

Program-Level Assessment: Annual Report

Program Name (no acronyms): Education	Department: Education
Degree or Certificate Level: Undergraduate BA	College/School: School of Education
Date (Month/Year): October 2022	Assessment Contact: Jessica Leonard, Program Director
In what year was the data upon which this report is based collected? 2021-2022	
In what year was the program’s assessment plan most recently reviewed/updated? 2020	

1. Student Learning Outcomes

Which of the program’s student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

Graduates will demonstrate responsive teaching praxis by following a cycle of design, plan, implement, assess and reflect on learning.

Compass Theme:
Sense of Praxis: Introduces the belief that each individual can learn, grow, and develop their unique identity and purpose to contribute as citizens of the world, this course introduces participants to “praxis” related to learning that is rooted in foundational theory and professional knowledge to aid in designing, implementing, and accounting for meaningful learning experiences.

MEES Standards: 1, 3, 7

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

<p>Indirect Assessment: EDI 4940 Portfolio III Focus Group/Interview Data</p> <p>Direct Assessment: Professional Portfolio</p>	<p>Indirect Assessment: Qualitative report shared with program faculty</p> <p>Direct Assessment: Professional Portfolio Rubrics for Missouri Educator Evaluation System Standards 1, 3, 7</p>
<p>The SLO of Praxis is a direct correlation the professional portfolios students create throughout their time in the SOE. Students present their final professional portfolios at the end of their student teaching semester. The student professional portfolios are assessed as well as their sense of praxis at the end of their final semester in the SOE.</p>	

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

The survey was analyzed by averaging the scores. Verbal responses to interview prompts were analyzed using a qualitative content

analysis method. The purpose was to identify themes related to the *student learning outcome for this assessment cycle, graduates will demonstrate responsive teaching praxis by following a cycle of design, plan, implement, assess and reflect on learning.*, and categorize them in related areas (e.g. course work, field work, etc.). The analyses of the focus group data included the program director and staff from the field office. The results of these analyses were brought to the May, 2022, undergraduate faculty meeting in the School of Education and shared. During this meeting we discussed the findings and brainstormed solutions. The conversation about what to do with this information included the entire undergraduate faculty. The conversation led to a discussion about realigning the program portfolio with the student teaching performance assessment (Missouri Educator Evaluation System, MEES). This follow-up work was completed by a smaller group of faculty members.

The university supervisor and cooperating educator work collaboratively through the student teaching semester to monitor the progress of the student's level of performance for each MEES indicator. At the conclusion of the student teaching semester, the artifacts which include the formative questionnaire are completed from the cooperating teacher and the university supervisor.

For the summative assessment regarding each MEES standard the cooperating teacher, student and university supervisor discuss progress toward the level of meeting performance.

Indirect and Direct Assessments:

Reviewed annually during department meetings (two meetings per academic year) with action items determined, responsibility assigned for follow-up

Minutes are kept from meetings for follow-up and documentation for external audiences

[May 9 Focus Group Question and Answers](#) (included as appendix below)

[MEES rubric](#) (included as appendix below)

[Survey Questions](#) (included as appendix below)

[Student Survey Data](#) (included as appendix below)

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The Teacher Candidate Assessment Rubric is a specifically designed evaluation tool used to assess Teacher Candidates, both formatively and summatively, throughout the culminating semester. The nine focus standards were selected from the Missouri Educator Evaluation System (MEES) to evaluate Teacher Candidates similarly to the principal evaluations of first-year teachers. A rubric and a fill-in chart have been provided for each of the nine standards with representative indicators for each standard. The rubric specifically highlights the transition from "knowing to doing" that occurs during the Clinical Experience. The first row of the rubric articulates performance occurring across a continuum based on a 0-4 scale: 0-Not Evident, 1-Emerging, 2-Developing, 3-Skilled, and 4-Exceeding, and is the same for each standard.

The overall purpose of the state-required rubric is to create a common language, expectations and understanding around the performance of the Teacher Candidate in the Clinical Experience. The overall purpose of the state optional tool (fill in the chart) is to document observed or evidenced teacher candidate performance and to provide specific, constructive feedback related to each standard. These formative evaluations provide opportunities for the Teacher Candidate to analyze their growth on a single standard over time. This promotes reflection, as well as conferencing and goal-setting with evaluators.

Teacher Candidates will be scored/assessed by both Cooperating Teacher (CT) and the University Supervisor (US). The scores of the CT and US are equally weighted and reported during the certification recommendation process.

Focus Group Fall 2020 n=11

Standard 1

Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students

Mees Numbers n = 11

$$1n = 0$$

$$2n = 0$$

$$3n = 4$$

$$2n = 3.5$$

$$4n = 5$$

Standard 3

Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards

Mees Numbers n = 11

$$1n = 0$$

$$2n = 0$$

$$3n = 2$$

$$2n = 3.5$$

$$4n = 7$$

Standard 7

Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.

Mees Numbers n = 11

$$1n = 0$$

$$2n = 0$$

$$3n = 6$$

$$2n = 3.5$$

$$4n = 3$$

Fall 2021/Spring 2022 Focus Group

The focus group took place in Fitzgerald Hall conducted by a graduate student in the Higher Education Program. The purpose was to identify themes related to the student learning outcome for this assessment cycle, graduates will demonstrate responsive teaching praxis by following a cycle of design, plan, implement, assess and reflect on learning, and categorize them in related areas (e.g. course work, field work, etc.). From the faculty analysis a connection can be made to our student learning outcome of Sense of Praxis. Our current SLO Sense of Praxis illustrates why our newly redesigned undergraduate curriculum is so important to our future students.

[May 9 Focus Group Question and Answers](#) (included as appendix below)

[MEES rubric](#) (included as appendix below)

[Survey Questions](#) (included as appendix below)

[Student Survey Data](#) (included as appendix below)

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

[Undergraduate Assessment - Survey Data and Group Discussion](#)

From our faculty discussion we have learned:

- our students are equipped to write lesson plans
- as a faculty we need to discuss more about lesson plan format and think about "habits of mind"
- as a faculty we know some classes are challenging during the student teaching period. We are looking into changing some classes and credit hours for the future

- as a faculty we know from this discussion, secondary classes need a chance to look at an IEP and discuss what an IEP does for families
- All of the above statements directly correlate to our pedagogical changes we have made in our creation of our new redesigned undergraduate program

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Below are direct quotes taken from a group discussion of our date:

“We noticed the painful critique “y’all don’t practice what you preach.” We talked a little bit about lesson planning. Hope to write it one way for one person and another way for another person. On the other hand, there’s some value to being able to adjust. Under that: there’s a way of thinking that goes into lesson planning regardless of process.”

“Our group talked about the challenges of Portfolio II and Action Research in student teaching semester; take current Q&Q and use it to introduce Portfolio II and combine with an intro to action research. “

“I would love to make this change. This data keeps coming up.”

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you’ve initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

This data is helping to inform the decision regarding student teaching, portfolio development, course content, and teaching techniques as we redesign our undergraduate program. The portfolio course has changed due to the fact we want our students to take ownership in their learning outcomes.

As a full faculty, we recognize we can improve our whole program by conducting a deeper analysis of the MEES data. From this data, we have created an entirely new redesigned curriculum.

The Bachelor of Arts in Education program at Saint Louis University aims to develop reflective individuals educated in the liberal tradition and committed to service, inquiry, and value centered learning. It also seeks to prepare students who want to obtain a sound education background and develop leadership qualities including risk-taking, civic responsibility, and ethical character. An education degree is a valuable asset for a number of careers related to education and schooling. The main objective of all of SLU's education programs is to prepare dedicated, reflective scholar practitioners who exhibit the knowledge, skills, and dispositions embedded in the conceptual framework of the school. As reflective scholar-practitioners, the shared values that guide the School of Education include social justice, Cura Personalis (care for the whole person), excellence, integrity and trust, and respect. Students are prepared to be reflective educators who can implement educational programs consistent with their areas of expertise. The School of Education provides a well-rounded liberal arts background to enhance students' educational experience. Students enter a tight-knit community of faculty and peers committed to innovative learning, diversity, and the intellectual ideas of the Jesuit tradition. Students are prepared to practice "Cura Personalis" — care for the whole person — and work for social justice

in their communities. Students will graduate prepared to collaborate with families, build classroom communities, have high expectations for all students, and advocate for social change.

Theoretical and Conceptual Framework

- The re-visioned Bachelor of Arts in Education program aims to develop reflective individuals educated in the liberal tradition and committed to service, inquiry, and value-centered learning.
- It also seeks to prepare students who want to obtain a sound educational background and develop leadership qualities including risk-taking, civic responsibility, and ethical character.

The School of Education's vision, mission, and values, along with Ignatian Pedagogy and Bronfenbrenner's Ecological System Theory (1979), provide the foundation and conceptual frame for the program's redesign.

From those foundational perspectives, the faculty developed the five Compass Themes as central learning outcomes. These five key learning outcomes are the driving force of the curriculum. Compass Themes were informed by listening sessions with stakeholders. Knowledge and skills students will gain are outlined for each Compass Theme.

The redesigned program is intentionally designed to develop a sense of the 5 compass themes:

**identity,
purpose,
context,
inquiry,
and praxis**

Sense of Identity-*critical self-awareness of who they are and* develop a critical understanding of each learner's identities

Sense of Purpose- motivates, clarifies direction, guides action towards reaching goals, and lends meaning to all of their actions in service to others. Sense of Purpose is grounded in Jesuit values and evolves through openness to continuous learning.

Sense of Context- to critically examine varied systems and settings in which teaching and learning take place.

Sense of Inquiry- recognizes teaching as a collaborative and continuous inquiry experience. Reflective scholar-practitioners will engage in independent and collaborative inquiry through critical questioning and thinking (driven by curiosity and wonderings)

Sense of Praxis- begins with an unwavering belief that each individual can learn, grow, and develop their unique identity and purpose to contribute as citizens of the world. Teacher candidates develop a rich understanding of the foundational theory of the subject matter they will teach. Experiences intentionally reflect an understanding of how learners grow, develop, and think, with the highest respect for individual and cultural differences in the design of engaging learning environments.

Next are our Program Hallmarks:

- Provides a program unique to Saint Louis University that is grounded in Jesuit and Catholic values,
- Offers a unified undergraduate teacher education program with all concentration areas integrated into one program,
- Focuses on equity guided by inquiry for the purpose of advocacy,
- Embeds early and often field experiences supporting student discernment and preparation for application,

- Integrates Teacher Learning Communities (TLCs) throughout the program, and
- Engages students in a yearlong internship/student teaching experience for all certification areas.

If no changes are being made, please explain why.

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7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

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B. How has this change/have these changes been assessed?

No assessment has been made since the new program rolled out Fall 2022.

C. What were the findings of the assessment?

D. How do you plan to (continue to) use this information moving forward?

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

May 9 Focus Group

What are the highlights of the School of Education undergraduate teaching program?

- Early and often field experience
- Lots of variance in settings (SLPS, Montessori, Catholic, Charter, etc)
- Deep and meaningful relationships with one another and with SOE faculty
- A strong support network from faculty and an ethos of support with one another.
- The Early Childhood SPED allowed for a varying experiences, from birth to age 21, IEP processes, etc. I was prepared for certification beyond my program without additional coursework.
- A variety of experiences with others in classes---those in OT, PT, other programs.
- Many opportunities to present in front of other people. I have developed considerable confidence for public speaking and attribute that to SOE.
- Collaboration is highly valued.
- I have deep understanding of the IEP process. That course and the varying perspectives at the table was very eye opening.
- Lots of flexible support and meeting us where we were.
- Faculty connections. These faculty members share their networks, talk us up in the field, share insight and opportunities. Dr. Nichols has sent me jobs and spoken to me about them.
- Faculty get to know us as human beings, trust our judgment and insight, and I've developed the confidence to counter-argue when needed.
- The faculty consider our perspectives overall and seek feedback about specific courses, the trajectory of courses, and individual experiences.

What are the shortcomings of the School of Education undergraduate teaching program?

- My mentor retired and I did not have a mentor during student teaching. It was quite isolating and I missed having that level of support and feedback. My US was hard on me and I really missed having the mentor to balance the challenge and support.
- This last semester of the program is really hard. Student teaching while taking courses was too much. The eighth semester courses only add up to 4 credits, but the coursework and expectations of those courses are well beyond a 4 credit load.

- “Professional Development” should have been called “Character Education” because the coursework better aligned with that title. The “Play” course did not include much information about play—we read a diversity book. It sometimes felt as though faculty just did what they wanted within a course without regard to the course concept/description.
- The 8th semester is too booked and too hard, and the portfolio class (for 0 credit) feels both irrelevant and like a scramble.
- Mock interviews, resumes, and other job search preparation should be completed in the 7th semester. The feedback I received was helpful, but too late.
- Student teaching should be spread over the course of a year.
- The rest of the program felt flexible and supportive, but in the 8th semester (with student teaching) there is suddenly no flexibility. You can only miss 2 days of student teaching, you cannot miss courses---and this is still untenable in a COVID impacted time.
- I felt like my health had to be put on the back burner this semester. One student spoke of being told to reschedule a medical procedure in order to avoid missing a day of student teaching.
- This semester was unique with the mental health crisis at SLU and associated mental health days. SLU extended this grace to students, but student teachers (and nurses) were ineligible. I would have liked to have the SOE at least help me to have this conversation with my cooperating teacher/school. It would have been helpful to have guidance in ways to better manage this or advocate for myself in this way.
- Communication with partner districts was embarrassing. Cooperating teachers were connected with at the beginning and the end.
- Field office communication was tricky; the cooperating teacher did not know how to complete the MEES but received the directive to do so at the last minute. It felt like the student teacher, cooperating teacher, and university supervisor were expected to jump through hoops/drop everything and complete these assessments with little advance notice.
- SOE should make the work of the cooperating teachers more streamlined or expectations more clearly known. It felt like additional hoops at the end of the semester.
- More consistency between University Supervisors. It would help to have consistency about expectations and relevancy across the board. If University Supervisors, SOE, partnering schools, and corresponding teachers were all on the same page about what is expected of the University Supervisor, that would help.

- There is some considerable variance in the style and expectations of university supervisors; some who feel very supported, and others who feel quite stressed about that relationship. Some University supervisors who informally discuss and support lesson plans, and others who expected it to be completely scripted from beginning to end.
- Some had practicum experiences with university supervisors who were known, and then a switch to university supervisors who were unknown.
- Some felt very strongly that university supervisors should be well known and personally supportive of students, and others who thought it may be more beneficial to have university supervisors who are unknown to student teachers. (Further explained as “am I getting this score because you know me and my background/challenges, or am I getting this score because I truly do meet the state standard?”)

3. Describe areas/topics that overlapped or were redundant in the undergraduate teaching program.

- Portfolio was at wrong time/wrong place in the curriculum. Felt irrelevant.
- I value diversity and the inclusion of diversity into courses, but it began to feel quite repetitive and at the whim of the faculty member instead of intentionally built upon throughout the curriculum.
- I wish there was some better coordination of books we read/ topics covered in class. It might be nice to have the faculty who teach seniors meet and further coordinate.
- School and Community and Multicultural Issues were very similar---depending on the semester taken.

4. Describe areas/topics that you believe were neglected or omitted in the undergraduate teaching program.

- I suggest a SOE science course—perhaps science curriculum, science through the grades---I feel really unprepared to teach science.
- SOE has rose-colored glasses about what is really happening in the schools. We are taught innovative best practices, but it is an unrealistic portrayal of teaching in many St. Louis area schools. So much so that I cannot even read the curriculum, or where the expectations of classroom teaching in those schools are so regimented that I don't see how I could incorporate that learning into the real experience. Perhaps helping us negotiate how to incorporate innovation in less innovative contexts.

- Related to previous comment: It feels like many of our lesson plans are performative for observation, because they would never be allowed/provided/an option in the school.

5. What skills or knowledge do you feel your education did not provide, but should have? If so, please let us know as much as possible about what they are:

- Research. The experience of Q and Q was hugely varying depending on the year, and neither was particularly helpful. Q and Q should be like a “for dummies” course with definition of research terms, identification of real life research questions, a survey/summary of the tools and strategies teachers would really use. It could set up for the action research course in a much better way.

6. What aspects of your education were especially well done or especially valuable?

- I saw so many different styles and types of teaching and learning: Catholic schools, charter schools, public schools, special ed contexts
- I really appreciated the opportunity when a practicing teacher helped us write a unit. That teacher’s advice really grounded my thinking and encouraged me not to think so outside the box that I lose the students. That was really well done.
- The IEP class where we took on different roles at the table was impactful for me.
- The teachers who teach in schools during the day and then teach our classes at night are also really helpful in providing realistic expectations.
- Shared artifacts and projects from practicing teachers was really helpful to see.
- Dr. Wikete-Lee and Dr. Richter were so helpful to me in helping me understand ways I can use my teaching degree outside of the classroom.

7. Please list important influences on you during your time at Saint Louis University in the School of Education. These could include individuals (faculty, staff, students, administrators), classes, or out-of-class experiences (organizations, clubs, etc.).

- “My “good and helpful” list is a mile longer than the list of folks who were not.”
- Students called out names: Gary Ritter, Ryan Wilson, Maddie Bailey, Mandy Butler, Jessica Leonard, Debra Goldstein Dr. Linhoff (*my spelling?*), Dr. Bauer (*spelling?*), Dr. Nichols, Dr. Gilb
- “Vasilika is a superhero”. She always steps up to the plate and advocates for us. The field office needs more help, though.

- Elizabeth Nutt runs this place.
- Moses provided great field experience.
- The professors who will make time for you are the ones I will reach out to in the future. The little extra steps---a bag of skittles, a soda—make a big impact.
- My experience with the honors college and honors classes with SOE were really outstanding and personalized.
- Leadership role in SOE as Ambassador/Mentor really made me come to love and appreciate SOE.

8. What other comments would you like to share about the School of Education?

- I had a job in addition to school. I am very organized and tried to plan accordingly, but sometimes field experiences or practicum or field-placement hours were not included in the course schedule. Ensuring that the course schedule is realistic and truly indicative of the times in class/field experience is really important.

MEES Teacher Candidate Assessment Rubric

Standard 1

Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> ● Provides no opportunity for students to process content. 	<ul style="list-style-type: none"> ● Demonstrates an awareness of strategies to allow students to process content. 	<ul style="list-style-type: none"> ● Provides students limited opportunities to process content. 	<ul style="list-style-type: none"> ● Provides students with multiple opportunities to process the content. 	<ul style="list-style-type: none"> ● Identifies low engagement and responds with strategies to increase engagement.
<ul style="list-style-type: none"> ● Shares incorrect information. 	<ul style="list-style-type: none"> ● Demonstrates an understanding of basic content. 	<ul style="list-style-type: none"> ● Conveys accurate information when teaching content. 	<ul style="list-style-type: none"> ● Conveys accurate content knowledge, relevant examples, and content specific resources to engage students and support learning. 	<ul style="list-style-type: none"> ● Uses a variety of skillful questioning strategies to promote active participation and depth of student response.
<ul style="list-style-type: none"> ● Provides no evidence of addressing needed vocabulary and/or terminology for student understanding of content. 	<ul style="list-style-type: none"> ● Plans to introduce vocabulary and terminology, but does not use strategies to enhance student engagement and responses. 	<ul style="list-style-type: none"> ● Introduces vocabulary and terminology necessary to understand content, but uses limited strategies to engage students 	<ul style="list-style-type: none"> ● Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students. 	<ul style="list-style-type: none"> ● Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson. ● Promotes students authentically using vocabulary and

<ul style="list-style-type: none"> Provides no evidence of planning for student engagement. 	<ul style="list-style-type: none"> Plans for student engagement but no evidence of implementation. 	<ul style="list-style-type: none"> Inconsistently engages students in the content. 	<ul style="list-style-type: none"> Consistently engages the majority of students in the content. 	terminology relevant to the content.
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Updated June 6, 2019

Standard 2

<p>Standard 2: Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.</p>				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> Provides no evidence of differentiating content, process, product, or environment or shows no awareness of student differences. 	<ul style="list-style-type: none"> Describes strategies to differentiate and adjusts instruction based on student differences. 	<ul style="list-style-type: none"> Varies activities and strategies within a lesson but does not intentionally consider individual student differences represented in the classroom. 	<ul style="list-style-type: none"> Implements lessons that intentionally vary one or more of the following in order to address student differences: content, process, product, or environment. 	<ul style="list-style-type: none"> Adjusts strategies in the moment based on individual student needs. Uses individual student data or assessments to inform the selection and modification of strategies.
<ul style="list-style-type: none"> Provides no evidence of understanding students' background knowledge and learning needs. 	<ul style="list-style-type: none"> Demonstrates understanding that some students may require differentiation based on cognitive, social, emotional, and physical needs. 	<ul style="list-style-type: none"> Uses evidence-based strategies for differentiation, though choices in strategies are not matched to some students' needs and interests. 	<ul style="list-style-type: none"> Applies knowledge of individual students' needs and interests by selecting a variety of evidence based strategies, including any necessary accommodations or modifications. 	<ul style="list-style-type: none"> Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural expectations (sociolinguistics) and communication strategies (pragmatics) in classroom

<ul style="list-style-type: none"> ● Provides no evidence of understanding students' languages, family, culture, and community needs. 	<ul style="list-style-type: none"> ● Demonstrates understanding of students' languages, family, culture, and community in planning. 	<ul style="list-style-type: none"> ● Affirms students' languages, family, culture, and community during learning opportunities. 	<ul style="list-style-type: none"> ● Integrates understanding of students' languages, family, culture, and community when selecting, creating, and facilitating learning opportunities. 	<p>instruction and interactions.</p>
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Updated June 6, 2019

Standard 3

<p>Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.</p>				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> ● Provides no evidence of learning activities with alignment to standards. 	<ul style="list-style-type: none"> ● Plans for learning activities that are appropriately aligned to standards. 	<ul style="list-style-type: none"> ● Implements learning activities aligned to standards. 	<ul style="list-style-type: none"> ● Implements learning activities aligned to chosen standards and incorporates embedded formative assessment. 	<ul style="list-style-type: none"> ● Delivers lessons and assessments that illustrate a high degree of understanding of the intended standards.

<ul style="list-style-type: none"> ● Provides no evidence of posting or mentioning the learning objectives during the lesson. 	<ul style="list-style-type: none"> ● Posts the learning objectives but does not mention the objective during the lesson. 	<ul style="list-style-type: none"> ● States the learning objectives so that some students are able to articulate the objective of the lesson. 	<ul style="list-style-type: none"> ● Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson. 	<ul style="list-style-type: none"> ● Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons. ● Connects learning objectives to real world references to aid in student comprehension.
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Updated June 6, 2019

Standard 4

<p>Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.</p>				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> ● Demonstrates no awareness of the importance of students sharing ideas and generating possible solutions. 	<ul style="list-style-type: none"> ● Plans strategies to facilitate opportunities for students to share ideas and generate possible solutions. 	<ul style="list-style-type: none"> ● Uses strategies for some students to share ideas and generate possible solutions. 	<ul style="list-style-type: none"> ● Implements strategies in which most students convey their ideas or solutions through product or process. 	<ul style="list-style-type: none"> ● Facilitates student-centered lessons in which students discover for themselves the desired knowledge or skills, rather than relying on teacher-provided information.

<ul style="list-style-type: none"> Provides no evidence of knowledge of importance of student analysis and discussion of problems and possible solutions. 	<ul style="list-style-type: none"> Plans strategies for analyzing and discussing problems and possible solutions. 	<ul style="list-style-type: none"> Creates opportunities for some students to analyze and discuss problems and possible solutions. 	<ul style="list-style-type: none"> Facilitates opportunities in which most students analyze and discuss problems and possible solutions. 	<ul style="list-style-type: none"> Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences. Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media. Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem.
<ul style="list-style-type: none"> Provides no evidence of using questions that promote critical thinking. 	<ul style="list-style-type: none"> Plans to use questions that promote critical thinking. 	<ul style="list-style-type: none"> Uses questioning techniques that promote students' critical thinking. 	<ul style="list-style-type: none"> Uses questioning techniques that result in most students providing answers reflecting critical thinking. 	
<ul style="list-style-type: none"> Provides no evidence of higher order thinking. 	<ul style="list-style-type: none"> Plans for higher order thinking. 	<ul style="list-style-type: none"> Uses strategies to incorporate higher order thinking. 	<ul style="list-style-type: none"> Consistently uses evidence-based strategies to promote higher order thinking. 	

Updated June 6, 2019

Standard 5

<p>Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.</p>				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>

<ul style="list-style-type: none"> ● Provides no evidence of classroom expectations that would contribute to a safe learning environment. 	<ul style="list-style-type: none"> ● Plans to communicate expectations to maintain a safe learning environment. 	<ul style="list-style-type: none"> ● Communicates expectations to students in advance, though may not consistently maintain these expectations throughout the lesson. 	<ul style="list-style-type: none"> ● Implements developmentally appropriate expectations to maintain a respectful and safe learning environment. 	<ul style="list-style-type: none"> ● Involves all students in creating a safe learning environment that respects differences and individual preferences. ● Seeks feedback from students on his or her teaching, strategies, classroom, etc. ● Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning. ● Effectively uses varied management or organizational strategies to motivate students and minimize interference with classroom instruction.
<ul style="list-style-type: none"> ● Displays a lack of awareness of how to build appropriate relationships with students. 	<ul style="list-style-type: none"> ● Describes strategies for building appropriate relationships with students. 	<ul style="list-style-type: none"> ● Fosters positive social interactions in the classroom. 	<ul style="list-style-type: none"> ● Maintains positivity in formal and informal interactions, which encourages students to actively engage in learning. 	
<ul style="list-style-type: none"> ● Provides no evidence of strategies for monitoring student behavior and addressing disruptions. 	<ul style="list-style-type: none"> ● Explains strategies for monitoring student behavior and minimizing disruptions. 	<ul style="list-style-type: none"> ● Responds appropriately to classroom disruptions. 	<ul style="list-style-type: none"> ● Proactively uses varied classroom management strategies to minimize disruptions to the learning environment. 	

Updated June 6, 2019

Standard 6

<p>Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>

<ul style="list-style-type: none"> ● Provides no evidence of instructions in lesson plan. 	<ul style="list-style-type: none"> ● Plans to provide instructions. 	<ul style="list-style-type: none"> ● Conveys instructions to students through verbal OR non-verbal cues. 	<ul style="list-style-type: none"> ● Conveys clear instructions through verbal AND non-verbal cues or other communication strategies; follows up with students not understanding instructions. 	<ul style="list-style-type: none"> ● Adjusts communication and interactions to support individual student understanding. ● Encourages students to develop effective speech qualities including volume, tone, and inflection or other effective communication techniques ● Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.
<ul style="list-style-type: none"> ● Provides no evidence of understanding the need to articulate expectations for student communication and interaction. 	<ul style="list-style-type: none"> ● Plans to articulate expectations for respectful student communication and interaction. 	<ul style="list-style-type: none"> ● Articulates vague expectations to students about respectful communication and interaction. 	<ul style="list-style-type: none"> ● Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions. 	
<ul style="list-style-type: none"> ● Uses volume, tone, inflection, or sight lines that negatively impact lesson delivery. 	<ul style="list-style-type: none"> ● Displays self-awareness of the impact of volume, tone, inflection, or sight lines on lesson delivery. 	<ul style="list-style-type: none"> ● Uses volume, tone, inflection, or sight lines that periodically impact lesson delivery. 	<ul style="list-style-type: none"> ● Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students, using resources as necessary. 	
<ul style="list-style-type: none"> ● Consistently includes distracting communication errors that interfere with meaning. 	<ul style="list-style-type: none"> ● Includes communication errors that interfere with meaning. 	<ul style="list-style-type: none"> ● Uses communication that includes errors that do not interfere with meaning. 	<ul style="list-style-type: none"> ● Models proper spelling and grammar consistently in written and verbal communication. 	
<ul style="list-style-type: none"> ● Provides no evidence of culturally and linguistically appropriate communication, resources, or examples. 	<ul style="list-style-type: none"> ● Plans for culturally and linguistically appropriate communication, resources, or examples. 	<ul style="list-style-type: none"> ● Uses culturally and linguistically appropriate communication, resources, or examples. 	<ul style="list-style-type: none"> ● Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context. 	

Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.

<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> ● Provides no evidence of data from assessments to monitor the progress of students. 	<ul style="list-style-type: none"> ● Articulates the importance of collecting assessment data. 	<ul style="list-style-type: none"> ● Uses formative and/or summative assessment data to monitor the progress of the class as a whole. 	<ul style="list-style-type: none"> ● Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole. 	<ul style="list-style-type: none"> ● Analyzes trend data to respond instructionally, resulting in a positive impact on student learning. ● Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole.
<ul style="list-style-type: none"> ● Provides no awareness that formative assessments are needed to guide future instruction. 	<ul style="list-style-type: none"> ● Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction. 	<ul style="list-style-type: none"> ● Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction. 	<ul style="list-style-type: none"> ● Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction. 	<ul style="list-style-type: none"> ● Supports students in creating and articulating progress toward goals. ● Uses formative assessment strategies to adjust mid-lesson instruction.
<ul style="list-style-type: none"> ● Provides no evidence of an understanding of maintaining student assessment records. 	<ul style="list-style-type: none"> ● Articulates a process for maintaining student assessment records. 	<ul style="list-style-type: none"> ● Confidentially maintains student assessment records, though processes are inconsistent. 	<ul style="list-style-type: none"> ● Maintains student assessment records consistently and confidentially. 	

Standard 8

<p>Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.</p>				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> ● Provides no evidence of reflection on the lesson. 	<ul style="list-style-type: none"> ● Reflects on the lesson when prompted by the evaluator. 	<ul style="list-style-type: none"> ● Independently reflects on aspects of the lesson. 	<ul style="list-style-type: none"> ● Reflects on the effectiveness of a lesson based on student learning and engagement. 	<ul style="list-style-type: none"> ● Demonstrates commitment to the learning of the entire school, grade level, or data team, such as providing resources or activities, collaborating with colleagues on curriculum, etc.
<ul style="list-style-type: none"> ● Provides no evidence of acceptance of feedback provided by the evaluator. 	<ul style="list-style-type: none"> ● Accepts feedback but does not use feedback to adjust and improve practice. 	<ul style="list-style-type: none"> ● Accepts and uses feedback inconsistently to adjust and improve practice. 	<ul style="list-style-type: none"> ● Accepts and uses feedback consistently to adjust and improve practice. 	
<ul style="list-style-type: none"> ● Provides no evidence of recognition of own weaknesses even when prompted. 	<ul style="list-style-type: none"> ● Acknowledges weaknesses when prompted, but does not improve professional conduct. 	<ul style="list-style-type: none"> ● Monitors and adjusts professional conduct when prompted. 	<ul style="list-style-type: none"> ● Monitors and adjusts professional conduct through self assessment. 	<ul style="list-style-type: none"> ● Identifies areas of growth and seeks out opportunities to strengthen professional knowledge, e.g., webinars, books, professional development opportunities, professors, etc.

<ul style="list-style-type: none"> ● Provides no acknowledgement of the importance of professional development. 	<ul style="list-style-type: none"> ● Acknowledges the importance of professional development, but does not attend. 	<ul style="list-style-type: none"> ● Attends approved professional development. 	<ul style="list-style-type: none"> ● Uses techniques or strategies introduced in approved professional development to improve student learning. 	
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Updated June 6, 2019

Standard 9

<p>Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.</p>				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> ● Provides no evidence of understanding the importance of professional collaboration with colleagues. 	<ul style="list-style-type: none"> ● Recognizes the importance of professional collaboration with colleagues. 	<ul style="list-style-type: none"> ● Participates in professional collaboration with colleagues. 	<ul style="list-style-type: none"> ● Prepares for and fully engages in professional collaboration with colleagues to enhance student learning. 	<ul style="list-style-type: none"> ● Volunteers to be a member of a school-wide committee. ● Collaborates with outside community members for the benefit of students.

<ul style="list-style-type: none"> ● Provides no evidence of understanding the importance of building relationships. 	<ul style="list-style-type: none"> ● Recognizes the importance of building relationships with students, colleagues, and families. 	<ul style="list-style-type: none"> ● Builds and maintains appropriate relationships with a limited number of students, colleagues, and families. 	<ul style="list-style-type: none"> ● Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success. 	<ul style="list-style-type: none"> ● Actively participates in school or district events to build a broader network of collaboration.
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Updated June 6, 2019

Graduating Seniors Spring 2021 Survey

For the following Likert scale statements, please circle the number that best describes your level of agreement. Please do not choose areas between numbers.

	Survey Scale 1 = Strongly Agree 2 = Agree 3 = Neither Agree nor Disagree 4 = Disagree 5 = Strongly Disagree				
I am able to formulate arguments for ethical decision making that are informed by morals, values, and theological principles.	1	2	3	4	5
I am able to use reflection to articulate their role serving others in educational contexts.	1	2	3	4	5
I am able to analyze educational problems and present solutions for solving those problems.	1	2	3	4	5
I am able to explain the role culture plays in educational settings and in the learning process.	1	2	3	4	5
I am able to utilize technology to exchange information and share experiences in the context of teaching and learning.	1	2	3	4	5
I believe that I am well prepared to serve as a teacher.	1	2	3	4	5

Short Answer Questions:

1. What are the highlights of the School of Education undergraduate teaching program?
2. What are the shortcomings of the School of Education undergraduate teaching program?

3. Describe areas/topics that overlapped or were redundant in the undergraduate teaching program.
4. Describe areas/topics that you believe were neglected or omitted in the undergraduate teaching program.
5. What skills or knowledge do you feel your education did not provide, but should have? If so, please let us know as much as possible about what they are:
6. What aspects of your education were especially well done or especially valuable?
7. Please list important influences on you during your time at Saint Louis University in the School of Education. These could include individuals (faculty, staff, students, administrators), classes, or out-of-class experiences (organizations, clubs, etc.).
8. What other comments would you like to share about the School of Education?

5/10/21
SOE UG Education Survey Data

1. What are the highlights of the School of Education undergraduate teaching program?

Amount of slides into, different types, practice of thought

- Mentorship of faculty
- Getting in early to schools
 - o Helped clarify desire x10
 - o Able to switch/add
- Still got to get range, even if wanted
- Range of experience
- Types of experiences – Literacy, Math, small groups, big groups
- Types of school public/private/urban etc.
 - o Kind of educator
- Supervisors at SLU were good. Faculty supervisors were “cornerstones of experience”
- Person A’s class and classroom were affirmed by others, good class to have
- Learning from adjuncts
- Faculty are good, but learning from those doing work was good
- Flexible of teachers’ communication w/ professor able to talk issues out
 - o Open to help, issues they were there to help w/
- Person A making people feel valued and seen
- Person B best advisor on campus, other advisors in other schools good

2. What are the shortcomings of the School of Education undergraduate teaching program?

2a.

- Inflexible schedules
 - o Had to do work to figure out self
 - o Came in late, or minors etc.
- Hard to do out of SOE
- Challenges going abroad
- Don’t practice what we preach. Learn about how to run, be engaging but don’t do that themselves
- Can’t wait to fill graduate be tired of working w/ her
 - o Cut program before move in – didn’t feel like had place, classes were cut, teaching experience etc.
- Because of lack of education, I didn’t feel prepared to teach both in class and student teaching
 - o Concerns around time spent in classroom
 - o Classes that weren’t educated in announcement

- Felt like priority was early childhood/ Edu, didn't get into as others did, neglected
- 2b.
- Lack of someone in content area for support
 - Never had methods course, could have helped teach content area is "didn't do anything in course"
 - Major/minor – couldn't do there because wouldn't graduate on time, classes might no line up, communicate earlier about when had to make decision
 - Practice not a yearlong – only a term was hard – could develop relationships
 - Stereotype of education that is easy – wish professors would have held to higher standard
 - 13 courses and student teaching hard at the sometime
 - o HW felt like busy work
 - Lesson plans were unrealistic, extensive
 - o Can't do what was in it

2c.

- Teachers don't award different teaching strategies
- Thrown into classroom w/o support – in early was good, but too much too soon in terms of expectations
- Classes seem to contradict each other – make sure everything aligns theories specifically
- Problem with university supervisors – had to start over – switched school and had to start over
- 3hr classes so long – students can't focus and get supposed to learn that way
 - o Course named - Didn't learn how to actually use, just told to use
- One course: weren't teacher focused, broad generalized – felt pushed aside, unprepared because of that – wasn't prepped as teacher specifically.

2d.

- Professors I love but didn't teach me anything, I didn't learn anything in the class – everyone agreed
- Good classes were specific, applicable and engaging
- More 15hr increments, 30hr increments was too much
 - o Got a lot at end, felt rushed
- Warn about partnering w/ community school. Don't want it to be at cost to school – caution
- 30hrs on at start but 22hr at single place was too much – more structured, could have been prompted by teacher to go in. Focus/ look for something specific – that time at school "was a waste of my time"
- Only saw an IEP once early on, worries me. More special ed classes, bring special ed into regular classes- I am not prepared to handle IEP – integrate into classes.

3. Describe areas/topics that overlapped or were redundant in the undergraduate teaching program.

- Disciplinary literacy classes x2 not needed, could have been one
- Technology integration x2 – no point in 2, unless relevant to teaching tech – we knew growing up, could have seem more relevant
- Early childhood – had to take 2 math classes
- Exposure to social justice issues, but these came at cost of how to teach, learning how to be

teacher – need to be incorporated into class

- Courses taking simultaneously where they conflicted in content told

4. Describe areas/topics that you believe were neglected or omitted in the undergraduate teaching program.

- Social/emotional, interpersonal relationship w/ student
 - o Skills of how to foster missing
- Working with parents
- Children's trauma
- How to teach children how to read
- Long range planning in practice
- How to use teaching manuals – learn before student teaching
- IEP meetings
- How to create a lesson plan, what it should include – never taught how
- Took a lot of repetitive teach classes, don't learn how to use basic tools and how to use technology
- Never got classroom management in special ed - not useful in way done – everyone take same classes
- IEPs – never talked about, lack of knowledge
- Not getting exposure to all types of fields/ classrooms for primary/secondary in practicum
 - o Get both subjects

5. What skills or knowledge do you feel your education did not provide, but should have? If so, please let us know as much as possible about what they are:

- Interview prep, resume building prior to student teaching – do it earlier
 - o Echoed
- If SOE wants to prioritize having high need, searches start earlier, didn't know
- Told not to apply till later on, then found out late to the game
- Specific with timeline
 - o Fall resume/ cover letter and interview prep
 - o Spring 0 interview prep earlier (January)
- Those who won't go into teaching, with provided prove at the atm or assumed everyone was going into teaching.

6. What aspects of your education were especially well done or especially valuable?

- Early childhood prepared for special ed, IEP, in general very good
 - o Amazing, makes sad to hear other experiences

- o Close relationships with professors
- Available, willing to work with
- School, Community, ELL courses
- o Person C
- o Would have liked 2nd course
- Cool if could get ELL certification / endorsements
- Literacy felt prepped for in class
- Adjusting for student teaching prepared in orientation – hybrid prep- helped to think about virtual lessons

7. Please list important influences on you during your time at Saint Louis University in the School of Education. These could include individuals (faculty, staff, students, administrators), classes, or out-of-class experiences (organizations, clubs, etc.).

- Person A – echoed
- Person D – echoed
- Person E
- Person F
- Person G – echoed
- Person H
- Person I
- Person J
- Person K
- Advisors
- Person L as mentor
- Person M
- Person N
- o Good 1 on 1 mentor, but classes not as good
- Person O
- o University super student
- Person P – good human, bad teacher
- o Mixed reviews
- Integrated curriculum I for early childhood “delayed was saw ED”
- School, community course brought in real world event
- 2 Semester long practices in special ed

8. What other comments would you like to share about the School of Education?

- Helpful to start on portfolios earlier
- o Echoed, overwhelming later
- o Didn't know about in freshmen year
- o Outline in freshmen yr. to fill in, logging hours etc.

- o Didn't know should have done
- o Need to be reminded
- Expectations of portfolio
- o Didn't do much when they did portfolio course I , expectations portfolio is not clear
- Freshmen yr. – issue of transportation to observation. Didn't help pair w/ someone who has car, made assumptions about ability to buy car could have helped there
- Math for diverse learners should be required
- Sequences across school needs to be reviewed – problem throughout, starting over assuming knowledge.
- Faculty in classes didn't know what student did/didn't know – need to be aware of content of courses
- Uniformity across courses w/ lesson planning – different formats in different courses
- Thank you. Happy with experience, not perfect but enjoyed
- People here care, but not clear in actions
- Very disappointed
- Taught to teach perfect, theoretical kids, but not what we will actually see in classroom – didn't learn how to tackle
- Never talk about other side of gifted kids – don't know how to work with above grade level
- Class specific to modifications for students would be good – got guidance in practice – but never learned in classes
- But didn't get experience in practicum across all grades – bigger range in grade levels
- Courses labeled to teach this, but didn't actually learn how to do in class
- Classes taught to middle class forced – “just adapt it” for primary/secondary would have been helpful to talk about them, then talk about application in different settings, had to make connection on own.
- School: community course – talked about stigma of STL, but then in other classes would able about where went to school would hide STL.
- Problems with classes be of the period of time taken, if the order had been different would have helped – course sequencing off.

Additional Notes

- Have faculty tell the student they have been seen
- Not surface level – not 6 people
- In the TLC might be here
- See undergrads note Amazon under #30
- Cross list 2240 with Adu GDL 5700 face '21??
- Put me as advisor -

Survey

Additional Notes:

- 1a = 9/16 3a = 2/16
- 1b = 13/16 3b = N/A
- 1c = 8/16 3c = 3/16
- 1d = 12/16 3d = 2/16

$$1e = 12/16 \quad 3e = 1/16$$

$$1f = 11/16 \quad 3f = 1/16$$

$$2a = 5/16 \quad 4f = 1/16$$

$$2b = 3/16$$

$$2c = 5/16$$

$$2d = 2/16$$

$$2e = 3/16$$

$$2f = 4/16$$