

# B.S. Ed. Programs Leading to Teacher Licensure

## 2006 NCA Progress Report #9

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### Introduction/Context

The College of Education & Human Services endeavors to provide comprehensive and engaging academic programs that will help students acquire the knowledge, skills, and dispositions needed to become teachers. Four teacher preparation programs leading to the B.S. Ed. are available to majors in early childhood education (grades PreK-3), middle childhood education (grades 4-9), special education (grades K-12), and physical education (grades PreK-12). Adolescent/young adult licensure programs (grades 7-12) are also available in language arts, mathematics, science, and social studies to undergraduates in CLASS and COS who minor education. Likewise, multi-age licensure programs (grades pre-K-12) in foreign language education, music, and the visual arts are available to undergraduates in CLASS who major in these cognate fields.

All programs for prospective teachers offered by the College of Education & Human Services are fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Ohio Department of Education (ODE). In accordance with NCATE guidelines, these programs have been developed to meet the standards of applicable Specialized Professional Associations (SPAs) such as the National Association for the Education of Young Children, the Council for Exceptional Children, the National Council of Teachers of English, and the National Council of Teachers of Mathematics.

On-site training in the form of supervised practicum and student teaching experiences play a critical role in every program and are designed to complement students' on-campus experiences by providing them an opportunity to apply the knowledge and pedagogical skills they are acquiring to the planning and delivery of instruction in actual classroom settings. Minimally, one of these experiences must be completed in an urban setting. In multi-age licensure programs, a conscious effort is also made to ensure field experience with youngsters of varying abilities at different grade levels.

Oversight for all undergraduate teacher licensure programs is provided by the Teacher Education Council (TEC) in conjunction with the Undergraduate Affairs Council (UAC) and Teacher Education Advisory Council (TEAC). TEC is comprised of eight faculty members elected by the departments offering undergraduate and graduate teacher preparation programs and is chaired by the Associate Dean for Academic Programs. UAC is charged with reviewing any curriculum proposals set forth by TEC and/or individual departments which affect the College's undergraduate teacher preparation programs and to make appropriate recommendations relative to their adoption. TEAC includes faculty and administrative representatives from COEHS, CLASS and COS as well as external constituencies that have an interest in the College's teacher preparation programs. TEAC serves to (a) promote collaboration on program design, delivery and evaluation both within and beyond the University; (b) review and respond to new and revised curriculum, policies and procedures approved by COEHS curriculum committees; (c) review assessment and accreditation information; and (d) provide feedback about the quality of programs.

### Goals

As a model for all of its undergraduate teacher licensure programs, the College of Education & Human Services is committed to the ongoing development of "*The Teacher as a Responsive, Reflective Professional—A Partner in Learning.*" As initially conceived in 1997, the four knowledge bases that continue to serve as a foundation for this model emphasize the importance of inquiry, collaboration, contextualism, and professionalism in effective practice.

As they related to the four knowledge bases and Praxis III domains for assessing field-based performance, the 12 specific goals that govern all teacher licensure programs follow:

1. Personal Philosophy. The CSU teacher education student articulates a personal philosophy of teaching and learning that is grounded in theory and practice [Knowledge Base: Professionalism; Praxis III Domain D]

2. Social Foundations. The CSU teacher education student possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the worlds in which we live [Knowledge Base: Contextualism; Praxis III Domain D]
3. Knowledge of Subject Matter and Inquiry. The CSU teacher education student understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person. [Knowledge Base: Inquiry; Praxis III Domains A & C]
4. Knowledge of Development and Learning. The CSU teacher education student understands how individuals learn and develop, and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge. [Knowledge Base: Contextualism; Praxis III Domain A]
5. Diversity. The CSU teacher education student understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning. [Knowledge Base: Contextualism; Praxis III Domains A & B]
6. Learning Environment. The CSU teacher education student uses an understanding of individual and group motivation to promote positive social interaction, active engagement in learning, and self-motivation. [Knowledge Bases: Contextualism, Partnerships; Praxis III Domain B]
7. Communication. The CSU teacher education student uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments. [Knowledge Bases: Inquiry, Partnerships; Praxis III Domains B, C & D]
8. Instructional Strategies. The CSU teacher education student plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative and physical development. [Knowledge Bases: Contextualism, Inquiry; Praxis III Domains A & C]
9. Assessment. The CSU teacher education student understands, selects, and uses a range of assessment strategies to foster the physical, cognitive, social, and emotional development of learners and give accounts of students' learning to the outside world. [Knowledge Bases: Inquiry, Contextualism; Praxis III Domains A, C & D]
10. Technology. The CSU teacher education student understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs. [Knowledge Base: Contextualism; Praxis III Domain C]
11. Professional Development. The CSU teacher education student is a reflective practitioner who evaluates his/her interactions with others (e.g., learners, parents/guardians, colleagues, professionals in the community) and seeks opportunities to grow professionally. [Knowledge Bases: Inquiry, Professionalism, Partnerships; Praxis III Domain D]
12. Collaboration and Professionalism. The CSU teacher education student fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students' growth and well-being. [Knowledge Bases: Professionalism, Partnerships; Praxis III Domain D]

Program faculty developed these goals so as to be fully compliant with State Board of Education and SPA standards for teacher preparation. They were originally derived in 1997 by a task force comprised of faculty, administrators, staff, students, and school professionals. They have not changed since the NCA Assessment Plan for the College's B.S. Ed. and related teacher licensure programs was first formulated.

### **Outcomes**

Specific program outcomes as they related to each of the aforementioned goals are tabled in the NCA Status Report #9 which accompanies this document. These outcomes were developed by program faculty and have not changed since the NCA Assessment Plan for the College's B.S. Ed. and related teacher licensure programs was first derived. Briefly, they require that:

- All students demonstrate required knowledge, skills, and dispositions as reflected by satisfactory course performance.
- At least 90% of all undergraduate and post-baccalaureate candidates for teacher licensure will achieve a passing score as defined by the Ohio Department of Education on the appropriate version of the Praxis II exam, *Principles of Teaching & Learning* (PLT).

- At least 90% of all candidates for teacher licensure will achieve a passing score as defined by the Ohio Department of Education on any required Praxis II content area specialty exams.
- By the conclusion of their program, at least 90% of all candidates for teacher licensure will minimally demonstrate proficiency on all 12 program goals through submission of an acceptable professional portfolio that is keyed to these goals.
- Taken as a whole, mean score ratings for all items on candidates' final student teaching evaluations will equal or exceed 3.5 on a scale of 1 (unsatisfactory) to 4 (outstanding).
- As reported on an exit survey administered to students at the conclusion of their program, mean score ratings for all goal-related items will equal or exceed 2.00 on a scale of 0 (low) to 3 (high).
- At least 90% of program completers will achieve a passing score on each domain of the Praxis III assessment of teaching performance during their initial two years of teaching.

### **Research**

For the purpose of the current report, seven measures were employed to assess student outcomes.

#### **Grade Point Averages (direct measure)**

Eligibility for the B.S. Ed. and/or teacher licensure minimally requires that all students have achieved an overall cumulative CSU grade point average of at least 2.50 and a 2.75 grade point average for all professional course work in education. As regards the latter, no grades of D or F are permitted in education courses. In addition, students must receive a B or better in any required practicum and a grade of S in student teaching. Students seeking Multi-age licensure in Physical Education, Music, Visual Arts, or Foreign Language Education; Middle Childhood licensure; or Adolescent/Young Adult licensure must also achieve and maintain a grade point average of at least 2.50 in each of their academic subject area concentrations or major.

#### **The Praxis II Principles of Learning & Teaching (PLT) Examination (direct measure)**

Designed and administered by ETS, the Praxis II PLT is aimed at assessing the beginning teacher's knowledge and understanding of fundamental principles that govern teaching and learning as typically covered in courses on educational psychology, human growth and development, classroom management, instructional design and delivery, and evaluation and assessment. Four separate, but equivalent, versions of the PLT exist to differentiate among the pedagogical knowledge required at different grade levels as follows: Early Childhood (PreK-Grade 3), Grades K-6, Grades 5-9, and Grades 7-12. All candidates for initial teacher licensure in the State of Ohio are required to take one of these exams; passing scores for each measure are set by the Ohio Department of Education.

Each PLT exam includes four case histories that outline particular teaching situations. For each case history, examinees are required to respond to three short-answer essay questions. Collectively, these 12 items cover the prospective teacher's knowledge of students as learners, instruction and assessment, communication techniques, and various issues related to teacher professionalism. In addition, all PLT exams also contain 24 multiple-choice items that similarly assess knowledge of student development, diversity and related issues, motivation, classroom climate, teaching strategies, instructional planning, assessment techniques, and professional concerns.

#### **Praxis II Specialty Exams (direct measure)**

Also designed and administered by ETS, the Praxis II Specialty Exams measure candidates' knowledge of the subjects they will teach, as well as subject-specific pedagogical skills and knowledge. Required exams and passing scores for each are set by the Ohio Department of Education. The content and format of these exams differs by subject area such that some exams are comprised entirely of multiple-choice items whereas others contain a combination of both multiple-choice and short-essay questions.

**Professional Portfolio (direct measure)**

At the conclusion of their program, students must demonstrate accomplishment of all 12 program goals through submission of a satisfactory professional portfolio which is keyed to these goals. Work on this portfolio is ongoing and begins in the first professional education course (EDB 200). Satisfactory progress is assessed at several defined checkpoints throughout the program and culminates with a final evaluation that is conducted near the conclusion of student teaching. At program completion, students must minimally demonstrate proficiency on all 12 goals. To that end, their professional portfolios typically contain one or two items for each program goal that have been purposely selected to best reflect achieved competence, individuality, and creativity as a professional teacher. Each artifact must be accompanied by a reflective cover sheet that serves to explain why it was selected and how it relates to the designated goal to which it is keyed. Artifacts are individually assessed by the instructors of those courses from which they are obtained using an agreed upon set of rubrics that was developed by the College’s Teacher Education Council. The entire professional portfolio is likewise subject to final assessment using these same rubrics.

Table 1 provides examples of the kinds of artifacts students usually include in their professional portfolios as they specifically relate to each goal or standard.

Table 1. Examples of Artifacts for Each Program Outcome

Program Standard	Examples of Artifacts
1. Personal Philosophy	<ul style="list-style-type: none"> <li>• personal philosophy paper</li> <li>• position paper on philosophical issue</li> <li>• letter from student, parent, instructor, school administrator containing assessments of those aspects of your performance that give evidence of your philosophy</li> </ul>
2. Social Foundations	<ul style="list-style-type: none"> <li>• essay on a complex social issue</li> <li>• position paper on a complex social issue</li> <li>• research paper/project on a complex social issue</li> </ul>
3. Knowledge of Subject Matter and Inquiry	<ul style="list-style-type: none"> <li>• resource reference in lesson plans</li> <li>• learning packet that demonstrate knowledge of content</li> <li>• lesson plan, web site (self-designed), or outline in which content is clearly explained</li> <li>• research conducted in preparation for instruction</li> <li>• research paper in content area</li> <li>• project done as part of content area coursework</li> <li>• article summary or critique</li> <li>• copy of evaluation that comments on and/or rates the knowledge of subject matter you demonstrate in your teaching</li> </ul>
4. Knowledge of Development and Learning	<ul style="list-style-type: none"> <li>• case study</li> <li>• notes from observation of pupils</li> <li>• example of differentiated curriculum</li> <li>• adaptation of lesson or unit plan to account for individual differences</li> <li>• lesson plan including “developmentally appropriate” learning activities</li> <li>• diagnostic tool used to get to know pupils</li> <li>• audio or videotape with analysis</li> <li>• sample of checklist used to record development of pupils</li> </ul>
5. Diversity	<ul style="list-style-type: none"> <li>• curriculum, unit plan, or lesson plan incorporating content, materials, activities designed to enhance pupils’ appreciation for any ethnic group, gender, religion, handicapping condition, etc.</li> <li>• curriculum, unit plan, or lesson plan incorporating content, materials, activities differentiated to account for diverse learners</li> <li>• essay or position paper on issue of diversity</li> <li>• copy of evaluation that comments on and/or rates your ability to interact with and plan/implement instruction for diverse learners</li> <li>• audio or videotape with analysis</li> <li>• copy of IEP you helped to develop</li> <li>• journal reflection</li> </ul>

6. Learning Environment	<ul style="list-style-type: none"> <li>• copy of classroom management plan</li> <li>• audio or videotape with analysis</li> <li>• lesson plan with evidence of planning for the management of time and materials</li> <li>• pictures of bulletin board, learning stations, classroom, etc.</li> <li>• written observation by supervisor</li> <li>• lesson or unit plan incorporating strategies to enhance cooperation and collaboration among pupils</li> <li>• record showing how pupil behavior was affected by implementation of management strategies</li> </ul>
7. Communication	<ul style="list-style-type: none"> <li>• copy of lesson or unit plan showing effective use of media</li> <li>• copy of media developed for use in instruction</li> <li>• picture of bulletin board</li> <li>• assessment of communication skills by supervisor, cooperating teacher, peers, etc.</li> <li>• audio or videotape with analysis</li> <li>• copy of lesson plan with list of divergent questions asked of pupils</li> <li>• journal reflection on use of effective communication</li> </ul>
8. Instructional Strategies	<ul style="list-style-type: none"> <li>• copy of lesson or unit plan</li> <li>• audio or videotape with analyses</li> <li>• sample of pupil work generated as part of the implementation of an instructional strategy</li> <li>• journal reflection</li> <li>• assessment of teaching by supervisor, cooperating teacher, peers, etc.</li> <li>• copy (or picture) of materials developed for use in instructional strategies</li> </ul>
9. Assessment	<ul style="list-style-type: none"> <li>• copy of test developed to measure pupil status</li> <li>• description and/or videotape of assessment procedure with analysis</li> <li>• chart showing pre and post test results</li> <li>• sample of pupil test with comments</li> <li>• sample of pupil project/paper/essay with comments</li> <li>• copy of communication to pupil or parents with results of assessment</li> <li>• description of system used to record pupil assessment results and pupil progress (with sample materials)</li> </ul>
10. Technology	<ul style="list-style-type: none"> <li>• copy of lesson or unit plan showing use of technology</li> <li>• sample of media produced for use in instruction</li> <li>• copy of PowerPoint or similar presentation</li> <li>• audio or videotape with analysis</li> <li>• assessment of use of technology by supervisor, cooperating teacher, peers, etc.</li> <li>• journal reflection</li> <li>• sample of media/technology produced by pupils</li> </ul>
11. Professional Development	<ul style="list-style-type: none"> <li>• journal reflection</li> <li>• copy of lesson or unit plan with reflective analysis</li> <li>• evidence of attendance at workshop, professional conference</li> <li>• evidence of membership in professional association</li> <li>• list of personal goals with analysis of achievement</li> <li>• evidence of presentation made at workshop or conference</li> <li>• annotated list of books and journals read</li> <li>• copy of article written for local, state, national journal</li> <li>• report of action research conducted in a field setting</li> <li>• report of how information and/or skills gained at workshop/conference or through reading was applied in your teaching</li> </ul>
12. Collaboration and Professionalism	<ul style="list-style-type: none"> <li>• evidence of participation in extra-curricular activities</li> <li>• copy of communication with parents, colleagues, community members</li> <li>• documentation of meetings with parents, colleagues, community members</li> <li>• sample of materials prepared for a meeting, class, etc., in which a leadership role was assumed</li> <li>• thank you, certificate, testimonial to attest to work done in collaboration with others</li> </ul>

By way of illustration, the rubric used to evaluate Goal/Standard 1 artifacts is contained in Table 2. Complete instructions for the portfolio system, including all 12 rubrics used in assessment, are contained on the College's web site and may be found at the following address: <http://www.csuohio.edu/coehs/students/portfolios/index.htm>

**Table 2. Sample Rubric Used in Assessing Portfolio Artifacts**

<u>Outcome 1</u>				
<b>PERSONAL PHILOSOPHY</b>				
The CSU Teacher Education student articulates a personal philosophy of teaching and learning that is grounded in theory and practice.				
CRITERIA	LEVELS OF ACHIEVEMENT			
	UNACCEPTABLE (0)	EMERGING (1)	PROFICIENT (2)	EXEMPLARY (3)
<u>Knowledge &amp; Understanding</u> Understands the need to develop and articulate a personal philosophy grounded in theory and practice.	Does not provide a clear explanation of beliefs. Educational philosophy as described is incomprehensible or contradictory.	Defines educational beliefs with general justifications that are largely based on personal experience.	Provides an explanation of educational beliefs consistent with current ideas of best practice as justified by theory and research.	Provides an explanation of educational beliefs consistent with current ideas of best practice that includes specific and appropriate references to personal experiences. Clearly and articulately explains the theoretical and philosophical bases for personal beliefs.
<u>Performance &amp; Skills</u> Applies philosophical reasoning to a critical assessment of the consequences and implications of educational decisions.	Little or no evidence that the candidate can assess the educational implications and consequences of instructional decisions. Writing is incoherent. Unable to cogently summarize, analyze, or evaluate information, ideas, and opinions.	Some evidence that the candidate can assess the consequences of instructional decisions, but lacks skill in philosophical reasoning. Writing is somewhat incoherent. Able to cogently summarize information, ideas, and opinions.	Some evidence that the candidate can apply philosophical reasoning to assess the consequences and implications of instructional decisions. Writing is clear with minor incoherence. Able to cogently summarize and analyze information, ideas, and opinions.	Clear evidence that the candidate can apply philosophical reasoning to the critical assessment of his/her own beliefs and actions. Writing is clear and coherent. Able to cogently summarize, analyze and evaluate information, ideas, and opinions.
<u>Dispositions</u> Displays beliefs that are congruent with professional and ethical standards and free from bias.	Personal philosophy violates professional and/or ethical standards; reflects biased, stereotypical, or prejudicial attitudes and beliefs; and provides no evidence of a commitment to continued professional development.	Personal philosophy is congruent with professional and ethical standards. Beliefs and attitudes expressed are relatively free from bias; however, scant evidence is provided to suggest a ongoing commitment to continued professional development.	Personal philosophy is congruent with professional and ethical standards, provides some evidence of a commitment to continued professional development, and is free from bias.	Personal philosophy is congruent with professional and ethical standards, provides ample evidence of a commitment to continued professional development, and is free from bias.

**Student Teaching Evaluation Forms (direct measure)**

Based on repeated observations and pre/post observation conferences held throughout the term, the Student Teaching Evaluation Form provides a summative account of the licensure candidate’s mid-term and final performance in the field. Seven- and fifteen-week Student Teaching Evaluation Forms are completed by the intern or student teacher’s University supervisor with feedback from the mentor or cooperating teacher. Results of these evaluations ultimately form the basis of the student’s final grade for student teaching.

The Student Teaching Evaluation Form focuses on sixty-seven specific criteria that cover all aspects of the teaching experience. Students are evaluated on each criterion on a scale of 1 (unsatisfactory) to 4 (outstanding); a composite rating based on the same scale is also provided.

The sixty-seven items that comprise the Student Teaching Evaluation Form may more broadly be grouped in four domains which parallel those employed on the Praxis III which is used to evaluate new teachers. The relation of these domains to program goals has been earlier described; definitions for each domain follow:

**Domain A: Organizing Content Knowledge for Student Learning.** Knowledge of the content to be taught underlies all aspects of good instruction. Domain A focuses on how teachers use their understanding of students and subject matter to decide on learning goals; to design or select appropriate activities and instructional materials; to sequence instruction in ways that will help students to meet short- and long-term curricular goals; and to design or select informative evaluation strategies. All of these processes, beginning with the learning goals, must be aligned with each other, and because of the diverse needs represented in any class, each of the processes mentioned must be carried out in ways that take into account the variety of knowledge and experiences that students bring to class. Therefore, knowledge of relevant information about the students themselves is an integral part of this domain.

Domain A criteria for observing and evaluating student teachers focus on the degree to which the teacher education candidate:

- Demonstrates familiarity with relevant aspects of students' background knowledge and experiences.
- Articulates clear learning goals for lessons that are appropriate to the students.
- Displays an understanding of the connections between content that was learned previously, current content, and content that remains to be learned in the future.
- Creates and/or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the lesson goals.
- Creates and/or selects evaluation strategies that are appropriate for the students and that are aligned with lesson goals.

**Domain B: Creating an Environment for Student Learning.** Domain B relates to the social and emotional components of learning as prerequisites to academic achievement. Thus, this domain focuses on the human interactions in the classroom, on the connections between teachers and students, and among students. Domain B addresses issues of fairness and rapport, of helping students to believe that they can learn and can meet challenges, and of establishing and maintaining constructive standards for behavior in the classroom. It also includes the learning "environment" in the most literal sense--the physical setting in which teaching and learning take place.

Domain B criteria for observing and evaluating student teachers focus on the degree to which the teacher education candidate:

- Creates a classroom climate that promotes fairness.
- Establishes and maintains rapport with students.
- Effectively communicates challenging learning expectations to each student.
- Establishes and maintains consistent standards of classroom behavior.
- Makes the physical environment as safe and conducive to learning as possible.

**Domain C: Teaching for Student Learning.** This domain focuses on the act of teaching and its overall goal: helping students to connect with the content. As used here, "content" refers to the subject matter of a discipline and may include knowledge, skills, perceptions, and values regarding various areas of development: cognitive, social, artistic, physical, and so on. Teachers direct students in the process of establishing individual connections with the content, thereby devising a good "fit" for the content within the framework of the students' knowledge, interests, abilities, cultural backgrounds, and personal backgrounds. At the same time, teachers should help students to move beyond the limits of their current knowledge or understanding. Teachers monitor learning, making certain that students assimilate information accurately and that they understand and can apply what they have learned. Teachers must also be sure that students understand what is expected of them procedurally during the lesson and that class time is used to good purpose.

Domain C criteria for observing and evaluating student teachers focus on the degree to which the teacher education candidate:

- Makes learning goals and instructional procedures clear to students.
- Makes content comprehensible to students.
- Encourages students to extend their thinking.

- Monitors students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
- Uses instructional time effectively.
- Uses technology effectively.

**Domain D: Teacher Professionalism.** Teachers must be able to evaluate their own instructional effectiveness in order to plan specific future lessons for particular classes and to improve their teaching over time. They should be able to discuss the degree to which different aspects of a lesson were successful in terms of instructional approaches, student responses, and learning outcomes. Teachers should be able to explain how they will proceed to work toward learning for all students. The professional responsibilities of all teachers, including beginning teachers, also include sharing appropriate information with other professionals and with families in ways that support the learning of diverse student populations.

Domain D criteria for observing and evaluating student teachers focus on the degree to which the teacher education candidate:

- Reflects on the extent to which the learning goals were met.
- Demonstrates a sense of efficacy.
- Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.
- Effectively communicates with parents or guardians about student learning.

### **Praxis III Results (direct measure)**

In order to transition from a two-year provisional license to a five-year professional license, Ohio performance-based licensure standards (Rule 3301-24-02) require that all newly hired teachers must successfully complete an entry-year program and pass the Praxis III which measures actual classroom performance in the four domains noted above. Praxis III results for students who completed licensure programs at CSU are annually supplied to the College by the Ohio Department of Education.

### **Exit Surveys (indirect measure)**

At the conclusion of the program, students are asked to complete an exit survey. Thirteen items on this questionnaire specifically ask students to reflect on the degree to which their overall program helped them achieve designated goals. With the exception of Goal #11 (Professional Development), which is measured by two items, one question is provided for each standard or goal. The rating scale for each item ranges from 0 (low) to 3 (high).

### **Other Indirect Measures**

Although not included in Status Report #9, follow-up alumni and employer surveys have also been periodically conducted by the College. In 2004-2005, plans to conduct a college-specific follow-up survey were postponed given University-wide plans to administer an alumni survey developed by ACT. Insofar as that effort has either been abandoned or delayed, the College is currently in the process of reviewing and revising its existing alumni follow-up questionnaire for mailing in the fall of 2006. Similarly, the employer survey is also being revised for mailing in fall of 2006.

## **Findings**

As tabled findings contained in the accompanying Status Report #9 reveal, established benchmarks for all outcomes have been met.

- As reflected by grade point averages required for graduation and/or licensure, all students demonstrated required knowledge, skills, and dispositions through satisfactory course performance.

- At least 90% of all undergraduate and post-baccalaureate candidates for teacher licensure achieved passing scores as defined by the Ohio Department of Education on Praxis II PLT and specialty exams.
- By the conclusion of their program, at least 90% of all candidates for teacher licensure minimally demonstrated proficiency on all 12 program goals through submission of an acceptable professional portfolio keyed to those goals.
- Collectively, mean score ratings for all items on candidates' final student teaching evaluations equaled or exceeded 3.5 on a scale of 1 (unsatisfactory) to 4 (outstanding).
- As reported on an exit survey administered to students at the conclusion of their program, mean score ratings for all goal-related items equaled or exceeded 2.00 on a scale of 0 (low) to 3 (high).
- Finally, as confirmed by the latest report available from the Ohio Department of Education 100 percent of all CSU program completers who secured teaching positions in Ohio passed the Praxis III examination during their initial two years of employment and consequently qualified for a five-year professional license.

### **Review**

Praxis II and Praxis III results are annually made available by public report. These and other assessment findings are likewise reviewed by program faculty and the Teacher Education Council each year.

### **Actions**

#### **Response to 2005 Assessment Report Review**

In the review provided of the 2005 Progress Report, two limitations were noted:

- (1) No provision was made for the comparison of 2005 findings with earlier results.
- (2) No evidence was offered to suggest that program goals have been reviewed since their initial development in 1997.

In addition, it was informally suggested by the Director of the Office of Assessment that the College consider providing both an aggregated and a disaggregated account of findings to facilitate ongoing review of its various undergraduate degree and licensure programs.

In response to these suggestions, the format of the 2006 Progress Report has been altered. Specifically, separate tables have been constructed to report the findings of each assessment measure. Both 2005 and 2006 findings are included in these tables to facilitate the comparison of this year's results with those of the previous year. Next, while outcomes remain unchanged and are still keyed to aggregated results for continuity, a disaggregated account of Praxis II passage rates by program is also provided with the ultimate intent of likewise presenting both an aggregated and a disaggregated account of other measures in future reports, especially where variability among programs appears evident.

On October 11, 2005, the State Board of Education for Ohio adopted a new set of seven standards for the teaching profession. These new standards are intended to drive conversations about the practice of teaching. In addition, it is anticipated that they will be used to:

- assist higher-education programs in developing the content and requirements of pre-service training and development,
- focus the goals and objectives of districts and schools as they support educators and seek to improve the profession,
- plan and guide professional development activities, and
- develop coaching and mentoring programs for new teachers.

Senate Bill 2 mandates the development of evaluation guidelines which will align with these standards. These evaluation guidelines will be developed in the near future with full implementation expected in 2007-2008.

In 2005-2006, a preliminary review of the new standards by COEHS indicates that they compare most favorably to existing program goals. Briefly, the seven standards identified by the State Board of Education are listed below along with their respective COEHS counterparts. Although a more thorough review of current COEHS goals and outcomes against these new standards will be conducted by the College's Teacher Education Council when corresponding evaluation guidelines have been fully developed by Ohio's Educator Standards Board, substantial changes in existing goals and outcomes are not expected albeit some changes in program indicators (outcomes) and assessment measures may result to ensure compliance with the new evaluation guidelines when they are released.

**Table 3.** Comparison of New Ohio Standards for the Teaching Profession to Current COEHS Goals

Ohio Standards for the Teaching Profession	Existing COEHS Goals for Teacher Licensure Programs
<p><u>Standard #1: Students.</u> Teachers understand student learning and development, and respect the diversity of the students they teach.</p>	<p><u>Goal 4: Knowledge of Development and Learning.</u> The CSU teacher education student understands how individuals learn and develop, and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge.</p> <p><u>Goal 5: Diversity.</u> The CSU teacher education student understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning.</p>
<p><u>Standard #2: Content.</u> Teachers know and understand the content area for which they have instructional responsibility.</p>	<p><u>Goal 3: Knowledge of Subject Matter and Inquiry.</u> The CSU teacher education student understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person.</p>
<p><u>Standard #3: Assessment.</u> Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</p>	<p><u>Goal 9: Assessment.</u> The CSU teacher education student understands, selects, and uses a range of assessment strategies to foster the physical, cognitive, social, and emotional development of learners and give accounts of students' learning to the outside world.</p>
<p><u>Standard #4: Instruction.</u> Teachers plan and deliver effective instruction that advances the learning of each individual student.</p>	<p><u>Goal 8: Instructional Strategies.</u> The CSU teacher education student plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative and physical development.</p> <p><u>Goal 10: Technology.</u> The CSU teacher education student understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs.</p>
<p><u>Standard #5: Learning Environment.</u> Teachers create learning environments that promote high levels of learning and achievement for all students.</p>	<p><u>Goal 6: Learning Environment.</u> The CSU teacher education student uses an understanding of individual and group motivation to promote positive social interaction, active engagement in learning, and self-motivation.</p>
<p><u>Standard #6: Collaboration and Communication.</u> Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.</p>	<p><u>Goal 7: Communication.</u> The CSU teacher education student uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments.</p> <p><u>Goal 12: Collaboration and Professionalism.</u> The CSU teacher education student fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students' growth and well-being.</p>
<p><u>Standard #7: Professional Responsibility and Growth.</u> Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.</p>	<p><u>Goal 11: Professional Development.</u> The CSU teacher education student is a reflective practitioner who evaluates his/her interactions with others (e.g., learners, parents/guardians, colleagues, professionals in the community) and seeks opportunities to grow professionally.</p>

**Other Actions**

Implementation of an electronic portfolio system began in select programs with training provided in its use to faculty and students.

As required, remedial actions have been taken in isolated cases to correct for individual deficiencies in student performance. For example, the remedial plan that was put in place in January 2005 for all students who failed to

demonstrate satisfactory progress in the development of a professional portfolio remains in effect. More specifically, at the conclusion of practicum, students who fail to achieve an emergent level of competency on all 12 program outcomes and proficiency in at least 8 are required to meet with a Remediation Review Board comprised of program faculty to determine if additional or different documentation for one or more program outcomes would help them attain established criteria or if remedial work is required to reach acceptable levels of performance. In instances where remedial work is deemed essential, a further determination is made regarding immediate eligibility for student teaching placement. In instances where marked deficiencies are present, students are informed that they will not be permitted to student teach until an acceptable portfolio is submitted for reassessment. Where modest improvements are needed, permission is granted to student teach and supervisory personnel informed of remedial work requirements to ensure proficiency in all outcomes by the time of program completion.

Praxis II refresher courses have been designed by the Department of Curriculum and Foundations to assist students in preparing for the PLT and specialty exams in math, chemistry, and special education. In 2006-2007 program faculty in middle childhood will be asked to review exam results for the Grades 5-9 PLT and to determine ways in which the passage rate on this exam might be improved. Middle Childhood Education Faculty will also be encouraged to take the Grades 5-9 PLT at the College's expense to facilitate discussion of curricular modifications that might be needed to better ensure that students are adequately prepared for this test.

The existing follow-up alumni and employer satisfaction surveys are currently in the process of being revised for administration in fall of 2006. Both instruments will contain items that specifically align with program goals.

NORTH CENTRAL ASSOCIATION STUDENT ASSESSMENT PLAN  
2006 College of Education and Human Services Status Report #9

Program: Teacher Education (B.S. Ed.—All Teaching License Programs)

**ASSESSMENT MEASURE: Faculty evaluation of final Professional Portfolio**

**TARGETED OUTCOME: By conclusion of student teaching, at least 90% of students will minimally achieve proficiency on each program goal as evidenced by artifacts contained in professional portfolio.**

PROGRAM GOALS	RESULTS				REVIEW, ACTIONS & IMPROVEMENTS
	N	2005	N	2006	
1. Articulates a personal philosophy of teaching and learning that is grounded in theory and practice.	176	96% met standard 78 or 44% exemplary 91 or 52% proficient	305	99.3% met standard 112 or 37% exemplary 191 or 63% proficient	<p>Criterion met for all 12 goals with 99% of all students demonstrating proficiency. As the portfolio requirement has become institutionalized across all undergraduate teacher licensure programs, the number of students submitting complete portfolios has increased substantially. 2006 results have likewise improved since 2005. No programmatic action required.</p> <p>Individual conferences held with students that did not meet all 12 standards to identify appropriate remediation activities.</p>
2. Possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the world in which we live.	145	98% met standard 65 or 45% exemplary 77 or 53% proficient	305	99.7% met standard 90 or 30% exemplary 214 or 70% proficient	
3. Understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person.	179	96% met standard 84 or 47% exemplary 87 or 49% proficient	305	99.7% met standard 157 or 51% exemplary 147 or 48% proficient	
4. Understands how individuals learn and develop, and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge.	162	96% met standard 77 or 48% exemplary 78 or 48% proficient	305	99.7% met standard 105 or 34% exemplary 199 or 65% proficient	
5. Understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning.	180	95% met standard 78 or 43% exemplary 93 or 52% proficient	305	99.3% met standard 124 or 41% exemplary 179 or 59% proficient	
6. Uses an understanding of individual and group motivation to promote positive interaction, active engagement in learning, and self-motivation.	175	96% met standard 90 or 51% exemplary 78 or 45% proficient	305	99.3% met standard 130 or 43% exemplary 173 or 57% proficient	
7. Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments.	178	94% met standard 86 or 48% exemplary 81 or 46% proficient	305	99.3% met standard 116 or 38% exemplary 187 or 61% proficient	
8. Plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative, and physical development.	175	96% met standard 91 or 52% exemplary 77 or 44% proficient	305	99.7% met standard 153 or 50% exemplary 151 or 50% proficient	
9. Understands, selects, and uses a range of assessment strategies to foster physical, cognitive, social, and emotional development of learners and give accounts of students' learning to the outside world.	180	96% met standard 80 or 44% exemplary 94 or 52% proficient	305	99.7% met standard 128 or 42% exemplary 176 or 58% proficient	
10. Understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs.	174	94% met standard 80 or 46% exemplary 84 or 48% proficient	305	99.7% met standard 138 or 45% exemplary 166 or 54% proficient	
11. Is a reflective practitioner who evaluates his/her interactions with others (e.g., learners, parents/guardians, colleagues, professionals in the community) and seeks opportunities to grow professionally.	178	94% met standard 87 or 49% exemplary 80 or 45% proficient	305	99.3% met standard 138 or 45% exemplary 165 or 54% proficient	
12. Fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students' growth and well-being.	174	94% met standard 81 or 47% exemplary 82 or 47% proficient	305	99.3% met standard 143 or 47% exemplary 160 or 52% proficient	

**ASSESSMENT MEASURE:** Self-assessment as reported on Exit Survey administered to students at conclusion of program.

**TARGETED OUTCOME:** Students' mean scores for each of 13 goal-related items on exit survey will be at least 2.0 on a scale of 0 (low) to 3 (high).

PRROGRAM GOALS	RESULTS		REVIEW, ACTIONS & IMPROVEMENTS
	2005 (N = 208)	2006 (N = 123)	
1. Articulates a personal philosophy of teaching and learning that is grounded in theory and practice.	100% met criterion (Mean Item 1 = 2.27)	100% met criterion (Mean Item 1 = 2.30)	Target met for all exit survey items. In 2006, the mean score for each survey question was $\geq 2.25$ as opposed to 2005 when the mean score for each question was $\geq 2.09$ . No action required.
2. Possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the world in which we live.	100% met criterion (Mean Item 2 = 2.37)	100% met criterion (Mean Item 2 = 2.30)	
3. Understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person.	100% met criterion (Mean Item 3 = 2.15)	100% met criterion (Mean Item 3 = 2.34)	
4. Understands how individuals learn and develop, and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge.	100% met criterion (Mean Item 4 = 2.36)	100% met criterion (Mean Item 4 = 2.56)	
5. Understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning.	100% met criterion (Mean Item 5 = 2.48)	100% met criterion (Mean Item 5 = 2.49)	
6. Uses an understanding of individual and group motivation to promote positive interaction, active engagement in learning, and self-motivation.	100% met criterion (Mean Item 6 = 2.42)	100% met criterion (Mean Item 6 = 2.41)	
7. Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments.	100% met criterion (Mean Item 7 = 2.23)	100% met criterion (Mean Item 7 = 2.40)	
8. Plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative, and physical development.	100% met criterion (Mean Item 8 = 2.19)	100% met criterion (Mean Item 8 = 2.44)	
9. Understands, selects, and uses a range of assessment strategies to foster physical, cognitive, social, and emotional development of learners and give accounts of students' learning to the outside world.	100% met criterion (Mean Item 9 = 2.09)	100% met criterion (Mean Item 9 = 2.37)	
10. Understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs.	100% met criterion (Mean Item 10 = 2.19)	100% met criterion (Mean Item 10 = 2.25)	
11. Is a reflective practitioner who evaluates his/her interactions with others (e.g., learners, parents/guardians, colleagues, professionals in the community) and seeks opportunities to grow professionally.	100% met criterion (Mean Item 11 = 2.47) (Mean Item 12 = 2.44)	100% met criterion (Mean Item 11 = 2.46) (Mean Item 12 = 2.40)	
12. Fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students' growth and well-being.	100% met criterion (Mean Item 13 = 2.28)	100% met criterion (Mean Item 13 = 2.44)	

**ASSESSMENT MEASURE: Supervisory evaluations of knowledge, skills, and dispositions displayed during student teaching.**

**TARGETED OUTCOME: Students' mean score ratings on four Praxis III Domains assessed by Final Student Teaching Evaluation Instrument will be at least 3.5 on a scale of 1 (unsatisfactory) to 4 (outstanding).**

PROGRAM GOALS & RELEVANT PRAXIS III DOMAINS	RESULTS		REVIEW, ACTIONS & IMPROVEMENTS
	2005 (N = 228)	2006 (N = 183)	
1. Articulates a personal philosophy of teaching and learning that is grounded in theory and practice. (Domain D)	Range of Item Means Domain D: 3.74 - 3.91	Range of Item Means Domain D: 3.64 - 3.92	100% met criterion for all 4 Praxis III Domains. In 2006, mean scores for the 67 items on the student teaching evaluation instrument ranged from 3.50 to 3.92 as opposed to a range from 3.61 to 3.94 in 2005. No action required.
2. Possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the world in which we live. (Domain D)	Range of Item Means Domain D: 3.74 - 3.91	Range of Item Means Domain D: 3.64 - 3.92	
3. Understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person. (Domains A & C)	Range of Item Means Domain A: 3.70 - 3.86 Domain C: 3.70 - 3.82	Range of Item Means Domain A: 3.62 - 3.85 Domain C: 3.62 - 3.81	
4. Understands how individuals learn and develop, and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge. (Domain A)	Range of Item Means Domain A: 3.70 - 3.86	Range of Item Means Domain A: 3.62 - 3.85	
5. Understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning. (Domain A & B)	Range of Item Means Domain A: 3.70 - 3.86 Domain B: 3.61 - 3.94	Range of Item Means Domain A: 3.62 - 3.85 Domain B: 3.50 - 3.87	
6. Uses an understanding of individual and group motivation to promote positive interaction, active engagement in learning, and self-motivation. (Domain B)	Range of Item Means Domain B: 3.61 - 3.94	Range of Item Means Domain B: 3.50 - 3.87	
7. Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments. (Domains B, C & D)	Range of Item Means Domain B: 3.61 - 3.94 Domain C: 3.70 - 3.82 Domain D: 3.74 - 3.91	Range of Item Means Domain B: 3.50 - 3.87 Domain C: 3.62 - 3.81 Domain D: 3.64 - 3.92	
8. Plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative, and physical development. (Domains A & C)	Range of Item Means Domain A: 3.70 - 3.86 Domain C: 3.70 - 3.82	Range of Item Means Domain A: 3.62 - 3.85 Domain C: 3.62 - 3.81	
9. Understands, selects, and uses a range of assessment strategies to foster physical, cognitive, social, and emotional development of learners and give accounts of students' learning to the outside world. (Domains A, C & D)	Range of Item Means Domain A: 3.70 - 3.86 Domain C: 3.70 - 3.82 Domain D: 3.74 - 3.91	Range of Item Means Domain A: 3.62 - 3.85 Domain C: 3.62 - 3.81 Domain D: 3.64 - 3.92	
10. Understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs. (Domain C)	Range of Item Means Domain C: 3.70 - 3.82	Range of Item Means Domain C: 3.62 - 3.81	
11. Is a reflective practitioner who evaluates his/her interactions with others and seeks opportunities to grow professionally. (Domain D)	Range of Item Means Domain D: 3.74 - 3.91	Range of Item Means Domain D: 3.64 - 3.92	
12. Fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students' growth and well-being. (Domain D)	Range of Item Means Domain D: 3.74 - 3.91	Range of Item Means Domain D: 3.64 - 3.92	

**ASSESSMENT MEASURE: PRAXIS II Principles of Learning & Teaching (PLT) and Content Area Specialty Exams**

**TARGETED OUTCOME: At least 90% of teacher licensure candidates will achieve passing scores on required PRAXIS II PLT and Content Area Specialty Exams as reflected by aggregate results.**

PROGRAM GOALS	PRAXIS II PLT EXAMS	2005 Results			2006 Results			REVIEW, ACTIONS & IMPROVEMENTS
		# Took	# Passed	% Passed	# Took	# Passed	% Passed	
<ul style="list-style-type: none"> <li>Possesses knowledge and understanding of factors that influence education. (Goal 2)</li> <li>Understands how individuals learn and develop, including role of prior experience in construction of new knowledge. (Goal 4)</li> <li>Understands how individuals differ and accounts for diversity in teaching and learning. (Goal 5)</li> </ul>	<i>Professional Knowledge (PLT) Aggregate</i>	1,065	993	93%	327	308	94%	Student passage rates on all PLT exams met criterion and compare most favorably with 2005 results with the exception of the 5-9 PLT exam. The decrease in passing scores on this measure will be the subject of review by middle childhood faculty in 2006-07.
	Principles of Lrng & Tchng Early Childhood	New exam 2006			42	40	95%	
	Principles of Lrng & Tchng K-6	393	353	90%	26	24	92%	
	Principles of Lrng & Tchng 5-9	183	176	96%	96	86	90%	
	Principles of Lrng & Tchng 7-12	489	464	95%	163	158	97%	

PROGRAM GOALS	PRAXIS II SPECIALTY EXAMS	2005 Results			2006 Results			REVIEW, ACTIONS & IMPROVEMENTS
		# Took	# Passed	% Passed	# Took	# Passed	% Passed <sup>1</sup>	
<ul style="list-style-type: none"> <li>Understands content, disciplinary concepts, and tools of inquiry. (Goal 3)</li> </ul>	<i>Content Area &amp; Teaching Special Populations Aggregate</i>	401	369	92%	458	431	94%	The aggregate passage rate on specialty exams increased slightly from 92% to 94% in 2006 and exceeded the specified criterion. Disaggregated results suggest the need for 2006-07 review by program faculty in math and social studies A/YA programs and mild/moderate faculty in special education.
	<i>Adolescent/Young Adult Programs</i>							
	Chemistry				2	1		
	Integrated Language Arts				20	20	100%	
	Integrated Mathematics				11	9	82%	
	Integrated Science				14	13	93%	
	Integrated Social Studies				25	22	88%	
	Life Science				12	12	100%	
	Physical Science (Chemistry & Physics)				3	3		
	<i>Early Childhood Licensure Program</i>							
	Early Childhood Education				64	58	91%	
	Education of Young Children			New exam	41	40	98%	
	<i>Middle Childhood Concentrations</i>							
	Middle School English Language Arts				41	38	93%	
	Middle School Mathematics				55	53	96%	
	Middle School Social Studies				44	44	100%	
	Middle School Science				25	25	100%	
	<i>Multiage Licensure Programs</i>							
	Art Education				15	15	100%	
	English to Speakers of Other Languages				3	2		
	Foreign Language Ed - Spanish				9	8		
	Health Education				2	2		
	Music Education				9	9		
Physical Education				17	16	94%		
<i>Special Education Programs</i>								
Mild/Moderate				34	30	88%		
Moderate/Intensive				12	11	92%		

<sup>1</sup>Rule of 10: Statistical conclusions can not be drawn when less than 10 individuals have taken a test. Consequently, no pass rate percentage is calculated when fewer than 10 teacher candidates take the Praxis II test.

**ASSESSMENT MEASURE: PRAXIS III Exam**

**TARGETED OUTCOME: At least 90% of program completers will achieve a passing score on each Domain of the Praxis III exam during their initial two years of teaching.**

PROGRAM GOALS	PRAXIS III Domains	2005 Results (N = 190)			2006 Results (N = 169)			REVIEW, ACTIONS & IMPROVEMENTS
		CSU Pass Rate	OH Passing Score	CSU Avg. Score	CSU Pass Rate	OH Passing Score	CSU Avg. Score	
Goal 3 Knowledge of Subject & Inquiry Goal 4 Knowledge of development & Lrng Goal 5 Diversity Goal 8 Instructional Strategies Goal 9 Assessment	Domain A – Organizing Content for Student Learning	100%	9.5	13.38	100%	9.5	13.66	As reported by ODE, 100% of all program completers who obtained teaching positions in Ohio passed the Praxis III exam during their initial 2 years of teaching. 2006 findings are comparable to those obtained in 2005. No action required.
Goal 5 Diversity Goal 6 Learning Environment Goal 7 Communication	Domain B – Creating and Environment for Student Learning	99%	9.5	13.39	100%	9.5	13.75	
Goal 3 Knowledge of Subject & Inquiry Goal 7 Communication Goal 8 Instructional Strategies Goal 9 Assessment Goal 10 Technology	Domain C – Teaching for Student Learning	99%	7.5	13.20	100%	9.5	13.53	
Goal 1 Personal Philosophy Goal 2 Social Foundations Goal 7 Communication Goal 9 Assessment Goal 11 Professional Development Goal 12 Collaboration & Professionalism	Domain D – Teacher Professionalism	99%	7.5	11.04	100%	7.5	11.16	
Goals 1 through 12	Record of Evidence Score	99%	38.0	51.01	100%	38.0	52.09	