

Hurd, Amanda

From: Perry, Susan
Sent: Friday, March 28, 2008 3:20 PM
To: Hurd, Amanda
Cc: Perry, Susan
Subject: FW: Assessment Form
Attachments: Assessment Plan.doc; NCATE standards matrix.xls; Semester Assessment Report 2006-2007.doc

BOTH JAMES AND I DID THIS SINCE I DID NOT HAVE ALL THE REQUIRED PAPERWORK

**Departmental and Program Assessment
 Annual Assessment Plan Report**

Academic Year: _____ 2007-2008 _____

Academic Department or Program: _____ EDUCATION _____

Chair: _____ SUSAN PERRY (INTERIM CHAIR) and JAMES JENNINGS
 (PLEASE CONTACT JAMES IF YOU HAVE ANY QUESTIONS SINCE HE SUPPLIED MOST OF
 THE INFORMATION) _____

Assessment Plan

- Is there an assessment plan for your department or program? (It should be on the web at <http://www.hendrix.edu/academics/academics.aspx?id=7264>. If not, explain when one will be completed.) **YES- Yes, we have three assessment documents. The Teacher Licensure Assessment Plan is an 8-page document which addresses System Development, System Components, and System Evaluation. The second document is an NCATE Assessment Matrix. This document addresses the six NCATE standards, and each relevant "Element" of these standards. The assessment data that is collected for each "Element" is listed on the document. (See attachments) Finally, the Semester Assessment Report is a compilation of the standards that have been addressed, with emphasis placed on areas that need attention.**
- Does the assessment plan include stated student learning goals? (If so, then copy or attach them. Goals should be able to stand alone as a list without pages of explanatory commentary. If not, explain when a list of student learning goals will be available.) **The NCATE Assessment Matrix, by design, provides the student learning goals for each standard. These "goals" are referred to as "Elements." (See attachment)**
- Does the assessment plan include a list of assessment data that are collected each year? (If so, then copy or attach the list. Assessment data lists should be able to stand alone as a list without pages of explanatory commentary. If not, explain when a list of assessments will be available. You do *not*

3/28/2008

need to submit any of your data, but it should be on file in your department.)

- The NCATE Assessment Matrix provides a list of all of the collectible data for each “Element” or goal. These lists are extensive, and specific in regard to data from course assignments, program requirements (i.e. departmental portfolios), and test data (Praxis I and Praxis II) that should be used for a particular “Element.”
- Has your department or program done an assessment audit of your courses to determine how course goals match overall student learning goals? (This has not been required of departments, but it is a recommended exercise that was explained at the most recent chairs’ assessment workshop. If you have done this, please report the results.)

This has not been done in the way that it is worded. The department is responsible for compiling a Semester Assessment Summary Report to show how various NCATE standards have been met.

This process requires some examination of course goals and overall student learning. Also, a Student Teacher Debriefing form is used to allow students to evaluate the respective courses and the overall teacher education program.

- Are department or program student learning goals available to students? Are student learning goals included in course syllabi in your department or program? YES

Student Assessments

- Describe which *direct* assessments in your assessment plan have been collected for the year and which have not. [“Direct” refers to evaluated student work.] **ALL HAVE BEEN COLLECTED FOR EACH YEAR- TESTS, PORTFOLIO ASSESSMENT, COURSE PROJECTS, TEACHING OF LESSONS TO CHILDREN, DVD OF TEACHING, JOURNALS, QUIZZES, PRAXIS I and II ASSESSMENTS.** Disposition forms have been collected, per course, but they have not been analyzed by the department.
- Describe which indirect assessments in your assessment plan have been collected for the year and which have not. [“Indirect” refers to student surveys or opinions.] **COLLECTED EACH YEAR- STUDENT TEACHER ASSESSMENT OF STUDENT TEACHING.** All indirect assessments have been or will be collected by the end of the year. These items are collected on an annual basis, and they are analyzed in the Semester Assessment Summary Report.

Assessment Planning

- How is information about student learning shared and used for department or program decision making? (Each department and program is expected to have discussions of at least two hours each academic year to discuss assessment. If you have met, briefly summarize the meeting. If you have not met, when do you plan to meet?)- See Semester Assessment Summary Report(attached)
- Describe any curricular or other programmatic changes that have been made that were based (at least in part) on the availability of your assessment data.
 - SEE NCATE ATTACHMENT STANDARD 1- WE CHANGED ED PSYCH TO JUST BE FOR SECONDARY EDUCATION MAJORS SO WE COULD MEET THE NEEDS OF

OUR PRAXIS II ASSESSMENT FOR OUR SECONDARY EDUCATION STUDENTS (WE ADDED A CLASS CALLED INTRO TO EARLY CHILDHOOD TO MEET THE NEEDS OF THE PRAXIS II ASSESSMENT FOR OUR EARLY CHILDHOOD STUDENTS)

- WE ADDED AN ESL CLASS FOR OUR EARLY CHILDHOOD STUDENTS TO MEET THE NEEDS OF THE PRAXIS II ASSESSMENT
- WE TRIED TO ADD AN ASSESSMENT CLASS AND RESEARCH CLASS FOR OUR STUDENTS (BASED ON PRAXIS II ASSESSMENT CRITERIA) BUT ADMINISTRATION DID NOT ACCEPT IT

In addition, see Semester Assessment Summary Report (attached)

- Describe any changes in the Assessment Plan that have been made during this academic year. (If changes have been made, please submit an electronic copy of the revised plan to Amanda Hurd.)
NONE
- Define at least one action item for your group that will be a goal of your assessment discussions next year? **We will discuss preparation for the upcoming NCATE site visit in Fall 2010. This will require writing program reviews for the National Association for the Education of Young Children (NAEYC), and the National Council for the Social Studies, at least.**

Susan N. Perry, Ed.D.
Hendrix College
Assistant Professor of Education
Mills Building Room 229
(501) 450-1446

Teacher Licensure Assessment Plan
Hendrix College
Submitted April 14, 2000
Revised October 15, 2000

SYSTEM DEVELOPMENT

1. *Provides description of stakeholders' involvement in system development.*

The Teacher Education Program is considered the responsibility of the entire institution, and the faculty of the Teacher Education Committee have specific duties and responsibilities for implementing the Teacher Education Program. The Teacher Education Committee designs, reviews, evaluates, and recommends to the faculty policies and programs related to the education and licensure of students preparing to teaching in the elementary and secondary schools. The committee has three members from outside the College. (The Teacher Education Committee is the only faculty committee with members from outside the College.) Three practitioners (elementary and secondary classroom teachers and/or administrators) are appointed by the President of the College upon the recommendation of the Department of Education. Likewise, three elementary or secondary students seeking teacher licensure are also members of the Teacher Education Committee. Finally, the committee also includes four faculty-at-large members outside of the Education Department (currently the departments of foreign languages, physics, physical education, and accounting). The faculty-at-large members are nominated each year by the College's Committee on Committees. The nominations are approved by the faculty. The Teacher Education Committee gives approval, conditional approval, or disapproval to candidates for admission to the Teacher Education Program. The Teacher Education Committee approved the portfolio assessment system. Item 8 explains how the Teacher Education Committee will be involved in reviewing and revising the assessment system.

SYSTEM COMPONENTS

2. *Provides evidence that the conceptual framework(s) incorporates the Arkansas Principles for Licensure for Beginning Teachers*

The Hendrix College Department of Education believes that a liberal arts education will produce knowledgeable, thinking human beings and provide a sound background for a professional educator. This basic belief has led the Department of Education to adopt a constructivist philosophy. In other words, constructivism is the conceptual framework for the Hendrix College Department of Education.

The constructivist philosophy is based on the "assumption that learners do not passively absorb knowledge but rather construct it from their experiences" (Asthenia, *Journal of Teacher Education*, Nov./Dec., 1992, p.322). The passive absorption of knowledge refers to the traditional practices of teaching and learning where rote learning is emphasized.

It should be noted that the constructivist approach does not abandon existing knowledge. Knowledge is constructed by the learner based upon personal experiences, beliefs, and pre-existing mental structures. Actually, constructivist learning experiences take into account students' existing knowledge and provide opportunities for students to develop new knowledge by fitting it into, revising, or replacing an existing framework of knowledge. The constructivist approach gives students the opportunity to construct knowledge for themselves, on their terms, so that they can act to form meaningful mental pictures of understanding. Constructivism, therefore, includes "the consolidation and internalization of information, by the learner, in a way that is both personally meaningful and conceptually coherent" (Caine & Caine, Teaching and the Human Brain, 1991, p. 147).

Constructivism relies on interactive instructional methods such as teacher questioning and co-operative student learning. A positive classroom climate is provided in which students feel free to exchange and discuss ideas, to contribute and know that such contributions are valued, and to analyze and interpret information. Process, problem solving, higher order thinking, and research skills are imbedded in the interaction methods of the constructivist classroom.

The constructivist framework for the Hendrix College Department of Education is based on 11 objectives. These 11 objectives are incorporated into the Arkansas Principles for Licensure for Beginning Teachers. As a result, the conceptual framework for the Hendrix College Department of Education, constructivism, is incorporated into the Arkansas Principles for Licensure for Beginning Teachers. The following represents an alignment of the the five Arkansas Principles for Licensure for Beginning Teachers with the 11 constructivist objectives used by the Hendrix College Department of Education.

PRINCIPLE ONE: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students, and teaches in a manner that links the discipline(s) to other subjects.

- Understand the fundamental principles of instruction as applied to teaching and learning of all children in the classroom. (Objective #3)
- Understand the fundamental principles of selecting strategies, methods, and materials. (Objective # 5)
- Understand one academic discipline in depth. (Objective # 11)

PRINCIPLE TWO: The teacher plans curriculum appropriate to the students, to the content, and to course objectives.

- Understand the fundamental principles of instruction as applied to teaching and learning of all children in the classroom. (Objective #3)
- Understand the fundamental principles of selecting strategies, methods, and materials. (Objective # 5)
- Understand one academic discipline in depth. (Objective # 11)

- Understand the fundamental principles of selecting and writing objectives. (Objective # 4)
- Understand the fundamental principles of evaluation. (Objective #6)

PRINCIPLE THREE: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

- Understand the social, philosophical, and organizational base of American education, past and present. (Objective #1)
- Understand the fundamental principles of educational psychology. (Objective #2)
- Understand the necessity of being able to teach in a multicultural society. (Objective #9)
- Understand the integration of content through clinical experience. (Objective #10)

PRINCIPLE FOUR: The teacher exhibits human relations skills which support the development of human potential.

- Understand the fundamental principles of educational psychology. (Objective #2)
- Understand the necessity of being able to teach in a multicultural society. (Objective #9)
- Understand the fundamental principles of classroom management. (Objective #7)

PRINCIPLE FIVE: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

- Understand the importance of continual professional growth. (Objective #8)

3. *Includes a coherent, sequential assessment system for individual students that clearly documents students' attainment of the Arkansas Principles for Licensure for Beginning Teachers and that:*

a. *Provides evidence that the Arkansas Principles for Licensure for Beginning Teachers are shared with students*

- All teacher education students at Hendrix College are introduced to the Arkansas Principles for Licensure for Beginning Teachers during enrollment in one of the required courses for the teacher education program – Effective Teaching Methods, Measurement, and Evaluation (Education 221). Early childhood and middle school students take this course during their sophomore year. Secondary students take this course during their junior year. In addition to an introduction to the Principles, each student receives a copy of the Principles related to his/her licensure area. Also, each student is required to design a subject-based instructional unit that addresses the five Principles.

b. *Utilizes, for both formative and summative purposes, a range of performance-based assessment strategies throughout the program that provides students with on-going feedback*

- c. *Has multiple summative decision points*
-at entry, as a minimum, eligibility determined by:
- *A 2.50 grade point average*
 - *Scores on the Praxis I as determined by the State Board of Education,*
 - *Proficiency in oral and written communication and mathematics,*
 - *Recommendations based upon standards-referenced assessment of dispositions*
- During the junior year, students interested in teacher licensure must apply for the professional term. Admission is based on: (1) a minimum grade point average of 2.50; (2) passing scores (as established by the State of Arkansas) on all parts of the Pre-Professional Skills Test; (3) completion of a portfolio with at least four minimum required objectives fulfilled (See Attachment 1); and (4) successful completion of an interview with the Teacher Education Committee.
- During the senior year, students enrolled in the Teacher Education Program must complete the specified elementary or secondary education courses, including student teaching. At the completion of the student teaching experience, the Teacher Education Committee will review the record and portfolio of each candidate before recommending to the State of Arkansas that a teaching license should be issued. Successful compliance with the 11 portfolio objectives will also mean successful compliance with the Arkansas Principles for Licensure for Beginning Teachers and the Pathwise Assessment (See Attachment 2 for alignment between Hendrix portfolio objectives, Arkansas Principles for Licensure, and Pathwise Assessment criteria). All Hendrix students must successfully complete two writing courses and a quantitative skills (mathematics) course in order to graduate. In addition, teacher education students are required to successfully complete a speech communications course. The record will include, but is not limited to, the following:
- the recommendations of the student's cooperating teacher and the Hendrix supervisor of the student teaching experience;
 - the applicant's academic record, which must show at least a 2.50 grade point average;
 - the completion of all Hendrix College requirements for a bachelor of arts degree;
 - the completion of all course requirements of the State of Arkansas for the appropriate elementary or secondary teaching license;
 - the student's completed portfolio (See Attachment 1 – all 11 objectives have been met); and
 - the successful completion of Praxis II.

-at readiness for internship, eligibility determined by:

- *A multiple on-going assessment of knowledge, dispositions, and performance including portfolio elements related to the Arkansas Principles for Beginning Teachers.*
- The “Suggestive Activity” column on Attachment 1 is a compilation of some of the on-going assessment activities used in teacher education courses at Hendrix College. The senior year portfolio (described in Item 3.c., and Attachment 1) is a culminating activity for all of the on-going assessment strategies used by the teacher education faculty. Attachment 2 demonstrates how the 11 teacher education objectives are aligned with the Arkansas Principles for Licensure for Beginning Teachers and the Pathwise Assessment criteria. Attachment 3 shows how each course addresses the Arkansas Principles for Licensure for Beginning Teachers and the Pathwise Assessment criteria. The specific indicators for each course will be added at a later date.

4. *Completion of the Praxis II series.*

- See Item 3.c.

5. *Documents the quality of programs through the collective presentation of student assessment data, e.g., how well students meet the standards.*

- See Item 3.c.

SYSTEM EVALUATION

6. *Demonstrates how the information gathered via the individual student assessment system is utilized to refine and revise the conceptual framework(s) and programs’ goals, content and delivery strategies and admission and retention decisions.*

- Ongoing systematic evaluation of the conceptual framework continues to occur through the portfolio system for candidate assessment and program modification, which support student achievement. The students use the constructivist approach, reflective of his or her experiences, to develop their portfolios. During the junior year and the senior year, each student must present his/her portfolio to the Teacher Education Committee to begin and end his/her professional experience (student teaching). The unit uses the information collected from this process to make

programmatic changes and/or improvements. For instance, it was decided that a portfolio evaluation form, which allows feedback, should be developed and used in the future. In addition, the course evaluation forms will be modified to evaluate the performance of the Arkansas Principles for Licensure for Beginning Teachers and the Pathwise Assessment criteria. In other words, the course forms in Attachment 3 will be modified to serve as course evaluation forms. In addition to the modified course evaluation forms, the unit will begin to develop rubrics for course projects directly related to the Arkansas Teacher Licensure Standards and Pathwise. A rubric for a teaching unit activity in the Effective Teaching course is included in Attachment 3.

7. *Describes how the assessment system is managed.*
 - The department chairperson will be responsible for making sure that all course evaluation forms have been modified to comply with the Attachment 3 templates. Furthermore, the department chairperson will be responsible for ensuring that all course evaluation forms are administered, summarized, and submitted for review.

8. *Explains the process for reviewing and revising the assessment system.*
 - The Education Department will meet at the beginning of each term to review evaluation forms for courses taught during the previous academic term. At least once each academic year, these summative forms will be shared with the Teacher Education Committee for review and suggested revisions.

HENDRIX COLLEGE
Education Department

STANDARD 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Content Knowledge for Teacher Candidates: (Element 1)

Assessment

Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.

Content Standards Matrix; C2 of Student Teacher Appraisal Form; "Academic Preparation" on Departmental Recommendation for Student Teaching Form; Item IV.J on Debriefing Form; Items A and C on 2-Week Unit Rubric; "Content" section on Lesson Lines; Objective 9 of Senior Portfolio; Final Exam in Writing on content and pedagogical knowledge; three tests on reading content/pedagogical knowledge, written chapter summaries, lesson plans and teaching demonstrations related to: Interactive Read Aloud, Shared Reading, and Guided Reading

Pedagogical Content Knowledge: (Element 2)

Assessment

Teacher candidates reflect a thorough understanding of pedagogical content knowledge delineated in professional, state, and institutional standards. They have in-depth understanding of the subject matter that they plan to teach, allowing them to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways and integrate technology appropriately.

Articles collected, read, and presented relating to content and pedagogical knowledge for the field of reading; personal teaching philosophy paper on implementing reading instruction in the classroom; Children's literature: Author/illustrator report, picture book and story board lesson and presentation, oral storytelling lesson and presentation, storytelling with props lesson and presentation, literature focus unit and presentation. Unit paper in History of Education and Effective Teaching course; Lesson lines from all field experiences; Items A-F, H-M on 2-Week Unit Rubric; Objectives 3, 4, and 10 of the Senior Portfolio; Domains A and C of the Student Teacher Appraisal form; Math/Science videotape

Professional and Pedagogical Candidates: (Element 3)

Assessment

Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and the ideas to real-world problems.

Lesson lines from all field experiences; Scope and Sequence of Math/Science Unit; Writing: Five observations with reflections in balanced literacy classrooms. Ten field observations and teaching demonstrations in reading and children's literature. Domain D of Student Teacher Appraisal Form; Items H-L on the 2-Week Unit Rubric; Review of Videotaped lessons; Objectives 6 and 7 of the Senior Portfolio

Dispositions for All Candidates: (Element 4)

Assessment

Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.

Newsletter designed to update parents about Math/Science classroom activities. Domain D of the Student Teacher Appraisal Form; Objective 6 and 11 of the Senior Portfolio; Student Teaching Journals

Student Learning For Teacher Candidates: (Element 5)

Assessment

Teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Ten field observations and teaching demonstrations in reading and children's literature. Educational Psychology: Ten field observations for either mentoring or tutoring sessions with field notes and reflections recorded. Item L of the 2-Week Unit Rubric; "Assessment" section of the lesson lines; Items A5, C4, D1, and D2 of the Student Teacher Appraisal Form; Student Teaching Journals; Objectives 3, 4, and 6 of the Senior Portfolio

SEMESTER ASSESSMENT REPORT, 2006-2007

Hendrix College – Education Department

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Content Knowledge for Teacher Candidates: (Element 1)

Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.

Kristy Chambers – Education of Young Children – Praxis II

More attention needed in Child Development and Foundations; Diversity & Exceptional Needs & Supporting the Learning Environment; Instruction and Assessment; Instructional/Assessment Strategies, Planning; Communication Techniques

Professional and Pedagogical Candidates: (Element 3)

Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and the ideas to real-world problems.

-2-Week unit rubrics by Stephanie Cook, Lori Ann Holt, and Britney McCarthy – evaluated by Rynnett Clark. Overall rating of ABOVE AVERAGE

-Email memo from Joel Wright ('05 graduate) concerning successful teaching experiences in the Lonoke School District

Standard III, Element 1 (Collaboration between Unit and School Partners)

Collaboration Between Unit and School Partners: (Element 1)

The school and unit share and integrate resources and expertise to support candidates' learning in field experiences and clinical practice. Both unit and school-based faculty are involved in designing, implementing, and evaluating the unit's conceptual framework(s) and the school program; they each participate in the unit's and the school partner's professional development activities and instructional programs for candidates and for children. The unit and its school partners jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and P-12 students.

- The Student Teacher Placement Worksheet is a product of collaboration between the candidates, the student teaching supervisor, and the school partners. (See Student Teacher Placement Worksheet for 2006-2007, and 2007-2008.)
- The Unit has participated in the school's professional development and instructional activities through the Hendrix Early Literacy Program (HELP), and the Hendrix College Charter School Leadership Institute.

- Another example of the unit and the school partners jointly determining the specific placements of student teachers involves the History of Education and Effective Teaching course. (See email memo from Rita Branch, principal of Theodore Jones Elementary School, to Dr. James Jennings, September 20, 2005.)

More evidence is needed, however, for the following:

“Both unit and school-based faculty are involved in designing, implementing, and evaluating the unit's conceptual framework(s) and the school program” A survey has been designed and disseminated to collect input from school-based faculty concerning the unit's conceptual framework, and its overall operations (December 2007).

Standard III, Element 2 (Design, Implementation, and Evaluation of Field Experiences and Clinical Practice)

– The evidence collected from the Student Teaching Appraisal Form, and the high ratings (“E+” and “E”) received by all of the candidates clearly demonstrates that the following was met.

“Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of settings with students and adults. Both field experiences and clinical practice extend the unit's conceptual framework(s) into practice through modeling by clinical faculty and well-designed opportunities to learn through doing. During clinical practice, candidate learning is integrated into the school program and into teaching practice. Candidates observe and are observed by others. They interact with teachers, college or university

supervisors, and other interns about their practice regularly and continually. They reflect on and can justify their own practice.”

Evidence of applying pedagogical skills is also demonstrated by the 2-Week Rubric for the Student Teaching Unit.

Multicultural Assessment - Strengths cited: exposure to a variety of students from different backgrounds, cooperating teachers were aware of student backgrounds, practice with differentiated instruction. Weaknesses cited: driving to Little Rock, more time needed to learn about each student's background. Other: more needed on multicultural education (workshops, coursework, etc.).

-Summary of Student Teaching Debriefing Form - Strengths: Candidates felt very prepared to teach; good communication with unit faculty; PET was very helpful
Suggestions: More experience with day-to-day management issues; need to know more about how to help ELL students; the unit should do more to prepare the cooperating teachers; more workshops on special topics; consider student teaching in the fall.

-Michelle Bell, Dedric Davis, Kyla McDaniel, Carrie Misenheimer, Mariah Reescano successfully passed the Praxis III licensure assessment. (Fall '04-Spring '05) Hendrix average score – 52.6 State Average – 51/4

-Shelley Dougan, Beth Fenske, Jennifer Hui, Marian Jimerson, Abby Mowrey, and Martene Mourning successfully passed the Praxis III licensure assessment. (Fall '05-Spring '06) Hendrix average score – 50.9 State Average – 51.2 Place more emphasis on Praxis III preparation in Introduction to Student Teaching and methods courses.

Strong evidence - Email memos from Mary Barksdale and Dr. Susan Perry concerning hiring of and award to Ashleigh McGee (December '05 graduate). Email from Rynnett Clark to Kysheenna Marshall concerning a cooperating teacher's compliments (May '05 graduate) – March 20, 2005.

Standard III, Element 3 (Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help ALL Students Learn) – The evidence collected from the Student Teaching Appraisal Form, and the high ratings (“E+” and “E”) received by all of the candidates clearly demonstrates that the following was met.
“Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice. Assessments used in clinical practice indicate that candidates meet professional, state, and institutional standards and have a positive effect on student learning. Multiple assessments are used by candidates and clinical faculty to determine areas that need improvement and to develop a plan for improvement. Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others' practice and their effects on student learning with the goal of improving practice. Field experiences and clinical practice facilitate candidates' exploration of their knowledge, skills, and dispositions related to all students.”

Evidence of applying pedagogical skills is also demonstrated by the 2-Week Rubric for the Student Teaching Unit.

However, more evidence is needed to demonstrate the following:

“Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender, and socioeconomic groups in classrooms and schools.”

Multicultural Assessment - Strengths cited: exposure to a variety of students from different backgrounds, cooperating teachers were aware of student backgrounds, practice with differentiated instruction. Weaknesses cited: driving to Little Rock, more time needed to learn about each student’s background. Other: more needed on multicultural education (workshops, coursework, etc.).

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Standard V, Element 1 (Qualified Faculty) – full compliance in this area.

Standard V, Element 2

Standard V, Element 4

Modeling Best Professional Practices in Service: (Element 4)

Professional education faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P-12 schools. They work in schools with colleagues. They provide leadership in the profession, schools, and professional associations at state, national, and international levels.

- Strong evidence in this area from Dr. Perry’s HELP program and Dr. Jennings’ Above the Line Project. Also, Dr. Perry was awarded (November 2007) the Innovation in Teacher Education Award by the Southeastern Regional Association of Teacher Educators (SRATE). She was given the award because of her work with literacy labs, practicum experiences, and research.

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Hendrix College
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Revised October 15, 2000

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- Understand the fundamental principles of selecting strategies, methods, and materials. (Objective # 5)
- Understand one academic discipline in depth. (Objective # 11)

PRINCIPLE TWO: The teacher plans curriculum appropriate to the students, to the content, and to course objectives.

- Understand the fundamental principles of instruction as applied to teaching and learning of all children in the classroom. (Objective #3)
- Understand the fundamental principles of selecting strategies, methods, and materials. (Objective # 5)
- Understand one academic discipline in depth. (Objective # 11)

- Understand the fundamental principles of selecting and writing objectives. (Objective # 4)
- Understand the fundamental principles of evaluation. (Objective #6)

PRINCIPLE THREE: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

- Understand the social, philosophical, and organizational base of American education, past and present. (Objective #1)
- Understand the fundamental principles of educational psychology. (Objective #2)
- Understand the necessity of being able to teach in a multicultural society. (Objective #9)
- Understand the integration of content through clinical experience. (Objective #10)

PRINCIPLE FOUR: The teacher exhibits human relations skills which support the development of human potential.

- Understand the fundamental principles of educational psychology. (Objective #2)
- Understand the necessity of being able to teach in a multicultural society. (Objective #9)
- Understand the fundamental principles of classroom management. (Objective #7)

PRINCIPLE FIVE: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

- Understand the importance of continual professional growth. (Objective #8)

3. *Includes a coherent, sequential assessment system for individual students that clearly documents students' attainment of the Arkansas Principles for Licensure for Beginning Teachers and that:*

a. *Provides evidence that the Arkansas Principles for Licensure for Beginning Teachers are shared with students*

- All teacher education students at Hendrix College are introduced to the Arkansas Principles for Licensure for Beginning Teachers during enrollment in one of the required courses for the teacher education program – Effective Teaching Methods, Measurement, and Evaluation (Education 221). Early childhood and middle school students take this course during their sophomore year. Secondary students take this course during their junior year. In addition to an introduction to the Principles, each student receives a copy of the Principles related to his/her licensure area. Also, each student is required to design a subject-based instructional unit that addresses the five Principles.

b. *Utilizes, for both formative and summative purposes, a range of performance-based assessment strategies throughout the program that provides students with on-going feedback*

- c. *Has multiple summative decision points*
-at entry, as a minimum, eligibility determined by:
- *A 2.50 grade point average*
 - *Scores on the Praxis I as determined by the State Board of Education,*
 - *Proficiency in oral and written communication and mathematics,*
 - *Recommendations based upon standards-referenced assessment of dispositions*
- During the junior year, students interested in teacher licensure must apply for the professional term. Admission is based on: (1) a minimum grade point average of 2.50; (2) passing scores (as established by the State of Arkansas) on all parts of the Pre-Professional Skills Test; (3) completion of a portfolio with at least four minimum required objectives fulfilled (See Attachment 1); and (4) successful completion of an interview with the Teacher Education Committee.
- During the senior year, students enrolled in the Teacher Education Program must complete the specified elementary or secondary education courses, including student teaching. At the completion of the student teaching experience, the Teacher Education Committee will review the record and portfolio of each candidate before recommending to the State of Arkansas that a teaching license should be issued. Successful compliance with the 11 portfolio objectives will also mean successful compliance with the Arkansas Principles for Licensure for Beginning Teachers and the Pathwise Assessment (See Attachment 2 for alignment between Hendrix portfolio objectives, Arkansas Principles for Licensure, and Pathwise Assessment criteria). All Hendrix students must successfully complete two writing courses and a quantitative skills (mathematics) course in order to graduate. In addition, teacher education students are required to successfully complete a speech communications course. The record will include, but is not limited to, the following:
- the recommendations of the student's cooperating teacher and the Hendrix supervisor of the student teaching experience;
 - the applicant's academic record, which must show at least a 2.50 grade point average;
 - the completion of all Hendrix College requirements for a bachelor of arts degree;
 - the completion of all course requirements of the State of Arkansas for the appropriate elementary or secondary teaching license;
 - the student's completed portfolio (See Attachment 1 – all 11 objectives have been met); and
 - the successful completion of Praxis II.

-at readiness for internship, eligibility determined by:

- *A multiple on-going assessment of knowledge, dispositions, and performance including portfolio elements related to the Arkansas Principles for Beginning Teachers.*
- The “Suggestive Activity” column on Attachment 1 is a compilation of some of the on-going assessment activities used in teacher education courses at Hendrix College. The senior year portfolio (described in Item 3.c., and Attachment 1) is a culminating activity for all of the on-going assessment strategies used by the teacher education faculty. Attachment 2 demonstrates how the 11 teacher education objectives are aligned with the Arkansas Principles for Licensure for Beginning Teachers and the Pathwise Assessment criteria. Attachment 3 shows how each course addresses the Arkansas Principles for Licensure for Beginning Teachers and the Pathwise Assessment criteria. The specific indicators for each course will be added at a later date.

4. *Completion of the Praxis II series.*

- See Item 3.c.

5. *Documents the quality of programs through the collective presentation of student assessment data, e.g., how well students meet the standards.*

- See Item 3.c.

SYSTEM EVALUATION

6. *Demonstrates how the information gathered via the individual student assessment system is utilized to refine and revise the conceptual framework(s) and programs’ goals, content and delivery strategies and admission and retention decisions.*

- Ongoing systematic evaluation of the conceptual framework continues to occur through the portfolio system for candidate assessment and program modification, which support student achievement. The students use the constructivist approach, reflective of his or her experiences, to develop their portfolios. During the junior year and the senior year, each student must present his/her portfolio to the Teacher Education Committee to begin and end his/her professional experience (student teaching). The unit uses the information collected from this process to make

programmatic changes and/or improvements. For instance, it was decided that a portfolio evaluation form, which allows feedback, should be developed and used in the future. In addition, the course evaluation forms will be modified to evaluate the performance of the Arkansas Principles for Licensure for Beginning Teachers and the Pathwise Assessment criteria. In other words, the course forms in Attachment 3 will be modified to serve as course evaluation forms. In addition to the modified course evaluation forms, the unit will begin to develop rubrics for course projects directly related to the Arkansas Teacher Licensure Standards and Pathwise. A rubric for a teaching unit activity in the Effective Teaching course is included in Attachment 3.

7. *Describes how the assessment system is managed.*
 - The department chairperson will be responsible for making sure that all course evaluation forms have been modified to comply with the Attachment 3 templates. Furthermore, the department chairperson will be responsible for ensuring that all course evaluation forms are administered, summarized, and submitted for review.

8. *Explains the process for reviewing and revising the assessment system.*
 - The Education Department will meet at the beginning of each term to review evaluation forms for courses taught during the previous academic term. At least once each academic year, these summative forms will be shared with the Teacher Education Committee for review and suggested revisions.

HENDRIX COLLEGE
Education Department

STANDARD 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Content Knowledge for Teacher Candidates: (Element 1)

Assessment

Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.

Content Standards Matrix; C2 of Student Teacher Appraisal Form; "Academic Preparation" on Departmental Recommendation for Student Teaching Form; Item IV.J on Debriefing Form; Items A and C on 2-Week Unit Rubric; "Content" section on Lesson Lines; Objective 9 of Senior Portfolio; Final Exam in Writing on content and pedagogical knowledge; three tests on reading content/pedagogical knowledge, written chapter summaries, lesson plans and teaching demonstrations related to: Interactive Read Aloud, Shared Reading, and Guided Reading

Pedagogical Content Knowledge: (Element 2)

Assessment

Teacher candidates reflect a thorough understanding of pedagogical content knowledge delineated in professional, state, and institutional standards. They have in-depth understanding of the subject matter that they plan to teach, allowing them to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways and integrate technology appropriately.

Articles collected, read, and presented relating to content and pedagogical knowledge for the field of reading; personal teaching philosophy paper on implementing reading instruction in the classroom; Children's literature: Author/illustrator report, picture book and story board lesson and presentation, oral storytelling lesson and presentation, storytelling with props lesson and presentation, literature focus unit and presentation. Unit paper in History of Education and Effective Teaching course; Lesson lines from all field experiences; Items A-F, H-M on 2-Week Unit Rubric; Objectives 3, 4, and 10 of the Senior Portfolio; Domains A and C of the Student Teacher Appraisal form; Math/Science videotape

Professional and Pedagogical Candidates: (Element 3)

Assessment

Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and the ideas to real-world problems.

Lesson lines from all field experiences; Scope and Sequence of Math/Science Unit; Writing: Five observations with reflections in balanced literacy classrooms. Ten field observations and teaching demonstrations in reading and children's literature. Domain D of Student Teacher Appraisal Form; Items H-L on the 2-Week Unit Rubric; Review of Videotaped lessons; Objectives 6 and 7 of the Senior Portfolio

Dispositions for All Candidates: (Element 4)

Assessment

Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.

Newsletter designed to update parents about Math/Science classroom activities. Domain D of the Student Teacher Appraisal Form; Objective 6 and 11 of the Senior Portfolio; Student Teaching Journals

Student Learning For Teacher Candidates: (Element 5)

Assessment

Teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Ten field observations and teaching demonstrations in reading and children's literature. Educational Psychology: Ten field observations for either mentoring or tutoring sessions with field notes and reflections recorded. Item L of the 2-Week Unit Rubric; "Assessment" section of the lesson lines; Items A5, C4, D1, and D2 of the Student Teacher Appraisal Form; Student Teaching Journals; Objectives 3, 4, and 6 of the Senior Portfolio

SEMESTER ASSESSMENT REPORT, 2006-2007

Hendrix College – Education Department

STANDARD 1: Candidate Knowledge, Skills, and Dispositions

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Content Knowledge for Teacher Candidates: (Element 1)

Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.

Kristy Chambers – Education of Young Children – Praxis II

More attention needed in Child Development and Foundations; Diversity & Exceptional Needs & Supporting the Learning Environment; Instruction and Assessment; Instructional/Assessment Strategies, Planning; Communication Techniques

Professional and Pedagogical Candidates: (Element 3)

Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and the ideas to real-world problems.

-2-Week unit rubrics by Stephanie Cook, Lori Ann Holt, and Britney McCarthy – evaluated by Rynnett Clark. Overall rating of ABOVE AVERAGE

-Email memo from Joel Wright ('05 graduate) concerning successful teaching experiences in the Lonoke School District

Standard III, Element 1 (Collaboration between Unit and School Partners)

Collaboration Between Unit and School Partners: (Element 1)

The school and unit share and integrate resources and expertise to support candidates' learning in field experiences and clinical practice. Both unit and school-based faculty are involved in designing, implementing, and evaluating the unit's conceptual framework(s) and the school program; they each participate in the unit's and the school partner's professional development activities and instructional programs for candidates and for children. The unit and its school partners jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and P-12 students.

- The Student Teacher Placement Worksheet is a product of collaboration between the candidates, the student teaching supervisor, and the school partners. (See Student Teacher Placement Worksheet for 2006-2007, and 2007-2008.)
- The Unit has participated in the school's professional development and instructional activities through the Hendrix Early Literacy Program (HELP), and the Hendrix College Charter School Leadership Institute.

- Another example of the unit and the school partners jointly determining the specific placements of student teachers involves the History of Education and Effective Teaching course. (See email memo from Rita Branch, principal of Theodore Jones Elementary School, to Dr. James Jennings, September 20, 2005.)

More evidence is needed, however, for the following:

“Both unit and school-based faculty are involved in designing, implementing, and evaluating the unit's conceptual framework(s) and the school program” A survey has been designed and disseminated to collect input from school-based faculty concerning the unit's conceptual framework, and its overall operations (December 2007).

Standard III, Element 2 (Design, Implementation, and Evaluation of Field Experiences and Clinical Practice)

– The evidence collected from the Student Teaching Appraisal Form, and the high ratings (“E+” and “E”) received by all of the candidates clearly demonstrates that the following was met.

“Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of settings with students and adults. Both field experiences and clinical practice extend the unit's conceptual framework(s) into practice through modeling by clinical faculty and well-designed opportunities to learn through doing. During clinical practice, candidate learning is integrated into the school program and into teaching practice. Candidates observe and are observed by others. They interact with teachers, college or university

supervisors, and other interns about their practice regularly and continually. They reflect on and can justify their own practice.”

Evidence of applying pedagogical skills is also demonstrated by the 2-Week Rubric for the Student Teaching Unit.

Multicultural Assessment - Strengths cited: exposure to a variety of students from different backgrounds, cooperating teachers were aware of student backgrounds, practice with differentiated instruction. Weaknesses cited: driving to Little Rock, more time needed to learn about each student's background. Other: more needed on multicultural education (workshops, coursework, etc.).

-Summary of Student Teaching Debriefing Form - Strengths: Candidates felt very prepared to teach; good communication with unit faculty; PET was very helpful
Suggestions: More experience with day-to-day management issues; need to know more about how to help ELL students; the unit should do more to prepare the cooperating teachers; more workshops on special topics; consider student teaching in the fall.

-Michelle Bell, Dedric Davis, Kyla McDaniel, Carrie Misenheimer, Mariah Reescano successfully passed the Praxis III licensure assessment. (Fall '04-Spring '05) Hendrix average score – 52.6 State Average – 51/4

-Shelley Dougan, Beth Fenske, Jennifer Hui, Marian Jimerson, Abby Mowrey, and Martene Mourning successfully passed the Praxis III licensure assessment. (Fall '05-Spring '06) Hendrix average score – 50.9 State Average – 51.2 Place more emphasis on Praxis III preparation in Introduction to Student Teaching and methods courses.

Strong evidence - Email memos from Mary Barksdale and Dr. Susan Perry concerning hiring of and award to Ashleigh McGee (December '05 graduate). Email from Rynnett Clark to Kysheenna Marshall concerning a cooperating teacher's compliments (May '05 graduate) – March 20, 2005.

Standard III, Element 3 (Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help ALL Students Learn) – The evidence collected from the Student Teaching Appraisal Form, and the high ratings (“E+” and “E”) received by all of the candidates clearly demonstrates that the following was met.
“Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice. Assessments used in clinical practice indicate that candidates meet professional, state, and institutional standards and have a positive effect on student learning. Multiple assessments are used by candidates and clinical faculty to determine areas that need improvement and to develop a plan for improvement. Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others' practice and their effects on student learning with the goal of improving practice. Field experiences and clinical practice facilitate candidates' exploration of their knowledge, skills, and dispositions related to all students.”

Evidence of applying pedagogical skills is also demonstrated by the 2-Week Rubric for the Student Teaching Unit.

However, more evidence is needed to demonstrate the following:

“Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender, and socioeconomic groups in classrooms and schools.”

Multicultural Assessment - Strengths cited: exposure to a variety of students from different backgrounds, cooperating teachers were aware of student backgrounds, practice with differentiated instruction. Weaknesses cited: driving to Little Rock, more time needed to learn about each student’s background. Other: more needed on multicultural education (workshops, coursework, etc.).

-Summary of Student Teaching Debriefing Form - Strengths: Candidates felt very prepared to teach; good communication with unit faculty; PET was very helpful
Suggestions: More experience with day-to-day management issues; need to know more about how to help ELL students; the unit should do more to prepare the cooperating teachers; more workshops on special topics; consider student teaching in the fall.

2-Week unit rubrics by Stephanie Cook, Lori Ann Holt, and Britney McCarthy – evaluated by Rynnett Clark. Overall rating of ABOVE AVERAGE

Standard V, Element 1 (Qualified Faculty) – full compliance in this area.

Standard V, Element 2

Standard V, Element 4

Modeling Best Professional Practices in Service: (Element 4)

Professional education faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P-12 schools. They work in schools with colleagues. They provide leadership in the profession, schools, and professional associations at state, national, and international levels.

- Strong evidence in this area from Dr. Perry’s HELP program and Dr. Jennings’ Above the Line Project. Also, Dr. Perry was awarded (November 2007) the Innovation in Teacher Education Award by the Southeastern Regional Association of Teacher Educators (SRATE). She was given the award because of her work with literacy labs, practicum experiences, and research.

