



Faulkner University

A C H R I S T I A N U N I V E R S I T Y

Preparing You For Success

Record of Minutes

Committee Name: Teacher Advisory Council (TAC)	Date: October 14, 2021
	Time: 3:30 pm
	Place: Zoom

Meeting Called By: Dr. Leslie Cowell	Recorder for Meeting: Tiffany Till
Time of call to order: 3:30 pm	Time of adjournment: 4:30 pm
Minutes Prepared by: Tiffany Till	

Committee Members Present:

Jeff Langham	Mark McGhee
Doug Black	Andre Harrison
Julie Taggart	Leslie Cowell
Kim Stephenson	Rebecca Horn
Sandy Luster	Tracye Strichik
Carol Tarpley	

Type of meeting/committee: Teacher Advisory Council (TAC) Meeting

Review of Elementary data only was performed. Dr. Cowell reminded participants their input is very important. Fall meeting will be used to summarize data from previous year. Spring will be used as more of an open door meeting. The participants will have the opportunity to fill faculty in on what's going on in the field. Introductions of participants were made. Groups have been made smaller so conversation may be had with more information. Faculty reviews data at the end of the Spring semester in order to make needed changes. IDA accreditation is being worked on with a focus on reading. NIET and Aspiring Teacher Rubric is being integrated into coursework. Second Math methods course has been added for undergrad students. The first is k-3. The second is 4-6. Teacher shortage and Covid pandemic loss were discussed. Faculty is hopeful since TEP cohort numbers are looking good. Participants were again told their input is desired and needed.

The complete form must be submitted to the Vice President of Academic Affairs and the Office of Institutional Research. Chairs/Organizers/Conveners are responsible for ensuring the form is complete and submitted.



Faulkner College of Education Assessment Data Meeting

2020-2021

Program Definitions

- Class B Elementary Education- initial certification, undergraduate on-ground
- Class A Elementary Education- advanced graduate certification online
- Class Alt-A Elementary Education- initial certification, graduate online

Gateway 1

Declaration of major- spring semester Freshman year (UG)

UGs can take five education classes; GRs can take four education classes

UG Course	UG Key Assessment	GR Alt A/Trad A Course	GR Key Assessment
Introduction to Education		Ethics for Educators	Ethics Assessment
Foundations of Education	Ethics Assessment	The Science of Learning	Research Paper
Exceptional Learner	Professional Collaboration	Curriculum Design	Lesson Plan Project
Classroom Management		Assessment	Reengagement
Instructional Methodology		Classroom Management	

Gateway 2: Undergraduate Students

Formal Teacher Education Program entry (typically spring sophomore year)

Requirements:

- 2.75 GPA (3.0 total cohort GPA)
- Successful field experiences
- Successful dispositions
- English Comp I & II with a C or better
- Background check
- PE majors: Personal Fitness pre-test

Gateway 2: Graduate Students

Formal Teacher Education Program entry (after four courses)

Requirements:

- 3.25 GPA
- Successful field experiences
- Successful dispositions
- Passing of multiple subjects Praxis II (Math, Science, Social Science)
 - If undergraduate GPA was below a 2.75, higher scores must be met
- Background check/Class B certification

During Gateway 2

Key Assessment Data collected:

- Content knowledge
- Pedagogical knowledge in all elementary teaching field courses
- Dispositions
- Field experience
- Reading Praxis exam (& Praxis multiple subjects for UG)
- KPEERI*

Gateway 3- Internship

UG: 2.75 GPA

GR: 3.25 GPA

Successful passing of all required assessments

Successful field and clinical placements

Successful ratings on dispositions

Gateway 4: Graduation/Certification

Successful completion of edTPA

Successful completion of internship

As of Spring 2021...



	N	Gender	White	Black	Hispanic	Non-Hispanic
EE/ED Elementary Education	N=46	Male N=9.35% Female N=43.91%	3	0	0	0
ED/PE Physical Education	N=18	Male N=14.79% Female N=42.21%	4	0	0	0
ED/ED Traditional A	N=10	Male N=0 Female N=10/100%	4	5	0	1
ME/EE Alternative A	N=17	Male N=3/18% Female N=14/82%	8	5	1	0
C&I—EE Curriculum & Instruction, Elementary	N=2	Male N=1/50% Female N=1/50%	0	1	0	0
	N=93	Male=21.23% Female=72.77%	67, or 67% Male=11/85% Female=51/82%	26, or 28% Male=6/23% Female=17/65%	3, or 3% Male=1/33% Female=2/66%	1, or 1% Male=0 Female=2/100%

Professional Dispositions

Professional Dispositions Undergraduates and Graduates

Fall 20 and Spring 21:
127 Placements Elementary
Education
and
21 Placements Physical
Education students:

No scores 2 or below were
reported.

Undergraduates:
Professional disposition rating
forms completed by ...



University Faculty

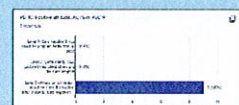
Host teachers
following field
experience

Professional Dispositions Undergraduates and Graduates

Fall 20 and Spring 21:
29 Placements

No scores 2 or below were
reported.

Graduates:
Professional disposition rating
forms completed by ...



University Faculty

Host teachers
following field
experience

Professional Dispositions Graduate Students

Candidates who have been supported and/or counseled by Mrs. Horn.

Program	N=	Academic Issues	Testing Issues	Personal Issues	Withdrew
Trad A	3	1	0	2	0
Alt A	13	2	6	2	3

Ethics Training

Elementary Education, Physical Education, and Alternative A

NASDTEC Prevention and Correction Course

• Designed by team of national leaders in the area of educator ethics

• Consists of 3 modules:

1. Educator Relationships and Boundaries
2. Overview of Educator Ethics
3. Cybertraps for Educators

EE and PE will take it this semester, Fall 2021

Alt Fall 2020: N=15, all completed the course



Content Knowledge

Content Knowledge

Undergraduates Elementary Education	Physical Education	Traditional A	Alternative A
<ol style="list-style-type: none"> 1. Grade analysis of coursework aligned with the Alabama Core Teaching (ACT/inTASC) standards. 2. Praxis II Scores 3. Praxis II Reading Scores 4. 4x12 Coursework 5. 2.75 GPA TEP Entrance 6. edTPA 	<ol style="list-style-type: none"> 1. Grade analysis of coursework aligned with the Alabama Core Teaching (ACT/inTASC) standards. 2. Praxis II PE 3. 2.75 GPA TEP Entrance 4. edTPA 	<ol style="list-style-type: none"> 1. GPA at TEP Entry and at completion 2. Grades, Professional Courses 	<ol style="list-style-type: none"> 1. GPA 4 x 12 2. Praxis II Elementary Math, Science and SS Scores 3. Praxis II Reading Scores 4. 2.75 GPA TEP and Graduation 5. edTPA

Content Knowledge Grade Analysis—EE and PE

Elementary Education				Physical Education			
Course	Averages			Course	Averages		
	18-19	19-20	20-21		18-19	19-20	20-21
Foundations	3.5	4.0	4.0	Foundations	3.4	3.6	3.0
Instructional Methodology	3.8	3.9	3.9	Instructional Methodology	3.8	3.6	3.3
Exceptional Learner	3.6	3.7	3.8	Exceptional Learner	3.3	3.6	3.6
Classroom Management	3.6	3.8	3.9	Classroom Management	3.6	3.6	4.0
Assessment	3.8	3.9	3.7	Assessment	3.5	3.4	3.3
Seminar	4.0	4.0	3.6	Seminar	3.0	NA	4.0
Internship	4.0	4.0	3.8	Internship	4.0	NA	4.0

Content Knowledge Elementary Education

2020-2021 Praxis II Elementary Science, Social Studies, and Mathematics.

Math: N=4

Percent reflects the average percent correct on the assessment for the state and nationally.

Numbers and Operations	68%	State 73% National 73%
Algebraic Thinking	45%	State 57% National 57%
Geometry, Measurement; Data; Statistics; Probability	45%	State 57% National 57%

Content Knowledge Elementary Education

2020-2021 Praxis II Elementary Science, Social Studies, and Mathematics.

Social Studies: N= 8

Percent reflects the average percent correct on the assessment for the state and nationally.

US History; Government; Citizenship	72%	State 63% National 64%
Geography; Anthropology; Sociology	64%	State 62% National 63%
World History and Economics	56%	State 59% National 60%

Content Knowledge Elementary Education

2020-2021 Praxis II Elementary Science, Social Studies, and Mathematics.

Science: N= 8

Percent reflects the average percent correct on the assessment for the state and nationally.

Earth Science	50%	State 63% National 63%
Life Science	68%	State 70% National 70%
Physical Science	54%	State 65% National 66%

Content Knowledge Elementary Education

2020-2021 Praxis II Elementary Reading

Reading: N= 8

Percent reflects the average percent correct on the assessment for the state and nationally.

Emergent Literacy/PH and PA	68%	State 72% National 74%
PA/Phonics and Decoding	65%	State 63% National 66%
Alpha Principles, PH and Wd Analysis/Vocab/Fluency	67%	State 63% National 65%
Comp & Fluency/Comp of Literacy & Infor Text	63%	State 62% National 65%
Vocabulary/Writing	67%	State 63% National 66%
Instr Processes/Assessment & Decision Making	68%	State 67% National 68%

Content Knowledge Physical Education

2020-2021 Praxis II PE

N=0

Content Knowledge Elementary Education

2020-2021 Teacher candidates will maintain a 2.75 (C+) GPA in 4x12 coursework.

N= 4

100% met the goal

Content Knowledge Elementary Education

TEP Cohort Entrance Data

	2020-2021 N=18	2019-2020 N=18
Overall GPA	3.34	3.29
Professional Studies GPA	3.9	4.0
Teaching Field GPA	3.2	3.83
Number NOT meeting requirement	N=3	N=4
1 Chg Majors		1 Chg Universities
2 Entered SP 21		3 Had GPA but not Praxis but Entered Sp 21

Content Knowledge

Physical Education

TEP Cohort Entrance Data

	2020-2021	2019-2020	2018-2019
	N=0	N=2	N=2
Overall GPA		3.49	3.3
Professional Studies GPA		4.0	3.5
Teaching Field GPA		3.5	3.5

Content Knowledge

Traditional A

TEP Cohort Entrance Data at TEP and Completion

Cohorts	N at TEP	Average GPA at TEP Entrance	N at Graduation	Average GPA at Graduation
Summer 2020	N=2	3.5	N=2	3.88
Fall 2020	N=4	3.86	*N=3	3.97
Spring 2021	N=3	3.86	*N=1	3.9
Totals	N=9	3.79	N=6	3.88

*Difference--students still enrolled and taking classes

Content Knowledge

Alt A

TEP Cohort Entrance Data at TEP and Completion

Cohorts	N at TEP	Average GPA at TEP Entrance	*N at Graduation	Average GPA at Graduation
Fall 2020	N=4	3.9	*N=	
Spring 2021	N=4	4.0	*N=	
Totals	N=8	3.95	N=	

*All still enrolled and taking classes

Application of Content Knowledge and Skills

Traditional A

Final Grades, Professional

FED 6322 Curr Design and Instr Methods N=8	FED 6330 Assessment N=10	FED 6340 Legal Issues N=8	FED 6342 Multicultural N=6	FED 6345 Diff Instruction N=0	EED 6380 Action Research N=7
Average Grade 4.0	Average Grade 3.7	Average Grade 4.0	Average Grade 4.0		Average Grade 3.85

Pedagogical Knowledge

Pedagogical Knowledge

Undergraduates Elementary Education	Physical Education	Traditional A Elementary Education	Alternative A Elementary Education
<ol style="list-style-type: none"> edTPA Scores Rubric Grades <ul style="list-style-type: none"> ED 4320 Assessment, Re-engagement ED 3340 Exceptional Learner, Professional Collaboration ED 3332 Language Arts, Lesson Plans and Commentary ED 4327 Language & Literacy III, Case Study Teacher Candidate Assessment Reports, Internship 	<ol style="list-style-type: none"> edTPA Rubric grades, <ul style="list-style-type: none"> ED 4320 Assessment, Re-engagement ED 3340 Exceptional Learner, Professional Collaboration Teacher Candidate Assessment Reports, Internship 	<ol style="list-style-type: none"> Rubric Grades: <ul style="list-style-type: none"> FED 6340 Assessment EED 6380 Action Research—Technology and Digital Assessment EED 6332 Language Arts EED 6341 Mathematics EED 6368 Science EED 6336 Social Studies EED 6326 Reading: Multisensory Reading Portfolio Teacher Candidate Assessment Reports, Internship 	<ol style="list-style-type: none"> edTPA scores Grade Analysis of Coursework Rubric Grades: <ul style="list-style-type: none"> EED 6328 Science of Learning, Research Integration Project FED 6330 Assessment, Re-engagement FED 6345 Differentiated Instruction, Professional Collaboration EED 3332 Language Arts: Centers and Lesson Plans EED 6326 Reading Case Study Teacher Candidate Assessment Reports, Internship

2021 EdTPA Elementary Education Literacy with Mathematics

EdTPA Item Analysis Sheet
2021-2022

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
B	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
C	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
D	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97			

Elementary Education: 2021 Spring: Other rubrics below 3

Rubric 2 (2.9)—Planning to Support Varied Student Learning Needs: Planned supports tied to objectives and central focus with attention to the characteristics of the class as a whole, specific individuals or groups with similar needs

Rubric 4 (2.8)—Identifying and Supporting Language Demands: general language supports address 2 or more demands (vocab, function, syntax, discourse); targeted supports address language demands

Rubric 7 (2.6)—Engaging Students in Learning: students engaged in tasks that address the essential literacy strategy and related skills

Rubric 8 (2.6)—Deeping Student Learning: candidate elicits student responses to support use of essential literacy strategy and/or related skills

Rubric 9 (2.7)—Subject-Specific Pedagogy: candidate models the essential literacy strategy with limited opportunities for practice vs explicitly teaches and provides opportunities for guided practice

Rubric 10 (2.8)—Analyzing Teaching Effectiveness: candidate proposes changes and makes superficial connections to research/theory; proposes changes that address individual and collective learning needs and makes connections

Rubric 13 (2.7)—Student use of Feedback: candidate describes how students will apply feedback to improve learning; how s/he will support focus students to apply feedback to deepen understanding

Rubric 14 (2.7)—Analyzing Students' Language Use and Literacy Learning: candidate explains and provides evidence of students' use of the language function AND one or more additional language demands (vocabulary, syntax, discourse); candidate provides concrete evidence

Rubric 16 (2.0)—Analyzing Whole Class Understandings: candidate identifies what students did right and wrong related to conceptual understanding AND procedural fluency or PS; candidate identifies and explicitly connects patterns of learning to conceptual understanding AND procedural fluency or PS

Rubric 17 (2.6)—Analyzing Individual Student Work Samples: candidate uses evidence to identify specific student struggles; uses

- **Lowest rubrics: with average of 2.5**
 - **Rubric 3: Using Knowledge of Students to Inform Teaching and Learning**
 - **Rubric 4: Identifying and Supporting Language Demands**
 - **Rubric 5: Planning Assessments to Monitor and Support Student Learning**
 - **Rubric 7: Engaging Students in Learning**
 - **Rubric 8: Strengthening Student Competencies**
 - **Rubric 10: Analyzing Teaching Effectiveness**
 - **Rubric 13: Student Understanding and Use of Feedback**
- **Highest rubrics: with average of 3.5**
 - **Rubric 1: Planning for Developing Competencies in PE**
 - **Rubric 6: Learning Environment**
 - **Rubric 11: Analysis of Student Learning**

	Spring 2020		Fall 2020		Fall 2021	
	2 Submissions		2 Submissions		1 Submission	
	Average Score	Score Range	Average Score	Score Range	Average Score	Score Range
		1-5		1-5		1-5
Music 1	3		3.5	3-4		
Music 2	3	3	3	3		
Music 3	2.5	2-3	2.5	2-3		
Music 4	3	3	2.5	2-3		
Music 5	2.5	2-3	2.5	2-3		
Music 6	3	3	2.5	3-4		
Music 7	3	3	2.5	2-3		
Music 8	3.5	3-4	2.5	2-3		
Music 9	3	3	3	3		
Music 10	2.5	2-3	2.5	2-3		
Music 11	1.5	1-2	3.5	3-4		
Music 12	3	3	3	3		
Music 13	2	2	2.5	2-3		
Music 14	2	2	3	3		
Music 15	2-3	2-3	3	3		
Average Total Score: 40		Average Total Score: 43		Average Total Score:		
Total Score Range: 39-40		Total Score Range: 43		Total Score Range:		

EdTPA Physical Education 2 data points

2020

- Lowest rubrics: with average of **2.5**
 - Rubric 3: Using Knowledge of Students to Inform Teaching and Learning
 - Rubric 4: Identifying and Supporting Language Demands
 - Rubric 5: Planning Assessments to Monitor and Support Student Learning
- Highest rubrics: with average of **3.5**
 - Rubric 1: Planning for Developing Competencies in PE
 - Rubric 6: Learning Environment
 - Rubric 11: Analysis of Student Learning

	Spring 2020			Fall 2020			Fall 2021		
	2 Submissions		Score	2 Submissions		Score	1 Submission		Score
	Average Score	Range		Average Score	Range		Average Score	Range	
Rubric 1	3	3	3.5	3-4					
Rubric 2	3	3	3	3					
Rubric 3	2.5	2-3	2.5	2-3					
Rubric 4	3	3	2.5	2-3					
Rubric 5	2.5	2-3	2.5	2-3					
Rubric 6	3	3	3.5	3-4					
Rubric 7	3	3	2.5	2-3					
Rubric 8	3.5	3-4	2.5	2-3					
Rubric 9	3	3	3	3					
Rubric 10	2.5	2-3	2.5	2-3					
Rubric 11	1.5	1-2	3.5	3-4					
Rubric 12	3	3	3	3					
Rubric 13	2	2	2.5	2-3					
Rubric 14	2	2	3	3					
Rubric 15	2-3	2-3	3	3					
	Average Total Score: 40 Total Score Range: 39-40			Average Total Score: 43 Total Score Range: 43			Average Total Score: 38 Total Score Range: 38		

8/15 3 or better, 53%; 7/15 below a 3, 47%

Physical Education, 2020 Fall: Other rubrics below 3

Rubric 3 (2.5)—Using Knowledge of Students to Inform Teaching and Learning: using knowledge of students to justify instructional plans

Rubric 4 (2.5)—Identifying and Supporting Language Demands: general language supports address 2 or more demands (vocab, function, syntax, discourse); targeted supports address language demands

Rubric 5 (2.50)—Planning Assessments to Monitor and Support Student Learning: how assessments are selected to provide evidence of student progress in psychomotor domain and at least one other domain

Rubric 7 (2.5)—Engaging Students in Learning: students engaged in tasks that address the essential literacy strategy and related skills

Rubric 8 (2.5)—Deeping Student Learning: candidate actively engages students in developing specific competencies in the domains

Rubric 10 (2.5)—Analyzing Teaching Effectiveness: candidate uses evidence of student learning to evaluate and change teaching practice to better meet students' varied learning needs

Rubric 13 (2.5)—Student Understanding and Use of Feedback: candidate supports focus students to understand and apply feedback to further learning

- Spring 2021 N=3
 - Lowest rubric: with average of **2.3**
 - Rubric 18 (2.3)-Using Evidence to Reflect on Teaching: candidate examines the re-engagement lesson to further student learning
 - Highest rubrics: with average of **3.7**
 - Rubric 4
 - Rubric 12

	Average Score	Score Range
1	3	2-4
2	3.3	3-4
3	3.3	3-4
4	3.3	3-4
5	3.3	3-4
6	2.7	2-3
7	2.7	2-3
8	3.3	2-4
9	3	3
10	2.7	2-3
11	3	2-4
12	3.7	3-4
13	3.3	3-4
14	3	2-4
15	3.3	2-4
16	3	2-4
17	2.7	2-3
18	2.3	2-3
	Average Total Score 3.47	Range Score 2-4

EdTPA Alt A, Elementary Education

1 data point

Spring 2021 N=3

- Lowest rubric: with average of **2.3**
 - Rubric 18 (2.3) –Using Evidence to Reflect on Teaching: candidate examines the re-engagement lesson to further student learning
- Highest rubrics: with average of **3.7**
 - Rubric 4
 - Rubric 12

13/18 with 3 or better 72%
5/18 below 3 28%

	Average Score	Score Range
1	3	2-4
2	3.3	3-4
3	3.5	3-4
4	3.7	3-4
5	3.3	3-4
6	2.7	2-3
7	2.7	2-3
8	3.5	2-4
9	3	3
10	2.7	2-3
11	3	2-4
12	2.7	3-4
13	3.5	3-4
14	3	2-4
15	3.3	2-4
16	3	2-4
17	2.7	2-3
18	2.3	2-3
	Average Total Score 3.17	Range Score 2-4

Alt A, Elem: 2021 Spring: All rubrics below 3

Rubric 6 (2.7)—Learning Environment: demonstrating a positive literacy environment

Rubric 7 (2.7)—Engaging Students in Learning: students engaged in tasks that address the essential literacy strategy and related skills

Rubric 10 (2.7)—Analyzing Teaching Effectiveness: candidate uses evidence of student learning to evaluate and change teaching practice to better meet students' varied learning needs

Rubric 17 (2.7)-- Analyzing Individual Student Work Samples: candidate uses evidence to identify specific student struggles; uses evidence to explain student struggles

Rubric 18 (2.3)--Using Evidence to Reflect on Teaching: candidate examines the re-engagement lesson to further student learning

Comparison of EE, EE Alt A, and PE

Elementary Education	Alt A	Physical Education
Planning: 1, 3, 5	Planning: 1, 2, 3, 4, 5	Planning: 1, 2
Instruction: 6	Instruction: 8, 9	Instruction: 6, 9
Assessment: 11, 12, 15	Assessment: 11, 12, 13, 14, 15	Assessment: 11, 12, 14, 15
N=10 (Spring 2021)	N=3 (Spring 2021)	N=2 (Fall 2020)
7/15	12/15	8/15
47%	80%	53%

Comparison of EE and PE Rubrics Less than 3 Tasks 1-3

Elementary Education	Alt A	Physical Education
Planning: 2, 4	Planning: None	Planning: 3, 4, 5
Instruction: 7, 8, 9	Instruction: 6, 7, 10	Instruction: 7, 8, 10
Assessment: 10, 13, 14	Assessment: 13	Assessment: 13
N=10 (Spring 2021)	N=3 (Spring 2021)	N=2 (Fall 2020)
8/15	4/15	7/15

Comparison, EE to Alt A, Task 4, Math

Rubric	Elementary Averages N=10	All A Averages N=3
16	2.8	3
17	2.8	2.7
18	2.1	2.3

Rubric 16: Analyzing Whole Class Understandings: analyzing evidence to identify patterns of learning

Rubric 17: Analyzing Individual Student Work Samples: Analyzing to identify math errors, confusions, and partial understandings

Rubric 18: Using Evidence to Reflect on Teaching: how candidate examines the re-engagement lesson to further student learning

Applications of Pedagogical and Content Knowledge and Skills

Application of Pedagogical and Content Knowledge and Skills

<p>Elementary Education--</p> <p>1. ED 4320 Assessment: 10 candidates 100% met goal of 3 or better on scoring rubric criteria <u>Highest criteria</u> (Ave. 5) –1) Theory and 2) Student Learning <u>Lowest criteria</u> (Ave. 3.7) –Student feedback for 4/5 students</p> <p>2. ED 3340 Exceptional Learner: 12 candidates; 100% met goal of 3 or better on scoring rubric criteria</p> <p>3. Teacher Candidate Assessment Reports that compile both university and mentor supervisor ratings from the Internship Placement. Goal: Elementary Education teacher candidates Interning Fall of 2020 and Spring of 2021 will receive an average of 4-5 on the internship summary reports. 10 candidates; 50% (5 out of 10) met the goal</p>	<p>Physical Education--</p> <p>1. ED 4320 Assessment: 3 candidates 100% met goal of 3 or better on scoring rubric criteria <u>Highest criteria</u> (Ave. 4.33) –1) Student Feedback, 2) Lesson Plan, 3) Instruction <u>Lowest criteria</u> (Ave. 4) –1) Analysis of Formative, 2) Student Learning Based on Analysis, 3) Planning Post Assessment, 4) Theory, 5) Student Learning</p> <p>2. ED 3340 Exceptional Learner: 3 candidates; 100% met goal of 3 or better on scoring rubric criteria</p> <p>3. Teacher Candidate Assessment Reports that compile both university and mentor supervisor ratings from the Internship Placement. Goal: Physical Education teacher candidates Interning Fall of 2020 and Spring of 2021 will receive an average of 4-5 on the internship summary reports.</p>
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Application of Pedagogical and Content Knowledge and Skills

3. Teacher Candidate Assessment Reports (Elementary Education) that compile both university and mentor supervisor ratings from the Internship Placement.
Goal: Elementary Education teacher candidates interning Fall of 2020 and Spring of 2021 will receive an average of 4-5 on the internship summary reports.

10 candidates; 50% (5 out of 10) met the goal

[illegible]

Planning Instruction

Planning Effective Instruction Elementary Education

1. Average of 3 on Lesson Plan Key Project rubric for the Commentary, ED 3332 Language Arts Methods
2. Average of 3 on the Lesson Plan Key Project rubric for the Lesson Plans, ED 3332 Language Arts
3. edTPA Rubric Scores for Task 1: Planning



Planning Effective Instruction Elementary Education

ED 3332 Language Arts Methods

Goal: Average of 3 on Lesson Plan Key Project rubric for the Commentary.

N=10

All criteria were above the rating of 3.

The criterion with the highest score was "Analysis of Assessment" with a 4.8.

The criteria with the lowest scores were "About the School", "About the Students", and "Instructional Strategies" with 4.1 each.

Planning Effective Instruction Elementary Education

ED 3332 Language Arts

Goal: Average of 3 on the Lesson Plan Key Project rubric for Lesson Plans.

N=10

All criteria were above the rating of 3.

The highest criteria were "Misconceptions" and "Content Knowledge" with 4.9.

The lowest criteria were "HOTs" with 4.0 and "Differentiated Instruction" with 4.1.

Planning Effective Instruction Elementary Education

edTPA Rubric Scores for Task 1: Planning

Rubric	AR	ML	KL	HW	RP	MS	MP	IS	JT	ZR	Average Rubric Score
1	2	3	3	3	3	3	3	3	3	3	3.3
2	3	3	3	4	3	3	3	3	3	3	3.5
3	3	3	3	4	3	3	3	3	3	3	3
4	3	3	3	3	3	3	3	3	3	3	3.1
5	3	3	3	3	3	3	4	3	3	4	3

Planning Effective Instruction Physical Education

edTPA Rubric Scores for Task 1: Planning

2 submissions, Fall 2020

Rubrics	Average
1	3.5
2	3
3	2.5
4	2.5
5	2.5

Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

Rubric 4: Identifying and Supporting Language Demands

Rubric 5: Planning Assessments to Monitor and Support Student Learning

Supporting Effective K-6 Student Learning

Supporting Effective K-6 Student Learning

Elementary Education

1. Case Study Key Assessment for ED 4327 Language and Literacy III
2. edTPA rubric scores for Task 3: Assessment

Supporting Effective K-6 Student Learning

Elementary Education

ED 4327 Language and Literacy III

Case Study Key Assessment

N=10

Goal: Elementary Education majors will maintain an average of 3 (on a range of 1-5) on rubric criteria.

2020-2021: All criteria averaged a 3 or better.

This has been true for the last 3 data points.

Supporting Effective K-6 Student Learning

Elementary Education

edTPA rubric scores for Task 3: Assessment

Goal: Elementary Education majors will score a 3 or higher on Rubrics 11-15 on the edTPA, Task 3.

Rubric	AR	MI	KI	HW	RP	MS	MP	JS	JT	ZR	Average Rubric Score
11	3	4	3	4	3	4	4	3	3	3	3.1
12	4	4	4	4	4	4	4	3	3	4	3.7
13	3	3	3	3	3	3	3	3	3	3	3.0
14	3	3	3	3	3	3	3	3	3	3	3.0
15	4	4	3	4	3	4	4	3	4	3	3.3

Supporting Effective K-6 Student Learning

Physical Education

edTPA rubric scores for Task 3: Assessment

Goal: Physical Education majors will score a 3 or higher on Rubrics 11-15 on the edTPA, Task 3.

Rubric	Average Rubric Score
11	3.5
12	3.0
13	3.5
14	3.0
15	3.0

Rubric 13: Student Understanding and Use of Feedback

Professional Collaboration

Professional Collaboration Elementary Education

ED 3340 Exceptional Learner

Professional Collaboration Case Study Key Assessment

Students receive a score provided by a rubric that reflects the students' ability to engage in professional learning and collaboration. Candidates observe a student with a specific exceptionality, collaborate and interview three different stakeholders involved with the students in order to get a picture of the student, and to identify the effect of choices and actions of the stakeholders. Candidates then research and present information to class members.

Elementary Education

2020, N=12

Reflection: Average 5 (higher than previous 2 data points)

Paper, Content: Average 5 (higher than previous 2 data points)

Presentation: Average 4.7

Physical Education

2020, N=3

Reflection: Average 4.76 (higher than previous 2 data points)

Paper, Content: Average 4.76 (higher than previous 2 data points)

Presentation: Average 4.25

Tracking Graduates

Tracking

Verifying employment in field, graduate school enrollment, perception of program quality after graduation, and administration rating of employee performance.

Elementary Education

1. Collection of graduate personal data: location and employment status--5 candidates, 100%
2. Employer Survey: 1 candidate, 100%
3. First year teacher completor survey: 1 candidate, 100%
4. First year teacher reflective journal/case study: 1 candidate, 100%
5. First year teacher employer interview: 1 candidate, 100%
6. First year teacher observations: 1 candidate, 100%

Physical Education

1. Collection of graduate personal data: location and employment status--2 candidates, 100%
2. Employer Survey: 1 candidate, 100%
3. First year teacher completor survey: 1 candidate, 100%
4. First year teacher reflective journal/case study: 1 candidate, 100%
5. First year teacher employer interview: 1 candidate, 100%
6. First year teacher observations: 1 candidate, 100%