

Source of Evidence: Performance (exhibit, exhibit, science project)

Target:

Ninety percent (90%) of our candidates will attain an average score of 3.0 (Meets Expectations) or above on the Lesson Plan Artifact.

[Rating: 2015-2016 - Target: 88]

NOTE: The Lesson Plan Implementation Artifact 2015-2016 has MET the target with 99.50% of the candidates scoring Meets Expectation.

Connected Document

[LIT 2015 Lesson Plan Implementation Artifact 2015-2016](#)

[Related Action Plans by Established cycle, then 2016:](#)

[Louisiana Components of Effective Teaching](#)

The Louisiana Components of Effective Teaching were incorporated to make sure candidates had a working knowledge of the teaching standards adopted by the Louisiana State Department of Education. In 2003-2004, all undergraduate programs were redesigned at the request of the Louisiana Blue Ribbon Commission.

[Established in Cycle: 2003-2010](#)

[Implementation Status: Ongoing](#)

[Priority: High](#)

[Measurement Measures \(Outcome/Objective\):](#)

Measure: Content Discipline and Effective Pedagogical Practices | **Outcome/Objective:** The candidate will demonstrate knowledge of content discipline and effective pedagogical practice.

SLD 3: The candidate will create artifacts and responses to guide decision-making.

The candidate will actively, persistently, and judiciously consider practice, experience, and available alternatives to guide decision-making.

[Related Measures](#)

M 3: Assessment of Lesson: Analyzing Results Artifact

Ninety percent (90%) of our candidates will attain an average score of 3.0 (Meets Expectations) or above on the Assessment of Lesson: Analyzing Results Artifact.

Source of Evidence: Written assignments, usually scored by a rater

Target:

Ninety percent (90%) of our candidates will attain an average score of 3.0 (Meets Expectations) or above on the Assessment of Lesson: Analyzing Results Artifact.

[Rating: 2015-2016 - Target: 88]

NOTE: The Assessment of Lesson: Analyzing Results Artifact 2015-2016 has MET the target with 99.50% of the candidates scoring Meets Expectation.

Connected Document

[LIT 2015 Assessment of Lesson: Analyzing Results Artifact 2015-2016](#)

SLD 3: The candidate will articulate an understanding regarding beliefs and values in learning cultures.

The candidate will articulate an understanding that beliefs, traditions, and values across and within cultures affect learning and relationships with learners, their families, and the community.

[Related Measures](#)

M 3: Clinical Evaluation

[Clinical Evaluation - Fall 2009-2010](#) Number of students assessed = 332

The Clinical Evaluation Artifact indicates candidates' ability to align content discipline to the needs of each student. This instrument is a 4-point Likert scale aligned to the Louisiana Components of Effective Teaching. Please see the Supplemental Section for general information, sample rubrics) and data reports.

Clinical Experience Evaluation Form

NAME: _____

Last First Middle

GRADE/SUBJECT TAUGHT: _____ Number of Days Absent: _____

COOPERATING TEACHER: _____ SEMESTER/YEAR: _____

SCHOOL: _____ UNIVERSITY SUPERVISOR: _____

Rating: (1) UNACCEPTABLE (2) DEVELOPING (3) COMPETENT (4) HIGHLY EFFECTIVE

Please circle the appropriate rating for each objective and include comments to assist the teacher intern's growth.

I. PREPARATION AND PLANNING (INTASC Standard 7: CF: Knowledge and Expertise in Practice)

a. Goals and objectives are consistent with curriculum requirements 1 2 3 4

b. Objectives/activities are in logical sequences over the course of a unit 1 2 3 4

c. Objectives/activities meet the ability levels of students 1 2 3 4

d. Supplemental activities are planned to meet individual needs of students 1 2 3 4

e. Adequate time is allocated for each activity 1 2 3 4

f. Lesson adequately covers content knowledge 1 2 3 4

g. Homework assignment provides practice and extends learning 1 2 3 4

h. Homework is checked in an effective manner 1 2 3 4

i. Formational evaluation and assessment is provided 1 2 3 4

j. Evidence of feedback on evaluation instruments 1 2 3 4

Preparation and Planning Narrative Evaluation:

II. CLASSROOM MANAGEMENT (INTASC Standards 1, 2, 4, 5 & 8; CF: Knowledge and Expertise in Practice)

a. Physical environment facilitates learning 1 2 3 4

b. Help learners develop positive self-concept 1 2 3 4

c. Maintains instruction time 1 2 3 4

d. Expectations clearly established 1 2 3 4

e. Learners are treated with courtesy and respect 1 2 3 4

f. Maintains eye contact with students 1 2 3 4

g. Language is free of sarcasm, ridicule or derogatory references 1 2 3 4

h. Fair and impartial interactions with students 1 2 3 4

i. Promotes the development of student self-discipline 1 2 3 4

Classroom Management Narrative Evaluation:

Teacher Intern's Name _____ Evaluation Form cont.

II. INSTRUCTION (INTASC: Standards 1-6; CF: Knowledge and Expertise in Practice and Diversity)

- Delivers instruction effectively 1 2 3 4
- Content presented accurately at appropriate level 1 2 3 4
- Uses a variety of appropriate teaching materials 1 2 3 4
- Integrates technology into instruction 1 2 3 4
- Communicates effectively, using correct grammar and vocabulary 1 2 3 4
- Accommodates individual differences 1 2 3 4
- Encourages higher order thinking, problem solving, real-world connections 1 2 3 4
- Encourages active student participation 1 2 3 4
- Monitors performance, providing clarification/feedback when needed 1 2 3 4
- Focus and closure of lesson is relevant 1 2 3 4
- Establishes a classroom of courtesy and respect 1 2 3 4
- Enthusiasm for teaching and learning is demonstrated 1 2 3 4
- Classroom is neat and safe, displays are content-related 1 2 3 4
- Materials and equipment are arranged to promote effective learning

Instruction/Lesson Implementation Narrative Evaluation:

III. PROFESSIONAL/PERSONAL (INTASC: Standards 6, 7 & 9; CF: Professionalism and Reflection)

- Practical, dependable, performs duties 1 2 3 4
- Fulfills assignments regularly 1 2 3 4
- Uses self-evaluation effectively 1 2 3 4
- Exhibits flexibility in accepting teaching assignments 1 2 3 4
- Accepts constructive criticism 1 2 3 4
- Shows respect for authority 1 2 3 4
- Works well with cooperating teacher 1 2 3 4
- Works well with parents within limits of teacher authority 1 2 3 4
- Shows initiative, seeks and accepts additional responsibilities 1 2 3 4
- Works with colleagues on committees or special projects 1 2 3 4
- Exhibits a positive attitude toward education as a profession 1 2 3 4
- Demonstrates a commitment to professional growth 1 2 3 4
- Dress and language reflect a positive attitude 1 2 3 4

Professional/Personal Narrative Evaluation:

University Supervisor/Teacher Intern/Cooperating Teacher _____

Source of Evidence: Performance (test, exhibit, science project)

Target:

Ninety percent (90%) of our candidates will obtain an average score of 3.0 (Competent/Proficient) or above on the Clinical Evaluation – Final.

Rating (2015-2016) – Target: 88%

UNT FY Clinical Experience Evaluation 5/1/2015-5/31/2016 has MET the target with 98.79% of the candidates scoring Proficient or above.

Connected Document

[UNT FY Clinical Experience Evaluation 5/1/2015-5/31/2016](#)

[Related Action Plans by Established cycle, that apply:](#)

SPA Specific Addendum added to Clinical Final Evaluation

A SPA (Specialized Professional Association) Specific addendum was added to the Clinical Final Evaluation to provide detailed information regarding spa correlations to rubric items.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: High

Relationships (Measure) (Outcome/Objective):

Measure: Clinical Evaluation (Outcome/Objective): The candidate will articulate an understanding regarding beliefs and values in learning cultures.

Action Plan for Future: Clinical Experience Final Evaluation Reg. Education

A total 98.79% of the candidates scored above the desired target. The faculty will continue to review candidate data on a regular basis to make certain that all candidates are progressing at the expected, targeted rate.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure) (Outcome/Objective):

Measure: Clinical Evaluation (Outcome/Objective): The candidate will articulate an understanding regarding beliefs and values in learning cultures.

Year Long Retrospective Program 2015-2016

The ECCT Faculty will meet to participate in the development and implementation of a year-long reflective program for its teacher interns. The faculty has shared the constructs of the program and are in the pilot phase of implementation. They will continue to analyze outcomes from our pilot reflective program and investigate ways to expand the model from voluntary effort to a planned-in-policy for undergraduate teacher certification candidates.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure) (Outcome/Objective):

Measure: Clinical Evaluation (Outcome/Objective): The candidate will articulate an understanding regarding beliefs and values in learning cultures.

Responsible Person/Group: Dr. Pam Sheehan

SLO 4: The candidate will seek opportunities to grow professionally.

The candidate will actively seek opportunities to grow professionally, collaborate to meet complex needs of learners, advocate principles, and model leadership skills.

Analysis Questions

M 4: Clinical Final Evaluation – Personal Section

Clinical Final Evaluation – Personal Section 2009-2010

Number of students assessed: 122

The Clinical Evaluation Artifact – Personal Section is designed to assess the professional mechanisms of candidates in the program. This assessment consists of a 4-point Likert scale with the following options: Highly Effective, Competent, Developing and Unacceptable. Please see the Supplemental Section for general information, sample rubric(s) and data reports.

From Clinical Final Evaluation

III. PROFESSIONAL/PERSONAL (INTASC: Standards 6, 7 & 9; CF: Professionalism and Reflection)

- Practical, dependable, performs duties 1 2 3 4
- Fulfills assignments regularly 1 2 3 4
- Uses self-evaluation effectively 1 2 3 4
- Exhibits flexibility in accepting teaching assignments 1 2 3 4
- Accepts constructive criticism 1 2 3 4
- Shows respect for authority 1 2 3 4
- Works well with cooperating teacher 1 2 3 4
- Works well with parents within limits of teacher authority 1 2 3 4
- Shows initiative, seeks and accepts additional responsibilities 1 2 3 4
- Works with colleagues on committees or special projects 1 2 3 4
- Exhibits a positive attitude toward education as a profession 1 2 3 4
- Demonstrates a commitment to professional growth 1 2 3 4
- Dress and language reflect a positive attitude 1 2 3 4

Professional/Personal Narrative Evaluation:

University Supervisor/Teacher Intern/Cooperating Teacher _____

Source of Evidence: Performance (test, exhibit, science project)

Target:

Ninety percent (90%) of our candidates will obtain an average score of 3.0 (Competent) or above on the Clinical Evaluation –Personal.

Rating (2015-2016) – Target: 88%

UNT FY Clinical Experience Evaluation 5/1/2015-5/31/2016 has MET the target with 98.79% of the candidates scoring Proficient or above.

Connected Document

[UNT FY Clinical Experience Evaluation 5/1/2015-5/31/2016](#)

[Related Action Plans by Established cycle, that apply:](#)

Provide Counsel regarding Student Dispositions

Data analysis indicated a need to further explore student dispositions and ways to provide counsel and guidance.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: High

Relationships (Measure) (Outcome/Objective):

Measure: Clinical Final Evaluation –Personal Section (Outcome/Objective): The candidate will seek opportunities to grow professionally.

Action Plan for Future: Clinical Final Evaluation –Personal Section

Only 1.35% of the candidates included in the assessment completed the desired target. Only 1.35% of the candidates did not successfully complete the goal. Faculty will continue to monitor the progress of the candidates in the program as data becomes available.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure) (Outcome/Objective):

Measure: Clinical Final Evaluation –Personal Section (Outcome/Objective): The candidate will seek opportunities to grow professionally.

Curriculum and Instruction B.S. Clinical Final Evaluation –Personal and Professional Addendum

The Curriculum and Instruction Department Head and Faculty recognized the need for additional data regarding the personal and professional aspects of candidate readiness. An addendum was created in August 2010 and will be piloted Fall 2015 with all Curriculum and Instruction B.S. disciplines.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure) (Outcome/Objective):

Measure: Clinical Final Evaluation –Personal Section (Outcome/Objective): The candidate will seek opportunities to grow professionally.

Implementation Description: Implementation will occur Fall 2015 for all undergraduate B.S. and B.A. candidates.

Responsible Person/Group: Dr. Pam Sheehan, Department Head, Curriculum and Instruction

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

The Department of Curriculum and Instruction annually reviews assessment data from all programs with a specific focus on highlighting those items that have been consistently successful and addressing those items that have room for improvement. In the case of the most recent data set, we have found that it is our duty to find ways to continue to strengthen our strengths in an effort to negate the possibility of complacency.

Identify which action plans (created in prior cycles) were implemented in this current cycle. For each of those implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

Although not formally included in the action plan, we added a significant change in our curriculum. During the Fall 2015 semester we began implementing a new passage residency which would allow our candidates to spend the summer of the same year doing their action plan. We perceive that this will benefit impact our outcomes due to the fact that our candidates will be more familiar with their assignment during the

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

What we learned from this cycle is that our candidates continue to meet expectations with minimal exceptions. We will continue striving for our candidates to not only meet the expectations but to do so in an exemplary fashion.