

# ASSESSMENT HANDBOOK

Department of Education

Oakwood College



## PURPOSE OF ASSESSMENT FOR THE UNIT

The Unit Assessment System was redesigned during the 2003-2004 academic year and has been fully implemented by the Unit, the Education Department Assessment Committee, and the Teacher Education Council.

The primary purpose of assessment in the Education Department at Oakwood is to ensure quality. The development of a holistic system for assessment within the Unit to include (1) candidates, (2) faculty/programs, and (3) unit operations is one way to help ensure that quality preparation of quality candidates continues to be the Unit's practice as well as its mission.

The Unit's conceptual framework built around the theme "Holistic Preparation of Teachers for Service in a Multicultural Society" provides the focus for the Assessment System. The fifteen outcomes framed within the three strands of the conceptual framework are clearly identified in every component of the assessment system. The Unit's Conceptual Framework Outcomes are noted below.

### **Conceptual Framework Outcomes**

1. The candidate knows the facts and principles of the subject matter in his/her field of study.
2. The candidate uses multiple approaches for instruction to assist students in the mastery of the content in his/her field of study.
3. The candidate knows and can demonstrate effective strategies in his/her field of study in a multi cultural setting.
4. The candidate demonstrates the ability to integrate technology in his/her field of study as tool to enhance learning.
5. The candidate is a caring professional committed to preparing students for life long learning.
6. The candidate has a broad knowledge of the humanities, science and religion.
7. The candidate knows and can demonstrate skills in assessing student progress.
8. The student understands and demonstrates sensitivity of student needs.
9. The candidate demonstrates a commitment to student service.
10. The candidate shows a commitment to professional development.
11. The candidate utilizes research to improve professional practice.
12. The candidate has a broad knowledge of the SDA beliefs and doctrines
13. The candidate has a knowledge of the integration of faith and learning.
14. The candidate is a reflective practitioner.
15. The candidate works in a collegial and cooperative manner.

### **PROCESS FOR DESIGNING AND REVISING THE ASSESSMENT SYSTEM**

The Teacher Education Assessment Committee (TEAC) was brought together during the 2003-2004 academic year. There are eight members on the Committee. Current membership includes the following: Kathy Dobbins, Mathematics Faculty; Derek Bowe, English Faculty; Debra West, 4<sup>th</sup> grade teacher in Huntsville Public Schools; Teresa Johnson, 3<sup>rd</sup> grade teacher at Huntsville Area SDA School; Jessie Bradley, Education Faculty, Frances Bliss Education Faculty, James Mbyirukira, Education Faculty, Artie Melançon, Education Faculty, Roy Malcolm, Education Faculty and Marilyn Schenck, Education Faculty.

The first charge of the Assessment Committee was to redesign the Unit's Assessment System. The revised Assessment System was accepted by both the TEAC and the Teacher Education Committee (TEC) in April, 2004. The TEAC continues to meet regularly to assist with the further implementation of the Assessment System, to do regular evaluations of the Assessment System; to address matters related to validity, reliability, fairness, and consistency of the Assessment System; and, to provide advice on program changes suggested by aggregated data.

TEAC also provides an important service to the Unit in continuous review of the Unit's Conceptual Framework and its correlation to Alabama and INTASC standards. TEAC also oversees the evaluation of the Assessment System and makes suggestions to the Unit regarding changes based on data.

While the "charge" of the Teacher Education Council (TEC) is different from that of the TEAC, TEC also reviews reports on aggregated data and gives advise to the Unit Faculty on changes suggested from the data. Most frequently the TEC is reviewing data regarding candidate quality and how candidates are impacting the learning/development of ALL students. The TEC considers several sets of data provided by the Assessment System in its decisions related to candidate admission to the program and candidate admission to student teaching. Figure 2 below identifies each of the four transition points (Departmental Gates) at which decisions on candidates are made based on assessment data.

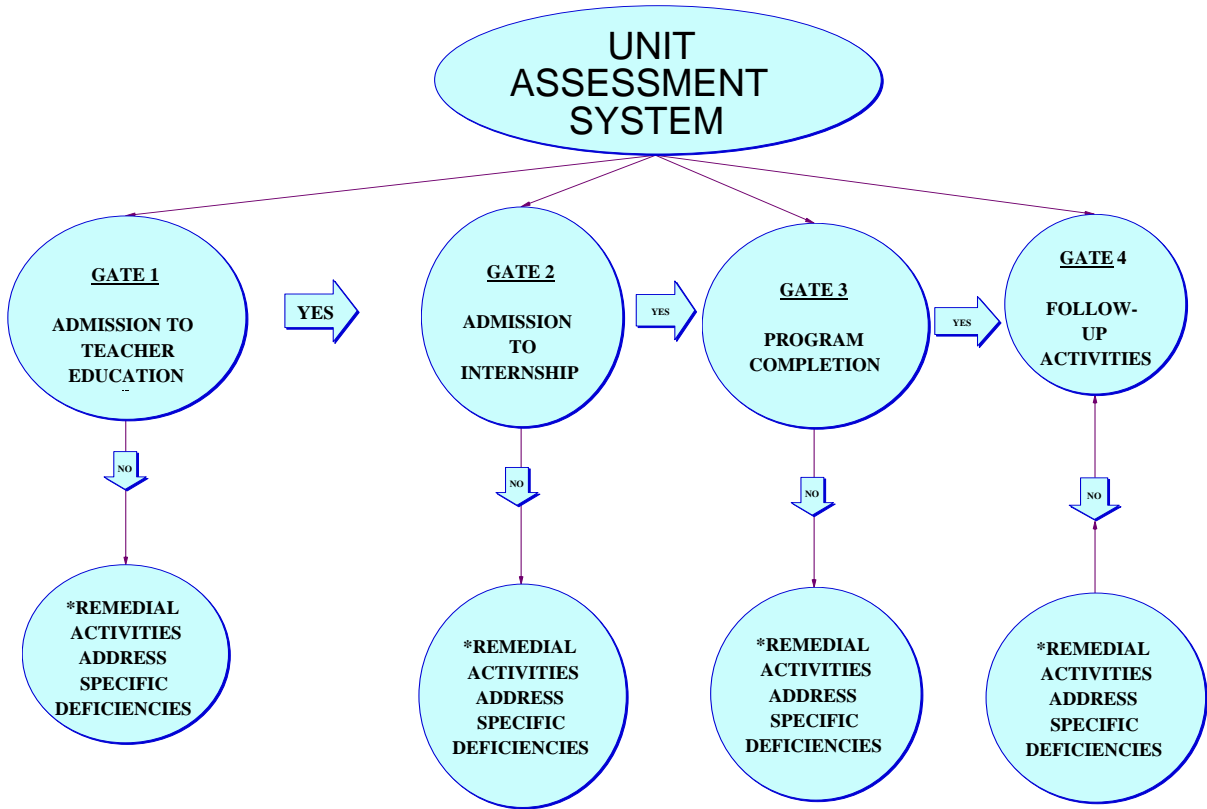
**Figure 1  
SYSTEM**

**OAKWOOD COLLEGE ASSESSMENT**

GATES	WHEN TO ASSESS	WHAT TO ASSESS	ASSESSMENT TOOL	TA SOURCE
<p><b>Gate 1</b></p> <p>Admission and placement system (Institutional Requirement for admission to the college)</p> <p>Advisement</p>	<p>August &amp; January</p>	<p>H.S. Diploma or GED</p> <p>ACT/SAT scores</p> <p>2 years of the same foreign language</p> <p>H. S. GPA 2.0</p>	<p>Academic Transcript</p> <p>ACT or SAT test instrument</p> <p>High School Transcript</p> <p>High School Transcript</p>	<p>Registrar's Office</p> <p>Registrar's Office</p> <p>Registrar's Office</p> <p>Registrar's Office</p>
<p><b>Gate 2</b></p> <p>Admission to Program (after minimum of 60 semester hours of which 48 are general education requirements)</p>	<p>September, January, (Application To Teacher Education Program submitted)</p>	<p>2.50 GPA cumulative &amp; in the professional courses</p> <p>satisfactory interview by TEC members</p> <p>recommendations from deans &amp; employers (where applicable)</p> <p>updated academic program check sheet</p> <p>60 semester hours No grade below C in professional courses and in the teaching field</p> <p>Pass 5 specified professional courses</p> <p>Passed 2 sections of the Alabama Prospective Teacher Test (APTTP)</p> <p>1<sup>st</sup> Portfolio review checkpoint</p> <p>Disposition assessment</p>	<p>Academic Transcript</p> <p>Interview form for TEC member</p> <p>Recommendation Form</p> <p>Check sheet</p> <p>Check sheet</p> <p>Check sheet</p> <p>Alabama Prospective Teacher Test</p> <p>Portfolio evaluation rubric</p> <p>Disposition Evaluation Form</p>	<p>Registrar's Office</p> <p>Council members evaluation report</p> <p>Permanent Record Room (PRR)</p> <p>PRR</p> <p>PRR</p> <p>PRR</p> <p>Report of APTT scores from the ACT work keys</p> <p>Unit Office</p>

GATES	WHEN TO ASSESS	WHAT TO ASSESS	ASSESSMENT TOOL	TA SOURCE
<b>Gate 3</b> Admission to Internship	September, March (Application to Internship submitted)	Cum., Professional, & Teaching Field GPA 2.5  150 contact hours (90 of these shall be in increments of at least three hours each)  20 hours of community service  Pass all 3 sections of APTTP  Disposition assessment  Recommendations (Advisor, Edu. Faculty)  Writing Skills  2 <sup>nd</sup> Portfolio Review Checkpoint  A C or higher in every course in the following areas: professional, teaching field, religion, health.	Academic Transcript  Community Service Form  APTTP  Disposition Eval. Form  Internship Recommendation Form  English Proficiency  Portfolio evaluation rubric  Academic Transcript	Records Office  Report of APTTP scores  Unit Office  Permanent Records Room  Education Department Records  Faculty  Records Office
Internship Semester 3 <sup>rd</sup> Portfolio Checkpoint and Review	At end of internship experience	All Internship Evaluation forms	Internship Evaluation Forms	
<b>Gate 4</b> Graduation clearance		Approved graduation packet  Portfolio Capstone Review  Disposition assessment  A C or higher in every course in each of the following: professional courses, teaching field courses, math courses, religion courses, health courses  Professional studies, elementary and/or secondary area exit exams passed  Exit Interview  Application for Alabama state initial certification	Completed graduation packet  Portfolio evaluation rubric  Student Teaching assessment  Academic Transcript  Exit exams  Interview Eval. Form  Alabama state certification packet	Permanent records Room  Faculty  Permanent Record Room  Registrar's Office, online  Unit Office  Unit Office  Permanent Records Room
Graduate Follow-up	March	Knowledge, skills,	Oakwood College	Office Unit

GATES	WHEN TO ASSESS	WHAT TO ASSESS	ASSESSMENT TOOL	TA SOURCE
		dispositions of in-service teachers and employers perception of former candidates	Teacher Education Follow-up Survey	



\*ALL REQUIREMENTS FOR EACH GATE AND  
REQUIRED REMEDIAL ACTIVITIES TO  
ADDRESS SPECIAL DEFICIENCIES FOR  
EACH GATE ARE FOUND IN THE  
ASSESSMENT HANDBOOK

## **HOW IS THE CONCEPTUAL FRAMEWORK ALIGNED WITH NATIONAL AND STATE STANDARDS**

The Conceptual Framework Outcomes inform all decisions by the Unit for course design, curriculum change, and candidate assessments. These outcomes are tied back to the Oakwood College mission of “excellence, education, and eternity”. Candidates, cooperating teachers, Unit faculty, and adjunct faculty are fully cognizant of these outcomes and focus on them throughout their roles within the Unit’s programs. Every assessment instrument utilized by the Unit faculty directly reflects the Conceptual Framework Outcomes.

The Conceptual Framework Outcomes are also closely aligned with the INTASC Principles and with Alabama State Standards. The Matrix in Figure 2 clarifies this alignment.

Figure 2

**OUTCOMES-PROFICIENCIES-STANDARDS ALIGNMENT MATRIX**

UNIT OUTCOMES	INTASC PRINCIPLES	ALABAMA STATE STANDARDS (for approved programs)
<b>ACADEMICIAN (excellence) Knowledge/Skills/ Dispositions</b>		
The candidate knows the facts and principles of the subject matter in his/her field of study.	#1 - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students	<b><u>290-3-3-.04(1) Professional Studies, Basic Programs.</u></b> Each candidate is prepared to select, implement, and evaluate diverse strategies and resources and <b>to provide early childhood, elementary, middle level, and secondary students with skills and knowledge appropriate for the individual teaching fields.</b>
The candidate uses multiple, well orchestrated approaches for instruction to assist students in the mastery of content in his/her field of study.	#4 – The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.  # 6 – The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration as supportive interaction in the classroom.	<b><u>290-3-3-.04(2)(c)1.(iii) Professional Studies, Basic Programs.</u></b> The candidate has the knowledge of the advantages and limitations associated with various instructional strategies.  <b><u>290-3-3-.04(2)(c)2.(iii)</u></b> The candidate has the ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction in teaching.
The candidate knows and can demonstrate effective strategies in his/her field of study in a multicultural setting.	#3- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	<b><u>290.-3-3.04(2)(b)(iii)</u></b> The candidate has the knowledge of how to model, teach, and integrate multicultural awareness, acceptance, and appreciation and how to obtain and use information about cultural and community diversity as resources.  <b><u>290.-3-3.04(2)(b)2.(iii)</u></b> The candidate has the ability to demonstrate a sensitivity to diversity, including cultural and gender differences and unique needs of exceptional students.



UNIT OUTCOMES	INTASC PRINCIPLES	ALABAMA STATE STANDARDS (for approved programs)
		<p><b>290.-3-3.04(2)(f)1.(x)</b> The candidate has the ability to select teaching resources and curriculum materials appropriate for students with diverse backgrounds .</p>
<p>The candidate demonstrates the ability to integrate technology in his/her field of study as a tool to enhance learning.</p>	<p>#1 - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students</p> <p># 4 – The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.</p>	<p><b>290.-3-3.04(3)(b)5(v)</b> The candidate has the ability to design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology</p> <p><b>290.-3-3.04(3)(b)5(vi)</b> The candidate has the ability to use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.</p>
<p>The candidate is a caring professional committed to preparing students for life long learning.</p>	<p># 5 – The teachers an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation.</p>	<p><b>290.-3-3.04(2)(c)2(b)</b> The candidate has the ability to use motivational strategies to promote student learning and increase student self-esteem</p>
<p>HOLISTIC EDUCATION</p> <p>LEADER (Education)</p> <p>Knowledge/Skills/ Dispositions</p>		
<p>The candidate has a broad knowledge of the humanities, Science and religion.</p>	<p># 2 – The teacher understands how children learn and develop and provide learning opportunities that support their intellectual, social and personal development.</p>	<p><b>290.-3-3.02(2)(1)</b> The candidate has completed general studies courses and experiences. The general studies shall include courses and/or experiences in the humanities, social science, mathematics, and science.</p>

UNIT OUTCOMES	INTASC PRINCIPLES	ALABAMA STATE STANDARDS (for approved programs)
The candidate knows and can demonstrate skills in assessing student progress.	# 8 – The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	<b>290.-3-3.04(2)(f)2.(i)</b> The candidate can design and use a variety of formal and informal assessment techniques to plan instruction, modify teaching, and measure and report student progress related to curriculum objectives.
The candidate understands and demonstrates sensitivity to student needs.	#3- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	<b>290.-3-3.04(2)(b)2.(i)</b> The candidate has the ability to create a learning climate in which individual differences are respected.
The candidate demonstrates a commitment to student service.	#10 – The teacher foster relationships with schools colleagues, parents, and agencies in the larger community to support student learning and well being.	<b>290.-3-3.04(2)(b)2.(iv)</b> The candidate has the ability to know how to access school, community, state, and other resources and referral services.
The candidate shows a commitment to professional development.	# 9 – The teacher is a reflective practitioner who continual evaluates his/her choices and actions on others (students, parents, and other professional in the learning communities) who actively seeks out opportunities to grow professionally.	<b>290.-3-3.04(2)(f)1.(i)</b> With regard to professional development and responsibilities, the candidate has the ability to demonstrate knowledge current educational issues and trends.
The candidate utilizes research to improve professional practice.	#1 - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	<b>290.-3-3.04(2)(e)2.(ii)</b> The candidate uses classroom observation, student response, and research as sources to evaluate student learning and to revise practice.

UNIT OUTCOMES	INTASC PRINCIPLES	ALABAMA STATE STANDARDS (for approved programs)
<b>SPIRITUAL BEING (eternity)</b> Knowledge/skills/ Dispositions		
The candidate has a broad knowledge of the SDA beliefs and doctrine.		
The candidate has knowledge of the integration of faith and learning.		
The candidate is a reflective practitioner.	# 9 – The teacher is a reflective practitioner who continually evaluates his/her choices and actions on others (students, parents, and other professionals in the learning communities) who actively seeks out opportunities to grow professionally.	<p><b>290.-3-3.04(2)(e)1.(iv)</b>            The candidate can demonstrate the knowledge to evaluate his/her performance as a teacher.</p> <p><b>290.-3-3.04(2)(f)2.(i)</b>            The candidate has the ability to seek out best practices, professional literature, and collegial assistance to improve as a teacher and a learner.</p>
The candidate works in a collegial and cooperative manner.	<p># 5 – The teachers have an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation.</p> <p>#10 – The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student learning and well being.</p>	<p><b>290.-3-3.04(2)(f)2.(i)</b>            The candidate has the ability to seek out best practices, professional literature, and collegial assistance to improve as a teacher and a learner.</p> <p><b>290.-3-3.04(2)(f)2.(ii)</b>            The candidate has the ability to communicate and collaborate effectively with colleagues, parents, guardians, and significant agency personnel.</p>

**Figure 3****ASSESSMENTS' ALIGNMENT WITH CONCEPTUAL FRAMEWORK**

The matrix in Figure 3 shows the alignment of the Unit's wide range of assessments to the Conceptual Framework Outcomes. This alignment was an important aspect of the Unit's redesign efforts of its Assessment System during the 2003-2004 academic year. Each of the Conceptual Framework outcomes is assessed throughout the Unit's programs. Candidates are required to demonstrate they have fully integrated into their preparation the knowledge, skills, and dispositions the Unit has identified key outcomes of its programs.

<b>Outcomes</b>	<b>Course #</b>	<b>Assessments</b>
1. The candidate knows the facts and principles of the subject matter in his/her field of study.	Content courses in student's area of study	Examples of work from content courses such as biology, Mathematics, Music, History, English, Religion, Instructional Technology, Family and Consumer Sciences.
	ED 313 Teaching Lang. Arts & Children's Lit.	Topic Evaluations, Mini-unit & Lesson Plan Presentations, Literature Genre File Portfolio.
	ED 315 Teaching Mathematics	Topic Evaluations, Computational Skill Competency, Unit Plan & Skill Lesson Plan, Hands-on Math kit, Piaget Experimental Report
	ED 316 Teaching Art	Topic Evaluations, Art Motivations, Art Principles, Art Elements, Mini Unit Bulletin Board, Field Trip to Huntsville Art Museum
	ED340/341-Secondary Reading/Foundations of Reading	Student developed guidelines for teaching reading Literacy definitions Chapter tests Research articles
	ED 332 Methods of Teaching Language Arts in Secondary School	Research paper in any area of Language Arts Teaching
	ED 335 Methods of Teaching Science in Secondary Schools	Develop a modern science philosophy
	ED 330/331 Methods and Materials for Teaching Music P-12	Plan and design a variety of lesson plans for each class level. Design and present a Music Literature for each resource packet for teaching p12 music curriculum.
	ED330 Methods of PE in Elementary and Secondary Schools	Design, conduct and perform one musical program 20 – 45 minutes in length
	ED 312 Methods of Materials of Teaching	Design units and lesson plans Utilizing a variety of teaching styles and

	<p>Music P-8</p> <p>ED 420/443/440</p>	<p>methodologies. Design a musical program</p> <p>Internship Portfolio</p> <p>Internship evaluation forms</p>
<p>2. The candidate uses multiple, well orchestrated approaches for instruction to assist and assess students in the mastery of content in his/her field of study</p>	<p>ED 240 Principles of Teaching</p> <p>ED 300 Classroom Org. &amp; Management</p> <p>ED 313 Teaching Language Arts &amp; Children's Literature</p> <p>ED 315 Teaching Mathematics</p> <p>ED 316 Teaching Art</p> <p>ED340/341-Secondary Reading/Foundations of Reading</p> <p>ED 318 Teaching social science studies</p> <p>ED 211 Method of Teaching Science</p> <p>ED370 Tests &amp; Measurement</p> <p>ED335 Methods of Teaching Science in Secondary Schools</p> <p>ED330/331 Methods and Materials of teaching Music P12</p> <p>ED312 Method of and Materials of Teaching Music P8</p> <p>ED 420/443/440</p>	<p>Micro-Teaching in class</p> <p>Field Practicum Block lessons</p> <p>Field Experience: Observation &amp; Participation Journal, Significant Incident Report, Cooperating &amp; Supervising Teacher Reports</p> <p>Field Experience: Observation &amp; Participation Journal, Co-operating &amp; Supervising Teacher Reports</p> <p>Research the contributions of different cultures to the field of mathematics</p> <p>Compare &amp; Contrast art works from different cultures with the same theme</p> <p>Create- activities ,games, visual aids, KWL format, reading rubrics, etc</p> <p>Field practicum, community service 20hrs, tutorial program at Harris Home, Teach study skills at Oakwood Elementary, Create rubric for all teacher made test and activities.</p> <p>Employ safety guides in laboratories</p> <p>Prepare and evaluate a music test</p> <p>Design and teach a music lesson</p> <p>Internship Portfolio</p> <p>Internship evaluation forms</p>
<p>3. The candidate knows and can demonstrate effective strategies in his/her field of study in a multicultural setting.</p>	<p>ED 240 Principles of Teaching</p> <p>ED 300 Classroom Org. &amp; Management</p>	<p>Field Practicum evaluation</p> <p>Block evaluation form</p>

	<p>ED 313 Teaching Language Arts &amp; Children's Lit.</p> <p>ED 315 Teaching Mathematics</p> <p>ED 316 Teaching Art</p> <p>ED340/341-Secondary Reading/Foundations of Reading</p> <p>ED318 Teaching Social Science ED311 Method of Teaching Sciences ED370 Tests &amp; measurement</p> <p>ED335 Methods of Teaching Science in Secondary Schools</p> <p>ED350 Introduction to Special Education</p> <p>ED 420/443/440</p>	<p>Report of Taped Lesson involving Teaching in a Heterogeneous Class using Differentiating Instruction</p> <p>Compare &amp; Contrast award winning books of different cultures that have the same theme. Cite lesson taught.</p> <p>Research the contributions of different cultures to the field of mathematics</p> <p>Compare &amp; contrast art works from different cultures with the same theme.</p> <p>learners, cultural &amp; Linguistic different students, and big books for students</p> <p>Field practicum, testing policy and standard issues, video tape teaching a lesson</p> <p>Design and effectively represent scientific principals and procedures under varying settings and to individuals of different backgrounds and abilities.</p> <p>Reports on site visits designed to help sensitize students to exceptional children. Develop an individualized plan for students with special needs</p> <p>Internship Portfolio Internship evaluation forms</p>
<p>4. The candidate demonstrates the ability to integrate technology in his/her field of study as a tool to enhance learning.</p>	<p>ED 250 Phi. Of Ch. Ed.</p> <p>ED275 Instructional Technology</p> <p>ED 300 Classroom Organization and Management</p> <p>ED 313 Teaching Lang. Arts and Children's Lit.</p> <p>ED315 Teaching Math Explore activities &amp;</p>	<p>Group presentations will integrate multimedia or power point into presentations</p> <p>Technology worktextbook &amp; projects</p> <p>(Integrate ED 300 &amp; ED 315)</p> <p>Field Trip: Huntsville Public Library (technology work-shop &amp; library offerings for teachers)</p> <p>Group Work: Design a lesson plan that includes calculator or computer</p>

	<p>instructional ideas in technology tools for enhancing learning, teaching &amp; assessment in text (part 2)</p> <p>ED 316 Explore Topic; New Directions for the 21<sup>st</sup> Century/Technology and Curriculum Design</p> <p>ED340/341-Secondary Reading/Foundations of Reading</p> <p>318 Teaching Social Studies 311 Teaching Science 370 Test &amp; Measurement</p> <p>ED337 Foundations of Vocational Education</p> <p>ED334 Methods of Teaching Secondary Mathematics</p> <p>ED 420/443/440</p>	<p>technology.(Groups will choose activities suitable for primary, middle or upper elementary grades) Class Presentation Project</p> <p>Cooperative Group Work: Develop an integrated lesson plan (Visual arts &amp; Lang. Arts) based on: The Creation by Harry Fonseca Class Presentation Project</p> <p>Reading portfolios</p> <p>Create a web site on a Unit in Science. Create a Hypostudio software application on a Historical African American. Research paper of varies standardize tests.</p> <p>Demonstrate ability to operate a 16mm projector video system and various recording equipments.</p> <p>Evaluate and select appropriate hardware and software and other multimedia instruction. Use of audio-visual aids in presenting various math topics.</p> <p>Internship Portfolio Internship evaluation forms</p>
<p>5. The candidate is a caring professional committed to preparing students for life long learning.</p>	<p>ED 240 Principles of Teachers</p> <p>ED 313 Teaching Lang. Arts and Children’s Lit. ED 316 Teaching Art</p> <p>(Illustrated poem collections to be shared across grade levels. Selections may be sent to students, faculty or staff who are absent due to illness, etc)</p> <p>ED340/341-Secondary Reading/Foundations of Reading</p> <p>318 Teaching Social studies 311 Teaching Science 370 Test &amp; measurement</p>	<p>Community Service Report</p> <p>Field Practicum at O.C Elem. School. Students conduct creative writing workshops in poetry writing (Individual &amp; group assessment of work according to rubric)</p> <p>Field Practicum Block Evaluations</p> <p>Field practicum, small tutorial groups, Create varies test base on grade level &amp; learning abilities</p>

	ED 420/443/440	Internship Portfolio Internship evaluation forms
6. The candidate has a broad knowledge of the humanities, sciences, and religion.	<p>General Education courses</p> <p>ED250 Philosophy of Ch. Ed. ED 300 Classroom Org. &amp;Mgmt. ED313 Teaching Lang. Arts &amp; Children’s Lit. ED 316 Teaching Art</p> <p>318 Teaching Social studies 311 Teaching Science</p> <p>ED 420/443/440</p>	<p>Passing grades in the general studies</p> <p>Position Paper on Students version of an ideal educational process (beliefs, about purpose, a Activities/experience &amp; outcomes) Relate to humanities, science, religion and classroom climate.</p> <p>Research papers- personal philosophy and reflection for practicum. Research paper for social &amp; science paper</p> <p>Internship Portfolio Internship evaluation forms</p>
7. The candidate knows and can demonstrate skills in assessing student progress.	<p>ED 300 Classroom Org. &amp; Mgmt. Improving teacher awareness through observational feedback</p> <p>ED 313 Teaching Lang. Arts &amp; Children’s Lit. Listening: ( information &amp; understanding, literature response &amp; expression, critical analysis &amp; evaluation, social interaction) Reading: (Emergent Literacy , Basal approach Lit. based instruction)</p> <p>Speaking: (conversation, discussion, reports, creative dramatics, storytelling)</p> <p>Writing: (planning, drafting, revising, publishing) Writing Forms (creative, narrative, expository persuasive)</p> <p>Language Tools: Spelling Grammar &amp; Handwriting</p>	<p>(Narrative strategies, frequency counts questionnaires, interviews)</p> <p>Teacher &amp; student informal observation &amp; self-assessment checklists</p> <p>Teacher observation of reading in groups and individual conferences (assess responses, enjoyment, comprehension &amp; fluency</p> <p>Informal assessment scales created by teacher &amp; children and used consistently.</p> <p>Create rubrics with children before planning phase begins. Use student &amp; teacher input. Note beginning , developing &amp; independent phases)</p> <p>Student products that demonstrate key ideas about Spelling, Grammar, &amp; Handwriting</p> <p>Rubric: (Self, peer &amp; Teacher evaluation</p>



	<p>Literature File Portfolio</p> <p>ED 315 Teaching Mathematics</p> <p>ED 316 Teaching Art Artworks demonstrating elements and principals of art</p> <p>Fieldtrip Huntsville Museum of Art</p> <p>Art Portfolio &amp; Art Exhibit</p> <p>ED340/341-Secondary Reading/Foundations of Reading</p> <p>318 Teaching Social Studies 311 Teaching Science 370 Test &amp; Measurement</p> <p>ED 312 Methods of and Materials of Teaching Music P-8</p> <p>ED 420/443/440</p>	<p>Topic Evaluations Cooperative Group Work</p> <p>Written report of work(s) of personal significance</p> <p>Rubric Self, peer, teacher, &amp; guest</p> <p>Self, peer, teacher, &amp; guest</p> <p>Create rubrics, interpret achievement test battery, use assessment to monitor to improve instruction, audio-visuals</p> <p>Reading rubrics to assess two different reading areas</p> <p>Create classroom tests that measure intended learning outcomes. Administer tests properly &amp; use results effectively to classmates. Create rubrics, interpret achievement test battery , use assessment to monitor to improve instruction, audio-visual</p> <p>Create/exam instructional project scenarios in the resources unit</p> <p>Internship Portfolio Internship evaluation forms</p>
8. The candidate understands and demonstrates sensitivity to student needs.	<p>ED 240 Principles of Teaching ED 300 Classroom Org. &amp; Management ED 315 Math ED 316 Art</p> <p>ED318,311,370</p> <p>ED 420/443/440</p>	<p>Field Practicum evaluation form Field Practicum: Observation &amp; Participation Journal (Note students with special needs)</p> <p>Field practicum, observation paper, research paper on learning styles</p> <p>Internship Portfolio Internship evaluation forms</p>
9. The candidate shows a commitment to student service.	<p>ED 130 Principles of Teaching ED 240 Principles of Teaching</p>	<p>Community service Tutoring</p>

	<p>ED 313 Lang. Arts ED 315 Math ED 316 Art</p> <p>ED318,311,370</p> <p>ED332 Methods of Teaching Language Arts in Secondary School</p>	<p>Field practicum , research paper on learning disabilities, create classroom floor plan for exceptional students, integrate character education in lesson plan. Community service (20hrs)</p> <p>Service learning activity</p>
10. The Candidate shows a commitment to professional development. (Dispositions)	<p>Education Club</p> <p>ED311,318</p>	<p>Professional Development</p> <p>Community service* field practicum</p>
11. The candidate utilizes research, assessment, and reflection to improve professional practice.	<p>ED130 Orientation to Teaching ED 240 Principles of Teaching ED 300 Classroom Org. &amp;Management ED340/341-Secondary Reading/Foundations of Reading</p> <p>ED311, 318,370</p> <p>ED 420/443/440</p>	<p>Research papers on current education issues</p> <p>Compare &amp; Contrast Cooperative Learning Research with Field Practicum Observations. Write a report of findings.</p> <p>Research papers on current educational issues</p> <p>Internship Portfolio Internship evaluation forms</p>
12. The candidate has a broad knowledge of the SDA beliefs and doctrines	<p>Religion Courses ED 250, ED300, ED313, ED315, ED316</p> <p>ED250,318,&amp; 311</p> <p>ED 420/443/440</p>	<p>A passing grade required for all students</p> <p>Reflection on belief &amp; doctrine relative to current class topic</p> <p>Lesson plan to identify key decisions of integrating Bible in social studies</p> <p>Internship Portfolio Internship evaluation forms</p>
13. The candidate has knowledge of the integration of faith and learning.	<p>ED 250, ED300, ED313, ED 315, ED316</p> <p>ED318 &amp; 250</p> <p>ED 420/443/440</p>	<p>Sharing experience related to personal integration of faith and learning</p> <p>Cooperative group projects distinguishing between Christian philosophy &amp; secular philosophies of education. Lesson plan integrating Bible</p> <p>Internship Portfolio Internship evaluation forms</p>

<p>14. The candidate is a reflective practitioner. Skills &amp; Dispositions</p>	<p>ED300, ED313, ED315, ED316</p> <p>ED311,318,370,250</p> <p>ED 420/443/440</p>	<p>Weekly journal entry on reflection of significant incident relative to a current course.</p> <p>Position paper, field practicum, lesson plans</p> <p>Internship Portfolio Internship evaluation forms</p>
--	--	--

## **Figure 4**

Unit faculty place great value on professional dispositions. These dispositions are indicative of exemplary candidates. Dispositions are promoted through various ways at the school. Unit faculty model dispositions in daily interactions with candidates, with cooperating teachers and with one another. The following is a list of dispositions that the unit considers necessary to make each candidate an effective teacher.

### **DISPOSITIONS OF ALL CANDIDATES**

1. Demonstrates independence and initiative CF 2 & 3
2. Receptive to constructive suggestions CF 15
3. Listens and responds thoughtfully CF 14
4. Actively contributes to positive group functioning CF 15
5. Curious and reflective about teaching CF 14
6. Adheres to standards of professional ethics CF 10
7. Demonstrates respect and support toward ALL students CF 5
8. Demonstrates sensitivity to diversity CF 8
9. Listens/responds thoughtfully to diverse cultural perspectives CF 3
10. Examines critically his/her own perspectives/experiences CF 14
11. Expresses ideas clearly for ALL listeners CF 2
12. Values the Christian mission of Oakwood College CF 12

**Figure 5**

At the end of each semester, candidate dispositions will be assessed by the faculty using the assessment instrument below. Data will be analyzed and the results will be discussed with each candidate. Candidates will be asked to make plans on how to improve the areas of critical concern. A critical concern is an evaluation of two or below on the professional dispositions rating scale.

**OAKWOOD COLLEGE EDUCATION DEPARTMENT  
TEACHER CANDIDATE DISPOSITIONS ASSESSMENT**

**Student** \_\_\_\_\_ **Course/Grade Level** \_\_\_\_\_

**School:** \_\_\_\_\_ **Semester** \_\_\_\_\_

**I. Attendance:**                      **Number of classes missed:** \_\_\_\_\_ **Out of** \_\_\_\_\_

**II. Professional Dispositions**

Use the following rating scale to record your responses:

5 = always      4 = Often      3 = Occasionally      2 = Seldom      1 = Never      NO = Not Observed

1. Demonstrates independence and initiative	5	4	3	2	1	NO
2. Receptive to constructive suggestions	5	4	3	2	1	NO
3. Listens and responds thoughtfully	5	4	3	2	1	NO
4. Actively contributes to positive group functioning	5	4	3	2	1	NO
5. Curious and reflective about teaching	5	4	3	2	1	NO
6. Adheres to standards of professional ethics	5	4	3	2	1	NO
7. Demonstrates respect and support toward ALL students	5	4	3	2	1	NO
8. Demonstrates sensitivity to diversity	5	4	3	2	1	NO
9. Listens/responds thoughtfully to diverse cultural perspectives	5	4	3	2	1	NO
10. Examines critically his/her own perspectives/experiences	5	4	3	2	1	NO
11. Expresses ideas clearly for ALL listeners	5	4	3	2	1	NO
12. Values the Christian mission of Oakwood College	5	4	3	2	1	NO

**III. Overall assessment of candidate as prospective teacher (Circle one)**

Excellent      Above average      Satisfactory      Below      Expectations      Poor

Instructor's Signature \_\_\_\_\_ Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Please comment on items of critical concern on the back of this form. Thank you.

**Figure 6**

**ASSESSMENTS DOCUMENTING CANDIDATE IMPACT ON  
P-12 STUDENT LEARNING**

While many elements of the Unit’s Assessment System document how effectively candidates have impacted the learning and development of P-12 students, several specific assessments have been incorporated into the assessment system to ensure documentation of this important element of the Unit’s programs. The following matrix list courses and/or clinical/field experiences the candidate is expected to demonstrate this.

<b>Learning &amp; Development</b>	<b>Courses/ Experiences</b>	<b>Assessments</b>
1. Development of lesson plans addressing “multiple intelligences”	311,318,340/341,342,420/430/440	Create and present lessons to address multiple intelligences during field practicum and internship activities
2. Development of lesson plans addressing authentic learning experiences	340/341,342,420/430/440	Create and implement lesson plans for a variety of reading skills
3. Pretest and post-test results	420/430/440	Pre & post test created and administered during internship and field practicum
4. Review and analysis of individualized standard test scores	340/342	Interpret and discuss scores from reading tests, case studies
5. Development of plans for improvement specifically focused on impacting the learning and development of ALL P-12 students	340/342,420/430/440	Learning activity packets and lesson plans to address specific needs, field practicum, internship and internship seminars
6. Video taping and self/peer evaluation using a rubric focused on impacting and the learning and development of ALL P-12 students.	275,420/430/440	Field practicum, internship and internship seminars
7. Including artifacts in the portfolio related to impacting the learning and development of ALL P-12 students.	275,340/341,342,420/430/440	Learning Activity Packets, games, work sheets, self developed card games, construction of storybooks. Tachistoscopes, and poems, construction of Power point presentations, collaborative development of web sites and materials, field practicum and internship
8. Giving students choices in how they learn.	275,420/430/440	Providing a variety of teaching aides prepared for student choices, field practicum and internship

## **CANDIDATE PORTFOLIOS**

Each candidate develops a professional portfolio. The portfolio is a means of collecting and organizing work samples demonstrating achievement of the Unit's Conceptual Framework Outcomes over a period of time. The focus of the candidate's Portfolio is samples of work encompassing the Outcomes of the Unit's programs. In addition, the Portfolio provides candidates with opportunities to reflect on their progress.

A Portfolio Handbook has been developed by the Unit faculty and the TEAC. This Handbook provides the rationale, process for developing a Professional Portfolio, and assessment processes and rubrics. All of the Portfolio rubrics are tied directly to the Unit's fifteen Conceptual Framework Outcomes. This interconnectedness enables candidates to fully correlate their learning experiences to the Conceptual Framework Outcomes. (see Appendix A)

## **CANDIDATE PLANS FOR IMPROVEMENT**

Candidates receive feedback from peers, Unit faculty, cooperating teachers, and self reflection on their progress toward fully integrating the outcomes of the Unit's Conceptual Framework into their development as a professional. This feedback is continuous and of high quality. Candidates identify elements of their professional development needing improvement and develop specific "plans for improvement". These are shared with faculty and peers. Each candidate presents to his/her faculty mentor artifacts documenting progress on his/her plan for improvement during each portfolio review. Candidates develop their own set of "aggregated data" in these artifacts for documenting improvement.

## **HOW DATA IS COLLECTED AND AGGREGATED**

Since a wide sampling of performances is included in the Unit's Assessment System, individual faculty has responsibilities for collecting most of the data. For example, professors responsible for individual courses collect data on candidate knowledge, skills, and dispositions highlighted in the Conceptual Framework Outcomes reflected in their course tests, required papers, candidate reflective papers, lesson and unit plans, micro-teaching etc. Supervising teachers collect data on candidates in their clinical and field experiences from their own observations and the observations of cooperating teachers. Individual faculty assess candidate portfolios and "plans for improvement" and gather data from these assessments. When the Unit collects data from standardized tests, follow-up studies, and other Unit wide assessments, this data is aggregated by the Institutional Effectiveness Office and then shared with the Unit faculty, the TEAC, and the TEC.

## **USING AGGREGATED DATA**

### **A. Feedback Loops**

Sets of data are compiled and aggregated in December and May.

From a summative perspective, all data is presented to the Unit, the TEAC, and the TEC.

These groups review the aggregated data and make recommendations for improvements in:

- Candidate Performance
- Instruction and faculty accountability
- Unit Operations
- Field Experiences
- Advising
- Program Quality

These recommendations are then formally considered by the Unit Faculty in its meetings and acted upon.

## FEEDBACK LOOP PROCESS FOR ASSESSMENT SYSTEM

1. Unit faculty oversee the administration of assessment instruments at the appropriate points in candidates' preparation programs. (The feedback loop process works in a similar manner for faculty evaluations and unit operations assessments.)
2. Each candidate meets with a Unit faculty member to discuss implications of the findings from his/her assessment. When appropriate, a candidate develops a "Plan for Improvement" based on data from the assessment. Candidate's "Plans for Improvement" are monitored at each of the Portfolio check points. (When the data is related to faculty qualifications, the faculty member meets with the Unit Chair to develop a plan for improvement when these are warranted. These plans are monitored throughout the year.)
3. The total responses for all candidates on each assessment are aggregated and a summary sheet is developed by Unit faculty and/or the Unit Chair showing the aggregated data.
4. A brief explanation identifying areas of strength and concern from the aggregated data is prepared and attached to the summary sheet.
5. The aggregated data and summary sheet are shared with the Unit faculty for purposes of discussing one or more aspects of program and candidate quality and for developing recommendations for improvement.
6. The aggregated data and summary along with minutes from the Unit faculty discussion are forwarded to members of the TEAC and the TEC as items for the agenda of their next meeting.
7. TEAC and TEC discuss implications of the aggregated data and review the "recommendations" from the Unit faculty. TEAC and TEC give additional recommendations to the Unit faculty for consideration in addressing any weaknesses.
8. Unit faculty meet to consider TEAC/TEC recommendations, make decisions for change, and make a timeline for implementing the change.
9. Unit faculty report their decisions to the TEAC and TEC and implement the change(s).
10. Assessments are administered at appropriate points in the candidates preparation programs, data is aggregated, and the feedback process begins again. (see figure 6)

### B. Formative and Summative Feedback for Candidates

Candidates receive feedback from their Portfolio reviews, reviews of their Plans for Improvement, clinical and field experience assessment forms, and assessments done in individual classes. Since all of these assessments are tied to the Conceptual Framework Outcomes, candidates have a constant flow of assessment data on their progress toward fully integrating all of the Outcomes into their development as a professional.

Candidates also share their artifacts and "aggregated data" related to their impact on the learning and development of ALL P-12 students. This data is shared in the candidate's portfolio reviews and they received feedback on this during the time of that review. This data is also used by the candidate in developing his/her plans for improvement during their early clinical experiences and their student teaching experiences.

### C. Formative and Summative Feedback for Faculty

Candidates complete evaluations on each faculty member at the conclusion of his or her class. These evaluation forms are collected by the Oakwood Institutional Assessment Office, aggregated, and



returned to the individual faculty. Faculty use this aggregated data in making their own plans for improvement. Faculty also meet individually with the Unit chair once each year and receive feedback on teaching, research, and service. These components are also used in promotion and tenure decisions.

#### D. Program Evaluation

Aggregated data from clinical and field experiences, portfolio assessments, and follow-up studies all provide information for evaluating the Unit's programs. These sets of data are discussed by the Unit faculty and shared with the TEAC and the TEC to focus discussion on Unit programmatic elements needing improvement.

#### E. Unit Operations Evaluation

Unit faculty complete a "Unit Operations" assessment each year in May. Among other things this assessment addresses unit leadership, budgeting processes, unit technology resources, advising, collaboration with P-12 schools, and collaboration with arts and science faculty. Candidates also complete an assessment of advising twice every year and the data from this assessment informs unit faculty.

#### F. Sharing What We Learn from the Assessments

All aggregated data is shared with Unit faculty, the TEAC, and the TEC. Discussions with the TEAC and TEC based on aggregated data focuses on areas of strength and weakness within the Unit. When there are areas of concern, members of the TEAC and TEC give feedback to the Unit faculty on possible changes needing to be implemented. Unit faculty consider these suggestions and move forward to make changes.

### **PROCESS BY WHICH UNIT FACULTY ENSURE ASSESSMENTS ARE VALID, FAIR, AND RELIABLE**

Assessment validity, fairness, and reliability are discussed at each TEAC meeting. The Unit Chair provides one "professional reading" related to these topics for all TEAC members a minimum of two weeks prior to each meeting. These readings inform the discussions. These discussions lead to the development of policies and practices for the Unit's Assessment System to ensure assessments are valid, fair, and reliable.

Current Unit policies and practices related to assessment validity, fairness, and reliability are found in the Unit Policy Handbook. These policies and practices are directed toward eliminating cultural and individual biases; ensuring course tests are tied to course objectives and Conceptual Framework Outcomes; identification of candidate individual learning needs and addressing those needs; developing "clear and measurable course objectives"; and, assuring a "Candidate Appeal Process". In the Appendix M is also found an instrument used by the Unit to evaluate every assessment for reliability, validity, utility, and fairness.

## **TIMELINE FOR THE IMPLEMENTATION OF THE REDESIGNED ASSESSMENT SYSTEM.**

The timeline explains step-by-step the process for the implementation of the assessment system. The process begins at the freshman year and follows the student to the senior year. (See figure 7 for checkpoints and progression)



**Figure 7**

**EDUCATION DEPARTMENT ASSESSMENT TIMELINE  
TIMELINE FOR THE IMPLEMENTATION OF THE REDESIGNED ASSESSMENT SYSTEM**

<b>August</b>	<b>Sept</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
College Admission requirements	Student assessment advisement	First Portfolio Review	TEC- Admit candidates to TEP	TEAC Summative Eval for Fall data	TEAC		TEC Admit Candidates to program		TEAC Summative Eval for Fall data	TEAC
<b>Teacher Education Faculty(TEF) Meetings (weekly)</b>	TEF Place block Candidate for practicum (8 <sup>th</sup> or 9 <sup>th</sup> week)	TEF	TEF	TEF	TEF	TEF	TEF Place block candidate for Practicum 8 <sup>th</sup> or 9 <sup>th</sup> wk	TEC Collect intern final evaluation (2nd setting)	TEF Candidate evaluation of TEP	TEF
Receive & explain portfolio process ED130	Policy Handbook & Assessment Handbook Curr. Lab. Reserve	Collect intern final evaluation (1 <sup>st</sup> setting)	Candidates evaluation of teachers	Collect intern final evaluation (2nd setting)			Collect intern final evaluation (1 <sup>st</sup> setting)	Candidates evaluation of teachers		TEC admits candidates for Fall internship
Academic Advisement. Faculty response to candidate evaluation.	Collection initial intern evaluation forms	Academic advisement for Spring	Candidates Evaluation of education department program	Academic advisement	Advisor final program review for May graduate	Academic advisement for Fall	Handbook workshop with all Education majors	Candidates Evaluation of education department program	Graduate follow-up surveys to employees and employers	
<b>Teacher Education Assessment Council (TEAC)</b>	<b>Teacher Education Council (TEC)</b> Admit candidate for Spring Internship	Review <b>Alabama Prospective Teacher Test (APTTP)</b> Scores	Collection of field practicum evaluation (block)	Freshman composition exit exam	Faculty response to intern's evaluation data		Collection of field practicum evaluation (block)	Freshman composition exit exam	Advisor's program review for prospective graduates the next academic year	
2 <sup>nd</sup> Portfolio review for Spring placement	English Proficiency	Chair sits in class to evaluate teachers	English Proficiency	Course evaluation by faculty	English Proficiency		Chair sits in class to evaluate teachers			
Collection from initial student evaluation forms	Faculty response to student evaluation data		Collection of teacher candidate disposition assessment		Review APTTP scores	Faculty response to candidates' evaluation	Collection of teacher candidate disposition assessment	Review APTTP scores	Course evaluation by faculty	
	Department Exit Exam		Capstone review of intern portfolios		Department Exit Exam			Capstone review of intern portfolios	Unit operation assessment	

## **MANAGING THE ASSESSMENT SYSTEM**

Budgeting for the Assessment System is managed through the Chair's office. Unit faculty, review the budget process and ensure there is adequate support for the Assessment System.

The TEAC also gives careful attention to the management of the Assessment System to ensure all elements are clearly being addressed. This is an agenda item at each of the TEAC meetings.

Collecting, analyzing, aggregating, and sharing data is the responsibility of all Unit faculty, and the Institutional Effectiveness Office. Figure 8 below identifies who is responsible for aggregating data gathered in courses.

**Figure 8  
SYSTEM**

**ASSESSMENT MANAGEMENT**

<b>Data Source</b>	<b>Term Assessment Administered</b>	<b>Assessment Administered By</b>	<b>Data Collected, Compiled, Summarized By</b>	<b>Possible Actions/Response to Data</b>
ED130 Orientation to Teaching	Fall, Spring	Instructor	Instructor	Course content revision- What Course process revision- How Course assessment revision- TEAC
ED200 Educational Psychology	Fall	Instructor	Instructor	Course content revision Course process revision Course assessment revision
ED 240 Principles of Teaching	Fall, Spring	Instructor	Instructor	Course content revision Course process revision Course assessment revision
Ed 254 History, Philosophy & Foundations of Education	Fall, Spring	Instructor	Instructor	Course content revision Course process revision Course assessment revision
ED 275 Instructional Technology	Fall, Spring	Instructor	Instructor	Course content revision Course process revision Course assessment revision
ED 300 Classroom Organization & Management	Spring	Instructor	Instructor	Course content revision Course process revision Course assessment revision
ED 350 Intro. to Special Education	Fall, Spring	Instructor	Instructor	Course content revision Course process revision Course assessment revision
ED 370 Tests & Measurement	Spring	Instructor	Instructor	Course content revision Course process revision Course assessment revision
FS 355 Human Growth & Development	Fall, Spring	Instructor	Instructor	Course content revision Course process revision Course assessment revision
ED 340 Secondary Reading	Fall, Spring	Instructor	Instructor	Course content revision Course process revision Course assessment revision
ED 341 Foundations of Reading	Fall	Instructor	Instructor	Course content revision Course process revision Course assessment revision
ED 342 Reading Diagnosis	Spring	Instructor	Instructor	Course content revision Course process revision Course assessment revision
<b>Data Source</b>	<b>Term Assessment Administered</b>	<b>Assessment Administered By</b>	<b>Data Collected, Compiled, Summarized By</b>	<b>Possible Actions/Response to Data</b>
ED 311 Methods Science	Fall	Instructor	Instructor	Course content revision

& Health ED 312 Methods Music ED 313 Methods Lang. Arts ED 316 Methods Art				Course process revision Course assessment revision
ED 318 Methods Social Studies ED 315 Methods Math PE 330 Methods P.E.	Spring	Instructor	Instructor	Course content revision Course process revision Course assessment revision
ED 332 Methods Lang Art Sec Sc	Fall	Instructor	Instructor	Course content revision Course process revision Course assessment revision
ED 337 Found. Vocal Education	Fall	Instructor	Instructor	Course content revision Course process revision Course assessment revision
ED 333 Methods Soc Studies	Fall	Instructor	Instructor	Course content revision Course process revision Course assessment revision
ED 331 Methods Bible Sec School	Spring	Instructor	Instructor	Course content revision Course process revision Course assessment revision
ED 338 Methods Bus Edu Techniques	Spring	Instructor	Instructor	Course content revision Course process revision Course assessment revision
ED 335 Methods Science Sec Sch	Spring	Instructor	Instructor	Course content revision Course process revision Course assessment revision
ED 420-440 Internship	Fall, Spring	Professor and Cooperating Teacher	Field Coordinator Office of IE	Course content revision Course process revision Course assessment revision

**IE = Institutional Effectiveness**

**APPENDIX A**

**SEE PORTFOLIO HANDBOOK**



**APPENDIX B**

**INITIAL EVALUATION**

**OAKWOOD COLLEGE  
DEPARTMENT OF EDUCATION  
INITIAL INTERNSHIP EVALUATION**

Student's Name \_\_\_\_\_

School \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_

Semester: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Total Days Absent \_\_\_\_\_ Total Days Tardy \_\_\_\_\_  
Year Year

This internship evaluation form is designed to serve as a record of the intern's initial performance in your class. We would appreciate your completing this form.

Directions: Circle the appropriate number next to each item.

- 5- Outstanding** - performance reflects the highest level of performance.
- 4- Commendable** - performance reflect mastery of a pre-service teacher.
- 3 - Average** - performance reflects development and movement toward master.
- 2 - Marginal** - performance reflects below average performance of mastery
- 1 - Unacceptable** -performance reflects a failing level of performance of a pre-service teacher

<b>The Student Teacher:</b>					
Is receptive to constructive suggestions D2	5	4	3	2	1
Demonstrates independence and initiative D1	5	4	3	2	1
Adheres to standards of professional ethics D6	5	4	3	2	1
Demonstrates sensitivity to diversity D8	5	4	3	2	1
<b>The Student Teacher:</b>					
Listens and responds thoughtfully D3	5	4	3	2	1
Goes beyond the call of duty D6	5	4	3	2	1
Completes assigned tasks on schedule D6	5	4	3	2	1
Demonstrates respects D6	5	4	3	2	1
Demonstrates independence and initiative D1	5	4	3	2	1
Engages actively with students D4	5	4	3	2	1
Expresses ideas clearly for all listeners D11	5	4	3	2	1
<b>I am requesting that intern remain in my classroom</b>					
			_____	_____	
			<b>Yes</b>	<b>No Comments:</b>	
_____					
Cooperating Teacher's Signature	Student Teacher's Signature		Date		
Legend: D= Disposition Outcomes					

**APPENDIX C**

**SUBJECT AREA EVALUATION**

**Biology Education**  
**Subject Area Evaluation**

Student's Name \_\_\_\_\_ Area of Certification \_\_\_\_\_  
School \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ Grade \_\_\_\_\_

*Recommendation for certification requires the intern's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.*

**Directions:** Using the following symbols, enter the appropriate number on the line in front of each item.

- |                           |   |
|---------------------------|---|
| <b>5- Outstanding -</b>   | <b>performance reflects the highest level of performance.</b>                       |
| <b>4- Commendable -</b>   | <b>performance reflect mastery of a pre-service teacher.</b>                        |
| <b>3 - Average -</b>      | <b>performance reflects development and movement toward master.</b>                 |
| <b>2 - Marginal -</b>     | <b>performance reflects below average performance of mastery</b>                    |
| <b>1 - Unacceptable -</b> | <b>performance reflects a failing level of performance of a pre-service teacher</b> |

**The Intern (Alabama State Standards)**

- \_\_\_ 1. used appropriate resources and technologies in teaching
- \_\_\_ 2. knew and applied safe laboratory practices and accident procedures
- \_\_\_ 3. exhibited attitudes and habits appropriate to the scientific enterprise
- \_\_\_ 4. explained the importance of diversity within and among species
- \_\_\_ 5. focused on the molecular basis for transmission of traits in living things
- \_\_\_ 6. explained methods that can influence genetic factors
- \_\_\_ 7. explained molecular processes occurring within the cell
- \_\_\_ 8. focused on the relationship among living things and between living things and their environments
- \_\_\_ 9. emphasized factors that influence the normal dynamic equilibrium that exists in ecological systems
- \_\_\_ 10. was less dependent on drills and practice which limit students' own construction of ideas and relationships
- \_\_\_ 11. facilitated, guided, and constantly assessed student understanding
- \_\_\_ 12. applied contemporary research findings, as well as the major concepts of the other sciences, to the teaching of the target science
- \_\_\_ 13. used modern technology to enhance learning
- \_\_\_ 14. demonstrated sensitivity to diversity
- \_\_\_ 15. organized, coordinate and maintain the target science classroom, laboratory and field activities, emphasizing safety at all times
- \_\_\_ 16. set up and conducted laboratory demonstrations, experiments, and field activities and used the local environment to supplement laboratory activities
- \_\_\_ 17. informed students about career opportunities in science and technology

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_

## ***Business Education Subject Area Evaluation***

Student's Name \_\_\_\_\_ Area of Certification \_\_\_\_\_  
School \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ Grade \_\_\_\_\_

*Recommendation for certification requires the intern's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.*

**Directions:** Using the following symbols, enter the appropriate number on the line in front of each item.

- |                                  |   |
|----------------------------------|---|
| <b><u>5 - Outstanding</u></b> -  | <b>performance reflects the highest level of performance.</b>                       |
| <b><u>4 - Commendable</u></b> -  | <b>performance reflect mastery of a pre-service teacher.</b>                        |
| <b><u>3 - Average</u></b> -      | <b>performance reflects development and movement toward master.</b>                 |
| <b><u>2 - Marginal</u></b> -     | <b>performance reflects below average performance of mastery</b>                    |
| <b><u>1 - Unacceptable</u></b> - | <b>performance reflects a failing level of performance of a pre-service teacher</b> |

### **The Intern**

- \_\_\_ 1. developed in students the skills of logical thinking, communication, problem solving, and decision making
- \_\_\_ 2. worked effectively with students from culturally diverse backgrounds
- \_\_\_ 3. taught students fundamental accounting procedures using a manual and/or electronic system
- \_\_\_ 4. provided students with skills necessary for the operation of the modern office
- \_\_\_ 5. developed in students the touch method in operation keyboards to input data and to produce business documents
- \_\_\_ 6. analyzed how business and economic issues, wage earners, and investors impact business, government and society
- \_\_\_ 7. used modern technology to enhance learning
- \_\_\_ 8. demonstrated the ability to analyze, interpret, classify business transactions, and solve business-related topics
- \_\_\_ 9. demonstrated the ability to compose business letters, reports, and memoranda
- \_\_\_ 10. solved business related problems and utilize presentation software.
- \_\_\_ 11. demonstrated the ability to use computer hardware and applications
- \_\_\_ 12. Recognized legal requirements affecting business organizations
- \_\_\_ 13. Communicated basic economic principles as applies to the American economic system and consumerism
- \_\_\_ 14. assist student to acquire work habits, values, and social skills necessary to obtain and retain employment
- \_\_\_ 15. evaluated and selected appropriate hardware and software for computer-assisted and other multimedia instruction.
- \_\_\_ 16. prepared students to participate in contests and demonstrations and sponsored career/technical student organizations
- \_\_\_ 17. designed career/technical instruction which accommodates all student learning styles, needs, abilities, interests, and backgrounds, including those who are disadvantaged, at risk, or have disabilities.
- \_\_\_ 18. integrated local, national, and international perspectives in instruction
- \_\_\_ 19. applied mathematics, science, and communications concepts in the workplace
- \_\_\_ 20. organized, managed, and maintained classroom and laboratory facilities using proper safety procedures
- \_\_\_ 21. organized and conducted activity-oriented laboratory instruction in order to reinforce abstract concepts, emphasizing safety at all times.
- \_\_\_ 25. recruited and placed students based upon assessment of needs and interests.
- \_\_\_ 26. determined the need, organized, and implement adult training programs.
- \_\_\_ 27. assisted students to acquire work habits, values, and social skills necessary to obtain and retain employment.

Additional Comments: \_\_\_\_\_

## ***Chemistry Education Subject Area Evaluation***

Student's Name \_\_\_\_\_ Area of Certification \_\_\_\_\_  
School \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ Grade \_\_\_\_\_

*Recommendation for certification requires the intern's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.*

**Directions:** *Using the following symbols, enter the appropriate number on the line in front of each item.*

- |                                  |   |
|----------------------------------|---|
| <b><u>5 - Outstanding</u></b> -  | <b>performance reflects the highest level of performance.</b>                       |
| <b><u>4 - Commendable</u></b> -  | <b>performance reflect mastery of a pre-service teacher.</b>                        |
| <b><u>3 - Average</u></b> -      | <b>performance reflects development and movement toward master.</b>                 |
| <b><u>2 - Marginal</u></b> -     | <b>performance reflects below average performance of mastery</b>                    |
| <b><u>1 - Unacceptable</u></b> - | <b>performance reflects a failing level of performance of a pre-service teacher</b> |

### **The Intern**

- |     |  |
|-----|--|
| ___ | 1. demonstrated the correct care and safe use of instruments, equipment, materials, and living organism  |
| ___ | 2. applied a variety of techniques in laboratory investigations  |
| ___ | 3. demonstrated the ability to choose, construct, and/or assemble appropriate equipment for scientific investigations                          |
| ___ | 4. used written and oral communication skills to explain scientific phenomena and concepts in appropriate technical and non-technical language |
| ___ | 5. discussed factors that serve as potential constraints on technological design and use   |
| ___ | 6. discussed the mutual influences of science, technology, and society   |
| ___ | 7. promoted critical thinking and the use of basic chemical concepts and scientific strategies for students to make intelligent decisions      |
| ___ | 8. used modern technology to enhance learning  |
| ___ | 9. demonstrated sensitivity to diversity   |
| ___ | 10. addressed global and ethical issues in the target science  |
| ___ | 11. applied scientific processes to the solution of problems encountered in daily activities.  |
| ___ | 12. organized, coordinated, and maintained the target science classroom  |
| ___ | 13. employed safety at all times   |
| ___ | 14. set up and conducted laboratory demonstrations, experiments, and field activities  |
| ___ | 15. informed students about career opportunities in science and technology   |
| ___ | 16. applied contemporary research findings, as well as the major concepts of the other sciences, to the teaching of the target science         |
| ___ | 17. used media and appropriate instructional technologies  |

**Additional Comments:** \_\_\_\_\_

## **English Language Arts Education Subject Area Evaluation**

Student's Name \_\_\_\_\_ Area of Certification \_\_\_\_\_  
School \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ Grade \_\_\_\_\_

*Recommendation for certification requires the intern's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.*

**Directions:** Using the following symbols, enter the appropriate number on the line in front of each item.

- 5- Outstanding** - performance reflects the highest level of performance.
- 4- Commendable** - performance reflect mastery of a pre-service teacher.
- 3- Average** - performance reflects development and movement toward master.
- 2- Marginal** - performance reflects below average performance of mastery
- 1- Unacceptable** - performance reflects a failing level of performance of a pre-service teacher

### **The Intern**

- |     |  |
|-----|--|
| ___ | 1. addressed linguistic and cultural diversity   |
| ___ | 2. promoted language acquisition and development   |
| ___ | 3. directed a variety of speech and theater activities   |
| ___ | 4. taught journalism employing print and non-print journalism  |
| ___ | 5. taught standard American English  |
| ___ | 6. utilized standard American English  |
| ___ | 7. incorporated a variety of individual and group activities in teaching                                 |
| ___ | 8. incorporated multi-sensory techniques in teaching   |
| ___ | 9. selected appropriate reading materials for students based on interests, abilities, and grade level    |
| ___ | 10. interrelated the teaching of listening, speaking, reading, and writing                               |
| ___ | 11. used group interaction for collaborative learning in the language arts                               |
| ___ | 12. taught students to explore and relate personal experiences and develop interpretations               |
| ___ | 13. taught students to identify facts, implications, assumptions, inferences, and judgments              |
| ___ | 14. taught students to structure and expand ideas into coherent writing                                  |
| ___ | 15. taught the writing process including: pre-writing, drafting, revising, editing, and publishing       |
| ___ | 16. used peer and teacher conferencing and rubric assessment to help students edit and revise            |
| ___ | 17. taught students to apply discipline-specific reading and writing strategies in all content areas     |
| ___ | 18. selected appropriate research-based strategies and materials to meet the needs of struggling readers |
| ___ | 19. utilized current technology  |
| ___ | 20. demonstrated sensitivity to diversity  |

**Additional comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Family and Consumer Science Education  
Subject Area Evaluation***

**Student's Name** \_\_\_\_\_ **Area of Certification** \_\_\_\_\_  
**School** \_\_\_\_\_ **Cooperating Teacher** \_\_\_\_\_ **Grade** \_\_\_\_\_

*Recommendation for certification requires the intern's competency in synthesizing and sustaining all the following items, in a manner appropriated to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.*

**Directions:** *Using the following symbols, enter the appropriate number on the line in front of each item.*

- |                                  |   |
|----------------------------------|---|
| <b><u>5- Outstanding</u></b> -   | <b>performance reflects the highest level of performance.</b>                       |
| <b><u>4- Commendable</u></b> -   | <b>performance reflect mastery of a pre-service teacher.</b>                        |
| <b><u>3 - Average</u></b> -      | <b>performance reflects development and movement toward master.</b>                 |
| <b><u>2 - Marginal</u></b> -     | <b>performance reflects below average performance of mastery</b>                    |
| <b><u>1 - Unacceptable</u></b> - | <b>performance reflects a failing level of performance of a pre-service teacher</b> |

**The Intern**

- \_\_\_ 1. provided students with knowledge and skills necessary to become competent in the work of the home and workplace today and in the future
- \_\_\_ 2. prepared students to manage resources and utilize technology for the well being of the family and society
- \_\_\_ 3. taught students to balance their personal, home, family, and work lives
- \_\_\_ 4. taught students employability skills
- \_\_\_ 5. worked effectively with students from culturally diverse backgrounds
- \_\_\_ 6. provided opportunities for practical application through real-life situations
- \_\_\_ 7. used modern technology to enhance learning
- \_\_\_ 8. applied concepts pertaining to the economic system; used principles of management in making spending decisions
- \_\_\_ 9. developed life skills in work of the family and work outside the home
- \_\_\_ 10. analyzed the nutritional needs of individuals
- \_\_\_ 11. applied safety and sanitation procedures in food preparation
- \_\_\_ 12. used scientific concepts in the study of food and nutrition.
- \_\_\_ 13. utilized concepts of family dynamics and planed for and manage a healthy and safe environment for children, the elderly, and other family members throughout the life cycle
- \_\_\_ 14. taught mathematics and science concepts integrated into family and consumer sciences education curriculum
- \_\_\_ 15. demonstrated occupational competency
- \_\_\_ 16. demonstrated sensitivity to diversity
- \_\_\_ 17. assisted students in acquiring work habits, values, and social skills necessary to obtain and retain employment.
- \_\_\_ 18. evaluated and selected appropriate hardware and software for computer-assisted and other multimedia instruction.
- \_\_\_ 19. prepared students to participate in contests and demonstrations and sponsored career/technical student organizations
- \_\_\_ 20. designed career/technical instruction which accommodates all student learning styles, needs, abilities, interests, and backgrounds, including those who are disadvantaged, at risk, or have disabilities.

***Family and Consumer Science Education Subject Area Evaluation Continued...***



- \_\_\_ 21. integrated local, national, and international perspectives in instruction
- \_\_\_ 22. applied mathematics, science, and communications concepts in the workplace
- \_\_\_ 23. organized, managed, and maintained classroom and laboratory facilities using proper safety procedures
- \_\_\_ 24. organized and conducted activity-oriented laboratory instruction in order to reinforce abstract concepts, emphasizing safety at all times.
- \_\_\_ 25. recruited and placed students based upon assessment of needs and interests.
- \_\_\_ 26. determined the need, organized, and implement adult training programs.
- \_\_\_ 27. assisted students to acquire work habits, values, and social skills necessary to obtain and retain employment.

***Additional comments:*** \_\_\_\_\_  
\_\_\_\_\_

## **Mathematics Education Subject Area Evaluation**

Student's Name \_\_\_\_\_ Area of Certification \_\_\_\_\_  
School \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ Grade \_\_\_\_\_

*Recommendation for certification requires the intern's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.*

**Directions:** Using the following symbols, enter the appropriate number on the line in front of each item.

- |                           |   |
|---------------------------|---|
| <b>5- Outstanding -</b>   | <b>performance reflects the highest level of performance.</b>                       |
| <b>4- Commendable -</b>   | <b>performance reflect mastery of a pre-service teacher.</b>                        |
| <b>3 - Average -</b>      | <b>performance reflects development and movement toward master.</b>                 |
| <b>2 - Marginal -</b>     | <b>performance reflects below average performance of mastery</b>                    |
| <b>1 - Unacceptable -</b> | <b>performance reflects a failing level of performance of a pre-service teacher</b> |

### **The Intern**

- \_\_\_ 1. displayed confidence in his/her mathematic ability
- \_\_\_ 2. communicated mathematically and made connections with mathematics to other subjects
- \_\_\_ 3. used a variety of instructional techniques to ensure that all students have an opportunity to learn mathematics
- \_\_\_ 4. applied concepts to real-life situations
- \_\_\_ 5. changed the focus from drill and practice to problem solving
- \_\_\_ 6. instilled in students desire to extend mathematics content standards beyond the classroom into the community and through real world service experiences
- \_\_\_ 7. asked questions to all students regardless of gender, ethnicity, or race
- \_\_\_ 8. used fundamental mathematical operations essential to teaching secondary mathematics
- \_\_\_ 9. constructed logical arguments for mathematical statements
- \_\_\_ 10. used language and symbols of mathematics accurately in communication
- \_\_\_ 11. used a variety of manipulative and visual materials to explore and develop mathematical concepts
- \_\_\_ 12. used estimation and approximation skills
- \_\_\_ 13. used technology in problem solving and in exploring mathematical concepts
- \_\_\_ 14. presented and interpret data in graphical form
- \_\_\_ 15. developed concrete models of mathematical concepts
- \_\_\_ 16. integrated problem-solving strategies learned in mathematics into the solution of problems encountered in daily living
- 17. demonstrated sensitivity to diversity
- \_\_\_ 18. has knowledge of making the transition form concrete to abstract learning
- \_\_\_ 19. is equipped with tools to enhance classroom discourse, i.e. speaking and writing mathematics.
- \_\_\_ 20. has a knowledge of mathematics curriculum that integrates mathematical concepts across mathematics courses and in other disciplines such as art, music, language arts, natural & physical sciences, social sciences, & business

**Additional comments:** \_\_\_\_\_

## Music- Instrumental & Music- Vocal Choral Education

### *Subject Evaluation*

Student's Name \_\_\_\_\_ Area of Certification \_\_\_\_\_  
 School \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ Grade \_\_\_\_\_

*Recommendation for certification requires the intern's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.*

**Directions:** Using the following symbols, enter the appropriate number on the line in front of each item.

- |                           |  |
|---------------------------|--|
| <b>5- Outstanding -</b>   | performance reflects the highest level of performance.                       |
| <b>4- Commendable -</b>   | performance reflect mastery of a pre-service teacher.                        |
| <b>3 - Average -</b>      | performance reflects development and movement toward master.                 |
| <b>2 - Marginal -</b>     | performance reflects below average performance of mastery                    |
| <b>1 - Unacceptable -</b> | performance reflects a failing level of performance of a pre-service teacher |

### The Intern

_____	1. assessed students by observing their ability to demonstrate proper tone, intonation, technique accurately and at the appropriate developmental level
_____	2. showed skills in measuring the student's ability to sing/play independently, on pitch, and in rhythm
_____	3. explained clearly the relationships between music and other arts as well as disciplines outside art
_____	4. showed an understanding of music in relation to history and culture
_____	5. provided opportunities to students to listen and describe varied forms of instrumental music, both multicultural and historical
_____	6. instilled in students the appreciation of music and valued the aesthetic qualities that it evokes
_____	7. analyzed and described changes in musical score
_____	8. exhibited appropriate performance behavior
_____	9. utilized technological advancements to enhance performance composition
_____	10. performed at an advanced level in one applied area
_____	11. utilized technical accuracy in a variety of ensembles
_____	12. played a piano or other appropriate keyboard instrument with sufficient skill for demonstration and accompaniment, including transposition and improvisation
_____	13. played pitched and non-pitched classroom instruments
_____	14. utilized score reading
_____	15. utilized conducting techniques while conducting music ensembles
_____	16. interpreted representative works of the past and present and evaluate the quality of musical works
_____	17. coordinated the efforts of a large group of students with diverse backgrounds and abilities
_____	18. taught students to play both rhythmic and melodic classroom instruments
<b>Vocal/Choral</b>	
_____	19. demonstrated the ability to use the voice effectively
_____	20. used woodwinds, brass, percussion, and string instruments as teaching tools
_____	21. conducted ensembles
-----	22. demonstrated sensitivity to diversity

Additional comments: \_\_\_\_\_

## ***Physical Education Teaching Subject Area Evaluation***

Student's Name \_\_\_\_\_ Area of Certification \_\_\_\_\_  
School \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ Grade \_\_\_\_\_

*Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.*

**Directions:** Using the following symbols, enter the appropriate number on the line in front of each item.

- |                                 |   |
|---------------------------------|---|
| <b><u>5- Outstanding</u></b> -  | <b>performance reflects the highest level of performance.</b>                       |
| <b><u>4- Commendable</u></b> -  | <b>performance reflect mastery of a pre-service teacher.</b>                        |
| <b><u>3- Average</u></b> -      | <b>performance reflects development and movement toward master.</b>                 |
| <b><u>2- Marginal</u></b> -     | <b>performance reflects below average performance of mastery</b>                    |
| <b><u>1- Unacceptable</u></b> - | <b>performance reflects a failing level of performance of a pre-service teacher</b> |

### The Intern

___	1. monitored exercise and other behavior conducive to health-related fitness
___	2. initiated independent and responsible personal behavior in physical activity settings
___	3. used new and innovative teaching methodologies to enhance student's understanding of concepts
___	4. planned adequately for inclement weather
___	5. was knowledgeable about learning processes, teaching strategies, and factors that affect movement skill learning
___	6. applied various teaching styles and modified rules, equipment, and instructional stations to conform to the needs of the learner
___	7. had knowledge of developmentally appropriate practices
___	8. used modern technology to enhance learning
___	9. grouped students appropriately and safely for activity
___	10. worked effectively with large and or small groups of students
___	12. related effectively to a variety of age groups and ability levels simultaneously
___	13. taught a wide variety of skills and activities and modify activities to maximize student participation
___	13. performed proficiently in the skills to be taught in a comprehensive physical education program
___	14. related physical education to other disciplines
___	15. foster an interdisciplinary approach to teaching
___	16. identified and avoided potentially dangerous activities
___	17. implement emergency procedures and avoided negligence in providing physical education instruction and utilizing facilities, equipment and supplies
___	18. established good rapport with students and set an example for appropriate attire, hard work, healthful living habits, and physical fitness
___	19. coached and officiated in a variety of individual, dual, and team sports
___	20. demonstrated sensitivity to diversity

Additional comments: \_\_\_\_\_

***Social Science Education  
Subject Area Evaluation***

Student's Name \_\_\_\_\_ Area of Certification \_\_\_\_\_  
School \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ Grade \_\_\_\_\_

*Recommendation for certification requires the intern's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.*

**Directions:** Using the following symbols, enter the appropriate number on the line in front of each item.

- 5- Outstanding** - performance reflects the highest level of performance.
- 4- Commendable** - performance reflect mastery of a pre-service teacher.
- 3 - Average** - performance reflects development and movement toward master.
- 2 - Marginal** - performance reflects below average performance of mastery
- 1 - Unacceptable** - performance reflects a failing level of performance of a pre-service teacher

***The Intern***

_____	1. analyzed and interpreted the historical record
_____	2. constructed sound historic arguments and perspectives
_____	3. provided the necessary tools and techniques for students to think geographically
_____	4. enabled students to observe patterns, associations, and spatial order as they asked questions
_____	5. used modern technology to enhance instruction
_____	6. showed skills in the integration of content from other subjects such as mathematics, earth science, and language arts
_____	7. instilled in students skills needed for collecting and analyzing information important to the study of government
_____	8. taught students to appreciate and understand what it means to be a citizen
_____	9. provided students with detailed knowledge in the workings of modern-day economic systems, in particular the American capitalist system
_____	10. taught students to apply information and skills to the analysis of issues and problems in contemporary economic systems
_____	11. interrelated social science concepts
_____	12. taught the target social science from an interdisciplinary perspective
_____	13. demonstrated sensitivity

**Additional comments:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Elementary Education**  
**Subject Area Evaluation**

Student's Name \_\_\_\_\_ Area of Certification \_\_\_\_\_

School \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ Grade \_\_\_\_\_

*Recommendation for certification requires the intern's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.*

**Directions:** Using the following symbols, enter the appropriate number on the line in front of each item.

- 5- Outstanding** - performance reflects the highest level of performance.
- 4- Commendable** - performance reflect mastery of a pre-service teacher.
- 3 - Average** - performance reflects development and movement toward master.
- 2 - Marginal** - performance reflects below average performance of mastery
- 1 - Unacceptable** - performance reflects a failing level of performance of a pre-service teacher

***The Intern (Alabama State Standard)***

- \_\_\_\_\_ 1.used manipulative materials CF 2
- \_\_\_\_\_ 2. used play as instrument for enhancing development and learning CF2
- \_\_\_\_\_ 3. implemented a systematic program of literacy instruction that is compatible with the ways that learning occurs in kindergarten and elementary-aged children CF 1
- \_\_\_\_\_ 4. planed and arranged an activity-oriented, stimulating learning environment that fosters self-directed learning
- \_\_\_\_\_ 5. met the needs of students with varied learning styles CF8, D7
- \_\_\_\_\_ 6. facilitated children's development and skills in inquiry CF 2
- \_\_\_\_\_ 7. facilitated children's development and skills in interpersonal relationships D,2,3,4
- \_\_\_\_\_ 8. responded to children at the appropriate developmental level CF8, D7
- \_\_\_\_\_ 9. taught health education, language arts, mathematics, music, physical education, reading, science, social sciences, and visual and performing arts CF 1
- \_\_\_\_\_ 10. worked effectively with children in kindergarten / primary over an extended period of time CF 1,8
- \_\_\_\_\_ 11. worked effectively with upper elementary grades over an extended period of time CF 1,8
- \_\_\_\_\_ 13. facilitated children's development and skills in creative expression CF 1,2
- \_\_\_\_\_ 14. facilitated children's development and skills in reasoning CF 1,2
- \_\_\_\_\_ 15. selected appropriate research-based strategies and materials to meet the needs of struggling readers CF11
- \_\_\_\_\_ 16. taught developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum CF1
- \_\_\_\_\_ 17. used peer and teacher conferencing and rubric assessment to help students edit and revise their writing CF 7
- \_\_\_\_\_ 18. used modern technology to enhance instruction CF 4
- \_\_\_\_\_ 19. demonstrated sensitivity to diversity CF3,8,D7
- \_\_\_\_\_ 20. facilitated children's development and skills in communication CF1,6,D,11

**Additional comments:** \_\_\_\_\_

Legend: AL=Alabama State Standard; CF=Conceptual Framework; D=Disposition

**APPENDIX D**

**REFLECTIVE EVALUATION**

Name \_\_\_\_\_ Grade \_\_\_\_ Subject(s) \_\_\_\_\_ Date \_\_\_\_\_

## REFLECTIVE EVALUATION OF LESSON PRESENTATION

Please complete this form at the end of each lesson presented.

This form is designed to give you an opportunity to reflect upon your teaching presentation as a intern. At the end of each placement assignment, compile all your reflections and project what you feel is needed to improve student learning in the classroom so that no child is left behind under your teaching supervision. Remember the focus is on your teaching strategies and responses to students.

- Rating Scale: 5 = **Outstanding**. The lesson was clear and achieved all the objectives for the task and exceeds the expectations of a intern and is highly rated by my cooperating teacher.  
 4 = **Commendable** The lesson was focused and demonstrated a logical sequence presenting information to students in a meaningful manner.  
 3 = **Average**. The lesson was adequate and achieved the major goals set for the task.  
 2 = **Marginal**. The lesson lacks the basic requirements of the task.  
 1 = **Unacceptable**. Performance reflect a failure level of teaching performance.

Circle the response the best describes your activity during the presentation of the lesson.

I.	Anticipatory set (introduction of the lesson)	5	4	3	2	1
II.	Connected to previous lesson	5	4	3	2	1
III.	Lesson clarity	5	4	3	2	1
IV.	Teaching strategies	5	4	3	2	1
V.	Utilized visual aids	5	4	3	2	1
VI.	Knowledge of subject matter	5	4	3	2	1
VII.	Addressed individual differences	5	4	3	2	1
VIII.	Sensitivity to diversity	5	4	3	2	1
IX.	Objectives met	5	4	3	2	1
X.	Classroom management techniques	5	4	3	2	1
XI.	Brought lesson to closure	5	4	3	2	1
XII.	Integrated technology	5	4	3	2	1
XIII.	Promotion of critical thinking	5	4	3	2	1
XIV.	Utilized cooperative learning techniques	5	4	3	2	1
XV.	Evaluation Techniques	5	4	3	2	1
<b>OVERALL RATING OF LESSON</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

List any additional observations and concerns below and on the back of this form

Revised 9/3/03



**APPENDIX E**

**FIVE FULL DAYS EVALUATION**

**OAKWOOD COLLEGE  
DEPARTMENT OF EDUCATION  
FIVE FULL DAYS EVALUATION**

**Student's Name** \_\_\_\_\_ **Area of Certification** \_\_\_\_\_

**School** \_\_\_\_\_ **Cooperating Teacher** \_\_\_\_\_ **Grade Level** \_\_\_\_\_  
**Semester:** **Fall** \_\_\_\_\_ **Spring** \_\_\_\_\_ **Total Days Absent** \_\_\_\_\_ **Total Days Tardy** \_\_\_\_\_

**Five Full Days Completed:** **Yes** \_\_\_\_\_ **No** \_\_\_\_\_

**Please read the following item and select the letter that best represents your views about the student's performance in your class. All items 1- 10 are based on the unit conceptual outcomes.**

**Directions:** Using the following symbols, **CIRCLE** the appropriate number on the line in front of each item

- 5. *Outstanding* - performance reflects the highest level of
- 4. *Commendable* - performance reflects mastery of a pre-survive teacher
- 3. *Average* - performance reflects developing and moving toward mastery
- 2. *Marginal* - performance reflects below average and additional key needed
- 1. *Unacceptable* - unacceptable performance

**The Candidate/University Student**

8.	Is a caring person CF5	5	4	3	2	1
9.	Cooperates with the supervisor of students and others D4	5	4	3	2	1
10.	Demonstrates professional values D6	5	4	3	2	1
11.	Articulates ideas effectively when speaking, writing, and creating visual presentation CF1	5	4	3	2	1
12.	Creates a classroom climate to suit instructional activity CF2	5	4	3	2	1
13.	Creates a learning environment that encourages positive interaction and active engagement in learning CF2	5	4	3	2	1
14.	Honors the differences that students display in their approaches to learning CF8	5	4	3	2	1
15.	Knows the facts and principles of the subject matter in his/her field CF1	5	4	3	2	1
16.	Provides multiple explanations and instructional strategies so all students can learn CF2	5	4	3	2	1
17.	Helps students access and use information, technology and other resources in order to become independent learners and problem solvers CF4	5	4	3	2	1

Please write below any other comments about the student's performance.

---



---

Legend: CF = Conceptual framework; D = Disposition

**created 6/04 Five Full Days Eval**

**APPENDIX F**

**INTERN'S EVALUATION OF  
COLLEGE INTERN SUPERVISOR**

**OAKWOOD COLLEGE  
INTERN'S EVALUATION OF COLLEGE INTERN SUPERVISOR**

**OAKWOOD COLLEGE**  
**DEPARTMENT OF EDUCATION**  
**Cooperating Teacher Feedback to Teacher Education Program**

Educator: \_\_\_\_\_

Intern: \_\_\_\_\_

College Supervisor: \_\_\_\_\_ Date \_\_\_\_\_

Please rate the College Supervisor on the following scale:

- 5. Excellent** - Always accessible for constructive feedback; Encourages intern creativity; Promotes intern self-evaluation; Visited weekly
- 4. Very Good** - Very often available for constructive feedback; Often promotes intern creativity and self-evaluation; Rarely missed a weekly visit
- 3. Good** - Often available for feedback; Generally promotes intern creativity and self-evaluation; Occasionally missed weekly visit
- 2. Fair** - Feedback given as requested; Encourages student to follow the textbook; Visits as needed.
- 1. Poor** - Never gives feedback; Students are not given guidance; Sporadically visits the classroom

- |   |           |
|---|-----------|
| 1. The supervisor was accessible.   | 5 4 3 2 1 |
| 2. The supervisor paid close attention to my performance during the observation | 5 4 3 2 1 |
| 3. The supervisor offered constructive/positive criticism.                      | 5 4 3 2 1 |
| 4. The supervisor gave feedback as needed.                                      | 5 4 3 2 1 |
| 5. The supervisor listened to my comments.                                      | 5 4 3 2 1 |
| 6. The supervisor guided in developing my self evaluation skills?               | 5 4 3 2 1 |
| 7. The supervisor made specific comments and/or workable suggestions.           | 5 4 3 2 1 |
| 8. Encouraged creativity  | 5 4 3 2 1 |
| 9. Promoted self-reflection   | 5 4 3 2 1 |
| 10. Visited frequently  | 5 4 3 2 1 |
| 11. Overall evaluation of the College Intern Supervisor is:                     | 5 4 3 2 1 |

Comments:

1. Name of Teacher \_\_\_\_\_
2. Name of school \_\_\_\_\_
3. Type of classroom (e.g., self-contained, team teaching, elementary, kindergarten, secondary).  
\_\_\_\_\_
4. How many Oakwood interns have you supervised? \_\_\_\_\_
5. How would you rate Oakwood's interns as a whole?  
Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_
6. Please rate Oakwood Interns on the basis of the following criteria.

STRONG	AVERAGE	WEAK	DON'T KNOW	
				Knows the facts and principles of the subject matter CF 1
				Interacting with pupils
				Maintaining order
				Handling behavior disruptions
				Displaying satisfactory content knowledge
				Displaying satisfactory knowledge of teaching
				Instructing students with special needs
				Interacting with teachers and other professionals
				Integrating technology
				Sensitivity to diversity

7. Do you consider Oakwood interns helpful to your program?  
Yes \_\_\_\_\_ No \_\_\_\_\_
8. What suggestions do you have for improving Oakwood College teacher preparation program?  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX H**

**COOPERATING TEACHER EVALUATION OF  
COLLEGE SUPERVISOR**

**OAKWOOD COLLEGE**  
**COOPERATING TEACHER EDUCATOR EVALUATION OF COLLEGE SUPERVISOR**

Cooperating Teacher Educator \_\_\_\_\_

College Supervisor \_\_\_\_\_ DATE \_\_\_\_\_

**Please assist us in determining the amount and type of supervision the student received this semester. Please complete the following:**

1. Supervisor adequately explained the objectives and requirements of the program.  
YES ( ) NO ( )

2. Supervisor scheduled meetings with the cooperating teacher when appropriate.  
YES ( ) NO ( )

3. Supervisor visited the field site and observed the teaching program, as needed.  
YES ( ) NO ( )

4. Supervisor demonstrated professional behavior in the field.  
YES ( ) NO ( )

5. Please rate your overall evaluation of the College Supervisor on the following scale:

5	4	3	2	1
Excellent	Very Good	Good	Fair	Poor

---

Comments:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX I**

**ADVISEMENT ASSESSMENT EVALUATION**

**OAKWOOD COLLEGE  
DEPARTMENT OF EDUCATION  
ADVISING ASSESSMENT INSTRUMENT**



The Education Faculty at Oakwood take seriously the importance of very high quality advising for all candidates. We understand quality advising ensures candidates complete their programs of study in a timely manner; complete their programs of study in the correct sequence; and have access to a "mentor" they trust to whom they can go for answers to a broad array of questions.

Please complete the following survey marking the response that most closely matches your experience(s) with your advisor.

A= Always    O= Often    S= Sometimes    AN=Almost Never    N= Never

ADVISING ASSESSMENT	A	O	S	AN	N
1. My advisor is readily accessible to provide assistance to me for academic advising.					
2. My advisor is readily accessible to provide assistance to me for "personal questions".					
3. My advisor is knowledgeable about the academic programs at Oakwood.					
4. My advisor is knowledgeable about the Alabama teacher certification requirements.					
5. My advisor conveys to me she/he is very interested in me as a student/scholar.					
6. If I needed assistance outside the regular office hours of my advisor, he/she would be willing to provide assistance.					
7. I consider my advisor as a mentor.					

COMMENTS:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX J**

**UNIT OPERATING EVALUATION**

**OAKWOOD COLLEGE  
EDUCATION DEPARTMENT**

## UNIT OPERATIONS ASSESSMENT

This assessment is to be completed by each member of the education faculty (full-time in the Unit, full-time at Oakwood College but part-time in the Unit, part-time in the Unit.)

A=Always    AA= Almost Always    S= Sometimes    AN=Almost Never    N=Never

UNIT OPERATIONS	A	AA	S	AN	N
1. The Unit Chair communicates program information in a timely manner.					
2. The Unit Chair communicates program information in a useable format.					
3. The Unit Chair contributes to a positive working environment.					
4. The Unit Chair values my personal input.					
5. The Unit Chair provides positive assistance in the solution of Unit concerns.					
6. Unit faculty have input into the development of the Unit budget.					
7. The Unit's budget is adequate to meet the needs of the Unit's programs					
8. Unit faculty have access to adequate staff support.					
9. Unit faculty have access to adequate technology support.					
10. Full-time Unit faculty communicate effectively with part-time faculty.					

COMMENTS:

w: UnitAssessment 7/04

**APPENDIX K**

**FINAL EVALUATION**

**DEPARTMENT OF EDUCATION  
OAKWOOD COLLEGE  
FINAL EVALUATION OF INTERNSHIP**

Student's Name \_\_\_\_\_ Area of Certification \_\_\_\_\_

School \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_

Semester: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Total Days Absent \_\_\_\_\_ Total Days Tardy \_\_\_\_\_ 60 Full Days Completed: Yes \_\_\_ No \_\_\_

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional, for a minimum two-week period of major instructional responsibility.

Consequently, this final recommendation should reflect the competency for the intern at the end of the experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item.

- 5- Outstanding - performance reflects the highest level of proficiency.**  
**4- Commendable - performance reflect mastery of a pre-service teacher.**  
**3 - Average - performance reflects developing and moving toward mastery.**  
**2 - Marginal - performance reflects below average and additional help needed.**  
**1 - Unacceptable - unacceptable performance**

<b>DISPOSITIONS</b>					
Demonstrates independence and initiative D1	5	4	3	2	1
Receptive to constructive suggestions D2	5	4	3	2	1
Listens and responds thoughtfully D3	5	4	3	2	1
Actively contributes to positive group functioning D4	5	4	3	2	1
Curious and reflective about teaching D5	5	4	3	2	1
Adheres to standards of professional ethics D6	5	4	3	2	1
Demonstrates respect and support toward ALL students D7	5	4	3	2	1
Demonstrates sensitivity to diversity D8	5	4	3	2	1
Listens/responds thoughtfully to diverse cultural perspectives D9	5	4	3	2	1
Examines critically his/her own perspectives/experiences D10	5	4	3	2	1
Expresses ideas clearly for ALL listeners D11	5	4	3	2	1
Values the Christian mission of Oakwood College D12	5	4	3	2	1
Demonstrates professional values D12	5	4	3	2	1
Demonstrates the ability to work in a collegial and cooperative manner D14	5	4	3	2	1
<b>PEDAGOGICAL</b>					
Uses multiple, well orchestrated approaches for instruction to assist and assess students in the mastery of content in his/her field of study. CF 2	5	4	3	2	1
Knows and can demonstrate effective strategies in his/her field of study in a multicultural setting CF 3	5	4	3	2	1
Demonstrates the ability to integrate technology in his/her field of study as a tool to enhance learning CF4	5	4	3	2	1
Knows and can demonstrate skills in assessing student progress. CF 7					
Understands and demonstrates sensitivity to student needs. CF 8	5	4	3	2	1
The candidate knows the facts and principles of the subject matter in his/her field CF 1	5	4	3	2	1
	5	4	3	2	1
<b>DEVELOPMENTAL</b>					
Shows a commitment to student service. CF 9	5	4	3	2	1
Shows a commitment to professional development CF 10	5	4	3	2	1
Utilizes research, assessment, and reflection to improve professional practice. CF 11	5	4	3	2	1
Is a reflective practitioner CF 14	5	4	3	2	1
The candidate is a caring professional committed to preparing students for life long learning CF 5					

**Overall rating as an intern:**

\_\_\_ Outstanding    \_\_\_ Commendable    \_\_\_ Average    \_\_\_ Marginal    \_\_\_ Unacceptable

**AREAS OF GREATEST STRENGTH:**

**AREAS WHICH NEED IMPROVEMENT:**

**ADDITIONAL COMMENTS:**

Cooperating Teacher's Recommended Grade \_\_\_\_\_

Would you hire this student to teach your child (circle one):   yes   uncertain   no

---

Cooperating Teacher's Signature

Intern's Signature

Date

---

College Supervisor's Signature

---

Date

Legend: CF= Conceptual Framework Outcomes   D = Dispositions

**APPENDIX L**

**FOLLOW-UP STUDY**

Oakwood College

Employee Education Follow-up Study

Name \_\_\_\_\_
School \_\_\_\_\_
Year \_\_\_\_\_

Dear graduate:

Please use the following rating scale to complete the questionnaire, as it relates to the teacher education program you completed at Oakwood College.

Use the following rating scale to complete the questionnaire.

- Rating Scales: 1 = not at all prepared in this area
2 = inadequately prepared in this area
3 = moderately prepared in this area
4 = well prepared in this area
5 = very well prepared in this area

- 1. The instructor(s) encouraged us to use multiple approaches, solutions, and diverse pathways when thinking about students learning. (CF. 2)
2. The instructor used multiple instructional strategies to engage us in active learning. (CF. 2)
3. The instructor(s) demonstrated teaching as an inquiry process by asking us to pose our own questions and use our knowledge to solve problems. (CF. 2)
4. The instructor(s) modeled teaching how to communicate in ways that demonstrate sensitivity to a broad range of diversities. (CF. 2,8)
5. The instructor(s) encouraged us to learn about teaching through reflective practices. (CF. 11)
6. The instructor(s) asked questions that promote critical thinking. (CF. 2)
7. The instructor(s) demonstrated the ethical principles that guide the professional conduct of teachers. (CF. 10)
8. The instructor(s) provided current research on pedagogy. (CF. 11)
9. The instructor(s) modeled professional interaction with children, teachers, and other school personnel. (CF. 11)
10. The instructor(s) infused and modeled technology in the curriculum. (CF. 4)
11. The instructor(s) articulated a variety of classroom management strategies. (CF. 2)
12. The instructor(s) consistently infused faith and learning. (CF. 13)
13. The instructor(s) knew the subject matter being taught. (CF. 1)
14. The instructor(s) were caring professionals committed to preparing students for life long learning. (CF. 5)
15. The instructor(s) knew and demonstrated skills in assessing student progress. (CF. 7)

Please recommend any additional departmental program improvement:

\_\_\_\_\_
\_\_\_\_\_

Thank you for completing this survey.



Oakwood College

Employer Education Follow-up Study

Principal \_\_\_\_\_
School \_\_\_\_\_
Year \_\_\_\_\_

Dear Mr./Ms. Principal:

Oakwood College is in the process of collecting data that will reflect the efficiency of the teacher education program. In order to complete this research, we are requesting that you complete this survey to reflect the performance of a former teacher education graduate that is currently employed within your school system.

Use the following rating scale to complete the questionnaire.

- Rating Scales: 1 = not at all prepared in this area
2 = inadequately prepared in this area
3 = moderately prepared in this area
4 = well prepared in this area
5 = very well prepared in this area

- 1. The instructor uses multiple approaches, solutions, and diverse pathways to promote critical thinking. (CF. 2)
2. The instructor uses multiple instructional strategies to engage students in active learning. (CF. 2)
3. The instructor demonstrates the inquiry process by permitting students to pose questions and use previous knowledge to solve problems. (CF. 2)
4. The instructor models how to communicate in ways that demonstrates sensitivity to diversity. (CF. 3, 8)
5. The instructor encourages learning about teaching through reflective practices. (CF. 14)
6. The instructor demonstrates ethical principles. (CF. 10)
7. The instructor utilizes current research on best practices in teaching. (CF. 11)
8. The instructor modeled professional behavior with students, parents, and other school personnel. (CF. 11)
9. The instructor infuses and models technology in the classroom. (CF. 4)
10. The instructor demonstrates a variety of classroom management strategies. (CF. 2)
11. The instructor demonstrates proficiency in addressing various learning styles. (CF. 8)
12. The instructor works in a collegial and cooperative manner. (CF. 15)
13. The candidate demonstrates knowledge of the subject matter (CF. 1)
14. The candidate is a caring professional committed to preparing students for life long learning. (CF. 1)
15. The candidate is skilled in assessing student progress (CF. 7)

Please recommend any additional departmental program improvement ideas:

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Thank you for completing this survey.

**APPENDIX M**

**ASSESSMENT OF UNIT EVALUATION INSTRUMENTS  
FOR VALIDITY, RELIABILITY, FAIRNESS, AND  
UTILITY**

**Program/Department Evaluation of Assessments**  
**Oakwood College School of Education**  
Candidate Assessment System

Instructions: Use the following form to evaluate the quality of various assessment instruments used at Oakwood College in the Department of Education.

Name of evaluator: \_\_\_\_\_ Date of evaluation: \_\_\_\_\_

Representative from the following committees (check all that apply):

- \_\_\_\_TEF Teacher Education Faculty  
\_\_\_\_TEC Teacher Education Council  
\_\_\_\_TEAC Teacher Education Assessment Committee

Oakwood College Course \_\_\_\_\_

Name of Assessment Task for this course \_\_\_\_\_

Evaluation Rubric		Select only one response in each of the following cells. Add comments if needed
<b>Reliability</b>	<i>Clarity of description:</i> The description of this assessment task, which are provided to students, are expressed in clear language so that all students (at this degree level) should be able to understand what they are to do	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Agree & Disagree Equally <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree Comments:
	<i>Completeness of description:</i> The description(s) of this assessment task, which are provided to students, are complete enough so that all students should be able to understand what they are to do.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Agree & Disagree Equally <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree Comments:
<b>Validity</b>	<i>Content Validity:</i> The knowledge/skills/ disposition required by this assessment task are highly representative of the learning outcomes being assessed (as indicated on the attached syllabus).	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Agree & Disagree Equally <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree Comments:
	<i>Content Validity:</i> The performance(s) required by this assessment task is (are) properly aligned with the Oakwood College Conceptual Framework (as indicated on the attached syllabus).	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Agree & Disagree Equally <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree Comments:
	<i>Content Validity:</i> The assessment task is representative of high quality assessment practices in education	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Agree & Disagree Equally <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree Comments:

<b>Utility</b>	<i>Important outcomes:</i> This assessment task will document a candidate's mastery of important learning outcomes	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Agree & Disagree Equally <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree Comments:
	<i>Real World connection:</i> This task assesses professional work responsibilities that a graduate of this (these) program(s) would be expected to perform	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Agree & Disagree Equally <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree Comments:
	<i>Usefulness to candidate:</i> This assessment task will provide valuable formative feedback to the candidate as they progress through the degree program.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Agree & Disagree Equally <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree Comments:
	<i>Usefulness to program:</i> This assessment task is essential to provide useful information to guide degree program revision and/or further development.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Agree & Disagree Equally <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree Comments:
<b>Fairness</b>	<i>Evaluation criteria/standards:</i> Criteria/standards for evaluation of the task are clearly communicated to the student.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Agree & Disagree Equally <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree Comments:
	<i>Appropriate:</i> This task is a fair assessment for a diverse student population.	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Agree & Disagree Equally <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree Comments:
Based on your evaluation, what suggestions do you make for this assessment task?		<input type="checkbox"/> No change needed <input type="checkbox"/> Minor revision needed, see comments <input type="checkbox"/> Major revision needed, see comments <input type="checkbox"/> Entirely new task needed, see comments Comments:

References for Faculty's Evaluation Rubrics:

DeVellis, R. R. (1991). Scale development: Theory and Development. Newbury Park: Sage

Fowler, F.J. Jr. (1993) Survey research methods (2<sup>nd</sup> ed.) Newbury Park: Sage

Morris, L.L., Fitz-Gibbon, C.T., & Lindheim, E. (1987). How to measure performance and use tests. Newbury Park: Sage

**APPENDIX N**

**PROGRAM STRENGTHS AND WEAKNESSES  
ASSESSMENT**

**DEPARTMENT OF EDUCATION  
OAKWOOD COLLEGE  
PROBLEMS STRENGTHS AND WEAKNESSES**

Please complete the following assessment by writing in the number of the response you believe best represent your feelings.

- |                         |   |
|-------------------------|---|
| <b>5---Outstanding</b>  | <b>Program is exceptional in this area</b>                          |
| <b>4---Commendable</b>  | <b>Program is very good in this area</b>                            |
| <b>3---Average</b>      | <b>Program would rank as average in this area</b>                   |
| <b>2---Marginal</b>     | <b>Program would rank as below average in this area</b>             |
| <b>1---Unacceptable</b> | <b>Program reflects a failing level of performance in this area</b> |

- \_\_\_\_\_1. The conceptual framework outcomes are clearly identified in course syllabi.
- \_\_\_\_\_2. The tests I take in professional education and the products I am required to produce have outcomes that are clearly tied to the conceptual framework.
- \_\_\_\_\_3. The portfolio process has been well explained to me.
- \_\_\_\_\_4. My field experiences have been valuable to me in my development as a professional.
- \_\_\_\_\_5. My professional education courses have focused on developing my skills for teaching Students with special needs.
- \_\_\_\_\_6. My professional education courses have provided knowledge and skills for teaching broadly Diverse student groups.
- \_\_\_\_\_7. My professional education course have provided knowledge and skills for me on how to effectively integrate technology into my own teaching.
- \_\_\_\_\_8. I have received effective feedback from faculty, peers, and my cooperating teachers on my work in my field experiences.
- \_\_\_\_\_9. Area where I need to improve to be an “exceptional teacher” have been communicated to me in ways so I can use the information to improve.
- \_\_\_\_\_10. My professional education courses are meaningful, high quality experiences.

**APPENDIX O**

**FACULTY/STUDENT EVALUATION**

**See Oakwood College Course Evaluation**

# OAKWOOD COLLEGE COURSE EVALUATION

The purpose of this evaluation is to give you a chance to anonymously express your view of the course and the way it is being taught. Please give thoughtful consideration to each statement. Use a No. 2 pencil or blue or black ink pen. **DO NOT SIGN YOUR NAME.**

**KEY: EX=Excellent G=Good F=Fair P=Poor NA=Not applicable/Don't know**

- |   |                               |                              |                              |                              |                               |
|---|-------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------|
| 1. The course as a whole was  | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 2. The harmony of the course content with Christian principles was                  | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 3. The course organization was  | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 4. The clarity of course objectives (as outlines in syllabus) was                   | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 5. The clarity of student responsibilities and requirements was                     | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 6. The reasonableness of grading technique was                                      | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 7. The instructor's effectiveness in teaching the subject matter was                | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 8. The clarity of the instructor's voice was  | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 9. The explanations given by the instructor were                                    | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 10. The instructor's use of examples and illustrations was                          | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 11. The quality of questions or problems raised by the instructor was               | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 12. The instructor's enthusiasm was   | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 13. The encouragement given students to express themselves was                      | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 14. The answers to students' questions were   | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 15. The availability of extra help was  | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 16. The use of class time was   | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 17. The instructor's encouragement of students use of technology was                | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 18. The instructor's interest in whether students learned was                       | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 19. The student's confidence in the instructor's knowledge of the course was        | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 20. The instructor's use of technology (Blackboard, PowerPoint, video, etc.)<br>Was | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |
| 21. The instructor's sensitivity to cultural diversity was                          | <input type="checkbox"/> 1 EX | <input type="checkbox"/> 2 G | <input type="checkbox"/> 3 F | <input type="checkbox"/> 4 P | <input type="checkbox"/> 5 NA |

**Relative to other college courses you have taken: Key: H=Higher AS=About the same L=Lower**

- |  |                                      |  |                                      |
|--|--------------------------------------|--|--------------------------------------|
| 22. You expect your grade in this course to be   | <input type="checkbox"/> 1 H         | <input type="checkbox"/> 2 AS            | <input type="checkbox"/> 3 L         |
| 23. The intellectual challenge presented was   | <input type="checkbox"/> 1 H         | <input type="checkbox"/> 2 AS            | <input type="checkbox"/> 3 L         |
| 24. Your involvement in this course (attending classes, doing<br>Assignments, projects, etc) was   | <input type="checkbox"/> 1 H         | <input type="checkbox"/> 2 AS            | <input type="checkbox"/> 3 L         |
| 25. On the average, how many hour per week have you spent on this course, including attending classes, doing reading, reviewing notes, writing papers and any other course related work? |                                      |  |                                      |
| <input type="checkbox"/> 1 Under 2 hrs   | <input type="checkbox"/> 2 2-4 hrs   | <input type="checkbox"/> 3 5-7 hrs       | <input type="checkbox"/> 4 8-10 hrs  |
| <input type="checkbox"/> 5 11 + hrs  |                                      |  |                                      |
| 26. My GPA is:   | <input type="checkbox"/> 1 3.50-4.00 | <input type="checkbox"/> 2 3.00-3.49     | <input type="checkbox"/> 3 2.50-2.99 |
|  | <input type="checkbox"/> 4 2.00-2.49 | <input type="checkbox"/> 5 Less than 2.0 |                                      |

**STUDENT COMMENT: Your teacher would like for you to comment about aspects of this course that you did or did not like. You may offer suggestions of ways the course could be improved. You may wish to print to remain anonymous. Please use the reverse side for comments.**



**APPENDIX P**

**FACUTLY RESPONSE TO STUDENT EVALUATION  
DATA**

