

### Key Assessment 3 – Pedagogical and Professional Knowledge, Skills, and Dispositions - Curriculum Planning

#### 3-1. Brief description of the assessment and its use in the program.

In addition to final grades, the Micro Teaching Assessment Rubric used in EDTE 408 (Principles of Teaching and Learning) is specifically designed to gauge the candidate's ability to combine techniques of instruction, planning, and classroom management into cohesive lesson units geared towards meeting the needs of all students. Section 5 of the rubric is designed to show the candidate's use of interdisciplinary teaching strategies, activities, and applications to prior classes and other disciplines within the lesson itself. The instructor utilizes the above rubric to evaluate all candidates in the program.

#### 3-2 Description of how this assessment specifically aligns with the standards.

The assessment aligns with NCTE standard 4.3 which assesses candidates' ability to integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

#### 3-3 Brief analysis of the data findings.

The data taken from *LiveText* software provide the following information for EDTE 408 for 2008-2009 and 2009-2010:

- Using the mean, 2008-2009 candidates scored a mean of 4.48 (above the proficient level) for section 5 of the rubric, which aligns with NCTE Standard 4.3.
- Using the mean, 2009-2010 candidates scored a mean of 4.62 (above the proficient level) for section 5 of the rubric, which aligns with NCTE Standard 4.3.

#### 3-4 Interpretation of how the data provides evidence for meeting standards.

NCTE standard 4.3 is addressed in Section 5 of the assessment. For this standard for 2008-2009, seventeen candidates (n=27) achieved a score of 5 (Exceptional level); eight candidates achieved a score of 4 (Proficient level); one candidate achieved a score of 3 (Satisfactory level); and one candidate achieved a score of 1 (Unsatisfactory level). This data shows that 25 out of 27 candidates reached proficient or exceptional level, showing 92.5% of the candidates reached this benchmark, with 7.5 not meeting the benchmark.

For this standard for 2009-20-10, sixteen candidates (n=26) achieved a score of 5 (Exceptional level) and ten candidates achieved a score of 4 (Proficient level). The data shows that 26 (all candidates) reached proficient or exceptional level, showing that 100% of the candidates met this NCTE Standard 4.3.

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### 3-5a Assessment tool or a rich description of the assessment

EDTE 408 uses a rubric (Micro Teaching Assessment Rubric) showing seven components to measure the candidate's ability to combine techniques of instruction, planning, and classroom management into well-structured lesson units geared towards meeting the needs of all students. All candidates must have a C or higher to pass the course. (See below.)

### 3-5b Scoring guide for the assessment.

1

**Rubric.** Grading is based on mastery; quality points are awarded on a scale of 1-5 that range from Exceptional to Unsatisfactory for use in ascertaining the candidate's level of competence with regard to curriculum planning.

Exceptional	5
Proficient	4
Satisfactory	3
Emerging	2
Unsatisfactory	1

### 3-5c Charts of candidate data derived from the assessment. See [Attachment 8](#).

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### EDTE408 Micro Teaching Assessment Rubric

	<b>Exceptional</b> (5 pts)	<b>Proficient</b> (4 pts)	<b>Satisfactory</b> (3 pts)	<b>Emerging</b> (2 pts)	<b>Unsatisfactory</b> (1 pt)
<b>Writing</b> (1, 14%) MI-AU-TLC-CF.4.A	Submitted a neat lesson plan, wrote skillfully, incorporated appropriate conventions of language, used appropriate materials for instruction & refines beyond expectations	Applies skill consistently to all of the five elements in the Exceptional = 5 is met.	Understands most of the five elements in the Exceptional = 5 is met.	Focuses on one of the five elements in the Exceptional = 5 is met.	Does not demonstrate any of the five elements of the Exceptional = 5 level.
<b>Scope</b> (1, 14%) MI-AU-TLC-CF.2.A	Required lesson plan elements are present (lesson descriptors, focus construction, assessment) & incorporates learning from other areas.	Applies skill consistently to lesson plan elements (lesson descriptors, focus construction, assessment)	Most of the required lesson plan elements are present (lesson descriptors, focus construction, assessment)	Focuses on one of the required lesson plan elements (lesson descriptors, focus construction, assessment)	Does not follow the required lesson plan format.

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<b>Scope</b> (1, 14%) MI-AU-TLC-CF.1.C	Lesson plan included appropriately written objectives (outcomes). The objectives & content are stated specifically; content and experience of the lesson are directly related to the objectives & uses learning from other domains of knowledge	Lesson plan included consistent written objectives. Content and experiences are related to the objectives	Most objectives written appropriately to content and learning experiences and learned outcomes desired-- some refinement is needed	Displays limited knowledge in writing appropriate objectives and content and learning experiences need to be directly related to objectives.	Lesson plan does not include needed objectives for the planned instruction
<b>Substance</b> (1, 14%) MI-AU-TLC-CF.3.A	Detailed lesson with specifics; thorough so professor can follow instructional progression demonstrating holistic construct in consistent manner	Instructional progression can be followed by professor	Most of the lesson plan heading towards specifics — revision and refinement is needed	Lesson plan is single focused and omits others areas.	Lesson plan does not demonstrate direction and jumps from one idea or concept to another lacking fluency
<b>Substance</b> (1, 14%) MI-AU-TLC-CF.2.B	Lesson plan incorporates declarative and procedural activities that connect to other disciplines	Lesson plan incorporates an appropriate number of declarative and procedural activities	Multiple levels of declarative and procedural activities are beginning - refinement is needed	Single declarative and/or procedural activity which is inappropriate for the lesson plan	Does not demonstrate declarative and/or procedural activities in the lesson plan
<b>Delivery</b> (1, 14%) MI-AU-TLC-CF.4.A	Delivery of instruction goes beyond expected declarative and procedural activities for lesson	Delivery of instruction goes beyond expected declarative and procedural activities for lesson	Reflects on major aspects of professional practice incorporating declarative and procedural activities for the lesson being delivered	Limited focus of declarative and/or procedural activities for the lesson being delivered	Does not demonstrate declarative and/or procedural activities for the lesson being delivered
<b>Reflection</b> (1, 14%) MI-AU-TLC-CF.4.A	Reflection – goes beyond substantive treatment of required categories (demonstrates clear problem solving, evaluation, critical thinking, & application to readings, other course assignments, class sessions, content and/or experiences from other classes, and/or own prior knowledge), uses reflection to refine professional practice.	Reflection - includes substantive treatment of multiple required categories (demonstrates clear problem solving, evaluation, critical thinking, & application to readings, other course assignments, class sessions, content and/or experiences from other classes, and/or own prior knowledge)	Reflection – concepts and substantive treatment of most of the categories (demonstrates clear problem solving, evaluation, critical thinking, & application to readings, other course assignments, class sessions, content and/or experiences from other classes, and/or own prior knowledge), refinement needed	Reflection displays substantive treatment of one of the four required categories (demonstrates clear problem solving, evaluation, critical thinking, & application to readings, other course assignments, class sessions, content and/or experiences from other classes, and/or own prior knowledge	Reflection displays substantive treatment of one of the four required categories (demonstrates clear problem solving, evaluation, critical thinking, & application to readings, other course assignments, class sessions, content and/or experiences from other classes, and/or own prior knowledge

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### EDTE 408 Micro Teaching Assessment Candidate Data

	2007-2008	2008-2009	2009-2010
	<b>N=12</b>	<b>N=27</b>	<b>N=26</b>
<b>Writing</b>	<b>4.50</b>	<b>4.48</b>	<b>4.77</b>
Exceptional (5 pts)	10	17	21
Proficient (4 pts)	0	8	4
Satisfactory (3 pts)	1	1	1
Emerging (2 pts)	0	0	0
Unsatisfactory (1 pts)	1	1	0
<b>Scope</b>	<b>4.58</b>	<b>4.41</b>	<b>4.77</b>
Exceptional (5 pts)	10	16	20
Proficient (4 pts)	1	9	6
Satisfactory (3 pts)	0	0	0
Emerging (2 pts)	0	1	0
Unsatisfactory (1 pts)	1	1	0
<b>Scope</b>	<b>4.33</b>	<b>4.15</b>	<b>4.69</b>
Exceptional (5 pts)	8	12	19
Proficient (4 pts)	2	10	6
Satisfactory (3 pts)	1	3	1
Emerging (2 pts)	0	1	0
Unsatisfactory (1 pts)	1	1	0
<b>Substance</b>	<b>4.50</b>	<b>4.44</b>	<b>4.81</b>
Exceptional (5 pts)	9	17	21
Proficient (4 pts)	2	7	5
Satisfactory (3 pts)	0	2	0
Emerging (2 pts)	0	0	0
Unsatisfactory (1 pts)	1	1	0
<b>Substance</b>	<b>4.50</b>	<b>4.48</b>	<b>4.62</b>
Exceptional (5 pts)	9	17	16
Proficient (4 pts)	2	8	10
Satisfactory (3 pts)	0	1	0
Emerging (2 pts)	0	0	0
Unsatisfactory (1 pts)	1	1	0
<b>Delivery</b>	<b>4.67</b>	<b>4.15</b>	<b>4.65</b>
Exceptional (5 pts)	11	10	19
Proficient (4 pts)	0	13	5
Satisfactory (3 pts)	0	3	2
Emerging (2 pts)	0	0	0
Unsatisfactory (1 pts)	1	1	0
<b>Reflection</b>	<b>4.17</b>	<b>3.93</b>	<b>4.00</b>
Exceptional (5 pts)	6	12	10
Proficient (4 pts)	4	6	11
Satisfactory (3 pts)	1	5	2
Emerging (2 pts)	0	3	1
Unsatisfactory (1 pts)	1	1	2