

Changes Based on Data

PROGRAM: K-12 SCIENCE

| Name of Assessment | Results/ Data | Changes Made Date | Changes Planned Date | How data is shared with faculty, candidates, and professional community |
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| Content Knowledge: Praxis Data | Biology 2004-05 – 100% 2005-06 – 83% 2006-07 – 100% 2007-08 – 100% 2008-09 100% Chemistry 2004-05 – 100% 2008-09 – 100% | <ol style="list-style-type: none"> 1. Praxis preparation has been routinely offered through the College of Science and MAST program. 2. Passing Praxis score required prior to student teaching. 3. Advisors caution all candidates to take Praxis well in advance of student teaching semester. 4. Advisors caution earth science majors to take chemistry or audit chemistry. 5. Secondary Department Student Relations Committee holds multiple information sessions each | | Data discussed with Department at Education Retreat and in department meetings. |

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| | | <p>semester regarding program requirements, including Praxis.</p> <p>6. Articulation with College of Science Dean and professors and with MAST coordinator concerning Praxis</p> | | |
| <p>Student Teaching Final Report</p> | <p>Lowest means scores: 2.3 (v14) - classroom management 2.4(v4)- pedagogical knowledge 2.4(v16) – questioning/inquiry 2.6 (v6) comprehensive unit lesson plan</p> | <p>1. Pre-practicum series and Student Teacher Professional Development Day implemented to address classroom management and differentiating instruction. 2. All program candidates required to take Psychology with Classroom Management offered by department. 3. Introduced teacher work sample with emphasis on designing instruction & instructional decision making.</p> | <p>1. Continue to reflect on and revise TWS. 2. Introduce the TWS in earlier classes (i.e. CISE 325) (Spring 2011) 3. Increase discussion among secondary department instructors in order to strengthen connections between secondary science methods and CISE 295, CISE 417, CISE 325, CISE 450) beginning Fall 2012 4. Share data among student teacher science supervisors.</p> | <p>1. Data discussed with department at Education Retreat 2. Data discussed at College Council and College Assessment Committee meetings. 2. Data shared with university supervisors in scheduled meetings. 3. Data/ concerns shared with candidates and cooperating teachers during student teacher visitation.</p> |

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| | | 4. Increased emphasis on unit/inquiry lesson planning in science methods and refined the related SPA assessment | 5. Increase emphasis on science pedagogy in science methods. | |
| Field Experience Survey of candidates perspectives on Twenty Competencies | Candidates felt least prepared to use data to adapt instruction based on individual differences | Office of Field Experiences implemented pre-practicum series and Student Teacher Professional Development Day addressing differentiated instruction and classroom management. | Continuation of workshops for practicum students, student teachers and workshops for student teacher supervisors and cooperating teachers. | 1. Data discussed with Department at Education Retreat 2. Data discussed at College Council and College Assessment Committee meetings. |
| Feedback on NCATE/NSTA folio | | Considerable revisions in NCATE Science critical assessments including the following: Revision of Evidence of Research and Investigation Revised Safety Assessment in Science Methods to reflect all required aspects of Science Safety Addendum to Student Teaching Assessment to | Implement in Fall, 2011. Share with earth science, chemistry, and life science professors Implement in Fall, 2011 Implement in Fall, 2011. Share information with all | |

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| | | better reflect all required aspects of Science Safety. | university science supervisors. | |
| | | Addendum to Student Work Sample to better address specific science SPA competencies. | | |