p>Minimum composite score of 235 required in English and math with a score of 235 or better on the Writing subtest.</p> <p>Students are given 3 attempts to pass the test. First attempt is completed while students are enrolled in EDUC 205/207. If failed, students are given conditional admittance into the program for an additional semester and two more attempts to pass the test.</p> <p>Acceptable scores for Praxis I are Reading 175, Writing 172, & Math 163 on both paper-based and computer-based formats.</p> <p>Acceptable score for the ICTS Basic Skills test is 70 out of 100, as set by the State of Illinois.</p>
<p>Cumulative GPA</p>	<p>Cumulative GPA consists of all courses taken by the student.</p>	<p>2.7 Cumulative GPA required for admission to program, maintained to continue in program, and needed to graduate from program.</p>

Student Teaching Evaluations	<p>Early Childhood Education majors are evaluated on the State of Iowa Competencies for Early Childhood Education by their cooperating teacher and university supervisor at midterm and final using a rating form. Student teachers also perform self-evaluations using a similar form at midterm and final. The University Supervisor is required to complete at least 4 observations of each student teacher. Descriptions of these visits and evaluations are located in the students' permanent files.</p> <p>Elementary, Secondary, and K-12 majors are evaluated on Danielson's 22 Components of Professional Practice by their cooperating teacher and university supervisor at midterm and final using a rating form. Student teachers also perform self-evaluations using a similar form at midterm and final. The University Supervisor is required to complete at least 4 observations of the student teacher. Descriptions of these visits and evaluations are located in the students' permanent files.</p>	<p>Score of 80% or better is required on final rating forms for passing. These forms are used in a summative manner.</p> <p>Narrative forms, that may or may not be used by the University Supervisor or Cooperating Teacher, are not scored. Rather, they are used as formative evaluation for the student teachers.</p>
Student Teaching Grade	Final grade based on student teaching evaluations and the specific requirements of the University Supervisors.	Must obtain a grade of C or better and maintain an CUM GPA of 2.7 and a major GPA of 3.0.

Published information about the reliability and validity of the assessments

The TEP agrees with TEAC's beliefs regarding the importance of reliability and validity in program assessment tools. This section discusses the published information used by the program to determine the use of three basic skills tests for admission to the program. In addition, this section addresses the lack of a state teacher licensure test for graduates and TEP's response to needed measures of assessment for graduates.

C-BASE

The C-BASE was developed by the University of Missouri in the late 1980s. It is a "criterion-referenced achievement test focusing on the degree to which students have mastered particular skills and competencies consistent with the completion of general education coursework" (Osterlind and Merz in Osterlind, 1997). The C-BASE was referenced by almost 75,000 students at 56 different colleges and universities between 1988 and 1993 (Osterlind, 1997). This rigorous test-development process is evidence of content validity for the C-BASE. Specific steps taken are noted in Osterlind's (1997), author of *College BASE*, work. The C-BASE is also a reliable test. Statistically, there are acceptable levels of internal consistency in the test. The KR20 coefficient for English is 0.77, for math it is 0.89, and for composite scores it is 0.95. According to the 2000 Students' Guide to *College BASE: National Edition*, the test "reflects the broad range of knowledge that most universities and colleges...expect their students to acquire by the

end of the sophomore year (ARC, 2000, p.5). Most TEP students take the C-BASE exam during their sophomore year at St. Ambrose University. In addition, 11 other universities in the state of Iowa use the C-BASE as their teacher education program basic skills exam (Email Arlie Willems, 7-28-2005).

Praxis I

The Praxis I: Academic Skills Assessment includes the PPST (Pre-Professional Skills Test) and the CPPST (Computerized Pre-Professional Skills Test). These tests are developed and administered by Educational Testing Services (ETS). ETS claims, “The Praxis Series: Professional Assessments for Beginning Teachers is a set of rigorous and carefully validated assessments that provides accurate, reliable information for use by state education agencies in making licensing decisions” (<http://www.ets.org/praxis/>, 7-7-05). Specifically, ETS uses the “validation process that is consistent with the technical guidelines in the *Standards for Educational and Psychology Testing* publish by AERA in 1999” (<http://www.ets.org/praxis/prxfaq.html#testdev>, 7-7-05). As a part of this process, connections between the content of a test and the knowledge and/or skills judged important for pre-professional practice are made. Specifically, the knowledge/skills judged important are obtained through representative samples of educators and by reviewing national disciplinary standards. In addition, Danielson’s framework was developed along with the Praxis series, so it makes sense to allow its use.

ICTS Basic Skills Test

The Illinois Certification Testing System developed the Basic Skills Test in conjunction with National Evaluation Systems, Inc. (NES®) in 1998 to address testing demands from the Illinois State Board of Education (ICTS Faculty Guide). The State of Illinois convened a Technical Advisory Committee made up of national testing and assessment experts to guide the Illinois State Board of Education on the psychometric and technical quality of the test development process. According to the ICTS, this process involved numerous steps to ensure that the resulting tests would be reliable and valid. The NES consulted Illinois documents, collaborated with Illinois educators, validated each ICTS test objective and test item in multiple ways and engaged Illinois educators in recommending passing scores for each test to the State Board of Education. In addition, to ensure compliance with technical and professional standards, NES obtained the ongoing guidance of a committee of assessment experts. Specific steps taken to ensure validity are noted in the ICTS Faculty Guide (2005).

Teacher Licensure Tests

It should be noted that the State of Iowa does not currently use a licensure exam for beginning or practicing teachers. In spring 2005, the Iowa ACTE made an official statement (Wilson, 2005) regarding the Praxis II test as a teacher licensure test for the State of Iowa. It was strongly argued that the proposed Praxis II must meet high standards for testing in Iowa. In essence, the Praxis II (or any licensure test for that matter) should 1) show validity for each function or purpose it is used to serve, 2) not be the sole basis of critical decisions regarding students or institutions, 3) be free of bias, 4)

evidence a clear cost/benefit to the student, institutions preparing teachers, and to the state of Iowa, and 5) examine the potential for misuse of test results as well as unintended consequences. Most importantly, however, the IACTE stressed how “a single paper and pencil test score should not be used in itself and without reference to other evidence to make critical judgments of a teaching candidate at the end of a program. This single paper and pencil measure is also inadequate by itself for making important judgments about those institutions that prepare teachers” (Wilson, 2005). In conclusion, it was the use of the testing information from the Praxis II that the IACTE disagreed strongly with, not the actual test itself.

In addition to this argument, the IACTE provided the State of Iowa Board of Educational Examiners with a detailed listing of the variety of high standards and rigorous assessments already used by institutions in the state (Wilson, 2005). It also explained the assessment systems that institutions have in place that provide detailed data claiming that the performance of students meets the standards of performance required by the State of Iowa as well as national professional standards.

As such, the St. Ambrose University TEP has designed an assessment system that aligns tightly with appropriate standards for Early Childhood, Elementary, Secondary, and K-12 majors. These frameworks are the basis of the portfolio system, aligned with coursework, and used to evaluate students during their student teaching semester. Thus, content validity is addressed through the fluidity and consistency of the appropriate frameworks for TEP majors.

Table 3.2 explains the specification of the measures in relationship to issues of reliability and validity used by the TEP. It also shows how the measures align with *Quality Principle I*.

Table 3.2 Reliability and validity of measures in relation to *QPI*.

Claims (<i>QPI</i>)	Measures	Validity	Reliability
Subject Matter	1. Portfolio 2. Cumulative GPA 3. C-Base 4. Student teaching evaluations	<p>The portfolio is aligned with either the State of Iowa Competencies for Early Childhood Education or Danielson’s 22 Components of Professional Practice. Both frameworks are clearly defined and published as such.</p> <p>Students are held accountable for the maintenance and completion of their portfolios. Students are trained in EDUC 205/207 on how to</p>	All TEP members who evaluate the portfolios , including adjunct professors, have been trained on how to evaluate and score portfolios. All artifacts in the portfolio must be at a passing rate of 80% or better. Pearson correlation of scores assigned to portfolios shows statistical significance in some areas but not all. This supports the reliability of the measure, but also suggests the need for further training of

		<p>complete the portfolio. Progress is checked at a variety of checkpoints throughout the program. This helps to ensure the correct information/artifacts are in the portfolio.</p> <p>Cumulative GPAs are collected by Records and Registration.</p>	<p>evaluators. See Section 4 for specific tables.</p> <p>At the end of every semester, faculty advisors monitor individual advisee GPAs</p>
Pedagogy	<ol style="list-style-type: none"> Portfolio Student teaching grade Student teaching evaluations 	<p>The student teaching evaluations are aligned with either the State of Iowa Competencies for Early Childhood Education or Danielson's 22 Components of Professional Practice. The rating forms provide a 5 point scale (0-4) by which to assess student teachers. In addition, TEP courses are aligned to address these competencies and components. Thus, multiple measures of a student's ability to meet the standards are taken.</p> <p>In a study by Benjamin (2002), a similar student teaching evaluation tool showed high content and construct validity of the Danielson framework.</p>	<p>University supervisors and cooperating teachers are trained at the beginning of each semester on how to use the student teaching evaluations (rating forms). Wilcoxon signed ranks test of University Supervisors and Cooperating Teachers shows no statistical significance in the difference in the scoring of these forms between cooperating teachers and university supervisors. See Section 4 for specific tables.</p> <p>In a study by Benjamin (2002), a similar student teaching evaluation tool showed high internal consistency reliability in 3 of 4 domains.</p>
Teaching Skill	<ol style="list-style-type: none"> Student teaching evaluation Student teaching grade Portfolio 	<p>The student teaching grade is assigned by the University Supervisor after consultation with the cooperating teacher, and consists of the student teacher's performance on the student teaching evaluations and other required assignments.</p>	<p>The student teaching grade lacks some reliability on its own, but is useful as a means of triangulation.</p>

*As noted by TEAC. <http://www.teac.org/accreditation/inquirybrief/methods/methodsindex.asp>, 7-7-05.

Sampling Procedure and Procurement of Evidence

The TEP at St. Ambrose University has continually evolved since its inception in the 1920s. More recently, the TEP has established an assessment system that is grounded in professional framework and complimented by valid and reliable forms of assessment. Thus, to deal with the most complete set of data to initially investigate our proposed claims, the TEP analyzes the past 2 years of data. Specifically, graduates from the 2003-2004, and 2004-2005 academic years were used.

Section 4 (Results), will look specifically at the findings from these measures noted on previous pages as they relate to the QP1. Below, however, is a table that explains the processes for determining the findings.

Table 3.3 Procedure for Determining Findings

Proposed Claims	Procedure
<p>Claim 1 <i>TEP graduates possess subject matter knowledge</i></p>	<p>Mean and standard deviations of</p> <ol style="list-style-type: none"> 1. Portfolio - Danielson Domain 1 for Elem and Sec 2. Cooperating teacher student teaching eval Danielson Domain 1 for Elem and Sec 3. C-Base scores for all 3 departments 4. Portfolio – ECE competency 5. Cooperating teacher student teaching eval - ECE competency 6. Major GPAs for secondary majors 7. Content and pedagogy GPAs for Elem & ECE majors
<p>Claim 2 <i>TEP graduates possess pedagogical knowledge</i></p>	<p>Mean and standard deviations of</p> <ol style="list-style-type: none"> 1. Portfolio - Danielson Domains 2 & 3 for Elem and Sec 2. Cooperating teacher student teaching eval Danielson Domain 2 & 3 for Elem and Sec 3. Portfolio – ECE competency 4. Cooperating teacher student teaching eval - ECE competency 5. Student teaching grades for everyone 6. Major GPAs for secondary majors 7. Content and pedagogy GPAs for Elem & ECE majors

<p>Claim 3 <i>TEP graduates possess skills for teaching</i></p>	<p>Mean and standard deviations of</p> <ol style="list-style-type: none"> 8. Portfolio - Danielson Domains 3 & 4 for Elem and Sec 9. Cooperating teacher student teaching eval Danielson Domain 4 for Elem and Sec 10. Portfolio – ECE competency 11. Cooperating teacher student teaching eval - ECE competency 12. Student teaching grades for everyone
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B. Assessment of Teaching and Learning in the Major

NOTE: The next portion of this Review consists of Section 4 from the TEAC Brief that has been submitted for consideration of the TEP for national accreditation. This section covers the following information as required for the SAU Five-Year Review:

- 1. Assessment data of departmental objectives**
 - a. Strengths and weaknesses shown by these data**
 - b. How has the study of the data informed the proposed changes for the department?**
- 2. Evaluate the major program in terms of requirements, sequencing of courses, and prerequisite**

The Tables and Figures are numbered to reflect the section of the TEAC Brief in which they are contained (4), which means they do not match with the section (IV) numbering for the SAU Review.

TEAC Brief SECTION 4: RESULTS

Reliability and Validity of Measures and Initial Findings

An investigation into the findings from 2 years (4 semesters) of data collection shows that the teacher education program uses multiple measures to collect data on pre-service teacher performance. A descriptive analysis of the data shows that the current tools being used to assess this performance have remained stable over time, showing some evidence of reliability and validity. There is limited evidence beyond a descriptive analysis, however, to demonstrate reliability. There are also limited correlations between the measures. Although this is a common problem for teacher education programs across the country, it is not acceptable for SAU. The Danielson Framework (1996) does, however, have high content validity (Benjamin, 2002). Table 4.1 shows the measures included in the TEP pilot studies.

Table 4.1 Measures included in pilot studies.

Outcome of Proposed Claims	Measures
Subject matter	1. Portfolio 2. Student teaching evaluations 3. Major GPAs for Sec Majors 4. Gen. Ed. GPAs for Elem & ECE majors 5. C-Base Scores
Pedagogy	1. Portfolios 2. Student teaching evaluations 3. Student teaching grades 4. Education GPAs
Teaching skill	1. Portfolios 2. Student teaching evaluations 3. Student teaching grades

The Portfolio

In August of 2005, training on portfolio evaluation was held for all university supervisors (the eventual evaluators of student portfolios). The supervisors were shown a video of a student and supervisor going through the “final portfolio evaluation” process for 2 of the 22 Danielson Components. The supervisors were then asked to score the student. Training commenced and at the completion of the meeting, the supervisors were shown the training video again and asked to rescore the student. Inter-rater reliability on these two components showed statistical significance on just one component. Tables 4.2 and 4.3 show the Pearson correlations for the supervisors’ scores. Based on this evidence, continual training and clarification of the scoring rubric are necessary for improved reliability and validity of the portfolio evaluation. There was no training done on the ECE portfolio. This needs to be done as well before making claims. Training for both is scheduled for the spring of 2006.

Table 4.2 Pearson correlation for Danielson component B1

		Correlations	
		b11	b12
Danielson 1b before training	Pearson Correlation	1	.600**
	Sig. (2-tailed)		.007
	N	19	19
Danielson 1b after training	Pearson Correlation	.600**	1
	Sig. (2-tailed)	.007	
	N	19	20

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.3 Pearson correlation for Danielson component B4

		b41	b42
Danielson 4b before training	Pearson Correlation	1	.420
	Sig. (2-tailed)		.082
	N	19	18
Danielson 4b after training	Pearson Correlation	.420	1
	Sig. (2-tailed)	.082	
	N	18	19

Data for the portfolio evaluation are limited to just Elementary Education majors. Prior to the completion of the fall 2005 semester, the Secondary, K-12 and Early Childhood portfolios were simply evaluated as pass/fail. The data for secondary and early childhood show that all students passed their portfolio evaluation at the conclusion of the student teaching semester. This finding makes sense. Most, if not all, students complete student teaching, and those who do not meet established requirements for student teaching are not allowed into student teaching in the first place. Like the elementary program, however, the early childhood, secondary, and K-12 education programs recently decided to switch to a numerical score for the evaluation of the portfolio to indicate the variance in student passing qualities.

The data for elementary portfolios show that all students are passing and passing at a high rate (on a scale that ranges from 0 to 3). The student means and standard deviations on the portfolio for elementary education majors are shown in tables 4.4-6. This rate of passing is expected because of the support given to students to complete their portfolios and of the quality of the students who make it through the student teaching semester. There is concern, however, as to whether the evaluation tool can actually discriminate among students in terms of performance outcomes. So, further work is needed to refine this tool.

Table 4.4 Portfolio Domain 1 – Claim 1: Knowledge of subject matter

Semester & Year	N	Mean Domain 1	Standard Dev
Dec 2004	14	2.89	0.221
May 2005	23	2.92	0.226

Table 4.5 Portfolio Domain 2 & 3 – Claim: Knowledge of Pedagogy

Semester & Year	N	Mean Domain 2	Standard Dev	Mean Domain 3	Standard Dev
Dec 2004	14	2.90	0.299	2.92	0.286
May 2005	23	2.92	0.237	2.91	0.287

Table 4.6 Portfolio Domain 3 & 4 – Claim: Teaching Skills

Semester & Year	N	Mean Domain 3	Standard Dev	Mean Domain 4	Standard Dev
Dec 2004	14	2.92	0.286	2.91	0.287
May 2005	23	2.91	0.287	2.96	0.165

Student Teaching Evaluations

The student teaching evaluation forms are well-developed tools. They show a strong content validity as they are based on Danielson's 22 Components of Professional Practice and/or the State of Iowa Competencies for Early Childhood Education. These forms clearly lay out the standards for evaluation (Benjamin, 2002). Both contain a 4-point scale for evaluation. The levels for performance for each standard are not clearly defined, however. This is an issue for reliability and validity. There were no significant differences found between Cooperating Teachers and University Supervisors in their ratings of students for the Danielson components indicating that both were rating students in a comparable manner (Wilcoxon Signed Ranks Tests were used to examine these differences). Comparable results were found for ECE competencies. See tables 4.7-10 for examples of these results.

Table 4.7 Wilcoxon Signed Ranks Test between cooperating teachers and university supervisors for Danielson Domain 1, May 2005.

Test Statistics - Student Teaching Evaluation Domain 1

	st1a - ct1a	st1b - ct1b	st1c - ct1c	st1d - ct1d	st1e - ct1e	st1f - ct1f
Z	-.632 ^a	-.333 ^b	-1.134 ^a	-.333 ^a	-1.444 ^a	-1.667 ^b
Asymp. Sig. (2-tailed)	.527	.739	.257	.739	.149	.096

a. Based on negative ranks.

b. Based on positive ranks.

c. Wilcoxon Signed Ranks Test

Table 4.8 Wilcoxon Signed Ranks Test between cooperating teachers and university supervisors for Danielson Domain 1, May 2005.

Test Statistics - Student Teaching Evaluation Domain 2

	st2a - ct2a	st2b - ct2b	st2c - ct2c	st2d - ct2d	st2e - ct2e
Z	-.176 ^a	-.816 ^b	-.344 ^a	-.117 ^b	-1.444 ^a
Asymp. Sig. (2-tailed)	.860	.414	.731	.907	.149

a. Based on positive ranks.

b. Based on negative ranks.

c. Wilcoxon Signed Ranks Test

Table 4.9 Wilcoxon Signed Ranks Test between cooperating teachers and university supervisors for Danielson Domain 1, May 2005.

Test Statistics - Student Teaching Evaluation Domain 3

	st3a - ct3a	st3b - ct3b	st3c - ct3c	st3d - ct3d	st3e - ct3e
Z	-1.243 ^a	-.093 ^a	-.816 ^b	-1.318 ^b	-1.134 ^b
Asymp. Sig. (2-tailed)	.214	.926	.414	.187	.257

- a. Based on positive ranks.
- b. Based on negative ranks.
- c. Wilcoxon Signed Ranks Test

Table 4.10 Wilcoxon Signed Ranks Test between cooperating teachers and university supervisors for Danielson Domain 1, May 2005.

Test Statistics - Student Teaching Evaluation Domain 4

	st4a - ct4a	st4b - ct4b	st4c - ct4c	st4d - ct4d	st4e - ct4e	st4f - ct4f
Z	-.577 ^a	-1.000 ^a	-1.265 ^a	-.755 ^b	-.141 ^b	-.333 ^a
Asymp. Sig. (2-tailed)	.564	.317	.206	.450	.888	.739

- a. Based on positive ranks.
- b. Based on negative ranks.
- c. Wilcoxon Signed Ranks Test

The student teaching evaluations show very consistent findings over two years and in all 4 of Danielson’s Domains and across the 10 Early Childhood competencies. Specifically, the mean has remained stable, increasing slightly. This shows that students’ performances in student teaching are achieving a similar quality semester after semester. Thus, one could argue that the curriculum and training are remaining constant, and scores are not “flukes” but rather are consistent outcomes from consistent training. The standard deviations also narrow, showing a decrease in score variability. Tables 4.11-13 show the cooperating teacher evaluations of elementary, secondary, and K-12 student teachers as they relate to the TEP’s three claims.

Table 4.11 Cooperating Teacher Eval. – Claim 1: Domain 1 (knowledge of subject matter) Elementary and Secondary Education Majors

Semester & Year	N	Mean	Standard Dev.
Dec 2003	32	3.72	0.549
May 2004	46	3.80	0.491
Dec 2004	32	3.79	0.428
May 2005	50	3.86	0.366

Table 4.13 Cooperating Teacher Eval. – Claim 2: Domain 2 & 3 (knowledge of pedagogy) Elementary and Secondary Education Majors (scale of 0 to 4)

Semester & Year	N Domain 2	Mean Domain 2	Standard Dev Domain 2	N Domain 3	Mean Domain 3	Standard Dev Domain 3
Dec 2003	32	3.74	0.593	32	3.75	0.470
May 2004	45-46	3.77*	0.464*	46	3.78	0.476
Dec 2004	32	3.78	0.468	31	3.79	0.439
May 2005	50	3.84	0.365	50	3.85	0.399

* Weighted Means

Table 4.13 Cooperating Teacher Eval. – Claim 3: Domain 3 & 4 (teaching skill) Elementary and Secondary Education Majors (scale of 0 to 4)

Semester & Year	N Domain 3	Mean Domain 3	Standard Dev Domain 3	N Domain 4	Mean Domain 4	Standard Dev Domain 4
Dec 2003	32	3.75	0.470	31-32	3.75*	0.507*
May 2004	46	3.78	0.476	44-46	3.82*	0.425*
Dec 2004	31	3.79	0.439	30-31	3.79*	0.439*
May 2005	50	3.85	0.399	48-50	3.89*	0.346*

* Weighted Means

A close examination of early childhood scores in tables 4.12-14 show small populations, especially in May of 2005. The program is seeing fewer students pursue early childhood degrees than in previous semesters. In addition, ECE majors in Dec of 2002, 2003, and 2004 were fewer than 3, being too small a sample from which to draw conclusions. This small number in December is not surprising, based on the sequencing of early childhood education coursework.

Looking at the means and standard deviations, one can argue the phenomenon occurring with early childhood education student teachers is similar to that with elementary and secondary education majors. The curriculum and training are remaining constant and thus continually producing high quality students. Another look at the data shows that it is also possible that the tools for measurement are not able to show the varying degrees of student achievement during student teaching. While all students follow a similar curriculum and receive similar training whether they are early childhood, elementary, or secondary education majors, one would logically expect to see more variance in student measures. Again, this data shows the need for tool refinement and a definition of measures.

Table 4.12 Cooperating Teacher Eval. – Claim 1: Competencies 2 & 4 (knowledge of content) Early Childhood Education Majors (scale of 0 to 3)

Semester & Year	N	Mean Claim 1	Standard Deviation
May 2003	13	2.87	0.337
May 2004	12	2.87	0.338
May 2005	8	3	0.000

Table 4.14 Cooperating Teacher Eval. – Claim 2: Competencies 1, 3, & 5 (knowledge of pedagogy) Early Childhood Education Majors (scale of 0 to 3)

Semester & Year	N	Mean Claim 2	Standard Deviation
May 2003	13	2.85	0.324
May 2004	12	2.76	0.392
May 2005	8	2.92	0.154

Table 4.14 Cooperating Teacher Eval. – Claim 3: Competencies 6, 7, 8, 9, & 10 (knowledge of pedagogy) Early Childhood Education Majors (scale of 0 to 3)

Semester & Year	N	Mean Claim 3	Standard Deviation
May 2003	13	2.84	0.377
May 2004	12	2.90	0.307
May 2005	8	2.97	0.071

Cum GPAs, Student Teaching Grades, and C-Base

Correlations were run on the Cum GPAs, Student Teaching Grades, and C-Base results to investigate relationships between the measures. A triangulation of the measures shows weak correlations. Table 4.15 shows the correlations.

Table 4.15 Correlation of cumulative GPAs, Student teaching grades, and C-Base scores

Correlations - Student Teaching Grade, Cum GPA, and College C-Base Scores

		StGrade	CumGPA	English	Writing	Math
Student Teaching Grade	Pearson Correlation	1	.289*	.106	.232	.071
	Sig. (2-tailed)		.028	.557	.194	.695
	N	58	58	33	33	33
Cum GPA	Pearson Correlation	.289*	1	.327	.491**	.416*
	Sig. (2-tailed)	.028		.063	.004	.016
	N	58	58	33	33	33
C-Base English	Pearson Correlation	.106	.327	1	.756**	.663**
	Sig. (2-tailed)	.557	.063		.000	.000
	N	33	33	33	33	33
C-Base Writing	Pearson Correlation	.232	.491**	.756**	1	.721**
	Sig. (2-tailed)	.194	.004	.000		.000
	N	33	33	33	33	33
C-Base Math	Pearson Correlation	.071	.416*	.663**	.721**	1
	Sig. (2-tailed)	.695	.016	.000	.000	
	N	33	33	33	33	33

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation that exists between the C-Base scores is in part due to the tool's design. The correlation between the C-Base scores and the cumulative GPA is also expected since the College C-Base is a tool used to assess general education outcomes of college level students. The correlation between the student teaching grades and the cumulative GPA is also expected since the student teaching grades factor into the cumulative GPA.

Separately, an analysis of C-Base scores in table 4.16 shows fairly stable means of scores and standard deviations. The passing score for C-base is currently 235 in English, writing, and math. The above average means may give the TEP adequate

support to consider raising the C-Base requirements for passing scores. This is scheduled for discussion in spring 2006.

Table 4.16 College C-Base Scores for ECE, Elem., Sec., and K-12 Majors

Semester & Year	Mean English	Standard Dev	Mean Writing	Standard Dev	Mean Math	Standard Dev
May 2003	292.21	43.74	294.42	35.39	312.18	58.64
Dec 2003	307.65	50.69	299.54	37.35	315.31	61.67
May 2004	295.06	41.52	294.53	34.13	316.22	50.24
Dec 2004	317.60	55.30	313.80	39.04	323.16	58.88
May 2005	300.60	46.78	297.90	38.12	313.88	46.88

(Approximately 5 students transfer in other acceptable basic skills tests each semester. Those tests included the IL Basic and Praxis I.)

The Cum GPAs for TEP majors show that students meet the program requirement of 2.7 on a 4 point scale. Table 4.17 shows that students are exceeding the TEP standards for this GPA on average, but that some students barely meet the standard. With a cumulative GPA of 2.7, students are just above a C+ average. While some students are performing at that level, most students are receiving As and Bs in their general education and teacher education coursework. It is reasonable to expect pre-service teachers to achieve As and Bs in their coursework. There is also current consideration for raising the cumulative GPA for teacher education students to 3.0 based on the evidence in tables 4.18-21. The TEP claims first that its students possess knowledge of subject matter. It uses the general education GPA for early childhood/elementary majors to show evidence of the claim. Setting a lower standard for content coursework than for pedagogical coursework for early childhood and elementary education majors sends a message of unequal importance regarding teaching content and pedagogy. This is not true. (Currently the major GPA requirement for secondary/K-12 majors is 3.0.) It is also reasonable to wonder if grade inflation is evident in TEP students' GPAs. Thus, the TEP will continue to discuss and make decisions on the use of and definition of grades and GPAs.

Table 4.17 Cum GPAs for ECE, Elem, Sec, and K-12 Majors

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Dec2003	32	2.78	3.95	3.4823	.31453
May2004	29	2.68	3.96	3.4648	.31377
Dec2004	52	2.85	4.00	3.4901	.36927
May2005	54	2.88	4.00	3.5358	.33785
Valid N (listwise)	29				

Table 4.18 Early Childhood Education Majors Content and Pedagogy GPAs

Descriptive Statistics - Early Childhood Education (Fall 2001-Spring 2005)

	N	Minimum	Maximum	Mean	Std. Deviation
General Education GPA (Content GPA)	8	2.46	3.62	3.3013	.36396
Major GPA (Pedagogy GPA)	8	3.09	3.93	3.7100	.26538
Valid N (listwise)	8				

Table 4.19 Elementary Education Major Content and Pedagogy GPAs

Descriptive Statistics - Elementary (Fall 2001-Spring 2005)

	N	Minimum	Maximum	Mean	Std. Deviation
General Education GPA (Content GPA)	18	2.25	3.92	3.2472	.46227
Major GPA (Pedagogy GPA)	18	3.07	4.00	3.5900	.25391
Valid N (listwise)	18				

Table 4.20 Secondary Education Content GPAs

**Descriptive Statistics - Secondary Education Content GPAs (Fall 2001-Spring 2005)
Random Sample**

	N	Minimum	Maximum	Mean	Std. Deviation
Major GPA (Content GPA)	18	2.91	3.97	3.5311	.31385
Valid N (listwise)	18				

Table 4.21 K-12 Education Content GPAs

Descriptive Statistics - K-12 Content GPAs (Spring 2003-Spring 2005) Random Sample

	N	Minimum	Maximum	Mean	Std. Deviation
Major GPA (Content GPA)	7	3.01	3.59	3.4014	.21122
Valid N (listwise)	7				

Table 4.22 shows student teaching grades for early childhood, elementary, and secondary education majors reflecting a similar trend to that found with the cum GPAs. A closer look at the student teaching grades shows an overwhelming number of students receiving the grade of A (4.0). Graph 4.1 shows this trend. Specifically, of the May 2005 student teaching graduates only 4 of the 54 received a grade lower than an A. While there is much “weeding out” of unsuccessful students prior to student teaching, common sense says that variance should exist between student teachers in their abilities. Thus, there is a need to look into the use of the student teaching grade. It is possible that grade inflation is a problem. Student teaching grades are reported on students’ transcripts. Thus, a grade that is not favorable (any grade below an A) can have serious

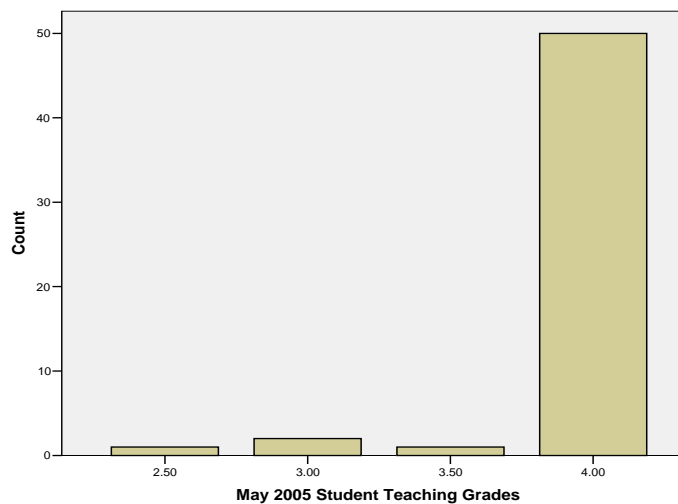
consequences for students trying to obtain teaching positions. Supporting such grade inflation, however, does not make a quality program, nor support the TEP's claims.

Table 4.22 Student Teaching Grades for ECE, Elem, Sec, and K-12 Majors

Descriptive Statistics - Student Teaching Grade

	N	Minimum	Maximum	Mean	Std. Deviation
Dec of 2002	33	2.00	4.00	3.8333	.42696
May of 2003	58	3.00	4.00	3.8879	.29681
Dec of 2003	32	3.50	4.00	3.9844	.08839
May of 2004	52	2.50	4.00	3.9423	.25541
Dec of 2004	29	3.00	4.00	3.9310	.22056
May of 2005	54	2.50	4.00	3.9259	.28163
Valid N (listwise)	29				

Graph 4.1 Distribution of student teaching grades



This trend of only using the top portion of the grading scale can be seen with other measures. The student teaching evaluations and portfolio evaluations use 4 point scales, but an overwhelming number of students receive a score of 4 on all of their components or competencies. Common sense suggests that not all students are achieving at the same, nearly perfect, level. Thus, the tools for measurement of student performance are not highly discriminative of student performance. Work needs to be done to allow those who use the tools to use the entire scale for possible evaluation. In order to do this, however, there needs to be discussion, determination, and training of the varying levels of student performance. Specifically, what does a student teacher who has a score of 4 look like in comparison to one who receives a 3, a 2, a 1, or a 0? Work on this topic will begin in fall of 2006.

The TEP does not have a standardized test beyond the basic skills test (C-Base) to evaluate its students. This poses a challenge when correlating data and finding reliable and valid measures. Teacher education programs in the State of Iowa currently and collectively oppose the use of standardized tests for teacher licensure. St. Ambrose University agrees with this philosophy. Adopting an exit test may help the SAU TEP address issues of reliability and validity with its measures, and allow for comparison with other programs. The adoption of a standardized exit examination will not, however, help to define and refine student teaching observation forms, the portfolio evaluation, and the grades that are used. This must be done. The State is, however, using a state-wide student teaching evaluation form that is to be completed by all cooperating teachers of all student teachers from Iowa institutions. This is the State's attempt to meet federal guidelines for exit testing. This data may or may not be available by spring of 2006. Once this data is obtained, SAU will be able to make comparative claims of its students with students from across Iowa. The federal government has issues regarding the reliability and validity with this form as well. It is in a pilot phase this year, and its future with federal approval is uncertain.

Alumni and Employer Surveys

The TEP engages in the surveying of alumni and employers of our graduates as a means to triangulate data and to see if TEP training does in fact lead to success in the field of teaching. Alumni who have graduated between spring 2001 and spring 2005 were recently surveyed concerning their thoughts of the TEP. Likewise, principals and directors who had hired SAU graduates since spring 2004 were surveyed. The survey consisted of a variety of statements in which alumni provided their level of agreement. Nine general statements can be found in table 4.23 with responses listed in table 4.24. The remaining survey questions were based off of Danielson's 22 components of professional practice. It should be noted that early childhood education majors did not follow Danielson while at SAU. They were, however, given the same survey. Thus, the finding reported below are for students who majored in either early childhood, elementary, secondary, or K-12 education. The TEP will be constructing an alumni and employer survey specifically for early childhood educators and employers in the summer of 2006 to improve the validity of the survey.

Table 4.23 List of General Questions on Alumni Surveys

Program Satisfaction Statements of Agreement (scale of 1=strongly disagree to 5=strongly agree)
1. Faculty members in the education department are genuinely interested in the welfare and professional growth of students.
2. My education advisor was helpful regarding my personal advising needs.
3. Field experiences associated with my education program (i.e., student teaching, methods practica) contributed to my professional growth.
4. Individuals supervising my field experiences offered ideas/suggestions that advanced my professional skills.
5. Student teaching seminars were professionally relevant for me.
6. I felt sufficiently challenged by courses offered through the education department.
7. Courses in the education department reflected current trends and issues in the field.

8. I was able to complete my coursework in an acceptable timeframe.
9. I felt sufficiently prepared in the use of technology for teaching.

The results from table 4.24 show that alumni “agree” to “strongly agree” with all of the statements. The TEP showed strength in the helpfulness of advisors regarding students’ personal advising needs, the genuine interest of faculty in students’ welfare, and the ability for students to complete the program in an acceptable timeframe. Areas where improvement can be made include the value of student teaching seminars to students during their student teaching semester.

Table 4.24 Alumni statements of agreement

Descriptive Statistics - program satisfaction statements of agreement

	N	Minimum	Maximum	Mean	Std. Deviation
Question 1	44	4.00	5.00	4.6591	.47949
2	44	2.00	5.00	4.7273	.69428
3	44	2.00	5.00	4.6591	.64495
4	44	2.00	6.00	4.4318	.78940
5	44	1.00	6.00	3.8864	1.01651
6	44	2.00	5.00	4.3182	.80037
7	44	2.00	5.00	4.2727	.75832
8	44	3.00	5.00	4.6591	.52576
9	44	1.00	5.00	4.1364	1.04750
Valid N (listwise)	44				

An examination of the evidence in table 4.25 shows that students’ satisfaction with their Danielson preparation is not as high as the importance of Danielson components with their current positions shown in table 4.26. They are, however, “satisfied” to “very satisfied” with their preparation overall. Strengths in the Danielson preparation include components 4f (showing professionalism), 2a (creating an environment of respect and rapport), and 2b (establishing a culture for learning). Areas for improvement include 2d (managing student behavior), 2e (organizing physical space), and 4d (contributing to the school and district).

Table 4.25 Satisfaction with Danielson preparation

Descriptive Statistics - How satisfied are you with your preparation?

	N	Minimum	Maximum	Mean	Std. Deviation
Danielson 1a	43	1.00	5.00	4.4884	.96046
1b	43	1.00	5.00	4.6977	.74113
1c	43	1.00	5.00	4.5814	.98156
1d	42	3.00	5.00	4.6667	.57027
1e	43	1.00	5.00	4.7907	.70906
1f	42	1.00	5.00	4.6905	.94966
2a	43	3.00	5.00	4.8837	.44771
2b	43	1.00	5.00	4.6744	.74709
2c	43	1.00	5.00	4.6977	.93948
2d	43	1.00	5.00	4.7907	.70906
2e	43	1.00	5.00	4.3488	.89665
3a	43	1.00	5.00	4.7674	.71837
3b	43	3.00	5.00	4.4651	.66722
3c	43	1.00	5.00	4.7442	.75885
3d	43	1.00	5.00	4.6047	.82056
3e	43	2.00	5.00	4.7442	.58117
4a	43	1.00	5.00	4.2558	1.04865
4b	43	3.00	5.00	4.7674	.47994
4c	43	2.00	5.00	4.6977	.67383
4d	43	1.00	5.00	4.5116	.85557
4e	43	2.00	5.00	4.5814	.62612
4f	43	3.00	5.00	4.8140	.50028
Valid N (listwise)	41				

Table 4.26 shows that component 2a (creating an environment of respect and rapport) was ranked highest among alumni in the importance of their current position. Interestingly, this is also ranked among the highest strengths with preparation. The lowest ranked component is 4a (reflecting on teaching).

Table 4.26 Importance of Danielson to current position

Descriptive Statistics - How important the areas listed below are for your current position?

	N	Minimum	Maximum	Mean	Std. Deviation
Danielson 1a	43	1.00	5.00	4.4884	.96046
1b	43	1.00	5.00	4.6977	.74113
1c	43	1.00	5.00	4.5814	.98156
1d	42	3.00	5.00	4.6667	.57027
1e	43	1.00	5.00	4.7907	.70906
1f	42	1.00	5.00	4.6905	.94966
2a	43	3.00	5.00	4.8837	.44771
2b	43	1.00	5.00	4.6744	.74709
2c	43	1.00	5.00	4.6977	.93948
2d	43	1.00	5.00	4.7907	.70906
2e	43	1.00	5.00	4.3488	.89665
3a	43	1.00	5.00	4.7674	.71837
3b	43	3.00	5.00	4.4651	.66722
3c	43	1.00	5.00	4.7442	.75885
3d	43	1.00	5.00	4.6047	.82056
3e	43	2.00	5.00	4.7442	.58117
4a	43	1.00	5.00	4.2558	1.04865
4b	43	3.00	5.00	4.7674	.47994
4c	43	2.00	5.00	4.6977	.67383
4d	43	1.00	5.00	4.5116	.85557
4e	43	2.00	5.00	4.5814	.62612
4f	43	3.00	5.00	4.8140	.50028
Valid N (listwise)	41				

Employer surveys showed similar trends in satisfaction of teacher preparation at SAU. Table 4.27 shows employers satisfaction of SAU graduates’ abilities as they relate to Danielson’s 22 components of professional practice. Overall, employers were “satisfied” to “very satisfied” with the ability levels of SAU graduates. Those components ranking highest include 2a (creating an environment of respect and rapport), 3a (communicating clearly and accurately), and 4d (contributing to the school and district). Those that need improvement are 1d (knowledge of resources), 4c (communicating with families), 4a (reflecting on teaching). Interestingly, while alumni ranked 4a (reflecting on teaching) as an area of least importance for their current positions, employers marked it as an area for needed improvement in comparison to other skills.

Table 4.27 Satisfaction of graduate’s abilities as related to Danielson

Descriptive Statistics - How satisfied you are with SAU graduates' abilities?

	N	Minimum	Maximum	Mean	Std. Deviation
Danielson 1a	16	4.00	5.00	4.4375	.51235
1b	16	3.00	5.00	4.3750	.61914
1c	16	3.00	5.00	4.3125	.60208
1d	16	3.00	5.00	4.1875	.54391
1e	16	4.00	5.00	4.4375	.51235
1f	16	4.00	5.00	4.4375	.51235
2a	16	3.00	5.00	4.6875	.60208
2b	16	3.00	5.00	4.5625	.62915
2c	16	3.00	5.00	4.5625	.62915
2d	16	3.00	5.00	4.5000	.63246
2e	16	3.00	5.00	4.4375	.62915
3a	16	4.00	5.00	4.5625	.51235
3b	15	3.00	5.00	4.4000	.63246
3c	16	4.00	5.00	4.5625	.51235
3d	15	4.00	5.00	4.4000	.50709
3e	16	3.00	5.00	4.5000	.63246
4a	15	3.00	5.00	4.2667	.70373
4b	16	3.00	5.00	4.5625	.62915
4c	16	3.00	5.00	4.2500	.68313
4d	16	3.00	5.00	4.5625	.62915
4e	16	3.00	5.00	4.5000	.63246
4f	16	3.00	5.00	4.6250	.61914
Valid N (listwise)	15				

Interesting information appears when employers’ satisfaction of the abilities of SAU graduates with regards to Danielson is compared to the same Danielson characteristics needed to achieve success at their schools. This information is presented in table 4.28. To begin with, employers found 3c (engaging students in learning), 1e (designing coherent instruction), 2a (establishing an environment of respect and rapport), and 4c (communicating with families) to be the most important competencies for teacher success at their school. Component 2e (organizing physical space) was found as the least important.

When comparing satisfaction with success, employers similarly rated components 2d (demonstrating knowledge of resources) and 4f (showing professionalism). There was substantial (-0.4375 to .4125) disagreement with components 1b (demonstrating knowledge of students), 1e (designing coherent instruction), 2e (organizing physical space), and 3d (providing feedback to students). For component 2e ((designing coherent instruction), employers ranked SAU graduates abilities as higher than required for success at their school. For components 1b, 1e, and 3d, they were less than required for success at their schools.

Overall, it appears that alumni of the TEP and employers of TEP graduates are satisfied with the training that is provided and the skills and knowledge achieved by its students. Coupling this evidence with evidence presented earlier concerning student teaching evaluations, portfolios, and grades makes a strong case for the TEP claims to produce caring, qualified, and competent teachers who have knowledge of subject matter, knowledge of pedagogy, and ability to teach.

Table 4.28 Importance of Danielson to success at school

Descriptive Statistics - How important the areas listed below are for the success of SAU graduates at your school ?

	N	Minimum	Maximum	Mean	Std. Deviation
Danielson 1a	16	4.00	5.00	4.6250	.50000
1b	16	4.00	5.00	4.6875	.47871
1c	16	3.00	5.00	4.4375	.62915
1d	16	3.00	5.00	4.2500	.57735
1e	16	4.00	5.00	4.8125	.40311
1f	16	4.00	5.00	4.6250	.50000
2a	16	4.00	5.00	4.7500	.44721
2b	16	4.00	5.00	4.6875	.47871
2c	16	4.00	5.00	4.6875	.47871
2d	16	4.00	5.00	4.5625	.51235
2e	16	2.00	5.00	4.0000	.81650
3a	16	4.00	5.00	4.7500	.44721
3b	16	4.00	5.00	4.5000	.51640
3c	16	4.00	5.00	4.8750	.34157
3d	16	4.00	5.00	4.8125	.40311
3e	16	4.00	5.00	4.6250	.50000
4a	16	4.00	5.00	4.5625	.51235
4b	16	4.00	5.00	4.6250	.50000
4c	16	4.00	5.00	4.7500	.44721
4d	16	4.00	5.00	4.3125	.47871
4e	16	4.00	5.00	4.6250	.50000
4f	16	4.00	5.00	4.6875	.47871
Valid N (listwise)	16				

In conclusion, an investigation of current TEP tools of measurement shows evidence of promise and possibility. There is an obvious need, however, for definition of the tools and training of those using the tools. To establish a high quality assessment system, the principles of reliability and validity must be addressed with these tools. Thus, the TEP needs to refine its current system of assessment so that it 1) exhibits high levels of reliability and validity for education program standards, 2) effectively discriminates among the varying states of student development, and 3) is understood by both faculty and students. To do this, the TEP will need 1) to continue refining and defining its student teaching evaluation and portfolio evaluation forms, 2) to make decisions based on the initial findings about changes to the current assessment system and standards of acceptable performance, and 3) to train faculty and develop manuals for student assessment. Specific plans for addressing such issues are in Section 5 of the *Inquiry Brief Proposal*.

Specific plans for changes and improvement in the areas of assessment and accreditation are shown in Section III D Long Range (5-Year) Plans of this Review as reported in TEAC SECTION 5: DISCUSSION AND PLAN beginning on p. 14.

C. General Education Assessment of Teaching
1. Indication of how all courses teach to General Education goals

Course Numbers and Names

ECE 303. Literacy for Young Children	3 credits
ECE 306. Science and Social Studies for Young Children	4 credits
ECE 350. Math Education for Young Children	4 credits
ECE 365. Early Childhood Development	3 credits
ECE 380. Administration of Early Childhood Programs with Emphasis upon Child Nutrition	3 credits
ECE 450. Seminar in Early Childhood	3 credits.
ECSE 204. Introduction to Early Childhood Education, Birth to Age 8	3 credits
ECSE 311. Assessment of Young Children	3 credits
ECSE 410. Infant Toddler Curriculum and Methods	3 credits
ECSE 420. Developmental Curriculum and Methods: Ages 3 to 6	3 credits
ECSE 434. Student Teaching Early Childhood Special Education	6 credits
ECSE 619. Practicum in Early Childhood Special Education	6 credits
EDUC 205. Field Experience (First or Second Year)	2 credits.
EDUC 207. Orientation to Teaching	1 credit
+EDUC 284. Child and Adolescent Psychology	3 credits
EDUC 300. Diversity and Culturally-Responsive Teaching	3 credits.
WI-EDUC 301. History and Philosophy of Education	3 credits.
EDUC 305. Special Secondary Methods	3 credits
EDUC 308. Educational Technology	2 credits
EDUC 309. Educational Psychology: Tests and Measurements	3 credits

EDUC 312. Curriculum Development for Young Children: 5-8	3 credits
EDUC 329. Methods of Teaching Social Studies	3 credits
EDUC 330 Teaching Foreign Language in Elementary Schools	1 credit
EDUC 336. Content Reading	3 credits
EDUC 340. Teaching English/Language Arts and Literature in the Secondary School	1 credit
EDUC 341. Teaching History and Social Sciences in the Secondary School	1 credit
EDUC 342. Teaching Business in the Secondary School	1 credit
EDUC 343. Teaching Science in the Secondary School	1 credit
EDUC 344. Teaching Foreign Language in the Secondary School	1 credit
EDUC 345. Teaching Speech and Theater in the Secondary School	1 credit
EDUC 346. Teaching Psychology/Sociology in the Secondary School	1 credit
EDUC 353. Methods of Elementary Science	3 credits
EDUC 354. Methods of Elementary Mathematics	3 credits
EDUC 355. Methods of Teaching the Catholic Faith (K-12)	2–3 credits
EDUC 368. Literature for the Young Adult	3 credits
EDUC 369. Child and Adolescent Literature	3 credits
EDUC 371. Language Arts and Reading in the Elementary Schools: K–3	3 credits
EDUC 372. Language Arts and Reading in the Elementary Schools:4-6	3 credits.
EDUC 403. Observation and Student Teaching: Pre-K– Kindergarten	6 credits
EDUC 409. Observation and Student Teaching: Elementary Grades	12–15 credits
EDUC 419. Observation and Student Teaching: Secondary Grades	12–15 credits
EDUC 430. Observation and Student Teaching: Art	12–15 credits

EDUC 432. Observation and Student Teaching: Music	12–15 credits
EDUC 433. Observation and Student Teaching: Physical Education	12–15 credits
EDUC 440. Student Teaching Early Childhood: Birth to 3	6 credits
EDUC 441. Student Teaching Early Childhood: Ages 3 to 6	6 credits
EDUC 442. Student Teaching Early Childhood: Ages 5 to 8	6 credits
WI-EDUC 452/552. Diagnostic and Prescriptive Techniques of Teaching Reading	4 credits
EDUC 453. Reading Clinic: Advanced Teaching Practicum	4 credits
EDUC 455/PSYC 555. Middle School Psychology	3 credits
EDUC 459. Elementary Content Reading	2 credits
EDUC 460. Developing Evidenced-Based Reading Instruction Programs	1 credit
EDUC 461/561. The Middle School	3 credits
SPED 310 Inclusion Strategies for Students with Special Needs	3 credits
SPED 311. Foundations of Special Education	2 credits
SPED 312. Characteristics of Learners with Mild/Moderate Disabilities	2 credits
SPED 313. Collaboration with Families and Professionals	3 credits
SPED 314. Managing Behavior and Social Integration Skills	3 credits.
SPED 411. Assessment in Special Education	3 credits.
SPED 416. Curriculum: Content and Materials for Learners with Mild/Moderate Disabilities	3 credits
SPED 417. Methods for Teaching Elementary Learners with Mild/Moderate Disabilities	3 credits
SPED 418. Student Teaching: Special Education in the Elementary School	7–8 credits

General Education Matrix

Courses	ECE 303	ECE 306	ECE 350	ECE 365	ECE 380	ECSE 204	ECSE 311	ECSE 410	ECSE 420	ECSE 434	ECSE 619	EDUC 205
Skills (Do)												
Written Communication	X	X		X	X	X	X	X	X	X	X	X
Oral Communication	X				X	X	X	X	X	X	X	X
Interpersonal Skills	X	X	X		X	X	X	X		X	X	X
Mathematical Reasoning Skills		X	X		X		X	X		X	X	
Critical Thinking Skills	X	X	X	X	X	X	X	X	X	X	X	X
Collaborative Skills	X	X	X		X	X	X	X		X	X	X
Health and Recreation Skills					X			X		X	X	
Computer Literacy Skills		X	X			X				X	X	
Information Literacy Skills	X	X	X			X	X			X	X	
Foreign Language Skills							X					
Attitudes/Values (Think about)												
Respect for Differences	X	X	X		X	X	X	X		X	X	X
Freedom of Inquiry / Dissent	X	X		X		X				X	X	X
Justice and Equality		X				X	X	X		X	X	X
Self-responsibility	X	X	X		X	X	X	X	X	X	X	X
Caring, Service, and Community Responsibility	X	X	X			X	X			X	X	X
Aesthetic Sense					X			X		X	X	

Courses	EDUC 207	EDUC 284	EDUC 300	EDUC 301	EDUC 305	EDUC 308	EDUC 309	EDUC 312	EDUC 329	EDUC 330	EDUC 336	EDUC 340	EDUC 341
Skills (Do)													
Written Communication	X	X	X	X	X	X	X	X	X	X	X	X	X
Oral Communication		X	X		X	X		X	X	X	X	X	X
Interpersonal Skills		X	X		X	X		X	X	X	X	X	X
Mathematical Reasoning Skills						X							
Critical Thinking Skills		X	X	X		X	X	X	X		X	X	X
Collaborative Skills	X	X	X			X		X	X	X			X
Health and Recreation Skills													
Computer Literacy Skills						X	X		X				
Information Literacy Skills		X		X		X	X	X	X				
Foreign Language Skills										X			
Attitudes/Valu es (Think about)													
Respect for Differences	X	X	X			X	X	X	X	X	X	X	X
Freedom of Inquiry / Dissent			X	X		X			X			X	X
Justice and Equality		X	X						X				X
Self- responsibility	X	X	X			X	X	X		X	X		
Caring, Service, and Community Responsibility			X	X		X			X				
Aesthetic Sense			X						X				

Courses	EDUC 342	EDUC 343	EDUC 344	EDUC 345	EDUC 346	EDUC 353	EDUC 354	EDUC 355	EDUC 368	EDUC 369	EDUC 371	EDUC 372
Skills (Do)												
Written Communication	X	X	X		X	X	X	X	X		X	X
Oral Communication	X	X	X	X	X	X	X	X	X		X	X
Interpersonal Skills	X	X	X	X	X			X	X		X	X
Mathematical Reasoning Skills	X	X				X	X					
Critical Thinking Skills	X	X		X	X	X	X	X	X	X	X	X
Collaborative Skills	X	X	X	X	X			X			X	X
Health and Recreation Skills												
Computer Literacy Skills												X
Information Literacy Skills											X	
Foreign Language Skills			X									
Attitudes/Values (Think about)												
Respect for Differences			X		X		X	X		X	X	X
Freedom of Inquiry / Dissent		X		X		X					X	
Justice and Equality								X				
Self- responsibility	X	X	X	X	X	X	X		X		X	
Caring, Service, and Community Responsibility								X			X	
Aesthetic Sense				X		X						

Courses	EDUC 403	EDUC 409	EDUC 419	EDUC 430	EDUC 432	EDUC 433	EDUC 440	EDUC 441	EDUC 442	EDUC 452/ 552	EDUC 452	EDUC 455/ 555
Skills (Do)												
Written Communication	X	X	X	X	X	X	X	X	X			
Oral Communication	X	X	X	X	X	X	X	X	X			
Interpersonal Skills	X	X	X	X	X	X	X	X	X			
Mathematical Reasoning Skills												
Critical Thinking Skills	X	X	X	X	X	X	X	X	X		X	
Collaborative Skills	X	X	X	X	X	X	X	X	X	X		
Health and Recreation Skills						X						X
Computer Literacy Skills												
Information Literacy Skills												
Foreign Language Skills												
Attitudes/Values (Think about)												
Respect for Differences	X	X	X	X	X	X	X	X	X	X		X
Freedom of Inquiry / Dissent											X	
Justice and Equality												
Self- responsibility	X	X	X	X	X	X	X	X	X			
Caring, Service, and Community Responsibility												
Aesthetic Sense				X	X							

Courses	EDUC 459	EDUC 460	EDUC 461/ 561	SPED 310	SPED 311	SPED 312	SPED 313	SPED 314	SPED 411	SPED 416	SPED 417	SPED 418
Skills (Do)												
Written Communication			X	X	X					X		X
Oral Communication				X		X	X	X				X
Interpersonal Skills				X		X	X					X
Mathematical Reasoning Skills												
Critical Thinking Skills			X					X	X		X	X
Collaborative Skills				X		X	X		X	X		X
Health and Recreation Skills												
Computer Literacy Skills	X	X		X	X			X				
Information Literacy Skills				X	X	X	X	X		X	X	X
Foreign Language Skills												
Attitudes/Values (Think about)											X	
Respect for Differences	X	X	X	X	X	X	X	X	X	X	X	X
Freedom of Inquiry / Dissent					X							
Justice and Equality					X		X	X	X	X		X
Self- responsibility				X	X	X	X	X	X	X	X	X
Caring, Service, and Community Responsibility												
Aesthetic Sense												

**2. Designated General Education Courses (Existing Courses)
Evidence of teaching to Divisional Goals**

EDUC 284/PSYC 284 is the only course within the TEP that has a general education designation. A table was included within the Psychology Department's Five-Year Review in the spring of 2005 (p. 29) that included this course. A portion of that table is included here with permission as supporting evidence.

Social Science Grid (Evidence of Teaching to Divisional Goals)

Skills Psychology Courses	Application of Scientific Method to Behavior	Application of Moral/Ethical Standards to Human Behavior & Develop Personal Standard	Identify & Compare Theories of Human Behavior & Apply Theories to society	Analyze Problems of Human Behavior and Offer Potential Solutions	Identify Current & Past Ways Humans Deal with Social Problems
284	6	6	6	6	6

General Education Courses are highlighted on bold font

1. Research Paper 2. Essay 3. Oral Presentation 4. Cooperative Group Project
5. Math Skills Needed to Evaluate Data 6. Application of Theories/Case Studies
7. Review of Professional Literature 8. Exams, on-line lab activities (331), Class discussions, journal writing

In addition, the Four Point Course Fact Sheet, Syllabus, and a copy of one exam used in the course are included in Appendix B as evidence for general education course requirements.