

## SECTION IV—EVIDENCE FOR MEETING STANDARDS

**DIRECTIONS:** The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge<sup>1</sup>
- Pedagogical and professional knowledge, skills and dispositions
- Focus on student learning

For each assessment, the evidence for meeting standards should include the following information:

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards; and
5. Attachment of assessment documentation, including<sup>2</sup>:
  - (a) the assessment tool or description of the assignment;
  - (b) the scoring guide for the assessment; and
  - (c) candidate data derived from the assessment.

*The narrative section for **each** assessment (1-4 above) is limited to two text pages. It is preferred that each attachment for a specific assessment (5a-c above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond 5 pages.*

**#1 (Required)-CONTENT KNOWLEDGE: Data from licensure tests for content knowledge in Communication Arts.**

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<sup>1</sup> In some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

<sup>2</sup> All three components of the assessment – as identified in 5a-c – must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

All candidates are required to take and pass the Michigan Test for Teacher Certification (MTTC) Basic Skills test as well as the MYYC Content Scores which in this case is Communication Arts content area test. This occurs prior to the student entering student teaching. According to the recent 2 years of data, there were no candidates for Communication Arts.

Refer to Table 4 MTTC Content Area Results, Initial and Cumulative for 2009-2010 and Table of Annual Summary of State Results for 2007-2010.

The MTTC covers the following areas: Meaning and Communication, Literature and Understanding, Genre and Craft and Skills and Processes which are the categories for the MDE standards and guidelines matrix (3.1, 3.2, 3.3, 3.4).

## **#2 (Required)-CONTENT KNOWLEDGE: Assessment of content knowledge in Communication Arts.**

### 1. Description of the Assessment

Beginning in fall 2008, SPA organizations permit course grades to be submitted for evaluation of content knowledge. Content courses are taught in the relevant Departments in the College of Arts and Sciences, namely the Department of Communication. Two courses are considered to be core courses to meet most of the standards for MDE for both the majors and minors: COMM 450 Communication in the Classroom and COMM 475 Professional Presentations (3cr). Typically core communication content courses are completed prior to student teaching and are used to demonstrate readiness for student teaching see Program Assessment Plan and Gateways.

### 2. Alignment of Standards

Table of MDE standards and core courses to show how this assessment aligns with the standards it is cited for in Section III which is the MDE standards and guidelines matrix.

Stds	COMM 450	COM M 475
1.1		
1.2	x	x
1.2.1	x	x
1.2.2		
1.3		
1.4.1	x	x
1.4.2	x	x
1.4.3	x	
1.4.4	x	x
1.4.5	x	
1.5		
1.6.1	x	x
1.6.2	x	x
1.6.3		
1.6.4		
2.1	x	x
2.2	x	x
2.3	x	x
2.4		x
2.5		
2.6		
2.7	x	
2.7		
2.9		
3.1		
3.1.1	x	x
3.1.2	x	x
3.1.3		x
3.1.4	x	x

Stds	COMM 450	COM M 475
3.1.5	x	x
3.1.6		
3.1.7		
3.1.8		
3.2.1	x	x
3.2.2	x	
3.2.3	x	x
3.2.4		
3.2.5		
3.2.6		
3.2.7		
3.2.8		
3.3.1	x	x
3.3.2	x	x
3.3.2	x	x
3.3.4		
3.3.5		
3.4.1	x	x
3.4.2	x	
3.4.3	x	x
3.4.4	x	x
3.4.5		x
3.4.6		x
3.4.7		x
3.4.8		x
3.4.9		x
3.4.10		x
3.4.10.1		x

Stds	COMM 450	COM M 475
3.4.10.2		
3.4.11	x	
3.4.12		
3.4.13		
3.4.14		
4.1.1	x	x
4.1.2	x	x
4.1.3		x
4.1.4	x	
4.1.5	x	
4.1.6		x
4.1.7	x	x
4.1.8	x	
4.1.9	x	x
4.1.10		
4.1.11	x	x
4.2.1	x	x
4.2.2	x	
4.2.3	x	x
4.2.4	x	x
4.2.5		x
4.2.6	x	x
4.2.7	x	
4.2.8		x
4.3.1	x	x
4.3.2	x	x
4.3.3	x	x
4.3.4	x	

<b>Stds</b>	<b>COMM 450</b>	<b>COM M 475</b>
4.3.5	x	x
4.3.6	x	x
4.3.7	x	x
4.3.8	x	
4.3.9	x	

Table: COMM 450 and COMM 475 MDE standards and content knowledge

MDE standards, guidelines	COMM 450	Assignment
1.2.1, 3.1.3, 3.1.4, 3.4.2, 3.4.3, 3.4.11	Theoretical foundation; model of communication process, and interdependence of components; understanding of non-verbal and verbal language, understanding of listening process, understand skills to communicate in oral and written forms;	1. Based on the video, 'Human Communication' identify the components of communication in the teaching-learning situation and present these in a <b>model</b> showing the interrelationships of the components.
1.4.2, 1.4.3, 1.4 4, 2.1, 2.2, 2.7, 3.1.4, 4.2.5, 4.2.7, 4.3.6	This assignment is intended to encourage the students to develop criteria for self-assessment by doing simple research and developing relevant communication skills such as interview, discussion, reflection to understand expectations of teachers and therefore understand and integrate the concept of communication into teaching and learning and the activities of the classroom. The activity also encourages an understanding of differences and how to assess findings and present these appropriately	2. Choose 1 A) Teaching is communication... <b>OR</b> B) A credible teacher is one who...  Compile 8 interview questions and use these questions to survey 10 students. The goal is to assess the importance of communication in teaching and learning. Give the demographics of the students/people surveyed in a chart and write your ideas based on what they reported.
3.4.2, 3.4.3, 3.4.11, 4.2.3, 4.2.3	Listening is an essential component of communication and is critical in the classroom. Students will demonstrate an understanding of the processes and strategies for effective learning at various levels, the skills to communicate effectively to foster various types of listening. Activities, games and simulations will be collected and presented to encourage students to apply the principles of effective listening, to develop habits	3. <b>Listening and Learning</b> 3.1 Select an activity that promotes/fosters the habit of listening and present it to the class on the level most appropriate for learning that skill. 3.2 Provide a list of at least 12 activities for developing listening to be included in the class resource binder. 3.3 Illustrate the relationship between listening and learning

	of effective listening, reduction of noise and filters for the purpose of learning	
1.2.1, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 2.7, 3.1.1, 3.1.2, 3.1.4, 3.1.5, 3.2.2, 3.3.1, 3.4.1, 3.4.2, 3.4.3, 4.1.9	<p>apply communication concepts to the reality of the classroom;</p> <p>become aware of instruction design and strategies used and reflect on learning and the leadership of the teacher;</p> <p>prepare for practicing these concepts in mini-lessons;</p> <p>learn the importance of systematic observation;</p> <p>develop an awareness of the teaching and learning process and the importance of self-assessment to help students respect all learners, diversity issues, and the effect of the audience on the presentation and reception of messages (specifically in the classroom);</p> <p>promote collegiality by initiating opportunities for students to discuss teaching and learning</p> <p>develop an understanding of experiences in a variety of contexts; how verbal and nonverbal communication and language choices affect people and analyze oral, written and visual texts and their effect and appropriateness</p>	<p><b>4. Classroom observation</b></p> <p>A minimum of 8 hours (note the time period of each observation session) must be spent observing classroom communication in a public/private school and/or your university classes.</p> <p>Observations should be made about the following aspects and with reference to the textbook explanation and definition. The following are the major topics in the discussion of communication in the classroom and should be used as sub-headings for your discussion:</p> <ul style="list-style-type: none"> <li>• communication climate and learning environments</li> <li>• cultural diversity &amp; how it affects content &amp; attitudes</li> <li>• teacher communication style</li> <li>• teacher's immediacy</li> <li>• teacher expectations - methods employed?</li> <li>• teacher's active listening behaviors</li> <li>• teacher's use of positive and negative language</li> <li>• seating arrangements, learning environments &amp; effects on communication</li> <li>• teacher's movement around classroom and influence on relationships</li> </ul> <p>The Classroom Observation Paper should include the findings using 2 instruments and a discussion of the findings.</p>
2.2, 2.3, 2.6, 3.1.1, 3.1.3, 3.1.4, 3.1.5, 3.2.1, 3.2.2, 3.3.1, 3.3.2, 3.3.3, 3.3.5, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6, 3.4.7, 3.4.8, 3.4.9, 3.4.11, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.1.9, 4.1.10, 4.1.11, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.3.1, 4.3.3, 4.3.4, 4.3.5, 4.3.6, 4.3.7, 4.3.8,	<p>Become familiar with the SED template of the lesson plan and the structure of a lesson;</p> <p>Language arts and communication skills such as speaking, listening, visual/media literacy;</p> <p>practice instructional strategies; use of suitable technology; develop communication competence and deal with communication anxiety;</p>	<p><b>5. Lesson 1 and lesson 2</b></p> <p>2 mini-lessons using instructional strategies – lecture, discussion, small group on topics in chapters 8-10 in the textbook. The topics may include diversity, race, ethnicity, sexism, motivation, teacher misbehavior, challenges of the Christian teacher. Each lesson will be 8-10 minutes and a lesson plan must be developed using the supplied template.</p> <p><b>Lesson 3</b></p> <p>Choose a type of communication class from the NCA curriculum materials supplied in class, identify the appropriate grade/level, and present a lesson on relevant topic using suitable materials, visual aids etc., to the class. The criteria for evaluation will</p>

4.4.9	apply knowledge of concepts; understand how similar content can be presented in various forms (oral, visual, written); understanding at a deeper level important ideas, issues, themes related to communication and the classroom; observe different ways of presentations and use of instructional strategies; use evaluation criteria and tools of assessment	reflect your knowledge of communication as well as teaching as communication. 2 of the 3 lessons are video-taped and the student evaluates his/her lessons using an evaluation form.
1.4.1, 1.4.2, 1.4.3, 1.4.4, 3.4.6, 3.4.5		6. Reading reports for developing philosophy of teaching and keeping current with research in communication education
1.4.5,		7. This reader is in the form of a portfolio which demonstrates and documents your knowledge, skills and attitudes about learning, teaching and communication. It should be organized in a binder with a Table of Contents and dividers. All the materials and resources collected during the semester must be included including the materials from assignment #2 and #3. The portfolio should also evidence the student's involvement and interest in the course. A 2-page summary of teaching as communication based on a reflection paper.
<b>MDE standards, guidelines</b>	<b>COMM 475</b>	<b>Assignment</b>
2.3, 3.1.1, 3.1.3, 3.1.4, 4.1.11,	Public Speaking - grounded in rhetoric and research	Students are exposed to principles of rhetoric, ethos, logos and pathos and argument. Class presentation in form of an argument is made.
4.3.3	Managing the fear of speaking, impromptu speaking	2-13 min speech on given topic given in class. Creativity and organizational ability and composure is assessed
3.4.11, 4.2.3, 4.2.4, 4.2.5	Listening	Students complete peer review forms so that listening is emphasized and encouraged
2.1, 2.2, 3.1.4, 3.1.5, 3.4.3, 3.4.7, 4.1.7, 4.2.1, 4.2.5, 4.3.6	Audience adaptation	The audience is considered for every type of speech

1.4.2, 3.4.6, 4.2.1	Speech texts – craft, aesthetics, significance	Students study various texts to investigate craft, aesthetics and significance
4.3.5, 4.2.1, 4.2.4	Finding a topic	For all speeches.
3.4.1, 3.4.3, 3.4.5, 3.4.6, 4.1.3, 4.1.6	Researching the topic	All speeches require research and citing of sources both in outline and in presentation
3.2.8	Supporting the ideas	Research to support ideas to make objective presentations that are objective
3.3.1, 3.4.3	Structuring a speech and outlining	Outline is required to show structure of speech for all types of presentations
4.2.8	Presentation aids – effective use of power point	Instructor provides instruction based on textbook chapter on rules of using power point. Students in peer evaluation remark on use of power point
3.1.1, 3.1.5, 3.4.4, 3.4.5	Presenting the speech, revising and editing speeches	2 speeches are taped for self-analysis and revision to correct problem areas.
3.4.5	Informative speech	10-15 min presentation from topics in text, using a visual aid. Prepare an outline, research to support the presentation from 5 credible sources listed in the reference list in the outline. Speech is taped for self-analysis.
2.2, 3.1.4, 3.1.5	Various forms of presentation and reflection on message construction and how language affects reception	Types of presentations varies. In persuasion context, students have to consider evidence, the use of and construction of the message in order to convey the need for action and how language affects reception
4.1.11, 4.2.3, 4.2.4, 4.2.6, 4.3.1, 4.3.5, 4.3.6, 4.3.7	Evaluation, critique, questions and answer sessions, criteria and rubrics	Students are given tools for self-analysis, peer evaluation and for critique of speeches in films, online, in print etc.
3.2.1, 3.4.8, 4.1.1, 4.1.2, 4.1.3	Expressive choices – evaluate a play production, story-telling, characterization, reading	Film analysis is done on speech making. Oral interpretation – students were pre-assigned a character from 1st Kings 18 and an impromptu speech was made by that character.
3.4.8, 4.1.1, 4.1.2	Presenting using different media – radio, TV	Americanrhetoric.com provides activities for analyzing speeches using different media
3.4.3, 3.4.7, 3.4.10, 3.4.10.1	Persuasion and argument	A 6-8 min presentation on a problem that needs collective action. Outline is required with a

		reference list of 6 sources. Speech is taped and a self-analysis is required.
3.2.8, 3.4.7, 3.4.10	Debate – issues and trends and controversial topics	Students learn the procedures of formal debate and participate in a debate.
4.1.8, 4.1.9, 4.1.11, 4.2.3, 4.2.4, 4.2.6, 4.3.1, 4.3.5, 4.3.6, 4.3.7	Ceremonial speaking, Evaluation and reflection	2-3 min memorized presentation with a complete manuscript prepared. Creative language that is motivational is required
1.2.1, 1.4.1, 1.4.2, 1.4.4, 2.1, 2.2, 2.3, 3.1.1, 3.1.2	Speeches: Self-introductory, Informative, Persuasive,	3-5 min extemporaneous speech with an introduction, body and conclusion to help the audience to understand something unique about oneself. Informative and Persuasive speeches prepared and presented

3. Grade allocation according to University standards is as follows:

A	94-100%	4.00	C+	77-79%	2.33
A-	90-93%	3.67	C	73-76%	2.00
B+	87-89%	3.33	C-	70-72%	1.67
B	83-86%	3.00	D	66-69%	1.00
B-	80-82%	2.67	F	0-65%	0.00

Overall students' grades reflect a satisfactory accomplishment of content knowledge in the core courses of Communication Arts. The grade level of C+ is considered satisfactory. 2 years of data indicates that students have been successful.

4. Data table

This table was used to determine the satisfactory master of content knowledge and includes final grades

and consists of assignments detailed in the following section.

**Table 5. Summary of CAS Course Grade Evidences, 2010-2011**

<b>Department</b>	<b>2010-11 #* of Students</b>	<b>2010-11 % Grades Levels 3-5</b>	<b>Mean</b>	<b>2009-10 #* of Students</b>	<b>2009-10 % Grades Levels 3-5</b>	<b>Mean</b>
Art	18	94%	4.4	23	100%	4.3
Biology	34	71%	3.4	10	70%	3.1
Chemistry	5	40%	2.8	4	100%	4.0
<b>Communication &amp; Journalism</b>	<b>41</b>	<b>93%</b>	<b>4.5</b>	<b>30</b>	<b>97%</b>	<b>4.5</b>
Computer	3	100%	5.0	--	--	--
Economics	13	69%	3.6	9	78%	3.7
English	137	84%	4.0	84	74%	3.7
Geography	28	100%	4.8	32	94%	4.4
History	57	86%	4.8	69	75%	3.4
International Languages	22	100%	4.7	23	100%	4.7
Mathematics	43	70%	3.4	45	60%	2.9
Physics	25	76%	4.0	26	62%	3.4
Political Science	28	79%	3.8	26	81%	3.5
Psychology	5	60%	3.2	4	100%	3.3
Religion	2	100%	4.5	4	25%	1.8

**\*combined totals from all tracked courses for declared elementary & secondary majors**

<b>Assessment Documentation:</b>
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- |   |
|---|
| <p>a) <b>Assessment tool or description of the assignment</b></p> <p>b) <b>Scoring guide for the assessment</b></p> <p>c) <b>Candidate data derived from the assessment</b></p> |
|---|

**a) Assessment tool**

For COMM 450: Evaluation Forms for Instructional Strategies, Lecture, Discussion, Small Group

**COMM 450 Evaluation of Lesson  
Instructional strategy: Lecture**

Name:	Date:	Topic:		
			Good	Average
				Poor
<b>General</b>				
Goals were clear from the beginning			5	3
Teacher caught the student's attention			5	3
Climate was supportive			5	3
Communication style was clear, relational			5	3
Teacher was aware of relationship			5	3
Classroom organization suited the strategy used			5	3
Non-verbal communication supported the message			5	3
Student learning was the focus			5	3
Learning was assessed			5	3
Teacher language was positive			5	3
Lesson was well-structured			5	3
Time was used well			5	3
Processing of information was evident			5	3
The lesson was interactive			5	3
Active listening was encouraged			5	3
Teacher immediacy was evident			5	3
Feedback was allowed			5	3
Teacher feedback was supportive			5	3
<b>Lecture</b>				
Content was well-organized			5	3
Content was interesting			5	3
Language used clarified concepts			5	3
Examples used were suitable			5	3
Important points were emphasized			5	3
Teacher caused students to organize learning			5	3
Student interest was maintained			5	3
Teacher was enthusiastic			5	3
Questions were used and encouraged			5	3

Questions were on different levels	5	3	1
Students were engaged	5	3	1
Practical applications were made	5	3	1
Delivery kept interest	5	3	1

Comments:

**COMM 450 Evaluation of Lesson  
Instructional strategy: Discussion**

Name:	Date:	Topic:			
			Good	Average	Poor
<b>General</b>					
Goals were clear from the beginning	5		3		1
Teacher caught the student's attention	5		3		1
Climate was supportive	5		3		1
Communication style was clear, relational	5		3		1
Teacher was aware of relationship	5		3		1
Classroom organization suited the strategy used	5		3		1
Non-verbal communication supported the message	5		3		1
Student learning was the focus	5		3		1
Learning was assessed	5		3		1
Teacher language was positive	5		3		1
Lesson was well-structured	5		3		1
Time was used well	5		3		1
Processing of information was evident	5		3		1
The lesson was interactive	5		3		1
Active listening was encouraged	5		3		1
Teacher immediacy was evident	5		3		1
Feedback was allowed	5		3		1
Teacher feedback was supportive	5		3		1
<b>Discussion</b>					
Attention getting	5		3		1
Instructions were clear	5		3		1
Topic was interesting and relevant	5		3		1
Questioning moved the lesson forward	5		3		1
Discussion was facilitated with flexibility	5		3		1
Reflection was encouraged	5		3		1
Critical thinking was encouraged	5		3		1
Teacher recognized ideas and listened	5		3		1
Teacher waited for student input	5		3		1
Feedback recognized learning	5		3		1
Teacher encouraged all to participate	5		3		1

Comments:

**COMM 450 Evaluation of Lesson  
Instructional strategy: Small Group**

Name:

Date:

Topic:

	Good	Average	Poor
<b>General</b>			
Goals were clear from the beginning	5	3	1
Teacher caught the student's attention	5	3	1
Climate was supportive	5	3	1
Communication style was clear, relational	5	3	1
Teacher was aware of relationship	5	3	1
Classroom organization suited the strategy used	5	3	1
Non-verbal communication supported the message	5	3	1
Student learning was the focus	5	3	1
Learning was assessed	5	3	1
Teacher language was positive	5	3	1
Lesson was well-structured	5	3	1
Time was used well	5	3	1
Processing of information was evident	5	3	1
The lesson was interactive	5	3	1
Active listening was encouraged	5	3	1
Teacher immediacy was evident	5	3	1
Feedback was allowed	5	3	1
Teacher feedback was supportive	5	3	1
<b>Small Group</b>			
Instructions were clear	5	3	1
Organization of groups was smooth	5	3	1
Topics were motivational and relevant	5	3	1
Task was clear	5	3	1
Group members participated	5	3	1
Teacher was engaged in learning environment	5	3	1
Timing and focusing on task was evident	5	3	1
Students understood the purpose	5	3	1
Roles were defined and monitored	5	3	1
Pace was good	5	3	1
Interpersonal skills were observed	5	3	1
Debriefing was beneficial	5	3	1
Learning outcomes were achieved	5	3	1

Comments:

For COMM 450: Video Evaluation forms for Instructional Strategies, Lecture, Discussion, Small Group

## Video Evaluation of Lecture

View the video of your lesson and then evaluate the effectiveness of your lesson by commenting on the following areas:

### General:

- . Were the learning goals continuously in your mind as you shared information?
- . Was the climate supportive?
- . Was the language used, positive and the communication style, clear and relational?
- . Was the time well-used?
- . Did you allow for the students to process the information you shared?
- . Was the lecture the most suitable instructional strategy?
- . Was active listening encouraged?
- . Were the students on task?
- . Explain how you planned for the lesson to be interactive. Assess your immediacy.

### Instructional phases:

#### Focus:

- . How did you get student attention?
- . How did you create an open climate?
- . Did you provide a preview?
- . How did you motivate students to learn?
- . Were the students on task?

#### Construction:

- . Did you stress main points?
- . What types of support did you use?
- . Did you ask questions to stimulate thought and to keep interest?
- . Did you encourage feedback?
- . Were you examples/ visual aids suitable?
- . Did you maintain student interest? How? What could have been improved?
- . Could the students organize their learning?
- . Was your lesson structured to keep the students engaged?
- . Did you make practical applications?

#### Assessment:

- . Did you provide a review?
- . Did you dedicate time to reflection of what your goals for the lesson were?
- . How did you provide closure for your students?
- . What would you do the same if you were to teach this lesson over again?
- . What would you do differently if you were to teach this lesson again?

## Video Evaluation of Discussion

View the video of your lesson and then evaluate the effectiveness of your lesson by commenting on the following areas:

### General:

- Were the learning goals continuously in your mind as you shared information?
- Was the climate supportive?
- Was the language used, positive and the communication style, clear and relational?
- Was the time well-used?
- Did you allow for the students to process the information you shared?
- Was the lecture the most suitable instructional strategy?
- Was active listening encouraged?
- Were the students on task?
- Explain how you planned for the lesson to be interactive. Assess your immediacy.

### Instructional phases:

#### Focus:

- How did you get student attention?
- How did you create an open climate?
- Did you give a focus in the topic, issue raised?
- Was there something to discuss?
- Was the topic relevant to the level of the students?
- How did you motivate students to participate?
- Did the students participate? Why? Why not?
- Did you acknowledge each comment? Was your feedback formative?
- How did you deal with noises (physical and psychological) during the discussion?
- Were the students on task?

#### Construction:

- Did you ask questions to stimulate thought and to keep interest?
- Did you ask questions on different levels? Who, Why, How?
- Did you encourage critical thinking?
- Would you change your questions if you were to lead this discussion again? If so, what would you change about your questions?
- Did you encourage feedback?
- Were you examples/ visual aids suitable?
- Did you maintain student interest? How? What could have been improved?
- Could the students organize their learning?
- Was your lesson structured to keep the students engaged?
- Did you make practical applications?

#### Assessment:

- Did you provide a review or a summary to make sure the students understood the purpose of the discussion?
- Did you dedicate time to reflection of what your goals for the lesson were?
- How did you provide closure for your students? Was the topic relevant to the students?
- What would you do the same if you were to teach this lesson over again?
- What would you do differently if you were to teach this lesson again?

## Video Evaluation of Small Group Facilitation

View the video of your lesson and then evaluate the effectiveness of your lesson by commenting on the following areas:

### General:

- . Were the learning goals continuously in your mind as you shared information?
- . Was the climate supportive?
- . Was the language used, positive and the communication style, clear and relational?
- . Was the time well-used? Did you allow enough time for the group to work? Did you allow enough time for feedback to the whole group?
- . Did you allow for the students to process the information you shared?
- . Was the lecture the most suitable instructional strategy?
- . Was active listening encouraged?
- . Were the instructions clear? Did the group know how to proceed?
- . Were the students on task? Were they learning according to your goals?
- . Explain how you planned for the lesson to be interactive. Assess your immediacy.

### Instructional phases:

#### Focus:

- . How did you get student attention?
- . How did you create an open climate?
- . Did you give a focus to the group? Was the task clear?
- . Was there something to discuss?
- . Was the topic relevant to the level of the students? Did they perceive the importance of the task?

#### Construction:

- . How did you motivate students to participate?
- . Did the students participate? Why? Why not?
- . How did your distance to your students encourage students to stay on task? What nonverbal methods worked well?
- . Did you intervene once you recognized that a group was frustrated/confused/apathetic? What did you do?
- . Were you attentive and vigilant about what was happening in the groups?
- . How did you show that you were available for assistance?
- . What nonverbal signs did you notice while you were monitoring small groups that led you to believe the group was “stuck?” How did you respond?
- . Did you acknowledge each comment? Was your feedback formative?
- . How did you deal with noises (physical and psychological) during the small group discussion?
- . Were the students on task? What problems did groups have in completing the task?

#### Assessment:

- . Did you provide a review or a summary to make sure the students understood the purpose of the small group discussion and task they had to complete?
- . Did you dedicate time to reflection of what your goals for the lesson were?
- . How did you provide closure for your students? Was the topic relevant to the students? Did they understand this?
- . What problems did the groups have in completing the task or working together?
- . What would you do the same if you were to teach this lesson over again?
- . What would you do differently if you were to teach this lesson again?
- . What could you say or do differently to better assist students in this type of group?

COMM 475: Assessment forms for various presentations.

### Self-Intro Speech Evaluation Form

Speaker: \_\_\_\_\_ Time: \_\_\_\_\_

Topic: \_\_\_\_\_

Evaluation Scale: E: Excellent      G: Good      A: Average      F: Fair P: Poor

#### INTRODUCTION (5 pts)

Gained Attention and Interest:	E	G	A	F	P
Introduced topic clearly:	E	G	A	F	P
Related topic to audience:	E	G	A	F	P
Established credibility:	E	G	A	F	P
Previewed body of speech:	E	G	A	F	P

#### BODY (8 pts)

Main points clear & fully supported:	E	G	A	F	P
Organization well planned:	E	G	A	F	P
Language clear and appropriate:	E	G	A	F	P
Transitions used effectively:	E	G	A	F	P

#### DELIVERY (5 pts)

Maintained strong eye contact:	E	G	A	F	P
Avoided distracting mannerisms:	E	G	A	F	P
Used pauses effectively:	E	G	A	F	P
Presentation aids integrated and enhancing:	E	G	A	F	P
Presentation style:	E	G	A	F	P

#### CONCLUSION (7 pts)

Prepared audience for the end:	E	G	A	F	P
Reinforced central idea of the speech:	E	G	A	F	P
Memorable ending:	E	G	A	F	P

Message adapted to the audience:	E	G	A	F	P
Specific purpose accomplished:	E	G	A	F	P
Within time limit:	E	G	A	F	P
Held audience interest:	E	G	A	F	P

**COMMENTS:**

**Informative Speech Evaluation Form**

Speaker: \_\_\_\_\_

Topic: \_\_\_\_\_

Time: \_\_\_\_\_

Evaluation Scale: E: Excellent      G: Good      A: Average      F: Fair      P: Poor

**INTRODUCTION (10 pts)**

Gained Attention and Interest:	E	G	A	F	P
Introduced topic clearly:	E	G	A	F	P
Established common ground with audience:	E	G	A	F	P
Established credibility:	E	G	A	F	P
Previewed body of speech:	E	G	A	F	P

**BODY (15 pts)**

Main points clear:	E	G	A	F	P
Main points fully supported:	E	G	A	F	P
Organization well planned:	E	G	A	F	P
Language clear and appropriate:	E	G	A	F	P
Transitions used effectively:	E	G	A	F	P

**CONCLUSION (5 pts)**

Prepared audience for the end:	E	G	A	F	P
--------------------------------	---	---	---	---	---

Reinforced central idea of the speech: E G A F P

Memorable ending: E G A F P

**DELIVERY (15 pts)**

Maintained strong eye contact: E G A F P

Avoided distracting mannerisms: E G A F P

Used pauses effectively: E G A F P

Projection varied for emphasis: E G A F P

Presentation aids integrated and enhancing: E G A F P

Communicated enthusiasm for topic: E G A F P

Presentation style: E G A F P

**OVERALL EVALUATION (5 pts)**

Message adapted to the audience: E G A F P

Topic challenging: E G A F P

Specific purpose accomplished: E G A F P

Within time limit: E G A F P

Held audience interest: E G A F P

**COMMENTS:**

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**Impromptu Presentations**

Speaker: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_  
\_\_\_\_\_

E = Excellent    G= Good    A = Average    F = Fair    P= Poor

Speaker opened with an introduction.	E	G	A	F	P
Main ideas were previewed.	E	G	A	F	P
Main ideas were adapted to audience.	E	G	A	F	P
Main ideas were properly supported.	E	G	A	F	P
Main ideas were summarized.	E	G	A	F	P
Language was clear and appropriate.	E	G	A	F	P
Concluding remarks reflected on meaning.	E	G	A	F	P
Speaker maintained good eye contact.	E	G	A	F	P
Gestures were used effectively.	E	G	A	F	P
Vocal variety was appropriate.	E	G	A	F	P

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Grade: \_\_\_\_\_

**Debate Evaluation Rubric**

**Scale:** 5: Well Done    4: Good    3: Average    2: Weak    1: Implied    0: Missing

1. Moot stated at the beginning, during and in conclusion:	5	4	3	2	1	0
2. Arguments supported with substantial evidence:	5	4	3	2	1	0
3. Avoided clichés and fallacies:	5	4	3	2	1	0
4. Refuted opposing arguments:	5	4	3	2	1	0
5. Used presentation aids effectively:	5	4	3	2	1	0
6. Conclusion reinforced the arguments of the team:	5	4	3	2	1	0
7. Delivery style-used notes as a guide:	5	4	3	2	1	0
8. Vocal variety applied with emphasis on main points:	5	4	3	2	1	0
9. Persuaded ethically, without attacking opponents:	5	4	3	2	1	0
10. Used time allotted wisely:	5	4	3	2	1	0

Comments: \_\_\_\_\_  
\_\_\_\_\_

## COMM475—PERSUASIVE SPEECH EVALUATION

\_\_\_\_\_  
Name of Presenter

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title of Presentation

\_\_\_\_\_  
Time of Presentation

GRADE \_\_\_\_\_ / 50 pts

**CONTENT** (23 PTS)

**COMMENTS**

Attention Step

1	2	3
bored	interested	absorbed

Need Step

1	2	3
vague	clear	audience directed

Satisfaction Step

1	2	3
vague	partial	fulfills need

Visualization Step

1	2	3
vague	present	vividly painted

Action Step

1	2	3
weak	stated	motivational

Integrated Sources

1	2	3	4	5
one		three		complete

Transitions

1	2	3
vague	occasional	clearly orientating

**DELIVERY** (27 PTS)

Projection	1	2	3
	too soft/loud	adequate	varied for emphasis
Pace	1	2	3
	too fast/slow	comfortable	varied for emphasis
Pauses	1	2	3
	nonfluencies	few distractions	no distractions
Posture/Movements	1	2	3
	distracting	natural	confident
Gestures	1	2	3
	distracting	natural	reinforcing
Eye Contact	1	2	3
	evasive	partial	direct/inclusive
Visual Aids	1	2	3
	poor support	good support	integrated/enhancing
Presentation Style	1	2	3
	manuscript	memorized	extemporaneous
Use of Allotted Time	-----		
	1	2	3
	Under limit	Effective	Over time limit

## Special Occasion Presentation

Speaker: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_ Time: \_\_\_\_\_

E = Excellent    G= Good    A = Average    F = Fair    P= Poor

Speaker gained attention & interest                    E      G      A      F      P

Established speaker's role at the event            E      G      A      F      P

Occasion clearly identified                            E      G      A      F      P

Main ideas were adapted to audience            E      G      A      F      P

Organization was well planned                    E      G      A      F      P

Language was clear and appropriate            E      G      A      F      P

Transitions used effectively                        E      G      A      F      P

Prepared audience for ending                    E      G      A      F      P

Speaker maintained good eye contact            E      G      A      F      P

Gestures were used effectively                    E        G        A        F        P

Vocal variety was appropriate                    E        G        A        F        P

Presentation Aid was effective                    E        G        A        F        P

Within time limit                                    E        G        A        F        P

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Grade: \_\_\_\_\_

b) Scoring guide for the assessment

Course	Type/form of assessment	Grade allocation	
COMM 450	Final grade	Quizzes, mid-term and final reflection, reading reports    15%	
	Mid-term, final reflection	Portfolio	
		Observation Activity, Paper etc	20%
		Mini-lessons and video evals	30%
		Group activities	10%
	TOTAL	100%	
COMM 475	Final grade	Self-Introductory Presentation        (20 pts)	
	AACU rubric:	Informative Presentation/s            (40 pts)	

	Oral presentation	Persuasive Speech (50 pts)
		Impromptu Speech (25 pts)
		Ceremonial Presentation (25 pts)
		Speech evaluations (points)
		Total: 200 pts
		Argument and debate

Course	Type/form of assessment	Grade allocation
COMM 450	Final grade Mid-term, final reflection	Quizzes, mid-term and final reflection, reading reports 15% Portfolio Observation Activity, Paper etc 20% Mini-lessons and video evals 30% Group activities 10% TOTAL 100%
COMM 475	Final grade AACU rubric: Oral presentation	Self-Introductory Presentation (20 pts) Informative Presentation/s (40 pts) Persuasive Speech (50 pts) Impromptu Speech (25 pts) Ceremonial Presentation (25 pts) Speech evaluations (points) Total: 200 pts Argument and debate

c) Candidate data

100% of the candidates who have completed COMM 450 obtained a B or higher. No candidates have yet completed COMM 475. Currently, the indication is that the candidates are learning the content knowledge required to be an effective teacher.

**#3 (Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:**

**Assessment that demonstrates candidates can effectively plan classroom-based instruction.** Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.

The candidates are given instruction in the following 2 courses to effectively plan classroom-based instruction, COMM 450 and EDTE 408.

1. COMM450 Communication in the Classroom

The students are introduced to the Lesson Plan template of the SED which is then used to prepare, plan and teach 3 mini-lessons using 3 instructional strategies, namely lecture, discussion, small group.

EDTE408 Principles of Teaching and Learning

The lesson plan template of SED is completed at the beginning of the program and represents candidates' knowledge of core elements of planning a lesson. Students teach 6 lessons to peers, one of which is recorded and evaluated in depth. The lessons are 15 minutes in length. All components of the lesson are addressed. The student is required to watch his/her videotape and record all reactions in a written self-assessment. Students should suggest ways to improve weak areas.

2. The assessment specifically aligns with the standards it is cited for in section III as shown in the following table.

Table of MDE standards and guidelines to show alignment with standards

MDE standards, guidelines	COMM 450	Assignment
4.1.1, 4.1.2, 4.1.4, 4.1.5, 4.1.7, 4.1.8, 4.1.9,4.1.11, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.5, 4.2.6, 4.2.7, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.4, 4.3.5, 4.3.6, 4.3.6, 4.3.7, 4.3.8, 4.3.9	Become familiar with the SED template of the lesson plan and the structure of a lesson; Language arts and communication skills such as speaking, listening, visual/media literacy; practice instructional strategies; use of suitable technology; develop communication competence and deal with communication anxiety; apply knowledge of concepts; understand how similar content can be	Student chooses a topic and teaches 3 mini-lessons. 2 of the 3 mini-lessons are taped and video evaluation forms are used for student to do self-analysis on the effectiveness of the instructional strategy used for the lesson. Lesson #3 is content focused and the student uses the NCA K-12 curriculum guide to choose a standard, and a topic, research the topic, plan activities and use an instructional strategy

	presented in various forms (oral, visual, written); understanding at a deeper level important ideas, issues, themes related to communication and the classroom; observe different ways of presentations and use of instructional strategies; use evaluation criteria and tools of assessment.	
<b>MDE standards, guidelines</b>	<b>EDTE 408</b>	<b>Assignment</b>
4.1.1, 4.1.2, 4.1.4, 4.1.5, 4.1.7, 4.1.8, 4.1.9,4.1.11, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.5, 4.2.6, 4.2.7, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.4, 4.3.5, 4.3.6, 4.3.6, 4.3.7, 4.3.8, 4.3.9	Become familiar with the SED template of the lesson plan and the structure of a lesson; Language arts and communication skills, practice instructional strategies; use of suitable technology; apply knowledge of concepts; understand how similar content can be presented in various forms (oral, visual, written); understanding at a deeper level important ideas, issues, themes related to the classroom; observe different ways of presentations and use of instructional strategies; use evaluation criteria and tools of assessment.	Students teach 6 lessons to peers, one of which is recorded and evaluated in depth. The lessons are 15 minutes in length. All components of the lesson are addressed. The student is required to watch his/her videotape and record all reactions in a written self-assessment. Students should suggest ways to improve weak areas.

3. Data findings

One candidate completed COMM 450 in the past 2 years of data collection and analysis and the data collected indicates that the candidate met the standards at an exceptional level by achieving an 'A' grade.

There was only 1 candidate who completed EDTE 408 in the past 2 years of data collection and analysis. The assessment data collected indicates that the candidate met the standards at exceptional levels.

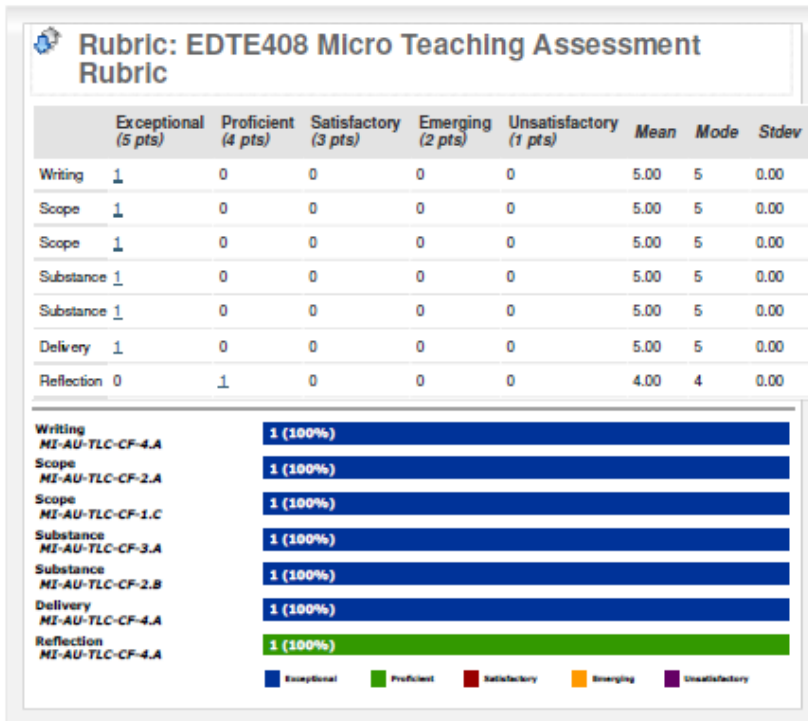
4. The data suggests that the candidate met the standards which are aligned to the course assignments.

5 a, b, c The assessment tools for COMM 450 are attached in Section IV, #2 and are as follows:

Evaluation forms for Instructional Strategies: Lecture, Discussion, Small Group and Video  
 Evaluation form for Lecture, Discussion and Small Group.

The assessment tools for EDTE 408 and scoring guides as well as candidate data derived from the assessment are presented below:

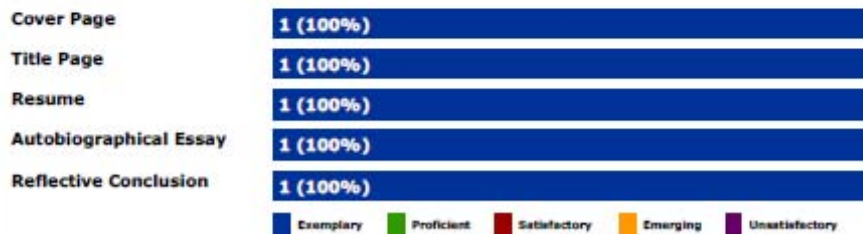
<b>EDTE408 Micro Teaching Assessment Rubric</b>		<a href="#">Show/Hide Rubric Descriptions</a>				
	<b>Exceptional (5 pts)</b>	<b>Proficient (4 pts)</b>	<b>Satisfactory (3 pts)</b>	<b>Emerging (2 pts)</b>	<b>Unsatisfactory (1 pt)</b>	<b>N/A</b>
Writing (1, 14%) MI-AU- TLC- CF.4.A	Submitted a neat lesson plan, wrote skillfully, in...	Applies skill consistently to all of the five elem...	Understands most of the five elements in the Excep...	Focuses on one of the five elements in the Excepti...	Does not demonstrate any of the five elements of t...	
Scope (1, 14%) MI-AU- TLC- CF.2.A	Required lesson plan elements are present (lesson ...	Applies skill consistently to lesson plan elements...	Most of the required lesson plan elements are pres...	Focuses on one of the required lesson plan element...	Does not follow the required lesson plan format.	
Scope (1, 14%) MI-AU- TLC- CF.1.C	Lesson plan included appropriately written objecti...	Lesson plan included consistent written objectives...	Most objectives written appropriately to content a...	Displays limited knowledge in writing appropriate ...	Lesson plan does not include needed objectives for...	
Substance (14%) MI-AU- TLC- CF.3.A	Detailed lesson with specifics; thorough so profes...	Instructional progression can be followed by profe...	Most of the lesson plan heading towards specifics ...	Lesson plan is single focused and omits others are...	Lesson plan does not demonstrate direction and jum...	
Substance (14%) MI-AU- TLC- CF.2.B	Lesson plan incorporates declarative and procedura...	Lesson plan incorporates an appropriate number of...	Multiple levels of declarative and procedural acti...	Single declarative and/or procedural activity whic...	Does not demonstrate declarative and/or procedural...	
Delivery (14%) MI-AU- TLC- CF.4.A	Delivery of instruction goes beyond expected decla...	Delivery of instruction goes beyond expected decla...	Reflects on major aspects of professional practice...	Limited focus of declarative and/or procedural act...	Does not demonstrate declarative and/or procedural...	
Reflection (14%) MI-AU- TLC- CF.4.A	Reflection – goes beyond substantive treatment of ...	Reflection - includes substantive treatment of mul...	Reflection – concepts and substantive treatment of ...	Reflection displays substantive treatment of one o...	Reflection displays substantive treatment of one o...	
					<b>34 pts 97.14%</b>	





## Rubric: EDTE408 Portfolio Intro and Closing Rubric

	Exemplary (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Cover Page	<u>1</u>	0	0	0	0	5.00	5	0.00
Title Page	<u>1</u>	0	0	0	0	5.00	5	0.00
Resume	<u>1</u>	0	0	0	0	5.00	5	0.00
Autobiographical Essay	<u>1</u>	0	0	0	0	5.00	5	0.00
Reflective Conclusion	<u>1</u>	0	0	0	0	5.00	5	0.00





## Rubric: EDTE408 Portfolio Element I

### Rubric: Worldview

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Outcome 1.A Understand basic philosophical perspectives	1	0	0	0	0	5.00	5	0.00
Outcome 1.B Critique philosophical approaches to education	1	0	0	0	0	5.00	5	0.00
Outcome 1.C Be able to articulate a personal and professional philosophy...	1	0	0	0	0	5.00	5	0.00
Depth of Coverage	1	0	0	0	0	5.00	5	0.00
Personalization	1	0	0	0	0	5.00	5	0.00
Artifact Guidelines	1	0	0	0	0	5.00	5	0.00

Outcome 1.A Understand basic philosophical perspectives <i>MI-AU-TLC-CF-1.A</i>	1 (100%)
Outcome 1.B Critique philosophical approaches to education <i>MI-AU-TLC-CF-1.B</i>	1 (100%)
Outcome 1.C Be able to articulate a personal and professional philosophy... <i>MI-AU-TLC-CF-1.C</i>	1 (100%)
Depth of Coverage	1 (100%)
Personalization	1 (100%)
Artifact Guidelines	1 (100%)

■ Exceptional
 ■ Proficient
 ■ Satisfactory
 ■ Emerging
 ■ Unsatisfactory



## Rubric: EDTE408 Portfolio Element III Rubric: Groups, Leadership, and Change

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Outcome III.A Implements effective planning....	1	0	0	0	0	5.00	5	0.00
Outcome III.B Works effectively with all students...	1	0	0	0	0	5.00	5	0.00
Outcome III.C Evaluate and articulate opinions of current political and legal issues...	1	0	0	0	0	5.00	5	0.00
Outcome III.D Creates effective learning environments...	1	0	0	0	0	5.00	5	0.00
Outcome III.E Consistently uses positional power and personal influence ...	1	0	0	0	0	5.00	5	0.00
Depth of Coverage	1	0	0	0	0	5.00	5	0.00
Personalization	1	0	0	0	0	5.00	5	0.00
Artifact Guidelines	1	0	0	0	0	5.00	5	0.00

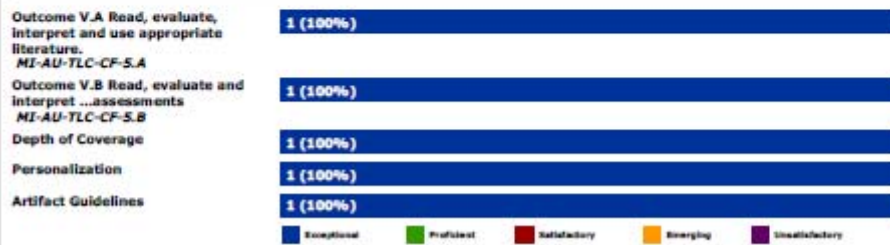
Outcome III.A Implements effective planning.... <i>MI-AU-TLC-CF-3.A</i>	<b>1 (100%)</b>
Outcome III.B Works effectively with all students... <i>MI-AU-TLC-CF-3.B</i>	<b>1 (100%)</b>
Outcome III.C Evaluate and articulate opinions of current political and legal issues... <i>MI-AU-TLC-CF-3.C</i>	<b>1 (100%)</b>
Outcome III.D Creates effective learning environments... <i>MI-AU-TLC-CF-3.D</i>	<b>1 (100%)</b>
Outcome III.E Consistently uses positional power and personal influence ... <i>MI-AU-TLC-CF-3.E</i>	<b>1 (100%)</b>
Depth of Coverage	<b>1 (100%)</b>
Personalization	<b>1 (100%)</b>
Artifact Guidelines	<b>1 (100%)</b>

■ Exceptional
 ■ Proficient
 ■ Satisfactory
 ■ Emerging
 ■ Unsatisfactory



## Rubric: EDTE408 Portfolio Element V Rubric: Research and Evaluation

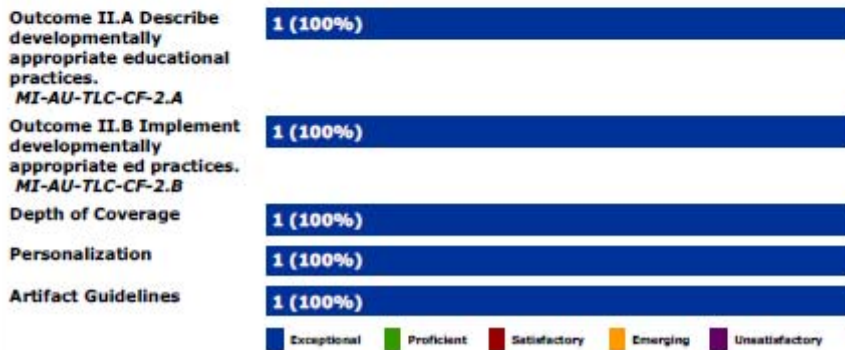
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	St dev
Outcome V.A Read, evaluate, interpret and use appropriate literature.	1	0	0	0	0	5.00	5	0.00
Outcome V.B Read, evaluate and interpret ...assessments	1	0	0	0	0	5.00	5	0.00
Depth of Coverage	1	0	0	0	0	5.00	5	0.00
Personalization	1	0	0	0	0	5.00	5	0.00
Artifact Guidelines	1	0	0	0	0	5.00	5	0.00





## Rubric: EDTE408 Portfolio Element II Rubric: Human Growth and Change

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Outcome II.A Describe developmentally appropriate educational practices.	1	0	0	0	0	5.00	5	0.00
Outcome II.B Implement developmentally appropriate ed practices.	1	0	0	0	0	5.00	5	0.00
Depth of Coverage	1	0	0	0	0	5.00	5	0.00
Personalization	1	0	0	0	0	5.00	5	0.00
Artifact Guidelines	1	0	0	0	0	5.00	5	0.00





## Rubric: EDTE408 Portfolio Element IV Rubric: Communication and Technology

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Outcome IV.A Communicate effectively in written, verbal, and non-verbal forms.	1	0	0	0	0	5.00	5	0.00
Outcome IV.B Use electronic tools effectively for professional communication...	1	0	0	0	0	5.00	5	0.00
Depth of Coverage	1	0	0	0	0	5.00	5	0.00
Personalization	1	0	0	0	0	5.00	5	0.00
Artifact Guidelines	1	0	0	0	0	5.00	5	0.00

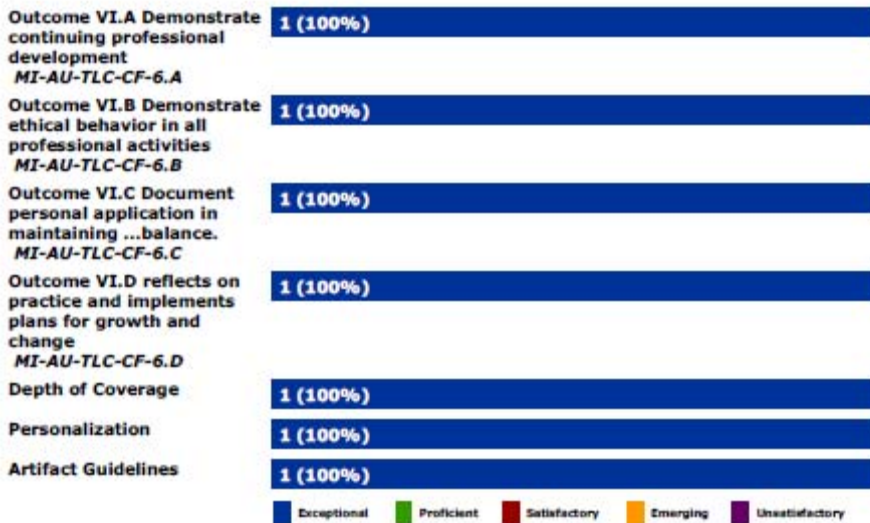




## Rubric: EDTE408 Portfolio Element VI

### Rubric: Personal and Professional Growth

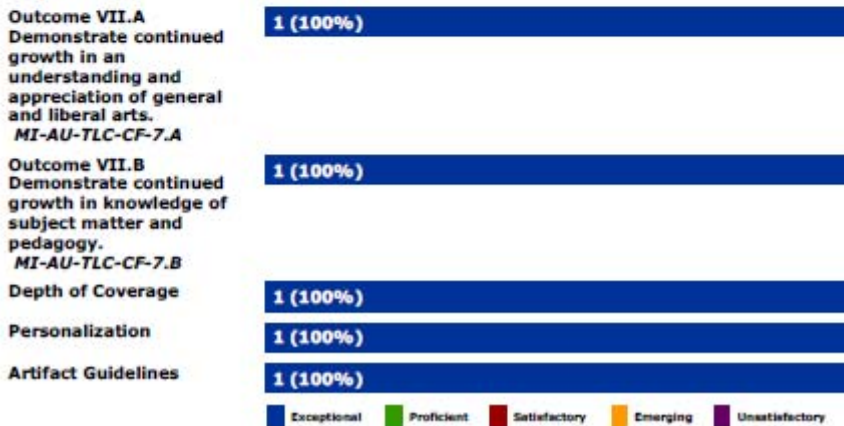
	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Outcome VI.A Demonstrate continuing professional development	1	0	0	0	0	5.00	5	0.00
Outcome VI.B Demonstrate ethical behavior in all professional activities	1	0	0	0	0	5.00	5	0.00
Outcome VI.C Document personal application in maintaining ...balance.	1	0	0	0	0	5.00	5	0.00
Outcome VI.D reflects on practice and implements plans for growth and change	1	0	0	0	0	5.00	5	0.00
Depth of Coverage	1	0	0	0	0	5.00	5	0.00
Personalization	1	0	0	0	0	5.00	5	0.00
Artifact Guidelines	1	0	0	0	0	5.00	5	0.00





## Rubric: EDTE408 Portfolio Element VII Rubric: Content Area Knowledge

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Outcome VII.A Demonstrate continued growth in an understanding and appreciation of general and liberal arts.	1	0	0	0	0	5.00	5	0.00
Outcome VII.B Demonstrate continued growth in knowledge of subject matter and pedagogy.	1	0	0	0	0	5.00	5	0.00
Depth of Coverage	1	0	0	0	0	5.00	5	0.00
Personalization	1	0	0	0	0	5.00	5	0.00
Artifact Guidelines	1	0	0	0	0	5.00	5	0.00



**#4 (Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. The assessment instrument used in student teaching should be submitted.

1. The assessments used to demonstrate candidates' knowledge, skills and dispositions are COMM 450 and EDTE 488 Student Teaching.

2. COMM 450 Communication in the Classroom

This course serves as the general education course for the Education Students. It is the content methods course for Communication Arts (Secondary Certification) majors and minors. Students apply content knowledge of communication in the context of the classroom by presenting 3 mini-lessons using 3 different instructional strategies. Students are also exposed to the pedagogical and professional knowledge, skills and dispositions related to Communication Arts through the NCA k-12 curriculum. Students observe for 8 hours in an educational setting so as to expose them to pedagogical and professional knowledge, skills and dispositions. A reflection paper assesses a synthesis of these issues.

EDTE 488 Student Teaching (level)

The assessments used to demonstrate candidates' knowledge, skills and dispositions are EDTE 488 Student Teaching: Midterm and final evaluation rubrics, the Summative Evaluation rubric and content-specific rubrics that are completed during the student teaching experience. The summative evaluation takes place at the conclusion of student teaching.

The MDE standards that will be met by these 2 courses are 1.4, 1.6.2, 1.6.3, 1.6.4, 2.9, 4.1, 4.3.6

3. Data findings

No candidates have yet completed the student teaching course so data is not yet available.

4. The Teacher Education program at Andrews University has been the #1 program in the State of Michigan for the past 4 years. This gives credence to its quality and the probability that students in the Communication Arts program will accomplish the MDE standards and be effective teachers.

5a) The assessment documentation for COMM 450 is what has been included in 2 and 3.

The assessment documentation for EDTE 488 follows:

Rubric for Disposition Evaluation

Rubric for Student Teaching Mid-term Evaluation

Rubric for Student Teaching Final Evaluation

5b) Scoring guides

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

**#5 (Required)-EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning.** Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

1. The assessments for demonstrating candidate effects on student learning are the courses, EDTE 487 Student teaching Seminar: impact on student learning project and EDTE 488 Student Teaching

2. EDTE 487 is a weekly seminar for student teachers with the corequisite of EDTE488. It assesses candidates' ability to self-assess, reflect, and evaluate impact of student learning. This is completed during the student teaching experience. It provides candidates with the opportunity to assess planning for whole-class, small-group and individual learning environments, use of a variety of teaching strategies and materials, evaluate presentation of ideas in multiple forms – oral, written, visual and engage learners in using technology and communication skills. Students create written lesson plans which incorporates all essential elements inclusive of pre-lesson, during the lesson and post-lesson components. (MDE standards 1.4, 1.6.2, 1.6.3, 1.6.4, 2.9, 4.1, 4.3.6)

EDTE 488 is the student teaching experience course that requires full participation in an elementary (K-8) or secondary (7-12) school. Emphasis on the application of teaching theory in the classroom with supervision and feedback. The evaluation is completed by the mentor/supervising teacher midway through the candidate's teaching experience and at the conclusion of the student teaching experience. In addition to the general performance and disposition areas, the teacher notes coverage and competence in MDE standards 1.4, 1.6.2, 1.6.3, 1.6.4, 2.9, 4.1, 4.3.6

3. Data findings

No candidates have completed EDTE 487 or EDTE 488 at this time.

4. No information available

5. Assessment documentation:

5a) EDTE 487

Candidates create a written lesson plan which incorporates all essential elements inclusive of pre-lesson, during the lesson, and post-lesson components. Candidates receive feedback from peers, supervising instructor, and mentor teacher. Candidates submit a written reflection that analyzes collected data, and reflects on growth and learning with specific attention paid to MDE standards.

The following scoring guide is used:

## Impact on K-12 Learning Coaching Guide

Teacher \_\_\_\_\_ Coach \_\_\_\_\_

Strategy \_\_\_\_\_ Date \_\_\_\_\_

Subject/Grade Level \_\_\_\_\_ Topic \_\_\_\_\_

*To be filled in by coach and given to teacher. Teacher is to submit completed form to the instructor.*

1. Which standard(s) and benchmark(s) was this lesson connected to?

Teacher:

2. How was this lesson connected with students' related or previous learning?

Teacher:

Coach's Response:

3. Briefly state your instructional objectives for the lesson.

Teacher:

4. Were the instructional objectives clearly indicated in the lesson?

Coach:

5. Were all of the different phases or steps of the lesson carried out properly?

Teacher:

Coach's Response:

6. How did you assess students' understanding of the lesson?

Teacher:

Coach's Response:

7. How well did the students understand the lesson?

Teacher:

Coach's Response:

8. What about the lesson went differently than you expected?

Teacher:

9. What went especially well with the lesson?

Teacher:

Coach's Response:

10. If you teach this lesson again, what will you do differently?

Teacher:

Coach's Suggestions:

11. Do you have other reflective thoughts about the lesson that you would like to mention?

Teacher:

Coach:

12. Reflect on this experience. Write a two-page reflective statement, including your plan for improvement should you teach this lesson again.

EDTE 488

Rubric for Disposition Evaluation

Rubric for Student Teaching Mid-term Evaluation

Rubric for Student Teaching Final Evaluation

5b) Scoring guide

5c) No candidate data has yet been derived from the assessments

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

**#6 (Required): Additional assessment that addresses NCATE standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Professional Development within the SED

- 1 The following courses, EDTE 165 Philosophical and Social Foundations of Education and EDTE 408 Principles of Teaching and Learning are designed to provide different perspectives on the teaching profession.
- 2 EDTE 165 is the first in the series of courses designed to introduce the teaching profession. In EDTE 165 students develop a general understanding of professional practices, dispositions, and pedagogical trends in education; become acquainted with ethical issues in education; develop an understanding of relationships between schools, families and communities; observe and are mentored by professional educators; apply to the teacher education program. The student develops and maintains a Profession Portfolio which is assessed throughout the program. There is also a classroom observation and participation segment.

In EDTE 408 the lesson plan is completed and this represents the students' knowledge of core elements of planning a lesson integrating all the components for the purpose of learning. Students teach 6 lessons to their peers, one of which is recorded for self-analysis. The lessons are 15 minutes in length.

- 3 Data findings 2 students have completed EDTE 165 and the findings demonstrate that these students have achieved satisfactory and above. 1 student has completed EDTE 408 and the findings are reported above in #3.
- 4 The data demonstrates the students are meeting MDE standards.
- 5 a) The assessment rubrics for EDTE 165 for one of the students, from LiveText is given below.



### Rubric: EDTE165 Personal Philosophy Paper Rubric

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Content: clear, coherent, integrated presentation of worldview	0	1	0	0	0	4.00	4	0.00
Referencing: Well documented philosophical stance	0	1	0	0	0	4.00	4	0.00
Writing: carefully edited and mechanically sound	1	0	0	0	0	5.00	5	0.00

Content: clear, coherent, integrated presentation of worldview  
*MI-AU-TLC-CF-1.A, MI-AU-TLC-CF-1.B, MI-AU-TLC-CF-1.C*

Referencing: Well documented philosophical stance  
*MI-AU-TLC-CF-3.B*

Writing: carefully edited and mechanically sound  
*MI-AU-TLC-CF-4.A*

**1 (100%)**

**1 (100%)**

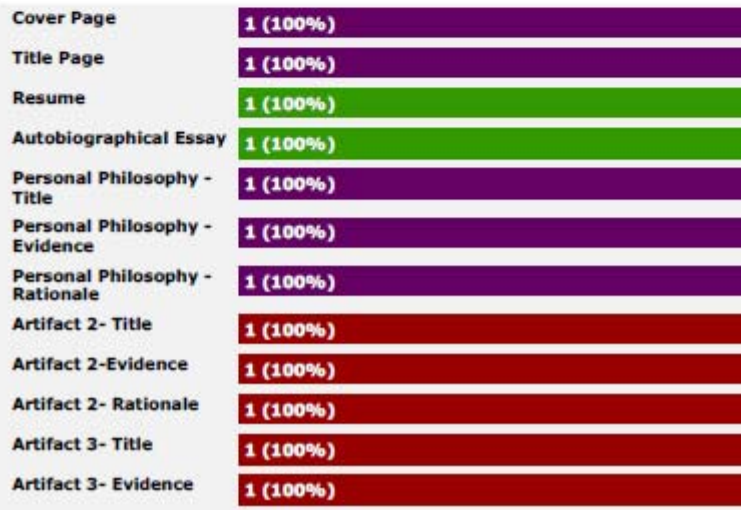
**1 (100%)**

■ Exceptional   
 ■ Proficient   
 ■ Satisfactory   
 ■ Emerging   
 ■ Unsatisfactory



## Rubric: EDTE 165&630 Portfolio Rubric

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pts)	Mean	Mode
Cover Page	0	0	0	0	1	1.00	1
Title Page	0	0	0	0	1	1.00	1
Resume	0	1	0	0	0	4.00	4
Autobiographical Essay	0	1	0	0	0	4.00	4
Personal Philosophy - Title	0	0	0	0	1	1.00	1
Personal Philosophy - Evidence	0	0	0	0	1	1.00	1
Personal Philosophy - Rationale	0	0	0	0	1	1.00	1
Artifact 2- Title	0	0	1	0	0	3.00	3
Artifact 2- Evidence	0	0	1	0	0	3.00	3
Artifact 2- Rationale	0	0	1	0	0	3.00	3
Artifact 3- Title	0	0	1	0	0	3.00	3
Artifact 3- Evidence	0	0	1	0	0	3.00	3
Artifact 3- Rationale	0	0	1	0	0	3.00	3



1 student has completed EDTE 408 and the findings are reported above in #3.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

**#7 (Optional): Additional assessment that addresses NCATE standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

1 COMM 480 Communicating for Community and the development of a personal and curricular portfolio provides an overall experience for the Communication Arts students to assess their professional development.

This capstone course is a continuation from COMM 230 Communication Practices where the student was introduced to the Professional Expectations Evaluation criteria. A self-analysis is done at that stage as well as input from faculty. In COMM 480 the students again do a self-analysis and at the mock interview where the student demonstrates competence for a specific communication field, namely teaching, the student is evaluated by means of the Professional Expectations criteria.

In addition, the students develop and maintain a professional portfolio which is assessed at 3 different gateways and demonstrates competency in the 7 conceptual framework areas and dispositions for the teacher education program.

2 The assessment in COMM 480 aligns with the MDE standards for the Communication Arts students as follows:

3 Data findings: 2 students have completed COMM 480 and achieved grades above B.

4 Students have met the standards.

5a) Assessment data includes: Rubric for portfolios

Department of Communication

**Portfolio Presentation Rubric**

Student \_\_\_\_\_

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

<b>Criteria</b>	<b>3 Unacceptable</b>	<b>2 Acceptable</b>	<b>1 Target</b>	<b>0 Missing</b>	<b>Comments</b>
<b>Appearance</b>		Casual business attire	Business attire, professional look		
<b>Oral Communication</b>	Does not speak with clarity most of the time	Speaks with clarity most of the time	Speaks with clarity all the time		
<b>Preparation</b>	The student does not seem adequately prepared	Student is prepared but could have used a few more rehearsals	Student is completely prepared and has obviously rehearsed		
<b>Organization</b>	Portfolio presentation does not flow logically from one point to	Portfolio presentation flows logically from one point to the next with a few errors	Portfolio presentation flows logically from one point to the next		

	the next				
<b>Portfolio Content</b>	Most artifacts are improperly aligned with program outcomes <i>and/or</i> are lacking substance	Most artifacts are properly aligned with program outcomes and are substantive in nature	All artifacts are properly aligned with program outcomes and are substantive in nature		
<b>Time Management</b>	Presentation is either too short or too long		Presentation falls within time allotted		
<b>Q&amp;A</b>	Student is unable to accurately answer most questions posed about the portfolio	Student is able to accurately answer most questions posed about the portfolio	Student is able to accurately answer all questions posed about the portfolio		
<b>General Rating for Presentation:</b> <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

Department of Communication

**Portfolio Rubric**

For Self-assessment, Feedback, & Evaluation Purposes

Student \_\_\_\_\_

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

The Portfolio Demonstrates:	3 Unacceptable	2 Acceptable	1 Target	0	Comments
Research					
Oral Competence					
Written Competence					
Visual Competence					
Theoretical and Practical Knowledge					
Professional Expectations					
Intercultural and Diversity Sensitivity					
Marketable					
Q&A					
<b>General Rating for Portfolio:</b> <input type="checkbox"/> Unacceptable <input type="checkbox"/> Acceptable <input type="checkbox"/> Target					

Department of Communication

**Portfolio Rubric**

Criteria for evaluation of portfolio

Student \_\_\_\_\_

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

<b>Criteria for Evaluation of Portfolio</b>		
<b>3 Unacceptable</b>	Unsatisfactory performance	The student responds to the standard which demonstrates that the knowledge base is not sound; there is an inability to reflect and articulate ideas about this area and a lack of artifacts or a poor selection of artifacts. APA was not used and there were significant spelling and grammar errors.
<b>2 Acceptable</b>	Evidence of satisfactory performance and above.	The student demonstrates a solid knowledge and understanding of the area addressed, has the ability to reflect on and communicate clearly and logically and has provided relevant artifacts with suitable statements for selection. APA formatting was used with minor spelling and grammar errors.
<b>1 Target</b>	Evidence of exceptional performance, beyond what one what typically expect of a graduate student.	The student demonstrates and extensive knowledge and understanding of the area addressed; has the ability to reflect deeply and communicate clearly, logically and enthusiastically and has provided meaningful artifacts with statements of relevance for each item. The style is acceptable according to APA standards with no errors.
<b>0 Missing</b>	Unsatisfactory	The student did not respond and there is no evidence that there has been any learning in this area.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

**#8 (Optional): Additional assessment that addresses NCTE standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Follow-up studies of alumni achievements and satisfaction and employer evaluations provide information for continuous assessment. Surveys are made at intervals of 2 years and then 4 years after program completion of alumni and 2 years afterwards for employers.

1 SED survey of Alumni and employers on graduates who are 2 and 4 years out from graduation. This survey was administered to assess the impact of graduates on student learning. Surveys were sent out in fall of 2010 (for the 2005-06 and 2007-08 graduates).

2 This assessment aligns with MDE standards

3 Data Findings

Currently there are no graduates who could be assessed in this way. Completers will be eligible to the survey of 2014.

4 N/a

LETTER

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Date

Address

Dear \_\_\_\_\_,

Andrews University's School of Education is conducting a survey regarding the preparation that our graduates received while in our programs. Your employee, \_\_\_\_\_, is one of our graduates. We value your input, as it will enable us to evaluate and improve our programs' effectiveness. The survey will take about 5 minutes to complete.

Information you supply will be confidential, and will be aggregated with other responses for analysis. No individual data will be shared with anyone at any time.

Your participation is voluntary. If you are willing to participate, please complete the following survey and return it in the enclosed envelope. Thank you very much for your assistance.

Please return the survey to us using the enclosed envelope.

Sincerely,

James Jeffery, Ph.D.

Dean, School of Education

Andrews University

Berrien Springs, MI 49104

Ph. 269-471-3481

**Andrews University School of Education**  
**Employer Survey**

Employee's degree:

Completion Date:

Program of study:

Please rate your employee, a graduate of Andrews University, on the following qualities:  (Check the appropriate box next to each statement)	Excellent	Very Well	Satisfactor y	Somewhat	Not at All	Not Applicable
1. Has the necessary content knowledge						
2. Has the necessary skills of the profession (e.g. teaching, counseling, principalship, leadership)						
3. Effectively applies his/her skills in his/her professional responsibilities ELCC 5.1,						
4. Practices the professional and ethical standards of the profession ELCC 5.1, 5.2, 5.3						
5. Evaluates research findings ELCC 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2,						
6. Conducts and reports research ELCC 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2,						
7. Applies the profession's current theories/best practices ELCC 2.3, 2.4						
8. Communicates effectively (written, oral) ELCC 3.2, 4.1, 6.2						
9. Uses relevant technology in professional practice ELCC 2.2, 3.3						
10. Creates a positive learning environment ELCC 3.1.						
11. Plans and implements appropriate programs to enhance learning ELCC 2.2, 3.1						
12. Assesses and analyzes student learning ELCC 2.3						
13. Utilizes outcome data for program improvement (e.g., student learning, psychological interventions) ELCC 1.2, 1.4, 2.2						
14. Relates effectively with individuals from diverse populations (e.g., culture, ethnicity, socio-economic status) ELCC 2.2, 4.2						
15. Relates effectively with individuals with special needs or disabilities ELCC 4.2						

## SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. **This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

(response limited to 3 pages)

Although the Communication Arts, Secondary Certification program was approved by MDE in 2004, candidates commenced the program in 2008. Therefore there is not much data available for evaluation of candidate's performance and the subsequent process of follow-up procedures within the Department of Communication. However, the recent process of reapplication for approval has resulted in a number of improvements in the areas of content knowledge, professional and pedagogical knowledge, skill and dispositions and student learning.

### **Content Knowledge**

Since the program is still small, there is a limited amount of data available to assess content learning. The candidates demonstrate knowledge by high grades and good portfolio completion rates. It is hoped that as rubrics are developed and information becomes available through LiveText, that more reliable assessments will be made. While the chair was engaged in preparing the submission and reviewing the current program against NCATE and MDE requirements it became apparent that more work needs to be done with the instructors of the relevant courses to integrate the standards and guidelines of MDE so that a more standardized approach is accomplished. Integrating the standards within the assignments should result in the development of and use of rubrics which can then be used to assess students and allow for more intentional follow-up discussion and procedures to ensure the success of the candidates in teaching and related communication and journalism activities. Review of the MTTC test with a student that has just completed it, suggests that more emphasis should be laid on Journalism. This could

be an ongoing problem for the students who are Communication Arts minors as they may not be selecting the 10 credits from the Journalism area.

Examination of course grades in the 2 courses chosen from the list of major and minor courses as core for the purpose of this document revealed that the Communication Arts students who had completed COMM450 Communication in the Classroom (the Methods class for Communication Arts students and the general education course for Certification students) and COMM 475 were B and above. Review of the grades that include the core courses as listed for the major and the minor (see checksheet) for the students in the program reveal that the average grade is A-. The program is still relatively small and therefore there are many students in Communication classes that may not be interested in certification. A challenge is that instructors may not have been cognizant of the students who need a specific focus. The course syllabi of the major and minor courses currently have lists of the MDE standards but the relevant instructors may not yet be intentional about making sure that the Communication Arts students in the course are provided with materials and learning activities to meet all of the standards. There is ongoing professional development by the chair who has a doctorate in Education and who has developed the curriculum as well as the application for approval for certification, to ensure progress in this area. It is believed that the courses selected will provide the content knowledge to prepare teachers in the area of Communication Arts. The fact that some have registered for a minor makes the task more challenging. MTTC preparation is essential for the successful progress of the students through the gateways to student teaching.

A major difficulty experienced was the lack of correlation between MDE expectations and NCATE requirements. It is believed that this may be reflected in the development of the documents for application for SPA-like approval for Communication Arts certification.

### **Professional and pedagogical knowledge, skill and dispositions**

In COMM450, the methods class for Communication Arts students, experience is gained in the planning of lessons, assignments, evaluation and assessment, a focus on learning, the use of rubrics for communication activities, such as speaking, listening and media literacy. Students are also expected to reflect on their philosophy of teaching communication arts courses. This assignment should become part of the assessment data to ensure that the students are developing professional knowledge and dispositions expected of a Communication Arts teacher. Revision of COMM 450 to ensure that the assignments and course procedures met with the MDE standards allowed for a more focused course which all Education students have to take. It became apparent that rubrics used for micro-lessons in SED should be used so that students gain experience in more than one class. The SED lesson plan is used in this course for continuity. Pedagogical knowledge may not be the focus in all of the major courses and professional development is believed to be essential so that instructors are informed and can therefore provide students with current and relevant pedagogical knowledge. Assignments, tasks, activities need to be correlated with the MDE standards so that these become intentional in preparing teachers. The development of dispositions and professional knowledge is largely the task of the Education courses and experiences within the school of Education. LiveText reports demonstrate that candidates are placed in

the exceptional category which confirms that the Communication Arts students are accomplishing sound professional and pedagogical concepts and behaviors which will transition into the classroom during student teaching. Correlation between the Professional Expectations of the Department of Communication and the SED will be discussed to ensure consistency of expectations.

The chair participates in the evaluation of student's portfolios organized by the SED and many students request recommendations to be approved for student teaching. This provides experience and knowledge for the chair and point person for the Communication Arts program which can be passed on to students and faculty. The chair also attends the Teacher Education Advisory Council meetings.

### **Student Learning**

The assessment selected to demonstrate impact on student learning is completed during the student teaching experience in EDTE 487 and EDTE 488. In these courses the student develops and demonstrates the ability to self-assess, reflect, and evaluate impact on student learning in a variety of settings. Due to a lack of experience and the fact that Communication Arts students have not yet registered for these courses, the Department is not aware of whether the issues in Communication Arts is being or will be addressed. No faculty from the Department has yet become involved in the assessment of student teachers in these courses.

Professional development of the instructors of the Communication Arts major and minor courses, needs to address the issue of self-assessment, reflection, selection of resources, setting curriculum goals, creating an environment that values diversity and helps learners engage in making meaning in the context of Communication Arts. Hopefully, the introduction of these matters within the content courses will equip the student for focused learning in the courses taught in SED. This will need to be dealt with at a collaborative level. It is hoped that the faculty of the Department of Communication will be included in the program at the level of student teaching to provide mentoring in this specific context.