

Changes Based on Data

PROGRAM: Secondary Mathematics Education

Name of Assessment	Results/ Data	Changes Made Date	Changes Planned Date	How data is shared with faculty, candidates, and professional community
<p>Content Knowledge PRAXIS II Grades/GPA</p>	<p>2007-2008 PRAXIS II scores were below the 100% pass rate of the previous year. The 100% pass rate was once again achieved in the last year for which data is available, following the interventions outlined herein.</p>	<p>1. Offered PRAXIS II Review Sessions every semester, free of charge, to Mathematics teacher candidates 2. Wrote and were approved for a grant from the US Department of Education. The MAST (Mathematics and Science Teachers) grant provides mentors and tutors to Mathematics and Science teacher candidates. Date:</p>	<p>Study groups for teacher candidates in the program and group advisement Date: Spring 2011</p>	
<p>Pedagogical and Professional Knowledge, Skills, and Dispositions: Lesson Planning Assessment; Student Teaching NCTM Evaluation; Standards Analysis project</p>	<p>Candidates performed well in all categories of these assessment instruments. In the Lesson Planning evaluation there was room for improvement in Assessment Plan and Design for Instruction for Spring 2010. Data from the Student Teaching NCTM Evaluation revealed room</p>	<p>1. Implementing dispositions assessments throughout the program Fall 2008 2. Dedicating more time to reviewing lesson plans to incorporating the standards into planning and instruction Fall 2010 3. Infusing more technology and cooperative learning practices</p>	<p>Having a plan to identify and implement writing intensive and technology intensive courses. Date: Fall 2011</p>	

	<p>for improvement in Mathematical Representation and Mathematics Pedagogy for the same semester. On the Standards Analysis, elements three and five, Analysis of how selected content standards and process standards are addressed in the (NCTM and NJCCCS) document, and Quality of writing - respectively, prove most challenging for candidates.</p>	<p>Fall 2010 4. Adding the Standards analysis as a critical assessment in the methods course – (CISE 413) in the practicum semester Date: Fall 2008</p>		
<p>Student learning: Teacher Work Sample</p>	<p>Data from the Teacher Work Sample for Spring 2010, point to the need for improvement in Category 5 - Knowledge of Community, School and Classroom Factors; and Category 9 - Implications for Instructional Planning and Assessment.</p>	<p>1. Introducing the TWS earlier in the program to familiarize teacher candidates to the assessment, and have them focus on the elements of the assessment rubrics 2. Implementing professional development workshops to acclimate faculty to the TWS history, research, and implementation as well as to how to emphasize assessment of K-12 student learning in their teaching 3. Producing and implementing a</p>	<p>To require that teacher candidates complete more elements from the TWS assessment during the practicum semester Date: Spring 2011</p>	

		TWS manual for teacher candidates to be used in the student-teaching semester 4. Providing one-on-one TWS training for full-time and adjunct faculty and clinical supervisors		
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