

Tougaloo College
Division of Education, Supervision and Instruction

Teacher Education Program
Data Report: 2008-11

Initial Programs:

Elementary Education
Health & Physical Education
Special Education
Secondary Education

February 2012

Teacher Education Program Data Report: 2008-2011

The following report provides data covering a three-year period from 2008 to 2011. The report is intended to provide the basis for discussion within the division and among partners, ultimately, identifying points of strengths and weakness in programs, assessment methods, and affirm who we are, what we are doing well, and provide insights on how we might improve. The assessment data is being provided to the Mississippi Department of Education and NCATE for our Teacher Education Program

The following data are found in this report:

- GPA Data (presented longitudinally and by subject-matter for academic years 2008-09 through Fall of 2011 for candidate performance while enrolled in the program)
 - Data provided for general education, pre- and professional, content, methods and pedagogy courses
- EWPE, Praxis I/ACT, and PRAXIS II Exam Data
 - Basic skills exams in reading, writing, vocabulary, and mathematics
 - Teacher education program admission exam (Praxis I or ACT)
 - State required content knowledge teaching licensure exam
- Recommendation Professional Dispositions Data
- Observation/Practicum Evaluation Data
- Preliminary Student Teaching Evaluation Data
- Cooperating Teacher Training Program Weekly Data
- Student Teaching Formal Lesson Observation Data
- Teacher Intern Assessment Instrument Data
- Senior Thesis/Project Assessment Data
- Beginning Teacher Survey (conducted of program exiters and program alumnus)

Data Source: Dean's Office, Division of Education. **Note:** Where data is unavailable, candidates were not enrolled in the program.

Grade Point Average (GPA) Data – AY 2008-12
 Elementary Education and Special Education

The GPA Data summarizes the grades collected from STARS and the LOO system for pre-candidates and candidates' general education (GER) requirements for the unit's initial teacher preparation program for academic years 2008-09 through the fall of 2011.

GPA data are calculated based on the first 44 credits completed by pre-candidates and candidates prior to admission to the teacher education program. A 2.5 ("C+") grade point average (GPA) on a 4.00 point scale is required for admission to the unit's TEP. After admission, GPA data are tracked by state required coursework, and pre-professional, professional, content-specific, and pedagogy content coursework. Overall, GPA data are used primarily as an indicator of **Content & Pedagogy Knowledge & Skills**.

Pre-Candidates & Candidates Institutional Undergraduate General Education Coursework

Content Area	GER		Elementary Education	Health & Phy Ed	Secondary Education	Special Education	Overall CGPA
	State	College					
English	12	12	3.18		3.43	2.67	3.09
Foreign Languages	0	12	3.08		3.26	2.44	2.99
Humanities	0	3	3.37		3.40	4.00	3.55
Mathematics	9	15	3.01		3.10	3.00	3.04
Sciences	12	13	2.59		3.40	3.20	2.99
Social Sciences	12	15	3.34		3.27	3.42	3.34
Health and Physical Activity	0	5	3.57		3.69	3.83	3.70
Overall CGPA			3.16		3.36	3.22	3.24
			<i>n=23</i>		<i>n=11</i>	<i>n=4</i>	<i>n=38</i>

Candidates State required Undergraduate Interdisciplinary Coursework

Teacher Education Program	# of Students	State Coursework Requirements									Overall GPA
		English	Mathematics	Science*	Social Studies	Fine Arts/Teaching of Fine Arts	Reading	Special Education	Classroom Management	Data Analysis/Evaluation	
Elementary Ed	11	3.53	3.13	3.00	3.40	3.80	3.23	3.71	3.38	3.80	3.44
Hlth & Phys Ed											
Secondary Ed	5	3.63	3.44	3.41	3.50		3.00	4.00	4.00	4.00	3.62
Special Ed	2	3.63	3.30	3.38	3.40		4.00	4.00	3.50	3.00	3.53
Overall GPA		3.64	3.28	3.25	3.46	3.80	3.48	3.90	3.63	3.60	3.56

Elementary Education Content & Methods Coursework

Course	# of Students	Mean GPA				Overall GPA
		FA08-SP09	FA09-SP10	FA10-SP11	FA11	
ART 301: Principles of Art Education	3	4.00	3.50			3.50
EDU 312: Reading Instruction, K-12	8	4.00	4.00	3.00	4.00	3.75
ELA 350: Research and Practice in Language Arts	6	4.00	3.67	3.50		3.72
ELA 351: Methods of Teaching Practice in Language Arts	4	4.00	4.00	3.00		3.67
MUS 411: Music in Childhood Education	5		4.00	4.00		4.00
EDU 420: Diagnostic and Prescriptive Reading Practices	4		2.50	2.50		2.50
Overall Mean GPA		4.00	3.61	3.20	4.00	3.70

Note: Where data is unavailable, candidates were not enrolled in the course.

Elementary Education Pedagogy Content Knowledge Coursework

Course	# of Students	Mean GPA				Overall GPA
		FA08-SP09	FA09-SP10	FA10-SP11	FA11	
EDR 300: Early Literacy I	8	4.00	3.00	3.33	4.00	3.58
EDR 301: Early Literacy II	7	4.00	3.67	2.00		3.22
EDU 313: Integrative Approach to Literature, Language and Communicative Arts, K-12	5	4.00		4.00		4.00
EDU 314: Social Science for Children	5	3.00		4.00		3.50
EDU 315: Science for Children	5	3.50	4.00	4.00		3.83
EDU 316: Math for Children	5	3.50	2.50	4.00		3.33
PHE 411: Principles, Methods and Materials for Teaching Hlth & PE	5	2.00	3.33	4.00		3.11
Overall Mean GPA		3.43	3.30	3.62	4.00	3.59

Note: Where data is unavailable, candidates were not enrolled in the course.

Special Education Pedagogy Content Knowledge Coursework

Course	# of Students	Mean GPA				Overall GPA
		FA08-SP09	FA09-SP10	FA10-SP11	FA11	
EDU 331: Human Development and Learning	2	4.00	4.00			4.00
EDU 333: Introduction to Learning Disabilities						
EDU 334: Introduction to Education of the Mentally Challenged	1		4.00			4.00
EDU 413: Methods and Materials for Teaching the Exceptional Child						
EDU 414: Education						
PHE 413: Principles, Methods and Materials for Teaching Adapted PE & Recreation	2	3.00	3.00			3.00
Overall Mean GPA		3.50	3.67			3.67

Note: Where data is unavailable, candidates were not enrolled in the course.

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Coursework in Professional & Pedagogical Knowledge & Skills

Course	# of Students	Mean GPA				Overall GPA
		FA08-SP09	FA09-SP10	FA10-SP11	FA11	
EDU 252: Issues, Research and Trend in Behavior Management	10	4.00	3.00	3.00	3.67	3.42
EDU 312: Reading Instruction, K-12	10	4.00	4.00	3.00	3.00	3.50
EDU 335: Educational Technology in the Classroom	4	3.00		2.00		2.50
EDU 336: Tests, Measurement and Evaluation	8		4.00	4.00	3.25	3.75
EDU 421: Curriculum and Research	7	4.00	4.00	3.50		3.83
EDU 424/436: Student Teaching in the Elementary/Secondary School	6			3.50	4.00	3.50
Overall Mean GPA		3.75	3.75	3.17	3.48	3.54

Note: Where data is unavailable, candidates were not enrolled in the course.

Research in Major Schools of Thought/Teaching & Learning

Course	# of Students	Mean GPA				Overall GPA
		FA08-SP09	FA09-SP10	FA10-SP11	FA11	
EDU 251: Educational Seminar	8	4.00	3.50	3.50	3.00	3.50
Overall Mean GPA		4.00	3.50	3.50	3.00	

Note: Where data is unavailable, candidates were not enrolled in the course.

EWPE / Praxis I / ACT / PRAXIS II Data
 Elementary Education, Special Education and Secondary Education

Pre-candidates must successfully pass the PRAXIS I (reading, writing, and mathematics) exam or exempt by ACT or SAT exam scores (with appropriate and subscores) in order to be admitted to Tougaloo College's initial Teacher Education Programs. Entry-level exam scores in reading, writing, and mathematics, and pre-candidates dispositions recommendation data is provided as evidence of candidates' content knowledge, skills, and professional dispositions for candidates prior to being admitted to the unit's initial teacher education program.

Program Completers EWPE Exam - AY: 2009-12

Teacher Education Program	# of Students	Essay	Vocabulary	Objectives
Elementary Education	8	PASS	82	90
Health & Physical Education				
Special Education	2	PASS	81	85
Secondary Education	6	PASS	78	91
Overall	16		80	89

Note: This exam is not required for teacher candidates to be admitted to the teacher education program.

Teacher Candidates PRAXIS I Exam (Admission Data) - AY: 2009-12

Teacher Education Program	# of Students	Reading	Writing	Math
Elementary Education	8	176	174	172
Health & Physical Education				
Special Education	3	173	174	176
Secondary Education	6	171	175	180
Overall	17	173	174	176

MISSISSIPPI STATE REQUIRED SCORES 170 172 169

Teacher Candidates ACT Exam (Admission Data) - AY: 2009-12

Teacher Education Program	# of Students	ACT Composite Score	English Subscores	Math Subscores	Reading Subscores	Science Subscores
Elementary Education	3	23.0	25.0	20.5	23.0	20.0
Health & Physical Education						
Special Education						
Secondary Education	5	23.0	23.4	21.4	24.2	23.0
Overall	8	23.0	24.2	21.0	23.6	21.5

MISSISSIPPI STATE REQUIRED SCORES 21 18 18 18 18

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In addition, prior to the last semester of the teacher candidates' senior year, they must pass the required state **content knowledge** licensure exams, PRAXIS II: Principles of Learning & Teaching exam and a Specialty Specific Content Area exam before being placed in the clinical practice (student teaching) experience.

Teacher Candidates Praxis II Exam Scores (AY 2009-12)

Teacher Education Program	# of Students	PRAXIS II Exam Scores	
		PL&T	Specialty Area
Elementary Education	5	158	164
Health & Physical Education			
Special Education	1	159	165
Secondary Education			
Mean Score		158	164

MISSISSIPPI STATE REQUIRED SCORES 152 158

Title II - Program Completers Pass Rate on PRAXIS II Content Licensure Exams (AY 2008-12)

Program	Praxis Exam	FA08-SP09		FA09-SP10		FA10-SP11		FA11-SP12		Total	
		#	%	#	%	#	%	#	%	#	%
Elementary Education	PL&T	1	100			2	100	3	100	6	100
	Specialty	1	100			2	100	3	100	6	100
Health & Physical Education	PL&T										
	Specialty										
Special Education	PL&T	2	100			1	100			3	100
	Specialty	2	100			1	100			3	100
Secondary Education	PL&T	1	100							1	100
	Specialty	1	100							1	100
Total		4	100			3	100	3	100	10	100

Program Admission Dispositions Recommendation Data (2008-12)
Content Knowledge, Diversity, & Professional Dispositions
 Elementary Education, Special Education and Secondary Education

Teacher candidates are required to submit two (2) recommendation forms from a professional, advisor or faculty member, which rates whether pre-candidates have the general professional knowledge, skills and dispositions to successfully complete a teacher preparation program. The program dispositions recommendation form is an important component of the first level of assessment for the unit's teacher candidates.

A total of 31 recommendation forms were completed for 17 pre-candidates utilizing a 5- and 3-point rating scale, sixty-one (61%) percent were faculty, twenty-nine (29%) were faculty advisors, and ten (10%) were professionals who completed recommendations for the unit's initial teacher candidates.

Related to Content Knowledge ⁽¹⁾

Item Rated	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
1) Written communication skills	3.25	4.56		4.00	4.43	4.46
2) Oral communication skills	3.25	4.25		4.50	4.55	4.51
3) Willingness to reflect/think critically	3.25	4.56		5.00	4.64	4.73
7) Intellectual ability	3.25	4.59		4.00	4.82	4.64
9) Potential for success in subject area taught	3.25	4.53		4.50	4.73	4.75
Mean Score		4.56		4.60	4.69	4.62
		<i>n=9</i>		<i>n=2</i>	<i>n=6</i>	<i>n=17</i>

Professional Disposition Related to Diversity ⁽¹⁾

Item Rated	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
10) Capacity for caring	3.25	4.81		4.50	4.73	4.68
11) Sensitive to individual and cultural differences	3.25	4.79		4.50	4.91	4.73
Mean Score		4.80		4.50	4.82	4.71
		<i>n=9</i>		<i>n=2</i>	<i>n=6</i>	<i>n=17</i>

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Related to Professional Dispositions ⁽¹⁾

Item Rated	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
4) Ability to organize work	3.25	4.47		4.50	4.73	4.57
5) Leadership potential	3.25	4.50		4.00	4.64	4.38
6) Character/integrity	3.25	4.65		4.00	4.82	4.49
8) Personal initiative and motivation	3.25	4.65		4.50	4.36	4.50
12) Professional behavior in field experience	3.25	4.64		4.00	4.20	4.28
Mean Score		4.58		4.20	4.55	4.45
		<i>n=9</i>		<i>n=2</i>	<i>n=6</i>	<i>n=17</i>

Teacher Candidates Recommendation Data for Program Admission

Teacher Education Program	Evaluation Overall Mean Scores ⁽¹⁾	Overall Rating ⁽²⁾	Recommended for Admission ⁽³⁾	# of Students
	<i>Criteria=3.25</i>	<i>Criteria=3.00</i>	<i>Criteria=2.00</i>	
Elementary Education	4.65	4.67	2.94	9
Health & Physical Education				
Special Education	4.50	4.75	3.00	2
Secondary Education	4.90	4.67	3.00	6
Mean Score	4.68	4.69	2.98	17

⁽¹⁾5=Excellent; 4=Above average; 3=Satisfactory; 2=Below average; 1=Unknown/Not enough information

⁽²⁾ 5=Excellent; 4=Above average; 3=Satisfactory; 2=Below average; 1=Not known

⁽³⁾ 3=Recommend; 2=Recommend with reservations; 1=Do recommend

Field Observation/Practicum Overall Evaluation Data (2009-12)
 Elementary Education, Special Education and Secondary Education

Candidates are required to complete and submit field observation and practicum reports describing their field experiences; and reflect on and evaluate the effectiveness of teaching strategies they observed in the classroom during their 200, 300, and 400-level coursework. The field observation/practicum evaluation instrument utilizes nine themes related to teaching and classroom effectiveness: 1) lesson planning, 2) assessment, 3) high expectations, 4) instructional strategies, 5) content knowledge, 6) monitoring, 7) classroom environment, 8) classroom management, and 9) professional and personal development.

The report reflects a total sampling of 32 completed evaluations, from fall 2009 through fall 2011. The field observation/practicum evaluation instrument utilizes a 4-point rating scale: **4=Exemplary; 3=More than satisfactory; 2=Satisfactory; 1=Improvement needed** as the unit's teacher candidates' rate their classroom teacher as they observed the teacher's effectiveness in K-12 classrooms.

Content Knowledge

Items Rated	Criteria	2009-10	2010-11	2011-12	Mean Score
3) High Expectations- high expectation noticed in all students	2.50	3.56	3.13	3.06	3.27
5) Content knowledge - knowledge of content/subject area and command of written and oral communications	2.50	3.96	3.75	3.77	3.83
Mean Score		3.80	3.50	3.42	3.55
		<i>n=8</i>	<i>n=8</i>	<i>n=16</i>	<i>n=32</i>

Pedagogical Content Knowledge & Skills

Items Rated	Criteria	2009-10	2010-11	2011-12	Mean Score
1) Lesson planning - use of appropriate procedures for assessment, accommodations, learning styles and technology use when planning lessons	2.50	3.49	3.70	3.43	3.53
4) Instructional strategies - purpose and value of lesson communicated, relate subject to outside world, lesson directed toward instructional objectives, use of a variety of techniques and activities, foster student interest, etc.	2.50	3.27	3.35	3.52	3.39
Mean Score		3.46	3.48	3.56	3.53
		<i>n=8</i>	<i>n=8</i>	<i>n=16</i>	<i>n=32</i>

Professional & Pedagogical Knowledge & Skills

Items Rated	Criteria	2009-10	2010-11	2011-12	Mean Score
7) Classroom environment - facilities learning in a safe environment	2.50	3.89	4.00	3.75	
8) Classroom management - utilizes instructional time effective and firm, fair and consistent in behavior, appropriate procedures for assessments, accommodation, learning styles; actively involves all students and fosters student interest	2.50	3.53	3.71	3.38	
Mean Score					
		<i>n=8</i>	<i>n=8</i>	<i>n=16</i>	<i>n=32</i>

Student Learning

Items Rated	Criteria	2009-10	2010-11	2011-12	Mean Score
2) Assessment – use of appropriate informal and formal assessments relative to instructional activity	2.50	3.44	3.63	3.56	3.53
6) Monitoring – monitors student progress, gives supportive feedback and correction and adjust lessons as appropriate	2.50	3.85	3.67	3.48	3.67
Mean Score		3.65	3.65	3.52	3.61
		<i>n=8</i>	<i>n=8</i>	<i>n=16</i>	<i>n=32</i>

Professional Dispositions

Items Rated	Criteria	2009-10	2010-11	2011-12	Mean Score
9) Professional and personal development - display of confidence, poised, and courteous, creative, appreciate of diversity, enthusiastic with a sense of humor, and reflective/analytical	2.50	3.58	3.65	3.70	3.67
		<i>n=8</i>	<i>n=8</i>	<i>n=16</i>	<i>n=32</i>

Senior Thesis/Project Assessment Data
 Elementary Education, Special Education and Secondary Education

Teacher candidates are introduced early to educational research in EDU 251: *Education Research Seminar* and throughout their programs in methods and pedagogy coursework. Candidates develop the skills needed to undertake action research in their classrooms and schools for the primary purpose of improving teaching practice. All teacher candidates are required to submit a senior thesis paper (or written project) to their advisor and department chair for approval that represents a major intellectual body of work in their field of study.

The ***Senior Thesis/Major Written Project Rubric*** assessment instrument utilizes a 10-point rating scale for the unit's teacher candidates' ratings on their senior thesis and oral presentations. The 10-point rating scale is: **10-9**=Exemplary; **7-8**=Meets expectations; **4-6**=minimally meets expectations; **0-5**=Below Expectations

Senior Thesis/Major Written Project Scores

Teacher Education Program	Criteria	2009-10	2010-11	2011-12	Mean Score
Elementary Education	7.0		8.46		8.46
Health and Physical Education	7.0				
Special Education	7.0		9.42		9.42
Secondary Education	7.0				
Mean Score			8.94		8.94
			<i>n=5</i>		<i>n=5</i>

Senior Thesis/Major Written Project Chapter Scores

Teacher Education Program	Criteria	(1) Intro	(2) Study	(3) Review	(4) SFR	Mean Score
Elementary Education	7.0	8.33	8.92	8.58	8.00	8.46
Health and Physical Education	7.0					
Special Education	7.0	9.33	9.67	9.33	9.33	9.42
Secondary Education	7.0					
Mean Score		8.83	9.29	8.96	8.67	8.94
		<i>n=5</i>	<i>n=5</i>	<i>n=5</i>	<i>n=5</i>	<i>n=5</i>

Column 1=The Introduction to the topic; Column 2=Significance of the study (senior thesis); Column 3=Review of the Literature; Column 4= SFR-Summary, Findings, and Recommendations (see ***Rubric for Senior Thesis***)

Preliminary Student Teaching Evaluation Data
 Elementary Education and Secondary Education

Upon completion of coursework, field-based experiences, PRAXIS II exams, senior research/thesis report, teacher candidates are placed during their final senior semester in their clinical (student teaching) practice placement.

A preliminary evaluation of candidates is assessed by the cooperating teacher in their mastery of content and pedagogical knowledge and skills, and their professional dispositions four to six weeks into the clinical (student teaching) placement. The cooperating teacher rates the teacher candidates using a 4-point rating scale: **4=Exemplary; 3=More than Satisfactory; 2= Satisfactory; or 1=Improvement needed.**

Content Knowledge and Preparation (AY 2009-12)

Item rated	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
4) Demonstrates subject area competence	2.50	3.60		3.00		3.30
10) Is punctual with written work, including lesson plans	2.50	3.00		4.00		3.50
11) Submits lessons plans which meet program and district standards	2.50	3.25		3.50		3.38
Mean Score		3.28		3.50		3.39
		<i>n=5</i>		<i>n=1</i>		<i>n=6</i>

Professional and Pedagogical Knowledge & Skills (AY 2009-12)

Item rated	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
1) Uses correct verbal and written grammar	2.50	3.60		3.50		3.55
2) Speaks in clear and distinct manner and is easily understood	2.50	3.40		3.50		3.45
3) Provides clear verbal and written instructions	2.50	3.40		3.00		3.20
5) Models, demonstrates, and maintains appropriate classroom management and discipline	2.50	3.00		3.00		3.00
9) Effectively performs non-instructional duties (i.e. grading papers, taking attendance)	2.50	3.40		3.50		3.45
14) Knows and follows district policies and procedures	2.50	3.60		4.00		3.80
Mean Score		3.40		3.42		3.41
		<i>n=5</i>		<i>n=1</i>		<i>n=6</i>

Working with Students, Families and Colleagues (AY 2009-12)

Item rated	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
6) Demonstrates subject area competence	2.50	3.40		3.50		3.45
7) Is punctual with written work, including lesson plans	2.50	3.60		3.00		3.30
8) Submits lessons plans which meet program and district standards	2.50	3.80		3.50		3.65
13) Accepts guidance and critique in a positive manner	2.50	3.60		3.50		3.55
Mean Score		3.60		3.43		3.52
		<i>n=5</i>		<i>n=1</i>		<i>n=6</i>

Professional Dispositions (AY 2009-12)

Item rated	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
12) Is punctual and faithful with attendance	2.50	3.40		4.00		3.70
15) Dresses in appropriate attire and consistent with school practice	2.50	3.60		3.50		3.55
Mean Score		3.50		3.75		3.63
		<i>n=5</i>		<i>n=1</i>		<i>n=6</i>

Cooperating Teacher Training Program Weekly Data
 Elementary Education and Special Education

During the student teaching semester, candidates are observed weekly on their daily routine by their cooperating teacher utilizing the Cooperating Teacher Weekly Training Report form.

The Cooperating Teacher Weekly Training Report reflects: During the candidates fifteen weeks, they performed approximately 28% of their student teaching experiences in teaching tasks, such as checking/marking workbooks and papers, preparing, administering and scoring assessments to monitor student learning experiences, 26% of their student teaching experiences is in teaching and lesson planning, 26% in performing routine task, 20% in observing the mentoring teaching. And fifty-four (54%) percent of the student teaching experiences is helping students to learn and achieve academically.

Training Program Weekly Report – AY 2011-12

Activities Evaluated	% of Time
1. Observing	20%
2. Marking attendance	20%
3. Checking workbooks	7%
4. Marking papers	7%
5. Preparing tests	0%
6. Administering tests	7%
7. Scoring tests	7%
8. Tabulating data	0%
9. Supervising study	0%
10. Integrate technology	0%
11. Planning lessons	13%
12. Teaching	13%
13. Participating in parent conferences	0%
Percentage of Time	100%

Student Teaching Formal Lesson Observation Data
Elementary Education and Special Education

The Formal Lesson Observation tool is used by college supervisors to indicate their professional judgment of the candidates' performance in planning, implementing and delivery of formal lessons as they observe candidates during their clinical practice (student teaching) placement. College supervisors complete eight formal lesson observations during the teacher candidates' fifteenth (15) week placement.

The assessment instrument is based on professional, state, and institution standards and utilizes a 4-point rating scale: **4**=Exemplary Evidence; **3**=Significant Evidence; **2**=Emerging Evidence; **1**=Unsatisfactory Evidence; UJ=Unable to judge at this point to assess teacher candidates in:

1. *(LAS) Learning about students*: obtaining relevant information about the class and students with special linguistic, developmental and educational needs
2. *(PFI) Planning for instruction*: appropriate instructional strategies, and materials for subject matter content standards, and class composition
3. *(CE) Classroom environment*: appropriate use of instructional time; appropriate procedures and routines; appropriate expectations and climate
4. *(MA) Making adaptations*: relevant and appropriate instructional strategies and materials for students with special needs (EL and special needs students)
5. *(PS) Pedagogical Subject specific skills*: relevant and developmentally appropriate instructional strategies; accurate understanding of subject-specific pedagogical skills
6. *(AESL) Analyzing evidence of student learning*: appropriate progress monitoring at key points; appropriate classroom assessment and analysis

Formal Lesson Observation Data

Item Rated	Item Description	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
1-LAS	Learning about Students	2.50	3.38		3.50		3.44
2-PFI	Planning for instruction	2.50	3.27		3.50		3.39
3-CE	Classroom environment	2.50	3.38		3.50		3.44
4-MA	Making adaptations	2.50	3.21		3.50		3.36
5-PS	Pedagogical Subject specific skills	2.50	3.24		3.50		3.37
6-AESL	Analyzing evidence of student learning	2.50	2.90		3.63		3.26
	Mean Score		3.23		3.52		3.38
			<i>n=4</i>		<i>n=1</i>		<i>n=5</i>

Teacher Intern Assessment Instrument Summary Ratings Dispositions (AY 2009-12)
Elementary Education and Special Education

The Teacher Intern Assessment Instrument is a summative and formative assessment instrument approved by Mississippi Department of Education and utilized by teacher candidates, as a self-evaluation of their performance, and by college supervisors and cooperating teachers to indicate their professional judgment of the candidates' performance in the classroom. The instrument is completed approximately during the candidates' eighth and fifteenth week placement in their clinical practice (student teaching) placement.

The instrument is organized according to INTASC, SPAs, state and institutional standards and utilizes a 10-point rating scale: **10-9**=Target; **6-8**=Acceptable; **3-5**=Emerging; **0**=Unacceptable to assess teacher candidates in the field for:

- 1) Content knowledge
- 2) Pedagogical knowledge
- 3) Professional and pedagogical knowledge and skills
- 4) School, family, and community context areas
- 5) Student learning
- 6) Working with students, families, colleagues, etc.
- 7) Fairness and the beliefs in all students can learn

Content Knowledge and Preparation

Item rated/Evaluator	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
1) Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1,7)						
Self	6.00	8.20		10.00		9.10
Cooperating Teachers	6.00	7.45		10.00		8.73
College Supervisor	6.00	8.00		9.50		8.75
3) Selects a variety of appropriate materials and technology for lessons. (1,2,6,7)						
Self	6.00	7.40		8.00		7.70
Cooperating Teachers	6.00	7.00		8.00		7.75
College Supervisor	6.00	8.44		9.50		8.97
7) Integrates knowledge from several subject areas in lessons. (1,7)						
Self	6.00	7.60		10.00		8.80
Cooperating Teachers	6.00	6.00		9.00		7.50
College Supervisors	6.00	7.89		9.50		8.70
13) Conveys enthusiasm for teaching and learning. (1, 5)						
Self	6.00	8.00		10.00		9.00
Cooperating Teachers	6.00	6.82		8.00		7.41
College Supervisor	6.00	8.56		9.50		9.03
16) Demonstrates knowledge of the subject(s) taught. (1)						
Self	6.00	8.30		9.50		8.90
Cooperating Teachers	6.00	6.64		10.00		8.32
College Supervisors	6.00	8.89		9.50		9.20
Mean Score		7.68		9.33		8.52
		<i>n=5</i>		<i>n=1</i>		<i>n=6</i>

Pedagogical Content Knowledge and Skills

Item Rated/Evaluator	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
2) Plans appropriate teaching procedures. (2,4,7)						
Self	6.00	8.20		10.00		9.10
Cooperating Teachers	6.00	7.00		10.00		8.50
College Supervisors	6.00	8.33		9.50		8.92
19) Provide opportunities to apply critical thinking/problem solving concepts. (4,6)						
Self	6.00	8.30		9.00		8.65
Cooperating Teachers	6.00	6.82		10.00		8.41
College Supervisors	6.00	8.44		9.50		8.97
22) Uses high-order questions to engage students. (1,4,6)						
Self	6.00	8.05		9.00		8.53
Cooperating Teachers	6.00	6.20		10.00		8.10
College Supervisors	6.00	8.22		9.50		8.86
26) Attends to or delegates routine tasks. (5)						
Self	6.00	7.57		9.00		8.29
Cooperating Teachers	6.00	6.38		10.00		8.19
College Supervisors	6.00	8.00		9.50		8.75
29) Uses instructional time effectively. (5)						
Self	6.00	8.10		10.00		9.05
Cooperating Teachers	6.00	6.36		10.00		8.18
College Supervisors	6.00	8.11		9.50		7.94
Mean Score		7.61		9.70		8.68
		<i>n=5</i>		<i>n=1</i>		<i>n=6</i>

Professional and Pedagogical Knowledge and Skills

Item rated/Evaluator	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
9) Uses a variety of strategies to introduce and close lessons. (1,6)						
Self	6.00	7.90		9.50		8.49
Cooperating Teacher	6.00	6.60		8.00		7.30
College Supervisor	6.00	8.22		9.50		8.86
10) Uses acceptable written, oral, and nonverbal communication. (6)						
Self	6.00	8.50		10.00		8.91
Cooperating Teacher	6.00	6.70		10.00		8.35
College Supervisor	6.00	8.44		9.50		8.97
11) Provides clear, complete written and/or oral directions for instructional activities. (4)						
Self	6.00	8.20		9.50		8.50
Cooperating Teacher	6.00	6.40		9.00		7.70
College Supervisor	6.00	8.11		9.50		8.81
17) Uses various appropriate teaching strategies. (4)						
Self	6.00	8.50		9.50		9.00
Cooperating Teacher	6.00	7.27		9.00		8.14
College Supervisor	6.00	7.78		9.50		8.63
20) Responds to and elicits student input during instruction. (6)						
Self	6.00	8.30		10.00		8.96
Cooperating Teacher	6.00	7.27		10.00		8.14
College Supervisor	6.00	8.33		9.50		8.92
21) Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2,4)						
Self	6.00	8.40		10.00		8.94

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Item rated/Evaluator	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
Cooperating Teachers	6.00	7.00		10.00		8.50
College Supervisor	6.00	8.56		9.50		9.03
Mean Score		7.80		9.53		8.67
		<i>n=5</i>		<i>n=1</i>		<i>n=6</i>

School, Family, and Community Context Areas

Item rated/Evaluator	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
6) Uses knowledge of students backgrounds, interest, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1,2,3,5,7)						
Self	6.00	7.45		10.00		8.73
Cooperating Teachers	6.00	6.60		9.00		7.80
College Supervisor	6.00	8.33		9.50		8.92
25) Adjusts lessons according to individual student cues, professional reflections, and group responses. (2,4)						
Self	6.00	7.83		10.00		8.92
Cooperating Teacher	6.00	6.38		10.00		8.19
College Supervisor	6.00	8.75		9.50		9.13
27) Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)						
Self	6.00	7.43		10.00		8.72
Cooperating Teacher	6.00	6.38		10.00		8.19
College Supervisor	6.00	8.38		9.50		8.94
Mean Score		7.50		9.72		8.61
		<i>n=5</i>		<i>n=1</i>		<i>n=6</i>

Student Learning

Item rated/Evaluator	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
4) Prepare appropriate assessment procedures and materials to evaluate learner progress. (7,8)						
Self	6.00	7.75		9.50		8.63
Cooperating Teachers	6.00	6.82		9.00		7.91
College Supervisor	6.00	8.43		9.50		8.97
5) Use assessment information (ex. pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2,3,4,7)						
Self	6.00	7.70		9.50		8.60
Cooperating Teacher	6.00	6.45		8.50		7.48
College Supervisor	6.00	8.13		9.50		8.82
24) Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5)						
Self	6.00	8.15		10.00		9.08
Cooperating Teacher	6.00	7.00		10.00		8.50
College Supervisor	6.00	8.00		9.50		8.75
30) Communicates assessment criteria and performance standards to the students. (8)						
Self	6.00	7.80		10.00		8.90
Cooperating Teachers	6.00	6.64		10.00		8.32
College Supervisor	6.00	8.38		9.50		8.94

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Item rated/Evaluator	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
31) Develop and use a variety of informal assessments to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2,3,4,7)						
Self	6.00	7.60		10.00		8.75
Cooperating Teacher	6.00	6.64		10.00		8.32
College Supervisor	6.00	8.38		9.50		8.94
32) Develop and use a variety of formal assessments to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2,3,4,7)						
Self	6.00	8.10		10.00		9.05
Cooperating Teacher	6.00	6.73		10.00		8.37
College Supervisor	6.00	8.43		9.50		8.97
33) Provide timely feedback on students' academic performance and discusses corrective procedures to be taken. (8)						
Self	6.00	8.20		10.00		9.10
Cooperating Teachers	6.00	6.36		10.00		8.18
College Supervisor	6.00	8.50		9.50		9.00
Mean Score		7.63		9.67		8.63
		<i>n=5</i>		<i>n=1</i>		<i>n=6</i>

Fairness and the Beliefs in all Students can learn

Item Rated/Evaluator	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
12) Communicate high expectations for learning to all students. (3)						
Self	6.00	8.15		10.00		9.08
Cooperating Teachers	6.00	6.82		8.00		7.41
College Supervisors	6.00	8.56		9.50		9.03
14) Monitor and adjust the classroom environment to enhance social relationships, motivation, and learning. (2,5,6)						
Self	6.00	8.50		10.00		9.25
Cooperating Teachers	6.00	7.64		10.00		8.82
College Supervisors	6.00	8.67		9.50		9.09
28) Demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment. (5)						
Self	6.00	8.45		10.00		9.23
Cooperating Teachers	6.00	6.91		10.00		8.46
College Supervisors	6.00	8.44		9.50		8.97
Mean Score		8.01		9.61		8.81
		<i>n=5</i>		<i>n=1</i>		<i>n=6</i>

Working with Students, Families, Colleagues, etc.

Item Rated/Evaluator	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
15) Establish opportunities for communication with parents and/or guardians. (10)						
Self	6.00	6.95		6.50		6.73
Cooperating Teachers	6.00	6.82		5.00		5.91
College Supervisors	6.00	8.00		6.50		7.25
23) Use family and/or community resources in lessons to enhance student learning. (10)						
Self	6.00	7.00		9.00		8.00
Cooperating Teachers	6.00	6.70		9.00		7.85
College Supervisors	6.00	8.14		9.50		8.82
34) Maintain records of student work and performance and appropriately communicates student progress. (10)						

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Item Rated/Evaluator	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Mean Score
Self	6.00	8.30		10.00		9.15
Cooperating Teachers	6.00	7.09		10.00		8.55
College Supervisors	6.00	8.57		9.50		9.04
Mean Score		7.51		8.67		8.04
		<i>n=5</i>		<i>n=1</i>		<i>n=6</i>

Beginning Teacher Survey Summary Ratings - 2011-12
 Elementary Education and Special Education

The ***Beginning Teacher Exit & Alumni*** surveys were conducted and due to a small sampling of teacher candidates completing the unit's teacher education program, the survey was mailed to all program graduates from academics years 2007 through 2012. The response rate of surveys collected included, 100% for fall 2011 program completers (3 program graduates), and 75% response rate for Alumni (received 6 out of 8 completed surveys from Alumni).

The survey is comprised of items that ask program completers to rate the effectiveness of the unit's teacher preparation program. The survey consist of two parts: part one, effectiveness of instruction, and part two, program effectiveness. The results show that graduates and alumni are prepared in their respective field of education. Program completers and alumni respond on a 5-point scale: 5=Very effective; 4=Effective; 3=Somewhat effective; 2=Not effective; or 1=Did not receive in regards to the efficacy of the unit' teacher preparation program.

Content Knowledge and Preparation (Program Completers - AY 2011-12)

Topic/Survey question	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Average Rating
Effectiveness of Instruction:						
5) Content standards and curriculum framework	4.00	4.67				4.67
13) Reading and literacy strategies	4.00	4.33				4.33
Effectiveness of Program:						
E) Understand performance levels of students	4.00	4.67				4.67
N) Provide subject specific instruction	4.00	4.67				4.67
Overall Rating		4.59				4.59
		<i>n=3</i>				<i>n=3</i>

Content Knowledge and Preparation (Program Alumni)

Topic/Survey question	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Average Rating
Effectiveness of Instruction:						
5) Content standards and curriculum framework	4.00	3.33		4.50	3.00	3.44
13) Reading and literacy strategies	4.00	3.67		4.00	4.00	3.56
Effectiveness of Program:						
E) Understand performance levels of students	4.00	4.00		4.50	3.00	3.67
N) Provide subject specific instruction	4.00	3.50		4.00	3.00	3.50
Overall Rating		3.63		3.75	3.25	3.54
		<i>n=3</i>		<i>n=2</i>	<i>n=1</i>	<i>n=6</i>

Pedagogical Content Knowledge and Preparation (Program Completers - AY 2011-12)

Topic/Survey question	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Average Rating
Effectiveness of Instruction:						
9) Child/adolescent development	4.00	4.33				4.33
12) Subject specific pedagogy	4.00	3.33				3.33
Effectiveness of Program:						
A) Improve your teaching knowledge and skills	4.00	4.33				4.33
C) Improve your ability to use standard-based assessment	4.00	4.67				4.67
Overall Rating		4.17				4.17
		<i>n=3</i>				<i>n=3</i>

Pedagogical Content Knowledge and Preparation (Program Alumni)

Topic/Survey question	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Average Rating
Effectiveness of Instruction:						
9) Child/adolescent development	4.00	3.33		4.00	3.00	3.44
12) Subject specific pedagogy	4.00	3.50		2.50	2.00	2.67
Effectiveness of Program:						
A) Improve your teaching knowledge and skills	4.00	4.00		4.00	4.00	4.00
C) Improve your ability to use standard-based assessment	4.00	4.00		4.50	3.00	3.83
Overall Rating		3.71		3.75	3.00	3.49
		<i>n=3</i>		<i>n=2</i>	<i>n=1</i>	<i>n=6</i>

Professional and Pedagogical Knowledge and Skills (Program Completers - AY 2011-12)

Topic/Survey question	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Average Rating
Effectiveness of Instruction:						
2) Classroom management	4.00	4.67				4.67
3) Creating an effective learning environment	4.00	4.67				4.67
4) Instructional planning and delivery	4.00	4.67				4.67
11) Reading and literacy strategies	4.00	4.33				4.33
Effectiveness of Program:						
B) Plan and deliver instruction	4.00	4.33				4.33
D) Meet your students' different needs	4.00	4.67				4.67
K) Manage classroom behavior	4.00	4.67				4.67
Overall Rating		4.57				4.57
		<i>n=3</i>				<i>n=3</i>

Professional and Pedagogical Knowledge and Skills (Program Alumni)

Topic/Survey question	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Average Rating
Effectiveness of Instruction:						
2) Classroom management	4.00	3.33		3.00	3.00	3.11
3) Creating an effective learning environment	4.00	3.33		4.00	3.00	3.44
4) Instructional planning and delivery	4.00	3.33		4.00	3.00	3.44
11) Reading and literacy strategies	4.00	3.67		3.50	3.00	3.39
Effectiveness of Program:						
B) Plan and deliver instruction	4.00	3.67		4.50	3.00	3.72
D) Meet your students' different needs	4.00	3.67		4.50	3.00	3.72
K) Manage classroom behavior	4.00	3.33		4.00	3.00	3.44
Overall Rating		3.48		3.93	3.00	3.47
		<i>n=3</i>		<i>n=2</i>	<i>n=1</i>	<i>n=6</i>

Student Learning (Program Completers – AY 2011-12)

Topic/Survey question	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Average Rating
Effectiveness of Instruction:						
1) Assessing student learning and student progress monitoring	4.00	4.67				4.67
7) Using computer technology to support student learning	4.00	3.67				3.67
Effectiveness of Program:						
F) Use technology to support student learning	4.00	3.33				3.33
L) Analyze student work	4.00	4.67				4.67
O) Improve student achievement	4.00	4.67				4.67
Overall Rating		4.20				4.20
		<i>n=3</i>				<i>n=3</i>

Student Learning (Program Alumni)

Topic/Survey question	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Average Rating
Effectiveness of Instruction:						
1) Assessing student learning and student progress monitoring	4.00	3.67		4.00	3.00	3.56
7) Using computer technology to support student learning	4.00	3.00		5.00	2.00	3.33
Effectiveness of Program:						
F) Use technology to support student learning	4.00	3.00		4.50	3.00	3.50
L) Analyze student work	4.00	3.67		3.50	3.00	3.39
O) Improve student achievement	4.00	3.67		4.50	3.00	3.72
Overall Rating		3.40		4.30	2.80	3.50
		<i>n=3</i>		<i>n=2</i>	<i>n=1</i>	<i>n=6</i>

Professional Dispositions (Program Completers – AY 2011-12)

Topic/Survey question	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Average Rating
Effectiveness of Instruction:						
10) Content standards and curriculum framework	4.00	4.50				4.50
15) Professional, personal, legal and ethical aspects of teaching	4.00	5.00				5.00
Effectiveness of Program:						
H) Create a supportive and healthy environment for learners	4.00	5.00				5.00
M) Work with students and families	4.00	4.33				4.33
Overall Rating		4.71				4.71
		<i>n=3</i>				<i>n=3</i>

Professional Dispositions (Program Alumni)

Topic/Survey question	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Average Rating
Effectiveness of Instruction:						
10) Content standards and curriculum framework	4.00	3.33		4.00	3.00	3.44
15) Professional, personal, legal and ethical aspects of teaching	4.00	3.00		5.00		4.00
Effectiveness of Program:						
H) Create a supportive and healthy environment for learners	4.00	3.33		4.00	3.00	3.44
M) Work with students and families	4.00	3.33		3.50	3.00	3.28
Overall Rating		3.25		4.13	3.00	3.54
		<i>n=3</i>		<i>n=2</i>	<i>n=1</i>	<i>n=6</i>

Professional Dispositions Related to Diversity (Program Completers – AY 2011-12)

Topic/Survey question	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Average Rating
Effectiveness of Instruction:						
6) Supporting equity, diversity and access to core curriculum	4.00	4.33				4.33
8) Teaching special populations	4.00	3.00				3.00
14) Teaching English learners	4.00	5.00				5.00
Effectiveness of Program:						
G) Teach English learners	4.00	2.33				2.33
I) Address equity and diversity in your teaching	4.00	4.67				4.67
J) Teach special student populations	4.00	4.00				4.00
Overall Rating		3.89				3.89
		<i>n=3</i>				<i>n=3</i>

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Professional Dispositions Related to Diversity (Program Alumni)

Topic/Survey question	Criteria	Elem Ed	Hlth & Phy Ed	Spec Ed	Sec Ed	Average Rating
<u>Effectiveness of Instruction:</u>						
6) Supporting equity, diversity and access to core curriculum	4.00	3.33		3.50	3.00	3.28
8) Teaching special populations	4.00	3.00		4.50	3.00	3.50
14) Teaching English learners	4.00	3.00		5.00	4.00	4.00
<u>Effectiveness of Program:</u>						
G) Teach English learners	4.00	3.33		3.00	3.00	3.11
I) Address equity and diversity in your teaching	4.00	3.33		4.50	3.00	3.61
J) Teach special student populations	4.00	2.33		4.00	3.00	3.11
Overall Rating		3.05		4.08	3.17	3.44
		<i>n=3</i>		<i>n=2</i>	<i>n=1</i>	<i>n=6</i>