

Table 1
Response to Recommendations 4 and 5

Bachelor of Science in Education in Secondary Education

Strategic Theme	Outcomes	Assessment	Standard Against Which Evidence Compared	Improvement(s) (e.g., affect on “design of curricula, design and practice of pedagogy, and in improvement of evaluation.”)
Academic distinction	Candidates will demonstrate a knowledge of the content appropriate to their teaching field.	PRAXIS II Lesson Plans Instructional Teaching Units 1 & 2 Content Outlines Teaching Observation Rubric	Praxis II pass rates fell below 80% except in the BSEd in Family & Consumer Sciences and Business Education. Over 90% of the candidates demonstrated they had the content knowledge needed to plan and teach specific concepts in their respective disciplines in the field experiences.	Revise key assessments to place a stronger emphasis on content knowledge. Add an additional key assessment that addresses each of the National Council for Accreditation of Teacher Education (NCATE) content standards for each teaching field.
Academic distinction Student centeredness	Candidates will demonstrate the knowledge, skills, and dispositions needed to effectively plan classroom-based instruction, including planning for diverse learners.	Lesson Plans Instructional Teaching Units 1&2	Over 90% of the candidates demonstrated they could plan effective instruction; however, candidates continue to have difficulty in planning for a range of learners, especially children with special needs and children with different skill levels.	Revise course syllabi to include more emphasis on planning for diverse learners, especially the selection and use of multiple assessment and teaching strategies. Include additional experiences in planning for diverse learners prior to student teaching.
Academic distinction Student centeredness Transcultural opportunities	Candidates will demonstrate the knowledge, skills, and dispositions needed for effective classroom instruction.	Teaching Observation Rubrics	Over 90% of the candidates demonstrated effective classroom instruction in a range of school settings. The success rate of candidates completing student teaching has increased over the past two years.	Candidates will continue to be monitored in field experiences to identify further areas for improving classroom instruction. Plans are being made to explore urban settings for one of the field experiences.
Academic distinction Student centeredness Public-private partnerships	Candidates will demonstrate they have the knowledge, skills, and dispositions needed to assess and enhance student learning in P-12 schools.	Instructional Teaching Unit 2 Teaching Observation Rubric	Performance data indicate that candidates have the knowledge and skills needed to assess and enhance student learning in P-12 schools. A small percentage of the candidates continue to have some difficulty in using multiple assessment strategies appropriate for diverse learners.	Additional experiences will be implemented prior to student teaching to prepare candidates for assessing and teaching a diversity of learners in P-12 schools. Plans are being made to provide opportunities for candidates to work with classroom teachers in developing a variety of assessment strategies.

Strategic Theme	Outcomes	Assessment	Standard Against Which Evidence Compared	Improvement(s) (e.g., affect on “design of curricula, design and practice of pedagogy, and in improvement of evaluation.”)
Academic distinction Student-centeredness Technological advancement	Candidates will demonstrate the knowledge, skills, and dispositions needed to use student performance data to modify instruction.	Instructional Teaching Unit 2 Teaching Observation Rubric	Performance data indicate that candidates continue to need additional preparation in collecting, analyzing, and interpreting student performance data, as well as a range of strategies for using data to modify their selection and use of multiple assessment procedures, instructional resources, and teaching strategies.	Additional preparation in using sample performance data to make decisions about instruction will be integrated into methods courses prior to student teaching. Additional preparation in assessment techniques will be provided in the practicum courses, including the use of a range of technologies.
Technological advancement Student centeredness	Candidates will demonstrate the selection and use of multiple technologies to enhance learning in P-12 schools.	Instructional Teaching Units 1 and 2 Lesson Plans Teaching Observation Rubric	Performance data indicate that candidates have a strong working knowledge of how to select and use technology for instruction in P-12 schools; however, candidates need a broader range of technologies appropriate for classroom instruction.	Additional types of technology will be introduced and used in the methods courses to provide additional preparation in a broader range of appropriate technology used in P-12 schools.
Student-centeredness Public-private partnerships	Candidates have the knowledge, skills, and dispositions to use effective classroom management strategies.	Teaching Observation Rubric	The selection and use of effective classroom management strategies continue to be needed, especially in classrooms with special needs students.	Additional classroom management modules, videos, simulations, and seminars will be included in the curriculum and methods classes. Special workshops in classroom management will be conducted by area teachers will be added to the curriculum and methods classes as well as seminars in the partner schools.
Student-centeredness	Candidates demonstrate professional dispositions of teaching.	Dispositions Checksheet Teaching Observation Rubric Reflection Logs	Candidates who were not successful in the program often did not demonstrate professional dispositions of teaching, especially for candidates enrolled in the practicum courses.	A professional dispositions assessment is being developed and will become one of the key assessments in the program at each transition point.