# Program Report for the Preparation of Elementary School Teachers

**Association for Childhood Education International (ACEI)**

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION**

## COVER SHEET

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<tbody>
<tr>
<td><strong>1. Institution Name</strong></td>
<td>Northern Arizona University</td>
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<tr>
<td><strong>2. State</strong></td>
<td>Arizona</td>
</tr>
<tr>
<td><strong>3. Date submitted</strong></td>
<td>01/30/2008</td>
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## 4. Report Preparer's Information:

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## 5. NCATE Coordinator's Information:

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## 6. Name of institution's program

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<tr>
<td><strong>BSEd in Elementary Education</strong></td>
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</table>
7. NCATE Category
Elementary or Childhood Education

8. Grade levels\(^{(1)}\) for which candidates are being prepared
K-8

\(^{(1)}\) e.g. Early Childhood; Elementary K-6

9. Program Type
- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level
- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?
- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered
Flagstaff
Tucson
Phoenix
Rural

13. Title of the state license for which candidates are prepared
Arizona Provisional Elementary Teaching Certificate

14. Program report status:
- Initial Review
- Response to a Not Recognized Decision
- Response to National Recognition With Conditions
15. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes
No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ACEI standards. (Response limited to 4,000 characters)

Northern Arizona University (NAU) is a Doctoral Intensive Institution with a current enrollment of 14,000 students located on the Flagstaff Mountain Campus and another 8,000 students enrolled statewide. NAU statewide instructional sites include sixty-six towns and cities throughout the state. The university offers 95 baccalaureate degrees, 47 masters and 8 doctoral degrees. Over 70 of these programs are delivered to off-campus students through satellite facilities located throughout the state and through the internet. A state-wide delivery of our education is a mandate for the institution. NAU along with the University of Arizona and Arizona State University are governed by the constitutionally authorized Arizona Board of Regents (ABOR) and together constitute the Arizona University System.

The Professional Education Unit at Northern Arizona University offers programs in elementary education teacher preparation through the Department of Teaching and Learning in the College of Education (COE). The initial certification of elementary education teachers is accomplished through two professional programs in the Department of Teaching and Learning:
1. Undergraduate program through a Bachelor of Science in Elementary Education
2. Masters in Elementary Education with Certification

Teaching and Learning faculty members believe that program requirements must reflect professional standards and guidelines. In order to meet these program requirements, faculty members have reviewed and adopted the standards from the Association for Childhood Education International and aligned them to the Arizona Department of Education (ADE) Professional Teaching Standards and the Professional Unit’s Conceptual Framework. These standards are reflected in all syllabi, coursework, and practicum placements. The elementary education faculty members are dedicated to ensuring that all candidates in the initial certification programs have a strong foundational knowledge rooted in best practice and currency of research, as well as a broad-base of essential skills, methodologies, and evidenced-based strategies. The Teaching and Learning Department continuously examines and modifies our initial certification curricula based on these standards and guidelines.

Program decisions are impacted by various entities, including the Arizona Board of Regents, Northern Arizona University, and the Arizona Department of Education. Each entity has various requirements and guidelines that impact the teacher education program.

The College of Education is under a university mandate for a maximum of 120 hours in the major. The university faces funding penalties for students exceeding this 120 hours in their program. University graduation requirements include completion of liberal studies requirements. As liberal studies requirements change, adjustments must be made in the program accordingly. For example, a diversity requirement was recently added and required an adjustment to the program of study. Two years ago, the Arizona Department of Education added a requirement for Structured English Immersion. This added a course to the program of study. Ideally, elementary education students would benefit from taking courses such as art in the classroom or music in the classroom or health education or physical education
activities that would address ACEI Standards 2.5, 2.6, and 2.7. At this time, because of mandated credit hour limitations and these institutional and state requirements, this is not possible. The program currently requires an 18 credit hour emphasis within the elementary education major that the faculty is exploring options of changing. This content emphasis was originally designed to comply with an Arizona Department of Education mandate that has been eliminated. Restructuring these hours could allow for greater flexibility in the program.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

Flagstaff is a community of 52,894 residents. There are 12,909 students currently enrolled in K-12 schools. The Flagstaff community encompasses 42 public, charter, and private schools. The Flagstaff Unified School District has a long history of opening its doors to NAU candidates in our teacher preparation programs for observation, practica, and student teaching. NAU faculty and university supervisors have developed close relationships with district administrators, university-school liaisons, principals, and teachers. The state-wide program requires partnerships with school districts across the state. Principals or university-school liaisons recommend highly qualified teachers for COE candidate placement decisions. Principals, university-school liaisons, and recommended teachers are contacted directly by a special education faculty member (practicum) or the Assistant Director of the COE Student Services Center (student teaching).

When students apply to the undergraduate teacher education program, three options are available: the traditional campus program, professional partnership program, and cohort program. The traditional campus program offers a number of course sequence options that allow a considerable amount of flexibility for students. Students may take one or more elementary education courses each semester. Courses may be taken in any sequence, with the exception of the literacy block. Students who participate in a professional partnership program spend extensive time working in classrooms under the guidance of mentor teachers in conjunction with their professional education course work. The cohort program is provided on the Flagstaff campus and in statewide sites. Students in a given cohort progress through carefully sequenced courses as a group.

Students in the elementary education undergraduate and post baccalaureate programs complete practicum experiences tied to specific courses. Field work and practicum experiences are integral components of professional teaching preparation. Several years ago, the Department of Teaching and Learning reviewed practicum experiences and established the following minimum requirements:

- Literacy Block – 25 hours
- Math Methods – 10 hours
- Social Studies Methods – 5 hours
- Science Methods – 5 hours

Students in the Masters in Elementary Education with Certification program complete a 45 hour practicum in conjunction with the Literacy Block, ECI 571 and 572. It should be noted that this is a minimum and many instructors require additional practicum hours.

Field experiences are highly valued by the elementary education faculty. The main goals of the practicum experiences for elementary education students include the following:

1. Opportunities to observe teachers in school settings
2. Experiences applying course theory to classrooms with elementary students
3. Experiences in using strategies learned in university classes to students in the classroom
4. Experiences designing and teaching lessons in classroom settings.
Students in both undergraduate and graduate certification programs are required to complete 16 weeks of student teaching. In order to be accepted for student teaching the students must meet the following criteria:

1. Admitted to the teacher education program
2. Minimum NAU grade point average of 2.5, and a minimum grade point average of 2.5 in all professional education courses, with no grade lower than C in all professional education courses
3. All education courses and departmental requirements must be completed prior to student teaching.
4. All course education coursework, with the exception of EDF 200/500 (Introduction to Education) must have been completed within the last six years.
5. Students must demonstrate social and emotional maturity consistent with professional standards of classroom instruction and adequate physical health for teaching.

The College of Education at Northern Arizona University provides more options for student teaching than any other institution in the state. A student may request a placement in the state, out-of-state, in the Department of Defense Dependent Schools (DoDDS), in International Schools, or in a Rodel School. During the 2007-2008 school year, NAU students completed student teaching in 114 districts across the state of Arizona, in 20 different states, and in 5 different countries.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

Elementary Education Undergraduate Program

Admission

In order to be admitted into the elementary teacher education program at Northern Arizona University, students must have taken a minimum of 45 credit hours with a minimum GPA of 2.5, or have a minimum GPA of 2.5 in liberal studies courses. Additionally, they must have a grade of C or better in Mathematics 150 and 155 or the equivalent; a grade of C or better in two lab science courses; a minimum GPA of 3.0 in English 101 and 102 or English 105 or the equivalent; and a grade of C or better in EDF 200. Students must also submit a letter of recommendation from a supervisor of their work with youth, provide proof of fingerprint clearance, verify that they have applied for admission to Northern Arizona University, and attend a Teacher Education Orientation meeting.

Retention

In order to remain in the elementary teacher education program at Northern Arizona University, students must maintain a minimum 2.5 GPA, have no grade below a C in their professional courses; successfully complete specific assignments that document proficiency in planning, assessment, and management; and demonstrate professional dispositions.

Completion

In order to graduate from the elementary education program at Northern Arizona University, students must successfully complete student teaching and have completed their major course of study with a minimum GPA of 2.5 with no grades below C in their major coursework.

Masters in Elementary Education with Certification

Admission
In order to be fully admitted into the Masters in Elementary Education with Certification teacher education program in elementary education, students must have a bachelor's degree with a minimum 3.0 GPA. Students must have a minimum GPA of 3.0 in English composition coursework, have a minimum grade of C in College Algebra and a lab science course. Students also need to provide a letter of recommendation from a supervisor of their work with youth, provide proof of fingerprint clearance, and complete a program of study with consultation from an education advisor. Students must also submit a separate application to the Northern Arizona Graduate College prior to enrolling in coursework.

Retention

In order to remain in the Masters in Elementary Education with Certification program, students may not earn a grade of C in more than two courses, have no grade below a C in their professional courses; successfully complete specific assignments that document proficiency in planning, assessment, and management; and demonstrate professional dispositions.

Completion

In order to graduate from the Masters in Elementary Education with Certification program, students must successfully complete student teaching and have completed the major course of study with a minimum GPA of 3.0 with no more than two grades of C in the coursework.

4. Description of the relationship (2) of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

The undergraduate/graduate program in elementary education is housed in the College of Education and shares the same conceptual framework as the Professional Education Unit. The Vision and Mission Statements of NAU’s Professional Education Unit are as follows:

Vision Statement: “We develop educational leaders who create tomorrow’s opportunities.”
Mission Statement: “Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.”

The outcomes of the Elementary Education program stemming from the program’s vision and mission that support the Unit’s vision and mission include preparing candidates to use the latest technologies in their teaching, to provide developmentally appropriate and differentiated curriculum in their classrooms, to be successful in their student teaching, to support the learning of diverse and under-served students, to successfully work with all families, and to be life-long learners.

The Goals for Initial Programs stated in the Professional Education Unit’s conceptual framework are to prepare professionals with the content knowledge and skills necessary to enhance student learning and with the dispositions needed to be confident, open-minded, ethical, and empathic practitioners. The initial programs in elementary education contributes to these goals by ensuring that all candidates have the knowledge, skills, and dispositions to influence the positive social, emotional, academic, and cognitive development of all students in K-12 settings. This is attained by the administration of a comprehensive and sequential initial program, steeped in the deliverance of appropriate curricula, evidence-based practices, current research, and suitable practicum placements.

The Values of the Elementary Education Teacher Preparation Program are directly aligned with those of the Professional Education Unit’s Conceptual Framework and the University. Table 1.1 describes the relationships among the educational values of those entities.
5. Indication of whether the program has a unique set of program assessments and their relationship of the program’s assessments to the unit’s assessment system\(^{(3)}\). (Response limited to 4,000 characters)

The Unit Level Assessment System includes a variety of data that document the demonstration of candidates’ knowledge, skills, and dispositions at specific transition points. The Elementary Education Preparation Program has developed assessments aligned with the standards that feed into the Unit’s assessment system. An Assessment Alignment Table (see Table 1.2 in I-7) has been produced to document how the Elementary Education Preparation Program’s assessments at the various transition points are aligned with the Association for Childhood Education International (ACEI) standards and the specific unit assessment system requirements of content knowledge (CK), pedagogical knowledge and skills (PKS), professional knowledge (PrK), diversity (D), technology integration (TI), and positive effect on student learning (StL).

\(^{(3)}\) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

<table>
<thead>
<tr>
<th>B.S.Ed. Program of Study</th>
<th>M.Ed. Program of Study</th>
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</table>

See Attachments panel below.

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

<table>
<thead>
<tr>
<th>Tables 1.1 and 1.2</th>
<th>Table 2: Student Teaching Final Evaluation</th>
</tr>
</thead>
</table>

See Attachments panel below.

8. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<table>
<thead>
<tr>
<th>Program:</th>
<th>B.S.Ed. Elementary Education</th>
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</table>
NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.

### Flagstaff

* includes all sites

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers&lt;sup&gt;(4)&lt;/sup&gt;</th>
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<tbody>
<tr>
<td>Fall 2007</td>
<td>334</td>
<td>73</td>
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<tr>
<td>2006/2007</td>
<td>426</td>
<td>220</td>
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<tr>
<td>2005/2006</td>
<td>461</td>
<td>408*</td>
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### Program: M.Ed. Elementary Education

* includes all sites

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<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers&lt;sup&gt;(4)&lt;/sup&gt;</th>
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<td>2006/2007</td>
<td>202</td>
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<tr>
<td>2005/2006</td>
<td>154</td>
<td>97*</td>
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### Program: B.S.Ed. Elementary Education

#### Phoenix

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<tr>
<td>Fall 2007</td>
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<tr>
<td>2006/2007</td>
<td>76</td>
<td>43</td>
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<tr>
<td>2005/2006</td>
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#### Tucson

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<tr>
<td>Fall 2007</td>
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<tr>
<td>2006/2007</td>
<td>189</td>
<td>168</td>
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<tr>
<td>2005/2006</td>
<td>225</td>
<td>Unknown</td>
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</table>
9. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Assignment: Indicate the role of the faculty member(6)</th>
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<td>Highest Degree, Field, &amp; University(5)</td>
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<td>Scholarship(8), Leadership in Professional Associations, and Service(9); List up to 3 major contributions in the past 3 years(10)</td>
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<td>Teaching or other professional experience in P-12 schools(11)</td>
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- **Faculty Rank**
- **Tenure Track**
- **Scholarship**, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years
- Teaching or other professional experience in P-12 schools
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<sup>(5)</sup> e.g., PhD in Curriculum & Instruction, University of Nebraska.
<sup>(6)</sup> e.g., faculty, clinical supervisor, department chair, administrator
<sup>(7)</sup> e.g., professor, associate professor, assistant professor, adjunct professor, instructor
Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.

Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit’s mission.

e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACEI standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (12)</th>
<th>Type or Form of Assessment (13)</th>
<th>When the Assessment Is Administered (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>Arizona Educators Proficiency Assessment (Elementary Education-03): BSEd and MSEd with Cert.</td>
<td>State Licensure Exam - Multiple Choice/Short Essay</td>
<td>BSEd - Senior Year</td>
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<td>MSEd with Cert. - Last semester or during student teaching</td>
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<tr>
<td>Assessment #2: Assessment of content knowledge in elementary education (required)</td>
<td>Content Component in Lesson Plans: BSEd and MSEd with Cert.</td>
<td>Lesson Plans</td>
<td>BSEd: while taking ECI 300, 306, 307 prior to student teaching</td>
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<td>MSEd with Cert.: while taking ECI 573 and 574 prior to student teaching</td>
</tr>
<tr>
<td>Assessment #3: Assessment of candidate ability to plan instruction (required)</td>
<td>Instructional Design Component in Lesson Plans: BSEd and MSEd with Cert.</td>
<td>Lesson Plans</td>
<td>BSEd: while taking ECI 300, 306, and 307 prior to student teaching</td>
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<td>MSEd with Cert.: while taking ECI 573 and 574 prior to student teaching</td>
</tr>
<tr>
<td>Assessment #4: Assessment of student teaching (required)</td>
<td>Student Teaching Evaluation: BSEd and MSEd with Cert.</td>
<td>Rating Form</td>
<td>At end of student teaching</td>
</tr>
<tr>
<td>Assessment #5: Assessment of candidate effect on student learning (required)</td>
<td>Student Teaching Significant Unit of Instruction: BSEd and MSEd with Cert.</td>
<td>Project</td>
<td>During student teaching</td>
</tr>
</tbody>
</table>
### SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ACEI standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ACEI standards.

#### 1. DEVELOPMENT, LEARNING AND MOTIVATION

| Assessment #6: Additional assessment that addresses ACEI standards (required) | Behavioral Case Study, Cognitive Case Study, Motivation Theory, Development: BSEd | Case Studies and Reflection Papers Essay | BSEd: while taking EPS 324 prior to student teaching  
MSEd with Cert.: while taking ECI 575 prior to student teaching |
|---|---|---|---|
| Assessment #7: Additional assessment that addresses ACEI standards (optional) | How to Teach a Child to Read Essay: BSEd and MSEd with Cert. | Essay | BSEd: while taking ECI 309/310 prior to student teaching  
MSEd with Cert.: while taking ECI 571 prior to student teaching |
| Assessment #8: Additional assessment that addresses ACEI standards (optional) | Multicultural & Diversity Component in Lesson Plan and Lesson Plan/Reflective Essay: BSEd  
Integrated Lesson Plan and Lesson Plan/Reflective Essay: MSEd with Cert. | Lesson Plan | BSEd: while taking ECI 306, BME 331, and BME 430 prior to student teaching  
MSEd with Cert.: while taking ECI 574 and BME 631 prior to student teaching |

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(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.  
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).  
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).
level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

### 3. INSTRUCTION STANDARDS

| 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community; | #1 #2 #3 #4 #5 #6 #7 #8 |
|---|---|---|---|---|---|---|---|---|
| 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students; | e e e b e e e b |
| 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving; | e e e b e e e b |
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

### 4. ASSESSMENT STANDARDS

<table>
<thead>
<tr>
<th>4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</th>
<th>#1</th>
<th>#2</th>
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### 5. PROFESSIONALISM STANDARDS

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<tr>
<th>5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</th>
<th>#1</th>
<th>#2</th>
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<tr>
<th>5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.</th>
<th>#1</th>
<th>#2</th>
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### SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)
Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
   (a) the assessment tool or description of the assignment;
   (b) the scoring guide for the assessment; and
   (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. ACEI standards addressed in this entry could include but are not limited to 2.1-2.8. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

See Attachments panel below.

2. ACEI standards addressed in this entry could include but are not limited to Standards 2.1-2.8. **Assessments that address Standards 2.1-2.4 are required.** (The assessments of the different content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #2.) Examples of assessments include comprehensive examinations, course grades from content fields, and portfolio tasks. 15. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

See Attachments panel below.
For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included:

3. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4. **Assessments that address Standards 2.1-2.4 are required.** (The assessments that address planning of instruction in the content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #3.) Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans or individualized educational plans (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 3

See **Attachments** panel below.

4. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4. The assessment instrument used in student teaching and the internship should be submitted. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4 (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 4

See **Attachments** panel below.

5. ACEI standards that could be addressed in this assessment include but are not limited to 2.1-2.8, and 3.1. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 5

See **Attachments** panel below.

6. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV
7. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

8. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

**SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM**

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

Section V

Results of the NCATE/ACEI program evaluation reveal that candidates completing the Elementary Education program met outcomes in all ACEI Beginning Teacher Standards. The Elementary Education teacher preparation program is effective in developing effective first year teachers who have the skills to progress through the consolidation phase of the teaching and become master teachers.

The results of this program evaluation have also revealed areas that can be improved and offers insight and direction in how to best proceed in a systematic and thoughtful manner. Many changes have already been implemented, and others are currently under discussion and development. Following is a specific
discussion of how the results of this program review have led to changes that will hopefully improve the 
quality and effectiveness of our graduates.

Content

ACEI Standards 1 and 2 focus on the importance of a strong content emphasis in a teacher education 
program. Assessments throughout the B.S.Ed. program indicate that our candidates know, understand, 
and can apply the principles of child development as evidenced through assessment. Candidates have a 
pass rate of 89%, 89%, and 87% on the content component of the state licensure test. This also can be 
interpreted, however, that 11% or more of our candidates are entering the professional with insufficient 
preparation in the areas of language arts, science, mathematics, social studies, and the arts. The 
Department of Teaching and Learning is studying the issue and may recommend that students be 
required to pass this licensure prior to student teaching. This would provide an opportunity for 
intervention for students needing remediation in these areas.

Content assessments in ECI 300 and 306 indicated that over 90% of candidates consistent across the 
Unit sites are approaching or at the mastery level on the content component of the lesson plan 
assignment. During 2007, 85% of M.Ed. candidates in Tucson and Rural sites and 100% of M.Ed. 
candidates in Flagstaff were approaching or at the mastery level on the mathematics content component 
and 95% of the students in the one section of ECI 574 reporting were at approaching or at the mastery 
level on the content component. Variance in candidate achievement and limited data in both B.S.Ed. and 
M.Ed. programs merit further study. All sections need to complete the signature assignments. Part time 
and state wide faculty members may need training in the use of the electronic portfolio system to collect 
and evaluate signature assignments.

Pedagogy

In spite of some variance in achievement across the state, candidates are being adequately prepared to 
plan and implement instruction as evidenced by Assessments 3, 4, 6,7, and 8. Both the B.S.Ed. and 
M.Ed. programs are doing an adequate job of preparing candidates to prepare integrated, instructionally 
appropriate lesson plans that include formal and informal assessment strategies. In both B.S.Ed. and 
M.Ed. programs, 95% or more of all candidates are meeting or exceeding the standard in all categories in 
the student teaching evaluation. This is consistent across all program sites.

Both the B.S.Ed. and M.Ed. programs need to concentrate on establishing a stable and equitable 
curriculum at all sites. Issues with limited data in Assessment 8 are reminders that courses provided 
outside the Department of Teaching and Learning may not completely meet the needs of our candidates. 
Greater articulation between the departments will improve the overall programs. The student teaching 
evaluation is being evaluated even though 95% of all candidates consistent across all Unit sites are 
meeting or exceeding the standard in all categories. There does not seem to be specific criteria to 
pass/fail student teaching. The college student teaching committee is meeting during the spring semester 
of 2008 to study this issue.

Effect on Student Learning

The need to focus on designing a learning unit that assessed students’ prior knowledge, assessed student 
learning, and analyzed the data from the experience, led to the development of the Student Teaching 
Significant Unit of Instruction. Though the data from the spring and fall pilots provided disappointing 
results, we are encouraged by the fact that the program is now attempting to measure this very important 
skill. While the assignment and rubric are being evaluated for revision to make it more effective, 
candidates will be encouraged to synthesize their knowledge and skills to more positively effect student
learning. We realize that it is an education component that needs introduction earlier in the program. Students need to understand the importance of the assignment. Efforts need to be made to insure internal reliability of the evaluators. Instructors need to incorporate components of the assignment in other courses to better prepare candidates for the final project.

Summary

The evaluation of the teacher education programs is a continuous process. We must strive to provide a coherent program that prepares candidates to meet the challenges of today’s schools.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.
Bachelor of Science in Education – Elementary
2007-2008 Undergraduate Catalog

LIBERAL STUDIES (35 units minimum)

Foundations (7 units minimum)
ENG 105  Critical Reading and Writing 4 units
MAT 155  Principles of Mathematics II 3 units

Distribution Requirement (25 units minimum)
Science (at least one lab science) 7 units
Aesthetic and Humanistic Inquiry 6 units
Cultural Understanding 6 units
Social and Political Worlds 6 units

Liberal Studies elective (3 units minimum) 3 units
Take one additional liberal studies course from any of the liberal studies requirements

MAJOR 1 (54-57 units minimum)

Foundations (18 units)
MAT 150  Principles of Mathematics I 3 units
EDF 200  Introduction to Education 3 units
ESE 380  Introduction to the Exceptional Child 3 units
EPS 324  Educational Psychology – Elementary 3 units

Junior Level Writing & SEI (3-6 units)
EDF 301W  School and Society 3 units
BME 430  Structured English Immersion 3 units
BME 331W  Structured English Immersion in Early Childhood Settings 3 units

Curriculum and Methods 2 (27 units)
ECI 300  Mathematics in the Elementary School 3 units
ECI 306  Science in the Elementary School 3 units
ECI 307  Social Studies in the Elementary School 3 units
ECI 308  Teacher Aide Practicum 1 unit
ECI 309  Integrated Literacy I 3 units
ECI 310  Integrated Literacy II 5 units
ECI 321  Elementary School Curriculum 3 units
ECI 330  Evaluation of Learning – Elementary 3 units
ETC 447  Technology in the Classroom 3 units

Student Teaching 3 (12 units)
ECI 490C  Supervised Teaching – Elementary 12 units

CONTENT EMPHASIS 4 (18 units minimum)
A content emphasis is a concentration of studies in a particular field or subject area required for all elementary education majors.

ELECTIVES (10-13 units minimum to reach the degree minimum total of 120 units)

DIVERSITY COURSE REQUIREMENTS - These requirements are for students who are admitted under the 2005-2006 NAU Undergraduate Catalog and subsequent catalogs. These requirements may be fulfilled in any part of the program.

- 3 units of course work in US Ethnic Diversity
- 3 units of course work in Global Diversity

1 All major courses must be completed with minimum grade of C.
2 Admission to the Teacher Education Program required.
3 Requires minimum cumulative NAU grade point average of 2.5 and a minimum cumulative education grade point average of 2.5.
4 All courses must be completed with a minimum grade of C.
PROGRAM OF STUDY
Master’s of Education
Elementary Certification Program

Student Name: _______________________________________   S.S.#: ________________________
Advisor’s Signature: _____________________________________   Date: ______________________

APPROVED PROGRAM OF STUDIES – Courses selected with the approval of the advisor

I. FOUNDATIONS: (7 hours)

<table>
<thead>
<tr>
<th>Semester Planned</th>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECI 570</td>
<td>Core Introductory Seminar (1 hour)</td>
</tr>
<tr>
<td>EDF XXX</td>
<td>Educational Foundations (EDF 500, EDF 630, or EDF 671) (3 hours)</td>
</tr>
<tr>
<td>EPS XXX</td>
<td>Educational Psychology (EPS 605, EPS 610, or EPS 611) (3 hours)</td>
</tr>
</tbody>
</table>

II. PROFESSIONAL EDUCATION COURSES: (18 hours)

<table>
<thead>
<tr>
<th>Semester Planned</th>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECI 571</td>
<td>Reading and Language Arts Methods (6 hours)</td>
</tr>
<tr>
<td>ECI 572</td>
<td>Teaching Lab (concurrent with 571) (1 hour)</td>
</tr>
<tr>
<td>ECI 573</td>
<td>Elementary Mathematics Methods* (3 hours)</td>
</tr>
<tr>
<td>ECI 574</td>
<td>Social Studies/Science Methods (4 hours)</td>
</tr>
<tr>
<td>ECI 575</td>
<td>Curriculum &amp; Assessment in the Elementary Classroom (4 hours)</td>
</tr>
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</table>

III. EDUCATIONAL SPECIALTIES: (6 hours)

<table>
<thead>
<tr>
<th>Semester Planned</th>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 548</td>
<td>Survey of Special Education (3 hours)</td>
</tr>
<tr>
<td>BME 631</td>
<td>Structured English Immersion (3 hours)</td>
</tr>
</tbody>
</table>

IV. STUDENT TEACHING CAPSTONE EXPERIENCE: (12 hours)

<table>
<thead>
<tr>
<th>Semester Planned</th>
<th>Semester Completed</th>
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<tbody>
<tr>
<td>ECI 576</td>
<td>Student Teaching/Internship (11 hours)</td>
</tr>
<tr>
<td>ECI 577</td>
<td>Student Teaching Reflection Seminar (1 hour)</td>
</tr>
</tbody>
</table>

TOTAL: (43 hours)

- The ECI coursework listed above cannot be applied to an NAU, non-certification, Early Childhood, Elementary, or Secondary Masters Degree.
- A Program of Study must accompany the application for admission to the program.
- **Students must be admitted to this degree program before taking coursework.**
- ETC 545 or a one-credit technology course (ETC XXX) is a prerequisite to the program.
- Students must satisfy state and federal constitution requirements and successfully pass the AEPA examinations of Professional Knowledge and Content Exams for Certification.
- College Algebra or equivalent mathematics is a prerequisite for Elementary School Mathematics, ECI 573.
Table 1.1 Alignment of Institutional, Professional Education Unit, and Elementary Education Program Values

<table>
<thead>
<tr>
<th>NAU Value</th>
<th>Professional Education Unit Value</th>
<th>Elementary Education Preparation Program Value (B.S. Ed and M.Ed. with Certification)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Success</strong></td>
<td><strong>Learner-Centered Education:</strong> We value programs that give candidates the greatest chance of success by including components that are experiential, collaborative, problem-centered, reflection-oriented, outcome-based, research-guided, and technology-rich.</td>
<td><strong>Learning Paradigm:</strong> We strive to create environments and experiences that support students in discovering and constructing knowledge for themselves. We encourage candidates to form a community of learners that discuss ideas, share experiences, and solve problems.</td>
</tr>
<tr>
<td><strong>Educational Access; Diversity</strong></td>
<td><strong>Commitment to Diversity:</strong> We endorse respect for diversity in our curriculum and pedagogical applications.</td>
<td><strong>Commitment to Diversity:</strong> Throughout our curriculum, we support students in discovering and constructing knowledge for themselves. We encourage candidates to form a community of learners that discuss ideas, share experiences, and solve problems.</td>
</tr>
<tr>
<td><strong>Excellence in Education</strong></td>
<td><strong>Innovation and Inquiry:</strong> We view our mission as incorporating new knowledge into the preparation of professionals and spreading this knowledge to the practitioners already in the field.</td>
<td><strong>Innovation and Inquiry:</strong> We are committed to researching the application of new instructional strategies and incorporating new innovations into the curriculum. We also promote this commitment to research based practice to our candidates through course based, authentic assessment practices.</td>
</tr>
<tr>
<td><strong>Integrity and Civility</strong></td>
<td><strong>Advocacy:</strong> We believe that advocacy for learners and for equitable and effective institutions is a central responsibility.</td>
<td><strong>Mastery Learning:</strong> We are committed to candidate learning and success, and incorporate elements of Mastery Learning into our teaching including a focus on process of learning, and providing specific, formative feedback throughout our courses.</td>
</tr>
<tr>
<td><strong>Excellence in Education</strong></td>
<td><strong>Life-Long Learning:</strong> We believe in the concept of continuous learning for personal and professional development and strive to instill that value in our candidates.</td>
<td><strong>Life-Long Learning:</strong> We embrace the concept of continuous learning for professional development and promote this idea through our program of study assisting students in locating professional associations and conferences, training opportunities, and self-paced materials.</td>
</tr>
</tbody>
</table>

Table 1.2 Assessment Alignment Table

<table>
<thead>
<tr>
<th>Program Assessment</th>
<th>ACEI Standard #</th>
<th>CK</th>
<th>PKS</th>
<th>PrK</th>
<th>D</th>
<th>TI</th>
<th>St L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Point #1: Admission to Program</td>
<td>1, 2.1, 2.2, 2.3, 2.4</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>2.5 GPA in Content Courses</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Point #2: Admission to Student Teaching</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>--------------------------------------------------</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 GPA in Professional Courses</td>
<td>2.1, 2.2, 2.3, 2.4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful completion of Arizona Educator’s Proficiency Assessment of Content Knowledge (Elementary Education 01)</td>
<td>2.1, 2.2, 2.3, 2.4</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful Completion of EPS 324/605 (Educational Psychology in Elementary and Middle School)</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Successful completion of ECI 300/573 (Elementary Math Methods Concept Activity Planning Model)</td>
<td>1, 2.3, 3.3, 4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Successful completion of ECI 306 (Elementary Science Methods) Lesson Plan</td>
<td>2.2, 2.8, 3.1, 3.2, 4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful completion of ECI 307/ECI 574 (Elementary Social Studies Methods) Lesson Plan</td>
<td>2.2, 2.8, 3.1, 3.2, 4</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful completion ECI 309/571 (Elementary Literacy) How to Teach a Child to Read Essay</td>
<td>1, 3.3, 4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful completion of ECI 321/575 (Elementary Curriculum) Philosophy of Education Statement</td>
<td>1, 3.2, 3.3, 3.4, 3.5, 5.3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful completion of ECI 330 (Evaluation of Learning) Assessment Plan</td>
<td>3.2</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Successful Completion of ETC 447/547 (Technology in the Classroom)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful Completion of BME 430/631 and ESE 380/548 (Introduction to Exceptional Children)</td>
<td>3.2</td>
<td>X</td>
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<td></td>
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<tr>
<td>Successful completion of minimum 45 hours in practicum experiences</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Point #3: Completion of Student Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Passing score on Student Teaching Evaluation form</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing score on Significant Unit of Instruction Project</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
</tbody>
</table>
Assessment 1

1. Arizona Educators Proficiency Assessment (Elementary Education-03) is the state licensure assessment.

2. Assessment 1 aligns with Curriculum Standards 2.1 Language Arts, 2.2 Science, 2.3 Mathematics, and 2.4 Social Studies. The Arizona Educators Proficiency Assessment measures the content knowledge of the elementary education candidates in the areas of Language Arts, Science, Mathematics, and Social Studies required in teaching on the elementary level. The Assessment contains 80 selected-response items and are distributed across subareas as follows:
   - Language Arts 30%
   - Mathematics 24%
   - Science 16%
   - Social Studies 19%
   - The Arts 11%

3. Data Analysis
Pass rates for the last three years:
   - 2004-2005 89%
   - 2005-2006 89%
   - 2006-2007 87%

4. Data Interpretation
The pass rates for the past three years indicate that the Unit is doing an adequate job of preparing students in the areas of mathematics, language arts, social studies, science, and art areas of content.

5. Assessment 1 Attachment
This is a mandated test prepared by National Evaluation Systems (NES). Information concerning the scoring process is not provided to the Unit, nor are the range and means of the scores or subscores. Copies of the official reports are attached.

<table>
<thead>
<tr>
<th>Arizona Educator Proficiency Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Institution Report</td>
</tr>
<tr>
<td>Program Year: 2004-2005</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Field/Category</th>
<th>Institution</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Passed</td>
</tr>
<tr>
<td></td>
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</table>

| Process date: 02-08-06 13:06:37 |
| Institution: 105 - Northern Arizona University |
| Number of Program Completers: 759 |
### Professional Knowledge/Pedagogy

<table>
<thead>
<tr>
<th>Test Field/Category</th>
<th>Institution</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>091 Professional Knowledge - Elementary</td>
<td>552</td>
<td>507</td>
</tr>
<tr>
<td>092 Professional Knowledge - Secondary</td>
<td>161</td>
<td>154</td>
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<tr>
<td>Aggregate</td>
<td>713</td>
<td>661</td>
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</tbody>
</table>

### Academic Content Areas

<table>
<thead>
<tr>
<th>Test Field/Category</th>
<th>Institution</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>001 Elementary Education</td>
<td>512</td>
<td>457</td>
</tr>
<tr>
<td>002 English</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td>003 Social Studies</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>005 History</td>
<td>7</td>
<td>--</td>
</tr>
<tr>
<td>007 Biology</td>
<td>7</td>
<td>--</td>
</tr>
<tr>
<td>008 Chemistry</td>
<td>4</td>
<td>--</td>
</tr>
<tr>
<td>010 Mathematics</td>
<td>5</td>
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</tr>
<tr>
<td>013 Art</td>
<td>6</td>
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<td>014 Music</td>
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<td>015 Spanish</td>
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</tr>
<tr>
<td>017 German</td>
<td>1</td>
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<tr>
<td>Aggregate</td>
<td>614</td>
<td>554</td>
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### Other Content Areas

<table>
<thead>
<tr>
<th>Test Field/Category</th>
<th>Institution</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>018 Health</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>020 Business</td>
<td>10</td>
<td>8</td>
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<tr>
<td>Aggregate</td>
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<td>20</td>
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</table>

### Teaching Special Populations

<table>
<thead>
<tr>
<th>Test Field/Category</th>
<th>Institution</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>022 Special Education: Cross-Category</td>
<td>89</td>
<td>86</td>
</tr>
<tr>
<td>Aggregate</td>
<td>89</td>
<td>86</td>
</tr>
</tbody>
</table>

### Summary Totals and Pass Rate

| Number of Program Completers: 791 | 678 | 608 | 90% | 92% |

---

### Arizona Educator Proficiency Assessments

**Annual Institution Report**

**Program Year: 2005-2006**

**Process date:** 02-12-07 09:45:56

**Institution:** 105 - Northern Arizona University

**Number of Program Completers:** 791
<table>
<thead>
<tr>
<th>Test Field/Category</th>
<th>Number Tested</th>
<th>Number Passed</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Knowledge/Pedagogy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>091 Professional Knowledge - Elementary</td>
<td>465</td>
<td>428</td>
<td>92%</td>
</tr>
<tr>
<td>092 Professional Knowledge - Secondary</td>
<td>126</td>
<td>121</td>
<td>96%</td>
</tr>
<tr>
<td>093 Professional Knowledge - Early Childhood</td>
<td>3</td>
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<tr>
<td><strong>Aggregate</strong></td>
<td>594</td>
<td>552</td>
<td>93%</td>
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<tr>
<td><strong>Academic Content Areas</strong></td>
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</tr>
<tr>
<td>013 Art</td>
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<td>--</td>
<td>--</td>
</tr>
<tr>
<td>007 Biology</td>
<td>10</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>008 Chemistry</td>
<td>1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>036 Early Childhood Education</td>
<td>3</td>
<td>--</td>
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</tr>
<tr>
<td>001 Elementary Education</td>
<td>454</td>
<td>395</td>
<td>87%</td>
</tr>
<tr>
<td>002 English</td>
<td>23</td>
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</tr>
<tr>
<td>016 French</td>
<td>1</td>
<td>--</td>
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</tr>
<tr>
<td>005 History</td>
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<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>Subject</td>
<td>Questions</td>
<td>Correct</td>
<td>Pass Rate</td>
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<tr>
<td>---------------------------------</td>
<td>-----------</td>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>010 Mathematics</td>
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</tr>
<tr>
<td>014 Music</td>
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<td>17</td>
<td>94%</td>
</tr>
<tr>
<td>009 Physics</td>
<td>2</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>003 Social Studies</td>
<td>11</td>
<td>11</td>
<td>100%</td>
</tr>
<tr>
<td>015 Spanish</td>
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<td><strong>Aggregate</strong></td>
<td><strong>563</strong></td>
<td><strong>500</strong></td>
<td><strong>89%</strong></td>
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</tr>
<tr>
<td>020 Business</td>
<td>1</td>
<td>--</td>
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</tr>
<tr>
<td>018 Health</td>
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<tr>
<td><strong>Aggregate</strong></td>
<td><strong>10</strong></td>
<td><strong>10</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td><strong>Teaching Special Populations</strong></td>
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<td>022 Special Education: Cross-Category</td>
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<td>53</td>
<td>90%</td>
</tr>
<tr>
<td><strong>Aggregate</strong></td>
<td><strong>59</strong></td>
<td><strong>53</strong></td>
<td><strong>90%</strong></td>
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<tr>
<td><strong>Summary Totals and Pass Rate</strong></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td><strong>595</strong></td>
<td><strong>523</strong></td>
<td><strong>88%</strong></td>
</tr>
</tbody>
</table>
Assessment 2: Instructional Design Component in Lesson Plans (Assessment of candidate ability to plan instruction)

1. The assessment is Instructional Design Component found in Lesson Plans in ECI 300, 306, and 307 for the B.S.Ed. and in Lesson Plans in ECI 573 and 574 for the M.Ed. with Certification.

2. The assessment aligns with ACEI Curriculum Standards 2.2 Science, 2.3 Mathematics, and 2.4 Social Studies. The ECI 300 and ECI 573 Lesson Plan require candidates to demonstrate understanding of the concepts, procedures, and reasoning processes of mathematics (Mathematics Standard 2.3) by correctly creating the content component of the plan (see rubric). The ECI 306 Lesson Plan requires candidates to demonstrate understanding and fundamental use of concepts in the subject matter of science (Science Standard 2.2) by correctly creating the content component of the plan (see rubric). The ECI 307 Lesson Plan requires candidates to demonstrate knowledge, understanding, and appropriate usage of the major concepts and modes of inquiry from the social studies (Social Studies Standard 2.4) by correctly creating the content component of the plan (see rubric). Similarly, the ECI 574 Integrated Lesson requires addresses Standards 2.2 and 2.4.

3. Data Analysis
Candidates receiving a rating of 3 or 4 are meeting the standard, with 3 considered approaching mastery and 4 as mastery.

**B.S.Ed.**

ECI 300-The data indicate that 93% of all candidates consistent across Unit sites are approaching or at the mastery level on the content component of the lesson plan (levels 3 and 4) by demonstrating understanding of the concepts, procedures, and reasoning processes of mathematics (Mathematics Standard 2.3).

ECI 306-The data indicate that 96% of all candidates consistent across Unit sites are approaching or are at the mastery level on the content component of the lesson plan (levels 3 and 4) by demonstrating understanding and fundamental use of concepts in the subject matter of science (Science Standard 2.2).

ECI 307-the data indicate that achievement of candidates across the state shows does some variance. During Spring of 2007, 100% of Flagstaff candidates and 90% of Rural candidates were approaching or at the mastery level on the content component of the lesson plan (levels 3 and 4) by demonstrating knowledge, understanding, and appropriate usage of the major concepts and modes of inquiry from the social studies (Social Studies Standard 2.4). During the Fall of 2007, 75% of Flagstaff candidates, 81% of Phoenix candidates, and 97% of Rural candidates were approaching or at the mastery level. These differences merit further study.
M.Ed. with Certification

ECI 573- During 2007, 85% of candidates in Tucson and Rural sits and 100% of candidates in Flagstaff were approaching or at the mastery level on the content component of the lesson plan (levels 3 and 4) by demonstrating understanding of the concepts, procedures, and reasoning processes of mathematics (Mathematics Standard 2.3).

ECI 574- During 2007, 95% of the candidates in the one section reported were approaching or at the mastery level on the content component of the lesson plan (levels 3 and 4) by demonstrating the ability to design a lesson plan with content that is accurate, appropriate, and relevant to the lesson and the students’ lives.

4. Interpretation of the Analysis
The data indicate that the program is doing an adequate job of preparing candidates in the B.S.Ed program to prepare lesson plans with a clear, accurate, and appropriate presentation of content (ACEI Curriculum Standards 2.2 Science, 2.3 Mathematics, and 2.4 Social Studies). In most sections of the courses in which these assignments are housed, instructors approach the assignment from a mastery learning approach and allow the candidates to resubmit and refine the assignment, while other instructors may not follow this approach. The 75% attainment rate of the Flagstaff candidates in the Fall 2007 is not consistent with the other data, and raises questions relative to candidate learning that merit investigation.

The data available suggest that candidates in our M.Ed. with Certification program also are prepared to prepare lessons with content presentation meeting the criteria of ACEI Standards, 2.2, 2.3, and 2.4. These data, however, are incomplete. Because of this, definite conclusions cannot be drawn at this time. The M.Ed. with Certification program is relatively new and signature assignments have been often taught by part time faculty who may need further training in the area of using the electronic portfolio system to collect and evaluate signature assignments. Because of these reasons, our data are incomplete for this program. All of these issues merit further study and refinement.

5. Attachment for Assessment 2

a. In the ECI 300 Lesson Plan, the candidates develop a concept activity lesson plan model. Follow the Concept Activity Lesson Plan model available in TaskStream's "Lesson Builder", and include all components: content, learning materials, classroom organization, concept activity, and assessment.

In the ECI 306 Lesson Plan, the candidates develop a lesson plan that demonstrates understanding and competency in the following areas: knowledge of subject matter and content; how children learn and develop; how the use of various methods of teaching can support intellectual and social growth, as well as to encourage candidates' development of critical thinking and problem-solving skills; how to integrate the lesson with other subject
areas; how to function effectively in multicultural settings; and how to meet the needs of diverse and special-needs learners. This lesson will include relevant Arizona Academic Standards.

In the ECI 307 Lesson Plan, the candidates develop a lesson plan that demonstrates understanding and competency in the following areas: knowledge of subject matter and content; how children learn and develop; how the use of various methods of teaching can support intellectual and social growth, as well as to encourage candidates' development of critical thinking and problem-solving skills; how to integrate the lesson with other subject areas; how to function effectively in multicultural settings; and how to meet the needs of diverse and special-needs learners. This lesson will include relevant Arizona Academic Standards.

In the ECI 573 Lesson Plan, the candidates develop a concept activity lesson plan model. Follow the Concept Activity Lesson Plan model available in TaskStream's "Lesson Builder", and include all components: content, learning materials, classroom organization, concept activity, and assessment.

In the ECI 574 Integrated Lesson Plan, the candidates develop a lesson plan that demonstrates understanding and competency in the following areas: knowledge of subject matter and content; how children learn and develop; how the use of various methods of teaching can support intellectual and social growth, as well as to encourage candidates' development of critical thinking and problem-solving skills; how to integrate the lesson with other subject areas; how to function effectively in multicultural settings; and how to meet the needs of diverse and special-needs learners. This lesson will include relevant Arizona Academic Standards.

b. Rubrics

ECI300 - Concept Activity Planning Model

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Criteria:</td>
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</table>

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<tr>
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<th>Concept is not developmentally appropriate. AZ Math Standards are not included; and focus objective is unclear or is not measurable.</th>
<th>Concept is developmentally appropriate. AZ Math Standards are not included; and focus objective is unclear or is not measurable.</th>
<th>Concept is developmentally appropriate and includes AZ Math Standards. Focus objective is unclear and/or not measurable.</th>
<th>Concept is developmentally appropriate and includes AZ Math Standards. Focus objective is clearly stated and measurable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Materials</td>
<td>No materials are listed.</td>
<td>One or more materials needed for lesson are not included and those listed are not clearly described.</td>
<td>Some materials are not included or are not clearly described.</td>
<td>All necessary learning materials are clearly described.</td>
</tr>
<tr>
<td><strong>Classroom Organization</strong></td>
<td>Classroom organization or arrangements for activity are missing.</td>
<td>Classroom organization and arrangements for activity are not clearly stated.</td>
<td>Classroom organization and arrangements for activity are clearly stated.</td>
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<td>----------------------------</td>
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<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Concept Activity</strong></td>
<td>Procedures for activity are not included.</td>
<td>Procedures for activity or questions for teacher are incomplete or unclear</td>
<td>Procedures for activity are clearly listed. Questions for teacher with anticipated responses are included.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Procedures and materials for assessments are missing</td>
<td>Procedures and materials for formative or summative assessment are missing or unclear</td>
<td>Includes both formative and summative assessment procedures and materials. Criteria for intervention are indicated.</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>ECI306 - Lesson Plan</strong></th>
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<thead>
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<th><strong>Levels:</strong></th>
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<td><strong>Criteria:</strong></td>
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<td>value: 3</td>
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<td><strong>Preliminary Information</strong></td>
<td>Preliminary information is missing.</td>
<td>One or more elements are missing.</td>
<td>All elements are present, but the goals or objectives are not stated clearly, or are not measurable.</td>
</tr>
<tr>
<td><strong>Arizona Standards</strong></td>
<td>Standards are missing or not relevant to this lesson.</td>
<td>Only a few standards are listed, or are not relevant to this lesson.</td>
<td>Most of the standards are covered, with a few omissions or non-relevant inclusions.</td>
</tr>
<tr>
<td><strong>Lesson Content</strong></td>
<td>Content information is either missing or is inaccurate.</td>
<td>Some important content is either omitted or is inaccurate.</td>
<td>Content is mostly covered, and is mostly accurate and meaningful.</td>
</tr>
<tr>
<td><strong>Multiculturalism and Diversity</strong></td>
<td>Either no hypothetical scenarios are selected, or there is nothing that demonstrates sensitivity or awareness of multicultural or diversity issues.</td>
<td>Only one hypothetical scenario is selected; or the needs are not well accommodated.</td>
<td>At least two hypothetical scenarios are selected, but the needs are not well accommodated.</td>
</tr>
<tr>
<td>Lesson Integration</td>
<td>The lesson has no provision for integration with other subject areas.</td>
<td>There is some provision for integration, but is lacking in quantity or creativity.</td>
<td>There are suggestions for integration, but are not fully developed.</td>
</tr>
<tr>
<td>Lesson Format/Structure</td>
<td>The lesson plan does not follow any recognized format. Vital elements are missing. Presentation is weak, and/or activities are not meaningful.</td>
<td>More than one element is missing. Presentation and/or activities are not well organized, meaningful or relevant.</td>
<td>The format is missing one vital element, or the presentation or activities are not clearly organized, meaningful or relevant.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Appropriate form(s) of assessment is missing.</td>
<td>Form(s) of assessment are not appropriate, or are not aligned with original goals or objectives.</td>
<td>Appropriate form(s) of assessment is not selected, may not be aligned with objectives. Criteria for intervention may or may not be indicated.</td>
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</table>

**ECI307 - Lesson Plan**

<p>| Levels: |  |  |  |  |
| Criteria: | value: 1 | value: 2 | value: 3 | value: 4 |
| Preliminary Information | Preliminary information is missing. | One or more elements are missing. | All elements are present, but the goals or objectives are not stated clearly, or are not measurable. | All elements are present and the goals or objectives are clear and measurable. |
| Arizona Standards | Standards are missing or not relevant to this lesson. | Only a few standards are listed, or are not relevant to this lesson. | Most of the standards are covered, with a few omissions or non-relevant inclusions. | Thorough listing of standards relevant to this lesson. |
| Lesson Content | Content information is either missing or is inaccurate. | Some important content is either omitted or is inaccurate. | Content is mostly covered, and is mostly accurate and meaningful. | All content information needed to effectively teach the lesson is clearly stated, accurate and meaningful. |
| Multiculturalism and Diversity | Either no hypothetical scenarios are selected, or there is nothing that | Only one hypothetical scenario is selected; or the needs are not | At least two hypothetical scenarios are selected, but the needs are not | At least two hypothetical scenarios are selected, with those needs clearly identified and well |</p>
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<td>Concept is developmentally appropriate.</td>
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<tr>
<td>includes AZ Math Standards. Focus objective</td>
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<td></td>
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<tr>
<td>is unclear and/or not measurable.</td>
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<tr>
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<tr>
<td>No materials are listed.</td>
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</tr>
<tr>
<td>One or more materials needed for lesson are</td>
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<tr>
<td>not included and those listed are not clearly described.</td>
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<td></td>
</tr>
<tr>
<td>Some materials are not included or are not clearly described.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>All necessary learning materials are clearly described.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Organization</strong></td>
<td>Classroom organization or arrangements for activity are missing.</td>
<td>Classroom organization and arrangements for activity are not clearly stated.</td>
<td>Classroom organization or arrangements for activity are not clearly stated.</td>
<td>Classroom organization and arrangements for activity are clearly stated.</td>
</tr>
<tr>
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<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Concept Activity</strong></td>
<td>Procedures for activity are not included.</td>
<td>Procedures for activity and questions for teacher are incomplete or unclear</td>
<td>Procedures for activity or questions for teacher are incomplete or unclear</td>
<td>Procedures for activity are clearly listed. Questions for teacher with anticipated responses are included.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Procedures and materials for assessments are missing</td>
<td>Procedures and materials for formative or summative assessment are missing or unclear</td>
<td>Includes both formative and summative assessment procedures and materials. Criteria for intervention are not indicated.</td>
<td>Includes both formative and summative assessment procedures and materials. Criteria for intervention are indicated.</td>
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### ECI574 1.0

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<th>value: 3</th>
<th>value: 4</th>
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<tr>
<td><strong>Preliminary Information</strong></td>
<td>One or more elements are missing.</td>
<td>All elements are present, but the goals or objectives are not stated clearly, or are not measurable.</td>
<td>All elements are present and the goals or objectives are clear and measurable.</td>
<td>All elements are present and all objectives are achievable for candidates in the time frame given, sequenced and developmentally appropriate for all candidates.</td>
</tr>
<tr>
<td><strong>Arizona Standards</strong></td>
<td>Only a few standards are listed, or are not relevant to this lesson.</td>
<td>Most of the standards are covered, with a few omissions or non-relevant inclusions.</td>
<td>Thorough listing of standards relevant to this lesson</td>
<td>All objectives relate to student academic standards.</td>
</tr>
<tr>
<td><strong>Lesson Content</strong></td>
<td>Some important content is either omitted or is inaccurate.</td>
<td>Content is mostly covered, and is mostly accurate and meaningful.</td>
<td>All content information needed to effectively teach the lesson is clearly stated, accurate and meaningful.</td>
<td>All content information is relevant to the lesson, the candidates’ lives and current.</td>
</tr>
<tr>
<td><strong>Multiculturalism and Diversity</strong></td>
<td>Only one hypothetical scenario is selected; or the</td>
<td>At least two hypothetical scenarios are selected, but the</td>
<td>At least two hypothetical scenarios are selected, with</td>
<td>At least three hypothetical scenarios are selected, with those needs clearly identified</td>
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### Candidate Data

#### BSEd ECI Content Strand of Rubric

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<th>Focus Objective</th>
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<td>unclear or not measurable.</td>
</tr>
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<td>unclear or not measurable.</td>
</tr>
<tr>
<td>3</td>
<td>Developmentally Appropriate and includes AZ Math Standards. Focus objective is unclear and/or not measurable.</td>
<td>clearly stated and measurable.</td>
</tr>
<tr>
<td>4</td>
<td>Developmentally Appropriate and includes AZ Math Standards. Focus objective is clearly stated and measurable.</td>
<td>clearly stated and measurable.</td>
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#### ECI 300 Spring 2007

Flagstaff

<table>
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</tr>
<tr>
<td>Some important content is either omitted or is inaccurate.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Content is mostly covered, and is mostly accurate and meaningful.</td>
<td></td>
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</tr>
<tr>
<td>All content information needed to effectively teach the lesson is clearly stated, accurate and meaningful.</td>
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### ECI 306 Spring 2007

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ECI 306 Fall 2007

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Tucson N=53

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ECI 307 Content Component of Rubric

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<td>Content information is either missing or is inaccurate.</td>
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<td></td>
<td>Some important content is either omitted or is inaccurate.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Content is mostly covered, and is mostly accurate and meaningful.</td>
<td></td>
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<td></td>
<td>All content information needed to effectively teach the lesson is clearly stated, accurate and meaningful.</td>
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ECI 307 Spring 2007

Flagstaff N=58

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Rural N=85

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ECI 307 Fall 2007

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Phoenix N=31

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Rural N=38

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**M.Ed. with Certification**

**ECI 573 Content Component of Rubric**

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<tbody>
<tr>
<td>Concept is not developmentally appropriate. AZ Math Standards are not included; and focus objective is unclear or is not measurable.</td>
<td>Concept is developmentally appropriate. AZ Math Standards are not included; and focus objective is unclear or is not measurable.</td>
<td>Concept is developmentally appropriate and includes AZ Math Standards. Focus objective is unclear or not measurable.</td>
<td>Concept is developmentally appropriate and includes AZ Math Standards. Focus objective is clearly stated and measurable.</td>
</tr>
</tbody>
</table>

**ECI 573 Spring 2007**

Flagstaff  N= [ ]

<table>
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<tr>
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**ECI 573 Summer**

Rural  N= [ ]

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**ECI 573 Fall**

Tucson  N=19

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**ECI 574 Integrated Lesson Plan Content Component**

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</thead>
<tbody>
<tr>
<td>Lesson Content</td>
<td>Some important content is either omitted or is inaccurate.</td>
<td>Content is mostly covered, and is mostly accurate and meaningful.</td>
<td>All content information needed to effectively teach the lesson is clearly stated, accurate and meaningful.</td>
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</tbody>
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**Fall 2007**

Tucson  N=26

<table>
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<td>Count/%</td>
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<td>15.79</td>
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</tr>
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</table>
Assessment 3: Lesson Integration Component in Lesson Plans and Instructional Design Component (Assessment of candidate ability to plan instruction).

1. This assessment is comprised of (1) the Lesson Integration Component found in the Lesson Plan assignments in ECI 306 and 307 (B.S.Ed.) and the Lesson Plan assignment in ECI 574 (M.Ed.); (2) the Instructional Design Component (Lesson Format Structure) in ECI 306 and 307 (B.S.Ed.), and in ECI 574 (M.Ed.), and (3) the Assessment Component found in the Lesson Plans in ECI 300 and 306 (B.S.Ed.) and in ECI 573 for (M.Ed.).

2. The assessment aligns with ACEI Curriculum Standards 3.1 Integrating and applying knowledge for instruction and 4 Assessment for instruction. The ECI 306, 307, and 574 Lesson Plans require candidates to design a lesson plan that clearly includes this competency (Standard 3.1). The competency requires candidates to demonstrate the ability to plan and implement instruction. The ECI 300, 306, 307, 573, and 574 Lesson Plans require candidates to know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction by designing a lesson that clearly includes this competency.

3. Data Analysis
Candidates receiving a rating of 3 or 4 are meeting the standard, with 3 considered approaching mastery and 4 as mastery.

B.S.Ed.

(1) Integration Component- The data indicate that over 90% of all candidates across the Unit in ECI 306 are approaching or at the mastery level on the integration component of the lesson plan (levels 3 and 4) by demonstrating their ability to develop an integrated lesson plan (Standard 3.1). The data also indicate that achievement across the state in ECI 307 shows some variance. During Spring of 2007, 96% of all candidates were approaching or at the mastery level (levels 3 and 4) on the integration component of the lesson plan by demonstrating their ability to develop an integrated lesson plan. During Fall 2007, 100% of Flagstaff and Phoenix candidates and 85% of Rural candidates were achieving at the approaching or mastery level (levels 3 and 4). However, the data indicate that in each group of candidates, there is a significantly larger group in the approaching mastery level. These differences merit further study.

(2) Instructional Design Component (Lesson Format Structure) -The data indicate that over 94% of all candidates across the Unit in ECI 306 and 307 are approaching or at the mastery level on the instructional design component (Lesson Format Structure)

(3) Assessment Component-The data indicate some variance in achievement ECI 300. In Spring 2007, 76% of the candidates in Flagstaff were approaching or at the mastery level (levels 3 and 4) on the assessment component, while 100% of Rural candidates achieved at this level. During Fall 2007, 92% of all candidates across the Unit were
approaching or at the mastery level (levels 3 and 4). These differences merit further study.

**M.Ed. with Certification**

(1) Integration Component-The data indicate that 96% of the candidates assessed in ECI 574 are approaching or at the mastery level (levels 3 and 4) on the integration component of the lesson plan by demonstrating their ability to develop an integrated lesson plan (Standard 3.1).

(2) Instructional Design Component (Lesson Format Structure)- The data indicate that over 95% of all candidates in ECI 574 are approaching or at the mastery level on the instructional design component (Lesson Format Structure).

(3) Assessment Component-The data indicate that 96% of the candidates in ECI 573 are approaching or at the mastery level (levels 3 and 4) on the assessment component of the lesson plan by demonstrating their ability to know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction by designing a lesson that clearly includes this competency.

4. Interpretation of the Analysis

The data indicate that the program is doing an adequate job of preparing candidates in the B.S.Ed. program to prepare integrated, instructionally appropriate lesson plans that include formal and informal assessment strategies (ACEI Instruction Standard 3.1 and Assessment Standard 4. In most sections of the courses in which these assignments are housed, instructors approach the assignment from a mastery learning approach and allow the candidates to resubmit and refine the assignment, while other instructors may not follow this approach. The 76% attainment rate of the Flagstaff candidates in ECI 300 in Spring 2007 is not consistent with the other data, and raises questions relative to candidate learning that merit investigation.

The data available suggest that candidates in our M.Ed. with Certification program also are prepared to prepare integrated, instructionally appropriate lesson plans that include formal and informal assessment strategies meeting the criteria of ACEI Instruction Standard 3.1 and Assessment Standard 4. These data, however, are M.Ed. incomplete. Because of this, definite conclusions cannot be drawn at this time. The with Certification program is relatively new and signature assignments have been often taught by part time faculty who may need further training in the area of using the electronic portfolio system to collect and evaluate signature assignments. Because of these reasons, our data are incomplete for this program. All of these issues merit further study and refinement.

5. Attachment for Assessment 2

a. In the ECI 300 Lesson Plan, the candidates develop a concept activity lesson plan model. Follow the Concept Activity Lesson Plan model available in TaskStream's
"Lesson Builder", and include all components: content, learning materials, classroom organization, concept activity, and assessment.

In the ECI 306 Lesson Plan, the candidates develop a lesson plan that demonstrates understanding and competency in the following areas: knowledge of subject matter and content; how children learn and develop; how the use of various methods of teaching can support intellectual and social growth, as well as to encourage candidates' development of critical thinking and problem-solving skills; how to integrate the lesson with other subject areas; how to function effectively in multicultural settings; and how to meet the needs of diverse and special-needs learners. This lesson will include relevant Arizona Academic Standards.

In the ECI 307 Lesson Plan, the candidates develop a lesson plan that demonstrates understanding and competency in the following areas: knowledge of subject matter and content; how children learn and develop; how the use of various methods of teaching can support intellectual and social growth, as well as to encourage candidates' development of critical thinking and problem-solving skills; how to integrate the lesson with other subject areas; how to function effectively in multicultural settings; and how to meet the needs of diverse and special-needs learners. This lesson will include relevant Arizona Academic Standards.

In the ECI 573 Lesson Plan, the candidates develop a concept activity lesson plan model. Follow the Concept Activity Lesson Plan model available in TaskStream's "Lesson Builder", and include all components: content, learning materials, classroom organization, concept activity, and assessment.

In the ECI 574 Integrated Lesson Plan, the candidates develop a lesson plan that demonstrates understanding and competency in the following areas: knowledge of subject matter and content; how children learn and develop; how the use of various methods of teaching can support intellectual and social growth, as well as to encourage candidates' development of critical thinking and problem-solving skills; how to integrate the lesson with other subject areas; how to function effectively in multicultural settings; and how to meet the needs of diverse and special-needs learners. This lesson will include relevant Arizona Academic Standards.

b. Rubrics

**ECI300 - Concept Activity Planning Model**

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</thead>
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<tr>
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<td>value: 3</td>
<td>value: 4</td>
</tr>
<tr>
<td>Content</td>
<td>Concept is not developmentally Appropriate. AZ Math Standards are not included;</td>
<td>Concept is developmentally Appropriate. AZ Math Standards are not included;</td>
<td>Concept is developmentally appropriate and includes AZ Math Standards.</td>
<td>Concept is developmentally appropriate and includes AZ Math Standards. Focus objective is clearly</td>
</tr>
<tr>
<td>Learning Materials</td>
<td>No materials are listed.</td>
<td>One or more materials needed for lesson are not included and those listed are not clearly described.</td>
<td>Some materials are not included or are not clearly described.</td>
<td>All necessary learning materials are clearly described.</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>Classroom organization or arrangements for activity are missing.</td>
<td>Classroom organization and arrangements for activity are not clearly stated.</td>
<td>Classroom organization or arrangements for activity are not clearly stated.</td>
<td>Classroom organization and arrangements for activity are clearly stated.</td>
</tr>
<tr>
<td>Concept Activity</td>
<td>Procedures for activity are not included.</td>
<td>Procedures for activity and questions for teacher are incomplete or unclear.</td>
<td>Procedures for activity or questions for teacher are incomplete or unclear.</td>
<td>Procedures for activity are clearly listed. Questions for teacher with anticipated responses are included.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Procedures and materials for assessments are missing</td>
<td>Procedures and materials for formative and summative assessment are missing or unclear.</td>
<td>Includes both formative and summative assessment procedures and materials. Criteria for intervention are not indicated.</td>
<td>Includes both formative and summative assessment procedures and materials. Criteria for intervention are indicated.</td>
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### ECI306 - Lesson Plan

#### Levels:

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</table>

#### Preliminary Information

- Preliminary information is missing.
- One or more elements are missing.
- All elements are present, but the goals or objectives are not stated clearly, or are not measurable.
- All elements are present and the goals or objectives are clear and measurable.

#### Arizona Standards

- Standards are missing or not relevant to this lesson.
- Only a few standards are listed, or are not relevant to this lesson.
- Most of the standards are covered, with a few omissions or non-relevant inclusions.
- Thorough listing of standards relevant to this lesson.

#### Lesson Content

- Content information is either missing or is inaccurate.
- Some important content is either omitted or is inaccurate.
- Content is mostly covered, and is mostly accurate and meaningful.
- All content information needed to effectively teach the lesson is clearly stated, accurate and meaningful.
<table>
<thead>
<tr>
<th>Multiculturalism and Diversity</th>
<th>Either no hypothetical scenarios are selected, or there is nothing that demonstrates sensitivity or awareness of multicultural or diversity issues.</th>
<th>Only one hypothetical scenario is selected; or the needs are not well accommodated.</th>
<th>At least two hypothetical scenarios are selected, but the needs are not well accommodated.</th>
<th>At least two hypothetical scenarios are selected, with those needs clearly identified and well accommodated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Integration</td>
<td>The lesson has no provision for integration with other subject areas.</td>
<td>There is some provision for integration, but is lacking in quantity or creativity.</td>
<td>There are suggestions for integration, but are not fully developed.</td>
<td>The lesson is well integrated with other disciplines; there is evidence of creative thought.</td>
</tr>
<tr>
<td>Lesson Format/Structure</td>
<td>The lesson plan does not follow any recognized format. Vital elements are missing. Presentation is weak, and/or activities are not meaningful.</td>
<td>More than one element is missing. Presentation and/or activities are not well organized, meaningful or relevant.</td>
<td>The format is missing one vital element, or the presentation or activities are not clearly organized, meaningful or relevant.</td>
<td>All elements of the selected lesson plan format are present and clearly stated. Presentation and activities are well organized, meaningful and relevant.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Appropriate form(s) of assessment is missing.</td>
<td>Form(s) of assessment are not appropriate, or are not aligned with original goals or objectives.</td>
<td>Appropriate form(s) of assessment is selected, but may not be correctly aligned with objectives. Criteria for intervention may or may not be indicated.</td>
<td>Appropriate form(s) of assessment is selected. Assessment is well aligned with the goals or objectives. Criteria for intervention is indicated.</td>
</tr>
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**ECI307 - Lesson Plan**

| Levels: | | | | |
|---------|---------|---------|---------|
| Criteria: | value: 1 | value: 2 | value: 3 | value: 4 |

| Preliminary Information | Preliminary information is missing. | One or more elements are missing. | All elements are present, but the goals or objectives are not stated clearly, or are not measurable. | All elements are present and the goals or objectives are clear and measurable. |

<p>| Arizona Standards | Standards are missing or not relevant to this lesson. | Only a few standards are listed, or are not relevant to this lesson. | Most of the standards are covered, with a few omissions or non-relevant inclusions. | Thorough listing of standards relevant to this lesson |</p>
<table>
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<th>Content information is either missing or is inaccurate.</th>
<th>Some important content is either omitted or is inaccurate.</th>
<th>Content is mostly covered, and is mostly accurate and meaningful.</th>
<th>All content information needed to effectively teach the lesson is clearly stated, accurate and meaningful.</th>
</tr>
</thead>
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<tr>
<td><strong>Multiculturalism and Diversity</strong></td>
<td>Either no hypothetical scenarios are selected, or there is nothing that demonstrates sensitivity or awareness of multicultural or diversity issues.</td>
<td>Only one hypothetical scenario is selected; or the needs are not well accommodated.</td>
<td>At least two hypothetical scenarios are selected, but the needs are not well accommodated.</td>
<td>At least two hypothetical scenarios are selected, with those needs clearly identified and well accommodated.</td>
</tr>
<tr>
<td><strong>Lesson Integration</strong></td>
<td>The lesson has no provision for integration with other subject areas.</td>
<td>There is some provision for integration, but is lacking in quantity or creativity.</td>
<td>There are suggestions for integration, but are not fully developed.</td>
<td>The lesson is well integrated with other disciplines; there is evidence of creative thought.</td>
</tr>
<tr>
<td><strong>Lesson Format/Structure</strong></td>
<td>The lesson plan does not follow any recognized format. Vital elements are missing. Presentation is weak, and/or activities are not meaningful.</td>
<td>More than one element is missing. Presentation and/or activities are not well organized, meaningful or relevant.</td>
<td>The format is missing one vital element, or the presentation or activities are not clearly organized, meaningful or relevant.</td>
<td>All elements of the selected lesson plan format are present and clearly stated. Presentation and activities are well organized, meaningful and relevant.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Appropriate form(s) of assessment is missing.</td>
<td>Form(s) of assessment are not appropriate, or are not aligned with original goals or objectives.</td>
<td>Appropriate form(s) of assessment is selected, but may not be correctly aligned with objectives. Criteria for intervention may or may not be indicated.</td>
<td>Appropriate form(s) of assessment is selected. Assessment is well aligned with the goals or objectives. Criteria for intervention is indicated.</td>
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**Levels:**

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<th>value: 3</th>
<th>value: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Concept is not developmentally appropriate. AZ Math Standards are not included; and focus objective is unclear or is not</td>
<td>Concept is developmentally appropriate. AZ Math Standards are not included; and focus objective is</td>
<td>Concept is developmentally appropriate and includes AZ Math Standards. Focus objective is unclear and/or not Measurable.</td>
<td>Concept is developmentally appropriate and includes AZ Math Standards, Focus objective is clearly stated and measurable.</td>
</tr>
<tr>
<td>Learning Materials</td>
<td>No materials are listed.</td>
<td>One or more materials needed for lesson are not included and those listed are not clearly described.</td>
<td>Some materials are not included or are not clearly described.</td>
<td>All necessary learning materials are clearly described.</td>
</tr>
<tr>
<td>-------------------</td>
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<td>-------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>Classroom organization or arrangements for activity are missing.</td>
<td>Classroom organization and arrangements for activity are not clearly stated.</td>
<td>Classroom organization or arrangements for activity are not clearly stated.</td>
<td>Classroom organization and arrangements for activity are clearly stated.</td>
</tr>
<tr>
<td>Concept Activity</td>
<td>Procedures for activity are not included.</td>
<td>Procedures for activity or questions for teacher are incomplete or unclear</td>
<td>Procedures for activity or questions for teacher are incomplete or unclear</td>
<td>Procedures for activity are clearly listed. Questions for teacher with anticipated responses are included.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Procedures and materials for assessments are missing</td>
<td>Procedures and materials for formative or summative assessment are missing or unclear</td>
<td>Includes both formative and summative assessment procedures and materials. Criteria for intervention are not indicated.</td>
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**ECI574 1.0**

<table>
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<td>value: 3</td>
<td>value: 4</td>
</tr>
<tr>
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<td>All elements are present, but the goals or objectives are not stated clearly, or are not measurable.</td>
<td>All elements are present and the goals or objectives are clear and measurable.</td>
<td>All elements are present and all objectives are achievable for candidates in the time frame given, sequenced and developmentally appropriate for all candidates.</td>
</tr>
<tr>
<td>Arizona Standards</td>
<td>Only a few standards are listed, or are not relevant to this lesson.</td>
<td>Most of the standards are covered, with a few omissions or non-relevant inclusions.</td>
<td>Thorough listing of standards relevant to this lesson</td>
<td>All objectives relate to student academic standards.</td>
</tr>
<tr>
<td>Lesson Content</td>
<td>Some important</td>
<td>Content is mostly</td>
<td>All content</td>
<td>All content information</td>
</tr>
<tr>
<td>Multiculturalism and Diversity</td>
<td>There is some provision for integration, but is lacking in quantity or creativity.</td>
<td>More than one element is missing. Presentation and/or activities are not well organized, meaningful or relevant.</td>
<td>The format is missing one vital element, or the presentation or activities are not clearly organized, meaningful or relevant.</td>
<td>The lesson is well integrated with other disciplines and linked to the lesson objectives and student academic standards.</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
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<tr>
<td>Lesson Integration</td>
<td>There are suggestions for integration, but are not fully developed.</td>
<td>There are suggestions for integration, but are not fully developed.</td>
<td>The lesson in well integrated with other disciplines; there is evidence of creative thought.</td>
<td>All elements of the selected lesson plan format are present and clearly stated. Presentation and activities are well organized, meaningful and relevant.</td>
</tr>
<tr>
<td>Lesson Format/Structure</td>
<td>The lesson is well integrated with other disciplines; there is evidence of creative thought.</td>
<td>All elements of the selected lesson plan format are present and clearly stated. Presentation and activities are well organized, meaningful and relevant.</td>
<td>All elements of the selected lesson plan format are present and clearly stated. Presentation and activities are well organized, meaningful and relevant.</td>
<td>All elements of the selected lesson plan format are present and clearly stated. Presentation and activities are well organized, meaningful and relevant.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Form(s) of assessment are not appropriate, or are not aligned with original goals or objectives.</td>
<td>Appropriate form(s) of assessment is selected, but may not be correctly aligned with objectives. Criteria for intervention may or may not be indicated.</td>
<td>Appropriate form(s) of assessment is selected. Assessment is well aligned with the goals or objectives. Criteria for intervention is indicated.</td>
<td>Appropriate form(s) of assessment is selected. Enrichment activities and remedial activities are also assessed appropriately.</td>
</tr>
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C. Candidate Data

B.S.Ed.

ECI 306 Lesson Integration Format/Structure Component

Value 3 is approaching mastery and Value 4 is at the mastery level.
ECI 307 Lesson Integration/Structure Format Component

Value 3 is approaching mastery and Value 4 is at the mastery level.

<table>
<thead>
<tr>
<th>Lesson Integration</th>
<th>The lesson has no provision for integration with other subject areas.</th>
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<th>There are suggestions for integration, but are not fully developed.</th>
<th>The lesson in well integrated with other disciplines; there is evidence of creative thought.</th>
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<tbody>
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<td>More than one element is missing. Presentation and/or activities are not well organized, meaningful or relevant.</td>
<td>The format is missing one vital element, or the presentation or activities are not clearly organized, meaningful or relevant.</td>
<td>All elements of the selected lesson plan format are present and clearly stated. Presentation and activities are well organized, meaningful and relevant.</td>
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ECI 306 Spring 2007

Flagstaff  N=19

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ECI 306 Fall 2007

Tucson  N=53

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**ECI 307 Spring 2007**

**Flagstaff** N=58

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**ECI 307 Fall 2007**

**Flagstaff** N=58

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**M.S.Ed. With Certification**
ECI 574 Integration/Structure Component of Rubric

Value 3 is approaching mastery and Value 4 is at the mastery level.

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<td>There is some provision for integration, but is lacking in quantity or creativity.</td>
<td>There are suggestions for integration, but are not fully developed.</td>
<td>The lesson in well integrated with other disciplines; there is evidence of creative thought.</td>
</tr>
<tr>
<td><strong>Lesson Format/Structure</strong></td>
<td>More than one element is missing. Presentation and/or activities are not well organized, meaningful or relevant.</td>
<td>The format is missing one vital element, or the presentation or activities are not clearly organized, meaningful or relevant.</td>
<td>All elements of the selected lesson plan format are present and clearly stated. Presentation and activities are well organized, meaningful and relevant.</td>
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ECI 574 Fall 2007

**Tucson**

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<thead>
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B.S.Ed.

ECI 300 Lesson Plan Assessment Component

Value 3 is approaching mastery and Value 4 is at the mastery level.

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<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td>Procedures and materials for assessments are missing</td>
<td>Procedures and materials for formative or summative assessment are missing or unclear.</td>
<td>Includes both formative and summative assessment procedures and materials. Criteria for intervention are not indicated.</td>
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ECI 300 Spring 2007

**Flagstaff** N=47

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Rural  N=20

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ECI 300 Fall 2007

Flagstaff  N=45

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Phoenix  N=26

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ECI 306 Lesson Plan Assessment Component

Value 3 is approaching mastery and Value 4 is at the mastery level.

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<td>Appropriate form(s) of assessment is selected, but may not be correctly aligned with objectives. Criteria for intervention may or may not be indicated.</td>
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ECI 306 Spring 2007

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ECI 306 Fall 2007
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M.Ed.

ECI 573 Lesson Plan Assessment Component

Value 3 is approaching mastery and Value 4 is at the mastery level.

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<td>Procedures and materials for formative or summative assessment are missing or unclear.</td>
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ECI 573 Spring 2007

Tucson  N=19

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ECI 573 Fall 2007

Flagstaff  N= |

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ECI 574 Lesson Plan Assessment Component

Value 3 is approaching mastery and Value 4 is at the mastery level.
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<td>1.526</td>
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<tr>
<td>ECI 574 Integrated Lesson Plan Assessment Component</td>
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<tr>
<td>Value 3 is approaching mastery and Value 4 is at the mastery level.</td>
<td></td>
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</table>

<table>
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<tr>
<th>Assessment</th>
<th>Form(s) of assessment are not appropriate, or are not aligned with original goals or objectives.</th>
<th>Appropriate form(s) of assessment is selected, but may not be correctly aligned with objectives. Criteria for intervention may or may not be indicated.</th>
<th>Appropriate form(s) of assessment is selected. Assessment is well aligned with the goals or objectives. Criteria for intervention is indicated.</th>
<th>Appropriate form(s) of assessment is selected. Enrichment activities and remedial activities are also assessed appropriately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Tucson &lt;span style='font-size: 12px;'&gt;N =&lt;/span&gt; 26</td>
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<tr>
<td>Assessment</td>
<td>Score</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
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<td>------------</td>
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<tr>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Assessment 4 Assessment of Student Teaching

1. Assessment 4 is College of Education Student Teaching Final Evaluation Form administered by the University Supervisor at the end of student teaching.

2. Assessment 4 aligns with ACEI Standards 3.1 Instruction Standard Integrating and applying knowledge for instruction, 3.2 Adaptation to diverse students, 3.3 Development of critical thinking, problem solving, performance skills, 3.4 Active engagement in learning, 3.5 Communication to foster communication, and ACEI Standard 5.1 Practices and behaviors of developing career teachers, and 5.2 Reflection and evaluation. Candidates must demonstrate competency in designing and planning instruction, creating and maintaining a positive learning environment, implementing and managing instruction, assessing learning and communicating results, and in professional conduct.

3. Data Analysis
The data indicate that 95% or more of all candidates are meeting or exceeding the standard in all categories. This is consistent across between the B.S.Ed. and M.Ed. programs as well as across all program sites. There does not appear to be a particular area in which the largest percentage of candidates across programs and program sites demonstrated exceeding standard criteria. The two areas in which lower percentages of candidates met the standard were managing instruction and assessing students.

4. Interpretation of Data
The data indicate both B.S.Ed. and M.Ed. candidates are demonstrating ACEI Standards 3, 4, and 5 during their student teaching experience.

5. Assessment 4 Attachment
a. Student Teaching Evaluation Form

<table>
<thead>
<tr>
<th>College of Education</th>
<th>Student Teaching Evaluation Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher:</td>
<td></td>
</tr>
<tr>
<td>ID#:</td>
<td></td>
</tr>
<tr>
<td>Evaluation:  ☐ Midpoint ☐ Final</td>
<td>Date:</td>
</tr>
<tr>
<td>Completed by:</td>
<td>Coop:</td>
</tr>
<tr>
<td>☐ Cooperating Teacher</td>
<td>School:</td>
</tr>
<tr>
<td>☐ Supervisor</td>
<td>District:</td>
</tr>
<tr>
<td>☐ Student Teacher</td>
<td>Grade Level:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Designing and Planning Instruction</th>
<th>N-Not Applicable/Not Observed</th>
<th>1-Not meeting expectations</th>
<th>2-Meeting expectations</th>
<th>3-Exceeding expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses instruction on applicable academic standards</td>
<td>N 1 2 3</td>
<td>Addresses any physical, mental, social, cultural, and community differences among learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes learning experiences that are developmentally appropriate for learners</td>
<td>N 1 2 3</td>
<td>Includes learning experiences that address a variety of cognitive levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes learning experiences that are appropriate for curriculum goals</td>
<td>N 1 2 3</td>
<td>Includes appropriate use of a variety of methods, materials, and resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addresses prior knowledge of individual and group performance</td>
<td>N 1 2 3</td>
<td>Aligns curriculum with the student assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define &amp; prioritize short and long term curriculum goals</td>
<td>N 1 2 3</td>
<td>Reviews his or her practices and evaluates the influences of his or her practices on student growth and learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes learning experiences that are based upon principles of effective instruction</td>
<td>N 1 2 3</td>
<td>Includes learning experiences that accurately represent content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accesses resources and services to foster student learning</td>
<td>N 1 2 3</td>
<td>Provides a motivating learning environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creates &amp; Maintains a Positive Learning Environment</th>
<th>N-Not Applicable/Not Observed</th>
<th>1-Not meeting expectations</th>
<th>2-Meeting expectations</th>
<th>3-Exceeding expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes and maintains standards of mutual respect</td>
<td>N 1 2 3</td>
<td>Provides appropriate classroom participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays effective classroom management</td>
<td>N 1 2 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies to daily practice the ethics of the profession</td>
<td>N 1 2 3</td>
<td>Organizes materials, equipment, and other resources appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respects the individual differences among learners</td>
<td>N 1 2 3</td>
<td>Listens thoughtfully and responsively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitates people working productively and cooperatively with each other</td>
<td>N 1 2 3</td>
<td>Encourages the student to demonstrate self-discipline and responsibility to self and others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Implements & Manages Instruction

- Appropriately implements a teacher-designed lesson plan
  | N 1 2 3 |
- Maximizes the amount of class time students are engaged in learning
  | N 1 2 3 |
- Uses strategies that are appropriate to students’ developmental levels
  | N 1 2 3 |
- Incorporates strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity
  | N 1 2 3 |
- Communicates to students specific standards and high expectations for learning
  | N 1 2 3 |
- Models the skills, concepts, attributes, or thinking processes to be learned
  | N 1 2 3 |
- Demonstrates effective written and oral communication
  | N 1 2 3 |

### Assesses Learning & Communicates Results

- Promotes student self-assessment
  | N 1 2 3 |
- Uses a variety of appropriate formal and informal assessments aligned with instruction
  | N 1 2 3 |
- Maintains privacy of student records and performance
  | N 1 2 3 |
- Offers students and parents appropriate feedback on progress toward learning expectations
  | N 1 2 3 |

### Professional Conduct

- Collaborates with colleagues to achieve teaching goals
  | N 1 2 3 |
- Shows enthusiasm and a positive attitude
  | N 1 2 3 |
- Prepared to meet responsibilities of the day well before school day starts
  | N 1 2 3 |
- Accepts constructive criticism in a professional manner and makes adjustments
  | N 1 2 3 |
- Uses student names (asks when doesn’t know)
  | N 1 2 3 |
- Establishes positive rapport with students
  | N 1 2 3 |
- Responds appropriately to student needs
  | N 1 2 3 |
- Fulfills requirements of attendance and punctuality
  | N 1 2 3 |
- Open to new ideas
  | N 1 2 3 |
- Demonstrates caring and empathic disposition
  | N 1 2 3 |

According to the Arizona Professional Teaching Standards, this student teacher has demonstrated the knowledge, skills, and dispositions necessary for an entry-level teacher. □ Yes □ No

**Comments:**

Cooperating Teacher Signature ___________________________ Date ____________
University Supervisor Signature ___________________________ Date ____________
Student Signature ___________________________ Date ____________

(By signing this form, you are acknowledging that you have seen this evaluation.)

**Student Teaching Results: University Supervisor Final Evaluation**

**Elementary Education Fall 2007**

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**b. Rubric**

Currently, there is no rubric for the Student Teaching Evaluation Form. The Student Teaching Committee, comprised of faculty form the Unit, are developing a rubric for future use.

**c. Student Data**

**Student Teaching Results: University Supervisor Final Evaluation**

**Elementary Education Fall 2007**
### B.S.Ed. Rural Campus N=30

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency of Category Means</th>
<th>% Meets or Exceeds Standard</th>
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<tbody>
<tr>
<td></td>
<td>0 – 1.99 does not meet standard</td>
<td>2 – 2.49 meets standard</td>
</tr>
<tr>
<td>Designs and Plans Instruction (14 indicators)</td>
<td>0(0%)</td>
<td>5(17%)</td>
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<tr>
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<td>1(3%)</td>
<td>4(13%)</td>
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<tr>
<td>Implements and Manages Instruction (14 indicators)</td>
<td>1(3%)</td>
<td>4(13%)</td>
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<tr>
<td>Assesses Learning and Communicates Results (5 indicators)</td>
<td>0(0%)</td>
<td>7(23%)</td>
</tr>
<tr>
<td>Professional Conduct (19 indicators)</td>
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<td>4(13%)</td>
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### B.S.Ed. Tucson Campus N=24

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<th>Frequency of Category Means</th>
<th>% Meets or Exceeds Standard</th>
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<td>0 – 1.99 does not meet standard</td>
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<tr>
<td>Designs and Plans Instruction (14 indicators)</td>
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<td>Creates and Maintains a Positive Learning Environment (10 indicators)</td>
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<td>8(33%)</td>
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<tr>
<td>Implements and Manages Instruction (14 indicators)</td>
<td>1(4%)</td>
<td>9(38%)</td>
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<tr>
<td>Assesses Learning and Communicates Results (5 indicators)</td>
<td>1(4%)</td>
<td>10(42%)</td>
</tr>
<tr>
<td>Professional Conduct (19 indicators)</td>
<td>1(4%)</td>
<td>6(25%)</td>
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### B.S.Ed. Flagstaff Campus N=73
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<th>% Meets or Exceeds Standard</th>
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<tbody>
<tr>
<td></td>
<td>0 – 1.99 does not meet standard</td>
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<td>Designs and Plans Instruction (14 indicators)</td>
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<td>Creates and Maintains a Positive Learning Environment (10 indicators)</td>
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<td>Implements and Manages Instruction (14 indicators)</td>
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<td>19(26%)</td>
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<tr>
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<td>36(49%)</td>
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<tr>
<td>Professional Conduct (19 indicators)</td>
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<td>11(15%)</td>
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B.S.Ed. Phoenix Campus – no Fall 2007 student teachers

M.Ed. Flagstaff Campus  N= [ ]
## M.Ed. Tucson Campus  N=22

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<td>n/%</td>
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<tr>
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<td>0 – 1.99 2 – 2.49 2.5 – 2.99 3 perfect</td>
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<td>Implements and Manages Instruction (14 indicators)</td>
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<tr>
<td>Assesses Learning and Communicates Results (5 indicators)</td>
<td>0(0%) 10(45%) 4(18%) 8(36%) 100%</td>
</tr>
<tr>
<td>Professional Conduct (19 indicators)</td>
<td>0(0%) 6(27%) 6(27%) 10(45%) 100%</td>
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## M.Ed. Phoenix Campus  N=22

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<td>n/%</td>
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<tr>
<td></td>
<td>0 – 1.99 2 – 2.49 2.5 – 2.99 3 perfect</td>
</tr>
<tr>
<td></td>
<td>does not meet standard meets standard exceeds standard perfect score</td>
</tr>
<tr>
<td>Design and Plans Instruction (14 indicators)</td>
<td>0(0%) 2(9%) 8(36%) 12(55%) 100%</td>
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<td>Creates and Maintains a Positive Learning Environment (10 indicators)</td>
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</tr>
<tr>
<td>Implements and Manages Instruction (14 indicators)</td>
<td>1(5%) 2(9%) 7(32%) 12(55%) 95%</td>
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<tr>
<td>Assesses Learning and Communicates Results (5 indicators)</td>
<td>1(5%) 6(27%) 4(18%) 11(50%) 95%</td>
</tr>
<tr>
<td>Professional Conduct (19 indicators)</td>
<td>1(5%) 0(0%) 9(41%) 12(55%) 95%</td>
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</table>
Assessment 5: Assessment of Candidate Effect on Student Learning

1. Assessment 5 in both the B.S.Ed. program and M.Ed. with Certifications program consists of the Student Teaching Significant Unit of Instruction that measures the candidates’ assessment of student learning and is completed during the student teaching experience. This assignment was developed as a result of going through the NCATE accreditation process. It was developed and implemented for the first time during spring 2007. As such, the assignment was in the stage of being piloted. The assignment was refined after data were gathered from candidates’ responses and faculty members’ analysis of the project. This lead to a revision of the assignment and rubric that were implemented during the fall 2007 semester.

During the spring and fall semesters, the projects were evaluated by faculty members in the department and trained university supervisors. This semester a team of trained university supervisors will evaluate the projects, and faculty members will randomly sample their evaluations to determine reliability.

2. Assessment 5 aligns with ACEI Instruction Standard 3.1 and Assessment Standard 4. The Student Teaching Significant Unit of Instruction requires that candidates demonstrate their competency by pre-assessing student knowledge and/or skills, planning a unit of instruction, implementing that unit, and then assessing student learning.

3. Data Analysis-Relative low percentages of candidates demonstrated criteria for meeting competency for all criteria in this assignment, with the exception of the M.Ed. candidates in the area of reflection, for which 100% met the criteria. Over 50% of candidates in both programs across all program sites demonstrated criteria for pre-assessing students’ prior learning, planning instruction, and post-assessing student learning. Additionally, over 50% of the B.S.Ed. candidates from the Flagstaff campus met the criteria for the reflection piece, and over 50% of the M.Ed. candidates demonstrated the criteria for analyzing the post-assessment information. Less than 50% of the candidates demonstrated competency in the components of delivery of instruction and analysis of student learning.

4. Data Interpretation- This is a new assignment that was piloted in the spring and is still in the process of being refined, therefore, the data must be interpreted in light of this. The data indicate that both B.S.Ed. and M.Ed. candidates were most prepared to pre-assess student learning, plan instruction based on that information, post-assess student learning, and reflect on the process. Additionally, the M.Ed. candidates also demonstrated they could analyze the post-assessment data. It is somewhat surprising that the lowest percentage of candidates in both programs failed to demonstrate criteria for standard competency in delivery of instruction. This warrants investigation regarding the clarity of the assignment in this area.

The Student Teaching Significant Unit of Instruction and the process of evaluating the assignment is under review. The data has definitely brought awareness to the Unit that our candidates may not be prepared for the assignment. Greater emphasis will be placed
in coursework on student learning and assessment prior to student teaching. Candidates will be made aware of the importance of the assignment.

5. Assessment 5 Attachment
a. Candidate Work

Spring 2007 Student Teaching Significant Unit of Instruction

Information Regarding Signature Assignment:

Due Date: April 13, 2007

The unit of instruction implemented may be developed by the teacher candidate, may be taken from the school/district’s adopted textbook series, or may be materials used at the request of the cooperating teacher.

The term K-12 is used to signify the students in the classroom (Kindergarten through 12th grade).

Judges Prior Learning – undertakes a systematic assessment to understand the prior student learning in the area he or she will teach;

The teacher candidate should describe the method used for assessing what the K-12 students already know/don’t know about the topic being covered in the unit of instruction. This can be done a variety of ways, including a KWL chart (K-What I Know, W-What I Want to Know, L-What I Learned), a pre-lesson class discussion in which the teacher candidate questions the K-12 students about their prior knowledge of the subject matter, a paper-and-pencil activity, etc. The method used does not have to be formal. The teacher candidate must describe the method used, and include the data collected from the assessment. (Data does not have to be in numerical form. It can be a summative interpretation of the results). The teacher candidate should identify the particular AZ K-12 standards the pre-assessment information addresses.

Plans Instruction – plans an appropriate sequence of instruction to advance student learning, based on the prior assessment;

The teacher candidate should describe how s/he used the data collected from the above assessment to plan appropriate lesson(s) to enable students to advance their knowledge of the topic/subject area being taught. The lesson plan(s) should be described in detail, and should include explanation(s) of how this activity (set of activities) should advance student learning. The teacher candidate should identify the particular AZ K-12 standards the lesson(s) address. An electronic copy of the lesson plan(s)/unit of instruction may be submitted along with the rationale for its use as described above.

Teaches – teaches students to acquire and use content knowledge in meaningful ways, engaging those who bring differing background knowledge and learning needs, and providing students opportunities to demonstrate the use of critical and creative thinking skills;
The teacher candidate is responsible for the instruction of the lesson(s) described above, and should provide a detailed description of how the lesson(s) addressed the above criteria (students bringing differing background knowledge and learning needs, use of critical/creative thinking skills, etc.).

**Assesses** – conducts a concluding objective test or alternative assessment(s);

The teacher candidate will conduct a post-unit assessment to determine what the K-12 students have/have not learned as a result of the lesson(s) described above. The teacher candidate must include a description of the method of assessment used, and include the data collected from the assessment.

**Analyzes** – analyzes the results of the concluding assessment(s), documenting the student learning that occurred at individual and group levels, including explanations of results from students who learned more or less than expected, and results from each subgroup of students;

Based on the pre- and post-assessment information, the teacher candidate should provide evidence of the degree of student learning. Candidates should:

- Identify the percentage of students that met the teaching objectives and/or made increases toward attainment of the particular AZ K-12 standards the lesson(s) addressed.
- Identify subgroups – subgroups may include various ethnic backgrounds, varying socio-economic levels of students, gender, varying academic levels of students, or any other subgroups that have been identified.
- For each subgroup, provide evidence of the degree of learning that occurred.
- Select several individual students who learned more or less than expected, and explain why you believe the students’ outcomes differed from your expectations.

**Reflects** – reflects on changes in teaching that could improve results.

The teacher candidate should describe, in detail, how s/he would teach this topic/subject matter in the future.

**Fall 2007 Student Teaching Significant Unit of Instruction**

**TASKSTREAM SIGNATURE ASSIGNMENT**

The purpose of the Signature Assignment is to highlight, specifically, what you do when planning “what, why and how” to teach that will impact student learning. This provides the evidence that you are ready to begin your professional career as an educator. More importantly, this reflection helps build a habit of mind that you, as an educator, will use as a matter of best practice to grow professionally.

The information presented for this unit of instruction must include:

1. Assessing prior knowledge, collecting the pre-assessment info
2. Planning instruction (include the specific standards and objectives targeted)
3. Designing instruction/teaching
4. Instructional decisions
5. Planning and implementing assessment documenting results (table format)
6. Analyzing assessment
7. Reflections

The final paper must be a 3-5 page reflective summary of a series of lessons evidencing how your teaching impacts student learning in your classroom. The final paper must be professional in appearance, adhering to all conventions of English grammar and composition, and is devoid of grammar, spelling and typographical errors.

This paper is NOT: a series of lesson plans, activity sheets, tests, checklists, rubrics, overheads, etc… however, they are reflected upon in the paper.

Even though you are writing each section independently, it is important that each one relate to the others. Keep in mind that the work you produce is a reflection of your work ethic and the professional skills, attitudes, and knowledge you have obtained during your pre-service career.

Begin your final document with a cover page that includes (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, (d) university name, and (e) course number and title.

Maintaining anonymity is important for the students in your class, do not include any student names or identification in any part of your document. You may use fictitious names; however, you must note this somewhere in the document.
TIPS FOR SUCCESS

Consider responding to these essential questions when writing the narrative within each section:

Assessing prior knowledge

- What are the characteristics of the community, school, and classroom that may affect learning?
- What are the general and specific understandings of student differences that may affect learning?
- What are the general and specific understandings of the different ways students learn that may affect learning?
- What are the general and specific understandings of students’ skills and prior learning that may affect learning?
- What are the specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics?

This Information identifies:
- community
- school
- classroom characteristic
- characteristics of student
- students’ varied approaches to learning
- students’ skills and prior learning
- implications for instructional planning and assessment

Plans Instruction

- How do the goals reflect several types or levels of learning? Are the goals significant and challenging?
- How do the goals clearly state learning outcomes?
- How do the goals meet the needs of the students, developmentally?
- How do the goals explicitly align with national, state, or local standards?

The Goals are:
- clearly stated
- appropriate for students
- aligned with state standards

Designing Instruction/Teaching

- How do all learning goals explicitly align to all lessons through learning activities, assignments, and resources?
- How does the use of content appear to be accurate and congruent with the big ideas or structure of the discipline?
- Do the lessons within the unit appear to be logically organized and are they useful in moving students toward achieving the learning goals?
- Does the instructional design include variety across instruction, activities, assignments, and resources and clearly contribute to learning?
- How has instruction been designed to reference pre-assessment data aligning productive and appropriate activities and assignments for each student?
• How has appropriate technology been considered to make a significant contribution to teaching and learning?

*Instructional design is/are:*
• contextually and logically organized
• aligned with learning goals/objectives
• varied instructional methods
• activities linked to pre-assessment data
• identified with a technology component or how it could be used

*Instructional Decisions*
• Are instructional decisions pedagogically sound?
• How have appropriate modifications of the instructional plan been made to address individual student needs? How were modifications adapted to improve student progress?
• How are modifications in instruction meaningful with learning goals and for student needs?

*Instructional decisions reflect:*
• pedagogical decisions
• modifications and justifications for aligned goals/objectives
• modifications meaningful to individual student needs

*Assessment (Plan and Collection of Data)*
• How are learning goals assessed through the assessment plan? How do they provide content and cognitive complexity?
• How is assessment criteria clear and explicitly linked to the learning goals?
• Does the assessment plan include multiple assessment modes assessing student performance throughout the instructional sequence?
• How are directions, procedures and scoring clearly explained to students? How are the assessments valid?
• What appropriate adaptations to assessments have been made to meet the individual needs of students?
• Did students learn? Are there gains?

*Plan for assessing unit identifies:*
• content and cognitive complexity
• performance of the linked goals/objectives
• valid instructions
• procedures adapted to meet individual student needs

*Analyzes*
• How does the analysis align with learning goals?
• What is the analysis of a comprehensive profile of student learning for the whole class, subgroups, and two individuals?
• How does the interpretation of data draw a meaningful conclusion for student learning?
• Does the analysis include evidence of the impact on student learning in terms of the number of students who achieved and made progress towards each learning goal?
Assess data provides (results provided in table format representing the diverse groups of learners):

- clear and accurate results of learning
- clearly articulate aligned results of goals/objectives
- linked results of the class and individual student/group needs
- meaningful interpretation of results
- conclusions providing evidence of impact of student learning

Reflection

- What evidence is used to support conclusions drawn in the Analysis of Student Learning section with multiple hypotheses for why some students did not meet learning goals?
- What are the successful and unsuccessful activities and assessments and plausible reasons (based on theory or research) for their success or lack thereof?
- What is connection between learning goals, instruction and assessment results with effective instruction?
- What are plausible ideas for redesigning learning goals, assessment, and instruction? Why would these modifications improve student learning?
- What are the professional learning goals that emerged from the insights and experiences and specific steps for meeting these goals?

Reflections:

- analyze data
- identify effective instruction and assessment
- pose possible reasons for results
- identify implications for future teaching and professional development

b. Spring 2007 Rubric for Student Teaching Significant Unit of Instruction

**Part I: Judges Prior Learning**

<table>
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<tr>
<th></th>
<th>1 Unacceptable</th>
<th>2 Approaching</th>
<th>3 Acceptable</th>
<th>4</th>
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</thead>
</table>
| **The Instrument/Process identifies the Arizona and/or National Standards with which it is aligned.** | AZ/Natl. standards for the appropriate grade level are misidentified or not addressed, and/or no clear connection between the standards and the measurement methods. | Some AZ/Natl. standards for the appropriate grade level are identified, but some are inappropriate and/or many of the measurement methods used do not appropriately align with them. | Most of the applicable AZ/Natl. standards for the grade level are identified and the measurement methods appropriately address them. Although some standards may be missing, there are no standards identified that the measurement methods do not appropriately address. | All of the applicable standards for the Arizona and National Standards identified and the measurement methods align with the standards. 
Identification is complete. |
<p>| <strong>Instrument/Process measures the appropriate knowledge/skills.</strong> | The instrument does not target the specific knowledge/skills to be measured but there are several deficiencies in unrelated skills. | Some of the assessment tasks/instrument are appropriate for the knowledge/skills to be measured but there are several deficiencies in unrelated skills. | Almost every major task is appropriate for the knowledge/skills to be measured. Deficiencies in unrelated skills are identified and addressed. | Every major task is appropriate for the knowledge/skills to be measured. Deficiencies in unrelated skills are identified and addressed. |</p>
<table>
<thead>
<tr>
<th>Instrument/Process is appropriate for the students assessed</th>
<th>The instructions and tasks are either too easy or too difficult for the students being assessed.</th>
<th>Some of the instructions and tasks are appropriate for the students being assessed, but many are either too easy or too difficult.</th>
<th>Most of the instructions and tasks are appropriate for the skill level of the students being assessed. Those that are too easy/difficult are not a major part of the assessment.</th>
<th>All of the inappropriate tasks are identified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data analysis procedures are articulated and effectively differentiates levels of knowledge/skill</td>
<td>The scoring criteria do not differentiate levels of students’ knowledge/skill.</td>
<td>Several of the scoring criteria differentiate levels of students’ knowledge/skills, but it is not clear that the criteria used differentiate those who meet the standard from those who do not.</td>
<td>Most of the scoring criteria clearly differentiate levels of students’ knowledge/skill. Although there may be inconsistencies, the scoring criteria are still able to distinguish those who meet the standard from those who do not.</td>
<td>All of the scoring criteria are identified.</td>
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### Part II: Plans Instruction

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<th></th>
<th>1 Unacceptable</th>
<th>2 Approaching</th>
<th>3 Acceptable</th>
<th>4 Exceptional</th>
<th>Score</th>
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<tbody>
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<td><strong>Data analysis used for</strong></td>
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<td><strong>instructional planning is</strong></td>
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<td><strong>appropriate K-12 standards</strong></td>
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<td>Most of the students’</td>
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<td>knowledge/skill levels were</td>
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<td><strong>to meet the needs of all</strong></td>
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### Part III: Delivers Instruction

<table>
<thead>
<tr>
<th>Description of teaching identified the implementation of critical thinking strategies</th>
<th>1 Unacceptable</th>
<th>2 Approaching</th>
<th>3 Acceptable</th>
<th>4 Exceptional</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>No critical thinking strategies were identified.</td>
<td>Critical thinking strategies were identified, but were not appropriate or fully developed for various knowledge/skill levels of the students and/or how teacher will respond.</td>
<td>Critical thinking strategies were identified and most were appropriate for the content knowledge/skill level of the students. Possible student and corresponding teacher responses are included.</td>
<td>Critical thinking strategies were identified, and all were appropriate for the content and knowledge/skill level of the students. Possible student and corresponding teacher responses are included.</td>
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</table>

### Use of Technology

*Note: if not appropriate for the lesson, this row does not have to be scored. If not appropriate for the lesson, enter N/A)*

<table>
<thead>
<tr>
<th></th>
<th>1 Unacceptable</th>
<th>2 Approaching</th>
<th>3 Acceptable</th>
<th>4 Exceptional</th>
<th>Score</th>
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<tbody>
<tr>
<td>Most or no aspects of the technology used were appropriate.</td>
<td>Several aspects of the technology used were appropriate, but some were not.</td>
<td>The technology is appropriately utilized in all aspects but not fully articulated as to how/why it helps to meet teaching and learning goals.</td>
<td>Technology is appropriately utilized in all aspects and a thorough description of how instructional technology is utilized to meet goals of signature assignment or in a separate lesson is included.</td>
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### Lesson plan and instructional materials are submitted as appropriate and requested by the supervisor

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<th></th>
<th>1 Unacceptable</th>
<th>2 Approaching</th>
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<th>4 Exceptional</th>
<th>Score</th>
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<tbody>
<tr>
<td>The lesson plans and instructional materials requested by the supervisor were not submitted, explanation of the instruction is incomplete.</td>
<td>Some of the lesson plans and/or supporting materials requested by the supervisor were submitted or referenced, but important materials are</td>
<td>Most of the lesson plans and/or supporting materials requested by the supervisor were submitted or referenced. No major components are</td>
<td>All lesson plan and instructional materials as requested by the supervisor are submitted, referenced, and/or fully explained.</td>
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and/or materials used were not referenced. | lacking. | lacking. |
## Part IV: Post Assessment

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<th>1 Unacceptable</th>
<th>2 Approaching</th>
<th>3 Acceptable</th>
<th>Example</th>
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<tbody>
<tr>
<td>The assessment Instrument/Process targeted appropriate content and student needs</td>
<td>The assessment instrument/process used was not associated with the learning to be measured.</td>
<td>The assessment instrument/process used targeted related subject matter, but did not clearly address major items in the instructional plan. Inappropriate levels of student knowledge/skills were targeted.</td>
<td>The assessment instrument/process used targeted the appropriate subject matter, but not all levels of student knowledge/skills were appropriately targeted.</td>
<td>The assessment process used the appropriate subject matter and the appropriate levels of student knowledge/skills were targeted. Identification of deficiencies was refined.</td>
</tr>
<tr>
<td>Pre and Post Assessment are aligned and articulated</td>
<td>No clear relationship exists between pre and post assessment of student knowledge/skill.</td>
<td>Pre and post assessment generally align but there are unclear differences.</td>
<td>Almost every aspect of the pre- and post-assessment align, but there are minor differences or misalignments.</td>
<td>Alignment between the subject matter assessed and the level of knowledge/skill communicated is consistent with the instruction in most cases. Inconsistencies are minor to the interpretation of results.</td>
</tr>
<tr>
<td>The data were representative and consistent with instruction</td>
<td>The data presented do not represent the learning/skills measured.</td>
<td>The data presented represent the subject matter assessed, but the level of knowledge/skill they communicate are inconsistent with the instruction.</td>
<td>The data presented represent the subject matter assessed, and the level of knowledge/skill they communicate are consistent with the instruction in most cases. Inconsistencies are minor to the interpretation of results.</td>
<td>The data presented do not represent the subject matter assessed, and the level of knowledge/skill they communicate are inconsistent with the instruction in most cases. Inconsistencies are significant to the interpretation of results.</td>
</tr>
<tr>
<td>Assessment instruments are submitted and/or fully explained</td>
<td>Few or none of the assessment instruments are submitted and/or fully explained.</td>
<td>Although many of the assessment instruments are submitted and/or explained, several are not and/or there are several vague aspects.</td>
<td>Almost all of the assessment instruments are submitted and/or fully explained. Those not included are not a major component to the project.</td>
<td>All assessment instruments are submitted and explained.</td>
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<td>Part V: Analyzes Data/Information</td>
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<tr>
<td><strong>Data analysis accurately assesses students’ knowledge/skill</strong></td>
<td>1 Unacceptable</td>
<td>2 Approaching</td>
<td>3 Acceptable</td>
<td>4 Exceptional</td>
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<tr>
<td>The candidate’s identification of how differences in students’ knowledge/skill are determined are inaccurate.</td>
<td>The candidate generally but not completely identifies how differences in students’ knowledge/skill are determined. Some interpretations are not accurate.</td>
<td>The candidate clearly and appropriately identifies how differences in students’ knowledge/skill are determined, but supporting evidence is lacking.</td>
<td>The candidate clearly and appropriately identifies how differences in students’ knowledge/skill are determined with examples included.</td>
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| **Data analysis accurately assesses students’ progress** | Most of the students’ levels of knowledge/skill were misidentified. | The candidate identified percentages of students that met some of the learning objective(s) but some were not addressed and/or they did not clearly identify their point of progress toward meeting appropriate K-12 standards. | The candidate identified percentages of students that met most of the learning objective(s). They clearly identified their point of progress toward meeting most of the appropriate K-12 standards. | The candidate clearly identified the percentage of students that met all of the learning objective(s) as well as their point of progress toward meeting all of the appropriate K-12 standards. |  |

| **Identification of needs of diverse learners within the class and their degree of learning are accurately reported** | The candidate did not distinguish identifiable subgroup differences. | The candidate identified subgroups, but did not apply appropriate information from post-assessment information regarding the degree of learning that occurred. | The candidate identified appropriate subgroups and applied the appropriate analysis of the post-assessment information to most of them regarding the degree of | The candidate identified appropriate subgroups and applied the appropriate analysis of the post-assessment information to all of them regarding the degree of |  |
| Documentation of student learning includes unexpected results | The candidate did not appropriately identify the degree of student learning. | The candidate closely identified the degree of student learning but did not clearly address unexpected results. | The candidate accurately identified the degree of student learning but did not clearly address unexpected results. | The candidate accurately identified the degree of student learning and clearly addressed unexpected results. |
Part VI: Reflection

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<th>4 Exceptional</th>
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<tbody>
<tr>
<td>Reflection is consistent with data</td>
<td>The candidate did not use data evidence to identify strengths and weaknesses of the instruction.</td>
<td>The candidate identified some of the strengths and weaknesses of the instruction as informed by the data. Some major information was missing.</td>
<td>The candidate identified most of the strengths and weaknesses of the instruction as informed by the data. The information missing was not major.</td>
<td>The candidate clearly and accurately identified the all of the strengths and weaknesses of the instruction as informed by the data analysis.</td>
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<tr>
<td>Reflection leads to instructional improvement</td>
<td>The candidate did not identify ways to improve instruction.</td>
<td>The candidate identified some accurate recommendations for refinement, but important points were missing.</td>
<td>The candidate accurately made appropriate suggestions for refinement. Points that were not included were not crucial to potential success of future instruction.</td>
<td>The candidate clearly and accurately made appropriate suggestions for refinement. No points were omitted.</td>
<td></td>
</tr>
</tbody>
</table>

Fall 2007 Rubric for Student Teaching Significant Unit of Study

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess Prior Knowledge:</td>
<td>The teacher candidate demonstrates limited or incomplete evidence of understanding of information for students’ skills and prior knowledge.</td>
<td>The teacher candidate clearly identifies how they attained information for students’ skills and prior knowledge. The teacher candidate articulates information for the community, school, and classroom factors along with the characteristics of the students to inform learning objectives, plan</td>
</tr>
</tbody>
</table>
| Plans Instruction:  
*The teacher candidate sets significant, challenging, varied, and appropriate learning goals.* | The teacher candidate demonstrates limited or incomplete evidence of understanding of assessment information creating little to no alignment of goals or standards. | The teacher candidate uses the pre-assessment information to establish clearly stated goals. The teacher candidate has appropriately aligned the goals with the state standards and student learning needs. |
|---|---|---|
| Designing Instruction/Teaching:  
*The teacher candidate designs instruction for specific learning objectives, student characteristics and needs, and learning context.* | The teacher candidate demonstrates limited or incomplete evidence of understanding alignment of instruction with learning goals/objectives with the standards, methods, activities and technology. | The teacher candidate uses the pre-assessment information to design appropriate instruction that is organized, contextually and logically. The teacher candidate articulates the alignment of the learning goals/objectives with the standards, methods, activities and technology. |
| Instructional Decisions:  
*The teacher candidate uses ongoing analysis of student learning to make instructional decisions.* | The teacher candidate demonstrates limited or incomplete evidence of understanding instructional decisions with little or no informal assessments. The teacher candidate uses unclear/inappropriate pedagogical strategies. | The teacher candidate articulates his/her instructional decisions based on informal assessments. The teacher candidate identifies the pedagogical strategies used to meet individual student needs that are aligned with the goals/objectives. The rationale for modifications is clear, meaningful and justified. |
| Assessment (Plan and Collection of Data):  
*The teacher candidate uses multiple assessment modes and approaches aligned with learning goals/objectives to assess student learning before, during and after instruction.* | The teacher candidate demonstrates limited or incomplete evidence of understanding alignment and meeting individual students’ needs. No table provided. | The teacher candidate articulates a variety of assessment strategies and adaptations that he/she used throughout. The teacher candidate clearly identifies how he/she maintained alignment of goals/objectives targeting a variety of levels of learning. The teacher candidate justifies the instructions and procedures used to meet individual student needs. Table provided clearly presenting results. |
| Analyzes:  
*The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement.* | The teacher candidate demonstrates limited or incomplete evidence of understanding assessment data. | The teacher candidate articulates the results of the assessment data that clearly identifies student learning at all levels. The information provided directly links to the subgroups within the class, which evidences the attainment of the aligned goals/objectives. The results are meaningful providing a... |
### Reflection:
The teacher candidate reflects on his or her instruction and student learning to improve teaching practice.

- The teacher candidate demonstrates limited or incomplete evidence of understanding reflections and provides inappropriate implications for future teaching. The teacher candidate articulates the results of the assessments posing reasons and implications for future teaching and professional development.
- The teacher candidate's provides a reflection that clearly identifies effective instructional techniques recognizing implications for future teaching and professional development.

### Mechanics:
The teacher candidate demonstrates limited or incomplete evidence of understanding of Standard English grammar and composition.

- The teacher candidate creates a unit of instruction analysis that is professional in appearance and adheres to all conventions of Standard English grammar and composition, and is devoid of grammar, spelling and typographical errors.
<table>
<thead>
<tr>
<th>Frequency of Mean Categorical Scores n(%)</th>
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<td>Approaching (1.5 – 2.49)</td>
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<tr>
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<td>26(28%)</td>
<td>13(14%)</td>
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<td>Analysis of Student Learning</td>
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<tr>
<td>Reflection</td>
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B.S.Ed. Rural Campus N=96
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<td>% Meeting or Exceeding Standard</td>
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<td>6(29%)</td>
<td>6(29%)</td>
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M.Ed. Flagstaff Mountain Campus N=
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Pilot Assessment
Elementary Education
Significant Unit of Instruction Results
Spring 2007
B.S.Ed.
Flagstaff
Mountain Campus
N=91
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<tr>
<td>Assessment of Reflection Learning</td>
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<td>10 (25%)</td>
<td>28 (72%)</td>
<td>97%</td>
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</table>

Pilot Assessment Elementary Education Significant Unit of Instruction Results Spring 2007 M.Ed.
Assessment 6: Behavioral Case Study, Cognitive Case Study, Motivation Theory, Development and Philosophy of Education Essay

1. The assessment measures the candidates’ understanding of the major concepts, principles, theories, and research related to development of children and young adolescents. In the B.S.Ed. program, the Behavioral Case Study, Cognitive Case Study, Child Development, and Motivation Theory assignments come from EPS 324 for this assessment. In the M.Ed. program, the Philosophy of Education Essay given in ECI 575 is the assessment tool.

2. The assessments are aligned with the ACEI Standard 1 Development, Learning, and Motivation. The EPS 324 assignment requires candidates to demonstrate their understanding of the major concepts, principles, theories, and research related to the development of children and young adolescents by successfully completing a behavioral case study, a cognitive learning case study, a child development assignment, and a motivation theory assignment. The ECI 575 Philosophy of Education assignment requires candidate to demonstrate their understanding of how children and their role of a teacher in that process.

3. Data Analysis

**B.S.Ed.**

Level 1 = unsatisfactory level of understanding  
Level 2 = satisfactory level of understanding  
Level 3 = good level of understanding  
Level 4 = excellent level of understanding  
Achievement of level 2 or above is meeting the standard.

EPS 324 Behavioral Case Study-The data indicate that 96% of candidates in all sites except Rural are meeting the standard (levels 2, 3, or 4). Achievement at the Rural site shows some variance with 85% meeting the standard. This merits further study.

EPS 324 Cognitive Learning Case Study-The data indicate that 94% of all candidates across the Unit are meeting the standard (levels 2, 3, or 4)

EPS 324 Motivation Case Study- The data indicate that 94% of all candidates across the Unit are meeting the standard (levels 2, 3, or 4)

EPS 324 Development Assignment-The data indicate that 94% of all candidates across the Unit are meeting the standard (levels 2, 3, or 4)

**M.Ed.**

Value 3 is approaching mastery and Value 4 is at the mastery level.
ECI 575 Philosophy of Education-The data indicate that 92% of all candidates consistent across Unit sites are approaching or at the mastery level on the Philosophy of Education assignment by demonstrating how children learn and the role of the teacher in the process (levels 3 and 4).

4. Data Interpretation
The data indicate that the program is doing an adequate job of preparing candidates in the B.S.Ed. program in understanding of the major concepts, principles, theories, and research related to development of children and young adolescents (ACEI Standard 1 Development, Learning, and Motivation). The variance at the Rural candidates in Fall 2007 on the Behavioral Case Study is not consistent with the other data, and raises questions relative to candidate learning that merit investigation.

The data indicate that the program is doing an adequate job of preparing candidates in the M.Ed. program in understanding of the major concepts, principles, theories, and research related to development of children and young adolescents (ACEI Standard 1 Development, Learning, and Motivation). The signature assignment has recently been added to the course and has resulted in limited data. The assignment is under current review by the Department of Teaching and Learning.

5. Assessment 6 Attachment

a. **EPS 324 Behavioral Case Study**
Gregorio is a shy and rather awkward fourth grade boy. Because of this, he does not feel comfortable around other boys his age. Lately when his teacher dismisses the class for recess, Gregorio tries to remain in the classroom. He asks his teacher if he can help her, or he starts up conversations about shared interests, or he does just about anything that allows him to stay in class with her. Gregorio seems to enjoy his time with his teacher, and these behaviors are happening more often.

1. How would the concept of positive reinforcement explain Gregorio’s recent behavior of trying to stay in class at recess?

2. How would the concept of negative reinforcement explain Gregorio’s recent behavior of trying to stay in class at recess?

3. Assume for sake of argument that Gregorio is afraid to go to recess because other boys are physically assaulting him at recess.

a. How would classical conditioning attempt to explain this fear?

b. Use the classical conditioning idea of extinction to explain how you would reduce or eliminate this fear
4. Using Gregorio as an example, explain why it is important to understand a behavior and why it is occurring before we try to modify it?

**EPS 324 Cognitive Learning Case Study**
Ms. Gregorio teaches 4th grade in a large, urban school district in the southwestern United States. Her school is linguistically diverse with as many as twenty languages other than English spoken by students. Because of the large number of different home languages, Ms. Gregorio must plan her lessons with the needs of linguistically diverse learners in mind.

1. Here are some of the teaching approaches that Ms. Gregorio routinely uses with her second language learners. Connect these approaches to cognitive learning theory by answering the provided questions for each approach.

a. When she asks questions during a discussion, Ms. Gregorio makes sure to provide extra time for her second language learners to formulate their answers, because they are often translating her English question into their own language, and then translating back into English. If she rushes them, she can overwhelm them. How would the concept of working memory help explain this approach?

b. When Ms. Gregorio introduces new content, she spends time at the beginning providing background information and teaching new vocabulary to her second language learners. How would the role of prior knowledge in learning help explain this approach?

c. Many of her students are just beginning to learn to read in English. To help them become independent readers, she teaches them to recognize when they don’t know a word in the reading assignment. They are then taught to use context, pictures, and any parts of the word they can sound out to determine what the word is. If they can’t do this, then they ask another student or teacher. How would the concept of metacognition help explain this approach?

2. Although these teaching ideas were suggested for second language learners, do you think these are generally good teaching ideas? Why or why not?

**EPS 324 Motivation Case Study**
Ms. Washington teaches sixth grade at Carolyn Jones Elementary School in a small town. This year she has a student NaM.Ed. Bob who is a big worry to her. It is possible that she may have to retain him if he doesn't improve. When she talks to him about his difficulties with school, he says that he does not do well because teachers don't like him and they never have. There is nothing he can do about it. He also says that there are just smart people and dumb people. He is one of the dumb ones and that's the way it's always going to be.

If his schoolwork is at all challenging for him, he typically just stops trying. This week they started a new math unit. Bob is not the only student who is struggling with the new
unit, but he is the only one who stops trying when it gets hard. Also, Ms. Washington has noticed how much Bob dislikes answering questions in class. He tells her he doesn't like to look stupid. Interestingly, today he asked if he could go back and do the math in the last unit. He liked that math better. Ms. Washington believes that he wants to go back to that math unit because it was easy for him.

Ms. Washington has tried a number of things to motivate Bob. She found that Bob lives on a farm and that he has loved animals and farming his whole life. She tried to integrate these interests as often as possible. It has only been somewhat successful. He told her one day that school has nothing to teach him that will make him a better farmer. He'll never use what he is learning.

1. Use your understanding of the dimensions of attributions to complete the following chart for Bob's two main attributions. For example, if you believe the attribution is unstable, then enter the term unstable in the appropriate space.

Content of the Attribution

Internal/External
Stable/Unstable
Controllable/Uncontrollable

Teachers don't like him.

He thinks he is not smart.

2. For the two attributions listed in the table, explain your choices for each dimension. For example, why is the attribution unstable or stable?

3. What evidence do you see that Bob has an entity view of ability?

4. What evidence do you see that Bob has a performance goal?

5. How is Ms. Washington using the concept of personal interest to reach Bob?

6. How is Ms. Washington using the concept of utility value to reach Bob?

7. Using the expectancy part of the expectancy x value model, provide one explanation for why Ms. Washington's attempts to use personal interest and utility value have not succeeded so far.

**EPS 324 Development Assignment**
This is Mr. Bronson's first year of teaching first grade. Much of his experience has been with middle school students. He is quickly learning that first graders and eighth graders...
pose different challenges. He is seeing the following behaviors in his students that he is not sure how to handle.

- His students are very talkative when they are supposed to be working alone on an assignment. However, when he walks around the room, they are not talking to each other but are often talking to themselves. He wonders if he should require them to be quiet.

- He has had a problem with stealing. When he has talked to his class about why it is wrong to steal, his students only seem to focus on staying out of trouble. They don’t think about how stealing affects others. He finds this very odd.

- He is amazed how many of his students are turning off to school because they cannot do as well as they want. He hears the phrase, “I’m stupid” frequently from his students. This experience has helped him see how important it is to help student succeed.

1. How would the Vygotskian view of self-talk help Mr. Bronson understand the noisy behavior during seatwork?

2. How would an understanding of Kohlberg’s theory of moral reasoning help Mr. Bronson understand his student’s beliefs about why stealing is wrong?

3. Given the probable age of these students, how would an understanding of Erikson’s psychosocial stages help explain why some of Mr. Bronson’s students are turning off to school?

4. Although developmental theories may help us understand some typical behavior patterns for different ages, why would a teacher want to be cautious about making general statements such as the following about specific children they have not met?

“This is what first graders are like developmentally.”

b. Rubrics

**EPS324 - Behavioral Learning Theory 1.1**

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<thead>
<tr>
<th>Levels:</th>
<th>Limited Understanding</th>
<th>A Satisfactory Level of Understanding</th>
<th>A Good Level of Understanding</th>
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<tr>
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<td>Some of the behavioral concepts have been misidentified, misunderstood, and/or misapplied.</td>
<td>Generally, behavioral concepts are correctly identified, understood, and/or applied.</td>
<td>All of the behavioral concepts are identified, understood, and/or applied correctly. There may only be minor errors or omissions.</td>
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### EPS324 - Cognitive Learning Theory 1.1

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### EPS324 - Motivation 1.1

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### EPS324 - Development 1.1

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## ECI575 1.0

### Levels:

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<tbody>
<tr>
<td>Statement is incomplete or incoherent and has more than three errors.</td>
<td>Statement is unclear and in need of major revision or has more than three errors.</td>
<td>Clearly expresses belief system but is in need of minor revision due to three or less errors.</td>
<td>Clearly expresses belief system and contains no spelling or grammar errors.</td>
</tr>
<tr>
<td>Statement is incomplete or incoherent and has more than three errors</td>
<td>Statement is unclear and in need of major revision or has more than three errors</td>
<td>Clearly expresses belief system but is in need of minor revision due to three or less errors</td>
<td>Clearly expresses belief system and contains no spelling or grammar errors</td>
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</table>

### c. Candidate Data

#### B.S.Ed.

#### EPS 324 Spring 2007

Flagstaff  N=140

<table>
<thead>
<tr>
<th>Behavioral</th>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<table>
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#### EPS 324 Fall 2007

Flagstaff  N=135

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<th>Score</th>
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<td>Score</td>
<td>Count/</td>
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<td></td>
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<tr>
<td>-----------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development</td>
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</tr>
<tr>
<td>Motivation</td>
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<td></td>
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</table>

| Score     | Count/
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
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Phoenix  N=10

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<tr>
<td>Motivation</td>
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EPS 324 Spring 2007

| Score     | Count/
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<td>Cognitive</td>
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<tr>
<td>Development</td>
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<td>Motivation</td>
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M.Ed.

ECI 575 Spring 2007

Value 3 is approaching mastery and Value 4 is at mastery level

Flagstaff  N=29

| Score     | Count/
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<td>How do children learn</td>
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<td>Role of Teacher</td>
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<tr>
<td>How do children learn</td>
<td>Score</td>
</tr>
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<td>-----------------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Count/%</td>
</tr>
<tr>
<td>Role of Teacher</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td>Count/%</td>
</tr>
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</table>
Assessment 7: How to Teach a Child to Read Essay

1. The Assessment is the “How to Teach a Child to Read Essay” required in ECI 309/310 for the B.S.Ed. program and in ECI 571 for the M.Ed. program.

2. Assessment 7 aligns with ACEI Curriculum Standard 1 Development, learning, and motivation and 2.1 Language Arts. Candidates must write an essay that demonstrates their understanding of child development in their explanation of how to teach a child to read. The essay should reflect their knowledge of language arts.

3. Data Analysis
Candidates receiving a rating of 3 or 4 are meeting the standard, with 3 considered approaching mastery and 4 as mastery.

The data indicate a variance in achievement between program sites. Of the candidates in Tucson, 100% are meeting or approaching the standard in the areas of literacy development, literacy environment, and strategies/methods. Whereas, candidates in Flagstaff evidence the following levels of achievement: 76.7% are meeting or approaching meeting the standard in the area of literacy development, 89% are meeting or approaching meeting the standard in the area of literacy environment, and 87% are meeting or approaching meeting the standard in the area of strategies/methods. Rural candidates follow this pattern of a lower level of achievement with the following levels of meeting or approaching the standard: 71% in the area of literacy development and 85% in literacy environment and strategies/methods. These differences merit investigation.

4. Interpretation of Data
The data indicate that the program is doing an adequate job of preparing candidates in the B.S.Ed. program in area of language arts (ACEI Curriculum Standard 2.1) and in development, learning, and motivation (ACEI Standard 1). Issues of missing class data and variance in achievement merit investigation.

The data available suggest that the candidates in the M.Ed. program also are prepared in the area of language arts and in development, learning, and motivation meeting the criteria of Standards 1 and 2.1. Candidate data for this assessment are missing. The fact that some sections are taught by part time faculty who may need further training in the area of using the electronic portfolio system to collect an evaluate signature assignments is one explanation for this. This merits further study and improvement.

5. Assessment 7 Attachment
a. How to teach a child to read essay
Compose an essay that explains how you, as a teacher, would teach/facilitate a child to read and write (literacy skills). The content of your essay should address the following elements:
• An understanding of a child’s literacy development (Your beliefs on how children learn and become literate)
- How to establish a literate environment (Your understanding of how to establish a classroom environment which will support literacy development)
- Teaching and learning strategies or methods (Your reading and writing practice and learning experiences and why you have specifically chosen these)
- Assessment (Your assessment of children’s literacy and how this will guide your planning and instruction)

b. Rubric
Candidates receiving a rating of 3 or 4 are meeting the standard, with 3 considered approaching mastery and 4 as mastery.

### ECI309/310 1.3

<table>
<thead>
<tr>
<th>Levels:</th>
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<th>Value: 2</th>
<th>Value: 3</th>
<th>Value: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy Development</td>
<td>No evidence of an understanding of a child’s literacy development is presented.</td>
<td>A child’s literacy development is addressed, but lacks sufficient evidence of understanding.</td>
<td>A child’s literacy development is addressed with sufficient evidence of understanding.</td>
<td>An understanding of a child’s literacy development is fully addressed with comprehensive evidence.</td>
</tr>
<tr>
<td>Literate Environment</td>
<td>No evidence of how to establish a literate environment is presented.</td>
<td>How to establish a literate environment is addressed, but lacks sufficient evidence.</td>
<td>How to establish a literate environment is addressed and supported with adequate evidence.</td>
<td>How to establish a literate environment is fully addressed and supported with comprehensive evidence.</td>
</tr>
<tr>
<td>Strategies/Methods</td>
<td>No evidence regarding teaching and learning strategies is presented.</td>
<td>Teaching and learning strategies are addressed, but lack sufficient evidence.</td>
<td>Teaching and learning strategies are addressed and supported with adequate evidence.</td>
<td>Teaching and learning strategies are fully addressed and supported with comprehensive evidence.</td>
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</table>

### ECI571 1.2

<table>
<thead>
<tr>
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<th>Value: 2</th>
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<tbody>
<tr>
<td>Criteria:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of Terms: Reading Sub-skills</td>
<td>Lacks evidence of knowledge of terms</td>
<td>Partial evidence of knowledge of terms</td>
<td>Sufficient evidence of knowledge of terms</td>
<td>Comprehensive knowledge of terms</td>
</tr>
<tr>
<td>Knowledge of</td>
<td>Lacks evidence</td>
<td>Partial evidence</td>
<td>Sufficient</td>
<td>Comprehensive evidence of</td>
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</table>
c. Candidate Data

**B.S.Ed.**
Value 3 is approaching mastery and Value 4 is at the mastery level.

ECI 309/310 Spring 2007

Tucson N=13

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<th>4</th>
<th>Count/%</th>
</tr>
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<tbody>
<tr>
<td>Count/%</td>
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ECI 309/310 Fall 2007

Flagstaff N=30

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<th>4</th>
<th>Count/%</th>
</tr>
</thead>
<tbody>
<tr>
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Rural N=14

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**M.Ed.**
Value 3 is approaching mastery and Value 4 is at the mastery level.
<table>
<thead>
<tr>
<th>Knowledge of</th>
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Assessment 8: Learning Material and Lesson Plan Assignment and Integrated Lesson Plan

1. Assessment 8 in the B.S.Ed. program consists of Multiculturalism and Diversity component in the Lesson Plan in ECI 306 and the Lesson Plan/Reflective Essay from BME 331 and BME 430. The Multiculturalism and Diversity component in the Integrated Lesson Plan in ECI 574 and Lesson Plan/Reflective Essay in BME 631 comprise the assessments in the M.Ed. program.

2. Assessment 8 aligns with ACEI Instruction Standard 3.2 Adaptation to diverse learners. Candidates must demonstrate in their lesson plans that they understand how elementary students differ in their development and approaches to learning. They must create instructional opportunities that are adapted to diverse learners.

3. Data analysis

**B.S.Ed.**

ECI 306 Lesson Plan Multiculturalism and Diversity Component-The data indicate that most candidates are performing at or above the criteria of the standard. As with other assessments, achievement across program sites shows some variance. During Spring of 2007, 83% of candidates in Flagstaff were approaching or at the mastery level on the multicultural and diversity component in the integrated lesson plan (level 3 and 4) by demonstrating their understanding of how elementary students differ in their development and approaches to learning (Instruction Standard 3.2). However, 79% of Rural candidates were approaching or at the mastery level. During Fall of 2007, 86% of candidates in Flagstaff, Phoenix, and Tucson were approaching mastery or at the mastery level. Rural candidates were at the 74% level of achievement during this same period. These differences merit further study.

ECI 331 Lesson Plan and Reflective Essay-The data indicate that 95% of Phoenix candidates meet or exceed the standard in the three areas measured. There are no data available for candidates at the other sites.

BME 430 Lesson Plan and Reflective Essay- The data indicate that 85% of Phoenix and Rural candidates meet or exceed the standard in the three areas measured. There are no data available for the Flagstaff and Tucson programs.

**M.Ed.**

ECI 631 Lesson Plan/Reflective Essay- The data indicate 96% of all candidates consistent across program sites are meeting or exceeding the standard by demonstrating their understanding of how elementary students differ in their development and approaches to learning (Instruction Standard 3.2).

ECI 574 Multicultural and Diversity Component of ECI 574 Lesson Plan- The data indicate that 96% of the Tucson were approaching or at the mastery level on the
multicultural and diversity component in the integrated lesson plan (level 3 and 4) by demonstrating their understanding of how elementary students differ in their development and approaches to learning (Instruction Standard 3.2).

4. Data interpretation

**B.S.Ed.**

The data indicate that the program is doing an adequate job of preparing at the Phoenix site to understand how elementary students differ in their development and approaches to learning (ACEI Instruction Standard 3.2). The lack of candidate data from the other sites leads to the inability to draw any conclusions regarding standard attainment or candidates at those sites. The 79% attainment rate of the Rural candidates in ECI 306 in the Spring of 2007 is not consistent with other data, and raises questions relative to candidate learning that merit investigation.

The BME assignments originate from another department. The assignments were not developed until the summer of 2007 which explains the lack of data for the spring semester. The assignments are still in the development stage and will hopefully in the future reflect diversity issues and concerns of the teacher education program.

**M.Ed.**

The data available suggest that candidates in the M.Ed. with Certification program also understand how elementary students differ in their development and approaches to learning (ACEI Instruction Standard 3.2). These data, however, are incomplete. Because of this definite conclusions cannot be drawn at this time. The M.Ed. with Certification program is relatively new, and signature assignments have not been consistently submitted to TaskStream in all sections at all sites. Additionally, some sections are taught by part time faculty who may need further training in the area of using the electronic portfolio system to collect and evaluate signature assignments. Because of these reasons, our data are incomplete for this program. All of these issues merit further study and refinement.

5. Attachment for Assessment 8

**ECI 306 Lesson Plan with Multiculturalism and Diversity Component**

The candidates will develop a lesson plan that demonstrates understanding and competency in the following areas: knowledge of subject matter and content; how children learn and develop; how the use of various methods of teaching can support intellectual and social growth, as well as to encourage students' development of critical thinking and problem-solving skills; how to integrate the lesson with other subject areas; how to function effectively in multicultural settings; and how to meet the needs of diverse and special-needs learners.

**BME 331/631 Lesson Plan and Reflective Essay**
Lesson Plan-The candidate will develop a Structured English Immersion lesson appropriate to the community where you teach in a content area you teach using a lesson plan form which includes: Grade/Class/ ability level/ background/Subject, Standards, Theme, Lesson Topic, Content Objectives, Language Objectives, Key Vocabulary, Supplementary Materials, Grouping Option, Assessment and Lesson Sequence

Reflective Essay-The candidate will write a reflection on this lesson. Evaluate Preparation, Building Background, Comprehensible Input, Clear Explanation of Academic Tasks, Strategies, Interaction, Practice/Application, Effectiveness of Lesson Delivery, and Student Engagement. Explain how all four language skills were used in this lesson. What did your students learn from this lesson? How do you know they learned this? How is this student learning reflective of the language standards for this lesson? What did not work well for student learning? What would you change to improve the lesson so it better supports EL students’ language objectives?

BME 430 Learning Material and Lesson Plan
Students design and produce an example of a second language learning material and an accompanying lesson plan that can be used in the classroom with second language learners. The objective of this project is to understand how to adapt existing materials, resources and technologies for second language learners. The learning material must be original in some way (e.g., an extension or adaptation of a commercially produced textbook or learning activity). For example, a section of a chapter is selected from a second language student’s textbook and the learning material and lesson plan are built around the concepts that are to be mastered. The learning material will be an integral part of a detailed lesson plan for English Language Learners. It will include specific learning objectives, procedures, and an assessment.

The learning material will provide context support for a specific content learning objective: visual context support or manipulative hands-on materials. The learning material and lesson plan will also be appropriate for teaching some aspect of the second language that students are learning. In addition to providing extra visual support for a concept, for example, identify in the lesson a specific grammatical pattern that is important for students to master. This will be the language learning objective. The lesson plan will include the description of special modifications and adaptations that are required for second language learners. Overall, how can the regular lesson and learning material be modified to maximize comprehension and participation by ELL students?

The final report will outline in detail the lesson plan and will describe the second language learning material:

(a) in which subject area can it be used, and in which grade level.

(b) a clear description of the content learning objective: what concept(s) the second language student will learn, what are some of the aspects of this objective that make it challenging, and how will the learning outcome be evaluated? A content learning
objective must be a concept or an important idea. The objective must be specific enough so that you as a teacher can evaluate whether or not it has been met.

(c) What aspect of the second language, the language learning (grammar) objective, it will help students learn. Examples of learning activities that focus on the grammar pattern selected will be included. How might this grammar pattern be used in reading, writing, listening, and speaking? The objective must be specific enough so that you as a teacher can evaluate whether or not it has been met. If vocabulary words relevant to the lesson are listed, these are part of the content learning objective, not the language learning objective.

(d) How will the content learning outcomes and the language learning outcome be evaluated? An actual assessment will be designed.

**ECI 574 Integrated Lesson Plan**
The pre-service teacher will develop a lesson plan that demonstrates understanding and competency in the following areas: knowledge of subject matter and content; how children learn and develop; how the use of various methods of teaching can support intellectual and social growth, as well as to encourage students' development of critical thinking and problem-solving skills; how to integrate the lesson with other subject areas; how to function effectively in multicultural settings; and how to meet the needs of diverse and special-needs learners. This lesson will include relevant Arizona Academic Standards.

Required Elements:

1) Preliminary Information

- Author's Name

- Date of Lesson

- Title of Lesson (also include unit title if the lesson is part of a larger unit)

- Subject

- Grade Level

- Time frame for lesson

- Goal or Objective(s)

2) Arizona Academic Standards

- Include the Arizona Academic Standards that are relevant to this lesson.
3) Lesson Accommodations

3.1 - Lesson Content: Include a paragraph that clearly explains the content knowledge that you will need to know in order to teach this lesson effectively.

3.2 - Multiculturalism and Diversity: Include a paragraph that demonstrates how you will show an awareness and sensitivity to multicultural, diversity, and special-needs issues during this lesson. Arbitrarily select at least two specific, yet hypothetical, needs from the above list and describe how you will differentiate your instruction in order to accommodate those needs.

3.3 - Lesson Integration: Include suggestions for integrating this lesson with other subject areas, such as literacy, social studies, or math.

4) Lesson Format/Structure

The pre-service teacher may use any recognizable lesson plan format, such as Madeline Hunter, Generic, Inquiry, Five E's, etc., but all of the required elements must be present in whichever format is chosen. Also include any engaging or hands-on activities that you will incorporate into the lesson. Also include ways that you will accommodate the varied learning needs of students in your classroom.

5) Assessment

Explain what form(s) of assessment you will use in order to effectively evaluate this lesson. Note that any assessment or evaluation must correspond with the original goal or objective(s). State evidence or other criteria that will demonstrate whether or not the lesson was successful.

b. Rubrics

Add rubric for ECI 306 and BME 331 before and add BME 631 after BME 430

### Learning Materials Design

<table>
<thead>
<tr>
<th>Levels:</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria:</td>
<td>value: 1</td>
<td>value: 2</td>
<td>value: 3</td>
</tr>
<tr>
<td>3.a. Planning for Standards-based ESL and Content Instruction. Candidates know, understand, and apply concepts, research and best practices to plan classroom</td>
<td>The content learning objective is omitted. An objective is labeled as a content language objective that does not correspond to a academic content area; or a grammar objective is misidentified as a content objective. The</td>
<td>A content learning objective is identified in general terms and is grade level appropriate; however, it may not be stated clearly. The content objective has some relation to a concept, important theme or central idea. It</td>
<td>A clearly stated content learning objective is identified that is grade-level appropriate. The content objective is a concept, important theme or central idea. It corresponds to an academic learning objective and is specific. Level of specificity corresponds clearly to the assessment tool that will measure the learning outcome</td>
</tr>
<tr>
<td>Instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.</td>
<td>The language learning objective is omitted. An objective is misidentified as a language learning objective (e.g. a purely content learning objective that involves no language learning). None of the four language skills are explicitly included in the lesson plan. No assessment of grammar knowledge or language proficiency is possible. The language learning material and/or assessment contain major errors of grammar, indicating that the candidate may not be able to design a language learning activity that provides ELL students with correct examples of the target language.</td>
<td>A language learning (grammar) objective is identified. It represents an aspect of English that ELL students need to learn, but it does not make a good match with the content learning objective. Two out of the four language skills are included. The language learning objective is about grammar but may not be specific enough. The lack of specificity makes it difficult to design a clear and reliable assessment of a grammar learning objective. Minor errors of grammar are found in the learning material or in the assessment.</td>
<td>A clearly stated language learning (grammar) objective is identified that makes a good match with the content learning objective. The language learning objective is an important aspect of English language proficiency and includes use of the four skills (listening, reading, speaking, writing). It is specific and easily interpreted by the instructor. No errors of grammar are in evidence. The level of specificity of the grammatical pattern corresponds clearly to the assessment tool that will measure the level of mastery.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.b. Managing and implementing Standards-based ESL and Content Instruction. Candidates know, manage and implement a variety of standards-based teaching strategies for developing and integrating English listening, speaking, reading and writing and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and content together.</td>
<td>A learning material is produced, but it is not appropriate for the objective of the lesson. Procedures are not given or are confusing/misleading. The learning material does not correspond to the grade level identified. The activity that corresponds to the learning material is not academic or academic at a level that is far too low for the student.</td>
<td>The learning material is appropriate for the lesson plan, and provides some measure of context support for an ELL student. Procedures are included but may not be clearly spelled out. Difficulty level may be too high. The learning material corresponds generally to grade level and an academic school subject area.</td>
<td>There is a good match between the lesson plan objectives and the learning material. The learning material provides optimal context support for the Ell student, is well designed and procedures are clearly spelled out. Subject area and grade level are appropriately aligned with the learning material in terms of difficulty level, at the same time corresponding to a specific academic learning objective.</td>
</tr>
<tr>
<td>3.c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources and technologies, and choose, adapt and use them in effective ESL and content teaching.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levels:</td>
<td></td>
<td></td>
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<tr>
<td>Criteria:</td>
<td>value: 1</td>
<td>value: 2</td>
<td>value: 3</td>
</tr>
<tr>
<td>Preliminary Information</td>
<td>One or more elements are missing.</td>
<td>All elements are present, but the goals or objectives are not stated clearly, or are not measurable.</td>
<td>All elements are present and the goals or objectives are clear and measurable.</td>
</tr>
<tr>
<td>Arizona Standards</td>
<td>Only a few standards are listed, or are not relevant to this lesson.</td>
<td>Most of the standards are covered, with a few omissions or non-relevant inclusions.</td>
<td>Thorough listing of standards relevant to this lesson.</td>
</tr>
<tr>
<td>Lesson Content</td>
<td>Some important content is either omitted or is inaccurate.</td>
<td>Content is mostly covered, and is mostly accurate and meaningful.</td>
<td>All content information needed to effectively teach the lesson is clearly stated, accurate and meaningful.</td>
</tr>
<tr>
<td>Multiculturalism and Diversity</td>
<td>Only one hypothetical scenario is selected; or the needs are not well accommodated.</td>
<td>At least two hypothetical scenarios are selected, but the needs are not well accommodated.</td>
<td>At least two hypothetical scenarios are selected, with those needs clearly identified and well accommodated.</td>
</tr>
<tr>
<td>Lesson Integration</td>
<td>There is some provision for integration, but is lacking in quantity or creativity.</td>
<td>There are suggestions for integration, but are not fully developed.</td>
<td>The lesson in well integrated with other disciplines; there is evidence of creative thought.</td>
</tr>
<tr>
<td>Lesson Format/Structure</td>
<td>More than one element is missing. Presentation and/or activities are not well organized, meaningful or relevant.</td>
<td>The format is missing one vital element, or the presentation or activities are not clearly organized, meaningful or relevant.</td>
<td>All elements of the selected lesson plan format are present and clearly stated. Presentation and activities are well organized, meaningful and relevant.</td>
</tr>
</tbody>
</table>
c. Candidate Data

B.S.Ed.

ECI 306 Spring 2007
Value 3 is approaching mastery and Value 4 is at the mastery level.

Flagstaff  N=18

<table>
<thead>
<tr>
<th>Multiculturalism and Diversity</th>
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Rural N=26

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ECI 306 Fall 2007

Flagstaff  N=

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Phoenix N=31

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Rural N=28

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**BME 331 Fall 2007**

1=Approaches Standard  2=Meets the Standard  3=Exceeds the Standard

Phoenix N=20

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<th>Planning that includes concepts, research and best practices of diversity</th>
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<th>Score</th>
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**BME 430 Fall 2007**

1=Approaches Standard  2=Meets the Standard  3=Exceeds the Standard

Phoenix N=19

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effectively

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M.Ed.

BME 631 Fall 2007

1=Approaches Standard   2=Meets the Standard   3=Exceeds the Standard

Flagstaff N=29

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Phoenix N=56

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<td>1.78 19 33.94 36 64.28</td>
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<th>Using diversity resources effectively</th>
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<td>3.57 19 33.94 35 62.5</td>
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ECI 574 Fall 2007

Value 3 is approaching mastery and Value 4 is at the mastery level.

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<th>Criteria:</th>
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</thead>
<tbody>
<tr>
<td>Multiculturalism and Diversity</td>
<td>Only one hypothetical scenario is selected; or the needs are not well accommodated.</td>
<td>At least two hypothetical scenarios are selected, but the needs are not well accommodated.</td>
<td>At least two hypothetical scenarios are selected, with those needs clearly identified and well accommodated.</td>
<td>At least three hypothetical scenarios are selected, with those needs clearly identified and well accommodated.</td>
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Tucson N=26

<table>
<thead>
<tr>
<th>Multiculturalism and Diversity</th>
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