

Standard 2: Assessment System and Unit Evaluation

William Carey University – School of Education

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on application qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Assessment System

The goals and standards for William Carey University's (WCU) Teacher Education Program are listed as follows:

Liberal Arts Content Excellence

Standard 1: The teacher candidate demonstrates a strong foundation in the liberal arts.

Specialty Area Preparation

Standard 2: The teacher candidate demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline.

Pre-Service Experience

Standard 3: The teacher candidate applies current research and technology related to the teaching, learning, and assessment process.

Professional Education Training

Standard 4: The teacher candidate plans and implements learning experiences that support the highest level of student potential.

Standard 5: The teacher candidate responds sensitively to individual differences and diversity.

Standard 6: The teacher candidate continues to reflect, refine, and revise professional practices.

Leadership and Decision-Making

Standard 7: The teacher candidate collaborates with others to promote learning.

Christian Environment

Standard 8: The teacher candidate understands and anticipates the needs of a global society within a Christian worldview.

These goals and standards are correlated with the Mississippi Department of Education Educator Preparation Standards, NBPTS Educator Standards, INTASC Standards, and IRA/MS Standards. These external standards are considered the core knowledge and skills required for teacher candidates in their professional development.

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A correlation matrix (See Table 2.1) aligns the WCU standards with the external accreditation and learned society standards.

Table 2.1 Standards Correlation Matrix

WCU School of Education Standards	INTASC Standards	NBPTS Standards	MDE Standards	IRAMS Standards
Liberal Arts Content Excellence				
Standard 1 Strong Foundation in Liberal Arts and Professional Education	1, 2	2	A	1
Specialty Area Preparation				
Standard 2 Apply research and technology to teaching, learning, assessment	2, 3, 4	1, 2	A, B, D	2, 5
Pre-Service Experience				
Standard 3 Individual Differences and Diversity	2, 3	3	A, B, C, E	2, 3
Professional Education Training				
Standard 4 Anticipate needs of global society	3, 10	5	F	5
Standard 5 Plan and implement learning experiences	2, 5, 6, 7, 8	1, 2, 3, 4	A, B, C, D	2, 3
Standard 6 Reflect, refine and revise	8, 9	4	F	5
Leadership and Decision-Making				
Standard 7 Collaborate with others to promote learning	10	4, 5	E, F	4, 5
Christian Environment				
Standard 8 Global perspective within a Christian worldview	5	5	F	5

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There are five transition points in the undergraduate teacher education program: Admission and Program Core; Specialty, Clinical, Professional; Student Teaching; Graduation and Licensure; and Candidate Follow-up. See Table 2.2 for a description of key points of assessments.

Table 2.2 Description of Key Points of Assessments – Initial Program

Assessment Stage	Transition Point 1 Admission and Program Core	Transition Point 2 Specialty Clinical Professional	Transition Point 3 Student Teaching	Transition Point 4 Graduation and Licensure	Transition Point 5 Candidate Follow-up
Program Delivery or Evidence Required	1-Admission to University 2-Admission to School of Education GPA 2.5 or higher 3-PRAXIS I or ACT 21 (subtests minimum 18) 3-Completion of B.S. Core (44 hrs.) Required	1-Additional University/General requirements 2-Interdisciplinary Concentration (30 hrs.) 3-GPA B.S. Core/General Requirements and Interdisciplinary Concentration 4-Nine hrs. of ED courses allowed 5-Evidence of professional behaviors 6-All Cs, Ds, Fs reported - advisor	1-Completion of all Specialty, Clinical, Professional courses with a C or higher (May have 9-12 hrs. unfinished) 2-Successful Field Experiences in the Practicum 3-Evidence of professional behaviors in the program 4-GPA 2.5 or higher	1-Completion of all program courses 2-GPA 2.5 or higher 3-Successful Student Teaching Experience 4-Evidence of Effective Classroom Management Strategies 5-PRAXIS II Passing Scores – PLT and Subject Area	1-First year teacher perceptions 2-Principal's Evaluation of Educator Competencies 3-Follow-up by Student Teaching Director – self-evaluation of first year
Summary of Assessments	1-Review of Current transcripts 2-GPA of 2.5 or higher 3-Praxis I scores or ACT scores	1-Coursework / Projects 2-Field Experiences 3-Reflections	1-Coursework / Projects 2-Faculty supervision and evaluation 3-Clinical courses – Faculty Evaluation and Student Learning Outcomes Report	1-Coursework / Projects 2-Transcript review GPA 2.5 or higher 3-Supervising Teacher STAI Evaluation 4-Supervising Professor STAI Evaluation 5-PRAXIS II PLT Scores 6-PRAXIS II Subject Area	1-MS. Annual Performance Review – First Year Teacher Survey 2-MS. Annual Performance Review – Principal's Evaluation of First Year Teachers 3-Email Survey of First Year Teachers

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There are four transition points in the graduate M.A.T. teacher education program: Entry, Pre-Candidacy, Professional Candidacy, and Exit. See Table 2.3 for a description of key points of assessments.

Table 2.3 Description of Key Points of Assessment M.A.T- Advanced Program

Assessment Stage	Transition Point 1 Entry	Transition Point 2 Pre-Candidacy	Transition Point 3 Professional Candidacy	Transition Point 4 Exit
Program Delivery Or Evidence Required	1-Admission to University Graduate School 2-Undergraduate non-teaching degree 3-Admission to School of Education GPA 2.5 4-PRAXIS I 5-GPA of 2.5 or higher in last 64 hrs of undergraduate degree 6-PRAXIS II – Subject Area Exam	1-EDU 536 – Classroom Management 2-EDU 650 Tests, Measurements, and Evaluation 3-Evidence of Professional Dispositions 4-Evidence of Differentiated Instruction	1-EDU 635 Internship 2-Successful Field Experiences in the Practicum 3-Evidence of professional behaviors in the program 4-GPA 3.0 or higher 5- EDU 620 Teacher as Researcher 6-EDU 640 Curriculum Planning; EDU 606 Integration of Content Curriculum 7-Literacy Component: EDU 636 Reading & Writing Across Curr; EDU 611 Current Trends in Reading 8- EDU 625 Technology in Education	1-EDU 635 Internship 2-Successful Field Experiences in the Practicum 3-Evidence of professional behaviors in the program 4-GPA 3.0 5- EDU 620 Teacher as Researcher 6-EDU 640 Curriculum Planning; EDU 606 Integration of Content Curriculum 7-Literacy Component: EDU 636 Reading & Writing Across Curr; EDU 611 Current Trends in Reading 8- EDU 625 Technology
Summary of Assessments	1 Current transcripts 2-GPA of 2.5 3-PRAXIS I scores 4- Three letters of recommendation 5-PRAXIS II – Subject Area Score	1-Coursework / Projects 2-Faculty Evaluations 3-Lesson Plans 4-Classroom Management Plan 5-Differentiated Instruction Survey Results	1-Coursework / Projects 2-Faculty supervision and evaluation 3-Supervising Professor STAI Evaluation 4-Intel Technology Benchmarks 5-Principal's Annual Evaluation 6-Scholarly Writing	1-Comprehensive Exam Rubric 2-GPA 3.0 3-Program Audit 4-Master's Exit Survey

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There are four transition points in the graduate M.Ed. teacher education program: Entry, Candidacy, Professional, and Exit. See Table 2.4 for a description of key points of assessments.

Table 2.4 Description of Key Points of Assessment M.Ed.- Advanced Program

Assessment Stage	Transition Point 1 Entry	Transition Point 2 Candidacy	Transition Point 3 Professional	Transition Point 4 Exit
Program Delivery Or Evidence Required	<ul style="list-style-type: none"> 1-Admission to University Graduate School 2-Undergraduate degree in teacher education program 3-Current Educator's License 4-GPA of 2.5 in last 64 hrs of undergraduate degree or higher 	<ul style="list-style-type: none"> 1. 9 hours of graduate work 2- EDU 620 Teacher as Researcher – Scholarly Writing and Research Component 3. Course Requirements 4-GPA 3.0 or higher 	<ul style="list-style-type: none"> 1-Research component 2-GPA 3.0 or higher 3-EDU 640 Curriculum Planning; EDU 606 Integration of Content Curriculum 4-Literacy Component: EDU 636 Reading & Writing Across Curr; EDU 611 Current Trends in Reading 	<ul style="list-style-type: none"> 1-Completion of all program courses 2-GPA 3.0 or higher 3- Written Comprehensive Examination 4-Program and University Final Audit
Summary of Assessments	<ul style="list-style-type: none"> 1 Current transcripts 2-GPA of 2.5 or higher in last 64 hours of undergraduate degree 3-Three letters of recommendation 4-Hold valid Educator's license 	<ul style="list-style-type: none"> 1-Coursework / Projects 2-Faculty Evaluations 3-Research Proposal - 620 4-Journal Critiques 5-Research Projects 6-GPA 3.0 or higher 	<ul style="list-style-type: none"> 1-Coursework / Projects 2-Scholarly Writing and Research Projects 3-Literature reviews 	<ul style="list-style-type: none"> 1-Comprehensive Exam Rubric 2-GPA 3.0 or higher 3-Program Audit 4-Master's Exit Survey

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Table 2.5 correlates the Undergraduate Assessment System to the WCU Standards categorizing the assessments by assessment stage, type of assessments, and type of data.

Table 2.5 WCU School of Education Correlation to Assessment System – Initial Program

WCU	Assessment Stage	Type of Assessment	Data Used to Determine
Standard 1 - Liberal Arts Content Excellence	Transition Pt 1 – Admission-Program Core	PRAXIS I, GPA, Core	Admission to the School of Education
	Transition Pt 3 – Student Teaching	PRAXIS II Subject Area Exam, GPA, STAI	Completion of Student Teaching
Standard 2 - Specialty Area Preparation	Transition Pt 2 – Specialty, Clinical, Professional	Lesson plans, STAI evaluations, student teaching, supervising teacher evaluation, case study (EDR 441, EDU 413, EDU 440), portfolios GPA- Interdisciplinary Concentration	Progress in program Eligibility for student teaching
	Transition Pt 3 – Student Teaching	PRAXIS II Subject Area Exam, GPA, STAI	Completion of Student Teaching
Standard 3 – Pre-Service Experience	Transition Pt 2 – Specialty, Clinical, Professional	Lesson plans, STAI evaluations, student teaching, supervising teacher evaluation, case study (EDR 441, EDU 413, EDU 440), portfolios GPA- Interdisciplinary Concentration	Progress in program Eligibility for student teaching
	Transition Pt 3- Student Teaching	PRAXIS II Subject Area Exam, GPA, STAI	Completion of Student Teaching
Standard 4 – Professional Education Training	Transition Pt 2- Specialty, Clinical, Professional	Lesson plans, STAI evaluations, student teaching, supervising teacher evaluation, case study (EDR 441, EDU 413, EDU 440), portfolios GPA- Interdisciplinary Concentration	Progress in program Eligibility for student teaching
	Transition Pt 4- Graduation & Licensure	GPA, PRAXIS II, PLT, STAI, Program Review	Completion of Program, Licensure
Standard 5 – Leadership and Decision-Making	Transition Pt 4- Graduation and Licensure	GPA, PRAXIS II, PLT, STAI, Program Review	Completion of Program, Licensure
	Transition Pt 5- Candidate Follow-up	MDE Annual Performance Review 1 st Yr Teacher Survey Principal Evaluation	Internal Program Review and Revision
Standard 7– Collaborate with Others	Transition Pt 3- Student Teaching	STAI	Completion of Student Teaching
	Transition Pt 5 – Candidate Follow-up	MDE Annual Performance Review 1 st Yr Teacher Survey Principal Evaluation	Internal Program Review and Revision

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Table 2.6 correlates the M.A. T. Assessment System to the WCU Standards categorizing the assessments by assessment stage, type of assessments, and type of data.

Table 2.6 WCU School of Education Correlation to Assessment System – M.A.T. Program

WCU	Assessment Stage	Type of Assessment	Data Used to Determine
Standard 1 - Liberal Arts Content Excellence	Transition Pt 1- Entry	Admission to Grad Schl GPA, PRAXIS I, PRAXIS II, Recommendations	Admission into the Graduate School and MAT Program
Standard 2 - Specialty Area Preparation	Transition Pt 2-Pre-Candidacy	EDU 536 and EDU 650 Coursework/Projects, Faculty evaluations, Lesson Plans –rubrics, Class Management Plan-rubric, Survey	Progress in program Temporary Licensure Eligibility for Internship
Standard 3 – Pre-Service Experience	Transition Pt 2-Pre-Candidacy	EDU 536 and EDU 650 Coursework/Projects, Faculty evaluations, Lesson Plans –rubrics, Class Management Plan-rubric, Survey	Progress in program Temporary Licensure Eligibility for Internship
	Transition Pt 3- Professional Candidacy	GPA, STAI, Intel Technology Benchmarks, Principal's Annual Evaluation, Scholarly Writing and Research Projects Rubrics	Completion of Internship Standard Licensure Evidence of professional dispositions Completion of Core courses
Standard 4 – Professional Education Training	Transition Pt 2-Pre-Candidacy	EDU 536 and EDU 650 Coursework/Projects, Faculty evaluations, Lesson Plans –rubrics, Class Management Plan-rubric, Survey	Progress in program Temporary Licensure Eligibility for Internship
	Transition Pt 3- Professional Candidacy	GPA, STAI, Intel Technology Benchmarks, Principal's Annual Evaluation, Scholarly Writing and Research Projects Rubrics	Completion of Internship Standard Licensure Evidence of professional dispositions Completion of Core Courses
	Transition Pt 4-Exit	GPA, Comprehensive Exam, Final Program Audit, Survey	Graduation and AA Licensure
Standard 5 – Leadership and Decision-Making	Transition Pt 3- Professional Candidacy	STAI, Principal's Annual Evaluation	Completion of Internship Standard Licensure
Standard 7- Collaborate with Others	Transition Pt 2-Pre-Candidacy	EDU 536 and EDU 650 Coursework/Projects, Faculty evaluations	Progress in program Temporary Licensure
	Transition Pt 3- Professional Candidacy	STAI, Principal's Annual Evaluation	Completion of Internship Standard Licensure

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Table 2.7 correlates the M. Ed. Assessment System to the WCU Standards categorizing the assessments by assessment stage, type of assessments, and type of data.

Table 2.7 WCU School of Education Correlation to Assessment System – M.Ed. Program

WCU	Assessment Stage	Type of Assessment	Data Used to Determine
Standard 1 - Liberal Arts Content Excellence	Transition Pt 1 - Entry	Admission to University Graduate School- references Undergraduate degree in teacher education - transcript Current Educator's License GPA 2.5 in last 64 hrs- teacher education	Admission to the Graduate School and the M.Ed. Program
Standard 2 - Specialty Area Preparation	Transition Pt 1 - Entry Transition Pt 2- Candidacy	GPA 2.5 or higher in last 64 hrs-teacher education 1-9 hours of graduate work EDU 620 – Scholarly Writing and Research Projects GPA 3.0 or higher	Admission to the Graduate School and the M.Ed. Program Program progress
Standard 3 – Pre-Service Experience Individual Differences and Diversity	Transition Pt 3 - Professional	Research Component Literature Reviews GPA 3.0 or higher Completion of Curriculum Core: EDU 640, 606, 636, 611 Coursework, projects, rubrics, surveys	Program progress
Standard 4 – Professional Education Training	Transition Pt 3 - Professional Transition Pt 4-Exit	Research Component Literature Reviews GPA 3.0 or higher Completion of Curriculum Core: EDU 640, 606, 636, 611 Coursework, projects, rubrics, surveys Final program audit GPA 3.0 or higher Comprehensive exam Survey	Program progress Graduation and AA Licensure
Standard 5 – Leadership and Decision-Making	Transition Pt 3 - Professional	Research Component Coursework, projects, rubrics, surveys	Program progress
Standard 7- Collaborate with Others	Transition Pt 3 - Professional	Research Component GPA 3.0 or higher Coursework, projects	Program progress

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Table 2.8 correlates the External and Internal Evaluations for the Initial Program with the Undergraduate Elementary and Secondary Transition Points.

Table 2.8 External and Internal Evaluations – Initial Program

Transition Points	External Evaluation	Internal Education
Admission and Program Core	ACT Scores or PRAXIS I Core content courses GPA	Faculty evaluations
Specialty, Clinical, Professional	Field Experiences Evaluations by Supervising Teachers	Observation Evaluations by Supervising Professors Evidence of Professional Dispositions GPA
Student Teaching	PRAXIS II PLT STAI Evaluations by Supervising Teachers Evidence of Professional Dispositions- Supervising Teachers	STAI – Supervising Professor Evidence of Professional Dispositions – Supervising Professor GPA
Graduation and Licensure	PRAXIS I, II, PLT	GPA Final Program Audit
Candidate Follow-up	Mississippi Annual Performance Review – (1) First Year Teacher Survey; (2) Principal's Evaluation	Follow-up self-evaluation by teacher graduate

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Table 2.9 correlates the External and Internal Evaluations for the Graduate programs (M.A.T. and M.Ed.) with the graduate Transition Points.

Table 2.9 External and Internal Evaluations – Graduate M.A.T. and M.Ed.

Transition Points	External Evaluation	Internal Education
<p>Entry M.A.T.- M.Ed.</p>	<p>PRAXIS I PRAXIS II Subject Area Exam GPA 2.5 or higher in the last 64 hours of undergraduate degree References</p>	
<p>Pre-Candidacy M.A.T.</p> <p>Candidacy M.Ed.</p>		<p>EDU 536, EDU 650 Coursework, project rubrics, content examination scores</p> <p>Evidence of Professional Dispositions</p> <p>9 hrs of coursework requirements Evidence of Professional Dispositions</p>
<p>Professional Candidacy M.A.T.</p> <p>Professional M.Ed.</p>	<p>Principal's Annual Evaluation Student Self-Evaluation Student Journals</p>	<p>STAI by Supervising Professor Course Requirements GPA</p> <p>Course Requirements GPA</p>
<p>Exit M.A.T. – M.Ed.</p>	<p>Survey by Students</p>	<p>Written Comprehensive Exam GPA</p>

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Table 2.10 is an overview of the Initial Program Assessment Stages describing requirements at each stage.

Table 2.10 Overview of Initial Program Assessment Stages

Assessment Stage	Transition Point 1 Admission and Program Core	Transition Point 2 Specialty Clinical Professional	Transition Point 3 Student Teaching	Transition Point 4 Graduation and Licensure	Transition Point 5 Candidate Follow-up
Requirements at Each Stage	1-Admission to University 2-Admission to School of Education GPA 2.5 or higher 3-PRAXIS I or ACT 21 (subtests minimum 18) 3-Completion of B.S. Core (44 hrs.) Required	1-Additional University/General requirements 2-Interdisciplinary Concentration (30 hrs.) 3-GPA B.S. Core/General Requirements and Interdisciplinary Concentration 4- Nine hrs. of ED courses allowed 5-Evidence of professional behaviors 6-All Cs, Ds, Fs reported to advisor	1-Completion of all Specialty, Clinical, Professional courses with a C or higher (May have 9-12 hrs. unfinished) 2-Successful Field Experiences in the Practicum 3-Evidence of professional behaviors in the program 4-GPA 2.5 or higher	1-Completion of all program courses 2-GPA 2.5 or higher 3-Successful Student Teaching Experience 4-Evidence of Effective Classroom Management Strategies 5-PRAXIS II Passing Scores – PLT and Subject Area	1-First year teacher perceptions 2- Principal's Evaluation of Educator Competencies 3-Follow-up by Student Teaching Director – self-evaluation of first year.

Transition Point 1: Admission and Program Core

Teacher candidates begin the admission process in the University undergraduate admissions office. Freshmen are required to submit a high school transcript and an ACT or SAT score. Admission to the School of Education for freshmen or transfer students requires an ACT score of 21 or higher with all subscores at 18 or higher. Otherwise, a student must pass the PRAXIS I in reading, writing, and mathematics. Admission requirements include completing the B.S. Core with a GPA of 2.5 or higher.

Transition Point 2: Specialty, Clinical, Professional

Teacher candidates must complete the additional University and General Requirements followed by the Interdisciplinary Concentration (30 hours) with a GPA of 2.5 or higher. Nine hours of EDU/EDR courses are allowed at the 300

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level only. 400 level courses may not be taken. Teacher candidates must show evidence of professional behaviors.

Transition Point 3: Student Teaching

To be eligible for entrance into Student Teaching, the candidate completes all specialty, clinical, and professional courses with a C or higher and an overall GPA of 2.5 or higher. Also, evidence of successful completion of all practica experiences in the content methods courses.

Transition Point 4: Graduation and Licensure

This transition point is completed when all course work is finished with a GPA of 2.5 or higher along with the successful completion of the Student Teaching experience that evidences effective classroom management skills. Passing scores on the PRAXIS II: PLT and Subject Area Exam are required.

Transition Point 5: Candidate Follow-up

Program effectiveness is measured through the survey sent to graduating students during their first year of teaching by the Director of Student Teaching. External evaluations come annually from the MDE Mississippi Annual Performance Review: First Year Teacher Survey and Principal's Evaluation.

Initial Program: M.A.T. Candidates

Transition Point 1: Entry

An applicant for the M.A.T. program must be admitted to the University Graduate School by meeting the following requirements: (1) Has an undergraduate non-teaching degree; (2) Hold a GPA of 2.5 or higher in the last 64 hours of the undergraduate degree; (3) Passing scores for PRAXIS I and PRAXIS II (Subject Area Exam).

Transition Point 2: Pre-Candidacy

Pre-Candidacy status is achieved by completing EDU 536 and EDU 650 with a C or higher. The candidate must evidence professional behaviors in the university setting. Table 2.11 displays the first two transition points.

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Table 2.11 Alternate Route Initial Program – M.A.T.

Assessment Stage	Transition Point 1 Entry	Transition Point 2 Pre-Candidacy
<p style="text-align: center;">Requirements at Each stage</p>	<p>1-Admission to University Graduate School</p> <p>2-Undergraduate non-teaching degree</p> <p>3-Admission to School of Education GPA 2.5 or higher</p> <p>4-PRAXIS I</p> <p>5-GPA of 2.5 or higher in last 64 hrs of undergraduate degree</p> <p>6-PRAXIS II – Subject Area Exam</p>	<p>1-EDU 536 – Classroom Management</p> <p>2-EDU 650 -Tests, Measurement, and Evaluations</p> <p>3-Evidence of Professional Dispositions</p>

Transition Point 3: Professional Candidacy

Professional Candidacy is satisfied with the successful completion of the Internship, evidence of professional behaviors in the field, completion of the research component (EDU 620), the curriculum component (EDU 640 or 606); the literacy component (EDU 636 or 611), and the technology component (EDU 625). The candidate's GPA must be 3.0 or higher.

Transition Point 4: Exit

The final requirements for graduation are a satisfactory Program and University Audit, GPA of 3.0, and a passing score on the Written Comprehensive Examination. Table 2.12 describes the M.A.T. Assessment System.

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Table 2.12 M.A.T. Assessment System

Assessment Stage	Transition Point 1 Entry	Transition Point 2 Pre-Candidacy	Transition Point 3 Professional Candidacy	Transition Point 4 Exit
Requirements At Each Stage	1-Admission to University Graduate School 2-Undergraduate non-teaching degree 3-Admission to School of Education GPA 2.5 or higher 4-PRAXIS I 5-GPA of 2.5 or higher in last 64 hrs of undergraduate degree 6-PRAXIS II – Subject Area Exam	1-EDU 536 – Classroom Management 2-EDU 650 Tests, Measurement, and Evaluations 3-Evidence of Professional Dispositions	1-EDU 635 Internship 2-Successful Field Experiences in the Practicum 3-Evidence of professional behaviors in the program 4-GPA 3.0 or higher 5- EDU 620 Teacher as Researcher 6-EDU 640 Curriculum Planning; EDU 606 Integration of Content Curriculum 7-Literacy Component: EDU 636 Reading & Writing Across Curr; EDU 611 Current Trends in Reading 8- EDU 625 Technology in Education	1-Completion of all program courses 2-GPA 3.0 or higher 3- Written Comprehensive Examination 4-Program and University Final Audit

Advanced Programs

The School of Education offers graduate degrees and endorsements in the following areas:

M.Ed.: Art Education, Biology, Elementary Education, English, Gifted Education, Mild/Moderate Disabilities, Secondary Education, Social Science Education,

Endorsements in Reading, Gifted Education, Mild/Moderate Disabilities; Severe/Profound Disabilities,

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M.S. in Counseling Psychology: School Counselor, Psychometrist,

Endorsements in School Counseling, School Psychometry.

Specialist Degree in Elementary Education.

Table 2.13 displays the M.Ed. Assessment System for each Transition Point describing the requirements at each stage.

Table 2.13 M.Ed. Assessment System

Assessment Stage	Transition Point 1 Entry	Transition Point 2 Candidacy	Transition Point 3 Professional	Transition Point 4 Exit
Requirements At Each Stage	1-Admission to University Graduate School 2-Undergraduate degree in teacher education program 3-Current Educator's License 4-GPA of 2.5 or higher in last 64 hrs of undergraduate degree	1-9 hours of graduate work 2- EDU 620 – Teacher as Researcher – Scholarly Writing and Research Component 3. Course Requirements 4-GPA 3.0 or higher	1-Research component 2-GPA 3.0 or higher 3-EDU 640 Curriculum Planning; EDU 606 Integration of Content Curriculum 4-Literacy Component: EDU 636 Reading & Writing Across Curr; EDU 611 Current Trends in Reading	1-Completion of all program courses 2-GPA 3.0 or higher 3- Written Comprehensive Examination 4-Program and University Final Audit

Transition Point 1: Entry (M.Ed.)

Admission to the Teacher Education Program begins with the application to the University's Graduate School. The graduate applicant must establish evidence of an undergraduate degree in an accredited teacher education program and a current educator's license or eligibility to obtain a license. The admissions committee in the School of Education reviews the transcript, references, and licensure. The Dean or Chair of the Unit calculates the G.P.A. for the last 64 hours of the undergraduate degree transcript. An applicant to be eligible must have a 2.5 GPA for the last 64 hours.

Transition Point 2: Candidacy

Graduate students are assessed after completing nine hours of graduate work, including the research component (EDU 620) and evidence of scholarly writing. The grade point average must be a 3.0 or higher.

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Transition Point 3: Professional

The Professional Transition point is met by completing the advanced research component, the literacy component (EDU 636 or 611) and the curriculum component (EDU 640 or 606) with a GPA of 3.0 or higher.

Transition Point 4: Exit

The final requirements for graduation are a satisfactory Program and University Audit, GPA of 3.0, and a passing score on the Written Comprehensive Examination.

Data Collection, Analysis, and Evaluation

An ongoing assessment system at the initial and advanced levels provides for data collection, analysis, and revision/intervention in all teacher education programs in the School of Education. This cyclical process builds continuity across program components as faculty members build student learning outcomes at the most important levels – the university classrooms and the field practica classrooms. Student learning outcomes are designed to measure the professional development growth of the teacher candidates and the academic developmental growth of children in the practica experiences. Data are analyzed and repackaged for faculty review and external review by NCATE and SACS. Tables 2.14, 2.15, and 2.16 describe the continuous data collection system. See next page for Table 2.14.

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Table 2.14 Initial Level Data Collection

Assessment Stage	Type of Assessment	Who Collects Data	When Collected	Data Used to Determine
Admission and Program Core	1-Review of Current transcripts 2-GPA of 2.5 or higher 3-Praxis I scores or ACT scores	Dean, School of Education Chair of Department	Each term	Admittance to Teacher Education Program
Specialty Clinical Professional	1-Coursework / Projects 2-Field Experiences 3-Reflections	Faculty Chair of the Department	Each term	Progress in Program Eligibility for Student Teaching
Student Teaching	1-Coursework / Projects 2-Faculty Supervision and Evaluation 3-Clinical courses Faculty Evaluation and Student Learning Outcomes Report	Faculty Chair of the Department	Each term	Progress in Student Teaching Exit from Student Teaching
Graduation and Licensure	1-Completion of all program courses 2-GPA 2.5 or higher 3-Successful Student Teaching Experience 4-Evidence of Effective Classroom Management Strategies 5-PRAXIS II Passing Scores – PLT and Subject Area	Registrar's office School of Education Program Assistant Chair of the Department Director of Student Teaching	Each term	Exit from Student Teaching Program Completion Licensure
Candidate Follow-up	1-First year teacher perceptions 2- Principal's Evaluation of Educator Competencies 3-Follow-up by Student Teaching Director – self-evaluation of first year.	Director of Student Teaching MDE Annual Performance Review Staff Dept Chair	Annually	Effectives of Candidates in the field Success of Teacher Education Program

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Table 2.15 M.A.T. Data Collection

Assessment Stage	Type of Assessment	Who Collects Data	When Collected	Data Used to Determine
Entry	1-Admission to University Graduate School 2-Undergraduate non-teaching degree 3-PRAXIS I 4-GPA of 2.5 or higher in last 64 hrs. of bachelor's degree 5-PRAXIS II – Subject Area Exam	Dean, School of Education Chair of Department School of Education Program Assistant Graduate Admissions Office	Each term	Admittance to M.A.T. Teacher Education Program
Pre-Candidacy	1-Coursework / Projects 2-Faculty Evaluations 3-Lesson Plans 4-Classroom Management Plan 5-Differentiated Instruction Survey	Faculty Chair of the Department	Each term	Progress in Program Eligibility for Internship Eligibility for Professional Candidacy
Professional Candidacy	1-Coursework / Projects 2-Faculty Supervision and evaluation 3-Supervising Professor STAI Evaluation 4-Intel Technology Benchmarks 5-Principal's Annual Evaluation 6-Scholarly Writing and Research Projects	Faculty Chair of the Department Director of Internships	Each term	Progress in Internship Exit from Internship Eligible for Standard License (5 yrs)
Exit	1-Comprehensive Exam Rubric 2-GPA 3.0 or higher 3-Program Audit 4-Master's Exit Survey	Registrar's office School of Ed Program Assistant Chair - Dept University Institutional Effectiveness	Three times a year	Program Completion Licensure- AA Master

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Table 2.16 M.Ed. Data Collection

Assessment Stage	Type of Assessment	Who Collects Data	When Collected	Data Used to Determine
Entry	1- Current transcripts 2-GPA of 2.5 or higher in last 64 hours of undergraduate degree 3-Three letters of recommendation 4-Hold valid Educator's license	Dean, School of Education Chair of Department Graduate Admissions Office	Each term	Admittance to Advanced Teacher Education Program
Candidacy	1-Coursework / Projects 2-Faculty Evaluations 3-Research Proposal –EDU 620 4-Journal Critiques 5-Research Projects 6-GPA 3.0 or higher	Faculty Chair of the Department	Each term	Progress in Program
Professional	1-Coursework / Projects 2-Scholarly Writing and Research Projects 3-Literature reviews	Faculty Chair of the Department	Each term	Progress in Program Eligibility for Comprehensive Exam
Exit	1-Comprehensive Exam Rubric 2-GPA 3.0 or higher 3-Program Audit 4-Master's Exit Survey	Registrar's office Program Assistant Chair of the Department	Two times a year	Program Completion Licensure- AA Master

Use of Data for Program Improvement

In the twenty-first century, transparency stands at the juncture between teaching institutions at all levels and the public domain. Transparency issues include structured goal articulation, strategic management in teacher preparation redesign, and consistent movement toward systemic best practices in K-12 schools. Transparency skills require creating context-based imperatives to bring

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theory and practice together through meaningful learning experiences, fostering quality instruction at all levels of development, monitoring student successes, and developing sustainable climates for recruitment and retention of teachers. The K-12 community and higher education work jointly to bring new teachers into the field and to offer continuing professional development for teachers in the field. As professionals, educators are ambassadors for the broader learning community. Even so, they must share the triumphs and tensions, along with working modes necessary for systems of learning to be strengthened in a global environment.

Assessment and Accountability

The new “playing field” is K-16. Teachers in preparation are still internalizing learning (structural and operational) from the content of sciences, humanities, and the arts, even as they initiate instructional planning for younger learners. The melding of content, pedagogy, and dispositions assumes critical dimensions in upper level college experiences of teacher candidates. As goals become realities in the action “laboratories” of local schools, community colleges, and universities—partners in the K-16 system—this melding must be made clear to all the students and leaders. These are critically important for developing teacher candidates to understand the value of assessment in their classrooms. “It does make sense that our schools should examine and implement empirically supported best practices while working with students” (Lockley, 2007, p. 9).

Districts and schools may use these assessments to measure progress in student learning. These annual tests provide educators with information regarding each child’s academic strengths and weaknesses. With this knowledge, teachers can craft lessons to ensure that each student meets or exceeds the standards. In addition, principals may use these data to assess where the school should invest resources (Essex, 2006, p. 14).

William Carey University (WCU) has developed **program assessment points** for secondary education 7-12 and K-12 art, music, and P.E. licensure, Elementary Education (K-6, 4-8). WCU employs varied instrumentation based upon rubrics, self-evaluation and surveys, external examinations, and exit examinations to manage the development of teaching candidates. For M.Ed., M.A.T. licensure and advanced degrees similar instrumentation continues professional development in the field of teaching.

Teacher candidates must learn the skills of the diagnostician in order to move from the status of technicians to professional educators. It is the School of Education’s mission to expand the repertoire of assessment strategies to help teachers meet the need of every learner in the classroom (Stanford & Reeves, 2005, p. 18). In the national inclusion movement, states are working with the U.S. Department of Education to “close the achievement gap and ensure that all

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students, including those who are disadvantaged, achieve academic proficiency” (Essex, 2006, p. 7).

Partnerships in Education

Talking points for credibility meld institutional level conceptual frames with state level literacy benchmarks; these, in turn, align with INTASC national standards and International Reading Association literacy standards for new teachers. Documents from the four sources express similar expectations for general and professional knowledge, communication skills predicated on reading and writing proficiencies, lifelong pedagogical preparation, sensitivity toward needs and developmental trajectories of diverse learners, and awareness of and participation in professional preparation and collaborative programs or institutes of actualized learning. It is no longer enough to say that “something has been accomplished” or that “goals have been met”; the obligation today is to share information among all partners and the public in accessible forms throughout the venues of the educational domain. This includes verifying real world student improvement when the students come in contact with our teacher candidates.

William Carey University analysis **by standards document** presents the general expectations of the University teacher education program, the INTASC national standards for new teachers, and the IRA.MS standards for teachers as concerns general literacy expectations.

Program Content Implementation

A key topic among K-16 partners involves the implementation of program content. Just as psychology thought that it could “get along” with behaviors, without looking at the brain, in the past educators thought that evidence of preparation for teaching would insure teaching success in educational contexts. Most educators were not then assessing what novice teachers were accomplishing in laboratory or K-12 environments in terms of what their students learned or how students matured under their care. Learning communities are complex micro societies necessitating skillful interactions and assorted mental sequences. Managing time, conveying content, facilitating climates for learning, keeping records, maintaining professional and personal balance—each of these elements must flow together for one’s instruction to proceed in an orderly manner. However, micro societies (like macro societies) are not usually orderly on all fronts—participants (teachers and learners) may enter with varied cultural expectations and ways of working, and learners will have multiple needs. New teachers are especially vulnerable to cultural anomalies, and these particulars often derail them from the general goals they established prior to professional experience. They need tacit and collegial feedback from veterans among educational partners. Disciplined knowledge comes from understanding fields of study, specialties within fields, and courses of study as hierarchical components with structure, operations, and values. General knowledge is not enough

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preparation for teaching, and particular understanding evolves through research and synthesis with context. Teachers must be able to recognize insight in the raw among learners and perceive understanding explained without technical words. Without exploring content in depth in some areas of coursework, the teachers themselves lack exposure to challenging concepts and deep structure.

Some teacher candidates enter with an inborn sensitivity for the needs of others, and they readily display mature professional dispositions when engaged in classrooms. Others must learn dispositional expectations through mentors and models of tacit approaches to learners. Dispositions must be internalized and made integral to the teaching personality, otherwise teachers will fail educational systems, themselves, their colleagues, or their young charges.

Alternative route preparation and rigorous performance-based standards for subject areas do not insure quality teaching. Some socialization processes will still be latent and subject to real experience in classrooms. Alternative route teachers, more so than traditionally prepared teachers, may need substantial mentoring and support during their first year of teaching.

In summation, pedagogy, theory, and practice must be intertwined as real models for new teachers in their classrooms. It is difficult to teach effectively with sophisticated approaches that have only been modeled in a limited fashion. Beginning teachers need to interact with educational professionals with different work assignments, to witness the professional delivery of exemplary K-12 educators, to participate in a variety of learning settings, and to engage with groups and individual learners throughout their professional preparation.

William Carey University's **task analysis document** for its undergraduate licensure program details the particulars of INTASC, WCU conceptual frames, and IRA/MS within courses. Each course targets particular expectations and provides data for sustained growth in the undergraduate licensure program and goals: the program task analysis by standards for undergraduate and graduate education

Recruitment/Retention

Research and practice based approaches to inducting and mentoring prospective teachers in the system find support among educational partners. Districts can provide mentors, universities can extend guidance and support to graduates beyond the diploma, and state agencies deliver source services and conduct research. William Carey University is committed to a system of partnerships with school districts in the development of Professional Development Schools (PDS). School leadership provides specific instrumentation and context for data driven decisions, and these materials assume high relevance for their teaching staff. Retention can be fostered with staff development programming. School leadership must embrace roles for guidance and supervision of instructional

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practice at the school level; and, school leaders need preparation for the extended services to teachers.

William Carey University recruits prospective teachers through its affiliation with professional teaching associations and with WCU high school recruitment practices. Funding for merit is available to qualified undergraduates. WCU continues affiliation with graduates of teacher programs through surveys, professional development opportunities on the campus, further advanced degrees, and cooperative support orchestrated through school districts. We review principal evaluations, college supervisor evaluations, and Mississippi's first year teacher evaluation.

There are 115 student learning outcomes that continuously evaluate program effectiveness based on data collection from internal and external sources. These outcomes are part of the program-wide assessment that was built to provide data and analysis for SACS requirements. This same data are used to a great extent in the NCATE program evaluation. Table 2:17 lists a variety of assessments used in the School of Education assessment system.

Table 2.17 Assessment data and program improvement

Instrument Used to Gather Data	How Data are Collected	When Data Collected	Who Analyzes and Summarizes	Program Changes
External Evaluations				
STAI Supervising Teacher (Initial)	Lesson observation during Student Teaching	Fall and Spring terms	Director of Student Teaching	Redesign lesson plans to include Student Learning Outcomes and assessment data.
Program Evaluation by Supervising Teachers (Initial)	Survey taken by teachers in the field	Fall and Spring terms	Chair of the Department Director of Student Teaching	Revised STAI program to broaden teacher candidate understanding of Professional Dispositions and their effects on the practicum experience.
MS. Annual Performance Review (Initial)	Annual Survey to all Mississippi Schools for Principals and First Year Teachers	April each year	Mississippi Department of Education	Increased real world assignments in Classroom Management and other valuable topics

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Instrument Used to Gather Data	How Data are Collected	When Data Collected	Who Analyzes and Summarizes	Program Changes
Principal's Annual Evaluation (Advanced)	Annual Teacher's Review conducted by Principals	Winter Term	Director of Internships	Increased real world assignments in Classroom Management and in Tests, Measurements, and Evaluation
PRAXIS PLT Exam (Initial)	National Examination	Every term	Chair of Department	Study group led by a professor to guide students in the preparation for the exam.
PRAXIS I (Initial/Advanced)	National Examination	Every term	Chair of Department	Strengthened initial tutoring program offered at the university level for freshmen and sophomores.
Praxis II Subject Area Exam (Initial/Advanced)	National Examination	Every term	Chair of Department	Increased information about Differentiated Instruction and Inclusion
Internal Evaluations				
STAI Supervising Professor (Initial/Advanced)	Lesson Observation during Student Teaching and Internships	Fall and Spring terms (Initial) Fall and Winter (Advanced)	Director of Student Teaching Director of Internships	Redesign lesson plans to include Student Learning Outcomes and assessment data.
Comprehensive Exam (Advanced)	School of Education Graduate Examination	October, March, July	Dean of the School of Education	Redesigned graduate courses to include a more targeted emphasis on scholarly research and writing.

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Instrument Used to Gather Data	How Data are Collected	When Data Collected	Who Analyzes and Summarizes	Program Changes
Undergraduate Survey	Survey taken by students	Spring term	Dean of the School of Education	Syllabi revised to include library visits and database training in order to increase the use of the library as a teaching resource center.
Graduate Survey	Survey taken by students	Spring term	Dean of the School of Education	Syllabi revised to increase the amount and quality of scholarly writing and research with an emphasis on using the tools of the library and discovering primary source material in the library.

Data gives evidence from multiple sources: supervising teachers in the field, national test scores, supervising professors, principals, teacher candidates and graduate students. This multi-focus allows the undergraduate and graduate programs to be tested and revised at multiple levels and from differing viewpoints. Faculty, staff and adjuncts move through the ongoing review process working with the mission and values statements and aligning student learning outcomes to NCATE, INTASC, MDE Educator Outcomes, NBPTS, and IRAMS.

Proposals for course changes, revision of program curricula, and brainstorming to keep current with cutting edge research and technology builds an important foundation for creativity and “thinking outside of the box”. With the current teacher crisis, there are multiple pressures at the district, state, and national levels to increase the production of teacher candidates within a shorter amount of time. Thus begins a dynamic tension between the national educational and political forces who demand instant educators and the traditional practice university faculty who might have difficulty imagining streamlining any part of the educator preparation program. There is a middle ground including the development of online offerings that will not minimize the critical training that must take place to produce a superior educator. Philosophies crash into one

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another as corporations advertise that they are able to produce a higher quality educator than the universities can. So the ongoing assessment process is dynamic, fraught with tension and uncertainty, and filled with the joyful expectation that an entirely new design for educator preparation can be forthcoming from the university experience where best practice and current theory are merged into the 21st century schoolhouse program. The faculty at WCU School of Education are committed to vision far beyond today's plans and programs.

The effectiveness of the faculty and adjunct instructional delivery is continuously evaluated at William Carey University. Formal evaluations by the students are conducted each spring by the university. The School of Education schedules formal evaluations for new and continuing adjuncts. The university employs several instruments for the evaluation of faculty. These include student evaluations, self-evaluations, administrative evaluations by unit chairs or deans, and peer evaluations. All evaluations are conducted annually. All evaluations consider the purpose and goals of the university. The *Faculty Handbook* outlines the policies governing the administration of and the results of the four types of evaluations. Summary results of student evaluations are routinely forwarded to each faculty member and placed in the faculty member's permanent file in the office of the Vice President of Academic Affairs. Criteria for self-evaluations and administrative evaluations focus on five broad areas of performance: teaching, professional activity and development, service to the university, Christian commitment, and community service. A process of confidential peer evaluations is used as part of each faculty member's portfolio. Evaluations of all types except peer evaluations are used as part of the portfolio in making decisions concerning such matters as tenure, promotion, raises, and termination.

The university has an ongoing institutional effectiveness program which evaluates the Student Learning Outcomes of the programs and uses the results for program improvement. This plan is evaluated by the University Leadership Team at the beginning of the fall term and new Student Learning Outcomes set for each program within the university for the coming year. Faculty in the department review exit interviews of students, student testing results, M.D.E. first year teacher evaluations, and M.D.E. principal evaluations of first year teachers, as well as other data in the development of Student Learning Outcomes for the institutional effectiveness model.

Alignment of Assessments to National Standards

Over the past two years, faculty members have been involved in a syllabi revision program that reconstructed goals and objectives into Student Learning Outcomes (SLO) and aligned these SLO's to state standards (Mississippi Educator Standards, Mississippi Literacy Standards), learned societies (i.e. ACEI) and national standards (i.e. NCATE, IRA., INTASC, NBPTS). Teacher Education Program effectiveness was evaluated through a coordinated

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assessment system designed to assess programs through external and internal assessment points. The assessment system crosses all programs, undergraduate (B.S., B.M.E.) and graduate (M.A.T., M.Ed., Specialist). The following tables describe the assessment points and their alignment to the external standards and William Carey University's standards.

Program Task Analysis by Standards

William Carey University – School of Education 2006-2007

William Carey University – School of Education - Conceptual Framework

- 1- Demonstrate a Strong Foundation in Liberal Arts and Professional Education.
- 2- Apply Current Research and Technology Related to the Teaching, Learning, Assessment Process.
- 3- Respond Sensitively to Individual Differences and Diversity.
- 4- Understand and Anticipate the Needs of a Global Society.
- 5- Plan and Implement Learning Experiences that Support the Highest Level of Student Potential.
- 6- Continue to Reflect, Refine, and Revise Professional Practices.
- 7- Collaborate with Others to Promote Learning.

INTASC National Standards for New Teachers

- 1- Knowledge of central concepts, tools of inquiry, and structures of the discipline.
- 2- Understands how children learn and develop and provides developmentally appropriate activities.
- 3- Understands how students differ in their approach to learning and support those approaches.
- 4- Understands and uses a variety of instructional strategies.
- 5- Creates a positive learning environment that encourages positive social interaction and active engagement in learning
- 6- Uses effective verbal, nonverbal and media communication, including all forms of technology.
- 7- Plans instruction based on the students, community, curriculum goals, and the subject matter.
- 8- Uses formal and informal assessment strategies.
- 9- Is a reflective practitioner who seeks out opportunities to grow professionally.
- 10- Fosters relationships with school colleagues, parents, and agencies.

IRA / MS standards (Adopted by the Mississippi IHL Literacy Council in 2003)

- 1- A candidate has current knowledge and appropriate dispositions concerning the foundations of reading and writing.
- 2- Has knowledge of a wide range of instructional practices, methods and curriculum materials.
- 3- Uses a variety of assessment tools and practices to plan effective instruction.
- 4- Integrates instructional practices, curricular materials, and assessment to create a literate environment.
- 5- A reflective practitioner committed to lifelong professional growth.

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Task Analysis – Undergraduate Licensure Program

Task	Course	Assessment	INTASC	WCU Conceptual Frameworks	IRA/MS
Undergraduate Teacher Preparation Courses – Elementary (K-6, 4-8), Physical Education, Secondary, Special Education					
1- Observation Journal (20 hrs)	EDU 300	Rubric	#1, #4	#1,#6	#1, #2
2-Graphophonic Proficiency T	EDR 308	Benchmark Score - Exam	#1, #7	#1	#1
3-"Real School" Literacy Lesson Plans	EDR 311	Rubric/Observation by Supervising Teacher	#3, #4	#2,# 3,# 5	#2, #4
4- "Real School" Literacy Lesson Plans - Assessment Results	EDR 311	Assessment Rubric	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
5-Lesson Plan integrated with Technology	EDU 325	Rubric	#3, #4 #6	#2	#2, #4
6-"Real School" Literature Web Lesson	EDR 344	Rubric – by Supervising Teacher	#3, #4, #6	#2,#3,#5	#2, #4
7- Demonstration Lessons - Assessment Results	EDR 344	Assessment Rubric	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
8-"Real School" Lesson Plan	EDU 345	Rubric	#3, #4	#2, #3,#4,#5	#1, #2
9-Social Studies Content Exam	EDU 345	Benchmark Score	#1, #4	#1, #2, #3,#4	#2
10-"Real School" Lessons	EDU 345	Observation Rubric by Supervising Teacher	#3, #4	#2,# 3,# 5	#2, #4
11- "Real School" Lessons - Assessment Results	EDU 345	Assessment Rubric – by University Supervisor	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
12-Science Lesson Portfolio	EDU 346		#3, #4	#2, #3, #5	#1, #2
13-Unit Examination	EDU 372	Benchmark Score	#1	#1	#1
14-Language Arts Teaching Unit	EDR 407	Rubric	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5	#1, #2, #3, #4

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Task	Course	Assessment	INTASC	WCU Conceptual Frameworks	IRA/MS
15- Demonstration Lessons - Assessment Results	EDR 407	Assessment Rubric – by University Supervisor	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
16-Lesson Presentations	EDU 413	Observation	#7	#2, #5	#2, #4
17- Demonstration Lessons - Assessment Results	EDU 413	Assessment Rubric – by University Supervisor	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
18-Mathematics Case Study	EDU 413	Rubric	#1, #2, #3, #4, #5, #6, #7, #8, #9	#1, #2, #3, #5, #6	#2, #3
19-Philosophy of Management	EDU 436	Rubric	#5	#2, #6,#7	#1, #5
20-Assessing Behavior Scenarios	EDU 436	Trait Writing Rubric	#2, #3	#2, #3	#3
21-Content Exam (PLT Pre-test)	EDU 436	Benchmark Score	#1	#1	
22-Child Observation Case Study	EDU 440	Case Study Rubric	#8	#3, #5	#3
23-“Real School” Phonemic Awareness Lesson Plan	EDU 440	Lesson Rubric	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5	#1, #2, #3, #4
24-Implementation of “Real School” Phonemic Awareness Lesson	EDU 440	Observation Rubric by Supervising Teacher	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5	#1, #2, #3, #4
25- “Real School” Phonemic Awareness Lesson - Assessment Results	EDR 440	Assessment Rubric – by University Supervisor	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
26-Kindergarten Two Week Unit	EDU 440	Unit Rubric	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5	#1, #2, #3, #4

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Task	Course	Assessment	INTASC	WCU Conceptual Frameworks	IRA/MS
27-“Real School” Big Book Lesson	EDU 440	Observation Rubric by Supervising Teacher	#7	#2, #5	#1, #2, #4
28-Implementation of “Real School” Big Book Lesson	EDU 440	Observation Rubric by Supervising Teacher	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5	#1, #2, #3, #4
29- “Real School Big Book Lesson - Assessment Results	EDU 440	Assessment Rubric – by University Supervisor	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
30-Reading Case Study	EDR 441	Case Study Rubric	#1, #2, #3, #4, #5, #6,	#1, #2, #3, #5, #6	#1, #2, #3, #4, #5
31- Demonstration Lessons - Assessment Results	EDR 441	Assessment Rubric – by University Supervisor	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
32-Designing a lesson plan	EDU 446	Rubric	#3, #4	#2, #3,#4,#5	#1, #2
33-Annotated Bibliography	EDU 450	Research Rubric	#1	#1, #2	#1, #2
34-Criterion-Referenced Exam	EDU 450	Rubric	#1, #2, #3, #8	#1, #2, #3, #5	#3
35-Measurements Examination	EDU 450	Benchmark Score	#8	#1, #2	#3
36-Special Education Notebook	EDU 460	CEC Standards	#1, #2	#1,#2,#3	#1, #2
37-Instructional Unit – Special Education Population	EDU 461	CEC Standards	#3, #4, #5	#2	#2, #4
38-Instructional Unit – Special Education Population	EDU 462	CEC Standards	#3, #4, #5	#2	#2, #4
39-L.D. Research Critique	EDU 463	Rubric	#1, #2	#1	#1
40-Journal Article Summary	EDR 474	Rubric	#1	#1, #2	#1, #2
41-Demonstration Lessons	ED 483/484/496	Observation STAI – by University Supervisor	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5

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Task	Course	Assessment	INTASC	WCU Conceptual Frameworks	IRA/MS
42-10 Day STAI Unit	ED 483/484/496	Unit Design Rubric	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
43-Student Teaching Portfolio	ED 483/484/496	Portfolio Outline/Rubric	#9, #10	#1,#2,#3,#4, #5,#6,#7	#1, #2, #3, #4, #5
44-Student Teacher Self-Evaluation	ED 483/484/496	Survey	#1, #9	#1, #7	#5
45-Supervising Teacher's Evaluation	ED 483/484/496	Survey by Supervising Teacher	#1, #2, #3, #4, #5, #7, #8, #10	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
46-Demonstration Lessons	ED 483/484/496	Observation STAI – by Supervising Teacher	#1, #2, #3, #4, #5, #7, #8, #10	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
47-Demonstration Lessons	ED 483/484/496	Observation STAI – by University Supervisor	#1, #2, #3, #4, #5, #7, #8, #10	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
48- Demonstration Lessons - Assessment Results	ED 483/484/496	Assessment Rubric – by Supervising Teacher	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
49- Demonstration Lessons - Assessment Results	ED 483/484/496	Assessment Rubric – by University Supervisor	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
50-Differentiated Instruction Survey	ED 483/484/496	Survey	#1, #2, #3, #4, #5, #6	#1, #2, #3, #4, #5	#1, #2, #3, #4

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Task	Course	Assessment	INTASC	WCU Conceptual Frameworks	IRA/MS
51-INTASC Survey	ED 483/484/496	Survey	#1, #2, #3, #4, #5, #6, #7, #8, #9, #10	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5
52-Teaching Plan Design	HEA 300	Lesson Plan Rubric	#3, #4, #5	#2, #5	#2, #4
53- Elementary Videotape Lesson	MUE 313	Observation Rubric by University Supervisor	#1, #2, #3, #4, #5, #7, #8, #10	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
54- Middle School Videotape Lesson	MUE 315	Observation Rubric by University Supervisor	#1, #2, #3, #4, #5, #7, #8, #10	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
55- High School Videotape Lesson	MUE 314	Observation Rubric by University Supervisor	#1, #2, #3, #4, #5, #7, #8, #10	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
56-Elementary Student Teaching Portfolio	MUE 313	Portfolio Rubric	#9, #10	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5
57-Middle School Student Teaching Portfolio	MUE 315	Portfolio Rubric	#9, #10	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5
58-High School Student Teaching Portfolio	MUE 314	Portfolio Rubric	#9, #10	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5
59-Demonstration of on-court skills	PED 331	Performance Benchmark	#1, #2	#1, #2	#1, #2

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Task	Course	Assessment	INTASC	WCU Conceptual Frameworks	IRA/MS
60-Unit Lesson Plan	PED 333	Performance Benchmark	#1, #2	#1,#3,#6	#1, #2, #3, #5
61-Tracking Patterns of Movement Project	PED 336	Observation/Rubric	#8	#1,#2	#1
62-Elementary Teaching Plan	PED 337	Lesson Rubric	#2, #3, #4	#2,#5	#1, #2
63-Elementary Teaching Plan	PED 338	Lesson Rubric	#2, #3, #4	#2,#5	#1, #2
64-Secondary Teaching Plan	PED 339	Lesson Rubric	#2, #3, #4	#2,#5	#1, #2
65-Lesson Assessment Plan	PED 436	Lesson Rubric	#8	#2,#5	#3
66-PRAXIS I General Exam	PRAXIS	PRAXIS Benchmark Score		#1	#1
67-PRAXIS II PLT Content Exam	PRAXIS	PRAXIS Benchmark Score	#1, #2, #3, #4	#1, #2, #3, #4	#1, #2, #3
68-PRAXIS II Subject Area Exam	PRAXIS	PRAXIS Benchmark Score	#1, #2, #3, #4	#1, #2, #3, #4	#1, #2, #3
69-Mississippi Annual Performance Survey – First Year Teacher Survey	Mississippi Department of Education	Survey	#1, #2, #3, #4, #5, #6, #7, #8, #9, #10	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5
70-Mississippi Annual Performance Review – Principal Evaluation	Mississippi Department of Education	Survey	#1, #2, #3, #4, #5, #6, #7, #8, #9, #10	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5
71-Undergraduate School of Education Survey	School of Education	Survey	#9, #10	#1, #2, #3, #4, #5, #6, #7	#5

**Program Task Analysis by Standards
Graduate Education – Masters / Specialist**

Task	Course	Assessment	INTASC	Conceptual Framework	IRA/MS
Graduate Courses – Elementary (K-6, 4-8), Gifted, Mild/Moderate, Reading, Secondary					
1-Class Management Plan	EDU 536	Presentation/Rubric	#5	#2,#5	#1
2-Field Experience Summary	EDU 572	Reflection Journal	#5, #6	#3,#6,#7	#1, #2, #3, #4, #5
3-Plans with MS Rdg Standards	EDU 574	Standards Benchmarks	#2, #3	#1,#2	#1, #2, #4
4-Interdisciplinary Unit Presentation	EDU 601	Observation/Rubric	#3, #4	#2,#3,#5	#2, #4
5-Curriculum Development Project	EDU 602	Presentation	#3, #4, #5	#5,#6	#1, #2, #3, #4
6-Reflective Journals	EDU 603	Journaling Rubric	#9	#6	#5
7-Integrated Lesson Plans	EDU 606	Presentation Rubric	#3, #4, #5	#2	#1, #2, #4
8-Science Lesson Presentation	EDU 609	Presentation Rubric	#2, #3, #4	#5	#1, #4
9-Scholarly Writing	EDU 611	Writing Rubric	#1	#1, #2	#1
10-Research Paper	EDU 617	Rubric	#1	#1	#1
11-Introduction to Research Plan – Scholarly Writing	EDU 620	Rubric	#1, #2, #3, #4, #8	#1, #2, #3, #4, #5, #6	#1, #2, #3, #4, #5
12-Evaluate Research from Annotated Bibliography	EDU 620	Rubric	#1, #2, #3, #4, #8	#1, #2, #3, #4, #5, #6	#1, #2, #3, #4, #5
13-Designing a Research Proposal Methodology	EDU 620	Rubric	#1, #2, #3, #4, #8	#1, #2, #3, #4, #5, #6	#1, #2, #3, #4, #5

Standard 2: Assessment System and Unit Evaluation

Task	Course	Assessment	INTASC	WCU Conceptual Frameworks	IRA/MS
14- Learning Theories Portfolio	EDU 621	Rubric	#1, #2, #3, #4, #8	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5
15-Content/Performance Knowledge	EDU 625	Performance Benchmarks	#1, #2, #4	#2, #4, #5	#2, #3, #4
16-Cooperative Learning Unit Plans	EDU 626	Rubric	#3, #4, #5	#2	#1, #2, #4
17-Philosophy of Education	EDU 630	Rubric		#4,#6	#5
18-Summative Demonstration Lesson	EDU 635	Observation STAI – by University Supervisor	#1, #2, #3, #4, #5, #6, #7, #8, #9, #10	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5
19-Evaluation of Teaching Behaviors	EDU 635	Principal’s Annual Evaluation	#1, #2, #3, #4, #5, #6, #7, #8, #9, #10	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5
20-Differentiated Instruction Survey	EDU 635	Survey	#1, #2, #3, #4, #5, #6	#1, #2, #3, #4, #5	#1, #2, #3, #4
21-Alternate Route Program Survey	EDU 635	Survey	#1, #9	#1, #7	#5
22- Summative Demonstration Lesson-Assessment Results	EDU 635	Assessment Rubric- By University Supervisor	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
23-INTASC Survey	EDU 635	Survey	#1, #2, #3, #4, #5, #6, #7, #8	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5

Standard 2: Assessment System and Unit Evaluation

Task	Course	Assessment	INTASC	WCU Conceptual Frameworks	IRA/MS
24-Scholarly Writing	EDU 636	Writing Rubric	#1	#1, #2	#1
25-Reading Case Study	EDU 637	Presentation	#8	#2,#5,#6	#3
26- Reading Diagnostic Assessment Results	EDU 637	Assessment Rubric – by University Supervisor	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
27-Interdisciplinary Unit Presentation	EDU 640	Rubric	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
28-Culminating Performance Project	EDU 646	Rubric	#1	#1,#2	#1
29-Annotated Bibliography	EDU 650	Research Rubric	#1	#1, #2	#1, #2
30-Criterion-Referenced Exam	EDU 650	Rubric	#1, #2, #3, #8	#1, #2, #3, #5	#3
31-Measurements Examination	EDU 650	Benchmark Score	#8	#1, #2	#3
32-Differentiated Instruction Survey	EDU 653	Survey	#1, #2, #3, #4, #5, #6	#1, #2, #3, #4, #5	#1, #2, #3, #4
33- Essay Quiz on Atypical Populations	EDU 654	Rubric	#2, #3, #8	#2,#3,#5	#3
34-Interdisciplinary Unit – Special Education Population	EDU 662	Rubric	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
35-IEP Design	EDU 662	IEP Rubric	#1, #2, #3, #4, #5, #6, #8	#1, #2, #3, #4, #5, #7	#1, #2,
36-L.D. Research Critique	EDU 663	Rubric	#1, #2	#1	#1
37-Journal Article Summary	EDU 664	Rubric	#1, #2	#1	#1
38-10 Day Lesson Plan	EDU 664	Rubric	#1, #2, #3, #4, #5, #7, #8	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5

Standard 2: Assessment System and Unit Evaluation

Task	Course	Assessment	INTASC	WCU Conceptual Frameworks	IRA/MS
39-Action Research Project	EDU 720	Presentation	#1, #2, #8	#2,#7	#2, #5
40-Annotated Bibliography	EDU 720	Research Rubric	#1, #2, #3, #4, #8	#1, #2, #3, #4, #5, #6	#1, #2, #3, #4, #5
41-Action Research Portfolio	EDU 720	Rubric	#1, #2, #3, #4, #8	#1, #2, #3, #4, #5, #6	#1, #2, #3, #4, #5
42-Action Research Project Design	EDU 720	Specialist Defense Committee	#1, #2, #3, #4, #8	#1, #2, #3, #4, #5, #6	#1, #2, #3, #4, #5
43-Action Research Project Defense	EDU 720	Specialist Defense Committee	#1, #2, #3, #4, #8	#1, #2, #3, #4, #5, #6	#1, #2, #3, #4, #5
44-Action Research Project Implementation	EDU 721	Specialist Defense Committee	#1, #2, #3, #4, #8	#1, #2, #3, #4, #5, #6	#1, #2, #3, #4, #5
45-Graduate School Exit Survey	University	Survey	#1, #9, #10	#1, #2, #6, #7	#5
46-Mississippi Annual Performance Survey – First Year Teacher Survey	Mississippi Department of Education	Survey	#1, #2, #3, #4, #5, #6, #7, #8, #9, #10	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5
47-Mississippi Annual Performance Review – Principal Evaluation	Mississippi Department of Education	Survey	#1, #2, #3, #4, #5, #6, #7, #8, #9, #10	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5
48-PRAXIS I General Exam	PRAXIS	PRAXIS Benchmark Score		#1	#1

Standard 2: Assessment System and Unit Evaluation

Task	Course	Assessment	INTASC	WCU Conceptual Frameworks	IRA/MS
49-PRAXIS II Subject Area Exam	PRAXIS	PRAXIS Benchmark Score	#1, #2, #3, #4	#1, #2, #3, #4	#1, #2, #3
50-Graduate School Survey	School of Education	Survey	#9, #10	#1, #2, #3, #4, #5, #6, #7	#5

Standard 2: Assessment System and Unit Evaluation

Program Task Analysis by Standards School of Education, MDE, NBPTS

William Carey University – School of Education - Conceptual Framework

- 8- Demonstrate a Strong Foundation in Liberal Arts and Professional Education.
- 9- Apply Current Research and Technology Related to the Teaching, Learning, Assessment Process.
- 10- Respond Sensitively to Individual Differences and Diversity.
- 11- Understand and Anticipate the Needs of a Global Society.
- 12- Plan and Implement Learning Experiences that Support the Highest Level of Student Potential.
- 13- Continue to Reflect, Refine, and Revise Professional Practices.
- 14- Collaborate with Others to Promote Learning.

MISSISSIPPI DEPARTMENT OF EDUCATION EDUCATOR STANDARDS

STANDARD A and Indicators

- A. Plans instruction consistent with state standards to facilitate high levels of learning for all students.
 - a. Plans units of instruction that are aligned with state standards and curriculum frameworks.
 - b. Plans instruction to address individual differences in learners.

STANDARD B and Indicators

- B. Delivers instruction and facilitates high levels of learning for all students.
 - a. Demonstrates deep knowledge of content
 - b. Actively engages students in the learning process
 - c. Uses principles of effective teaching

STANDARD C and Indicators

- C. Organizes and manages the learning environment and maintains student behavior that is conducive to learning.
 - a. Maintains an environment and climate conducive to learning.
 - b. Maximizes time available for instruction.
 - c. Manages student behavior to provide productive learning opportunities for all.

STANDARD D and Indicators

- D. Demonstrates knowledge and skills in assessing/facilitating student learning
 - a. Plans and implements systematic assessments.
 - b. Considers state content standards and assessments when planning classroom assessments.
 - c. Uses classroom assessment results.
 - d. Produces evidence of student academic growth under his/her instruction.

STANDARD E and Indicators

- E. Communicates effectively with students, peers, and parents/guardians
 - a. Speaks clearly, correctly, and coherently.
 - b. Writes clearly, correctly, and coherently.
 - c. Establishes effective communication processes.

STANDARD F and Indicators

- F. Committed to continual professional growth and school improvement
 - a. Engages in continuous professional development.
 - b. Takes an active role in school improvement.

Standard 2: Assessment System and Unit Evaluation

National Board for Professional Teaching Standards (NBPTS)

Proposition 1: Teachers are Committed to Students and Learning

- ✓ NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- ✓ They treat students equitably. They recognize the differences that distinguish their students and they take account for these differences in daily practice .
- ✓ NBCTs understand how students develop and learn.
- ✓ They respect the cultural and family differences students bring to their classroom.
- ✓ They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships, character and civic responsibility.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- ✓ NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- ✓ They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- ✓ NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- ✓ They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- ✓ NBCTs know how to assess the progress of individual students as well as the class as a whole. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- ✓ NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- ✓ They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.

They are leaders and actively know how to seek and build partnerships with community groups and businesses.

They work with other professionals on instructional policy, curriculum development and staff development.

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

They know how to work collaboratively with parents to engage them productively in the work of the school.

Standard 2: Assessment System and Unit Evaluation

Task Analysis – Undergraduate Licensure Program

Task	Course	Assessment	MDE	WCU Conceptual Frameworks	NBPTS
Undergraduate Teacher Preparation Courses – Elementary (K-6, 4-8), Physical Education, Secondary, Special Education					
1- Observation Journal (20 hrs)	EDU 300	Rubric	A, B, D, F	#1,#6	#2, #4
2-Graphophonic Proficiency T	EDR 308	Benchmark Score – Exam	A, B	#1	#2
3-“Real School” Literacy Lesson Plans	EDR 311	Rubric/Observation by Supervising Teacher	A, B, C, D	#2,# 3,# 5	#1, #2, #3, #4
4- “Real School” Literacy Lesson Plans - Assessment Results	EDR 311	Assessment Rubric	A, B, C, D, E	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
5-Lesson Plan integrated with Technology	EDU 325	Rubric	A, B, C, D	#2	#1, #3
6-“Real School” Literature Web Lesson	EDR 344	Rubric – by Supervising Teacher	A, B, C, D, E	#2,#3,#5	#1, #2, #3, #4
7- Demonstration Lessons - Assessment Results	EDR 344	Assessment Rubric	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
8-“Real School” Lesson Plan	EDU 345	Rubric	A, B, C, D, E	#2, #3,#4,#5	#1, #2, #3, #4
9-Social Studies Content Exam	EDU 345	Benchmark Score	A, B, C, D, E	#1, #2, #3,#4	#1, #2, #3, #4
10-“Real School” Lessons	EDU 345	Observation Rubric by Supervising Teacher	A, B, C, D	#2,# 3,# 5	#1, #2, #3, #4
11- “Real School” Lessons - Assessment Results	EDU 345	Assessment Rubric – by University Supervisor	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
12-Science Lesson Portfolio	EDU 346		A, B, C, D	#2, #3, #5	#1, #2, #3, #4
13-Unit Examination	EDU 372	Benchmark Score	A, B	#1	#2

Standard 2: Assessment System and Unit Evaluation

Task	Course	Assessment	MDE	WCU Conceptual Frameworks	NBPTS
14-Language Arts Teaching Unit	EDR 407	Rubric	A, B, C, D, E	#1, #2, #3, #4, #5	#1, #2, #3
15- Demonstration Lessons - Assessment Results	EDR 407	Assessment Rubric – by University Supervisor	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4
16-Lesson Presentations	EDU 413	Observation	A, B, C, D	#2, #5	#1, #2, #3, #4
17- Demonstration Lessons - Assessment Results	EDU 413	Assessment Rubric – by University Supervisor	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4
18-Mathematics Case Study	EDU 413	Rubric	A, B, C, D, E, F	#1, #2, #3, #5, #6	#1, #2, #3, #4
19-Philosophy of Management	EDU 436	Rubric	A, C	#2, #6,#7	#3
20-Assessing Behavior Scenarios	EDU 436	Trait Writing Rubric	A, C	#2, #3	#3
21-Content Exam (PLT Pre-test)	EDU 436	Benchmark Score	A, B	#1	#2, #3
22-Child Observation Case Study	EDU 440	Case Study Rubric	A, B, C, D, E	#3, #5	#1, #2, #3, #4
23-“Real School” Phonemic Awareness Lesson Plan	EDU 440	Lesson Rubric	A, B, C, D, E	#1, #2, #3, #4, #5	#1, #2, #3, #4
24-Implementation of “Real School” Phonemic Awareness Lesson	EDU 440	Observation Rubric by Supervising Teacher	A, B, C, D, E	#1, #2, #3, #4, #5	#1, #2, #3, #4
25- “Real School” Phonemic Awareness Lesson - Assessment Results	EDR 440	Assessment Rubric – by University Supervisor	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4
26-Kindergarten Two Week Unit	EDU 440	Unit Rubric	A, B, C, D	#1, #2, #3, #4, #5	#1, #2, #3
27-“Real School” Big Book Lesson	EDU 440	Observation Rubric by Supervising Teacher	A, B, C, D	#2, #5	#1, #2, #3, #4
28-Implementation of “Real School” Big Book Lesson	EDU 440	Observation Rubric by Supervising Teacher	A, B, C, D, E	#1, #2, #3, #4, #5	#1, #2, #3, #4

Standard 2: Assessment System and Unit Evaluation

Task	Course	Assessment	MDE	WCU Conceptual Frameworks	NBPTS
29- "Real School Big Book Lesson - Assessment Results	EDU 440	Assessment Rubric – by University Supervisor	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#3
30-Reading Case Study	EDR 441	Case Study Rubric	A, B, C, D, E	#1, #2, #3, #5, #6	#1, #2, #3, #4
31- Demonstration Lessons - Assessment Results	EDR 441	Assessment Rubric – by University Supervisor	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4
32-Designing a lesson plan	EDU 446	Rubric	A, B, C, D	#2, #3, #4, #5	#1, #2
33-Annotated Bibliography	EDU 450	Research Rubric	A, D	#1, #2	#2
34-Criterion-Referenced Exam	EDU 450	Rubric	A, D	#1, #2, #3, #5	#2
35-Measurements Examination	EDU 450	Benchmark Score	A, D	#1, #2	#2, #1
36-Special Education Notebook	EDU 460	CEC Standards	A, B, D	#1, #2, #3	#1, #2
37-Instructional Unit – Special Education Population	EDU 461	CEC Standards	A, B, D	#2	#1, #2, #3
38-Instructional Unit – Special Education Population	EDU 462	CEC Standards	A, B, D	#2	#1, #2, #3
39-L.D. Research Critique	EDU 463	Rubric	A, B	#1	#2
40-Journal Article Summary	EDR 474	Rubric	A, B	#1, #2	#2
41-Demonstration Lessons	ED 483/484/496	Observation STAI – by University Supervisor	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
42-10 Day STAI Unit	ED 483/484/496	Unit Design Rubric	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
43-Student Teaching Portfolio	ED 483/484/496	Portfolio Outline/Rubric	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5
44-Student Teacher Self-Evaluation	ED 483/484/496	Survey	A, B, C, D, E, F	#1, #7	#4
45-Supervising Teacher's Evaluation	ED483/484/496	Survey by Supervising Teacher	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
46-Demonstration Lessons	ED 483/484/496	Observation STAI – by Supervising Teacher	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5

Standard 2: Assessment System and Unit Evaluation

Task	Course	Assessment	MDE	WCU Conceptual Frameworks	NBPTS
47-Demonstration Lessons	ED 483/484/496	Observation STAI – by University Supervisor	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
48- Demonstration Lessons - Assessment Results	ED 483/484/496	Assessment Rubric – by Supervising Teacher	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
49- Demonstration Lessons - Assessment Results	ED 483/484/496	Assessment Rubric – by University Supervisor	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4, #5
50-Differentiated Instruction Survey	ED 483/484/496	Survey	A, B, C, D	#1, #2, #3, #4, #5	#1, #2
51-INTASC Survey	ED483/484/496	Survey	A, B, C, D	#1, #2, #3, #4, #5, #6, #7	#1, #4
52-Teaching Plan Design	HEA 300	Lesson Plan Rubric	A, B, C, D	#2,#5	#1, #2
53- Elementary Videotape Lesson	MUE 313	Observation Rubric by University Supervisor	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4
54- Middle School Videotape Lesson	MUE 315	Observation Rubric by University Supervisor	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4
55- High School Videotape Lesson	MUE 314	Observation Rubric by University Supervisor	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4
56-Elementary Student Teaching Portfolio	MUE 313	Portfolio Rubric	A, B, C, D, E, F	#1,#2,#3,#4, #5,#6,#7	#1, #2, #3, #4
57-Middle School Student Teaching Portfolio	MUE 315	Portfolio Rubric	A, B, C, D, E, F	#1,#2,#3,#4, #5,#6,#7	#1, #2, #3, #4
58-High School Student Teaching Portfolio	MUE 314	Portfolio Rubric	A, B, C, D, E, F	#1,#2,#3,#4, #5,#6,#7	#1, #2, #3, #4
59-Demonstration of on-court skills	PED 331	Performance Benchmark	A, B, C, D	#1,#2	#2
60-Unit Lesson Plan	PED 333	Performance Benchmark	A, B, C, D	#1,#3,#6	#1, #2
61-Tracking Patterns of Movement Project	PED 336	Observation/Rubric	A, B, C, D	#1,#2	#2
62-Elementary Teaching Plan	PED 337	Lesson Rubric	A, B, C, D	#2,#5	#1, #2, #3

Standard 2: Assessment System and Unit Evaluation

Task	Course	Assessment	MDE	WCU Conceptual Frameworks	NBPTS
63-Elementary Teaching Plan	PED 338	Lesson Rubric	A, B, C, D	#2,#5	#1, #2, #3
64-Secondary Teaching Plan	PED 339	Lesson Rubric	A, B, C, D	#2,#5	#1, #2, #3
65-Lesson Assessment Plan	PED 436	Lesson Rubric	A, B, C, D	#2,#5	#1, #2, #3
66-PRAXIS I General Exam	PRAXIS	PRAXIS Benchmark Score	A, B	#1	#2
67-PRAXIS II PLT Content Exam	PRAXIS	PRAXIS Benchmark Score	A, B, C, D, E	#1, #2, #3, #4	#1, #2, #3
68-PRAXIS II Subject Area Exam	PRAXIS	PRAXIS Benchmark Score	A, B, C, D, E	#1, #2, #3, #4	#1, #2, #3
69-Mississippi Annual Performance Survey – First Year Teacher Survey	Mississippi Department of Education	Survey	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6, #7	#4
70-Mississippi Annual Performance Review – Principal Evaluation	Mississippi Department of Education	Survey	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5
71-Undergraduate School of Education Survey	School of Education	Survey	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6, #7	#4

**Program Task Analysis by Standards
Graduate Education – Masters / Specialist**

Task	Course	Assessment	MDE	Conceptual Framework	NBPTS
Graduate Courses – Elementary (K-6, 4-8), Gifted, Mild/Moderate, Reading, Secondary					
1-Class Management Plan	EDU 536	Presentation/Rubric	A, B, C, D	#2,#5	#1, #2
2-Field Experience Summary	EDU 572	Reflection Journal	A, B, C, D, E, F	#3,#6,#7	#4
3-Plans with MS Rdg Standards	EDU 574	Standards Benchmarks	A, B, C, D	#1,#2	#1, #2
4-Interdisciplinary Unit Presentation	EDU 601	Observation/Rubric	A, B, C, D, E	#2,#3,#5	#1, #2, #3, #4
5-Curriculum Development Project	EDU 602	Presentation	B, C, D, E, F	#5,#6	#1, #2, #5
6-Reflective Journals	EDU 603	Journaling Rubric	E, F	#6	#4
7-Integrated Lesson Plans	EDU 606	Presentation Rubric	A, B, C, D	#2	#1, #2
8-Science Lesson Presentation	EDU 609	Presentation Rubric	B, C, D	#5	#1, #2
9-Scholarly Writing	EDU 611	Writing Rubric	A, B, C, D	#1, #2	#2
10-Research Paper	EDU 617	Rubric	A, B	#1	#2
11-Introduction to Research Plan – Scholarly Writing	EDU 620	Rubric	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6	#2
12-Evaluate Research from Annotated Bibliography	EDU 620	Rubric	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6	#2, #4
13-Designing a Research Proposal Methodology	EDU 620	Rubric	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6	#2, #4
14- Learning Theories Portfolio	EDU 621	Rubric	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4
15-Content/Performance Knowledge	EDU 625	Performance Benchmarks	A, B, C, D, E	#2, #4, #5	#1, #2
16-Cooperative Learning Unit	EDU 626	Rubric	A, B, C, D	#2	#1, #2

Standard 2: Assessment System and Unit Evaluation

Task	Course	Assessment	MDE	Conceptual Framework	NBPTS
17-Philosophy of Education	EDU 630	Rubric	A, B, D, F,	#4,#6	#2, #4
18-Summative Demonstration Lesson	EDU 635	Observation STAI – by University Supervisor	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5
19-Evaluation of Teaching Behaviors	EDU 635	Principal’s Annual Evaluation	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5
20-Differentiated Instruction Survey	EDU 635	Survey	A, B, C, D, E	#1, #2, #3, #4, #5	#2, #4
21-Alternate Route Program Survey	EDU 635	Survey	A, B, C, D, E, F	#1, #7	#2, #4
22- Summative Demonstration Lesson-Assessment Results	EDU 635	Assessment Rubric- By University Supervisor	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4
23-INTASC Survey	EDU 635	Survey	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6, #7	#1, #2, #4
24-Scholarly Writing	EDU 636	Writing Rubric	A, B, C, D	#1, #2	#2
25-Reading Case Study	EDU 637	Presentation	A, B, C, D, E, F	#2,#5,#6	#2
26- Reading Diagnostic Assessment Results	EDU 637	Assessment Rubric – by University Supervisor	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4
27-Interdisciplinary Unit Presentation	EDU 640	Rubric	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4
28-Culminating Performance Project	EDU 646	Rubric	A, B, C, D	#1,#2	#1, #2, #3
29-Annotated Bibliography	EDU 650	Research Rubric	A, B, C, D	#1, #2	#2
30-Criterion-Referenced Exam	EDU 650	Rubric	A, B, C, D, E	#1, #2, #3, #5	#1, #2
31-Measurements Examination	EDU 650	Benchmark Score	A, B, C, D	#1, #2	#1, #2,

Standard 2: Assessment System and Unit Evaluation

Task	Course	Assessment	MDE	Conceptual Framework	NBPTS
32-Differentiated Instruction	EDU 653	Survey	A, B, C, D, E	#1, #2, #3, #4, #5	#1, #2, #3
33- Essay Quiz on Atypical Populations	EDU 654	Rubric	A, B, C, D, E	#2,#3,#5	#1, #3
34-Interdisciplinary Unit – Special Education Population	EDU 662	Rubric	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3, #4
35-IEP Design	EDU 662	IEP Rubric	A, B, C, D, E, F	#1, #2, #3, #4, #5, #7	#1, #2, #3
36-L.D. Research Critique	EDU 663	Rubric	A, B	#1	#2
37-Journal Article Summary – Scholarly Writing	EDU 664	Rubric	A, B	#1	#2
38-10 Day Lesson Plan	EDU 664	Rubric	A, B, C, D, E	#1, #2, #3, #4, #5, #7	#1, #2, #3
39-Action Research Project	EDU 720	Presentation	A, B, C, D, E, F	#2,#7	#1, #2, #3
40-Annotated Bibliography	EDU 720	Research Rubric	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6	#2
41-Action Research Portfolio	EDU 720	Rubric	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6	#1, #2, #3
42-Action Research Project Design	EDU 720	Specialist Defense Committee	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6	#1, #2, #3, #4
43-Action Research Project Defense	EDU 720	Specialist Defense Committee	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6	#1, #2, #3, #4
44-Action Research Project Implementation	EDU 721	Specialist Defense Committee	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6	#1, #2, #3, #4
45-Graduate School Exit Survey	University	Survey	A, B, C, D, E, F	#1, #2, #6, #7	#2, #4
46-Mississippi Annual Performance Survey – First Year Teacher Survey	Mississippi Department of Education	Survey	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5

Standard 2: Assessment System and Unit Evaluation

Task	Course	Assessment	MDE	Conceptual Framework	NBPTS
47-Mississippi Annual Performance Review – Principal Evaluation	Mississippi Department of Education	Survey	A, B, C, D, E, F	#1, #2, #3, #4, #5, #6, #7	#1, #2, #3, #4, #5
48-PRAXIS I General Exam	PRAXIS	PRAXIS Benchmark Score	A, B	#1	#2
49-PRAXIS II Subject Area Exam	PRAXIS	PRAXIS Benchmark Score	A, B, C, D, E	#1, #2, #3, #4	#1, #2, #3
50-Graduate School Survey	School of Education	Survey	F	#6	#4