

ASSESSMENT #8 (OPTIONAL)

PROFESSIONAL BEHAVIORS/ DISPOSITIONS

Excerpted from TEACHER CANDIDATE OBSERVATION AND PROGRESS REPORT

The purpose of the Teacher Candidate Observation and Progress Report, the most recent version of which was implemented in time for Cohort II, is to provide instructive feedback about the teacher candidate's teaching performance to the teacher candidate, the college supervisor, and the teacher candidate's cooperating teacher during the teacher candidate's student teaching. College supervisors and cooperating teachers conduct three formal observations each using this instrument, roughly corresponding to the beginning, middle, and end of student teaching. The TC, if seeking Middle Level endorsement, is placed at two different schools, one middle and one secondary, during their student teaching experience; otherwise they remain at the same secondary site. Following each observation the college supervisor or cooperating teacher completes the Teacher Candidate Observation and Progress Report evaluation tool. Each classroom observation by the college supervisor includes a conference with the cooperating teacher and teacher candidate resulting in a decision regarding the candidate's progress and continuation in the program. The observation and progress report evaluates the TC on the following categories associated with effective lesson delivery: planning, implementation, content, climate, and classroom management as well as reflection, professional behavior and technology. There is one rating scale used to evaluate the TC in each category: 0 Weakness, 1-2 Developing, 3-4 Target, 5-6 Exceeds. The TC must receive at least a mean score of Target (3-4) in each category in order to complete their student teaching experience and the program. If the TC receives a mean score of developing (1-2) in one category, the TC is required to complete extra time student teaching.

Cooperating Teachers, who have the most opportunity to observe our candidates in the field, are asked to rate their Student Teachers on several Professional Behavior Indicators as part of the TCWS. Several indicators that respond to the Rhode Island Professional Teacher Standard #11 (Teachers maintain professional standards guided by legal and ethical principles) were selected out for the two Cohort II teacher candidates. In both instances (see below) the cooperating teachers gave them the highest of ratings, with scores of six in all categories. This suggests that our social sciences candidates are meeting the highest of standards.

The Feinstein School is currently revising the Disposition Reference Forms filled out by FNED 346 instructors and field supervisors, with the intention of integrating dispositions and the related behaviors across the program; this holds much promise as it will give us a better picture of our students across time and in various situations.

Standard 11: Teachers maintain professional standards guided by legal and ethical principles.

Teachers...

- maintain standards that require them to act in the best interests and needs of students
- follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families
- follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/ guardians', and teachers' rights and responsibilities
- interact with students, colleagues, parents, and others in a professional manner that is fair and equitable
- are guided by codes of professional conduct adopted by their professional organizations

ASSESSMENT #8 DATA

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Professional Behavior Indicators (Cohort II)	Rating
1. The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty. (RIPTS 11)	6, 6
2. The teacher candidate is on time and is prepared. (RIPTS 11)	6, 6
3. The teacher candidate dresses professionally. (RIPTS 11)	6, 6
4. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. (RIPTS 11)	6, 6
5. The teacher candidate is a student advocate (RIPTS 11)	6, 6

SECTION ONE: LESSON INDICATORS

In this section of the protocol, rate indicators associated with effective lesson delivery: Planning, Implementation, Content, Climate, and Classroom Management. For each indicator, identify the level of proficiency demonstrated by the teacher candidate during the observed lesson.

Use the following rating scale to rate the Planning indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Use the Comments section to note factors that were influential in determining the ratings or to record specific examples or quotes to illustrate the noted factors.

PLANNING

<u>Planning Indicators</u>	<u>Rating</u>
1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.	_____
2. Lesson objectives are measurable and observable.	_____
3. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.	_____
4. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles.	_____
5. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students.	_____
6. The lesson design demonstrates an accurate understanding of content.	_____
7. The lesson is designed to engage students in meaningful instructional tasks related to content.	_____
8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.	_____
9. Formative and/or summative assessments are aligned with objectives.	_____
10. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.	_____

Comments:

Use the following rating scale to the Implementation and Content Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

ACTION

Implementation Indicators

Rating

1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson. _____
2. The teacher candidate attends to individual student needs, including learning and behavioral issues. _____
3. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. _____
4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. _____
5. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). _____
6. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. _____
7. The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions). _____
8. The lesson is modified as needed based on formative assessment within the lesson. _____

Comments:

Content Indicators

Rating

1. The content of the lesson is significant and worthwhile. _____
2. The content of the lesson is appropriate for the developmental levels of the students in this class. _____
3. Students are intellectually engaged with important ideas relevant to the focus of the lesson. _____
4. The teacher candidate provides accurate content information and displays an understanding of important concepts. _____
5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts. _____

Comments:

Use the following rating scale to rate the Climate and Classroom Management Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Climate Indicators

Rating

1. The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. _____
2. There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. _____
3. Active participation of all is encouraged and valued. _____
4. The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students. _____
5. The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions. _____
6. Intellectual rigor, constructive criticism, and the challenging of ideas are evident. _____
7. There was a high proportion of student-to-student communication about the content of the lesson. _____

Comments:

Classroom Management Indicators

Rating

1. The teacher candidate has an effective way of getting all students in the class to be attentive. _____
2. The teacher candidate does not try to "talk over" the students. _____
3. The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. _____
4. The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate. _____
5. The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. _____
6. The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. _____

Comments:

SECTION TWO: CAPSULE RATING OF OBSERVED LESSON

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is not intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

0 Points: Ineffective Instruction

Instruction is highly unlikely to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline. For example, instruction may be pedantic or uninspiring; students may be passive recipients of information from the teacher candidate or textbook; or material may be presented in a way that is inaccessible to many of the students. Alternatively, students may be involved in hands-on activities or other individual or group work, but it may appear to be activity for activity's sake, without a clear sense of purpose and/or a clear link to conceptual development.

Immediate intervention involving the college supervisor, cooperating teacher, and candidate is needed.

1-2 Points: Some Elements of Effective Instruction

Instruction contains some elements of effective practice, but there are problems in the design, implementation, content, and/or appropriateness for many students in the class. For example, the content may lack importance and/or appropriateness; instruction may not successfully address the difficulties that many students are experiencing, etc. Overall, the lesson is very limited in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.

If this is other than a first observation, student performance at this level may indicate that intervention is needed.

3-4 Points: Effective Instruction

Instruction is well-designed, purposeful and characterized by most elements of effective practice. Students are usually engaged in meaningful work, but there are some weaknesses in the design, implementation, or content of instruction. For example, instruction addresses the needs of most students, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

5-6 Points: Accomplished Instruction

Instruction is purposeful and engaging. Students actively participate in meaningful work (e.g., investigations, student presentations, collaborative activities, physical demonstrations, reading) throughout the lesson. The lesson is well-designed and implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating (Circle only one number): 0 1 2 3 4 5 6

Rationale for Capsule Rating:

SECTION THREE: POST OBSERVATION

This section is to be completed following a post-observation conference with the teacher candidate.

Use the following rating scale to rate the Reflection Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.</p>

REFLECTION

Reflection Indicators

- | | |
|--|--------|
| 1. The teacher candidate describes how s/he made decisions for planning and implementation. | Rating |
| 2. The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements. | _____ |
| 3. The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues. | _____ |
| 4. The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students. | _____ |
| 5. Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons. | _____ |

Comments:

Goals

Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. *Note to observer:* Review goals prior to next observation.

SECTION FOUR: ONGOING PROGRESS
Completed by Cooperating Teacher ONLY

Professional Behavior and Technology Indicators are based on the cooperating teacher’s observations of and interactions with the teacher candidate up to this point in the student teaching experience.

Use the following rating scale to rate the Professional Behavioral Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present.</p> <p>The candidate does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.</p>	<p>Elements of the indicator are of good quality, but there is room for improvement.</p> <p>The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.</p>	<p>High quality implementation of indicator.</p> <p>The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students’ diverse needs and interests.</p>

Professional Behavior Indicators

Rating

6. The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty. _____
7. The teacher candidate is on time and is prepared. _____
8. The teacher candidate dresses professionally. _____
9. The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, Open House). _____
10. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments. _____
11. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc .) and independent work in a professional manner. _____
12. The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents. _____
13. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. _____
14. The teacher candidate is a student advocate. _____
15. Reacts professionally to distractions, schedule changes, or new responsibilities _____
16. Maintains confidentiality when speaking with other professionals or with a child _____
17. Seeks extra responsibility, as appropriate _____

Comments:

Use the following rating scale to rate the Technology Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Technology Indicators

Rating

1. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. _____
2. The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. _____
3. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). _____
4. The teacher candidate demonstrates fluency with available technology systems. _____
5. The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. _____
6. The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. _____

Comments:

Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

- | | |
|---|---|
| <p>_____ Computer for teacher use</p> <p>_____ Computer(s) for student use</p> <p>_____ Calculators</p> <p>_____ Document camera</p> <p>_____ Other (specify) _____</p> | <p>_____ Smart Board</p> <p>_____ Overhead projector</p> <p>_____ LCD Projector</p> <p>_____ Internet connection</p> <p>_____ Other (specify) _____</p> |
|---|---|

Section V

Use of Assessment Results to Improve Program

The eight assessments that the Social Sciences/ Secondary Education program uses to assess candidates content knowledge, professional and pedagogical knowledge, skill and dispositions, and student learning have been particularly effective in helping to identify strengths and weaknesses of our program. We are pleased with the results yielded over the past two cohorts, but as mentioned above believe that we can further strengthen our program to ensure that our candidates for initial licensure are still more competitive both regionally and at a national level. We have already initiated several actions to strengthen our program and have several new innovations that we will begin working on in the 2010-2011 academic year to further strengthen our program.

Content Knowledge

Teacher Candidates' social sciences course requirements have sometimes varied, depending on the majors they selected. The Praxis II Social Studies Content exam sub-scores and the Social Sciences Content Portfolio student reflections indicate that our students do not all possess the strengths we would like to see across the NCSS Standards. In order to create more uniformity, in Fall 2010 a new major was introduced (see Appendix), replacing the five Social Sciences majors and standardizing their experiences in a core group of courses. All Social Sciences students will take the same core courses in Anthropology, Geography, Political Science, Sociology, and Economics. They will all now take two geography, economics, anthropology, and political science courses. They have some individual choice when they select a social science minor from among several choices (anthropology, geography, political science, sociology, or a concentration in interdisciplinary global studies). They will all have the same required history courses and choices in the categories of Western and Non-Western History. Program requirements give them a second minor (in history), and in combination with General Education history requirements all graduates continue to meet or exceed the 30-hour "highly qualified" requirement for history teaching. In addition, what has been an advising suggestion, to take HIST 266: *Global History since 1500* to meet their General Education requirement is now a requirement within the major. This will further strengthen teacher candidates' knowledge of Global History (already seen anecdotally with those taking the course and reporting back on their Social Studies Content Exam experiences).

Data gathered and analyzed from the Praxis II Social Studies Content exam reveals that only one teacher candidate scored below the bottom average score on the subsections, in this case Geography and World History. This particular candidate was weaker across the various assessments of content (and with an overall score of 161 the only candidate scoring below an ideal score of 162 on the Social Studies Content Exam), reflecting in all likelihood the candidate's entry when requirements were less rigorous (2005). We believe that the new major, with greater consistency across core requirements, will further strengthen our candidates' performance. As noted earlier however, they significantly exceeded the highest required Social Studies Content Exam (0081) requirements in the nation (Rhode Island has no such requirements).

The History/ Secondary Education program, as noted in their NCSS Accreditation Report ("approved without conditions") is still working to attain their goal of getting 80% of each Cohort to pass the Praxis exam with the Department of History's ideal score of 162, and has decided that they can improve that by further fortifying candidate preparation. At a departmental retreat held at the end of April 2010 they decided that they would begin work on a new strand upper level courses that would be required of all History Secondary Education majors. The new strand of courses draws inspiration from the mandatory History 266 "Globalization in Historical Perspective Since 1500" (created and instituted after their last NCSS report) and will take a global comparative perspective. The courses will further enhance candidate knowledge of both World and US History and by the very nature of the courses will underscore cross cultural perspectives, thus reinforcing some of the conceptual material required in the Behavioral Science category of the Praxis exam. While the Social Science candidates all met the Behavioral Science minimum scores, the change should be beneficial too for Social Sciences majors. In addition, the History Department has decided to further strengthen the American History Survey, HIST 201: *US History to 1877* and HIS 202: *US History from 1877 to the Present* by moving them from three to four credit hour courses.

Mandatory close advising is now in its second year at the College and is already having an impact on our candidates' ability to make wise choices early-on in their programs (e.g., if they took a General Education course on Asia, to select an upper-level non-Western course on Africa or the Middle East) and to successfully negotiate the many check points that have been put into place since our last NCSS report. Candidates are well

aware of the importance of content preparation in regard to their ability to plan and deliver NCSS standards-based instruction. Tracking the data in preparation for this report makes clear the correlation between the coherence of our curriculum, our expectations, and results as demonstrated not only on the Praxis exams, but also in the quality of the standards-based instruction created and demonstrated by our candidates.

Analysis of data, in this case positive, also helped us to strongly advocate for an additional geographer's position in Political Science. The new faculty member is jointly appointed in secondary education and only strengthens the coherence of our program in this regard.

Professional and pedagogical knowledge, skills, and dispositions

We instituted the NCSS Student Teacher Performance Evaluation during our last review by NCATE/NCSS and as mentioned earlier have found this to be a particularly useful tool for the candidate, supervisors, and cooperating teachers. It reinforces what the candidate has already been taught in regard to lesson and unit instruction and provides the basis for an in depth conversation about the particular performance after it has concluded. The form is valuable in reinforcing the need for regular feedback in regard to the NCSS themes between the candidate and the cooperating teacher. Finally, we have been pleased as to how well the form helps to reinforce the candidates' understanding of how they have affected student learning in regard to the NCSS themes.

The only problem with using this form is that it requires the supervisor and cooperating teacher to fill out both the Feinstein School's observation form and the NCSS form. We are hoping that in the next academic year we will be able through conferencing between Arts and Sciences and the Feinstein School to create a form that melds the two forms together in order to simplify the process and maintain the emphasis on what the candidate is doing in the classroom.

The Department of Educational Studies' department chair and SED coordinator have initiated the process of mapping the curriculum across the professional sequence, with the intention of strengthening coherence across course sections and across the curriculum. To that end a departmental retreat was held in June 2010, and faculty have since met periodically to map across their courses; this will be further elaborated in an upcoming "P/retreat" and the June 2011 "Retreat Again" session. We intend to develop a map of where we introduce key concepts/ develop them/ and further elaborate on them within the professional sequence. Two of our professional sequence courses are outside the Department of Educational Studies (CEP 315 and SPED 433), and we have met with representatives of those departments to identify what concepts are taught in these courses and what knowledge they expect candidates to come with to their classes. Because secondary education candidates felt that the "K-12" SPED 433 class was too broad and had little relevance for them as future secondary education educators, the Special Education Department created a section designed especially for secondary education candidates. Student evaluations of this most recent offering suggest that our candidates feel that this course has been much more valuable for them.

We are also now discussing within the Department of Educational Studies the need to develop a means to mentor our teacher candidates after graduation, and track their sense of preparedness once they enter the field. Finally, the Office of Placements and Partnerships has initiated mandatory training for all cooperating teachers. (A trial section is scheduled for Spring 2011.) This will ensure coherence in regard to the Feinstein School's conceptual framework and further underscores the need for clear communication between the school and the field.

Student Learning

Though the data collected on candidate performance in regard to their professional and knowledge, skills, and dispositions shows our candidates performing in a range that is above average, we still need to know more about our candidates' impact on student learning. We believe that the newly instituted Teacher Candidate Work Sample will help us do this, but in many ways since we only have one year of data it is too early to understand what kind of impact this new tool will have. A more thorough analysis of the data is needed, accompanied by conferencing between Arts and Sciences, the Feinstein School, our teacher candidates and their cooperating teachers. We hope to begin this conversation during the following academic year.

The NCATE accreditation process has provided us with an in-depth look at the Social Sciences/ Secondary Education candidates that we prepare for initial licensure. The data compiled in this report demonstrates that the Social Sciences/Secondary Education program provides in-depth content preparation and produces highly

qualified candidates for initial licensure who are trained to plan and deliver high quality instruction and effect student learning. We will continue to make changes to further strengthen the program based on the data we collect and the feedback we receive from NCATE.