

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

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Augsburg College's Education Unit has continued to organize and revise its education program for pre-service teachers to align with college, state, and national standards. During the previous visit in 1999, the Education Unit was in the process of aligning the Minnesota Standards of Effective Practice with the required education courses and content courses within the program. State approval of the education program occurred in Spring, 2001(see [Program approval documents](#)). Since that time, the Education Unit has actively reviewed and revised the program to ensure that all teacher candidates have access to and experience with a quality program that prepares them for today's classrooms. Program review will occur again in Spring 2006.

Content Knowledge for Teacher Candidates

One of the Education Unit's goals is to prepare pre-service teacher candidates who have a strong foundation in the liberal arts and content knowledge. Content knowledge requirements for teacher candidates are guided by the Minnesota Standards of Effective Practice and the liberal arts foundation is guided by the general education requirements of Augsburg college. The education program reinforces content knowledge application within coursework requirements in selected subject areas.

The general education component of each undergraduate candidate's education has evolved since the NCATE/BOT's previous visit. The general education requirements have been realigned with the College's Vision 2004 document which states that "Augsburg will develop graduates who will be prepared for life and work in a complex and increasingly globalized world; equipped to deal with its diversity of peoples, movements and opinions; experienced in the uses and limitations of technology; and possessed with a character and outlook influenced by a rich understanding of the Christian faith" (Augsburg, 2004, p.3). The college goal is to provide a transforming education that unites the liberal and practical.

Driven by the college commitment to this document, faculty approved new general education requirements in the spring of 2003. The implementation of those requirements started this Fall, 2003 for incoming Freshman and transfer students. With the new requirements, students participate in a diverse range of course requirements, an Engaging Minneapolis experience and an Augsburg Experience. All majors are required to “infuse” diversity within the context of the subject matter.

The general education program continues to incorporate graduation skills designated as necessary to succeed in today’s society. These include critical thinking, quantitative reasoning, writing, and speaking. The new general education curriculum requires that each major incorporate these skills or designate a course outside the major that would fulfill that requirement. In order to ensure minimum competency in each of these skills, students must pass each of the courses with a minimum of a 2.0 GPA. Candidates must also pass general education courses required for the elementary major with a minimum grade of 2.0. Examples of such courses are Science 110 & 111; and, Math 137 & 138.

It is presumed that all post-baccalaureate and graduate licensure candidates have broad based liberal arts background, resulting from successful completion of accredited baccalaureate degrees. Specific content area courses required for licensure are also required of these students. Previous coursework is assessed and substituted as appropriate. Content that has not been taken or achieved through life experience is taken as part of the licensure program.

In order to be admitted into Education Licensure Programs, all students must have a minimum cumulative GPA of 2.5 in all coursework taken up to that time for undergraduates and a GPA of 3.0 for graduate students. This also indicates that teacher candidates have obtained minimum competencies in the liberal arts arena.

Significant changes have occurred within program requirements based on the changes in the Minnesota licensure rules. The Minnesota Standards of Effective Practice outline content standards required for each subject area and the licensure rule broadened the scope and sequence of practice of licenses. The Education Unit realigned course requirements to meet these new licensure requirements. These changes include:

- Addition of a kindergarten course requirement for all elementary education licenses since all elementary candidates are licensed to teach kindergarten.
- Addition of a middle school specialty area for all elementary licenses from one of four options-communication arts, social studies, math or science.
- Extension of secondary licenses from grades 7-12 to grades 5-12.
- Addition of significant math and science requirements for all elementary licenses.
- Addition of a Minnesota American Indians .5 course requirement for all students.

These requirements increased the depth and breadth of content knowledge of each teacher candidate. Candidates demonstrate their content knowledge in the following ways.

- Secondary candidates must maintain a minimum of 2.5 GPA in their content area. Elementary candidates must achieve a minimum of 2.0 GPA in their specialties and 2.5 GPA in their elementary major.

- Candidates demonstrate evidence of content knowledge through assignments in education coursework, through tests, lesson planning, and microteaching.
- Candidates must have a passing score on their Praxis II content knowledge test.
- Candidates must show evidence of competence in content knowledge as part of their program portfolio, Standard 1. Evidence can be demonstrated through exams and assignments from content area courses.
- Candidates are evaluated on content knowledge by their cooperating teachers through observation and on their final student teaching evaluation form.
- Candidates are evaluated on content knowledge by their college education supervisor on the observation form. College supervisors observe each candidate 5-6 times during student teaching.
- Candidates in secondary education are also evaluated by content area specialists through observations during student teaching. Specialists observe teacher candidates twice during their student teaching experience.

In Spring of 2003, the Education Unit completed its first assessment report for the college. Within that report, candidate content knowledge was evaluated through analysis of cooperating teachers final evaluation forms, student surveys, alumni surveys, and the Praxis II content knowledge test. In content knowledge, candidates received a mean score of 4.52 on a Likert scale of 1-5 from cooperating teachers, candidates ranked their own competence in content knowledge at a mean score of 4.77 on a Likert scale of 1-5, 91.6% of alumni ranked themselves moderate to great in competence on subject matter, and completers had a 100% pass rate on the Praxis II content knowledge test. These results indicate that our candidates have a reasonably strong understanding of content knowledge and are confident of their background.

The Graduate postbaccalaureate licensure program available in Weekend College also follows the guidelines established by the Minnesota licensure rules. Candidates admitted into this program must have a 3.0 GPA. Upon assessment of transcripts, each candidate is required to complete any remaining content area courses needed to fulfill content standards reflected in the Minnesota Standards of Effective Practice. These candidates will demonstrate competence through the same mechanisms as undergraduate candidates as well as additional advanced assignments directed to graduate candidates only. The graduate program includes elementary education, secondary education and special education, EBD.

The Education Unit will continue to gather data related to candidate content knowledge as well as refine the process for obtaining data. The data collection will occur on a semester basis with a final report being completed and submitted to the college in the spring of each academic year.

Links:

- see [MSEP-www.revisor.leg.state.mn.us/arule/8710/2000.html](http://www.revisor.leg.state.mn.us/arule/8710/2000.html)
- see [Augsburg 2004 document](#)
- see [General Education Document](#)
- see [admissions policy](#)

see 2003 assessment report

see graduation and special education EBD admissions booklet

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Pedagogical Knowledge for Teacher Candidates

Pedagogical content knowledge requirements are designated by the Minnesota Standards of Effective Practice. Through education coursework, candidates build their understanding of how to create learning environments that are conducive to learning for all students. Candidates are able to accomplish this through application of content knowledge, understanding of developmentally appropriate strategies and expectations, careful planning and delivery of lessons, and application of appropriate assessment tools to assess student learning (as stated in the MSEP document).

Based on the Minnesota Standards of Effective Practice, several program changes were made to insure that candidates had opportunities to experience and learn required standards. The following changes were incorporated into the program requirements:

- All education candidates are required to take an additional course about learners with special needs (EDC 410). All candidates participate in a field experience where they work with an individual with special needs and their families.
- Elementary Education candidates participate in an additional course, School and Society (EDC 480), where standards related to professionalism and community/parent collaboration are placed and the program MSEP-based portfolio is evaluated.
- Elementary Education candidates are required to take a middle school methods course in their specialty area. This action has also benefited secondary education candidates because they take the same course and as such obtain a more in depth background in middle school pedagogy.
- The special education EBD licensure program is aligned with the Minnesota Standards of Effective Practice through the core courses and special education methods courses.
- All education candidates use technology as learners and integrate technology into their lesson planning throughout the education program. Identified technology skills are required and assessed through assigned courses. These technology skills are based on ISTE standards.

The Minnesota Standards of Effective Practice articulate the areas that candidates need to show evidence of competency. These areas include developmental appropriateness of materials, consideration of diverse learners, teaching strategies, the learning environment, communication, planning, assessment, reflection, and collaboration. Candidates are assessed on these competencies through the following assessment strategies.

- All candidates must maintain a cumulative GPA of 2.5 throughout their program in order to be recommended for licensure.
- All candidates are required to pass all education courses with a minimum of a 2.0 GPA as well as maintain an average of a 2.5 GPA in the education program.

- All candidates must pass the Praxis II Principles of Learning and Teaching Test at the grade level appropriate for their license before being recommended for license.
- All candidates are evaluated by their cooperating teacher during student teaching in each of the MSEP standards.
- All candidates are evaluated in each of the MSEP standards by their Augsburg College supervisor. College supervisors observe each candidate 5-6 times during student teaching.
- All candidates participate in exit interviews where they are given the opportunity to address weaknesses in the education program. Through the exit interview process, the education unit is given the opportunity to identify weaknesses in the program and make adjustments to improve program quality (see Standard 2).
- Education alumni participate in a survey based on the Minnesota Standards of Effective Practice (MSEP). On this survey, alumni rank their competence in each area.
- Candidates prepare an extensive draft of a program portfolio that is evaluated in their capstone course (EDC 480, School and Society). This model is followed in SPE 315, Critical Issues Seminar for the EBD Licensure candidates. They finalize the portfolio from their experiences in student teaching. This portfolio shows evidence in lesson planning, classroom management, and assessing student learning and is assessed by their Augsburg supervisor.
- Candidates participate in a self-assessment of their competencies in each of the Minnesota Standards of Effective Practice through a self-survey taken at the final student teaching seminar.

In Spring of 2003, the Education Unit completed its first assessment report for the college. Within that report, candidate pedagogical content knowledge was evaluated through analysis of cooperating teachers final evaluation forms, student surveys, alumni surveys, and the Praxis II Principles of Learning and Teaching test. In this report, each of the standards were analyzed and interpreted. Cooperating teachers evaluated candidates on each standard on a Likert scale with rankings between one and five. The mean for candidates for each standard fell within a range from 4.18 and 4.78.

On the student teacher self-survey of the assessment standards as outlined in the Assessment Report, all candidates ranked themselves as highly competent in all areas with all ranking averages falling between four and five. On that assessment, the range for the ranking average fell between 4.32 and 4.77.

All candidates must pass the Praxis II Principles of Learning and Teaching test. There are three tests available, K-6, 5-8, and 7-12 grade levels) and each candidate selects the test level appropriate for their license. From the results given on the Praxis II PLT test from 9/1/02-5/31/03, Augsburg College had a 100% pass rate for program completers. These results indicate that teacher candidates coming from the Augsburg education program have an appropriate understanding of pedagogical content knowledge as defined and measured by the state of Minnesota.

An alumni survey is conducted annually that is also based on the MSEP's. From these results, the majority of the alumni consider themselves competent in the assessment standards by ranking themselves between moderate to great. This survey provides additional evidence that alumni in the field are satisfied with the education they received at Augsburg College. The unit also uses alumni responses to evaluate program. For example, the last survey showed that alumni felt the program needed to provide more content and experience with classroom management. The unit responded with the offering of an elective summer course focused on classroom management. The unit will also consider increasing the content related to classroom management in required courses.

The Education Unit will continue to gather data related to candidate pedagogical content knowledge as well as refine the process for obtaining that data. The data collection will occur on a semester basis with a final report being completed and submitted to the college in the spring of each academic year.

Links:

[link to MSEP- www.revisor.leg.state.mn.us/arule/8710/2000.html](http://www.revisor.leg.state.mn.us/arule/8710/2000.html)

see Dirty Dozen Document

see 2003 Assessment Report

see MSEP standards placement matrix

see elementary education admissions booklet

see department Handbook

see student teacher final evaluation for

see student teacher observation form

see exit interview form

see alumni survey form

see program portfolio criteria

see self-survey of MSEP form

see summer school 2004 catalog

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Professional and Pedagogical Knowledge and Skills for Teacher Candidates

The Education Unit is committed to the development of quality teachers through the education licensure program. In order to do this, the Education Unit pays particular attention to the development and demonstration of pedagogical knowledge and skills of the teacher candidates through the creation of a positive learning environment. Faculty model best practices in teaching and learning (see Standard 5) demonstrating constructivist teaching, student engagement, service learning, critical thinking and reflective practice.

Since the 1999 visit, the Education Unit has refined the program to provide opportunities for teacher candidates to show evidence of pedagogical knowledge and skills throughout the program. These refinements include the following:

- Through the PT3 Technology grant, faculty were trained in technology skills needed by teacher candidates in order to be effective in the classroom. Examples of skills include PowerPoint, web quest, inspiration, blackboard, internet searches for quality sites, efolio, PDA's, and spreadsheets. As faculty became more skilled in technology, they were able to use technology more effectively in education courses and to help teacher candidates develop an understanding of how technology can enhance teaching. Currently, several courses in the Education program incorporate technology skills and require students to become competent in each of those skills. Technology skill competence is assessed in the appropriate course.
- Clinical experiences for teacher candidates have been attached to specific courses. Initially, in our new licensure program, students were required to take EDC 315, Critical Issues Seminar. This was a seminar course designed to monitor clinical hours requirements and for the development and evaluation of the program portfolio using a reflection model. Through exit interviews and student surveys, the Education Unit found that students perceived this course to be repetitive and ineffective in its purpose. Revision resulted in the attachment of clinical hours to specific courses with specific requirements relating directly to that course. This also led to a more systematic method of monitoring clinical hours. The program portfolio is now developed throughout the program, with faculty guiding that development through course syllabi and recommendations as to which assignments might represent evidence of learning within a specific standard. Teacher candidates also receive an evaluation from classroom supervisors related to their performance during their clinical hours. These evaluations are collected by faculty for the purposes of identifying issues with candidates and demonstrating completion of assigned experiences.
- EBD licensure candidates follow an internship model for clinical experiences and student teaching. They participate in clinical hours required by the EDC/EED core education courses. During this time these candidates participate in both the regular and special education classroom. During the final year of study, EBD licensure candidates participate in a yearlong internship in a special education classroom where student teaching is embedded in that internship.
- All candidates are required to take a course on the Minnesota Native Americans. This content is mandated by state licensure rule and is incorporated in unit program to better educate Minnesota teacher candidates in the history and culture of the Minnesota American Indians. Candidates previously took a course in the American Indian Studies program (INS 105 or 260) that aligned with the standards established by the state. This course also counted as a general education requirement. With the adoption of the new general education requirements, the American Indian studies courses no longer fulfill a general education requirement. The Education Unit now offers a half course developed by the American Indians Studies Program that complements the education Diversity half course, EDC 210. The content of these half courses is also offered

in Weekend College as a combined course, EDC206/566, Diversity/Minnesota American Indians.

- A program portfolio was developed where teacher candidates provide evidence of competence in each standard of the Minnesota Standards of Effective Practice. As students progress through the program, they identify assignments and projects that best show evidence of learning in each standard. In their capstone course, EDC 480, School and Society, the program portfolio is reviewed as a rough draft that will be finalized during student teaching.
- During student teaching, teacher candidates revise their portfolio to demonstrate competence in planning, classroom management, assessing student learning, and identify strengths and weaknesses they possess as they leave the licensure program. This stage of the portfolio development is a reflective process designed to assist them as they prepare for interviews, to provide further evidence of competency in pedagogical skill, and to help them identify goals for professional growth as they begin their teaching careers.
- In SPE 315, Critical Issues Seminar, EBD licensure candidates develop the program portfolio during their yearlong internship.

The Education Unit currently uses the following transition points to assess pedagogical knowledge and skills in teacher candidates to determine if they are ready to progress to the next stage (see Standard 2 for more details). Each candidate is assigned an Education advisor to assist with registration and program planning. This procedure provides opportunity for advisors to monitor candidates on a one-to-one basis, as well as an opportunity to examine documents from candidates education files on a regular basis. The transition points are as follows:

- Admissions into the Education Department. Admission to the education program occurs prior to upper division coursework. Candidates must take the Praxis I test demonstrating basic skill competencies in reading, writing and math, and must have a minimum GPA of 2.5 for undergraduate licensure programs and 3.0 for graduate licensure programs.
- On-going review of field experience evaluations. Negative evaluations in methods courses are noted by instructors and conveyed to the Admissions Committee for discussion and possible action, ranging from monitoring future evaluations to developing an individual plan for growth.
- On-going evaluation through course grades. Standards are tied to courses and assessed within them. A GPA of 2.0 or better in each education course indicates at least minimum knowledge and skill in assigned standards. When a 2.0 is not achieved, the course is repeated.
- Student teaching application. Candidates must apply to student teach with clearance given by their Education advisor as well as a specialist advisor for secondary education candidates. These advisors verify that all requirements are completed prior to student teaching and the minimum GPA levels have been maintained.
- Program Portfolio. The rough draft of the program portfolio is evaluated during the capstone course, EDC 480, School and Society. The majority of teacher

- candidates complete this course the semester before student teaching. The remaining few will take the course during their student teaching experience and the program portfolio will be evaluated as a final product at that time.
- Student Teaching completion. Candidates must demonstrate successful completion of student teaching in order to be recommended to the state for licensure. Completion is based on the positive evaluation of competency of teacher candidates by the cooperating teacher and the college supervisor as well as satisfactory completion of the program portfolio.
 - Licensure recommendation. Recommendation for licensure occurs when candidates have successfully completed all coursework, student teaching, have an appropriate GPA and have received passing scores on the Praxis I and II tests.

Through the stated practices, it is possible to monitor teacher candidate pedagogical knowledge and skills. The data gathered in the various assessment tools indicates that teacher candidates have a strong knowledge base in pedagogy and are able to apply pedagogical skills in the teaching setting at an appropriate beginning teaching level and as defined by state standards.

Currently the Education Unit is revising the evaluation tool used for assessing clinical experiences. It was determined by an ad hoc assessment committee that the form is appropriate for flagging concerns about particular candidates but does not assess competencies in a way that is useful for collecting and analyzing data to inform the program. The goal is to pilot a revised edition during Spring Semester, 2004.

Links:

- see [Dirty Dozen Document](#)
- see [all education syllabi](#)
- see [Service Learning Student Assessment form](#)
- see [advising sheets](#)
- see [PT3 reports](#)
- see [grid of service learning experience requirements](#)
- see [special education EBD admissions booklet](#)
- see [syllabi for INS 105/260 and EDC 206/566](#)
- see [syllabus for EDC 315](#)
- see [student teaching application](#)
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Dispositions for All Candidates

Professional dispositions are critical to the success of teacher candidates. Professional dispositions have only recently been articulated through the INTASC standards. As the education program has evolved and been revised, the Education Unit has dedicated time to the identification of the professional dispositions that are valued as a part of the Augsburg Education program.

Prior to the articulation of specific professional dispositions, the Education Unit has identified several ways to monitor and assess specific characteristics deemed pertinent to being an effective teacher in the classroom. These characteristics have been monitored and assessed in the following ways.

- Written reflections completed by teacher candidates during their service learning experiences and during student teaching. This process can be enhanced by directing the reflections to address specific professional dispositions.
- Teacher evaluation of field experiences. Field experience evaluations are used to flag candidates that do not model professional characteristics in the classroom in a school setting. With field experience attached to specific courses, faculty review all evaluations of their students to bring forward any concerns to the admissions committee (see Standard 2).
- Statement of concerns. Faculty have a procedure to follow if they have concerns with individual candidates in the classroom. This procedure is articulated in the department handbook so that students are aware of department policy. When Education faculty have serious concerns about the performance of a student, they will complete a “Communication of Concerns” form as shown in the Licensure Program Handbook. The purpose of this form is to register and communicate concerns to the faculty advisor and Admissions Committee. The information provided can be used for the purpose of planning for growth and in deciding about admission to the teacher education program, application to student teach, and recommendation for licensure.
- Student teaching final portfolio. Professional dispositions may be characterized by candidate articulation of strengths and weaknesses as well as goals for professional development.

In the past several years, the Education Unit has examined literature on professional dispositions and standards used by other institutions. In the annual MACTE conferences, sessions have been offered by other institutions identifying their solutions to developing and assessing dispositions. Using information from these sources, the Education Unit embarked on the process of defining professional dispositions that represent the values of the Education Unit.

In 2002-2003, the Education Unit brainstormed characteristics considered valuable for an effective teacher. Through extensive exploration of research and faculty ideals, the Education Unit narrowed the developed list to fit with the conceptual framework and to blend with the Minnesota Standards of Effective Practice. This past fall, the disposition survey was presented to the advisory board for input. With that revision, the survey was piloted with all Orientation to Education, EDC 200, students who gave additional feedback on the content. The revised document was then administered to the School and Society, EDC 480, students. This procedure will occur again this coming semester for both the entering students and the pre-student teacher candidates in order to familiarize them with professional dispositions for the classroom. EBD licensure candidates will take the disposition survey during SPE 315, Critical Issues Seminar.

Students will have multiple opportunities to see and understand the dispositions that are valued by the Education Unit. First, within the revision of the Clinical experience evaluation form, several of the professional dispositions have been incorporated. This will provide classroom supervisors the opportunity to evaluate candidate dispositions in the context of the classroom setting.

Second, it is our goal to have the professional dispositions document published in the department handbook in the next revision. Through this process, all candidates will have access to the dispositions for their personal growth.

Finally, the Education Unit will continue to introduce candidates to the professional dispositions within the entry course, Orientation to Education. Candidates will rank themselves on a Likert scale with rankings from one to five on how they perceive their personal development of these professional dispositions.

The Education Unit's next steps are to continue to introduce teacher candidates to the professional dispositions identified to help in their understanding and the development of those dispositions. The unit will continue to refine the evaluation process so that the professional dispositions will be more formally assessed.

Links:

[see Department handbook](#)

[see Disposition Survey](#)

[see Service Learning assessment form](#)

[see student teaching portfolio requirements](#)

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Student Learning for Teacher Candidates

Analysis of student learning is an integral component in effective teaching. Assessment of student learning is incorporated within every lesson plan and unit plan developed by teacher candidates within courses as assignments and during student teaching as part of the planning process. Through the formative and summative analysis of student learning, teacher candidates participate in reflective practice on their impact on student learning, a valued component stated within the conceptual framework. Through reflection, candidates can personally evaluate instructional effectiveness or assessment activities to determine if adjustments are warranted.

Teacher candidates have been evaluated for their assessment capabilities in several ways, including:

- EDC 310, Learning and Development, introduces candidates to assessment and the purpose and process of assessment. Candidates apply assessment through a student observation project.
- EED 360 and ESE 325, Elementary Science Methods and Creative Learning Environments, go into greater depths on assessment. Candidates develop assessment tools such as formative observations, checklists, tests, and

performance assessment to use in the classroom, develop and teach a lesson in the classroom, and develop a gradebook to indicate results of those assessments.

- EBD licensure candidates are introduced to and apply a variety of assessment tools specific to special educational needs. Assessment procedures are included in each special education course starting with SPE 410, Implementation of Assessment Strategies.
- EBD licensure candidates prepare a student case study where they design and implement a learning program applying strategies learned in the education classroom. Candidates are expected to follow one student throughout the case study and evaluate progress, adjusting strategies as needed.
- As a standard within the Minnesota Standards of Effective Practice, cooperating teachers evaluate candidates on their assessment competencies and their impact on student learning during their student teaching experience. Cooperating teachers evaluate candidates on the development of assessment tools and analysis of the student results as related to student learning. In the College Assessment Report, 2003, cooperating teachers evaluated teacher candidates during student teaching on assessment competencies. On a Likert scale with a ranking between one and five, candidates averaged 4.25, indicating that cooperating teachers felt student teachers had fairly strong competencies in assessment.
- College supervisors evaluate teacher candidate competencies in assessing student learning during observation of lessons in the classroom setting. Teacher candidates are expected to incorporate student assessment practices in each lesson to determine student learning and to make adjustments in teaching strategies to better meet the needs of their students.
- Written reflections in student teaching and clinical experiences are required. Teacher candidates have the opportunity to reflect on practices that they carried out in the classroom setting or observed an experience teacher performing in their classroom.
- Teacher candidates reflect on their use of assessment used in the student teaching setting. Candidates demonstrate that they know how to determine if student learning has occurred in individual lessons as well as in units.

The unit determined that there was a need for a more systematic method of assessing teacher candidate's impact on student learning. As a result, an additional component was developed and added to the student teaching portfolio. This component requires teacher candidates to document and reflect on their impact on student learning. The purpose of this assignment is to have student teachers show evidence of authentic student learning in their classroom as a result of their teaching. Included in this assignment are the following:

- Criteria used to indicate that improvement occurred in student learning.
- Appropriate assessment tools used to generate accurate information.
- Method of assessing such as a rubric to determine results.
- Possible examples of student work (need permission slips).
- A reflection of how the gathered information impacted future lesson planning.

This process was implemented for the first time Fall, 2003 and the results were included in the student teaching portfolio. Teacher candidates were given the opportunity to share their strategies and reflection during the final student teaching seminar. Each assignment was collected by college supervisors. These assignments will be examined and refined to ensure that the assignment generates evidence of candidate's impact on student learning. This assignment will continue for Spring Semester, 2004.

Through this process of examining how the Education Unit documents impact on student learning, the unit identified courses that prepare candidates for the assessment of student learning. All candidates are introduced to assessment in EDC 310, Learning and Development, as well as apply assessment practice through the Student Observation Project. Secondary education candidates go into greater depth on assessment practices, are required to develop assessment tools, and apply assessment strategies to their teaching during Creative Learning Environments, ESE 325. Elementary Education candidates receive similar opportunities during Elementary Science Methods, EED 360. Candidates continue to develop assessment strategies in a variety of other courses in preparation for the demonstration of competency in assessing student learning.

The Education Unit will continue to examine the results of the student teaching assignments and continue to refine the requirements in order to identify competencies of teacher candidates and to inform the practice of the education program. The goal is to determine ways candidates can improve their impact on student learning. From this will come decisions on how our program can be revised to improve our candidates' teaching practices.

Links:

[see lesson plan template](#)

[see syllabi for EDC 310, ESE 325, EED 360 and SPE 410](#)

[see student teaching final evaluation form](#)

[see student teaching observation form](#)

[see student teaching portfolio requirements](#)

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