

Professional Education Unit Assessment Handbook 2015-2016 West Chester University of Pennsylvania

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Preface

The Assessment Handbook is available online for use by Professional Education Unit faculty. It outlines the Unit assessments required for continuing National Council for Accreditation of Teacher Education (NCATE) accreditation. The last NCATE on-site visit for the accreditation of initial and advanced teacher preparation levels occurred during the Spring 2014 semester.

The following assessments of candidate learning must be completed in LiveText for the Professional Education Unit:

- The Lesson Plan Rubric;
- Early Field Experiences Evaluation (EFEE) form; and
- Teaching Internship Performance Rating (TIPR) form.

Evaluated assessments are due the week after the last day of classes or the day grades are due. Please see the Professional Education Unit assessments' postcard in Section I: (Introduction) of this handbook. Faculty members may request an EFEE form or a TIPR report for their courses from the Assessment Office.

In the event that Unit assessments change, a revised copy of an updated handbook will be made available on the College of Education's website. Department chairpersons and program coordinators should make certain that faculty members refer to the most recent Assessment Handbook to find answers for assessment questions. For spring 2013, the EFEE form rubric descriptors have been revised to match the ones used in the Lesson Plan. However, the "Not Applicable" response is still given as an option.

The University Supervisors' Verification Form is used to collect data related to student teaching operations that are important for NCATE accreditation. Supervisors complete three to five questions on the University Supervisors' Verification Form in LiveText at the end of the semester. The first question on the form asks the University Supervisor to indicate the total number of cooperating teachers with whom he/she has worked during the semester. Here are some examples of how to complete this item:

- If a University Supervisor has 5 cooperating teachers for the 1st-half and the same 5 for the 2nd-half of student teaching, the total number of cooperating teachers for the semester is 5.
- If a University Supervisor has 4 cooperating teachers for the 1st-half of student teaching, and 3 new cooperating teachers and 1 of the same cooperating teachers from the 1st-half for the 2nd-half of student teaching, the total is 7.

Please refer to the last page of this handbook for a copy of the CPE-approved form.

Departments should share information about program-specific assessments with faculty members, so that they will have the most current sources of assessment information for reference.

I. INTRODUCTION

Description of Section I: (Introduction)

This section contains the following information:

- Conceptual Framework including knowledge base and Unit outcomes, along with a chart;
- Professional Education Unit Assessment System including a narrative of its purpose and rationale, a diagram outlining the assessment system, a listing of Unit assessments for candidates, the Unit assessments' postcard with deadlines and contacts, and the Assessment System table;
- Specialized Professional Association (SPA) assessments; and
- LiveText Position Statement.

Mission

West Chester University (WCU) is a public institution established to serve the common good in the Commonwealth of Pennsylvania. WCU's primary focus is teaching and learning. To that end, the mission of the Teacher Education Program is to support the *integration* of teaching, scholarship, and service in meaningful ways.

In line with the University's focus on **teaching**, the Teacher Education Program facilitates the discernment process for prospective pre-professional candidates. The program provides for their education, preparation, and continuing development. Our specific mission is to prepare reflective educational professionals who facilitate the development and learning of all students. Accordingly, we are committed to diversity.

Our mission includes a commitment to conduct **research and scholarship.** These activities are aimed at discovering, understanding, integrating, applying, and disseminating knowledge of a) the nature of learning, teaching, and human development; b) the academic disciplines; c) the factors that promote or inhibit the realization of individual potential. We are committed to building bridges between subjects and collaborating across departments and disciplines.

The University and its Teacher Education Program are committed to providing **service** to the individuals, communities, and environments of our region, state, nation, and world. We engage our time, talents, knowledge, facilities, and resources in collaboration with, and for the direct benefit of, our students, our community/school partners, and other individuals, and environments.

Philosophy

WCU's Teacher Education Program is guided by a holistic philosophy that sees educational encounters as always more than the sum of their most visible parts: teacher, student, curriculum, and classroom. This philosophy is reflected in our beliefs about context, program values, practices, and professional characteristics.

Context

We believe:

- The reflective practitioner understands and values learning and teaching in context including internal, cultural, social, and environmental factors and is able to function effectively on behalf of all students.
- Formal education promotes the development of individual potential within social and environmental limits. Schools function as the foundation for social organization and democracy.
- Those who aspire to be educators in a democratic society should understand human biological, psychological, and intellectual growth and the factors that promote them. Educators should understand and be disposed to addressing the full range of challenges to the development of

individuals: psychological (meaning and self-knowledge), physical, social/environmental (poverty, toxic physical environment), and cultural (racism, sexism, ableism, political inequality, commercialism).

Program Values

We believe:

- In the fundamental importance of well-grounded knowledge for effective teaching, including subject, pedagogical, and pedagogical content knowledge.
- In preparing educators who have seriously engaged in self reflection and can be living models of the integration of professional and personal knowledge for lives of service.
- In facilitating the development of professionals through serious engagement with students, classrooms, families, local and global communities, and the natural world.
- In promoting diversity of perspectives, individuals, learning environments, assessments, instructional strategies, research methods, and field experiences.
- In providing direct experience through field based learning.

Practices

We believe:

- Learners should participate in developmentally effective activities that are meaningful and authentic and that engage them seriously with the subject.
- Learning and teaching are active, collaborative, constructive, continuous processes that enable faculty and students to reflect upon and analyze their own learning and teaching.

Professional Characteristics

We believe:

- That a professional educator has the ability to change systems, assume leadership roles, and build coalitions.
- That the values of entrepreneurship innovation, problem solving, partnering are hallmarks of an effective educator.
- That a professional educator appropriately integrates technology for instruction.
- That high standards of teaching, research, scholarship, and service are essential for faculty and students to remain at the forefront of sound educational practice and change.

Knowledge Base and Unit Outcomes For the Conceptual Framework

- 1. <u>Content and Pedagogical Specialist</u>: Knows learners, subject matter, pedagogy, and curriculum.
 - **1.1** Displays knowledge of the characteristics of learners.
 - **1.2** Shows understanding of effective instruction as a learner-centered process.
 - **1.3** Exhibits solid base of content knowledge.
 - **1.4** Evidences solid base of pedagogical content knowledge.
 - **1.5** Demonstrates solid base of professional knowledge.
 - **1.6** Displays knowledge of scope and sequence.
 - **1.7** Shows understanding of interdisciplinary nature of content.
- 2. <u>Assessment and Instructional Designer</u>: Constructs and implements effective learning experiences/outcome assessments, closes the evaluation loop, and assesses continuously.
 - **2.1** Promotes problem solving, critical thinking, and creative thinking.
 - **2.2** Develops learning experiences based on knowledge of learning theories and human growth and development.
 - **2.3** Plans for differences in culture, developmental levels, and learning styles.
 - 2.4 Demonstrates flexibility and creativity in planning for instruction.
 - **2.5** Incorporates a variety of research-based instructional/educational strategies.
 - **2.6** Promotes constructive, collaborative, and cooperative learning opportunities.
 - **2.7** Integrates technology appropriately to promote learning.
 - **2.8** Monitors and reports student progress effectively.
 - **2.9** Uses assessment data to design instruction and improve student learning.
 - **2.10** Aligns assessments to local, state, or national standards.
 - **2.11** Employs authentic assessment appropriately.
 - 2.12 Interprets standardized tests to inform instruction.
- 3. <u>Classroom Community Builder and Diversity Advocate</u>: Fosters community, creates a safe space for all learners, and teaches the value of diversity.
 - **3.1** Expresses belief that all students have a right and the ability to learn.
 - **3.2** Communicates high expectations.
 - **3.3** Fosters learning community characterized by mutual respect, collaboration, and appreciation of diversity.
 - **3.4** Manages student behavior to enhance the learning climate.
 - **3.5** Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).
 - **3.6** Communicates effectively.
 - **3.7** Promotes understanding of diverse perspectives and circumstances.
- 4. <u>School and Community Professional</u>: Applies knowledge of the context of education and engages in collaborative activities, partnerships, service, and advocacy.

- **4.1** Exhibits understanding of the organization of schools within the context of the larger community.
- 4.2 Collaborates with school personnel, parents, or community members.
- **4.3** Participates in activities and services for students or families.
- **4.4** Shows initiative within the school or community.
- **4.5** Adheres to professional code of ethics and school laws.
- 5. <u>Self-Directed Practitioner</u>: Demonstrates personal growth, professional practice, and reflective practice.
 - 5.1 Strives for self-improvement related to learner achievement.
 - 5.2 Displays efforts to improve one's own practices.

<u>Unit Vision/Theme:</u> Learning and Teaching in Context

West Chester University Conceptual Framework for the Educator Preparation Programs

(Revised and Approved by the Council of Professional Education on April 28, 2006 and March 27, 2009.)

Content & Pedagogical Specialist knows learners, subject matter, pedagogy, and curriculum.

Assessment & Instructional Designer constructs and implements effective learning experiences/outcome assessments, closes the evaluation loop, and assesses continuously.

Learning and Teaching in Context

Classroom Community Builder and Diversity Advocate

fosters community, creates a safe space for all learners, and teaches the value of diversity.

Self-Directed Practitioner

demonstrates personal growth, professional practice, and reflective practice.

School and Community Professional

applies knowledge of the context of education and engages in collaborative activities, partnerships, service, and advocacy.

Professional Education Unit Assessment System

West Chester University's Professional Education Unit consists of the College of Education and the teacher certification programs that reside in the University's four other colleges. The Dean of the College of Education is the Unit Head.

Since 2006, the Unit governance structure has been CPE which uses a consensus model. Every professional education program is represented in this decision-making model. Candidates and P-12 partners are involved as advisory members. Within the CPE structure, there are many opportunities that allow for collaboration across the Unit to be certain that all candidates meet standards. CPE includes the: Assessment and Accreditation Committee, Field Experiences Committee, Student Appeals Committee, Student Information Committee, Executive Committee, Secondary Education Forum, Undergraduate Forum, and Graduate Forum. The CPE Assessment and Accreditation Committee is responsible for monitoring the Assessment System and making recommendations for changes. This committee meets on a weekly basis during the semester as needed.

As an NCATE accredited institution, we are committed to having "an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs" (NCATE, Standard 2).

The Professional Education Unit has designed and implemented a Unit Assessment System that is aligned with its Conceptual Framework, and professional, state, and national standards. This system collects and analyzes data on candidates, faculty members, cooperating teachers, placements, Unit assessments, and all programs leading to certification as teachers and other school professionals.

The Unit has identified key transition points in candidates' careers (i.e., early in the program, prior to student teaching, student teaching, and after candidates have been teaching for one or more years), which represent a sequential progression of the development of knowledge, skills, and dispositions. The assessments are appropriate because the candidates have had the opportunity to learn and practice what is being assessed. Decisions about candidates are based on multiple assessments. Candidates and assessors/evaluators are given specific directions and information about the assessments including the rubrics that are used.

The Professional Education Unit assessments were originally developed or identified by Chairs and Coordinators, reflecting assessments that would be appropriate across the entire Professional Education Unit. Subsequently, these assessments have been revised through the CPE Assessment and Accreditation Committee and approved by CPE.

The Unit assessments, therefore, include the following: Praxis I and II scores, Lesson Plan, EFEE, Pennsylvania Department of Education (PDE)-430 Student Teacher Assessment, TIPR, Educational Benchmarking, Inc. (EBI) Teacher Education Exit Assessment, and the Survey for Recent Graduates and Completers of Teacher Education Programs.

LiveText (Accreditation Management System software) is used for collecting assessment data consistently across the Professional Education Unit via forms and rubrics. Besides the Assessment Office storing reports in the Exhibit Center, faculty and candidates can store documents in LiveText. Candidates use a Professional Education Tracking System template to organize all of the documents needed for student teaching and certification. They are also able to use the LiveText server to store other electronic files online.

The Assessment System is constantly evaluated and improved. As we work with candidates, faculty members, and cooperating teachers, we realize that aspects of the system could be stronger and more informative.

The Unit assessments are meant to reflect general outcomes that are applicable across all disciplines. These outcomes are in line with the Professional Education Unit's Conceptual Framework. Even though these outcomes are general, items may be used in responding to the SPA standards as well. For example, many of the SPA standards refer to being able to differentiate instruction for children in the classroom. Performance indicators from the Lesson Plan, TIPR, and the Survey for Recent Graduates and Completers of Teacher Education Programs address this competency and could be used as evidence in a SPA report.

Closing the Loop--Continuous Improvement

Evaluation of Results

> Collection and Analysis of Data

> > R

West Chester University (WCU) Assessment System for the Educator Preparation Programs

Standards

(NCATE, Specialized Professional Association, and PA Department of Education)

Measurement of Outcomes WCU Conceptual Framework

> Identification of Student Learning Outcomes

Alignment of the Standards, Conceptual Framework, and Outcomes

Professional Education Unit Assessments

1. Licensure Exams

Pennsylvania teaching certification requires that candidates obtain passing scores on all tests required by the Pennsylvania Department of Education (PDE). Undergraduates pursuing educator preparation programs take the Pennsylvania Educator Certification Tests (PECT): Pre-Service Academic Performance Assessment (PAPA) modules for reading, writing, and mathematics. Educational Specialist candidates must also pass the PAPA. Successfully passing the PAPA is a requirement for formal admission to teacher education (FATE), so the pass rate for all of our candidates is 100%. We also track our candidates' attempts to pass the PAPA before they seek FATE. Candidates who were not successful at the first testing were able to pass on subsequent tries. Thus, we are assured that all candidates for certification have basic skills in reading, writing, and mathematics. We recommend that the undergraduate and graduate students register for the basic skills tests by their second semester of study. To further assess both content knowledge and pedagogical knowledge, all candidates take the appropriate Praxis II, subject assessment examination or PECT for their academic major near the completion of their preparation programs. An additional assessment for candidates enrolled in K-12 programs is the Praxis II Fundamental Subjects: Content Knowledge test that may be taken any time prior to their student teaching or internship.

2. Early Field Experiences Evaluation Form

In field experiences before student teaching, candidates are evaluated on their ability to perform effectively in schools. During the early field experience, candidates' knowledge of content, pedagogy, and their professional disposition are assessed by both the cooperating teacher and the faculty supervisor. A four-point scale (3 = Exemplary, 2 = Sound/Solid, 1 = Acceptable, 0 = Emerging/Needs Development) is used to rank candidates as content and pedagogical specialists.

3. Lesson Plan

Candidates are evaluated three times during their programs on their abilities to develop effective standards-based lesson plans. Pedagogical content knowledge is addressed in the Professional Education Unit Lesson Plan. Specifically, candidates are assessed on their ability to plan appropriate anticipatory sets, procedures, and assessments of student performance outcomes. The Unit Lesson Plan assessment provides information about candidate's knowledge of discipline and state standards, appropriate learning outcomes, instructional procedures, closure of the lesson, materials and equipment to be used, assessment of student outcomes, and reflection on effectiveness of the lesson.

4. Teaching Internship Performance Rating Form

The TIPR is completed twice during the semester by the candidate, the cooperating teacher, and the supervising faculty. Candidates are assessed on performance indicators from the Conceptual Framework. This framework analyzes the degree to which a candidate: demonstrates flexibility and creativity in planning and instruction; prepares activities that promote active learning, problem solving, and critical thinking; monitors

the effectiveness of one's own practices and decisions; conducts efforts systematically to improve learning; and strives for continuous self-improvement related to learner success data. This form also provides further evidence of our candidates' mastery of professional dispositions. Candidates, cooperating teachers, and supervising faculty are asked to rank candidates on outcomes related to dispositions tied to the Conceptual Framework. This evaluation reflects the Conceptual Framework outcomes because we expect our candidates to have achieved these outcomes by the end of their student teaching experience.

5. PDE-430 Student Teacher Assessment

All student teachers in Pennsylvania are evaluated using PDE's rating form, which is aligned with state teaching standards. Faculty supervisors and cooperating teachers rate each candidate on a four-point scale (3 = Exemplary, 2 = Superior, 1 = Satisfactory, 0 = Unsatisfactory) in four categories. These categories include planning and preparation along with professionalism.

6. Educational Benchmarking, Inc. Teacher Education Exit Assessment

EBI surveys are administered to candidates at the end of their student teaching experience. This information is then aggregated and used to affirm strengths and identify areas for improvement in the professional education programs. This survey, administered after our candidates have completed their student teaching, gives further evidence of the degree to which our candidates believe that our programs have given them substantial content knowledge.

7. Survey for Recent Graduates and Completers of Teacher Education Programs Surveys are sent every other year to assess graduates' perceptions of education programs. This alumni survey is administered when graduates have been out of the program for a year. The elements on the alumni survey are closely aligned with the Conceptual Framework outcomes.

CONTACT US:

ASSESSMENT SPECIALIST Mary Tygh, Ph.D. (mtygh@wcupa.edu) 610-738-0482

ASSOCIATE DEAN FOR CURRICULUM & ACCREDITATION George P. Drake Jr., Ph.D. (gdrake@wcupa.edu) 610-738-0489

LIVETEXT COORDINATOR TBA 610-738-0518

OFFICE OF FIELD PLACEMENTS & STUDENT TEACHING DIRECTOR Jim Price, Ph.D. (jprice@wcupa.edu) 610-436-3090

TEACHER CERTIFICATION COORDINATOR Gail Habbersett (ghabbersett@wcupa.edu) 610-436-2426



WEST CHESTER UNIVERSITY (WCU) **Professional Education Unit Assessments**

'	What?	Who? (Completes)	How?	When?	Where? (Submitted)	Due? (Assessment Office)	
	Early Field Experiences Evaluation Form (EFEE) *	Mentor Teacher, either alone or in conjunction with WCU Faculty Member	LiveText	Twice prior to student teaching; not concurrently (once for postbaccs)	LiveText	Week after the last day of classes** (via LiveText)	
	Educational Benchmarking, Inc. Teacher Education Exit Assessment (EBI)***	Candidate	Paper/pencil	Late in the semester of student teaching	WCU Faculty Member ↓ Student Teacher Coordinator (STC)	STC submits Day Grades Due	
	Lesson Plan (<mark>LP</mark>)	Candidate	LiveText	Thrice twice prior to & once during student teaching late in the semester	LiveText	Week after the last day of classes (via LiveText)	
	PDE-430 Student Teacher Assessment (<mark>PDE-430</mark>)***	WCU Faculty Member	Paper/pencil	Twice once 1st half and again 2nd half of student teaching	WCU Faculty Member ↓ Student Teacher Coordinator (STC)	STC submits Day Grades Due	
	Teaching Internship Performance Rating Form (TIPR)*	• Candidate • Mentor Teacher • WCU Faculty Member	LiveText	Twice once 1st half and again 2nd half of student teaching	LiveText	Week after the 1st half of student teaching and week after the last day of classes** (via LiveText)	

*Hard copies are available in the Assessment Office, Recitation Hall 201.

**Due date might be earlier if specified by WCU faculty member.

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*** These materials are distributed to the Student Teacher Coordinators.

Fall 2011

Product	Who Develops/Writes/Takes	What Is Included/Assessed	When Collected/Developed	Who Primarily Analyzes and Uses
Academic Year Model Report	Budget Officer for the Provost	Budget management Efficiency Productivity Use of resources	Annually	Dean of the College of Education (COE)/Professional Education Unit/Unit Head
Annual College Report (based on automated bimonthly reports)	Associate Deans, Chairpersons, and Faculty Members	University goals and transformations	Annually, June	Provost and President
Annual National Council for Accreditation of Teacher Education (NCATE) Report	Associate Dean for Curriculum and Accreditation (ADCA), Assessment Specialist	All NCATE standards	Annually, January	Unit Head ADCA NCATE
Assessment of Cooperating Teachers and University Supervisors' Training	Faculty members and the Director of the Teacher Education Center	Overview of NCATE and West Chester University Student Teaching Handbook. Comparison and interrelationship of the West Chester University Conceptual Framework, Teaching Internship Performance Rating Form, and the Pennsylvania Department of Education (PDE)-430 Student Teacher Assessment. Presentation of Charlotte Danielson's Domains 1 and 2 (basis of the PDE-430), along with observation and mentoring skills. Assessment of training sessions.	Each semester	Faculty members and the Director of the Teacher Education Center analyze and review the feedback. Dean of COE/Unit Head, ADCA, Assessment Specialist, Council of Professional Education (CPE), CPE Executive Committee, CPE Field Experience Committee, and CPE Assessment and Accreditation Committee.

The Assessment System and Unit Evaluation for West Chester University's Professional Education Unit

Product	Who Develops/Writes/Takes	What Is Included/Assessed	When Collected/Developed	Who Primarily Analyzes and Uses
Assessment of Office of Field Placement and Student Teaching (pilot in fall 2009)	Developed by CPE Field Experience Committee, Director of the Teacher Education Center, ADCA, Assessment Specialist, and CPE Assessment and Accreditation Committee. Cooperating teachers and School District personnel give feedback.	 Processes for checking eligibility of candidates to be placed. Communication about placements and reassignments. Timeliness of student teaching and field placements. Processes for submitting applications and requests to school districts. Procedures for withdrawing a student teacher. Customer relations and satisfaction of service. Evaluation of student teacher supervisors. Evaluation of cooperating teachers. Recommendations for 	Collected each semester.	CPE Field Experience Committee CPE Executive Committee ADCA Director of the Teacher Education Center
CPE Assessment and Accreditation	CPE Assessment and Accreditation Committee	improvement. Minutes of meetings of the year. Recommendations for CPE.	Annually, May	CPE Executive Committee
Committee Report CPE Field Experience Committee Report	CPE Field Experience Committee	Recommendations for CPE. Minutes of meetings of the year. Recommendations for CPE.	Annually, May	CPE Executive Committee
CPE Student Appeals Committee Report	CPE Student Appeals Committee	Minutes of meetings of the year. Recommendations for CPE.	Annually, May	CPE Executive Committee
CPE Student Information and Advising Committee Report	CPE Student Information and Advising Committee	Minutes of meetings of the year. Recommendations for CPE.	Annually, May	CPE Executive Committee

Product	Who Develops/Writes/Takes	What Is Included/Assessed	When Collected/Developed	Who Primarily Analyzes and Uses
Demographic, enrollment, placement, and productivity data	Dean of COE/Unit Head, ADCA, Assessment Specialist, Institutional Research, Teacher Education Center, and PDE	Candidate data including diversity, enrollments, and placements. Faculty data including diversity, qualifications, performance, and development. Cooperating Teachers diversity data. Diversity data for P-12 schools in	Collected each semester. Collected each semester. Collected each semester. Annually	Dean of COE/Unit Head, ADCA, Director of the Teacher Education Center, CPE committees, and NCATE
Evaluations for: Tenure-track faculty; Adjuncts; and Tenured faculty (every 5 years).	Departmental tenure and promotion committees Department chairs	which are candidates are placed. Faculty performance according to statement of expectations and department teacher-scholar model. Includes teaching and professional responsibilities, scholarly growth, and service.	Annually, based on information from the entire academic year (e.g., COE Faculty Standard Evaluations, Quality of Instruction and Course [Rating Form], West Chester University Student Teacher Supervisor Assessment Form)	Dean of COE/Unit Head , Provost, and University Tenure and Promotion Committee when faculty member applies for either tenure or promotion.
Pennsylvania State System of Higher Education Performance Indicators	Institutional Research	Ten indicators (e.g., graduation and retention rates, closing achievement gap, faculty diversity, institutional productivity, private support, international enrollments, distance education enrollments)	Annually	President's Cabinet, Deans' Council, and Dean of COE/Unit Head
Program Advisory Committee Reports	Initial and Advanced Programs	Agendas of meetings Record of discussions Recommendations for programs or policies	Annually	Programs CPE Assessment and Accreditation Committee CPE Executive Committee
Space Management Committee Report	Space Committee	Adequacy of classroom space Adequacy of office space	Biennially	Dean of COE/Unit Head
Technology Report	Director of Technology in cooperation with the Faculty Instructional Development Committee	Technology needs	Annually	Dean of COE/Unit Head

Who Develops/Writes/Takes	What Is Included/Assessed	When Collected/Developed	Who Primarily Analyzes and Uses
Developed by Dean of COE/Unit Head, ADCA. Assessment Specialist, CPE, CPE Assessment and Accreditation Committee and CPE Field Experience Committee.	All programs use this assessment to address selected NCATE Standards and the West Chester University Conceptual Framework. Some programs use to (a) address SPA standards and (b) meet PDE program approval requirements.	At the undergraduate level, the EFEE is to be used in two different courses prior to student teaching. To insure that candidates have the opportunity for distributed feedback, the courses that apply the EFEE should not, typically, be concurrent. At the post-baccalaureate level, the EFEE is to be used once prior to student teaching. Collected each semester.	Assessment Specialist CPE Assessment and Accreditation Committee CPE Executive Committee CPE Dean of COE/Unit Head ADCA
			Program Advisory Committees
Developed by EBI. Completed by all student teachers.	Career services Advising Field Supervision Cooperating teachers Availability of instructors Amount of work required Size of classes Instructor's responsiveness to student concerns Quality of instruction Technology Library resources	Collected each semester. Analysis and report received annually.	Assessment Specialist CPE Assessment and Accreditation Committee CPE Executive Committee CPE Dean of COE/Unit Head ADCA Program Advisory Committees
	Developed by Dean of COE/Unit Head, ADCA. Assessment Specialist, CPE, CPE Assessment and Accreditation Committee and CPE Field Experience Committee.	Developed by Dean of COE/Unit Head, ADCA. Assessment Specialist, CPE, CPE Assessment and Accreditation Committee and CPE Field Experience Committee.All programs use this assessment to address selected NCATE Standards and the West Chester University Conceptual Framework.Developed by EBI.Some programs use to (a) address SPA standards and (b) meet PDE program approval requirements.Developed by EBI.Career servicesCompleted by all student teachers.AdvisingField Supervision Cooperating teachers Availability of instructors Amount of work required Size of classes Instructor's responsiveness to student concerns Quality of instruction Technology	Developed by Dean of COE/Unit Head, ADCA Assessment Specialist, CPE, CPE Assessment and Accreditation Committee and CPE Field Experience Committee.All programs use this assessment to address selected NCATE Standards and the West Chester University Conceptual Framework.At the undergraduate level, the EFEE is to be used in two different courses that apply the EFEE should not, typically, be concurrent. At the post-baccalureate level, the EFEE is to be sudent teaching. To insure that candidates have the opportunity for distributed freedback, the courses that apply the EFEE should not, typically, be concurrent. At the post-baccalureate level, the EFEE is to be sources that apply the EFEE should not, typically, be concurrent. At the post-baccalureate level, the EFEE is to be used once prior to student teaching. Collected each semester.Developed by EBI.Career servicesCollected each semester.Completed by all student teachers.Advising Field Supervision Cooperating teachers Arailability of instructors Amount of work required Size of classes Instructor's responsiveness to student concerns Quality of instruction Technology Library resourcesCollected each semester.

Product	Who Develops/Writes/Takes	What Is Included/Assessed	When Collected/Developed	Who Primarily Analyzes and Uses
Unit Assessment: Lesson Plan	Developed by Dean of COE/Unit Head, ADCA, Assessment Specialist, CPE, CPE Assessment and Accreditation Committee and CPE Field Experience Committee.	All programs use this assessment to address selected NCATE Standards and the West Chester University Conceptual Framework. Some programs use to (a) address SPA standards and (b) meet PDE program approval requirements.	Courses utilizing the lesson plan unit assessment will occur at three different points during the candidate's program, the third of which will be student teaching. There will be a total of three lesson plans utilized as Unit assessments. In courses where multiple lesson plans are required, the one submitted for Unit data would occur late in the semester. Data are collected each semester.	Assessment Specialist CPE Assessment and Accreditation Committee CPE Executive Committee CPE Dean of COE/Unit Head ADCA Program Advisory Committees
Unit Assessment: Teacher Certification Tests	Developed by Educational Testing Service. Passing Praxis I scores are required by the Professional Education Unit for formal admission. Passing Praxis II scores are required for program completion and in some programs, for student teaching. Passing Praxis scores are required by PDE for teacher certification.	Basic knowledge in reading, writing, and mathematics. Content and pedagogical knowledge.	Praxis examinations are administered several times per semester.	Assessment Specialist CPE Assessment and Accreditation Committee CPE Executive Committee CPE Dean of COE/Unit Head ADCA Program Advisory Committees
Unit Assessment: PDE-430 Student Teacher Assessment	Developed by PDE. All student teachers are evaluated.	State teaching standards	Collected twice each semester.	Assessment Specialist CPE Assessment and Accreditation Committee Dean of COE/Unit Head ADCA Program Advisory Committees

Product	Who Develops/Writes/Takes	What Is Included/Assessed	When Collected/Developed	Who Primarily Analyzes and Uses
Unit Assessment: Survey for Recent Graduates and Program Completers of Teacher Education Programs	Developed by the Dean of COE/Unit Head, ADCA, Assessment Specialist, Coordinator of Teacher Certification, and Director of the Survey Research Center. Completed biennially by graduates and program completers from two	West Chester University Conceptual Framework Assess perceptions of our programs.	Annually	Assessment Specialist CPE Assessment and Accreditation Committee Dean of COE/Unit Head ADCA
Unit Assessment: Teaching Internship Performance Rating Form	years ago. Developed by Dean of COE/Unit Head, ADCA, Assessment Specialist, CPE, CPE Assessment and Accreditation Committee, and CPE Field Experience Committee. Completed by faculty supervisors, cooperating teachers, and student teachers.	All programs use this assessment to address selected NCATE Standards and the West Chester University Conceptual Framework. Some programs use to (a) address SPA standards and (b) meet PDE program approval requirements.	Collected twice each semester.	Program Advisory Committees Assessment Specialist CPE Assessment and Accreditation Committee Dean of COE/Unit Head ADCA Program Advisory Committees
University Supervisors' Verification Form	Developed by CPE, CPE Assessment and Accreditation Committee, and CPE Field Experience Committee. Completed by faculty supervisors.	It allows the Professional Education Unit to collect data related to student teaching operations that are important for NCATE accreditation.	Collected each semester.	Dean of COE/Unit Head, ADCA, Assessment Specialist, CPE, CPE Executive Committee, CPE Field Experience Committee, and CPE Assessment and Accreditation Committee.
Verification Statement for Cooperating Teachers	Developed by CPE, CPE Assessment and Accreditation Committee, and CPE Field Experience Committee. Completed by cooperating teachers on the Cooperating Teacher Honoraria form.	It allows the Professional Education Unit to collect data related to student teaching operations that are important for NCATE accreditation.	Collected each semester.	Dean of COE/Unit Head, ADCA, Assessment Specialist, CPE, CPE Executive Committee, CPE Field Experience Committee, and CPE Assessment and Accreditation Committee.

2012-2013

Specialized Professional Association Assessments

Each SPA has its own standards and outcomes that must be measured by the programs. As stated previously, some of these may be the same as the outcomes that are measured by the Unit assessments. However, many of these will be more specific than the general outcomes measured by the Unit assessments. In those cases, programs must create assessments that specifically evaluate what candidates know and are able to do.

It is possible to extend the Unit assessments by creating additional items that apply to the SPA standards. For example, although the Lesson Plan assessment has very general standards about the structure of the plan, a program can add additional components to this assessment that are specific to the content taught. These additional components can be used in conjunction with the more general ones to illustrate what candidates know and can do.



West Chester University Professional Education Unit

Reporting on Unit and Program Assessment Data by Programs

Teacher preparation programs in the Professional Education Unit (Unit) at West Chester University have an obligation to measure the performance of their candidates on performance indicators from the Unit Conceptual Framework against National Council of Accreditation for Teacher Education (NCATE), Specialized Program Association (SPA), and Pennsylvania Department of Education (PDE) standards. Maintaining a culture of continuous improvement implies devoting regular attention to the process of collecting and analyzing assessment data for the purposes of (a) identifying program and Unit strengths and areas of need and (b) acting to make improvements in the areas of need.

The context for reporting Unit and program data and analysis is the Program Advisory Committee (PAC) structure. Programs must convene at least annually a group representing program faculty, school district personnel, and community members in order to review processes and results of program outcome assessments, contribute to the analysis of the data, provide suggestions for improvement based on the analysis, and maintain a transparent flow of information and communication regarding the program. Important outcomes of the PAC meetings may include recommendations to program curricula needing further work in program curriculum committees or Program Assessment and Accountability Groups (PAAGs).

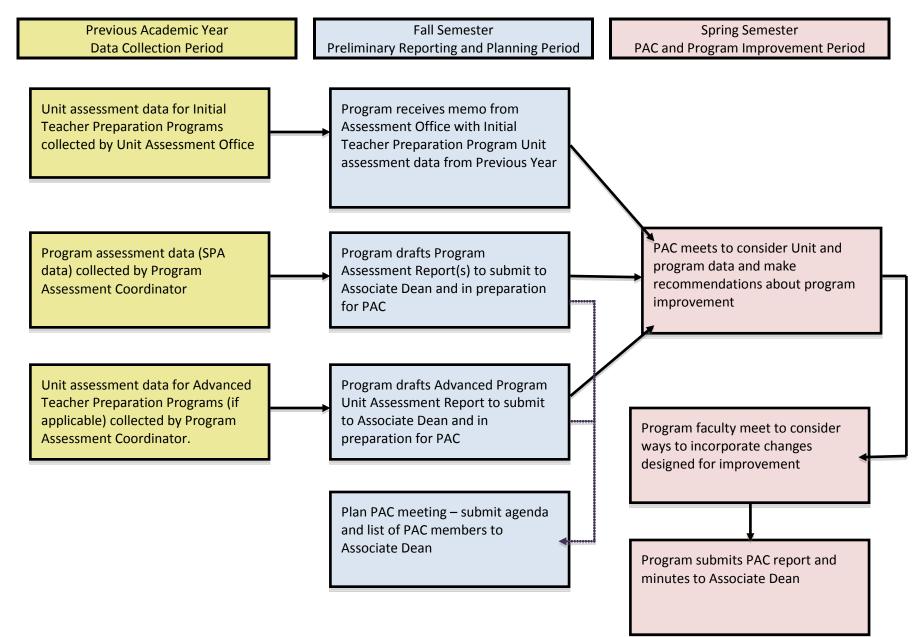
Components of Program Reporting on Assessment

A teacher education program should include in its annual assessment reporting relevant components from among the following:

- Program Assessment Report. A report that outlines critical program assessments and their alignment with SPA standards for initial teacher preparation programs (undergraduate and post-baccalaureate), and presents critical assessment performance data for the most recent academic year along with analysis of the data and recommendations for improvement. Please submit two separate reports if you use assessments in the post-baccalaureate program that differ from the ones identified in your undergraduate program and/or when your SPA requires you to disaggregate undergraduate and postbaccalaureate assessment data. This report is completed using an abbreviated form of the SPA Program Report from NCATE.
- 2. Advanced Program Unit Assessment Report If your department has an M.Ed. or other advanced teacher preparation program, please submit this report to demonstrate how assessments from your advanced program are addressing Unit assessment needs.
- 3. *Program Advisory Committee Report* This report contains the proceedings of your Program Advisory Committee meeting. It provides a culmination of data analysis based on Unit assessment data provided to you by the Assessment Office and the other relevant reports from this list completed by the program.

Procedures for Completing the Reports

During the fall semester, you will receive a memo from the Associate Dean for Curriculum and Accreditation and the Unit Assessment Specialist supplying you with initial program Unit assessment data and charging you to convene a PAC. Your program must provide additional data needed by the PAC –undergraduate and/or post-baccalaureate SPA data and advanced program unit assessment data, if applicable. The following graphic outlines the procedure and timeline for completing the reporting tasks.



Reporting on Unit and Program Assessment Data by Programs



West Chester University

Professional Education Unit

Using TK20 in Teacher Certification Programs: A Position Statement about Implementation

Rationale for the Use of TK20

NCATE Standard Two requires the WCU professional education unit to maintain an assessment system that,

collects and analyzes data on applicant qualifications, candidate and graduate performance, and Unit operations to evaluate and improve the Unit and its programs.

WCU has adopted TK20 as the courseware it will use as the basis of its assessment system for use in all Initial Teacher Preparation Programs. Indeed, we have used assessment software to collect Unit Assessment and Program Assessment data that have informed, among other things, our efforts at continuous improvement in our teacher preparation programs. TK20 is more than a data collection/reporting system, however. It also has portfolio development/document storage capabilities that are only as limited as the creativity of the teacher education candidate or faculty member using them.

Furthermore, TK20 directly and indirectly addresses other NCATE standards articulating the need for (a) candidates to use technology in their own professional practice and to facilitate student learning through the integration of technology, (b) faculty to integrate technology into their teaching, and (c) the unit to have adequate technology resources available for the support of faculty and candidates.

As the backbone of our assessment system, TK20 is to be used by all candidates in Initial Teacher Preparation Programs at both the undergraduate *and* post-baccalaureate levels. Full realization of our goal to use TK20 to capture all unit assessment data will facilitate the ability of the unit to analyze those data and make sound decisions about how to improve our capabilities in teacher preparation.

Definitions and Clarifications

1. <u>Initial Teacher Preparation Program Candidates</u>—All candidates seeking an initial teaching certificate, at either the undergraduate level or as post-baccalaureate certification candidates, are considered to be in Initial Teacher Preparation Programs. Students in bachelor's degree programs leading to teacher certification are considered Initial Teacher Preparation Programs, as are those in post-baccalaureate certification programs seeking their first teaching credential.

- 2. <u>Advanced Preparation Program Candidates</u>—Candidates in programs at post-baccalaureate levels for (a) the continuing education of teachers who have previously competed initial preparation or (b) the preparation of other school professionals are considered by NCATE to be in Advanced Preparation Programs. This includes (a) masters degree students, (b) candidates seeking an additional teaching certificate, and (c) candidates seeking credentials as "other school professionals," such as school counselors and reading specialists. Candidates in this category should purchase TK20 *only* if their program has adopted it as the courseware package to be used to gather assessment data pertinent to assessments in the program.
- 3. Candidates should purchase TK20 *as early as possible* in their careers at the university. Doing so will maximize the value they get from that purchase by enabling them to use TK20 every time they complete a unit assessment in their program, from early courses to student teaching. Candidates should also be encouraged to fully utilize all the features of TK20, and they should be reminded that their access to TK20 for all its intended purposes continues for seven years after the time of purchase.
- 4. If a graduate course offered in the professional education unit is enrolled with a mix of candidates from Initial and Advanced Preparation Programs, the candidates in the course should follow the guidelines that pertain to them as outlined above.

Should you require more information, please contact Dr. Michael Bell, Interim Associate Dean for Curriculum and Accreditation (<u>mbell@wcupa.edu</u>).

II. LESSON PLAN

Courses Where the Lesson Plan as a Unit Assessment Would Be Applied

08-11-04; Revised 08-30-04, 09-14-05, 04-26-06, 10-30-06, 02-02-07, 04-13-07, 07-30-08; 07-27-09, 02-05-10, 10-14-10, 09-06-11, 04-03-12, 01-07-13, 09-23-13, 5-15-2014,11-25-14

Prefix	Number	Course Title		
EDA	314	Field & Seminar: Diverse Populations in the Urban Environment		
EDA	416/417	Special Education Student Teaching		
EDA	421	Curriculum & Instruction for Individual Learning Differences II		
EDA	582	Practicum		
EDR	317	Reading Instruction and Practicum K-4		
EDR	318	Reading Instruction and Practicum 4-8		
EDS	306	Principles of Teaching and Field Experience in Secondary Education		
EDS	411/412	Professional & Secondary Education Student Teaching		
EDS	505	General Methods and Field Experience for Secondary Teachers		
EGP	220/520	Theory and Field Experience in the Early Grades		
EGP	410/411	Student Teaching		
EGP	551	Student Teaching		
ENG	390	Teaching English in the Secondary School		
KIN	302	Curriculum and Instruction: Middle and Secondary Physical Education		
KIN	402	Physical Education Practicum		
KIN	489/490	Health and Physical Education Student Teaching		
LAN	401	Teaching Modern Languages: K-12		
LAN	503	Techniques of Second Language Teaching		
MAT	354	Techniques of Teaching Secondary School Mathematics		
MGP	220	Field Experience and the Middle-Level Environment		
MGP	410/411	Student Teaching		
MGP	520	Professional Dimensions of Teaching: Middle Grades		
MGP	551/552	Student Teaching		
MUE	331	Music Methods and Materials		
MUE	332	Music Methods and Materials II		
MUE	431/432	Music Education Student Teaching		
SCB/SCE	350	Science Education in the Secondary School		
SCB/SCE	550	Science Education in the Secondary School		
SSC	331	Methods of Teaching Secondary Social Studies		

Lesson Plan Rubric

Revised: 04/21/2004; 05/3/2004; 05/11/2004; 05/18/2004; 01/10/2005; 09/28/2005; 09/29/2006; 01/24/2007; 03/21/2007; 04/04/2007; 02/06/2008; 03/28/2008; 07/27/2009; 06/01/2011; 06/19/2012; 06/18/2013; 11/25/2014; 12/01/2014

Candidate's Name	Course Prefix/Number/Section			
Lesson Topic	Grade	Lesson Taught 🗌 Yes 🗌 No		
Semester: 🗌 Fall 🗌 Spring 🗌 Summer	Year: 2	014 🗌 2015 🗌 2016		

Directions: The statements on this form are characteristics and qualities that the Candidate is expected to demonstrate and which indicate the extent of his/her development at this point in the preparation sequence. As you carefully consider each item, please select the radio button next to the level of performance that the Candidate demonstrated. Please select only one option for each lesson plan component. In addition, the *Exemplary* rating should be reserved to highlight exceptional strengths (i.e., the Candidate performed at a level well beyond that expected of a novice teacher). NA should only be used for items 1.9 and 2.2.

1.1 Integration of Learning Outcomes

1.1 Integration of Detarming Outcomes						
Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)			
The measurable, observable	The measurable, observable learning	The measurable, observable	The candidate needs to demonstrate the			
learning outcomes/objectives are	outcomes/objectives are linked to	learning outcomes/objectives are linked	ability to develop measurable, observable			
linked to appropriate standards, used	appropriate standards, used to develop	to appropriate standards, used to	learning outcomes/objectives, linked to			
to develop meaningful experiences	meaningful experiences that facilitate	develop meaningful experiences that	appropriate standards, and used to develop			
that facilitate learning for all	learning for all students, and are	facilitate learning for all students, and	meaningful experiences that facilitate			
students, and are well integrated into	consistently used in the lesson plan.	are frequently used in the lesson plan.	learning for all students as evidenced in the			
and consistently used throughout the			lesson plan.			
lesson plan.						

1.2 Standards

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
Appropriate and reasonable standard(s) is/are consistently used	Appropriate and reasonable standard(s) is/are consistently used in the	Appropriate and reasonable standard(s) is/are in the lesson plan.	Needs appropriate and reasonable standard(s) in the lesson plan.
and well integrated in the lesson	lesson plan.		standard (5) in the resson plan.
plan.			

1.3 Anticipatory Set

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
Anticipatory set is well	Anticipatory set is well integrated and	Anticipatory set exhibits the	Needs to incorporate an anticipatory set
integrated and exhibits all of the	exhibits the following characteristics:	following characteristics: awareness of	that includes the following characteristics:
following characteristics: active and	awareness of expectations (process and	expectations (process and outcomes)	awareness of expectations (process and
engaging, awareness of expectations	outcomes) and appropriate to students	and appropriate to students and content.	outcomes) and appropriate to students and
(process and outcomes), and	and content.		content.
appropriate to students and content.			

1.4 Procedures

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
Procedures are well integrated and exhibit all of the following: steps are doable, sequential, developmentally appropriate, and lead to assessment; pacing is appropriate; and strategies are active, engaging, and motivating.	Procedures exhibit all of the following: steps are doable, sequential, developmentally appropriate, and lead to assessment; pacing is appropriate; and strategies are active, engaging, and motivating.	Procedures exhibit steps that are doable, sequential, developmentally appropriate, and lead to assessment.	Needs to incorporate procedures that are doable, sequential, developmentally appropriate, and lead to assessment.

1.5 Differentiation

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
Provides active, engaging, motivating, and well-paced instruction that meets the individual needs of all students while maintaining a community of learners within the classroom.	Provides active, engaging, motivating, and well-paced instruction that meets the individual needs of all students.	Addresses the individual needs of all students.	☐ Needs to demonstrate that the instruction addresses the individual needs of all the students.

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
Closure is well integrated and exhibits all of the following characteristics: is active and engaging, facilitates student reflection, reinforces and consolidates major points of the lesson, and prepares students for subsequent learning.	Closure is well integrated and exhibits the following characteristics: facilitates student reflection, reinforces and consolidates major points of the lesson, and prepares students for subsequent learning.	Closure exhibits the following characteristics: facilitates student reflection and reinforces and consolidates major points of the lesson.	□ Needs to exhibit closure that facilitates student reflection, and reinforces and consolidates major points of the lesson.

1.7 Formative/ Summative Assessment of Students (P-12)

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
Assessments are well integrated and exhibit all of the following characteristics: are active and engaging, occur multiple times in the lesson, utilize different assessment strategies, and are tied to relevant learning outcomes.	Assessments are well integrated and exhibit the following characteristics: occur multiple times in the lesson, utilize different assessment strategies, and are tied to relevant learning outcomes.	Assessments exhibit the following characteristics: occur multiple times in the lesson and are linked to relevant learning outcomes.	□ Needs to exhibit that assessments occur multiple times in the lesson and are linked to relevant learning outcomes.

1.8 Materials/ Equipment

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
Materials are well integrated and exhibit all of the following	☐ Materials are well integrated and exhibit the following characteristics:	☐ Materials are appropriate and safe.	☐ Materials need to be appropriate and safe.
characteristics: authenticity, appropriateness, comprehensiveness,	appropriateness and safety.		
and safety.			

1.9 Technology (PLEASE CHECK NOT APPLICABLE [NA] IF TECHNOLOGY WAS NOT APPLICABLE FOR THIS LESSON:

Technology is defined as using tools to enhance teaching and learning (e.g., audiovisual aids, multimedia, computers, digital equipment, assistive technology).			
Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
Candidate and students use technology that is active and engaging, and promotes knowledge and skills complementary to the lesson.	Candidate uses technology that is active and engaging, and promotes knowledge and skills complementary to the lesson.	Candidate uses technology that promotes knowledge and skills complementary to the lesson.	Candidate needs to use technology that promotes knowledge and skills complementary to the lesson.

2.1 Reflection on Planning

_				
	Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
	Candidate demonstrates insight	Candidate demonstrates insight into	Candidate refers to his/her content	Candidate needs to refer to his/her
	into his/her content and pedagogical	his/her content and pedagogical	and pedagogical knowledge.	content and pedagogical knowledge.
	knowledge and includes goal setting	knowledge and is aware of the need for		
	for continuous learning.	continuous learning.		

2.2 Reflection on Instruction (PLEASE CHECK NOT APPLICABLE [NA] IF LESSON WAS NOT TAUGHT:

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
Reflection demonstrates insight into individual and group accomplishments via: data-driven decision making and planning, formative/summative assessments, attainment of learning outcomes, and analysis of the lesson's strengths and weaknesses.	Reflection demonstrates: data-driven decision making and planning, formative/summative assessments, attainment of learning outcomes, and analysis of the lesson's strengths and weaknesses.	Reflection demonstrates: data- driven decision making and planning, formative/summative assessments, and attainment of learning outcomes.	Reflection needs to demonstrate: data- driven decision making and planning, formative/summative assessments, and attainment of learning outcomes.

Instructor _____

Evaluation Date _____

III. EARLY FIELD EXPERIENCES EVALUATION FORM

Courses Where the Early Field Experience Evaluation Form Would Be Applied (Not for Classroom or School Observations)

08-30-04; Revised 09-14-05, 11-16-05, 07-05-06, 10-30-06, 02-02-07, 03-09-07, 10-17-07, 01-17-08, 07-30-08, 07-27-09, 02-05-10, 10-14-10, 09-06-11, 03-27-2013, 09-23-13,4-7-14,11-25-14

Prefix	Number	Course Title
EDA	321	Behavior Management and Field Experience
EDA	421	Curriculum and Instruction for Individual Learning Differences II and
		Field
EDR	317	Reading Instruction and Practicum K-4
EDR	318	Reading Instruction and Practicum 4-8
EDS	306	Principles of Teaching and Field Experience in Secondary Education
EDS	505	General Methods and Field Experience for Secondary Teachers
EGP	220	Theory and Field Experience in the Early Grades
EGP	520	Professional Dimensions of Teaching: Early Grades
ENG	390	Teaching English in Secondary Schools
KIN	103	Historical & Philosophical Foundations PE
KIN	402	Physical Education Practicum
LAN	401	Teaching of Modern Languages: K-12
LAN	503	Techniques of Second Language Teaching
MAT	350	Foundations of Mathematics Education
MGP	220	Field Experiences and the Middle-Level Environment
MGP	520	Professional Dimensions of Teaching: Middle Grades
MUE	331	Music Methods and Materials
MUE	332	Music Methods and Materials II
SCB/SCE	350	Science Education in the Secondary School
SCB/SCE	550	Science Education in the Secondary School
SSC	331	Methods of Teaching Secondary Social Studies

WEST CHESTER UNIVERSITY (WCU) EARLY FIELD EXPERIENCES EVALUATION FORM FOR SCHOOLS AND CLASSROOM ASSIGNMENTS (Not for Classroom or School Observations)

Candidate's Name	Course Abbrev., No., & Section Course Name/Title WCU Faculty Member	
Subject Area/Grade		
Mentor Teacher		
School		
Semester: 🗆 Fall 🗆 Spring 🗖 Summer	Year: 2014 2015 2016	
Academic Career: 🛛 Baccalaureate 🗖 Post-Baccalau	ireate Teaching Certificate	

Directions: The statements on this form are characteristics and qualities that the Candidate is expected to demonstrate and which indicate the extent of his/her development at this point in the preparation sequence. As you carefully consider each item, please select the radio button next to the level of performance that you think the Candidate demonstrated. Please select only one option for each section. In addition, the *Exemplary* rating should be reserved to highlight exceptional strengths (i.e., the Candidate performed at a level well beyond that expected of a novice teacher). The mentor teacher, either alone or in conjunction with the University Faculty Member/Course Instructor, prepares the evaluation of candidates in early field experiences. Please note the field experience within which the candidate has had the most hands-on experience with students, as determined by the University Faculty Member/Course Instructor, becomes the Unit assessment.

1. Interaction with the Site-Based Teacher--Relationship

3 = Exemplary	2 = Sound/Solid	1 = Acceptable	0 = Emerging/Needs	NA = Not Applicable
			Development	
Consistently	Consistently	Frequently	Needs to show	Insufficient basis
demonstrates a	demonstrates a	demonstrates a	evidence of a	for judgment.
professional relationship	professional relationship	professional relationship	professional relationship	
with the site-based	with the site-based	with the site-based	with the site-based	
teacher through	teacher through	teacher through	teacher through	
behaviors such as	behaviors such as	behaviors such as	behaviors such as	
respect, courtesy,	respect, courtesy,	respect, courtesy,	respect, courtesy,	
professional	professional	professional	professional	
communication, and	communication, and	communication, and	communication, and	
confidentialitywell	confidentiality.	confidentiality.	confidentiality.	
beyond what would be				
expected of a novice				
teacher.				

2. Interaction with the Site-Based Teacher--Feedback

3 = Exemplary	2 = Sound/Solid	1 = Acceptable	0 = Emerging/Needs	NA = Not Applicable
			Development	
Consistently asks for and receives	Consistently asks for and receives feedback	Frequently asks for and receives feedback	Needs to demonstrate openness to and	Insufficient basis for judgment.
feedback appropriately, and acts on suggestions- -well beyond what	appropriately, and acts on suggestions.	appropriately, and acts on suggestions.	acceptance of feedback and/or needs to show effort in acting on	
would be expected of a novice teacher.			constructive feedback.	

3. Relationship with the Other Building Staff

3 = Exemplary	2 = Sound/Solid	1 = Acceptable	0 = Emerging/Needs	NA = Not Applicable
			Development	
Consistently	Consistently	Frequently	Needs to show	Insufficient basis
demonstrates	demonstrates	demonstrates	evidence of professional	for judgment.
professional	professional	professional	relationships with the	
relationships with the	relationships with the	relationships with the	other building staff	
other building staff	other building staff	other building staff	through behaviors such	
through behaviors such	through behaviors such	through behaviors such	as respect, courtesy,	
as respect, courtesy,	as respect, courtesy,	as respect, courtesy,	professional	
professional	professional	professional	communication, and	
communication, and	communication, and	communication, and	confidentiality.	
confidentialitywell	confidentiality.	confidentiality.		
beyond what would be				
expected of a novice				
teacher.				

4. Interaction with the Students--Relationship

3 = Exemplary	2 = Sound/Solid	1 = Acceptable	0 = Emerging/Needs	NA = Not Applicable
			Development	
Consistently	Consistently	Frequently maintains	Needs to show	Insufficient basis
maintains professional	maintains professional	professional	evidence of professional	for judgment.
relationships with the	relationships with the	relationships with the	relationships with the	
students by	students by	students by	students by	
demonstrating behaviors	demonstrating behaviors	demonstrating behaviors	demonstrating behaviors	
such as professional	such as professional	such as professional	such as professional	
boundaries, acceptance	boundaries, acceptance	boundaries, acceptance	boundaries, acceptance of	
of individual	of individual	of individual	individual differences,	
differences, and respect	differences, and respect	differences, and respect	and respect for all	
for all studentswell	for all students.	for all students.	students.	
beyond what would be				
expected of a novice				
teacher.				

5. Interaction with the Students--Learning

3 = Exemplary	2 = Sound/Solid	1 = Acceptable	0 = Emerging/Needs	NA = Not Applicable
		F	Development	
Consistently shows	Consistently shows	Frequently shows	Needs to show	Insufficient basis
respect for all students	respect for all students	respect for all students	evidence of respect for	for judgment.
as learners by	as learners by	as learners by	all students as learners	
demonstrating behaviors	demonstrating behaviors	demonstrating behaviors	by demonstrating	
such as: communicating	such as: communicating	such as: communicating	behaviors such as:	
appropriate high	appropriate high	appropriate high	communicating	
expectations and	expectations and	expectations and	appropriate high	
motivating students to	motivating students to	motivating students to	expectations and	
achieve; holding	achieve; holding	achieve; holding	motivating students to	
students accountable for	students accountable for	students accountable for	achieve; holding students	
their achievements and	their achievements and	their achievements and	accountable for their	
behaviors; and	behaviors; and	behaviors; and	achievements and	
accommodating learning	accommodating learning	accommodating learning	behaviors; and	
by differentiating	by differentiating	by differentiating	accommodating learning	
practices and	practices and	practices and	by differentiating	
assessmentswell	assessments.	assessments.	practices and	
beyond what would be			assessments.	
expected of a novice				
teacher.				

6. Professionalism

3 = Exemplary	2 = Sound/Solid	1 = Acceptable	0 = Emerging/Needs	NA = Not Applicable
			Development	
Consistently	Consistently	Frequently	Needs to show	Insufficient basis
demonstrates	demonstrates	demonstrates	evidence of professional	for judgment.
professional attributes	professional attributes	professional attributes	attributes such as	
such as appropriate	such as appropriate	such as appropriate	appropriate dress,	
dress, speech, and	dress, speech, and	dress, speech, and	speech, and mannerisms.	
mannerismswell	mannerisms.	mannerisms.		
beyond what would be				
expected of a novice				
teacher.				

7. Adherence to Building Policies

3 = Exemplary	2 = Sound/Solid	1 = Acceptable	0 = Emerging/Needs	NA = Not Applicable
			Development	
Consistently adheres	Consistently adheres	Frequently adheres	Needs to show	Insufficient basis
to building policies and	to building policies and	to building policies and	evidence of adherence to	for judgment.
procedureswell beyond	procedures.	procedures.	building policies and	
what would be expected			procedures.	
of a novice teacher.				

8. Adherence to University Policies

3 = Exemplary	2 = Sound/Solid	1 = Acceptable	0 = Emerging/Needs	NA = Not Applicable
			Development	
Consistently adheres	Consistently adheres	Frequently adheres	Needs to show	Insufficient basis
to University policies	to University policies	to University policies	evidence of adherence to	for judgment.
and procedures such as	and procedures such as	and procedures such as	University policies and	
attendance, punctuality,	attendance, punctuality,	attendance, punctuality,	procedures such as	
and completion of	and completion of	and completion of	attendance, punctuality,	
assignmentswell	assignments.	assignments.	and completion of	
beyond what would be			assignments.	
expected of a novice				
teacher.				

9. Preparedness

3 = Exemplary	2 = Sound/Solid	1 = Acceptable	0 = Emerging/Needs	NA = Not Applicable
			Development	
Consistently	Consistently	Frequently prepares	Needs to show	Insufficient basis for
prepares for the daily	prepares for the daily	for the daily aspects of	evidence of preparation	judgment.
aspects of curriculum	aspects of curriculum	curriculum and	for the daily aspects of	
and instructionwell	and instruction.	instruction.	curriculum and	
beyond what would be			instruction.	
expected of a novice				
teacher.				

10. Please indicate with an X 🖂 what content areas the candidate taught/tutored/experienced during this early field placement:

Other (Please specify):						
	Music	Reading	☐ Science	Social Stu	dies	
Music Reading Science Social Studies	Health/Physical Edu	ucation 🗌 Integr	rated Arts 🗌 Lar	nguage Arts	Mathematics	
Health/Physical Education Integrated Arts Language Arts Mathematics	English	Foreign Languag		al/Daily Living Sl	KIIIS	

13. Did the candidate work with students from diverse racial/ethnic/cultural groups? Yes	13.	Did the candidate	e work with students	s from diverse	e racial/ethnic/cultural	groups? Yes	No
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14. Briefly summarize the types of projects and activities the candidate accomplished during this experience.

15. Please give an overall rating of the candidate in the completion of the tasks above. Please refer to page 1 of this form for definitions of the evaluation scale.

 $\Box Exemplary = 3 \qquad \Box Sound/Solid = 2 \qquad \Box Acceptable = 1 \qquad \Box Emerging/Needs Development = 0 \qquad \Box Not Applicable = NA$

Mentor Teacher Signature/Date

University Faculty Member Signature/Date

Candidate Signature/Date

IV. TEACHING INTERNSHIP PERFORMANCE RATING FORM

Courses Where the Teaching Internship Performance Rating Form Would Be Applied

Prefix	Number	Course Title
EDA	416/417	Special Education Student Teaching
EDS	411/412	Professional and Secondary Education Student Teaching
EGP	410/411	Early Grades Preparation Student Teaching
EGP	551/552	Early Grades Preparation Student Teaching
KIN	489/490	Health and Physical Education Student Teaching
MGP	410/411	Middle Grades Preparation Student Teaching
MGP	551/552	Middle Grades Preparation Student Teaching
MUE	431/432	Music Education Student Teaching

08-31-05; Revised 07-30-08, 07-27-09, 01-07-13, 09-23-13

Completing the West Chester University Teaching Internship Performance Rating Form Unit Outcomes: A West Chester University Professional Education Unit Assessment Administered during Student Teaching

Purposes and Functions

Multiple assessments of Professional Education Unit outcomes and standards represent the means by which West Chester University (WCU) teacher education programs provide evidence of candidate achievement and program quality. The evaluation of student teachers constitutes a Unit assessment. The candidates must achieve the Unit outcomes according to the performance indicators outlined in the Conceptual Framework. This evaluation serves both formative and summative purposes. The performance of Unit outcomes verifies qualifications for certification and successful program completion. Along with the other Unit assessments, the aggregated results affirm the efficacy of the Unit to prepare candidates for teaching and provide evidence of strengths and the need for improvement.

Information

Ratings are based on the day-to-day performance in the school(s), observations, student (P-12) learning data, etc.

The first- and second-half ratings constitute individual and collective assessments derived from conferences among the Candidate, Cooperating Teacher, and WCU Faculty Member.

The completed West Chester University Teaching Internship Performance Rating Form (TIPR) provides the University Faculty Members/Supervisors with pertinent data to make ratings and justifications on the Pennsylvania Department of Education (PDE)-430 Student Teacher Assessment Form.

Directions and Procedures

- 1. The TIPR rubric is completed in LiveText at the end of the first assignment or the end of the 7.5 weeks of a fullsemester assignment at one student teaching site, as well as at the end of the second assignment or 15.0 weeks. (*Paper versions of the TIPR are included in this handbook for informational purposes.*)
- 2. The Candidate, Cooperating Teacher, and University Faculty Member complete the TIPR independently.
- 3. For the TIPR rubric, please click on the circle " \circ " next to the level of performance that you think the Candidate has demonstrated (i.e., 3 = Exemplary, 2 = Superior, 1 = Satisfactory, 0 = Unsatisfactory, and NA = Not Applicable, *Insufficient Basis for Judgment*). These ratings show the quality of performance on the performance indicators for the Unit outcomes. The rating of *Exemplary* should be reserved to highlight exceptional strengths.
- 4. At a joint conference, discuss the ratings and the justifications for or explanations of them. Make adjustments in the ratings where they are warranted and modify the justifications and explanations in the comments as needed. Set plans for improvements. (Please note that faculty members can manage their data in LiveText to make changes. Contact Mary Tygh, Assessment Specialist for details.)
- 5. Comments should be completed for each half. Record comments as needed and appropriate to the performance. Report justifications and explanations in term of behaviors rather than value judgments such as "good lesson."
- 6. Faculty members can request TIPR reports from the Assessment Office.

West Chester University Teaching Internship Performance Rating Form—Signature Page

Candidate's Name _____

Candidate's West Chester University (WCU) ID Number

	First Placement		Second Placement	
Semester and Y	/ear		Semester and Year	
Program (e.g., E	Early Grades Prep.)		Program (e.g., Early Grades Prep.)	
Academic Care	er		Academic Career	
Internship Scho	ol		Internship School	
Cooperating Tea	acher		Cooperating Teacher	
Subject(s)/Grad	le(s)		Subject(s)/Grade(s)	
WCU Faculty M	ember		WCU Faculty Member	
This evaluation has	been completed by:			
-	Signature of Candidate	Date	Signature of Candidate	Date
This evaluation has	been completed by: Signature of Cooperating Teacher	Date	Signature of Cooperating Teacher	Date
This evaluation has	been completed by:			
-				
	Signature of WCU Faculty Member	Date	Signature of WCU Faculty Member	Date
I have read my final	evaluation:			
-	Signature of Candidate	Date	Signature of Candidate	Date

WCU Teaching Internship Performance Rating Form --Rubric WEST CHESTER UNIVERSITY TEACHING INTERNSHIP PERFORMANCE RATING FORM--RUBRIC

Candidate's Name	Evaluator's Name	
Course Prefix/Number/Section	Semester: 🗌 Fall 🗌 Spring	Year: 2014 2015 2016
Select 🛛 your role in the evaluation process: 🛛 Candidate	Cooperating Teacher	West Chester University (WCU) Faculty Member
Select 🛛 candidate's academic career: 🗌 Baccalaureate	Post-Baccalaureate Teaching Certification	

Directions: Rate the Candidate's level of progress on each area using the scale below. As you carefully consider each item, please select the box next to the level of performance that you think the Candidate has demonstrated. For the relevant half of the student teaching internship, please select only one option for each section. In addition, the *Exemplary* rating should be reserved to highlight exceptional strengths (i.e., the Candidate performed at a level well beyond that expected of a novice teacher). The Candidate will evaluate himself/herself on each area prior to the Cooperating Teacher and WCU Faculty Member's evaluations.

I. CONTENT AND PEDAGOGICAL SPECIALIST—Knows learners, subject matter, pedagogy, and curriculum.

1. Displays knowledge of scope and sequence of curriculum.

3 = Exemplary	3 = Exemplary 2 = Superior		0 = Unsatisfactory	NA = Not Applicable	
□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	
Consistently displays knowledge of scope and sequence of curriculum well beyond what would be expected of a novice teacher.	Consistently displays knowledge of scope and sequence of curriculum.	Frequently displays knowledge of scope and sequence of curriculum.	Needs to display knowledge of scope and sequence of curriculum.	Insufficient basis for judgment.	

2. Displays knowledge of the characteristics of learners.

3 = Exemplary	3 = Exemplary 2 = Superior		0 = Unsatisfactory	NA = Not Applicable	
□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	\Box 1 st Half \Box 2 nd Half	
Consistently displays knowledge of the characteristics of learnerswell beyond what would be expected of a novice teacher.	Consistently displays knowledge of the characteristics of learners.	Frequently displays knowledge of the characteristics of learners.	Needs to show evidence of knowledge of the characteristics of learners.	Insufficient basis for judgment.	

3. Evidences solid base of pedagogical content knowledge.

3 = Exemplary	3 = Exemplary 2 = Superior		0 = Unsatisfactory	NA = Not Applicable	
□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	
Consistently evidences solid base of pedagogical content knowledgewell beyond what would be expected of a novice teacher.	Consistently evidences solid base of pedagogical content knowledge.	Frequently evidences solid base of pedagogical content knowledge.	Needs to evidence a solid base of pedagogical content knowledge.	Insufficient basis for judgment.	

II. ASSESSMENT AND INSTRUCTIONAL DESIGNER—Constructs and implements effective learning experiences/outcome assessments, closes the evaluation loop, and assesses continuously.

4. Incorporates a variety of research-based instructional/educational strategies.

3 = Exemplary	3 = Exemplary 2 = Superior		0 = Unsatisfactory	NA = Not Applicable
□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half
Consistently incorporates a variety of research-based instructional/educational strategieswell beyond what would be expected of a novice teacher.	Consistently incorporates a variety of research-based instructional/educational strategies.	Frequently incorporates a variety of research-based instructional/educational strategies.	Needs to show evidence of the incorporation of a variety of research- based instructional/educational strategies.	Insufficient basis for judgment.

5. Promotes problem solving, critical thinking, and creative thinking.

3 = Exemplary	3 = Exemplary 2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable		
□1 st Half □2 ^t	nd Half	☐1 st Half	□2 nd Half	\Box 1 st Half \Box 2 nd Half		□1 st Half	2 nd Half	□1 st Half	2 nd Half
Consistently promotes prot	olem	Consistently pro	motes problem	Frequently promotes problem		Needs to promote problem solving,		Insufficient basis for judgment.	
solving, critical thinking, an	d creative	tive solving, critical thinking, and creative		solving, critical thinking, and creative		critical thinking,	and creative thinking.		
thinkingwell beyond what	would be	thinking.		thinking.					
expected of a novice teach	er.								

6. Promotes constructive, collaborative, and cooperative learning opportunities.

3 = Exemplary			1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
$\Box 1^{st}$ Half $\Box 2^{nd}$ H	alf 🛛 🗌 1 st Half	□2 nd Half	$\Box 1^{st}$ Half $\Box 2^{nd}$ Half		□1 st Half	□2 nd Half	□1 st Half	2 nd Half
Consistently promotes constru	ctive, Consistent	ly promotes constructive,	Frequently promotes constructive,		Needs to promote constructive,		Insufficient basis for judgment.	
collaborative, and cooperative	collaborativ	ve, and cooperative	collaborative, and cooperative		collaborative, and cooperative			
learning opportunitieswell be		portunities.	learning opport	unities.	learning opport	unities.		
what would be expected of a n	ovice							
teacher.								

7. Integrates technology appropriately to promote learning. Technology is defined as using tools to enhance teaching and learning (e.g., audiovisual, multimedia, computers, digital equipment, assistive technology).

3 = Exemplary	3 = Exemplary 2 = Superior		0 = Unsatisfactory	NA = Not Applicable	
\Box 1 st Half \Box 2 nd Half	□1 st Half □2 nd Half	\Box 1 st Half \Box 2 nd Half	$\Box 1^{st}$ Half $\Box 2^{nd}$ Half	$\Box 1^{st}$ Half $\Box 2^{nd}$ Half	
Consistently integrates technology appropriately to promote learning well beyond what would be expected of a novice teacher.	Consistently integrates technology appropriately to promote learning.	Frequently integrates technology appropriately to promote learning.	Needs to show evidence of integrating technology appropriately to promote learning.	Insufficient basis for judgment.	

8. Employs authentic assessment appropriately.

3 = Exemplary	3 = Exemplary 2 = Superior		0 = Unsatisfactory	NA = Not Applicable	
\Box 1 st Half \Box 2 nd Half	\Box 1 st Half \Box 2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	
Consistently employs authentic assessment appropriatelywell	Consistently employs authentic assessment appropriately.	Frequently employs authentic assessment appropriately.	Needs to consistently show evidence of employing authentic assessment	Insufficient basis for judgment.	
beyond what would be expected of a novice teacher.			appropriately.		

9. Monitors and reports student progress effectively.

3 = Exemplary			0 = Unsatisfactory	NA = Not Applicable	
\Box 1 st Half \Box 2 nd Half	\Box 1 st Half \Box 2 nd Half	\Box 1 st Half \Box 2 nd Half	\Box 1 st Half \Box 2 nd Half	□1 st Half □2 nd Half	
Consistently monitors and reports student progress effectivelywell beyond what would be expected of a novice teacher.	Consistently monitors and reports student progress effectively.	Frequently monitors and reports student progress effectively.	Needs to show evidence of monitoring and reporting student progress effectively.	Insufficient basis for judgment.	

10. Uses assessment data to design instruction and improve student learning.

3 = Exemplary	cemplary 2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
□1 st Half □2 nd Half	□1 st Half	□2 nd Half	\Box 1 st Half \Box 2 nd Half		□1 st Half □2 nd Half		□1 st Half	2 nd Half
Consistently uses assessment data to design instruction and improve student learningwell beyond what would be expected of a novice teacher.	Consistently used to design instruct student learning.		Frequently uses design instructio student learning.		assessment da	nstrate the use of ta to design improve student	Insufficient basi	s for judgment.

11. Aligns assessments to local, state, or national standards.

3 = Exemplary	3 = Exemplary 2 = Superior		0 = Unsatisfactory	NA = Not Applicable	
□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	\Box 1 st Half \Box 2 nd Half	□1 st Half □2 nd Half	
Consistently aligns assessments to local, state, or national standards well beyond what would be expected of a novice teacher.	Consistently aligns assessments to local, state, or national standards.	Frequently aligns assessments to local, state, or national standards.	Needs to consistently show evidence of aligning assessments to local, state, or national standards.	Insufficient basis for judgment.	

III. CLASSROOM COMMUNITY BUILDER AND DIVERSITY ADVOCATE—Fosters community, creates a safe space for all learners, and teaches the value of diversity.

12. Promotes understanding of diverse perspectives and circumstances.

3 = Exem	3 = Exemplary 2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable		
□1 st Half	2 nd Half	□1 st Half	□2 nd Half	□1 st Half □2 nd Half		□1 st Half	2 nd Half	□1 st Half	2 nd Half
Consistently promote	s understanding	Consistently promotes understanding		Frequently promotes understanding		Needs to promote understanding of		Insufficient basis for judgment.	
of diverse perspective	es and	of diverse perspectives and		of diverse perspectives and		diverse perspectives and			
circumstanceswell b	peyond what	circumstances.		circumstances.		circumstances.			
would be expected of	f a novice								
teacher.									

13. Communicates high expectations.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
$\Box 1^{st}$ Half $\Box 2^{nd}$ Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half
Consistently communicates high expectationswell beyond what would be expected of a novice teacher.	Consistently communicates high expectations.	Frequently communicates high expectations.	Needs to show evidence of the communication of high expectations.	Insufficient basis for judgment.

14. Manages student behavior to enhance the learning climate.

3 = Exemplary		2 = Superior		1 = S	1 = Satisfactory		0 = Unsatisfactory		ot Applicable
□1 st Half	□2 nd Half	□1 st Half	2 nd Half	□1 st Half	2 nd Half	□1 st Half	□2 nd Half	□1 st Half	□2 nd Half
Consisten	tly manages student	Consistently mana	ages student	Frequently man	nages student	Needs to demor	nstrate the	Insufficient basi	s for judgment.
behavior to	o enhance the learning	behavior to enhan	ce the learning	behavior to enh	ance the learning	management of	student behavior to		
climatew	ell beyond what would be	climate.	-	climate.	-	enhance the lea	rning climate.		
expected of	of a novice teacher.								

15. Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
$\Box 1^{st}$ Half $\Box 2^{nd}$ Half	□1 st Half □2 nd Half	$\Box 1^{st}$ Half $\Box 2^{nd}$ Half	□1 st Half □2 nd Half	\Box 1 st Half \Box 2 nd Half
Consistently demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible)well beyond what would be expected of a novice teacher.	Consistently demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).	Frequently demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).	Needs to demonstrate professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).	Insufficient basis for judgment.

IV. SCHOOL AND COMMUNITY PROFESSIONAL—Applies knowledge of the context of education and engages in collaborative activities, partnerships, service, and advocacy.

16. Exhibits understanding of the organization of schools within the context of the larger community.

3 = Exemplary		2 =	Superior	1 = S	atisfactory	0 = Un	satisfactory	NA = N	Not Applicable
□1 st Half	2 nd Half	☐1 st Half	2 nd Half	□1 st Half	□2 nd Half	□1 st Half	□2 nd Half	□1 st Half	□2 nd Half
Consistently exh	ibits understanding	Consistently ex	hibits understanding	Frequently exhi	bits understanding of	Needs to exhibi	t understanding of the	Insufficient bas	sis for judgment.

0	5	5	organization of schools within the context of the larger community.	
---	---	---	---	--

17. Collaborates with school personnel, parents, or community members.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
□1 st Half	2 nd Half	□1 st Half	2 nd Half	□1 st Half	□2 nd Half	□1 st Half	□2 nd Half	□1 st Half	2 nd Half
Consistently co	ollaborates with school	Consistently col	aborates with school	Frequently colla	borates with school	Needs to show	evidence of	Insufficient basis	s for judgment.
personnel, pare	ents, or community	personnel, pare	nts, or community	personnel, pare	nts, or community	collaborating wi	th school personnel,		
memberswel	Il beyond what would	members.		members.		parents, or com	munity members.		
be expected of	f a novice teacher.								

18. Participates in activities and services for students or families.

3 = Exemplary		2 = Superior		1 = S	1 = Satisfactory		0 = Unsatisfactory		ot Applicable
□1 st Half	□2 nd Half	□1 st Half	□2 nd Half	□1 st Half	□2 nd Half	□1 st Half	□2 nd Half	□1 st Half	□2 nd Half
Consistently participa		<i>,</i> ,	ticipates in activities		cipates in activities	Needs to show e		Insufficient basis	s for judgment.
and services for stud		and services for	students or families.	and services for	students or families.	participating in a	activities and services		
well beyond what wo	uld be expected					for students or fa	amilies.		
of a novice teacher.									

19. Shows initiative within the school or community.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable	
□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	\Box 1 st Half \Box 2 nd Half	
Consistently shows initiative within the school or communitywell beyond what would be expected of a novice teacher.	Consistently shows initiative within the school or community.	Frequently shows initiative within the school or community.	Needs to show initiative within the school or community.	Insufficient basis for judgment.	

20. Adheres to professional codes of ethics and school laws.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
$\Box 1^{st}$ Half $\Box 2^{nd}$ Half	□1 st Half □2 nd Half	\Box 1 st Half \Box 2 nd Half	$\Box 1^{st}$ Half $\Box 2^{nd}$ Half	□1 st Half □2 nd Half
Consistently adheres to professional codes of ethics and school lawswell beyond what would be expected of a novice teacher.	Consistently adheres to professional codes of ethics and school laws.	Frequently adheres to professional codes of ethics and school laws.	Needs to adhere to professional codes of ethics and school laws.	Insufficient basis for judgment.

V. SELF-DIRECTED PRACTIONER—Demonstrates personal growth, professional practice, and reflective practice.

21. Strives for self-improvement related to learner achievement.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable
\Box 1 st Half \Box 2 nd Half	□1 st Half □2 nd Half	□1 st Half □2 nd Half	\Box 1 st Half \Box 2 nd Half	□1 st Half □2 nd Half
Consistently strives for self- improvement related to learner achievementwell beyond what would be expected of a novice teacher.	Consistently strives for self- improvement related to learner achievement.	Frequently strives for self- improvement related to learner achievement.	Needs to strive for self-improvement related to learner achievement.	Insufficient basis for judgment.

22. Displays efforts to improve one's own practices.

3 = Exemplary	2 = Superior	1 = Satisfactory	0 = Unsatisfactory	NA = Not Applicable	
$\Box 1^{st}$ Half $\Box 2^{nd}$ Half	□1 st Half □2 nd Half	$\Box 1^{st}$ Half $\Box 2^{nd}$ Half	□1 st Half □2 nd Half	$\Box 1^{st}$ Half $\Box 2^{nd}$ Half	
Consistently displays efforts to improve one's own practiceswell beyond what would be expected of a novice teacher.	Consistently displays efforts to improve one's own practices.	Frequently displays efforts to improve one's own practices.	Needs to show evidence of displaying efforts to improve one's own practices.	Insufficient basis for judgment.	

West Chester University Teaching Internship Performance Rating Form—Summary

Directions: This form can be used by the University Faculty Member to compile all of the evaluation results of a Candidate's student teaching internship for the first half and second half of the semester. Please provide the information below using the evaluations obtained from the Candidate, Cooperating Teacher, and the University Faculty Member on the rubric forms.

Candidate's Name	Faculty Member's Name	Faculty Member's Name					
Course Prefix/Number/Section	Semester: 🗌 Fall 🔲 Spring	Year:	2014	2015	2016		
Select 🛛 candidate's academic career: 🗌 Baccalaureate 🗌 Pos	st-Baccalaureate Teaching Certification						

3 = Exemplary 2 = Superior

1 = Satisfactory

0 = Unsatisfactory

NA = Not Applicable

Unit Outcomes for the Conceptual Framework	First Half		Second Half			PDE-430	
	Candidate	Cooperating Teacher	WCU Faculty Member	Candidate	Cooperating Teacher	WCU Faculty Member	
I. Content and Pedagogical Specialist							
Knows learners, subject matter, pedagogy, and curriculum.							
1. Displays knowledge of scope and sequence of curriculum.							1.6
2. Displays knowledge of the characteristics of learners.							1.4
3. Evidences solid base of pedagogical content knowledge.							l.1,2 Ⅲ.1
II. Assessment and Instructional Designer							
Constructs and implements effective learning							
experiences/outcome assessments, closes the evaluation loop, and							
assesses continuously.							
4. Incorporates a variety of research-based							1.8
instructional/educational strategies.							
Promotes problem solving, critical thinking, and creative thinking.							III.5, 6
 Promotes constructive, collaborative, and cooperative learning opportunities. 							
7. Integrates technology appropriately to promote learning. Technology is defined as using tools to enhance teaching and learning (e.g., audiovisual, multimedia, computers, digital equipment, assistive technology).							1.5
8. Employs authentic assessment appropriately.							1.7 111.8
9. Monitors and reports student progress effectively.							III.7, 8 IV.2

WCU Teaching Internship Performance Rating Form--Summary

Unit Outcomes for the Conceptual Framework		First Half			Second Half		PDE-430
	Candidate	Cooperating Teacher	WCU Faculty Member	Candidate	Cooperating Teacher	WCU Faculty Member	
 Uses assessment data to design instruction and improve student learning. 							III.8
11. Aligns assessments to local, state, or national standards.							1.3 III.2
 III. Classroom Community Builder and Diversity Advocate Fosters community, creates a safe space for all learners, and teaches the value of diversity. 12. Promotes understanding of diverse perspectives and circumstances. 							
13. Communicates high expectations.							II.1,4
14. Manages student behavior to enhance the learning climate.15. Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).							II.4,5 II.2 IV.5
 IV. School and Community Professional Applies knowledge of the context of education and engages in collaborative activities, partnerships, service, and advocacy. 16. Exhibits understanding of the organization of schools within the 							
context of the larger community. 17. Collaborates with school personnel, parents, or community members.							IV.2,6,7
 Participates in activities and services for students or families. Shows initiative within the school or community. 							IV.3
20. Adheres to professional codes of ethics and school laws.							IV. 1,2,5
 V. Self-Directed Practitioner Demonstrates personal growth, professional practice, and reflective practice. 21. Strives for self-improvement related to learner achievement. 							
22. Displays efforts to improve one's own practices.							IV.4

WEST CHESTER UNIVERSITY TEACHING INTERNSHIP PERFORMANCE RATING FORM--COMMENTS

Candidate's Name	Evaluator's Name	
Select 🛛 your role in the evaluation process: 🗌 Candidate	Cooperating Teacher	West Chester University (WCU) Faculty Member

Please make any narrative comments that you think would aid in the evaluation of this Student Teacher Candidate's experiences or which more adequately explain the performance ratings. Indicate areas which are exemplary and of concern. If you prefer, you can attach a letter of reference.

First Half:

Second Half:

The University has the authority to suspend or terminate a Student Teacher Candidate's experience for unsatisfactory performance at any stage of his/her internship. The University also has the authority and responsibility to place conditions on any suspended Candidate before he/she can return to a teaching internship.

PURSUANT TO FEDERAL LAW, THE CANDIDATE HAS THE RIGHT TO INSPECT THIS EVALUATION FORM AND THE INFORMATION CONTAINED HEREIN.

V. PDE-430 STUDENT TEACHER ASSESSMENT

Courses Where the PDE-430 Student Teacher Assessment Would Be Applied

Prefix	Number	Course Title
EDA	416/417	Special Education Student Teaching
EDS	411/412	Professional and Secondary Education Student Teaching
EGP	410/411	Early Grades Preparation Student Teaching
EGP	551/552	Early Grades Preparation Student Teaching
KIN	489/490	Health and Physical Education Student Teaching
MGP	410/411	Middle Grades Preparation Student Teaching
MGP	551/552	Middle Grades Preparation Student Teaching
MUE	431/432	Music Education Student Teaching

08-31-05; Revised 07-30-08, 07-27-09, 01-07-13, 09-23-13



West Chester University's Evaluation Sheet for the PDE 430 Form

_ Mid

Chester University	Student/Candidate's Last Name	First	Middle	Soci	al Security Number	Fin
		First	Wildule	3001	-	
	Subject(s) Taught				Grade Leve	1
	District/IU	School			Interview/Conferenc	e Date
	School Year:	Term:	Major* *if dual m	ajor, lis	t both	
	Planning and Preparation: Rating		🔲 2 Sup	erior	1 Satisfactory	0 Unsatisfactory
Justification for	Evaluation Rating (be specific & give example	ple):				
Sources of Ev	vidence (Check all that apply and app					
🖵 Lesson/Ur		mation about Students (In	cluding IEP's)		Resource Documents	
 Resources, Assessmer 	27	ent Teacher Interviews room Observations			Other	
Category II:	: Classroom Environment: Rating:	3 Exemplary	2 Sup	erior	1 Satisfactory	0 Unsatisfactory
Justification for	Evaluation Rating (be specific & give example	ple):				
	vidence (Check all that apply and app					
	_	ent Teacher/Candidate Inte ll Technology	erviews		Instructional Resources Other	s/Materials/Technology/Space
Category III	I: Instructional Delivery: Rating:	3 Exemplary	2 Sup	erior	1 Satisfactory	0 Unsatisfactory
	vidence (Check all that apply and app Observations	end any supplementary on Teacher/Candidate Inte			atisfactory rating). Instructional Resources	s/Materials/Technology
Informal CAssessment		ent Assignment Sheets ent Work			Other	
Category IV	: Professionalism: Rating:	3 Exemplary	2 Sup	erior	1 Satisfactory	0 Unsatisfactory
	or Evaluation Rating (be specific & give exar	. /				
	Evidence (Check all that apply and ap					
_	—	ent Teacher/Candidate Inte en Documentation	rviews		Student Work Instructional Resources	Materials/Technology
	—	ent Assignment Sheets			Other	s wateriars, reenhology
Overall Rat					************************************	
Category	Exemplary (Min. of 12	Pts) Superior (Min.	of 8 Pts)	Satis	factory (Min. of 4 Pts	s) Unsatisfactory (0 Pts)
Rating (Indi	icate ✓) // rating (1) in each of the 4 categories	resulting in a minimum	total of at lea	st (4) n	points must be achieved	on the final summative rating t
	plete this assessment.	, resulting in a minimum	i totai oi at ica	st (4) p	onnes, muse de acmeved	on the <u>man summative rating</u> of
Justification	for Overall Rating (be specific & give	e example):				
Ou Required Sig	r signatures below signify that the con Student Teacher Handbook					
	Supervisor/Evaluator:		PrintName:			Date:
	Student/TeacherCandidate:					Date:
m (• •			53	(and) of		

Performance Evaluation: Categories and Performance Indicators (see Student Teacher Handbook for complete form)

Category I: Planning and Preparation – Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and his/her instructional context.

Alignment: 354.33. (1)(*i*)(A), (B), (C), (G), (H)

Student Teacher/Candidate's performance appropriately demonstrates:

- I.1 Knowledge of content
- I.2 Knowledge of pedagogy
- I.3 Knowledge of Pennsylvania's K-12 Academic Standards
- I.4 Knowledge of students and how to use this knowledge to impart instruction
- I.5 Use of resources, materials, or technology available through the school or district
- 1.6 Instructional goals that show a recognizable sequence with adaptations for individual student needs
- 1.7 Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- 1.8 Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

Category II: Classroom Environment – Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior. Alignment: 354.33.(1)(i)(E), (B)

Student Teacher/Candidate's performance appropriately demonstrates:

- II.1 Expectations for student achievement with value placed on the quality of student work. Attention to equitable learning opportunities for students
- II.2 Appropriate interactions between teacher and students and among students
- II.3 Effective classroom routines and procedures resulting in little or no loss of instructional time
- II.4 Clear standards of conduct and effective management of student behavior
- II.5 Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- II.6 Ability to establish and maintain rapport with students

Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies. Alignment: 354.33. (1)(i)(D), (F), (G)

Student Teacher/candidate's performance appropriately demonstrates:

- III.1 Use of knowledge of content and pedagogical theory through his/her instructional delivery
- III.2 Instructional goals reflecting Pennsylvania K-12 standards
- III.3 Communication of procedures and clear explanations of content
- III.4 Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- III.5 Use of questioning and discussion strategies that encourage many students to participate
- III.6 Engagement of students in learning and adequate pacing of instruction
- III.7 Feedback to students on their learning
- III.8 Use of informal and formal assessments to meet learning goals and to monitor student learning
- III.9 Flexibility and responsiveness in meeting the learning needs of students
- III.10 Integration of disciplines within the educational curriculum

$Category \ IV - Professionalism - Student \ teacher/candidate \ demonstrates \ qualities \ that \ characterize \ a \ professional \ person \ in \ aspects \ that \ occur \ in \ and \ beyond \ the \ classroom/building. A lignment: 354.33. (1)(i)(I), (J)$

Student Teacher/Candidate's performance appropriately demonstrates:

- IV.1 Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- IV.2 Knowledge of school or district requirements for maintaining accurate records and communicating with families
- IV.3 Knowledge of school and/or district event
- IV.4 Knowledge of district or college's professional growth and development opportunities
- IV.5 Integrity and ethical behavior, professional conduct as stated in the <u>Pennsylvania Code of Professional Practice and Conduct for Educators</u>; and local, state, and federal laws and regulations
- IV.6 Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- IV.7 Ability to cultivate professional relationships with school colleagues
- IV.8 Knowledge of Commonwealth requirements for continuing professional development and licensure

VI. EDUCATIONAL BENCHMARKING, INC. TEACHER EDUCATION EXIT ASSESSMENT

Courses Where the Educational Benchmarking, Inc. Teacher Education Exit Assessment Would Be Applied 08-31-05; Revised 07-30-08, 07-27-09, 08-27-12, 9-23-13, 2-11-15

Prefix	Number	Course Title
EDA	416/417	Special Education Student Teaching
EDS	411/412	Professional and Secondary Education Student Teaching
EGP	410/411	Early Grades Preparation Student Teaching
EGP	551/552	Early Grades Preparation Student Teaching
KIN	489/490	Health and Physical Education Student Teaching
MGP	410/411	Middle Grades Preparation Student Teaching
MGP	551/552	Middle Grades Preparation Student Teaching
MUE	431/432	Music Education Student Teaching

EBI Teacher Education Exit Assessment

	We are very interested in your opinions. Please record one response per question, unless indicated otherwise, by carefully darkening the circle completely with a #2 pencil or black ink pen Your responses will be kept confidential.	content area?
1		English/language arts/speech Family and consumer
		 Mathematics sciences
	(Please print clearly)	◯ Science ◯ Counseling
		Classical or modern languages O Not applicable
	Population Code: Leave blank if code not provided.	Physical education or health O Other
the second second	0 1 0 2 0 3 0 4 0 5 0 6 0 7 0 8 0 9 0 10	D015. Do you plan to pursue additional education?
	D001. What is your gender?	No immediate plans for additional education
	🔍 🔵 Female 🛛 🖸 Male 💦 🖸 Transgender 🖉 Other	Yes, additional study in a related field
	D002. How old are you?	Yes, additional study in an unrelated field
		D016. What are your immediate plans for employment upon
1000	□ ○ 21 to 25 ○ 31 to 40 ○ 51 or older	graduation from this institution?
	D003. Which of the following describes your program?	Not seeking employment
in the second second	Undergraduate Oraduate with certification	Already employed and will continue in a teaching or education
	 Certification only Graduate without certification 	position
	D004. What is your ethnicity?	New employment related to teaching or education
	Hispanic or Latino Not Hispanic or Latino	New employment not related to teaching or education
	D005 - 6. What is your race? (Choose all that apply.)	O Military service
	🗩 🔘 American Indian or Alaska 🛛 🔘 Native Hawaiian or other	O Other
	Native Pacific Islander	D018. What is the total amount of loans taken to finance this
	🔿 🔿 Asian 💦 🔿 White	degree?
K.	🔍 🔵 Black or African American	I did not take any student loans.
	D007. Are you an international student (Non-Resident Alien)?	○ \$1 to \$9,999 ○ \$50,000 to \$74,999
		○ \$10,000 to \$24,999 ○ \$75,000 to \$99,999
-	D008. If in an undergraduate program, what was your SAT	○ \$25,000 to \$49,999 ○ \$100,000 or more
	Math+Verbal or ACT Composite score? (highest score if you	
	took multiple tests)	
	SAT 930 / ACT 19 or below O SAT 1241 / ACT 28 or above	
2	 SAT 931-1080 / ACT 20-23 Didn't take or don't remembe 	
	🔾 🔘 SAT 1081-1240 / ACT 24-27	
	D009. What is your undergraduate cumulative GPA?	
	Below 2.00	
	🗆 🔵 2.00 - 2.49 💫 3.00 - 3.49 💭 Don't know	RESPONSE KEY FOR QUESTIONS 21 to 30
	D010. What is your graduate cumulative GPA?	not at all moderately extremely applicable
	2.00 - 2.49	Instruction: To what degree did courses in your major provide:
	D011. In an average week, how many hours do you spend	21. Meaningful class discussions ① ② ③ ④ ⑤ ⑦ 4
-	working (in a paid job and/or work-study)?	22. Meaningful assignments ① ② ③ ④ ⑤ ⑥ ⑦ 4
	None O 11 to 20 O 31 to 40	23. Encouragement to participate in class ① ② ③ ④ ⑤ ⑦ 🖗
	• • • 1 to 10 • • 21 to 30 • • More than 40	24. Encouragement for students to work
<u></u>	D012. In an average week, how many hours do you spend	together
	studying/out-of-class school work (e.g., homework, practice	25. Content that was well organized ① ② ③ ④ ⑤ ⑥ ⑦ •
		Faculty Connections: Regarding the instructors in your major,
-	■ O None O 6 to 10 O 16 to 20 O More than 30	to what degree did/were they:
	O 1 to 5 O 11 to 15 O 21 to 30	26. Get to know you
1	D013. What is your primary level of teaching?	27. Understand your academic and career
		goals 1 2 3 4 5 6 7 M
and the second		28. Take an interest in your progress toward
		graduation 1 2 3 4 5 6 7 M
<u></u>	Secondary education Other	29. Accessible outside of class ① ② ③ ④ ⑤ ⑥ ⑦ •
		30. Respond to your concerns 1 2 3 4 5 6 7 4
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51. P-12	teachers .			123	
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ubject l	Matter, Pec	lagogy, Class	room M	anageme	ent: I am
confide	ent that I ca	an:			
54. Crea	ite a lesson	plan		123	
55. Deve	elop curricul	la in my conter	nt field	123	4 5 6 7 NA
56. Effec		n areas in my			
conte	ent field			123	45670
57. Use	engaging te	eaching metho	ds		
				123	4 5 6 7 NA
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	I am confident that I can:	
	62. Foster social development of students ① ② ③ ④ ⑤ ⑦ @	
•	63. Foster students' personal development	
	64. Establish equity in the classroom ① ② ③ ④ ⑤ ⑥ ⑦ @	
	65. Actively engage students in the	
	learning process	
	Teaching Diverse Students: I am confident that I can teach	_
	children with diverse:	
	66. Ethnic backgrounds 1 2 3 4 5 6 7 4) === (
	67. Academic backgrounds ① ② ③ ④ ⑤ ⑥ ⑦ @	
	68. Learning styles (1 2 3 4 5 6 7 4	
	Using Technology: I am confident that I can use technology to:	
	69. Enhance student learning 1 2 3 4 5 6 7 4	
	70. Better manage my classroom ① ② ③ ④ ⑤ ⑥ ⑦ @	
	71. Communicate with families	
	Work Collaboratively: In order to support student learning, I	
	am confident that I can work collaboratively with:	
	73. Colleagues in my school	
	74. School administrators	
	75. Parents 1 2 3 4 5 6 7 4	
	Lifelong Learning: To what degree do you intend to:	
	76. Engage in ongoing learning that	
	improves practice ① ② ③ ④ ⑤ ⑥ ⑦ @	
	RESPONSE KEY FOR QUESTIONS 83 to 87	
	not at all moderately extremely applicable	
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	① ② ③ ④ ⑤ ⑥ ⑦ M Overall Satisfaction: Regarding your experience at this institution, to what degree:	
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Additional Directions

PLEASE RECORD ONE RESPONSE PER ITEM ON THE EDUCATIONAL BENCHMARKING, INC. (EBI) SURVEY FORM USING A #2 PENCIL OR BLACK INK PEN.

Please complete the EBI survey starting with *Institution*. CONTINUE TO RECORD ALL OF YOUR RESPONSES ON THE SURVEY FORM. Fill in *Population Code* using the directions below for program:

Institution:			
	(F	Please print clearly)	
\			
Population Code:			
010203	$\bigcirc 4 \bigcirc 5$	$\bigcirc 6 \bigcirc 7 \bigcirc 8$	○ 9 ○ 10
D001. What is your	gender?		
○ Female	Male	 Transgender 	O Other

Program

Program information is needed so that the data can be analyzed by program. To record your program of study on the first page of the EBI survey form, please complete *Population Code* by darkening the circle next to the numeral of your major using the following legend:

- **1.** Communicative Disorders
- 2. Early Grades Preparation
- 3. Early Grades Preparation-Special Ed. Dual
- 4. Health and Physical Education
- 5. Languages and Cultures

- 6. Middle Grades Preparation
- 7. Middle Grades Preparation-Special Ed. Dual
- 8. Music Education
- 9. Secondary Education
- 10. Secondary Education-Special Ed. Dual

Institution Specific Question Responses

After completing *Population Code* and items *D001* through *D088*, go to the *Institution Specific Question Responses* on page two of the EBI survey form (i.e., to the right-hand column at the bottom of the page). The following questions assess the Professional Education Unit's operations for field experiences. For items 1-10, please darken the corresponding circle for your response next to each item number on the EBI form.

1. My university supervisor(s) contacted my cooperating teacher(s) and me within the first two weeks of the placement.

1	2
Yes	No

Please continue on the back of this page.

2.	My university supervisor(s) held three-way conferences (with my cooperating teacher[s] and me) at the
	middle of the semester (after about 7.5 weeks of student teaching) and at the end of the semester (near
	the end of 15 weeks of student teaching).

		1		2	
		Yes		No	
3.	My university supervisor(s) and co during the student-teaching experies		ing teacher(s) ha		e expectations for my performance
		1		2	
		Yes		No	
4.	My cooperating teacher(s) and univ	versity	supervisor(s) co	mmunicated	with each other.
	1		2	3	
	Agree		Disagree I	Do Not Know	<i>I</i>
5.	My field experiences, prior to and populations.	includi	ng student teach	ing, provide	d experiences with diverse
		1		2	
		Yes		No	
6.	I was observed the required numbe	er of tin 1 Yes	nes as indicated	by my progr 2 No	am.
7.	Following an observation, I receive	ed verb	al feedback from	n my univers	sity supervisor about my teaching.
	1 2		3	4	5
	Never Selde	om	Sometimes	Usually	Always
8.	Following an observation, I receive 1 2	ed writ	ten feedback fro 3	m my univer 4	rsity supervisor about my teaching. 5
	Never Seld	om	Sometimes	Usually	Always
9.	My university supervisor(s) was av	1		2	none, via e-mail).
	А	gree	D	isagree	
10	. The number of seminars required b	y my p	brogram was cor	ducted.	
	1	2		3	_
	Yes	No	Requir	ement Not K	Inown

Your opinions are important for assessing the Educator Preparation Program. Thank you for completing the survey!

VII. SURVEY FOR RECENT GRADUATES AND COMPLETERS OF TEACHER EDUCATION PROGRAMS

SURVEY FOR RECENT GRADUATES AND COMPLETERS OF TEACHER EDUCATION PROGRAMS

The College of Education at West Chester University surveys recent graduates/completers as one of the most important components of the continuing evaluation of the Teacher Education Program. The faculty members greatly value the results of the survey in making decisions about their programs. Please assist us by taking a few minutes to complete this questionnaire regarding <u>only your most recent program completion at West</u> <u>Chester University</u>. Thank you very much for your help.

Please <u>check the box or completely darken the circle of the single most appropriate response</u>, unless otherwise noted. Print clearly where applicable to respond to the following items.

GENERAL INFORMATION

1 If v	you were initially	oprolled at	Most	Chostor	University	26.2	transfor	studont	from which
1. H	you were initially	y enimed at	vv 851	CHESTEL	University	as a	liansiei	student,	

college/university did you transfer?

_____ In which state?

Please use 2-letter state abbreviation (e.g., PA, DE).

Please use 2-letter state abbreviation (e.g., PA, DE).

All remaining questions refer to your most recent program completion at West Chester University.

2a. What was your area(s) of preparation in your most recent program completion at West Chester University? (For item 2a, you may mark more than one response.)

Communicative Disorders	Music Education (K to 12)
Early Childhood Education (N to 3)	Secondary Education (7 to 12)
Elementary Education (K to 6)	Subject/Content Area:
Foreign Languages (K to 12)	
Health & Physical Education (K to 12)	Special Education (K to 12)

b. Which level of teacher education programs did you most recently complete?

O Undergraduate Degree (BSED or other Bachelor's degree)

- O Post-Baccalaureate Teaching Certification
- O Master's Degree

3a. Did you hold a teaching certificate prior to enrolling at West Chester University? O Yes O No

ז ר

b. If "YES", from which state or states?
--

4a. Upon completion of your program at West Chester University, did you apply for certification?

O Yes O No

b. If "YES", from which state or states?		,		Please use 2-letter state abbreviation (e.g., PA, DE).
--	--	---	--	---

5а.	Do you	currently	hold a	teaching	certificate?	O Yes	O No

b. If "YES", from which state or states?

Please use 2-letter state abbreviation (e.g., PA, DE).

EMPLOYMENT INFORMATION

6. Are you currently employed? O Yes O No

If you responded 'no' to item 6, please skip to item 9.

- 7. Are you employed in the Commonwealth of Pennsylvania? O Yes O No
- 8. Please indicate your primary type of employment. Choose only one response.
 - O a. I am currently employed in education as a teacher, education specialist, school nurse, administrator or supervisor.
 - O b. I am currently employed in an education related position that does not require my certification.
 - O c. I am currently employed in a field other than education.
- 9. How would you rate the Teacher Education Program in its preparation of students for employment?

O Exemplary O Superior O Satisfactory O Unsatisfactory O Not Applicable

- 10. How would you rate the Teacher Education Program in its assistance in finding you appropriate employment?
 - O Exemplary O Superior O Satisfactory O Unsatisfactory O Not Applicable

CONTINUING EDUCATION

- 11. Have you engaged in professional development and lifelong learning since completion of the Teacher Education Program?
 O Yes
 O No
- 12. Are you currently continuing your education? O Yes O No
- 13. How would you rate the Teacher Education Program in its preparation of students for graduate school?

O Exemplary O Superior O Satisfactory O Unsatisfactory O Not Applicable

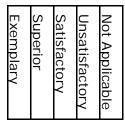
14. How would you rate the Teacher Education Program in its assistance to students in pursuing further study?

O Exemplary O Superior O Satisfactory O Unsatisfactory O Not Applicable

For each of the remaining items, please use the key below to rate how well the Teacher Education Program at West Chester University has prepared you in each area.

'Exemplary' - Program prepared me to perform <u>beyond</u> expectations.
'Superior' - Program prepared me to perform <u>successfully</u>.
'Satisfactory' - Program prepared me to perform <u>adequately for the most part</u>.
'Unsatisfactory' - Program prepared me to perform <u>at a less than acceptable level</u>.
'Not Applicable' - Insufficient basis for judgment.

Please mark only one response for each item.



I. Content and Pedagogical Specialist

Knows learners, subject matter, pedagogy, and curriculum.

15. Displays knowledge of scope and sequence of curriculum.	
16. Displays knowledge of the characteristics of learners.	
17. Evidences solid base of pedagogical content knowledge.	

II. Assessment and Instructional Designer

Constructs and implements effective learning experiences/outcome assessments, closes the evaluation loop, and assesses continuously.

18. Incorporates a variety of research-based instructional/educational strategies.	
19. Promotes problem solving, critical thinking, and creative thinking.	
20. Promotes constructive, collaborative, and cooperative learning opportunities.	
21. Integrates technology appropriately to promote learning. <i>Technology is defined as using tools to enhance teaching and learning (e.g., audiovisual, multimedia, computers, digital equipment, assistive technology).</i>	
22. Employs authentic assessment appropriately.	
23. Monitors and reports student progress effectively.	
24. Uses assessment data to design instruction and improve student learning.	
25. Aligns assessments to local, state, or national standards.	

III. Classroom Community Builder and Diversity Advocate

Fosters community, creates a safe space for all learners, and teaches the value of diversity.

26. Promotes understanding of diverse perspectives and circumstances.			
27. Communicates high expectations.			
28. Manages student behavior to enhance the learning climate.			
29. Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).			

ASSESSMENT OF PROGRAM OUTCOMES

		-		
Exemplary	Superior	Satisfactory	Unsatisfactory	Not Applicable

IV. School and Community Professional

Applies knowledge of the context of education and engages in collaborative activities, partnerships, service, and advocacy.

30. Exhibits understanding of the organization of schools within the context of the larger community.	
31. Collaborates with school personnel, parents, or community members.	
32. Participates in activities and services for students or families.	
33. Shows initiative within the school or community.	
34. Adheres to professional codes of ethics and school laws.	

V. Self-Directed Practitioner

Demonstrates personal growth, professional practice, and reflective practice.

35. Strives for self-improvement related to learner achievement.			
36. Displays efforts to improve one's own practices.			

ASSESSMENT OF PROGRAM OUTCOMES

For each of the following questions, please neatly print your response within the space provided.

37. What did you find to be the most positive aspect(s) of your academic experience at West Chester University, including in the department of your major and/or the Teacher Education Program?

38. What changes would you suggest that might have improved your academic experience at the University, including in the department of your major and/or the Teacher Education Program?

Additional comments (If needed, you may use the back of this page.):

THANK YOU FOR COMPLETING THIS SURVEY! YOUR ASSISTANCE IS VERY MUCH APPRECIATED. Kindly return the completed survey in the postage-paid business reply envelope provided. VIII. RECEIVING AND USING PROGRAM DATA

Receiving Program Data from Unit Assessments

Each fall, the Assessment Specialist creates data reports for each educational program and sends them to the program coordinator in time for the fall Program Advisory Committee meeting. This report consists of aggregated program data from each of the Unit assessments for the previous two semesters (fall and spring) and summer, if applicable. Additionally, the Assessment Specialist includes information from the entire Professional Education Unit so that individual programs can compare their data to the overall data of the Unit.

It is important to note that the completeness and the quality of these data depend on the programs submitting accurate data to the Assessment Specialist's office in a timely manner.

Using Program Data from Unit Assessments

Data received from the Assessment Specialist should be examined and discussed by the faculty of the education program and by the Program Advisory Committee made up of former students, P-12 personnel, and other professionals with expertise in the content area.

Programs should pay careful heed to areas where their scores are substantially higher or substantially lower than they would like. Programs should congratulate themselves when the scores are high and think about why their candidates are particularly successful in those areas. Another focus should be on what could be done to increase candidates' performance in areas where they seem to be lower than expected/desired.

Suggestions can be made about changes in curriculum, changes in explanations of assessments, or changes of the time that the assessments are administered. If it seems to the faculty and the Program Advisory Committee that there is a problem with the assessment instrument, the CPE Assessment and Accreditation Committee needs to be informed. The instruments undergo review every two years, and feedback from faculty members is important. However, if a specific issue comes up with an assessment that can skew/misrepresent the data, then the issue will be resolved immediately.

Specific items from the Unit assessments can be used for individual program reports. For example, many of the SPAs require that we provide evidence that our candidates are aware of the content area standards. Data from 1.2 Standards of the Lesson Plan can provide that evidence.

Reporting

Each year, the educational program coordinator submits the report of its Program Advisory Committee meeting to the Associate Dean for Curriculum and Accreditation. This report includes the results of the discussion of the Unit assessment data and of the program assessment data with any suggestions for changes to curriculum, schedule of assessments, or instruments. Please refer to Section IX: (Program Advisory Committees). IX. PROGRAM ADVISORY COMMITTEES

Dates and Reports Required for Program Advisory Committee Meetings

To: Department Chairpersons/Program Coordinators in the Professional Education Unit From: Assessment and Accreditation Committee

As you know, Program Advisory Committee (PAC) meetings are an important part of program review and closing the assessment loop for your program. These meetings, which are **required to convene once a year**, also serve as an opportunity to share program data with your broader community and to receive important feedback and suggestions regarding your program from these constituents.

In the past, the Assessment and Accreditation Committee provided you with forms intended to serve as a guide for developing your PAC meeting agenda and minutes. These forms presented information required by the Assessment and Accreditation Committee in our annual program review. In reviewing program submissions, the Committee feels that these forms may be too prescriptive and have led basically to *filling in the blanks*, and do not reflect the spirit of the goals the Unit has for these meetings.

When planning your PAC meeting, please design an **agenda that includes discussion of (1) the goals for your program, (2) Unit and program assessment data, and (3) the level to which those goals have been met as reflected by assessment data.** Unit data provided to you by the Assessment Office and Specialized Professional Association (SPA) data collected within your department/program should serve as the foundation for this discussion. Finally, perhaps the most important piece of this process is **sharing the minutes of your PAC meeting with your program and department**, so that the discussion from the PAC meeting leads to action for improvement.

Below, is a **general timeline** for the PAC reports that are to be submitted by the end of the academic year to the Associate Dean for Curriculum and Accreditation, George Drake, who will forward the reports to the Assessment and Accreditation Committee.

- By the end of the fall semester
 - > Obtain Unit data on your program from the Assessment Office for the previous year.
 - > Collect, organize, and analyze SPA data for your program.
 - > Submit a list of PAC members to the Associate Dean (see the Assessment Handbook).
 - > Submit an agenda for your PAC meeting to the Associate Dean.
- By the end of the spring semester
 - > Submit a written report or reports of the minutes of your PAC meeting.

We realize that it is a difficult task to assemble all the committee members, including those from area schools who are busy and are not compensated for their work on the committee. Please remember that the College of Education set aside \$75 for refreshments for each PAC meeting. Perhaps your department will be able to match those funds. Departments that have been successful in convening a high percentage of their PAC members have used creative approaches such as meeting in the evening at a diner or in the late afternoon for tea.

Please note that the PAC meetings are one of the components of West Chester University's assessment process that has been most highly praised by NCATE. Thank you for the hard work you put into convening these meetings and sharing the feedback with both your department and this committee.

[Submit to George P. Drake, Associate Dean for Curriculum and Accreditation, by the end of the fall semester.]

List of Program Advisory Committee Members

Name of Program:

Name of Convener:

Campus Phone Number:

Convener Program Role:

Chairperson \Box

Program Convener \Box

Member Name	Role*	Affiliation**	Term***
-			

*Roles on the Program Advisory Committee may include the following: (1) West Chester University faculty member, either within or consultant to the program (note rank and university affiliation); (2) school personnel such as teacher, cooperating teacher, or supervisor; or (3) expert in the field, alumni, graduate assistant, undergraduate student, community representative, or diversity representative.

**For example, West Chester University, Owen J. Roberts High School, etc.

***Program Advisory Committee members should serve three-year terms (i.e., 2007-2009, 2008-2010, or 2009-2011).

X. COUNCIL OF PROFESSIONAL EDUCATION ACTIONS ON THE PROFESSIONAL EDUCATION UNIT ASSESSMENT SYSTEM

Using Lesson Plans and Early Field Experiences Evaluation Forms as Professional Education Unit Assessments

At the November 17, 2006, meeting of the Council of Professional Education (CPE) the following recommendations of the Assessment and Accreditation Committee were approved:

- Lesson Plans: Courses utilizing the Lesson Plan Unit assessment will occur at three different points during the candidate's program, the third of which will be student teaching. There will be a total of three Lesson Plans utilized as Unit assessments. In courses where multiple Lesson Plans are required, the one submitted for Unit data would occur late in the semester. There is a strong preference that the Lesson Plans targeted for Unit data are ones that candidates actually teach.
- The Early Field Experiences Evaluation (EFEE) form: At the undergraduate level, the EFEE is to be used in two different courses prior to student teaching. To insure that candidates have the opportunity for distributed feedback, the courses that apply the EFEE should not, typically, be concurrent. At the postbaccalaureate level, the EFEE is to be used once prior to student teaching.

The committee members noted that programs can utilize these assessments as many times as they would like for their **program assessment system**. The above recommendations are in reference to the use, and reporting, of assessments for Professional Education Unit aggregated data.

Programs may add a "secondary grid" to either of these two approved instruments. The purpose of the secondary grid might be to collect additional data specific to program outcomes, Specialized Professional Association standards, and/or Pennsylvania Department of Education requirements. Only the primary grid would be reported for Professional Education Unit aggregated data.

As of fall 2008, the Curriculum Unit Plan will no longer be required as a Unit assessment as recommended by the Assessment and Accreditation Committee and approved by CPE on March 28, 2008. Previously, one Curriculum Unit Plan was to be developed before a candidate graduates from his/her program and used as a Unit assessment. However, through empirical examination, it was found that the Curriculum Unit Plan did not add anything unique to the assessment system. Please note that programs may continue to use the Curriculum Unit Plan for program assessments, if they choose.

N.B.: This document is applicable to initial certification programs.

04/07/2010

<u>The Verification Statement for Cooperating Teachers and the University Supervisors'</u> <u>Verification Form</u>

(Approved by the Council of Professional Education on March 27, 2009)

Verification Statement for Cooperating Teachers

The Field Experience Committee proposed the following statement be added to the Cooperating Teacher Honoraria form as a means to verify cooperating teachers' knowledge of the information in the Teacher Education Handbook.

Our accrediting agencies require us to report that you have reviewed and are familiar with the content of the Teacher Education Handbook and act in a manner that is consistent with the handbook. Your signature verifies that you have reviewed the Teacher Education Handbook, are familiar with the content, and intend to act in a manner consistent with the handbook. Please verify by signing your name below.

University Supervisors' Verification Form

The Field Experience Committee proposed the following statements be addressed by the University Supervisors' Verification Form. This form will be used to allow the Professional Education Unit to collect data related to student teaching operations that are important to NCATE accreditation. Supervisors will complete the questions at the end of the semester.

- 1. Indicate the total number of cooperating teachers with whom you have worked during the semester. _____
- 2. To the best of your knowledge, how many of the cooperating teachers "*acted in a manner consistent with the handbook*?" _____
- 3. To the best of your knowledge, how many did not? _____

If you indicated a number other than "0" in item 3, please respond to item 4.

4. The University supervisor took one or more of the following actions:

_____ Met with the cooperating teacher

_____ Referred the cooperating teacher to a specific section(s) of the handbook

_____ Referred the cooperating teacher to a specific URL(s) on the College of Education's website

- _____ Recommended the Cooperating Teacher Workshop
- ____ Other (Please explain below.)
- 5. If you chose "other" in the previous question, please explain.