

| Unit Standards  | MBOT Standards  | NCATE Standards | Pre-Acceptance  | Foundation Courses  | Departmental Acceptance   | Methods Courses   | Student Teaching   | Exit Review   |
|---|---|-----------------|---|---|---|---|--|---|
| <b>Unit Mission:</b><br><br>Embedded within our belief in the necessity of a broad liberal arts education is an emphasis on the basic skills of reading, critical thinking, and writing. Therefore, we seek to provide experiences throughout our program that enhance the development of these skills. | <b>D.1</b><br><br>The institution recruits, admits, and retains candidates who demonstrate potential for professional success in schools. |                 | <u>Sources:</u><br><br>ACT Math<br>ACT Reading<br>ACT Writing<br>EDWA Essay<br>PPST Math<br>PPST Reading<br>PPST Writing<br>Speech Exam or experience<br>College GPA<br>Unit GPA<br>Major GPA<br>Faculty Concerns | <u>Sources:</u><br><br>EDUC 111<br>EDUC 310<br>EDUC 359 (writing) | <u>Sources:</u><br><br>Departmental Interview<br>Academic Skills Scores<br>Developmental Work<br>Transcript Review:<br><br>Required Courses<br>College GPA<br>Major GPA<br>Fieldwork Evaluations<br>Writing Instructor Evaluation | <u>Sources:</u><br><br>Methods Work Sample (2007)<br>Unit/Lesson plans<br>Instructional materials(writing) (quantitative)<br>Student Learning Observations of Presentation skills | <u>Sources:</u><br><br>Portfolio Review:<br>Unit/Lesson plans<br>Instructional materials (writing) (quantitative)<br>Student Teaching Performance Profile:<br>Observations of Presentation Skills by Cooperating Teacher<br>College Supervisor | <u>Sources:</u><br><br>PPST Math<br>PPST Writing<br>PPST Reading<br>College GPA<br>Unit GPA<br>Major GPA<br>Required Courses<br>Completed Developmental Work<br>Student Teaching Performance<br>Academic Skills |

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| <b>Goal 1:</b><br><br>Candidates for licensure understand the central concepts, tools of inquiry, and structure of the disciplines they are preparing to teach so that they will be able to make this subject matter meaningful for their students. | <b>B.1</b><br><br>Liberal arts and sciences<br><b>B.2</b><br>Content Knowledge<br><b>B.3</b><br>Multicultural and global perspectives | <b>1.1</b><br><br>Content knowledge for teacher candidates |                |                    | <u>Sources</u><br><br>College GPA<br>Major GPA<br>Unit GPA | <u>Sources</u><br><br>Methods Work Sample (2007)<br>Unit/Lesson plans<br>Instructional materials (writing) (quantitative)<br>Student Learning Observations of Presentation Skills for Content | <u>Sources:</u><br><br>Student Teaching Performance Profile:<br>Student Teaching Work Sample:<br>Unit/Lesson Plans<br>Instructional Materials<br>Student Learning | <u>Sources:</u><br><br>Praxis II: Subject Matter Knowledge Integrative Experience (TBD)<br>College GPA<br>Major GPA<br>Unit GPA<br>Satisfactory Student Teaching Performance (content) |

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| <b>Goal 2:</b> Learning and Development<br><br><b>Goal 3:</b> Diverse Learners<br><b>Goal 5:</b> Learning Environment<br><b>Goal 9:</b> Reflection<br><b>Goal 10:</b> Collaboration | <b>A.1</b> High quality professional education program<br><b>A.2</b> Courses based on the MSEP<br><b>B.4</b> Candidates integrate general, content, professional, and pedagogical studies<br><b>G.10</b> Instruction encourages candidate's reflection, critical thinking, problem solving and professional dispositions. | <b>1.4</b> Professional and Pedagogical knowledge and skills for teacher candidates. |                | EDUC 310: Candidate's Philosophy of Education<br>EDUC 359: Classroom Management Plan<br>EDUC 390: Human Relations Project |                         | Sources: Methods Work Sample (2007)<br>Unit/Lesson plans<br>Instructional materials (writing) (quantitative)<br>Student Learning Observations | Sources: Student Teaching Performance Profile: Student Teaching Work Sample: Unit/Lesson Plans<br>Instructional Materials Student Learning Observations: Cooperating Teacher College Supervisor | Sources: Praxis II: General Pedagogical Knowledge Unit GPA Satisfactory Student Teaching Performance |

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| <b>Goal 1:</b> Subject Matter<br><b>Goal 4:</b> Instructional Strategies (technology)<br><b>Goal 6:</b> Communication<br><b>Goal 7:</b> Planning<br><b>Goal 8:</b> Assessment | <b>A.1</b> High quality professional education program<br><b>A.2</b> Courses based on the MSEP<br><b>B.4</b> Candidates integrate general, content, professional, and pedagogical studies. | <b>1.3</b> Pedagogical content knowledge for teacher candidates. |                |                    |                         | Sources: Methods Work Sample (2007)<br>Unit/Lesson plans<br>Instructional materials (writing) (quantitative)<br>Student Learning Observations | Sources: Student Teaching Performance Profile: Student Teaching Work Sample: Unit/Lesson Plans<br>Instructional Materials Student Learning Observations: Cooperating Teacher College Supervisor | Sources: Praxis II: Subject-specific pedagogical knowledge Satisfactory Student Teaching Experience |

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| <b>Mission Objective:</b><br>To prepare teachers who use their content knowledge, pedagogical skills, and understanding of their students to make informed and ethical classroom decisions that foster their students' learning.<br><b>Goal 3:</b> Diverse Learners<br><b>Goal 5:</b> Learning Environment<br><b>Goal 9:</b> Reflection | <b>B.4</b><br>Candidates integrate general, content, professional, and pedagogical studies as measured by teacher performance and performance of the students they teach. | <b>1.6</b><br>Dispositions for all candidates<br><b>1.7</b> Student learning for teacher candidates |                |                    |                         | <b>Sources:</b><br>Methods Work Sample (2007)<br>Unit/Lesson plans<br>Instructional materials<br>Student Learning Observations | <b>Sources:</b><br>Student Teaching Performance Profile: Student Teaching Work Sample:<br>Unit/Lesson Plans<br>Instructional Materials<br>Student Learning Observations:<br>Cooperating Teacher<br>College Supervisor | <b>Sources:</b><br>Satisfactory Student Teaching Experience<br>Recommendation for licensure |

| Assessment Questions                            | Sources Implemented   | Sources To Be Implemented  |
|---|---|--|
| <b>1. Academic Skills</b>                       | High School GPA and Rank ACT/ PPST sub scores<br>Speech Proficiency<br>College / Unit GPA<br>Student Teaching Portfolio (writing, math, speech)<br>Admissions Test Scores<br>Education Department Writing Assessment (EDWA)<br>Embedded Writing Assessments: EDUC 359 | Embedded Writing Assessments: Fall 05 (EDUC 111; EDUC 310)<br>Methods Course Work Sample: Spring 2007 (four credit courses: writing, math, speech) |
| <b>2. Content Knowledge</b>                     | Student Teaching Performance Profile (Program Goal 1)<br>Student Teaching Portfolio: Work Samples<br>Major GPA Praxis II: (content test)  | Integrative Experience: To Be Determined<br>Methods Course Work Sample: Spring 2007 (four credit courses: content knowledge)                       |
| <b>3A. Professional / Pedagogical Knowledge</b> | Student Teaching Performance Profile (Goals 2,3,5,9,10)<br>Student Teaching Portfolio: Work Samples<br>Praxis II (pedagogy test)  | Methods Course Work Sample: Spring 2007(four credit courses)   |
| <b>3. B Pedagogical Content Knowledge</b>       | Student Teaching Performance Profile (Goals 1,4,6,7,8)<br>Student Teaching Portfolio: Work Samples<br>Praxis II (pedagogy test)   | Methods Course Work Sample: Spring 2007 (four credit courses)  |
| <b>4. Teaching Others</b>                       | Student Teaching Performance Profile (Goals 3,5,9)<br>Student Teaching Portfolios: Work Sample<br>Candidate Exit Interview<br>Performance Data Base   | Methods Course Work Sample: Spring 2007 (four credit courses)<br>Web-based Graduate Survey: Spring 06  |