



**Teacher  
Education Program Review**  
Spring 2016

**Program Review Committee Members:**

Professor Thomas Reagan – Secondary Education  
Instructor Teresa Stauffer – Elementary Education

**Teacher Education Committee Members:**

Professor Stephen Theriault  
Janice King, Director of Admissions and Records, Registrar

**External Reviewer:**

Dr. Melissa Burnham, University of Nevada, Reno

Friday, May 13, 2016  
9:00 a.m.

## **Description of the Elementary and Secondary Teacher Education Program**

The mission of the Teacher Education Program of Great Basin College is to provide a distinctive early childhood, elementary, secondary, and special education program for rural Nevada. It is designed to develop competence, values, skills, and knowledge to promote lifelong learning and is distinctive in the following ways:

- We recognize and value diversity in the heritage and traditions of the region;
- We collaborate with the ten rural school districts in the region to offer early and extensive clinical and field experiences throughout the program;
- We utilize the professional expertise of school district master teachers and GBC faculty in most academic disciplines; and,
- We utilize technology for distance education and delivering education courses in the rural areas.

Students can choose a Bachelor of Arts in Elementary Education or a Bachelor of Arts in Secondary Education. The BA Elementary Ed requires students to choose either a content emphasis or an endorsement. Content emphases allow a person to be Highly Qualified to teach in the middle school setting in English, math, science, or social studies. Students may elect to earn an endorsement in Early Childhood, Special Education, or ELAD English Language Acquisition and Diversity (formerly TESL). BA Secondary Ed students can choose a major endorsement in English, Math, Biology, Social Studies, or Business Education. They can also add endorsements in Special Education or ELAD.

### **Student Learning Outcomes**

The graduates of the program will consistently display the following skills in accordance with the INTASC Core Teaching Standards:

Standard #1: Learner Development — The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences — The teacher understands how children learn and develop, and can provide learning opportunities that support their cognitive, social, personal, and physical development.

Standard #3: Learning Environments — The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge — The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content — The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment — The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction — The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies — The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice — The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration — The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

These performance standards are assessed through coursework, portfolios, reflections, observations, and performance-based rubrics.

### **Admission to the Teacher Education Program**

The Teacher Education Committee, comprised of department members, K-12 leadership, and faculty representatives from all content departments included in the endorsements, reviews applications to the program each semester. Prior to application, students must successfully complete the following:

- Nevada Highway Patrol and FBI background checks;
- Praxis Core Academic Standards for Educators exam, or CBEST, or GRE;
- Forty college credits;
- ENG 102, EDU 250, and one college-level math course with a grade of C- or higher;
- GPA of 2.75 or higher, based on the student's most recent 40 credits;
- Technology and education courses completed within the last eight years; and,
- A review of conduct with the Student Conduct Officer.

Students are rated 1-10 in five areas: GPA, resume/letters of recommendation, interview, philosophy of education statement, and a writing prompt. Students must score a four or greater in each category with a cumulative score of at least 25. Beginning Fall 2016 the minimum GPA

will increase to 3.0 over the last 40 credits. The interview will still be used in the application, but resume/letters of recommendation, philosophy of education statement, and the writing prompt will no longer be used as admission criteria.

### **Maintaining Good Standing**

Once in the program, students will adhere to the rules of the current Teacher Education Program Handbook. Students who have been admitted to the Teacher Education Program must maintain their status as students in good standing to be allowed to student teach and graduate. The requirements are as follows:

- Maintain a cumulative 2.5 GPA at GBC;
- Receive no lower than a B- in all upper division education courses, and no lower than a C- in all additional baccalaureate program and emphasis requirements;
- Maintain an ethical and professional standard of behavior; and,
- Receive satisfactory evaluations in field work.

### **Post-Baccalaureate Certification**

Students with at least a bachelor's degree can complete the Post-Baccalaureate Certification program that leads to licensure in either elementary, secondary, or special education. The certificate requires the same admission criteria as the bachelor's degree program. The elementary certificate requires 58 credits, 17 of which are during the student teaching semester. The special education certificate requires 51 credits (17 during student teaching). The secondary certificate requires 44 credits (17 during student teaching).

### **Alternative Route to License**

The GBC Teacher Education Program partners with seven rural school districts to offer an alternative route to license program. The districts are each considered program providers, in charge of program admittance, mentorship, supervision, and evaluation. GBC offers the coursework and provides technical assistance for state approval of the programs. ARL programs are available in Early Childhood, Special Education, Elementary, and Secondary Education. Courses are completed within three years and taken concurrently with full time teaching. Currently, 33 students are in the first year coursework and three are in the second year.

With the teacher shortage issue in Nevada, and nationally, the ARL programs have the potential to grow significantly. The Teacher Education Department is exploring the possibility of offering our own ARL program to fast-track completers and meet the needs of rural school districts with well prepared teacher candidates.

# Five Year Plan

# Five-Year Assessment Plan

## And Worksheet

Annually submit an updated five-year assessment plan. Plan to assess at least one outcome per year. Draft of assessment plan due to Linda on or before Oct. 19. Final assessment plan due by end of fall semester (Dec. 18). Completed assessment plans are to be sent to Brandis and to Cathy Fulkerson.

Assess one outcome and submit the report for that outcome assessment by the end of spring semester 2016. Assessment reports are to be sent to Brandis and Cathy Fulkerson.

### **Program: EDEL-BA and EDSE-BA**

**Date: 2015**

**GBC Mission:** Great Basin College enriches people's lives by providing student-centered post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service and student support services in conjunction with certificates and associate and select baccalaureate degrees.

**GBC Vision:** While maintaining the strength of its community college mission, Great Basin College will remain an economically sustainable institution through growth, by increasing enrollment, expanding its service area, offering more ladderized bachelor's degrees and becoming nationally known for its innovative distance delivery systems, all leading it to be recognized as an indispensable and evolving provider of post-secondary education in rural Nevada.

### **Program Mission:**

The mission of the Teacher Education Program of Great Basin College is to provide a distinctive early childhood, elementary, secondary, and special education program for rural Nevada. It is designed to develop competence, values, skills, and knowledge to promote lifelong learning and is distinctive in the following ways:

- We recognize and value diversity in the heritage and traditions of the region;
- We collaborate with the ten rural school districts in the region to offer early and extensive clinical and field experiences throughout the programs;
- We utilize the professional expertise and contributions of faculty and staff in all academic disciplines; and,
- We utilize technology for distance education and delivering education courses in the rural areas.

The graduates of this program will consistently display the following skills in accordance with the INTASC Core Teaching Standards.

**Outcome One:** INTASC Standard #1: Learner Development

*The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

**Assessment year** (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

**Assessment start Date:** *This assessment will be completed at the end of the 2016 spring semester.*

**1<sup>st</sup> Assessment Measure** – Describe what you will use to measure how well you're achieving this outcome? (Internal tracking, customer satisfaction survey, pre- and post- activity questionnaire, point-of-contact questionnaire, audit findings)

*Standard 1 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.*

*Standard 1 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.*

**Criterion for success** – How do you know you've achieved your outcome? What percentage are you looking for? *See above.*

**Notes** – What needs to be put into place in order for you to use this assessment measure to assess this outcome? Do you need to develop the questionnaire and administer it for a semester or a year? Do you need to put a process into place before you can assess it? Do you need to train your staff first?

*TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.*

Add additional assessment measures and criteria for success, if desired:

*Indirect assessments for the program will include:*

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 1, 13, and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 1, 13, and 19.*

## **Outcome Two:** INTASC Standard #2: Learning Differences

*The teacher understands how children learn and develop, and can provide learning opportunities that support their cognitive, social, personal, and physical development.*

**Assessment year** (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

**Assessment start Date:** *This assessment will be completed at the end of the 2016 spring semester.*

**1<sup>st</sup> Assessment Measure:**

*Standard 2 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.*

*Standard 2 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.*

**Criterion for success:** *See above.*

**Notes:**

*TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.*

**Add additional assessment measures and criteria for success, if desired:**

*Indirect assessments for the program will include:*

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 2, 3, and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 2, 3, and 19.*

### **Outcome Three:** INTASC Standard #3: Learning Environments

*The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

**Assessment year** (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

**Assessment start Date:** *This assessment will be completed at the end of the 2016 spring semester.*

**1<sup>st</sup> Assessment Measure:**

*Standard 3 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.*

*Standard 3 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.*

**Criterion for success:** *See above.*

**Notes:**

*TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.*

**Add additional assessment measures and criteria for success, if desired:**

*Indirect assessments for the program will include:*

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 8, 9, and 18-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 8, 9, and 18-19.*

## **Outcome Four:** INTASC Standard #4: Content Knowledge

*The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.*

**Assessment year** (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

**Assessment start Date:** *This assessment will be completed at the end of the 2016 spring semester.*

### **1<sup>st</sup> Assessment Measure:**

*Standard 4 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.*

*Standard 4 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.*

**Criterion for success:** *See above.*

### **Notes:**

*TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.*

Add additional assessment measures and criteria for success, if desired:

*Indirect assessments for the program will include:*

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 4, 12, and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 4, 12, and 19.*

## **Outcome Five:** INTASC Standard #5: Application of Content

*The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

**Assessment year** (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

**Assessment start Date:** *This assessment will be completed at the end of the 2016 spring semester.*

### **1<sup>st</sup> Assessment Measure:**

*Standard 5 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.*

*Standard 5 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.*

**Criterion for success:** *See above.*

### **Notes:**

*TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.*

**Add additional assessment measures and criteria for success, if desired:**

*Indirect assessments for the program will include:*

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 7 and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 7 and 19.*

## **Outcome Six: INTASC Standard #6: Assessment**

*The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

**Assessment year (circle one):** 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

**Assessment start Date:** *This assessment will be completed at the end of the 2016 spring semester.*

### **1<sup>st</sup> Assessment Measure:**

*Standard 6 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.*

*Standard 6 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.*

**Criterion for success:** *See above.*

### **Notes:**

*TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.*

**Add additional assessment measures and criteria for success, if desired:**

*Indirect assessments for the program will include:*

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 10, 11, and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 10, 11, and 19.*

## **Outcome Seven: INTASC Standard #7: Planning for Instruction**

*The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

**Assessment year** (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

**Assessment start Date:** *This assessment will be completed at the end of the 2016 spring semester.*

### **1<sup>st</sup> Assessment Measure:**

*Standard 7 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.*

*Standard 7 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.*

**Criterion for success:** *See above.*

### **Notes:**

*TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.*

**Add additional assessment measures and criteria for success, if desired:**

*Indirect assessments for the program will include:*

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 5 and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 5 and 19.*

## **Outcome Eight:** INTASC Standard #8: Instructional Strategies

*The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**Assessment year** (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

**Assessment start Date:** *This assessment will be completed at the end of the 2016 spring semester.*

### **1<sup>st</sup> Assessment Measure:**

*Standard 8 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.*

*Standard 8 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.*

**Criterion for success:** *See above.*

### **Notes:**

*TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.*

Add additional assessment measures and criteria for success, if desired:

*Indirect assessments for the program will include:*

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 6 and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 6 and 19.*

## **Outcome Nine:** INTASC Standard #9: Professional Learning and Ethical Practice

*The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

**Assessment year** (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

**Assessment start Date:** *This assessment will be completed at the end of the 2016 spring semester.*

### **1<sup>st</sup> Assessment Measure:**

*Standard 9 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.*

*Standard 9 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.*

**Criterion for success:** *See above.*

### **Notes:**

*TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.*

Add additional assessment measures and criteria for success, if desired:

*Indirect assessments for the program will include:*

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 15, 16, and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 15, 16, and 19.*

## **Outcome Ten:** INTASC Standard #10: Leadership and Collaboration

*The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

**Assessment year** (circle one): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

**Assessment start Date:** *This assessment will be completed at the end of the 2016 spring semester.*

### **1<sup>st</sup> Assessment Measure:**

*Standard 10 from Capstone Portfolio: At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio.*

*Standard 10 from Student Teaching Performance Assessment: At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.*

**Criterion for success:** *See above.*

### **Notes:**

*TED will update the student-tracking database to include students from each semester of EDEL/EDSC 491 Capstone and EDEL/EDSC 483 Student Teaching and EDSP 495 Special Education Student Teaching.*

Add additional assessment measures and criteria for success, if desired:

*Indirect assessments for the program will include:*

- *Praxis II exams: At least 90% of program completers will earn state recognized passing scores on their respective exams during first-time administration.*
- *Graduate Surveys: High satisfaction ratings (80% or more of respondents rating the question as 'agree' or 'strongly agree') on questions 13, 14, and 19-21.*
- *Employer Surveys: High satisfaction ratings (80% or more of respondents rating the questions as 'agree' or 'strongly agree') on questions 13, 14, and 19.*

# Yearly Assessment Report Worksheet

## GBC Program Assessment Report

**Program:** TEACHER EDUCATION

**Academic Year:**

Program Outcomes	Assessment Measures	Assessment Results	Action
In the boxes below, summarize the outcomes assessed in your program.	In the boxes below, summarize the methods used to assess program outcomes during the last year. Include the criterion you'll use to judge whether or not students have achieved the expected outcome.	In the boxes below, summarize the results of your assessment activities during the last year. Include your judgement as to whether or not the criterion for student achievement has been met.	In the boxes below, summarize how you plan to use the results to improve student learning.
<p>InTASC Standard 1</p> <p><b>Learner Development:</b></p> <p>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><i>(demonstrated, see rubrics)</i></p>	<p><b>Assessment Measure:</b></p> <p>EDEL/EDSC 483 Student Teaching Rubric Standard 1</p> <p>EDEL/EDSC 491 Capstone Rubric Standard 1</p> <p>Praxis II – PLT, Content Exams</p> <p>Employer Survey</p> <p>Graduate Survey</p> <p><b>Frequency:</b></p> <p>Yearly</p> <p><b>Criterion for achievement:</b></p> <p>Student Teaching Rubric Standard 1:</p> <p>90% proficient or above</p> <p>Capstone Rubric Standard 1:</p> <p>90% proficient or above</p> <p>Praxis: 90% pass rate</p> <p>Employer Survey: 80% agree/strongly agree</p> <p>Graduate Survey: 80% agree/strongly agree</p>		

<p>InTASC Standard 2</p> <p><b>Learning Differences:</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. <i>(demonstrated, see rubrics)</i></p>	<p><b>Assessment Measure:</b> EDEL/EDSC 483 Student Teaching Rubric Standard 2 EDEL/EDSC 491 Capstone Rubric Standard 2 Praxis II – PLT, Content Exams Employer Survey Graduate Survey</p> <p><b>Frequency:</b> Yearly</p> <p><b>Criterion for achievement:</b> Student Teaching Rubric Standard 2: 90% proficient or above Capstone Rubric Standard 2: 90% proficient or above Praxis: 90% pass rate Employer Survey: 80% agree/strongly agree Graduate Survey: 80% agree/strongly agree</p>		
<p>InTASC Standard 3</p> <p><b>Learning Environments:</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. <i>(demonstrated, see rubrics)</i></p>	<p><b>Assessment Measure:</b> EDEL/EDSC 483 Student Teaching Rubric Standard 3 EDEL/EDSC 491 Capstone Rubric Standard 3 Praxis II – PLT, Content Exams Employer Survey Graduate Survey</p> <p><b>Frequency:</b> Yearly</p>		

Standard 3 continued	<b>Criterion for achievement:</b> Student Teaching Rubric Standard 3: 90% proficient or above Capstone Rubric Standard 3: 90% proficient or above Praxis: 90% pass rate Employer Survey: 80% agree/strongly agree Graduate Survey: 80% agree/strongly agree		
<b>InTASC Standard 4</b> <b>Content Knowledge:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. <i>(demonstrated, see rubrics)</i>	<b>Assessment Measure:</b> EDEL/EDSC 483 Student Teaching Rubric Standard 4 EDEL/EDSC 491 Capstone Rubric Standard 4 Praxis II – PLT, Content Exams Employer Survey Graduate Survey  <b>Frequency:</b> Yearly  <b>Criterion for achievement:</b> Student Teaching Rubric Standard 4: 90% proficient or above Capstone Rubric Standard 4: 90% proficient or above Praxis: 90% pass rate Employer Survey: 80% agree/strongly agree Graduate Survey: 80% agree/strongly agree		

<p><b>InTASC Standard 5</b>  <b>Application of Content:</b>  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.  <i>(demonstrated, see rubrics)</i></p>	<p><b>Assessment Measure:</b>  EDEL/EDSC 483 Student Teaching Rubric Standard 5  EDEL/EDSC 491 Capstone Rubric Standard 5  Praxis II – PLT, Content Exams  Employer Survey  Graduate Survey</p> <p><b>Frequency:</b>  Yearly</p> <p><b>Criterion for achievement:</b>  Student Teaching Rubric Standard 5:  90% proficient or above  Capstone Rubric Standard 5:  90% proficient or above  Praxis: 90% pass rate  Employer Survey: 80% agree/strongly agree  Graduate Survey: 80% agree/strongly agree</p>		
<p><b>InTASC Standard 6</b>  <b>Assessment:</b>  The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.  <i>(demonstrated, see rubrics)</i></p>	<p><b>Assessment Measure:</b>  EDEL/EDSC 483 Student Teaching Rubric Standard 6  EDEL/EDSC 491 Capstone Rubric Standard 6  Praxis II – PLT, Content Exams  Employer Survey  Graduate Survey</p> <p><b>Frequency:</b>  Yearly</p>		

Standard 6 continued	<b>Criterion for achievement:</b> Student Teaching Rubric Standard 6: 90% proficient or above Capstone Rubric Standard 6: 90% proficient or above Praxis: 90% pass rate Employer Survey: 80% agree/strongly agree Graduate Survey: 80% agree/strongly agree		
InTASC Standard 7 <b>Planning for Instruction:</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <i>(demonstrated, see rubrics)</i>	<b>Assessment Measure:</b> EDEL/EDSC 483 Student Teaching Rubric Standard 7 EDEL/EDSC 491 Capstone Rubric Standard 7 Praxis II – PLT, Content Exams Employer Survey Graduate Survey  <b>Frequency:</b> Yearly  <b>Criterion for achievement:</b> Student Teaching Rubric Standard 7: 90% proficient or above Capstone Rubric Standard 7: 90% proficient or above Praxis: 90% pass rate Employer Survey: 80% agree/strongly agree Graduate Survey: 80% agree/strongly agree		

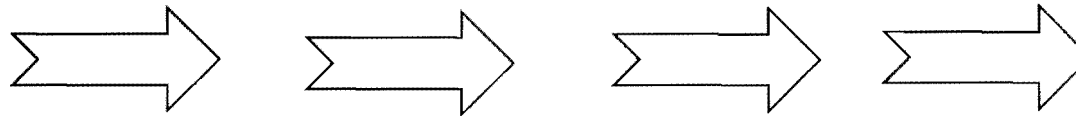
<p>InTASC Standard 8</p> <p><b>Instructional Strategies:</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. <i>(demonstrated, see rubrics)</i></p>	<p><b>Assessment Measure:</b> EDEL/EDSC 483 Student Teaching Rubric Standard 8 EDEL/EDSC 491 Capstone Rubric Standard 8 Praxis II – PLT, Content Exams Employer Survey Graduate Survey</p> <p><b>Frequency:</b> Yearly</p> <p><b>Criterion for achievement:</b> Student Teaching Rubric Standard 8: 90% proficient or above Capstone Rubric Standard 8: 90% proficient or above Praxis: 90% pass rate Employer Survey: 80% agree/strongly agree Graduate Survey: 80% agree/strongly agree</p>		
<p>InTASC Standard 9</p> <p><b>Professional Learning and Ethical Practice:</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts</p>	<p><b>Assessment Measure:</b> EDEL/EDSC 483 Student Teaching Rubric Standard 9 EDEL/EDSC 491 Capstone Rubric Standard 9 Praxis II – PLT, Content Exams Employer Survey Graduate Survey</p> <p><b>Frequency:</b> Yearly</p>		

<p>practice to meet the needs of each learner. (<i>demonstrated, see rubrics</i>)</p>	<p><b>Criterion for achievement:</b> Student Teaching Rubric Standard 9: 90% proficient or above Capstone Rubric Standard 9: 90% proficient or above Praxis: 90% pass rate Employer Survey: 80% agree/strongly agree Graduate Survey: 80% agree/strongly agree</p>		
<p>InTASC Standard 10 <b>Leadership and Collaboration:</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (<i>demonstrated, see rubrics</i>)</p>	<p><b>Assessment Measure:</b> EDEL/EDSC 483 Student Teaching Rubric Standard 10 EDEL/EDSC 491 Capstone Rubric Standard 10 Praxis II – PLT, Content Exams Employer Survey Graduate Survey</p> <p><b>Frequency:</b> Yearly</p> <p><b>Criterion for achievement:</b> Student Teaching Rubric Standard 10: 90% proficient or above Capstone Rubric Standard 10: 90% proficient or above Praxis: 90% pass rate Employer Survey: 80% agree/strongly agree Graduate Survey: 80% agree/strongly agree</p>		

# Student Enrollment Data

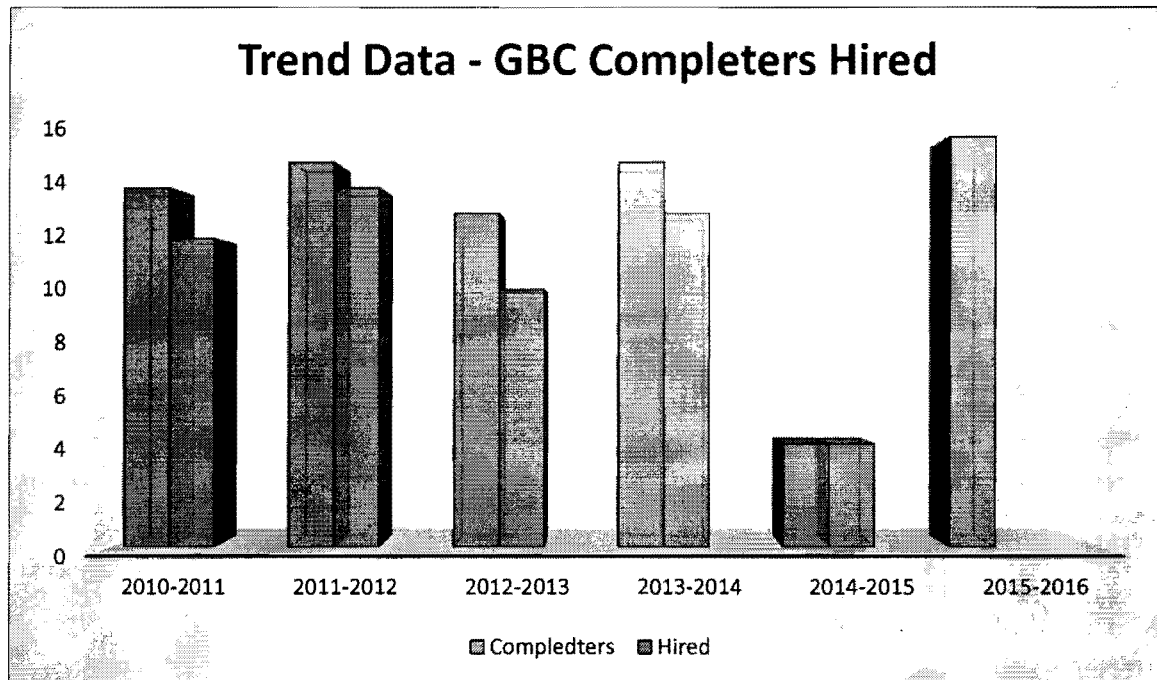
# Applicants accepted into the Teacher Education Program

Spring (March 1) and Fall (October 1)



Attribute	2013 - 8	2014 - 13	2015 - 15	2016 - 24
<b>Total Accepted</b>	<b>8</b>	<b>13</b>	<b>15</b>	<b>24</b>
Grade Point Average	3.325	3.283	3.407	3.428
Completer Average GPA	3.685	3.498	3.6655	
Declared Elementary	4	7	6	11
SPED	1	2	1	1
Declared Secondary Total	4	6	9	13
Math	0	1	1	0
English	2	1	0	2
Science	0	1	2	4
Social Science	1	2	6	5
TESL/ELAD both	1	0	3	2
Post Bac	1	5	8	10
Ethnicity – white	7	12	14	18
AM. Indian/Alaska Native	0	1	1	2
Hispanic	0	0	0	2
Not identified	1	0	0	2

## Completer Data – Hiring Trends



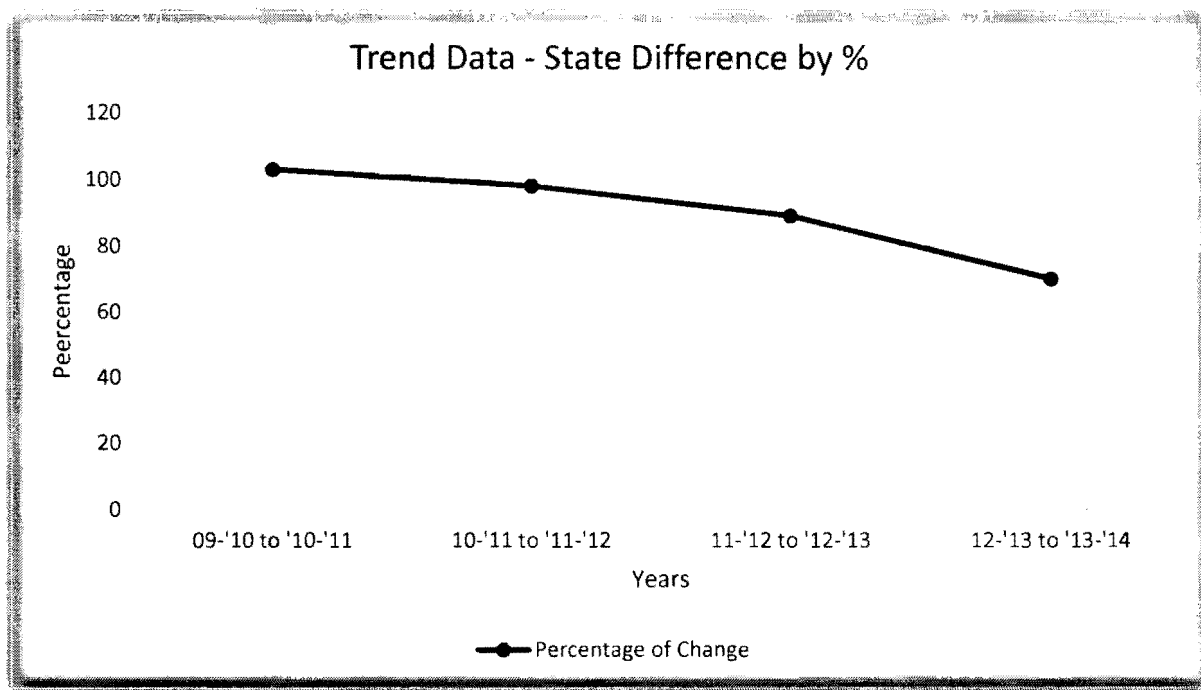
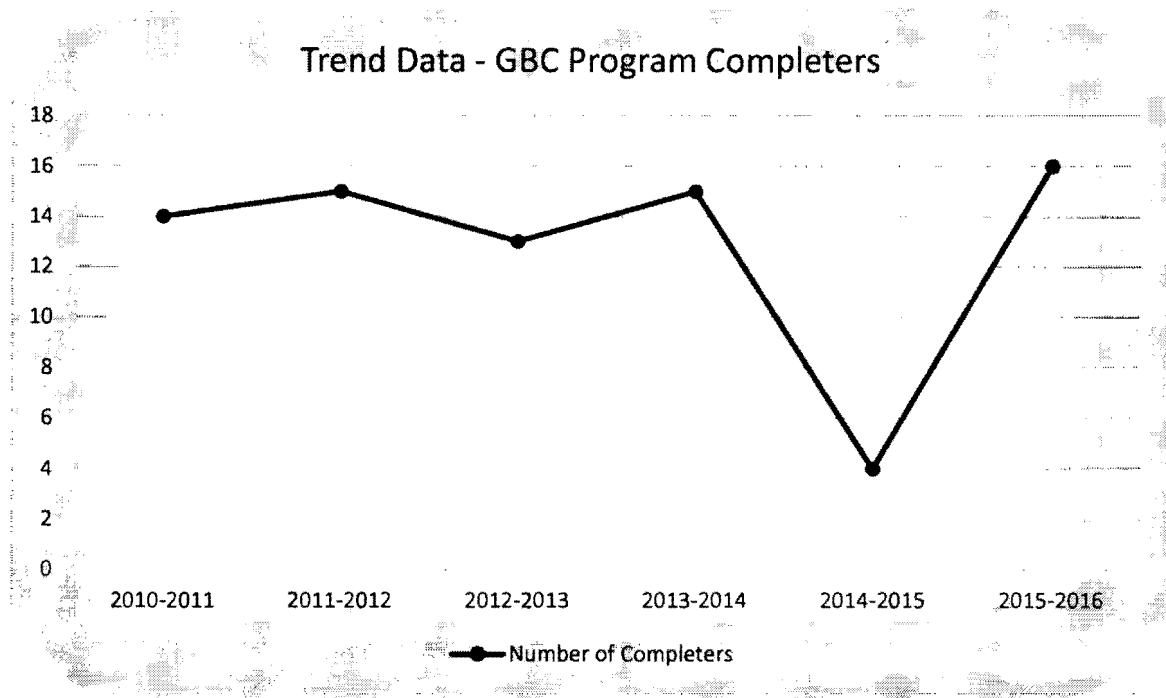
Total % of graduates who applied for teaching positions 85%.

Total % of graduates who applied for teaching positions who were hired 100%.

Reasons for not applying reported to GBC:

1. Moving on to graduate school 5%
2. Chose a different career 3%
3. Took time off for family 2%
4. Moved out of state to teach 2%
5. Did not report reason for not applying 3%

All reasons were reported as personal choice and not because they were refused employment.



Program Completers Trend Data compared to State Trend by percentage

# Student Outcomes Assessment Process

## Student Teaching

## **Evaluation Process**

### **Completing the Evaluation**

Rubric scores should be based on consistent, overall performance and not on one specific incident. Formative evaluations should be ongoing. This rubric will be used formally mid-semester and again at the end of the semester. Specific examples should be provided to support the evaluation. The evaluation will be a collaboration of the lead teacher, the supervisor and the intern.

### **Levels of Performance**

#### **Exceptional (3)**

The student intern has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged. Students are assuming considerable responsibility for their own learning. *The student intern has the potential to be an outstanding first-year teacher.*

#### **Proficient (2)**

The student intern clearly understands the concepts underlying the principle and implements it well. This implementation is consistent and effective. *S/he demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.*

#### **Emerging (1)**

The student intern appears to understand the concepts underlying the principle and attempts to implement its elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and experience (supported by lead teacher and college supervisor) may enable the teacher to become proficient in this area. *The student teacher will need significant guidance and ongoing skill development to be successful in the classroom.*

#### **Unsatisfactory (0)**

The student intern does not appear to understand the concepts underlying the principle. Work on the fundamental practices associated with the element is required to enable growth in this area. Students at the unsatisfactory level in any area should receive intensive modeling and assistance until they achieve an emerging level of competence. *The intern will not pass student teaching.*

Most student teachers will perform at the proficient and emerging levels. Outstanding student interns will perform at the exceptional level. The exceptional level should be reserved for performance that is above and beyond basic requirements.

## STUDENT TEACHING EVALUATION RUBRIC

Standard 1 includes the development of all domains (social, emotional, cognitive, moral, and physical), addresses student interests and teaching to each student's developmental level.

	Exceptional (3)	Proficient (2)	Emerging (1)	Unsatisfactory (0)
Cognitive Development	Teacher has learners engaged in developmentally appropriate activities to stimulate their critical thinking and to promote maximum individual growth.	Teacher designs developmentally appropriate activities and assignments and teaches in the zone of proximal development.	Teacher teaches at the lower end of proximal development.	Teacher teaches above or below zone of proximal development or is unaware of students' zone of proximal development.
Flexible grouping	Teacher utilizes flexible grouping based upon student interests, learning profile, and readiness. Grouping is maximized to meet both student learning and curricular outcomes. Grouping is fluid.	Teacher utilizes flexible grouping based upon student interests, learning profile, and readiness.	Teacher utilizes whole group and small groups based upon readiness.	Teacher teaches to the whole group.
Differentiates instruction	Teacher appropriately implements a variety of respectful tasks to promote individual growth. Examples are curriculum compacting, orbital studies, individual contracts, student choice, tiered lessons, menus, tic-tac-toe, and layered curriculum.	Teacher designs a variety of respectful tasks to students on occasion. Differentiation is demonstrated but not on-going.	Teacher assigns different tasks to specific groups of students.	Teacher assigns the same tasks to all students.

Standard 2 includes respect for all learners, awareness of learning differences, and the creation and promotion of a diverse community of learners.

	Exceptional (3)	Proficient (2)	Emerging (1)	Unsatisfactory (0)
Accommodates instruction for identified learners	Teacher implements accommodations for inclusion of individual students to learn grade level content with full inclusion into the classroom culture.	Teacher implements accommodations for inclusion of individual students to learn grade level content.	Teacher utilizes non-grade level content to implement accommodations for individual students.	All students receive same delivery of instruction and assignments or teacher alienates students.
Content comprehensible	Teacher utilizes nonlinguistic representations, learning strategies, purposeful interaction, varied scaffolding, and building background based upon individual learning differences.	Teacher utilizes nonlinguistic representations, learning strategies, purposeful interaction, varied scaffolding, and building background based upon curriculum and group dynamics.	Teacher is aware of varied teaching strategies and attempts to plan for individual learners with limited success.	Teacher plans curriculum instruction without awareness of varied individual learners.
Understanding your students	Teacher seeks information about students' backgrounds from a variety of sources, including the students and strategically plans for addressing the uniqueness of each individual.	Teacher gathers information about students' backgrounds and utilizes information to plan for instruction.	Teacher is aware of school demographics and some students' backgrounds, but does not plan instruction based upon the information.	Teacher is unaware of students' backgrounds.

Standard 3 includes promoting self-motivation, managing and organizing a classroom, creating a learning community, treating students in an equitable fashion, utilizing proactive management techniques, transitioning smoothly, anticipating potential problems, , communicating expectations, and establishing procedures and routines.

	Exceptional (3)	Proficient (2)	Emerging (1)	Unsatisfactory (0)
Expectations	Teacher welcomes all students. The teacher believes all students will succeed socially and academically. Collaborates with learners, families, and colleagues in order to be responsive to students' needs.	Teacher welcomes all students. The teacher believes all students will succeed academically.	Teacher permits all students to be included in the classroom. The teacher believes all students will achieve in some way.	Teacher does not hold all students to the same standards.
Procedures and routines	Students take ownership of procedures and routines.	Teacher has clear procedures and routines and consistently communicates and expects them to be followed.	Procedures and routines are defined but used inconsistently.	No procedures and routines have been defined.
Management	Teacher's monitoring is subtle and preventive. Students monitor their own behavior in appropriate ways. "With-it-ness" consistently used with a high degree of expertise in whole class setting.	Teacher is consistently alert to student behavior and uses redirection. Teacher anticipates potential problems.	Teacher is generally aware of students' behavior but may miss the activities of some students. Inconsistently addresses student behavior and does not use redirection.	Teacher is unaware of what students are doing, and/or student behavior is not monitored.

Motivation	Teacher utilizes intrinsic motivation to promote student responsibility and goals.	Teacher transitions between extrinsic and intrinsic motivators to promote student responsibility and goals.	Teacher utilizes extrinsic motivators to promote student responsibility and goals.	Teacher relies on rewards and discipline to motivate students.
Nonverbal communication	Teacher's body language has become a deliberate tool in enhancing instruction in a very strategic fashion. He/she is at "intuitive" level in reading/responding to students' body language in order to make instructional decisions.	Teacher utilizes body language as a consistent tool in enhancing instruction. He/she often uses students' body language as prompts for instructional decision-making.	Teacher utilizes body language inconsistently. He/she begins to identify and utilize students' body language as prompts for instructional decision-making.	Teacher does not utilize body language in order to enhance the quality of instruction. He/she seldom stops and identifies students' body language in order to monitor teaching and learning.

Standard 4 includes use of academic language by students and teacher, proactive understanding of misconceptions, and discipline specific content knowledge.

	Exceptional (3)	Proficient (2)	Emerging (1)	Unsatisfactory (0)
Content language	Teacher creates opportunities for students to learn, practice, and master academic language in their content.	Teacher's oral and written language are correct and expressive with well-chosen vocabulary that enriches the lesson.	Teacher's speech and written language are clear and correct. Vocabulary is correct, but limited or not appropriate to students' ages or backgrounds.	Teacher's speech is inaudible or written language is illegible. Language may contain grammar, syntax, or spelling errors. Vocabulary may be inappropriate, vague, or used incorrectly.
Content knowledge	Teacher takes initiative to locate and teach information beyond traditional text.	Teacher displays solid content knowledge through provided texts.	Teacher displays basic content knowledge.	Teacher makes content errors. Does not correct errors of students or self.

	Seeks to keep abreast of new ideas and understandings in the field. Effectively and spontaneously responds to content questions.			
Misconceptions	Teacher plans for and recognizes sources of misconceptions.	Teacher recognizes and corrects misconceptions.	Teacher recognizes students' misconceptions but does not address the misconceptions.	Teacher does not recognize errors as misconceptions.

Standard 5 includes ability to convey content, enthusiasm towards content, selection of materials appropriate for learners, and the understanding that subject matter knowledge is ever evolving.

	Exceptional (3)	Proficient (2)	Emerging (1)	Unsatisfactory (0)
Interdisciplinary connections	Teacher incorporates interdisciplinary content connections to teaching and learning on a regular basis to enhance relevance.	Teacher incorporates interdisciplinary connections to support literacy development across content areas.	Teacher displays limited awareness of interdisciplinary connections to teaching and learning; attempts to incorporate strategies with limited success.	Teacher does not attempt interdisciplinary connections to teaching and learning.
Supporting learner expression	Teacher has students assume considerable responsibility and allows flexibility in the active communication used for collaboration and interaction.	Teacher fosters collaboration and interaction through varied uses of learner expression.	Teacher dictates mode of learner expression.	Teacher does not encourage students to express their content ideas in a socially interactive setting in the classroom.

Inquiry	Creates experiences that encourages learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. Promotes divergent thinking.	Engages learners in applying methods of inquiry and standards of evidence used in the discipline. Promotes convergent thinking.	Methods of inquiry are attempted with limited success.	Teacher does not attempt inquiry based learning with students.
Multi-media	Interactive multi-media is used to enhance conceptual understanding and/or relevance.	Lessons consistently incorporate multi-media to add instructional impact and increase learning.	Multi-media used does not enhance the lesson.	Teacher does not use multi-media as an instructional tool.

Standard 6 includes designing and utilizing pre-assessment, formative assessment, and summative assessment, providing meaningful and timely feedback.

	Exceptional (3)	Proficient (2)	Emerging (1)	Unsatisfactory (0)
Formative assessment	Learners are involved in the self-monitoring of their learning.	Evidence of learning is collected in a variety of ways. Feedback is timely and includes qualitative comments. Results of formative assessments drive instruction.	Feedback is timely but minimal. Formative assessments are not considered in next steps of instruction.	Feedback is not provided in a timely manner and/or minimal.

Pre-assessment	Pre-assessments are used to differentiate instruction.	Pre-assessments are used to determine instructional plan. Pre-assessments are aligned with standards and objectives.	Pre-assessments are given but results are not driving instruction. Pre-assessments are not consistently aligned with standards and objectives.	Pre-assessments are not used or are not aligned with standards and objectives.
Summative assessment	Summative assessments are created prior to lesson planning. Summative assessments are analyzed and adjusted to maintain balance among objectives.	Summative assessments are created prior to lesson planning. Summative assessments are aligned with standards and objectives.  Feedback is timely and includes qualitative comments.	Summative assessments are created after lesson planning. Summative assessments are not consistently aligned with standards and objectives.  Feedback is timely but minimal.	Summative assessments are not created or are not aligned with standards and objectives. Feedback is not provided in a timely manner and/or minimal.
Data Analysis	Teacher analyzes results of assessments and implements a plan of action for students based on those results.	Teacher analyzes results of assessments and reflects on those results.	Teacher keeps students' records up-to date.	Teacher does not keep consistent student records.

Standard 7 includes creating lesson plans, utilizing standards and objectives, adjusting and adapting plans based upon learners' responses, recognizing long-term and short-term plans, linking learning objectives and activities, and organizing content for effective presentation.

	Exceptional (3)	Proficient (2)	Emerging (1)	Unsatisfactory (0)
Global planning	Curriculum maps are standards based and developed for all subject areas, linked to unit plans that drive lesson progression.	Unit plans are standards-based and drive effective lesson progression.	Plans are standards-based, short-range, week-by-week	Plans are text book driven and short-range

Lesson Design	Backwards design, planned for higher order questions, relevance	Plans include all minimum components, plan components are aligned with one another, and lesson execution aligns with plans.	Plans include all minimum components, but the components may not align to each other or with the execution	Lessons not developed with all minimum components and/or on time.
Lesson adjustment	Teacher immediately makes necessary adjustments to lesson to meet student needs, interests, and motivation. The adjustment improves the lesson.	Teacher makes minor adjustments to future plans and the adjustments occur smoothly.	Teacher attempts to adjust a lesson but with mixed results.	Teacher adheres rigidly to an instructional plan even when a change would clearly improve the lesson.

Standard 8 includes student engagement, teaching techniques, questioning techniques, lesson pacing, lesson execution, and metacognitive processes.

	Exceptional (3)	Proficient (2)	Emerging (1)	Unsatisfactory (0)
Questioning techniques	<p>Teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.)</p> <p>Wait time is used appropriately. Teacher scaffolds questions from learners' responses.</p>	Teacher's questions consistently reflect the goals of lesson. Challenges students to justify response by probing for learner understanding. Helps students to articulate ideas. Asks varying levels of questions in regards to Bloom's Taxonomy.	Teacher attempts questioning techniques but has a difficult time implementing them effectively. Is aware of Bloom's Taxonomy but does not consistently utilize all levels of cognition.	Teacher only utilizes the questions from the teacher's guide. Does not apply Bloom's Taxonomy to the classroom.

Student engagement	Teacher plans for and utilizes student engagement strategies. The students are engaged the majority of the school day.	Teacher plans for student engagement strategies and utilizes them consistently.	Teacher is engaged in presenting lesson, and learners are disengaged the majority of the time.	Total disengagement by teacher and learners.
Strategies and techniques	Teacher deliberately adds new and varied instructional techniques to promote metacognitive processes. Students achieve the desired learning outcome.  Lesson activities require students to be cognitively active and construct their knowledge.	Teacher designs a wide variety of instructional techniques. The techniques are useful in helping students achieve the desired learning outcome.	Teacher attempts a variety of teaching techniques but teaching techniques do not help students achieve the desired learning outcome.	Teacher relies heavily upon transmission models of instruction and does not help students achieve the desired learning outcome
Pacing	Teacher paces lesson to maximize instruction. Transition times are minimal.	Teacher paces lesson as planned. Lessons begin and end on time. Transition times are minimal.	Teacher does not pace as planned. Lessons do not begin or end on time. Transition times are too long.	Teacher is not able to plan for allotted time. Transition times are long and chaotic.

Standard 9 includes accepting constructive feedback, implementing change, using a variety of professional resources, maintaining a positive attitude, knowing personal areas of strengths and weaknesses, and setting high expectations for self.

	Exceptional (3)	Proficient (2)	Emerging (1)	Unsatisfactory (0)
Response to constructive feedback	Teacher seeks out constructive feedback and successfully implements suggestions into practice.	Teacher listens to constructive feedback and tries to implement suggestions into practice.	Teacher listens to constructive feedback but does not always follow through with recommendations.	Teacher makes excuses for teaching performance when given constructive criticism.

Self-reflection	Teacher is able to critically analyze a lesson for effectiveness and offer alternative actions complete with probable successes with different approaches.	Teacher can accurately determine whether a lesson has met the stated goals. Offers general suggestions for improvement or is dependent on supervisors for ideas.	Teacher's interpretation of whether or not a lesson has met the stated goal is not accurate.	Teacher does not know whether or not a lesson was effective or whether or not it achieved its goals. Profoundly misjudges the success of a lesson. Perceptions are often inaccurate.
Performs in a professional manner	Teacher participates in professional development beyond mandatory requirements.	Teacher participates in required professional development. Teacher consistently demonstrates professionalism in appearance, manners and integrity.		Teacher's attire, mannerisms, communication or promptness lacks in some manner.

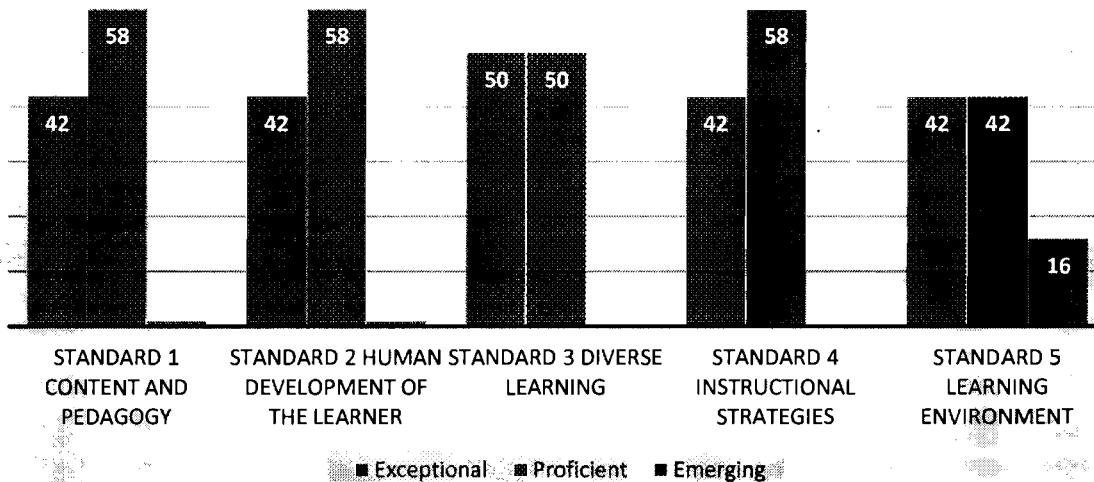
Standard 10 includes communicating with parents and lead teacher, participating in collegial activities, and demonstrating involvement in learning activities outside of school.

	Exceptional (3)	Proficient (2)	Emerging (1)	Unsatisfactory (0)
Communication between lead teacher and student intern	Teacher takes professional dialog with lead teacher to high levels of critical thinking. Analyzes occurrences of the classroom day in partnership with lead teacher. Communication pattern is a model of equality.	Teacher consistently engages in dialog with lead teacher regarding occurrences of the classroom day. Communication pattern is a mentor-mentee relationship.	Teacher begins to generate specific questions regarding occurrences of the classroom day. Communication pattern is professionally functional but limited.	Teacher avoids and/or seldom participates in dialog with lead teacher. Communication is dysfunctional and/or very limited.

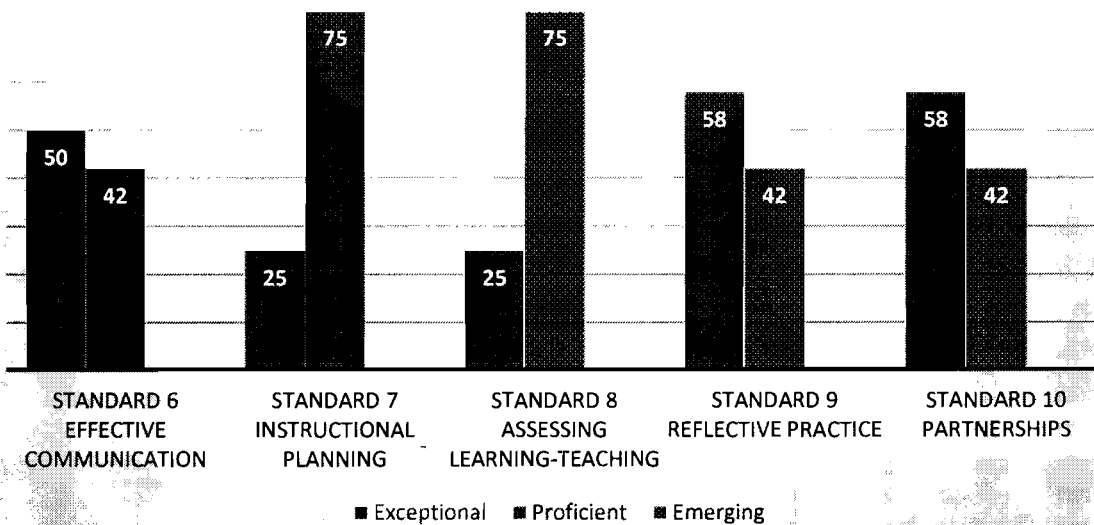
Collaborates with professional colleagues	Teacher routinely requests and shares materials, resources, and ideas with colleagues and is an integral part of decision-making.	Teacher seeks opportunities to work with colleagues to learn and grow professionally.	Teacher maintains professional cordial relationships with school staff and attends required meetings.	Teacher has little interaction with colleagues or relationships are negative or unprofessional.
Communicates with parents	Teacher establishes respectful and productive relationships with parents. Actively seeks to include and communicate with families within the classroom.	Teacher teams with the lead teacher to communicate with parents about their child's progress on a regular basis and openly welcomes parents to the classroom.	Teacher provides required information to parents. Minimal contact is established.	Teacher is insensitive to parent concerns about students. Does not make an effort to get involved with parents.
Participates within greater school community	Teacher seeks out and volunteers to participate in school or community activities outside of school hours and makes substantial contributions.	Teacher participates in school/district events when specifically asked or required. Participates as much as possible as a full faculty member.		Teacher avoids becoming involved in school/district projects and/or community events.

# Student Outcomes Assessment Data By Outcome

## 2010-2011 Evaluation by Standard

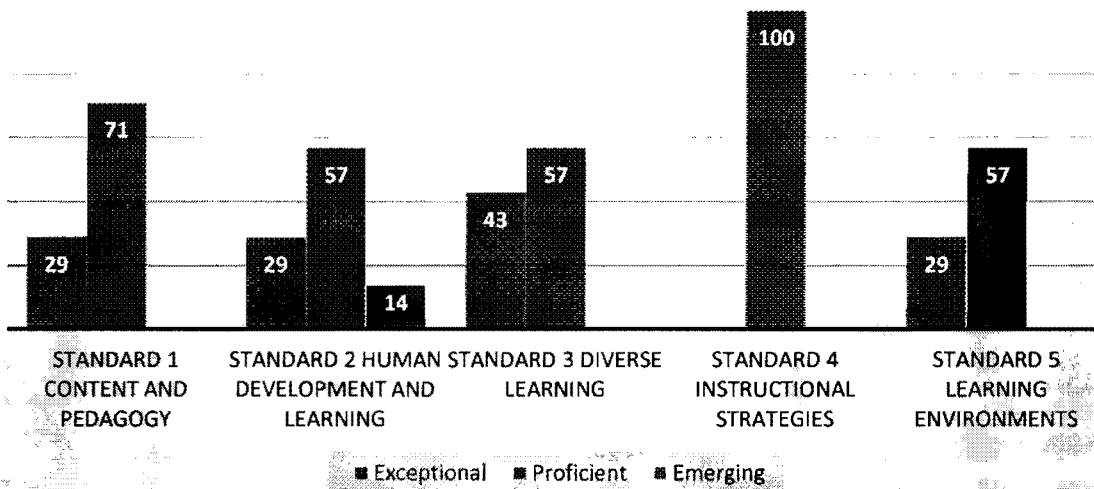


## 2010-2011 Evaluation by Standard

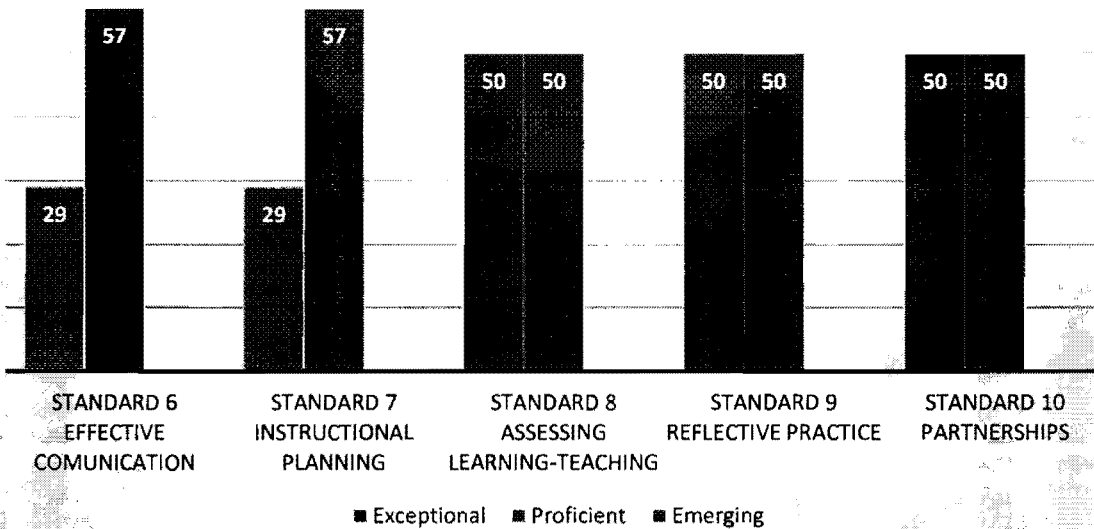


## Student Teacher Performance Data

## 2011-2012 Evaluation by Standard

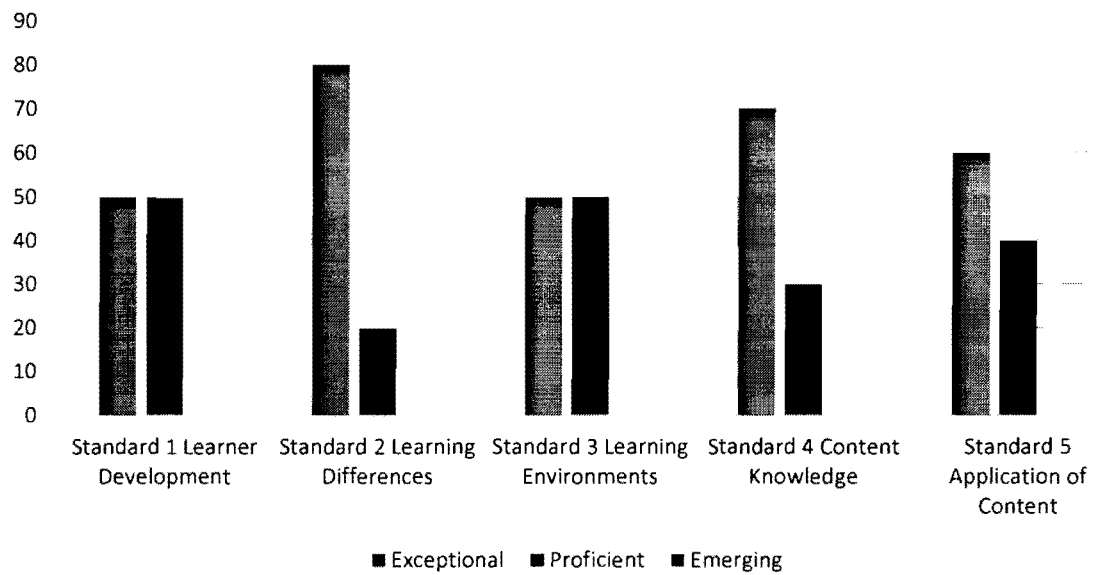


## 2011-2012 Evaluation by Standard

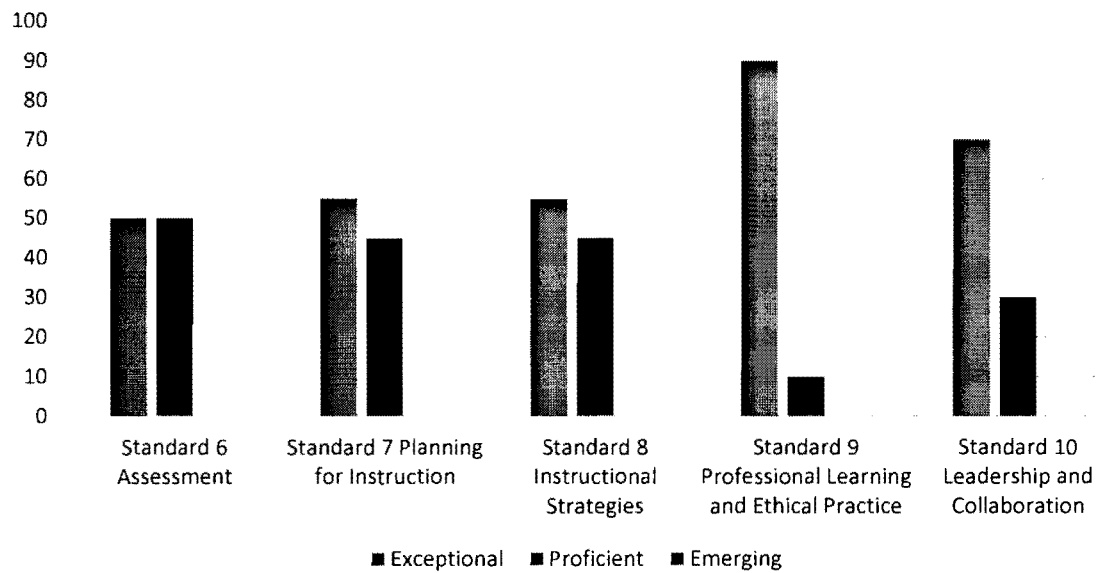


## Student Teacher Performance Data

2012-2013 Evaluation by InTASC Standards

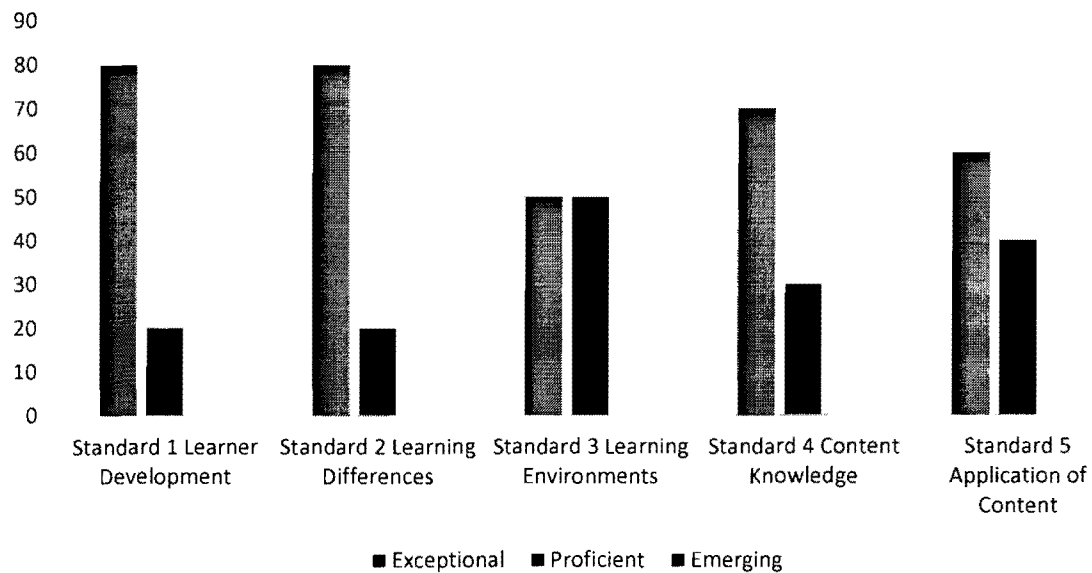


2012-2013 Evaluation by InTASC Standards

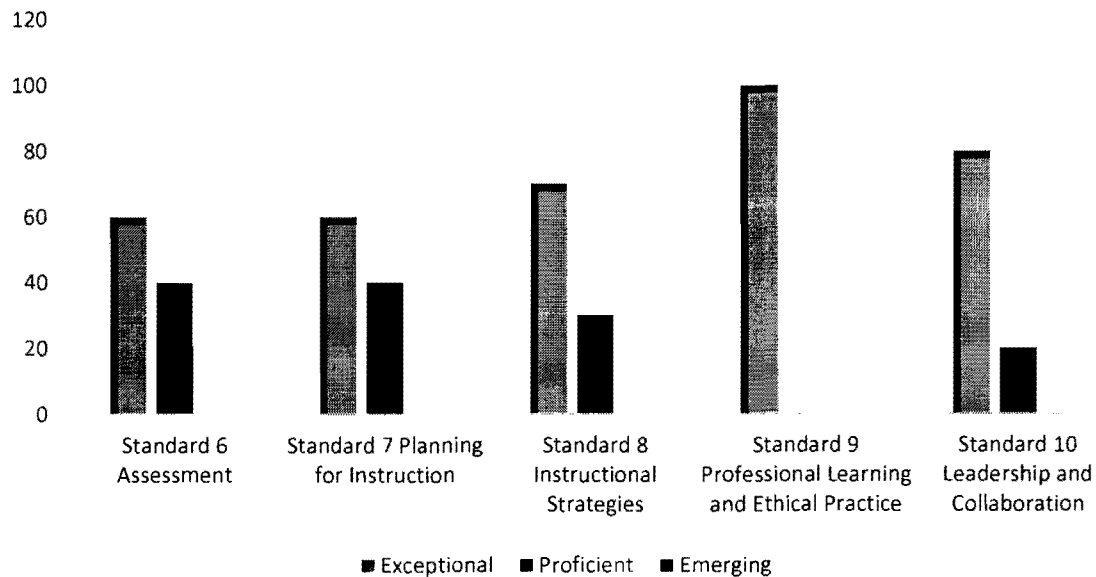


Student Teacher Performance Data

2013-2014 Evaluation by InTASC Standard

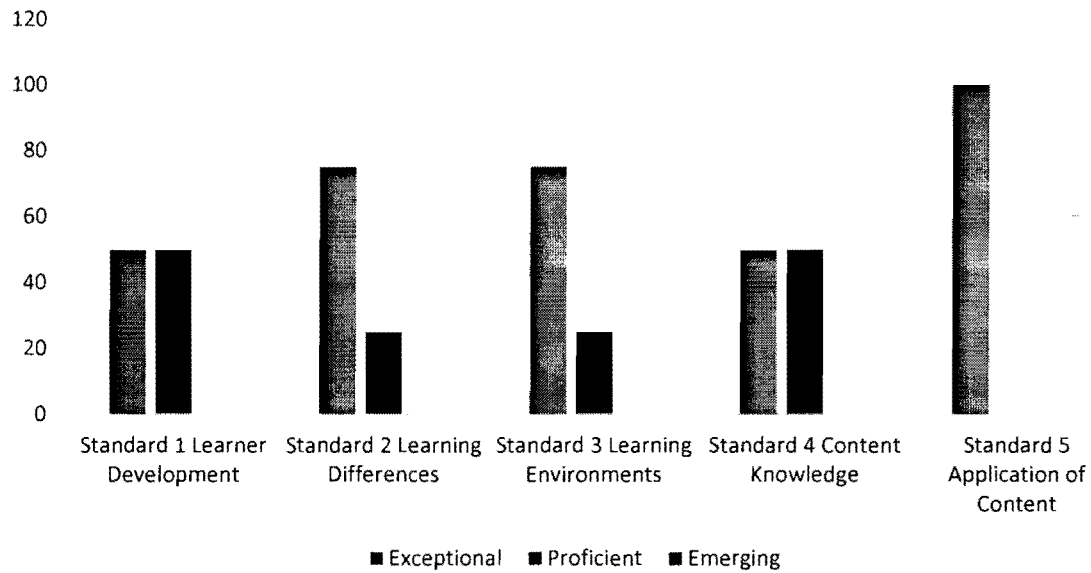


2013-2014 Evaluation by InTASC Standard

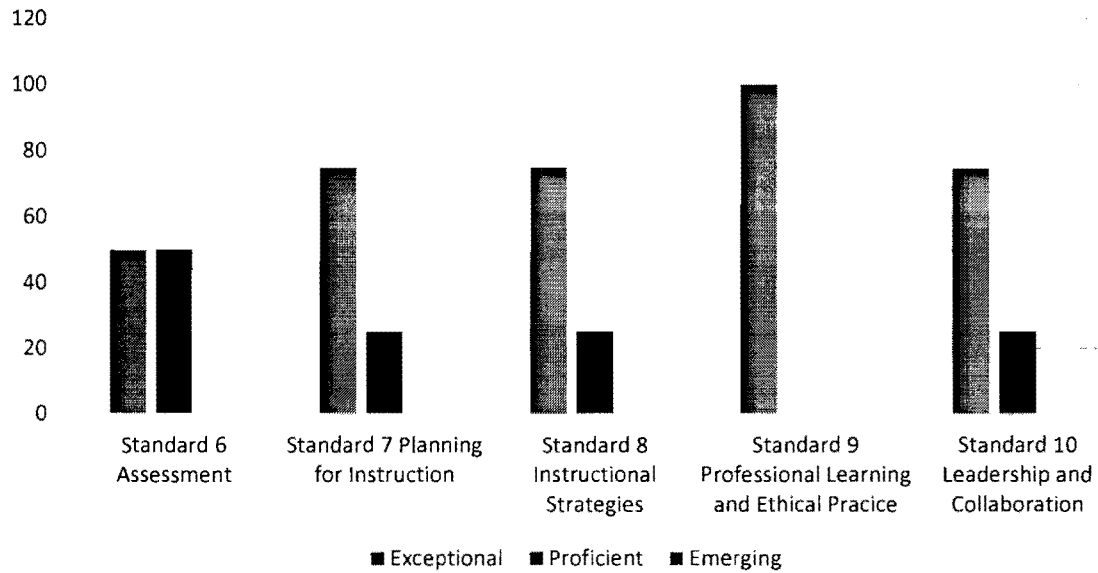


Student Teacher Performance Data

2014-2015 Evaluation by InTASC Standard



2014-2015 Evaluation by InTASC Standard



## Student Teacher Performance Data

# Student Outcome Assessment Process Capstone/Portfolio

## Showcase Portfolio/Capstone: Final Rubric InTASC Core Teaching Standards

Teacher Candidate \_\_\_\_\_

3 – Exceptional- Strong, convincing, and consistent evidence

2 – Proficient- Clear evidence

1 – Emerging- Limited evidence

0 – Unsatisfactory- No evidence

InTASC STANDARD	Score	Comments
1: Learner Development		
2: Learning Differences		
3: Learning Environments		
4: Content Knowledge		
5: Application of Content		
6: Assessment		

7: Planning for Instruction		
8: Instructional Strategies		
9: Professional Learning and Ethical Practice		
10: Leadership and Collaboration		
<b>TOTAL 30 points</b>		

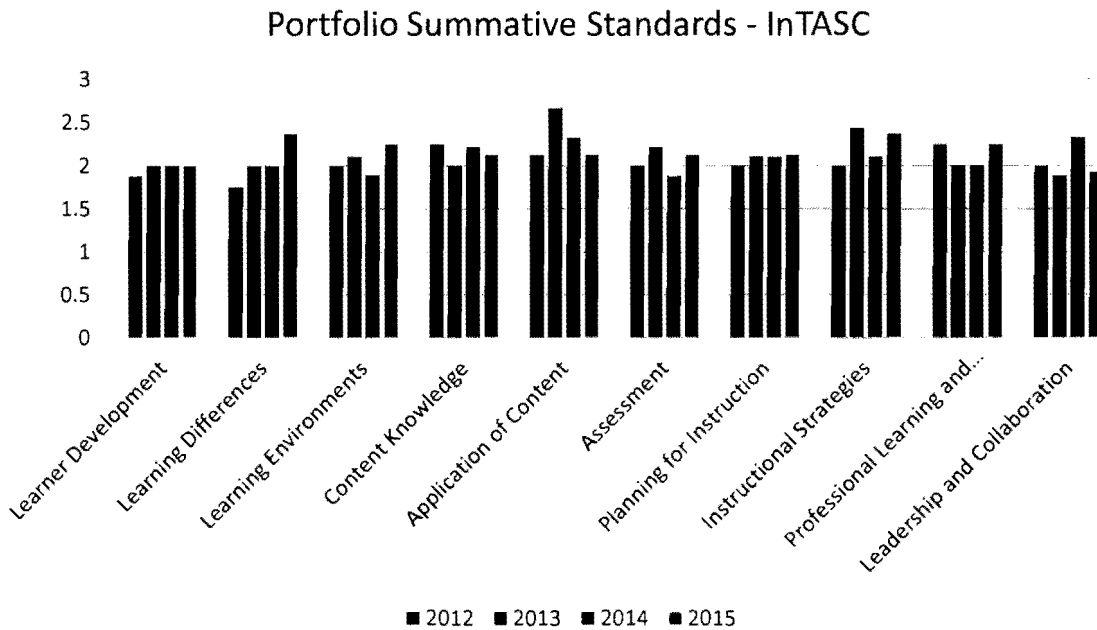
### Overall Portfolio/Capstone Rubric

	Score	Comments	3-Exceptional	2-Proficient	1- Emerging	0-Unsatisfactory
Overall appearance and organization			Colorful, creative, personalized, easy to follow and comprehend; includes graphics, a balance between space and material	Well-organized, easy to follow, some personalization of material, suitable to share with employer	Organization attempted, not suitable to share with employer	No personalization, content is in disarray, difficult to follow and read
Rationale statements			Well-written, explicit and concise rationale of artifacts; rationale is linked to standards and explains clearly the reason for meeting the standard	Rationale is linked to standards and explains clearly the reason for meeting the standard, but may contain part of the artifact or be too wordy	Rationale statements explain the artifacts but do not clearly link the artifact to the standard	Rationale statements do not explain the reason for the artifact and/or do not link to standards

Conventions- grammar and spelling			No grammatical or spelling errors	Limited errors (1-4)	Limited errors (1-4) that distract from overall portfolio	Contains many errors
Showing versus telling			Includes pictures and samples of student work; does more showing than telling	Includes pictures and samples of student work; does equal amounts of showing and telling	Includes pictures and samples of student work; does more telling than showing	Includes no pictures or samples of student work
Presentation			Brief, well-prepared, presentation; student communicates to the audience his/her professional efficacy as a teacher/leader; presents as a professional	Brief, well-prepared presentation; strong public speaking skills; presents as a professional	Prepared presentation but lacks professionalism	Unprepared, neglected to remedy noted errors, lacks appropriate public speaking skills

Student Outcomes Assessment Data  
Capstone/Portfolio  
By Standard

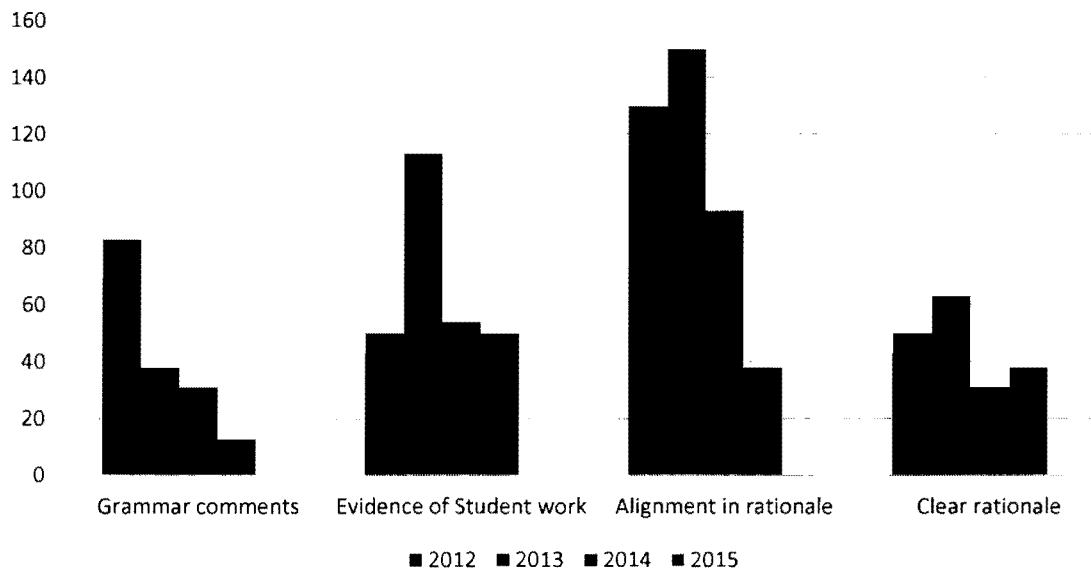
Comment Trend Data



#### Results:

Consistently students are completing the portfolio proficiently. Averaging the totals did not give significant data differences to inform improvement decisions. The data analysis of the comments of the summative evaluation for the portfolios was used to measure student understanding of particular concepts within the standards and portfolio evidence. The results are found on the next page. Themes within the comments were determined and compared by year and given equal value for comparison.

Portfolio Summative Trend Data - Comment Themes



#### Results:

In 2014 and 2015, the need for explicit instruction about what constitutes evidence of learning with the InTASC standards and the portfolio was obvious from student understanding formative assessment activities. Both EDEL 313/EDSC 313 and EDEL 315/EDSC 315 field experience courses as well as EDEL 483/EDEL 491 and EDSC 483/EDSC 491 student teaching and capstone courses devoted explicit instruction and formative feedback to the class periods the courses meet.

#### Next Steps:

Continue with explicit instruction in the practicum coursework, encourage students to attend and observer presentations of portfolios, and continue to provide formative feedback.

Graduate Survey Data  
Questions  
Comments

2013 - Reporting 2012  
2014 - Reporting 2013  
2015 - Reporting 2014

**Please respond to each of the following questions related to your preparation to become a teacher by using the following scale:**

## Graduate Survey Data – 2013

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Undecided</b>	<b>Rating Count</b>
My teacher education program prepared me for teaching students of diverse cultures and ethnicities.	50.0% (3)	50.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	6
My teacher education program prepared me for teaching English language learners.	16.7% (1)	50.0% (3)	16.7% (1)	0.0% (0)	16.7% (1)	6
My teacher education program prepared me for teaching students with disabilities in a regular classroom or in the role of a special education teacher, if applicable.	16.7% (1)	50.0% (3)	16.7% (1)	0.0% (0)	16.7% (1)	6
My teacher education program addressed the Nevada K-12 Content Standards and Benchmarks.	66.7% (4)	0.0% (0)	33.3% (2)	0.0% (0)	0.0% (0)	6
My teacher education program prepared me to develop lesson plans.	66.7% (4)	33.3% (2)	0.0% (0)	0.0% (0)	0.0% (0)	6
My teacher education program prepared me to use a variety of teaching methods appropriate to my students and age level.	50.0% (3)	50.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	6
My teacher education program prepared me to use appropriate technology and/or media in my teaching.	16.7% (1)	50.0% (3)	33.3% (2)	0.0% (0)	0.0% (0)	6
My teacher education program prepared me to address student behavior in my classroom.	0.0% (0)	66.7% (4)	16.7% (1)	0.0% (0)	16.7% (1)	6
My teacher education program prepared me to manage my classroom and/or labs.	33.3% (2)	33.3% (2)	16.7% (1)	0.0% (0)	16.7% (1)	6
My teacher education program prepared me to use formal and informal assessment strategies	50.0% (3)	33.3% (2)	16.7% (1)	0.0% (0)	0.0% (0)	6

appropriate to the students and  
subject matter I am teaching.

My teacher education program prepared me to formal and informal assessment results to improve my teaching and student learning.	50.0% (3)	33.3% (2)	16.7% (1)	0.0% (0)	0.0% (0)	6
My course work in the content area (s) (mathematics, English, sciences, social sciences, and other teaching areas) prepared me to teach my subject matter content and address the academic standards required of my school district.	33.3% (2)	50.0% (3)	0.0% (0)	0.0% (0)	16.7% (1)	6
My teacher education program prepared me to work with parents and/or families.	0.0% (0)	50.0% (3)	50.0% (3)	0.0% (0)	0.0% (0)	6
My teacher education program prepared me to develop an awareness and understanding of my school and community.	16.7% (1)	66.7% (4)	16.7% (1)	0.0% (0)	0.0% (0)	6
My teacher education program prepared me to be a reflective educator.	50.0% (3)	50.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	6
My teacher education program prepared me for the legal and procedural requirements of my role (i.e., school law, standardized testing regulations, special education procedures).	16.7% (1)	83.3% (5)	0.0% (0)	0.0% (0)	0.0% (0)	6
My teacher education program prepared me to provide developmentally appropriate instruction.	50.0% (3)	33.3% (2)	16.7% (1)	0.0% (0)	0.0% (0)	6
My teacher education program prepared me to use effective communication skills in the school setting.	50.0% (3)	50.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	6
My field experiences in schools prior to my internship prepared me for the supervised internship/student teaching.	16.7% (1)	66.7% (4)	16.7% (1)	0.0% (0)	0.0% (0)	6

My supervised student internship/teaching prepared me to assume the role of a classroom teacher.	50.0% (3)	33.3% (2)	0.0% (0)	0.0% (0)	16.7% (1)	6
I was prepared to be a teacher by my teacher education program.	50.0% (3)	16.7% (1)	0.0% (0)	0.0% (0)	33.3% (2)	6
answered question						6
skipped question						0

Please make any other comments you would like to make.

1	Thank you for assisting me towards a new rewarding career path!	May 7, 2013 11:37 AM
2	Although my experience was fine, at times it was very difficult. Being in a classroom full time as a long term sub, I feel as though the college supervisors did not fully prepare us for the REALITY of being in a classroom. We would always talk about what we wanted a classroom to be and what the most effective classroom would look like and I believe at times the expectations were very high to even get close to. I've been a long term sub since January and will finish out the year so I have had to make my own plans and do it on my own without another teachers plans to go off of. I think at times the supervisors lost sight of what the reality of being in a classroom was like and could only see what the best most effective classroom should look like. Although I have learned a great deal that I do use in the classroom, there is also a lot of things I learned that I won't use and don't feel comfortable using depending on what grade I teach and how the kids are. I think there are times when people were very opinionated about things and couldn't really help me to learn how to fix it. It was more like telling me how I had to do it instead of really helping me to become better.	Mar 28, 2013 7:56 PM

<b>Graduate Survey Data – 2014</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Undecided</b>	<b>Total</b>
My teacher education program prepared me for teaching students of diverse cultures and ethnicities.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5
My teacher education program prepared me for teaching English language learners.	20.00% 1	40.00% 2	40.00% 2	0.00% 0	0.00% 0	5
My teacher education program prepared me for teaching students with disabilities in a regular classroom or in the role of a special education teacher, if applicable.	40.00% 2	40.00% 2	20.00% 1	0.00% 0	0.00% 0	5
My teacher education program addressed the Nevada K-12 Content Standards and Benchmarks.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5
My teacher education program prepared me to develop lesson plans.	60.00% 3	40.00% 2	0.00% 0	0.00% 0	0.00% 0	5
My teacher education program prepared me to use a variety of teaching methods appropriate to my students and age level.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5
My teacher education program prepared me to use appropriate technology and/or media in my teaching.	40.00% 2	40.00% 2	20.00% 1	0.00% 0	0.00% 0	5
My teacher education program prepared me to address student behavior in my classroom.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5
My teacher education program prepared me to manage my classroom and/or labs.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5
My teacher education program prepared me to use formal and informal assessment strategies appropriate to the students and subject matter I am teaching.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5
My teacher education program prepared me to formal and informal assessment results to improve my teaching and student learning.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5
My course work in the content area(s) (mathematics, English, sciences, social sciences, and other teaching areas) prepared me to teach my subject matter content and address the academic standards required of my school district.	40.00% 2	20.00% 1	40.00% 2	0.00% 0	0.00% 0	5
My teacher education program prepared me to work with parents and/or families.	20.00% 1	40.00% 2	40.00% 2	0.00% 0	0.00% 0	5
My teacher education program prepared me to develop an awareness and understanding of my school and community.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5
My teacher education program prepared me to be a reflective educator.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5
My teacher education program prepared me for the legal and procedural requirements of my role (i.e., school law, standardized testing regulations, special education procedures).	20.00% 1	40.00% 2	40.00% 2	0.00% 0	0.00% 0	5
My teacher education program prepared me to provide developmentally appropriate instruction.	40.00% 2	40.00% 2	20.00% 1	0.00% 0	0.00% 0	5
My teacher education program prepared me to use effective communication skills in the school setting.	40.00% 2	60.00% 3	0.00% 0	0.00% 0	0.00% 0	5
My field experiences in schools prior to my internship prepared me for the supervised internship/student teaching.	40.00% 2	40.00% 2	20.00% 1	0.00% 0	0.00% 0	5
My supervised student internship/teaching prepared me to assume the role of a classroom teacher.	60.00% 3	40.00% 2	0.00% 0	0.00% 0	0.00% 0	5
I was prepared to be a teacher by my teacher education program.	60.00% 3	40.00% 2	0.00% 0	0.00% 0	0.00% 0	5

**Q8 Please make any other comments you would like to make.**

Answered: 3   Skipped: 2

#	Responses	Date
1	I absolutely loved the teacher education program at Great Basin College and recommend it to anyone considering going into teaching. I feel like the professors and the school worked hard to prepare each and every teacher education student.	5/12/2014 7:03 PM
2	I been to 5 colleges. GBC has the best teacher preparation program.	4/30/2014 11:52 AM
3	Although I felt prepared to enter my career as a teacher I now realize that I am just beginning to learn all that being a teacher entails.	4/25/2014 8:39 AM

# Graduate Survey Data – 2015

	Strongly Agree	Agree	Disagree	Strongly Disagree	NA	Total
My teacher education program prepared me for teaching students of diverse cultures and ethnicities.	63.64% 7	36.36% 4	0.00% 0	0.00% 0	0.00% 0	11
My teacher education program prepared me for teaching English language learners.	36.36% 4	36.36% 4	27.27% 3	0.00% 0	0.00% 0	11
My teacher education program prepared me for teaching students with disabilities in a regular classroom or in the role of a special education teacher, if applicable.	54.55% 6	45.45% 5	0.00% 0	0.00% 0	0.00% 0	11
My teacher education program addressed the Nevada K-12 Content Standards and Benchmarks.	90.91% 10	9.09% 1	0.00% 0	0.00% 0	0.00% 0	11
My teacher education program prepared me to develop lesson plans.	72.73% 8	27.27% 3	0.00% 0	0.00% 0	0.00% 0	11
My teacher education program prepared me to use a variety of teaching methods appropriate to my students and age level.	72.73% 8	27.27% 3	0.00% 0	0.00% 0	0.00% 0	11
My teacher education program prepared me to use appropriate technology and/or media in my teaching.	72.73% 8	27.27% 3	0.00% 0	0.00% 0	0.00% 0	11
My teacher education program prepared me to address student behavior in my classroom.	45.45% 5	45.45% 5	9.09% 1	0.00% 0	0.00% 0	11
My teacher education program prepared me to manage my classroom and/or labs.	45.45% 5	45.45% 5	9.09% 1	0.00% 0	0.00% 0	11
My teacher education program prepared me to use formal and informal assessment strategies appropriate to the students and subject matter I am teaching.	90.91% 10	9.09% 1	0.00% 0	0.00% 0	0.00% 0	11
My teacher education program prepared me to formal and informal assessment results to improve my teaching and student learning.	81.82% 9	18.18% 2	0.00% 0	0.00% 0	0.00% 0	11
My course work in the content area(s) (mathematics, English, sciences, social sciences, and other teaching areas) prepared me to teach my subject matter content and address the academic standards required of my school district.	72.73% 8	18.18% 2	9.09% 1	0.00% 0	0.00% 0	11
My teacher education program prepared me to work with parents and/or families.	36.36% 4	54.55% 6	9.09% 1	0.00% 0	0.00% 0	11
My teacher education program prepared me to develop an awareness and understanding of my school and community.	54.55% 6	45.45% 5	0.00% 0	0.00% 0	0.00% 0	11
My teacher education program prepared me to be a reflective educator.	72.73% 8	27.27% 3	0.00% 0	0.00% 0	0.00% 0	11
My teacher education program prepared me for the legal and procedural requirements of my role (i.e., school law, standardized testing regulations, special education procedures).	63.64% 7	36.36% 4	0.00% 0	0.00% 0	0.00% 0	11
My teacher education program prepared me to provide developmentally appropriate instruction.	63.64% 7	36.36% 4	0.00% 0	0.00% 0	0.00% 0	11
My teacher education program prepared me to use effective communication skills in the school setting.	72.73% 8	27.27% 3	0.00% 0	0.00% 0	0.00% 0	11
My field experiences in schools prior to my internship prepared me for the supervised internship/student teaching.	63.64% 7	36.36% 4	0.00% 0	0.00% 0	0.00% 0	11
My supervised student internship/teaching prepared me to assume the role of a classroom teacher.	63.64% 7	36.36% 4	0.00% 0	0.00% 0	0.00% 0	11
I was prepared to be a teacher by my teacher education program.	72.73% 8	27.27% 3	0.00% 0	0.00% 0	0.00% 0	11

## Q8 Please make any other comments you would like to make.

Answered: 6   Skipped: 5

#	Responses	Date
1	I think it would be beneficial in the program to have more in-class time where it is required to teach lessons. The actual experience of dealing with actual little ones is what really allows you the opportunity to practice management skills. A longer (perhaps) a year internship would be helpful also. I really felt like I was just getting into the swing of things when my internship ended. It is very difficult to feel truly prepared to begin teaching. It is such a different experience than any internship. I did not feel that the program per se prepared me to deal with families, but my lead teacher did since I had the opportunity to practice drafting emails, etc under her guidance. The internship was really where I got to try out so many things. More time with a lead teacher would have been incredible.	4/21/2015 2:48 PM
2	I strongly believe from my research that GBC offers the best education program in the state. I feel that it not only prepared me for a job in education but allowed me to be very knowledgeable in my field. On a daily basis I use so much knowledge from what I have learned at GBC. Most veteran teachers come to me with questions about NACS and teaching methods- I owe this knowledge to GBC. Furthermore, the field experience portion of the program is believe is very important because it helped me really figure out what grade level I wanted to be in without going through a whole school year! Without all of the field experience I thought I wanted to be in middle school....after field experience I found out I actually prefer the opposite end of the spectrum K and 1st grade! The only critiques I have is that I would have liked there to have been a full class on ELL strategies since it is such a growing field, the technology course (214) would have been closer to the end of the program since just in the 4 years I went to school the technology changed so much. Overall, I could not be happier with my experiences. I recommend GBC to anyone who will listen!	4/14/2015 7:48 PM
3	I felt my classes and experiences through the teacher education program rigorously prepared me with not only best teaching practices, and practical applications for the classroom, but the dispositions I need to be an effective teacher for children with special needs. The program was able to successfully guide me through the current qualifications and necessary requirements leading to my employment as a full-time teacher. The most memorable part of the program was working with instructors who were invested in my success and went the extra mile to teach practical strategies and skills in a way that I could understand and utilize. This was accomplished daily by individuals with unique strengths, demonstrating a joy and passion with their chosen field, which equipped me to also be successful teacher, and greatly influenced my professional journey in Special Education.	4/14/2015 9:03 AM
4	My experience at GBC has prepared me for my current job. I student taught with a co-teaching team and they were outstanding. I would not change my student teaching experience for anything. Thank you	4/13/2015 2:59 PM
5	After working in the school I am currently in (in another state even) I realize how well prepared I am from the program I went through. I am watching other students and student-teachers and realize that they did an excellent job preparing me for the reality of teaching. They went over and beyond what three programs in Arizona are currently doing. I am really glad that I went through this program verses some others.	4/9/2015 8:10 AM
6	Did not prepare me how to work with difficult coworkers.	4/9/2015 8:04 AM

## Employer Survey Data Questions

2013 - Reporting 2012

2014 - Reporting 2013

2015 - Reporting 2014

## Employer Survey Data – 2013

**Please respond to each of the following questions related to your employee's preparation to become a teacher by using the following scale:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Undecided</b>	<b>Rating Count</b>
The teacher education program prepared him/her for teaching students of diverse cultures and ethnicities.	40.0% (2)	60.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	5
The teacher education program prepared him/her for teaching English language learners.	20.0% (1)	40.0% (2)	20.0% (1)	0.0% (0)	20.0% (1)	5
The teacher education program prepared him/her for teaching students with disabilities in a regular classroom or in the role of a special education teacher.	40.0% (2)	60.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	5
The teacher education program addressed the Nevada K-12 Content Standards and Benchmarks.	40.0% (2)	60.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	5
The teacher education program prepared him/her to develop lesson plans.	40.0% (2)	40.0% (2)	20.0% (1)	0.0% (0)	0.0% (0)	5
The teacher education program prepared him/her to use a variety of teaching methods appropriate for students and age level.	40.0% (2)	40.0% (2)	20.0% (1)	0.0% (0)	0.0% (0)	5
The teacher education program prepared him/her to use appropriate technology and/or media while teaching.	60.0% (3)	20.0% (1)	0.0% (0)	0.0% (0)	20.0% (1)	5
The teacher education program prepared him/her to address student behavior in the classroom.	40.0% (2)	40.0% (2)	0.0% (0)	0.0% (0)	20.0% (1)	5
The teacher education program prepared him/her to manage the classroom and/or labs.	60.0% (3)	40.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	5
The teacher education program prepared him/her to use formal and						

informal assessment strategies appropriate to the students and subject matter being taught.	40.0% (2)	60.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	5
The teacher education program prepared him/her to use formal and informal assessment results to improve teaching and student learning.	40.0% (2)	40.0% (2)	20.0% (1)	0.0% (0)	0.0% (0)	5
The course work in the appropriate content area(s) (mathematics, English, sciences, social sciences, and other teaching areas) prepared him/her to teach subject matter content and address the academic standards required by the school district.	60.0% (3)	40.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	5
The teacher education program prepared him/her to work with parents and/or families.	20.0% (1)	60.0% (3)	20.0% (1)	0.0% (0)	0.0% (0)	5
The teacher education program prepared him/her to develop an awareness and understanding of the school and its community.	25.0% (1)	50.0% (2)	0.0% (0)	0.0% (0)	25.0% (1)	4
The teacher education program prepared him/her to be a reflective educator.	40.0% (2)	20.0% (1)	20.0% (1)	0.0% (0)	20.0% (1)	5
The teacher education program prepared him/her for the legal and procedural requirements of their role (i.e., school law, standardized testing regulations, special education procedures).	20.0% (1)	60.0% (3)	20.0% (1)	0.0% (0)	0.0% (0)	5
The teacher education program prepared him/her to provide developmentally appropriate instruction.	40.0% (2)	40.0% (2)	20.0% (1)	0.0% (0)	0.0% (0)	5
The teacher education program prepared him/her to effectively communicate in the school setting.	20.0% (1)	80.0% (4)	0.0% (0)	0.0% (0)	0.0% (0)	5
This teacher was prepared by his/her teacher education program.	20.0% (1)	80.0% (4)	0.0% (0)	0.0% (0)	0.0% (0)	5

<b>Employer Survey Data – 2014</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Undecided</b>	<b>Total</b>
The teacher education program prepared him/her for teaching students of diverse cultures and ethnicities.	16.67% 1	66.67% 4	0.00% 0	16.67% 1	0.00% 0	6
The teacher education program prepared him/her for teaching English language learners.	16.67% 1	66.67% 4	0.00% 0	16.67% 1	0.00% 0	6
The teacher education program prepared him/her for teaching students with disabilities in a regular classroom or in the role of a special education teacher.	33.33% 2	50.00% 3	16.67% 1	0.00% 0	0.00% 0	6
The teacher education program addressed the Nevada K-12 Content Standards and Benchmarks.	33.33% 2	50.00% 3	16.67% 1	0.00% 0	0.00% 0	6
The teacher education program prepared him/her to develop lesson plans.	33.33% 2	66.67% 4	0.00% 0	0.00% 0	0.00% 0	6
The teacher education program prepared him/her to use a variety of teaching methods appropriate for students and age level.	16.67% 1	66.67% 4	0.00% 0	16.67% 1	0.00% 0	6
The teacher education program prepared him/her to use appropriate technology and/or media while teaching.	16.67% 1	66.67% 4	16.67% 1	0.00% 0	0.00% 0	6
The teacher education program prepared him/her to address student behavior in the classroom.	16.67% 1	66.67% 4	0.00% 0	16.67% 1	0.00% 0	6
The teacher education program prepared him/her to manage the classroom and/or labs.	16.67% 1	66.67% 4	0.00% 0	16.67% 1	0.00% 0	6
The teacher education program prepared him/her to use formal and informal assessment strategies appropriate to the students and subject matter being taught.	16.67% 1	66.67% 4	16.67% 1	0.00% 0	0.00% 0	6
The teacher education program prepared him/her to use formal and informal assessment results to improve teaching and student learning.	16.67% 1	66.67% 4	16.67% 1	0.00% 0	0.00% 0	6
The course work in the appropriate content area(s) (mathematics, English, sciences, social sciences, and other teaching areas) prepared him/her to teach subject matter content and address the academic standards required by the school district.	16.67% 1	83.33% 5	0.00% 0	0.00% 0	0.00% 0	6
The teacher education program prepared him/her to work with parents and/or families.	33.33% 2	50.00% 3	0.00% 0	16.67% 1	0.00% 0	6
The teacher education program prepared him/her to develop an awareness and understanding of the school and its community.	33.33% 2	50.00% 3	0.00% 0	16.67% 1	0.00% 0	6
The teacher education program prepared him/her to be a reflective educator.	16.67% 1	66.67% 4	0.00% 0	16.67% 1	0.00% 0	6
The teacher education program prepared him/her for the legal and procedural requirements of their role (i.e., school law, standardized testing regulations, special education procedures).	33.33% 2	50.00% 3	0.00% 0	16.67% 1	0.00% 0	6
The teacher education program prepared him/her to provide developmentally appropriate instruction.	33.33% 2	50.00% 3	16.67% 1	0.00% 0	0.00% 0	6
The teacher education program prepared him/her to effectively communicate in the school setting.	33.33% 2	50.00% 3	16.67% 1	0.00% 0	0.00% 0	6
This teacher was prepared by his/her teacher education program.	33.33% 2	50.00% 3	0.00% 0	16.67% 1	0.00% 0	6

# Employer Survey Data – 2015

	Strongly Agree	Agree	Disagree	Strongly disagree	Undecided	Total
The teacher education program prepared him/her for teaching students of diverse cultures and ethnicities.	20.00% 1	80.00% 4	0.00% 0	0.00% 0	0.00% 0	5
The teacher education program prepared him/her for teaching English language learners.	20.00% 1	40.00% 2	20.00% 1	0.00% 0	20.00% 1	5
The teacher education program prepared him/her for teaching students with disabilities in a regular classroom or in the role of a special education teacher.	20.00% 1	80.00% 4	0.00% 0	0.00% 0	0.00% 0	5
The teacher education program addressed the Nevada K-12 Content Standards and Benchmarks.	20.00% 1	60.00% 3	20.00% 1	0.00% 0	0.00% 0	5
The teacher education program prepared him/her to develop lesson plans.	20.00% 1	80.00% 4	0.00% 0	0.00% 0	0.00% 0	5
The teacher education program prepared him/her to use a variety of teaching methods appropriate for students and age level.	20.00% 1	60.00% 3	20.00% 1	0.00% 0	0.00% 0	5
The teacher education program prepared him/her to use appropriate technology and/or media while teaching.	20.00% 1	60.00% 3	20.00% 1	0.00% 0	0.00% 0	5
The teacher education program prepared him/her to address student behavior in the classroom.	0.00% 0	80.00% 4	20.00% 1	0.00% 0	0.00% 0	5
The teacher education program prepared him/her to manage the classroom and/or labs.	40.00% 2	40.00% 2	20.00% 1	0.00% 0	0.00% 0	5
The teacher education program prepared him/her to use formal and informal assessment strategies appropriate to the students and subject matter being taught.	20.00% 1	60.00% 3	20.00% 1	0.00% 0	0.00% 0	5
The teacher education program prepared him/her to use formal and informal assessment results to improve teaching and student learning.	20.00% 1	60.00% 3	20.00% 1	0.00% 0	0.00% 0	5
The course work in the appropriate content area(s) (mathematics, English, sciences, social sciences, and other teaching areas) prepared him/her to teach subject matter content and address the academic standards required by the school district.	20.00% 1	60.00% 3	20.00% 1	0.00% 0	0.00% 0	5
The teacher education program prepared him/her to work with parents and/or families.	0.00% 0	80.00% 4	20.00% 1	0.00% 0	0.00% 0	5
The teacher education program prepared him/her to develop an awareness and understanding of the school and its community.	20.00% 1	80.00% 4	0.00% 0	0.00% 0	0.00% 0	5
The teacher education program prepared him/her to be a reflective educator.	60.00% 3	40.00% 2	0.00% 0	0.00% 0	0.00% 0	5
The teacher education program prepared him/her for the legal and procedural requirements of their role (i.e., school law, standardized testing regulations, special education procedures).	0.00% 0	100.00% 5	0.00% 0	0.00% 0	0.00% 0	5
The teacher education program prepared him/her to provide developmentally appropriate instruction.	40.00% 2	20.00% 1	40.00% 2	0.00% 0	0.00% 0	5
The teacher education program prepared him/her to effectively communicate in the school setting.	20.00% 1	80.00% 4	0.00% 0	0.00% 0	0.00% 0	5
This teacher was prepared by his/her teacher education program.	20.00% 1	80.00% 4	0.00% 0	0.00% 0	0.00% 0	5

2015-2016 Annual Review  
Worksheet in Progress

## GBC Program Assessment Report

Program: **TEACHER EDUCATION**

Academic Year: **2015-2016**

Program Outcomes	Assessment Measures	Assessment Results	Action
In the boxes below, summarize the outcomes assessed in your program.	In the boxes below, summarize the methods used to assess program outcomes during the last year. Include the criterion you'll use to judge whether or not students have achieved the expected outcome.	In the boxes below. Summarize the results of your assessment activities during the last year. Include your judgement as to whether or not the criterion for student achievement has been met.	In the boxes below, summarize how you plan to use the results to improve student learning.
<p><b>InTASC Standard 1 Learner Development:</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (<i>demonstrated, see rubrics</i>)</p>	<p><b>Assessment Measure:</b> EDEL/EDSC 483 Student Teaching Rubric Standard 1 EDEL/EDSC 491 Capstone Rubric Standard 1 Praxis II – PLT, Content Exams Employer Survey Graduate Survey</p> <p><b>Frequency:</b> Yearly</p> <p><b>Criterion for achievement:</b> Student Teaching Rubric Standard 1: 90% proficient or above Capstone Rubric Standard 1: 90% proficient or above Praxis: 90% pass rate Employer Survey: 80% agree/strongly agree Graduate Survey: 80% agree/strongly agree</p>	<p>Praxis II</p> <p>Student Teaching – 3 students did not finish student teaching during this year</p>	<p><b>**Accommodated for 2 other situations and allowed for a break and finish or change in placement.</b></p> <p><b>**Analyzed reasons for non-completion – FERPA and out of GBC's control, accommodations made when possible.</b></p>

<p><b>InTASC Standard 2</b>  <b>Learning Differences:</b>  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.  <i>(demonstrated, see rubrics)</i></p>	<p><b>Assessment Measure:</b>  EDEL/EDSC 483 Student Teaching Rubric Standard 2  EDEL/EDSC 491 Capstone Rubric Standard 2  Praxis II – PLT, Content Exams  Employer Survey  Graduate Survey</p> <p><b>Frequency:</b>  Yearly</p> <p><b>Criterion for achievement:</b>  Student Teaching Rubric Standard 2:  90% proficient or above  Capstone Rubric Standard 2:  90% proficient or above  Praxis: 90% pass rate  Employer Survey: 80% agree/strongly agree  Graduate Survey: 80% agree/strongly agree</p>	<p><b>Portfolio Presentations:</b>  Winter 15. Assessed presentation portion as lower performing</p>	<p><b>**Began with overview in EDEL/SC 311 and introduced the rubric for both Student Teaching and Portfolio in the entry level course.</b>  <b>**Spread out the due dates of portfolio artifacts more evenly throughout the student teaching experience instead of at the end, provided more formative feedback opportunities</b>  <b>**Provided instructions on the presentation expectations</b>  <b>**Invited 313&amp;315 students to attend the presentations</b></p>
<p><b>InTASC Standard 3</b>  <b>Learning Environments:</b>  The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.  <i>(demonstrated, see rubrics)</i></p>	<p><b>Assessment Measure:</b>  EDEL/EDSC 483 Student Teaching Rubric Standard 3  EDEL/EDSC 491 Capstone Rubric Standard 3  Praxis II – PLT, Content Exams  Employer Survey  Graduate Survey</p> <p><b>Frequency:</b>  Yearly</p>		

Standard 3 continued	<p><b>Criterion for achievement:</b>  Student Teaching Rubric Standard 3:  90% proficient or above  Capstone Rubric Standard 3:  90% proficient or above  Praxis: 90% pass rate  Employer Survey: 80% agree/strongly agree  Graduate Survey: 80% agree/strongly agree</p>		
<p>InTASC Standard 4  <b>Content Knowledge:</b>  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.  <i>(demonstrated, see rubrics)</i></p>	<p><b>Assessment Measure:</b>  EDEL/EDSC 483 Student Teaching Rubric Standard 4  EDEL/EDSC 491 Capstone Rubric Standard 4  Praxis II – PLT, Content Exams  Employer Survey  Graduate Survey</p> <p><b>Frequency:</b>  Yearly</p> <p><b>Criterion for achievement:</b>  Student Teaching Rubric Standard 4:  90% proficient or above  Capstone Rubric Standard 4:  90% proficient or above  Praxis: 90% pass rate  Employer Survey: 80% agree/strongly agree  Graduate Survey: 80% agree/strongly agree</p>		

<p>InTASC Standard 5</p> <p><b>Application of Content:</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (<i>demonstrated, see rubrics</i>)</p>	<p><b>Assessment Measure:</b> EDEL/EDSC 483 Student Teaching Rubric Standard 5 EDEL/EDSC 491 Capstone Rubric Standard 5 Praxis II – PLT, Content Exams Employer Survey Graduate Survey</p> <p><b>Frequency:</b> Yearly</p> <p><b>Criterion for achievement:</b> Student Teaching Rubric Standard 5: 90% proficient or above Capstone Rubric Standard 5: 90% proficient or above Praxis: 90% pass rate Employer Survey: 80% agree/strongly agree Graduate Survey: 80% agree/strongly agree</p>		
<p>InTASC Standard 6</p> <p><b>Assessment:</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (<i>demonstrated, see rubrics</i>)</p>	<p><b>Assessment Measure:</b> EDEL/EDSC 483 Student Teaching Rubric Standard 6 EDEL/EDSC 491 Capstone Rubric Standard 6 Praxis II – PLT, Content Exams Employer Survey Graduate Survey</p> <p><b>Frequency:</b> Yearly</p>		

Standard 6 continued	<b>Criterion for achievement:</b> Student Teaching Rubric Standard 6: 90% proficient or above Capstone Rubric Standard 6: 90% proficient or above Praxis: 90% pass rate Employer Survey: 80% agree/strongly agree Graduate Survey: 80% agree/strongly agree		
<b>InTASC Standard 7</b> <b>Planning for Instruction:</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <i>(demonstrated, see rubrics)</i>	<b>Assessment Measure:</b> EDEL/EDSC 483 Student Teaching Rubric Standard 7 EDEL/EDSC 491 Capstone Rubric Standard 7 Praxis II – PLT, Content Exams Employer Survey Graduate Survey  <b>Frequency:</b> Yearly  <b>Criterion for achievement:</b> Student Teaching Rubric Standard 7: 90% proficient or above Capstone Rubric Standard 7: 90% proficient or above Praxis: 90% pass rate Employer Survey: 80% agree/strongly agree Graduate Survey: 80% agree/strongly agree		<b>**Revised and received approval of EDUC 323 as meeting the Family Engagement requirement of the State</b>

<p><b>InTASC Standard 8</b>  <b>Instructional Strategies:</b>  The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.  <i>(demonstrated, see rubrics)</i></p>	<p><b>Assessment Measure:</b>  EDEL/EDSC 483 Student Teaching Rubric Standard 8  EDEL/EDSC 491 Capstone Rubric Standard 8  Praxis II – PLT, Content Exams  Employer Survey  Graduate Survey</p> <p><b>Frequency:</b>  Yearly</p> <p><b>Criterion for achievement:</b>  Student Teaching Rubric Standard 8:  90% proficient or above  Capstone Rubric Standard 8:  90% proficient or above  Praxis: 90% pass rate  Employer Survey: 80% agree/strongly agree  Graduate Survey: 80% agree/strongly agree</p>		
<p><b>InTASC Standard 9</b>  <b>Professional Learning and Ethical Practice:</b>  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts</p>	<p><b>Assessment Measure:</b>  EDEL/EDSC 483 Student Teaching Rubric Standard 9  EDEL/EDSC 491 Capstone Rubric Standard 9  Praxis II – PLT, Content Exams  Employer Survey  Graduate Survey</p> <p><b>Frequency:</b>  Yearly</p>	<ul style="list-style-type: none"> <li>One student pulled from student teaching due to an ethical issue.</li> </ul>	<p><b>**Added a short section on ethics in Field Experience 311 presentation.</b></p>

<p>practice to meet the needs of each learner. (<i>demonstrated, see rubrics</i>)</p>	<p><b>Criterion for achievement:</b>  Student Teaching Rubric Standard 9:  90% proficient or above  Capstone Rubric Standard 9:  90% proficient or above  Praxis: 90% pass rate  Employer Survey: 80% agree/strongly agree  Graduate Survey: 80% agree/strongly agree</p>		
<p>InTASC Standard 10  <b>Leadership and Collaboration:</b>  The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (<i>demonstrated, see rubrics</i>)</p>	<p><b>Assessment Measure:</b>  EDEL/EDSC 483 Student Teaching Rubric Standard 10  EDEL/EDSC 491 Capstone Rubric Standard 10  Praxis II – PLT, Content Exams  Employer Survey  Graduate Survey</p> <p><b>Frequency:</b>  Yearly</p> <p><b>Criterion for achievement:</b>  Student Teaching Rubric Standard 10:  90% proficient or above  Capstone Rubric Standard 10:  90% proficient or above  Praxis: 90% pass rate  Employer Survey: 80% agree/strongly agree  Graduate Survey: 80% agree/strongly agree</p>		



Mid-Term & Summative Evaluation - Student Intern \_\_\_\_\_  
 Mid-term date \_\_\_\_\_ Summative date \_\_\_\_\_

*Intern, lead teacher, and college supervisor complete the evaluation together at the mid-term mark and the end of the internship.*

3=Exceptional      2=Proficient      1=Emerging      0=Unsatisfactory

**STANDARD 1: LEARNER DEVELOPMENT**

Mid-term:

3	2	1	0	Cognitive development
3	2	1	0	Flexible grouping
3	2	1	0	Differentiates instruction

Summative:

3	2	1	0	Cognitive development
3	2	1	0	Flexible grouping
3	2	1	0	Differentiates instruction

**STANDARD 2: LEARNING DIFFERENCES**

Mid-term:

3	2	1	0	Accommodates instruction for identified learners
3	2	1	0	Content comprehensible
3	2	1	0	Understanding your students

Summative:

3	2	1	0	Accommodates instruction for identified learners
3	2	1	0	Content comprehensible
3	2	1	0	Understanding your students

**STANDARD 3: LEARNING ENVIRONMENTS**

Mid-term:

3	2	1	0	Expectations
3	2	1	0	Procedures and routines
3	2	1	0	Management
3	2	1	0	Motivation
3	2	1	0	Nonverbal communication

Summative:

3	2	1	0	Expectations
3	2	1	0	Procedures and routines
3	2	1	0	Management
3	2	1	0	Motivation
3	2	1	0	Nonverbal communication

#### STANDARD 4: CONTENT KNOWLEDGE

##### Mid-term:

3	2	1	0	Content language
3	2	1	0	Content knowledge
3	2	1	0	Misconceptions

##### Summative:

3	2	1	0	Content language
3	2	1	0	Content knowledge
3	2	1	0	Misconceptions

#### STANDARD 5: APPLICATION OF CONTENT

##### Mid-term:

3	2	1	0	Interdisciplinary connections
3	2	1	0	Supporting learner expression
3	2	1	0	Inquiry
3	2	1	0	Multi-media

##### Summative:

3	2	1	0	Interdisciplinary connections
3	2	1	0	Supporting learner expression
3	2	1	0	Inquiry
3	2	1	0	Multi-media

#### STANDARD 6: ASSESSMENT

##### Mid-term:

3	2	1	0	Formative assessment
3	2	1	0	Preassessment
3	2	1	0	Summative assessment
3	2	1	0	Data analysis

##### Summative:

3	2	1	0	Formative assessment
3	2	1	0	Preassessment
3	2	1	0	Summative assessment
3	2	1	0	Data analysis

#### STANDARD 7: PLANNING FOR INSTRUCTION

##### Mid-term:

3	2	1	0	Global planning
3	2	1	0	Lesson design
3	2	1	0	Lesson adjustment

##### Summative:

3	2	1	0	Global planning
3	2	1	0	Lesson design
3	2	1	0	Lesson adjustment

#### STANDARD 8: INSTRUCTIONAL STRATEGIES

##### Mid-term:

3	2	1	0	Questioning techniques
3	2	1	0	Student engagement
3	2	1	0	Strategies and techniques
3	2	1	0	Pacing

##### Summative:

3	2	1	0	Questioning techniques
3	2	1	0	Student engagement
3	2	1	0	Strategies and techniques
3	2	1	0	Pacing

#### STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE

##### Mid-term:

3	2	1	0	Response to constructive feedback
3	2	1	0	Self-reflection
3	2	1	0	Performs in a professional manner

##### Summative:

3	2	1	0	Response to constructive feedback
3	2	1	0	Self-reflection
3	2	1	0	Performs in a professional manner

STANDARD 10: LEADERSHIP AND COLLABORATION

Mid-term:

3	2	1	0	Communication between lead teacher and intern
3	2	1	0	Collaborates with professional colleagues
3	2	1	0	Communicates with parents
3	2	1	0	Participates within greater school community

Summative:

3	2	1	0	Communication between lead teacher and intern
3	2	1	0	Collaborates with professional colleagues
3	2	1	0	Communicates with parents
3	2	1	0	Participates within greater school community

Mid-term comments:

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Initials:

Intern \_\_\_\_\_ Lead Teacher \_\_\_\_\_ College Supervisor \_\_\_\_\_

Summative comments:

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Signatures:

*Intern* \_\_\_\_\_ *Lead Teacher* \_\_\_\_\_

*College Supervisor* \_\_\_\_\_

## Program Review Actions

Past 5 years

Future Projections

## **Recommendations for the Teacher Education Program**

Several changes have been made to the program over the last five years as a result of data from:

- Student teaching performance assessment rubrics;
- Portfolio assessment rubrics and presentations;
- Graduate surveys;
- Employer surveys;
- Feedback from school district leadership; and,
- State regulation changes.

Changes include:

1. Addition of EDRL 474 Methods and Curriculum for Teaching English Language Learners to all BA teaching degrees. Employer and graduate surveys, as well as discussions with district leadership, showed a weakness in preparation to work with English Language Learners. This impacts Standard 1 Learner Development and Standard 2 Learning Differences.
2. Increased the rigor of the general education math requirement for elementary and secondary BA degrees from three credits of MATH 120 College Algebra to six credits of either MATH 126/127 Precalculus I/II, or MATH 126/STAT 152. This was a result of weaknesses identified in the student teaching performance assessment in Standard 4 Content Knowledge.
3. Increased general education science requirements from 7 credits in biology and physics to 11 credits in life science, physical science, and Earth science for the BA in Elementary Ed. This was a result of a weakness in Standard 4 Content Knowledge in employer surveys and student teaching assessment.
4. Classroom management strategies were strengthened in field experiences and the Capstone based on feedback from graduate and employer surveys. An emphasis on building a community of learners through rigorous curriculum, relevance of activities, and relationships consistently supported throughout the program especially in field experience and Educational Psychology. The practice was commended and spotlighted in a national publication by NCTQ National Council of Teacher Quality.
5. Parental engagement practices were strengthened within EDUC 323 Curriculum Development for Family Engagement because of a change in state regulations. The course was approved by the Nevada Department of Education as meeting regulations for family engagement in Spring 2016.
6. Based on discussion and action taken by the Teacher Education Committee, the application process for the program was changed in Spring 2016. The minimum GPA over the last 40 credits was increased from 2.75 to 3.0. Each candidate will still be interviewed by a panel of TEC members. The resume/recommendations, philosophy of education statement, and writing prompt were removed from the application process.

7. Increased models of instruction in EDUC 323 from four to ten within the instruction and assessment of the course. This pertains to Standard 7 Planning for Instruction and Standard 8 Instructional Strategies.
8. Renewed the suspended ECE endorsement in the Elementary Education degree during the 2015-16 academic year based on student and employer demand.

Potential changes to the program based on the program review process:

1. Align student teaching rubric with the standards and wording from the Nevada Educator Performance Framework. The student teaching rubric is based on the INTASC Standards, which align with the standards in the NEPF. To ease the transition into Nevada public schools, which now evaluate teachers using the NEPF, a greater alignment might be achieved by adding some wording to the rubric. Strengthening wording around specific evidence of student learning is recommended.
2. Edit and consolidate the handbooks. Currently, students pay lab fees for and receive three different handbooks for the program. The Teacher Education Program handbook, Field Experience I-III handbook, and the Student Teaching handbook can be updated and consolidated into one that given at the beginning of the program and more easily accessed and referenced throughout the program with online links. A more cohesive message about program requirements, expectations, and other information is recommended.
3. Build greater partnerships with school districts. With the teacher shortage and increased position openings, a need to complete teacher candidates faster is apparent. Districts are increasingly hiring our students as long term subs while completing the program. To expedite completion without compromising teacher quality, unique partnerships are recommended.
4. Provide courses in the summer when appropriate to facilitate completion. Two methods courses for Elementary ARL students will be piloted in Summer 2016.
5. Explore possibilities of implementing the UTeach model for Secondary Ed degree students, similar to what UNR is doing. The UTeach model allows a student to earn a content bachelor's degree while concurrently completing coursework that leads to initial licensure in secondary education. UNR has significantly increased numbers in the STEM areas by implementing the program this year. With the recent addition of bachelor's degrees in biology, English, and social science the college is only missing a degree in math to allow all secondary academic major endorsements to effectively earn a dual degree within 120 credits.
6. Improve program assessment around direct assessment of student learning. To better show growth of students throughout the sequence of the program, it is recommended that data be tracked from field experience rubrics to midterm data from student teaching to summative data from student teaching.

7. Lobby for another full time faculty member in the department. Until the dramatic drop in enrollment starting in 2011, the department carried three full time faculty in elementary and secondary ed. Over the last three years, enrollment numbers have rapidly increased. With the additional numbers from ARL programs, the department needs the third position filled again. The desired full time/part time split at the college is 60%/40%. The department has been operating at about 45%/55% the last couple of years with heavy overload for the two members of the department. An area of growth that needs to be cultivated is the Pahrump area.

**Great Basin College**  
**Teacher Education Program Review**  
May 24, 2016

Professor Thomas Reagan requested a comprehensive review of Great Basin College's Teacher Education Program during the spring semester of 2016. A careful review of the program's self-study and ancillary documents preceded an on-site visit by the external reviewer, Dr. Melissa Burnham, on May 13, 2016.

The self-study documents were comprehensive and reflective, providing the foundation for this assessment. The review meeting on May 13 was informative and comprehensive, providing clarification and additional information not detailed in the written self-study. Program review and teacher education committee members are thanked for their time, warm hospitality and cooperation during the site visit.

This external review report will comment on the Teacher Education Program's strengths, weaknesses and concerns, and recommendations.

**Strengths**

It was patently evident in both review of the self-study documents and in dialog with the faculty during the site visit that GBC's Teacher Education Program has an interest in and commitment to data-driven continuous improvement. Program faculty provided multiple examples throughout the document and presentation wherein changes were made in response to data collected (e.g., from application cycles, from employer and student surveys, etc.). Whereas many teacher education programs across the country collect data in a perfunctory way, it is clear that GBC's Teacher Education faculty take data collection seriously and use the data for its intended use: program assessment and improvement.

Great Basin College's Teacher Education Program offers Certificate, Associate of Applied Science, Associate of Arts, Bachelor of Arts, and Post-baccalaureate certificate programs related to the preparation of educators. While all programs were discussed, the focus of the review was on the two educator preparation Bachelors degree programs. The Bachelor of Arts degree in Elementary Education is particularly commended for its integrated nature. Students in this program must choose a content area specialization or an additional endorsement area. This program prepares students for elementary licensure with an added endorsement area (in Early Childhood Education, English Language Acquisition and Development, or Special Education) or additional content expertise (English, Mathematics, Science, or Social Studies). This innovation contrasts with traditional programs in its responsivity to both national trends in preparing well qualified teachers for 21<sup>st</sup> century schools and to local rural needs for multiple endorsed teachers.

Several details of the licensure programs offered by GBC deserve recognition for their innovation and strength.

1. Faculty use lecture capture techniques to reach students in their outlying service areas, and they have several outposts with hired field coordinators who supervise

and work with students throughout the state. The Teacher Education Program is clearly committed to serving students throughout GBC's service area, thus firmly contributing to the GBC mission.

2. Each licensure program uses national professional standards to evaluate candidates as emerging teachers. Basing the evaluation of candidates on the latest version of the InTASC model core teaching standards is a best practice to be commended.
3. Both elementary and secondary education students take their foundation coursework together. This practice assures that students have the opportunity to collaborate and receive the same strong foundational knowledge necessary for good teaching.
4. The licensure programs have a rigorous admissions process and admission requirements. The Teacher Education Program is commended for upholding high standards, and for streamlining the admissions process for students. Using an interview as part of the admissions process is a valuable best practice.
5. The current pipeline of students enrolled in the licensure program is strong. There are 40 students currently enrolled in foundations coursework, compared to only 5 students just 4 years ago. Clearly, recruitment of students has improved over time, and the pipeline is strong.
6. The Teacher Education Program collaborates with several rural school districts to provide the coursework for the districts' Alternative Route to Licensure candidates. This willingness to collaborate with rural partners to assist in training teachers in high need areas is admirable. Although this practice has resulted in the increase in class size and workload, faculty members are clearly committed to assisting with resolving rural teacher shortages.

A final strength that deserves to be underscored is the resiliency that the faculty members of the Teacher Education Program have displayed in the face of budget cuts implemented in 2012. Despite losing a third faculty member and needing to teach well beyond the expected workload, two faculty members have not only kept the Teacher Education Program afloat, but have made improvements, taken care of students, and grown the programs. They are clearly a hardworking and dedicated core faculty, taking advantage of opportunities to respond to rural county needs while keeping high quality programs attuned to national trends and standards.

### **Weaknesses/Concerns**

Related to the last strength mentioned regarding faculty members' resiliency in the face of adversity is an inherent concern: The current workload is unsustainable. While a typical faculty member at GBC is expected to teach 15 credits per semester, both faculty members in the Teacher Education Program are currently teaching 30 credits per semester to keep up with the demand for courses and internship supervision. That they are willing to do this is commendable; however, it is clearly not a sustainable solution.

Faculty members noted that their goal, for quality control, is for 60% of courses to be taught by full-time faculty, with 40% taught by part-time instructors. Currently, only 45% of courses are taught by the 2 full-time faculty members. The majority of coursework, then, is covered by part-time faculty. Adding to this issue is the fact that part-time instructors are

limited to teaching only 6 credits. This creates a problem in that even more instructors are needed to cover the necessary courses, increasing the opportunity for course drift and making recruitment a real challenge.

A low pass rate was reported for the Praxis Core exam for Elementary program applicants. This is concerning and should be examined more closely to consider reasons and possible solutions so that this exam does not represent a barrier for otherwise qualified candidates. Ms. Stauffer is commended for working on an immediate potential solution by offering a support course for test takers. If this course is successful in improving pass rates, it should be continued.

A final concern is the potential for further state funding cuts to GBC on the horizon. Although the bridge funding provided by the legislature was reported as immensely helpful, if it is not continued or a new solution is not proposed, further budget cuts are imminent. Given the already lean nature of the Teacher Education Program, further cuts would be devastating and would most certainly have a negative impact on the program at a time when Nevada is in dire need for quality educator preparation and our rural education partners are struggling to fill teacher shortages.

### **Recommendations**

There are several recommendations that have arisen from a careful review of the self-study document and the site visit.

1. The program clearly needs a third faculty member in order to reduce the overloads of current faculty, ensure program quality, and support and sustain the growth that the programs have experienced. Although this will likely not be possible in the short-term, campus administration should consider hiring a full-time instructor to assist in the meantime. Existing faculty cannot continue to be expected to carry 30-credit loads, and the limitation of part-time faculty to 6 credits is untenable. An instructor could carry a full teaching load while the search for a full-time faculty member is completed.
2. Faculty members mentioned a desire to pursue a U-Teach-like model of secondary education, in which students would declare a content major alongside a secondary education major, with other innovative features such as first semester field placements and inventive coursework. This is an excellent idea, and has been shown to immediately increase the number of secondary STEM majors. Given the shortages of Science, Technology, Engineering, and Mathematics teachers at the secondary level, this model is both relevant and important. In order to make this possible for all secondary majors, however, GBC would need a Bachelors degree program in Mathematics. This should be pursued, and would be facilitated by GBC's designation as a state college rather than a community college in the Nevada System of Higher Education.
3. Regarding the required portfolio performance assessment, faculty should consider requiring specific signature assignments as artifacts rather than allowing students to choose which assignments to include. This would standardize the portfolio and make it easier to evaluate. Also, faculty should consider requiring it to be submitted prior to student teaching. Artifacts could be added as they were completed rather

than all at once for review together. This practice would present a gate at entrance to student teaching and would ease the review process. Assignments and observations completed during student teaching could be added and evaluated during the final semester. Finally, clarifying language in the existing portfolio evaluation rubric would help to distinguish between the Exceptional and Proficient levels.

4. The program should consider adding formative data to their program assessment plan. Given that most of the summative data are found to be consistent across candidates (in that candidates are consistently rated as meeting or exceeding expectations), including and examining formative data would assist in seeing more variability and tracking candidate improvements across time.
5. The program should consider integrating more practicum experiences into coursework. This could be done by adding assignments within classes that require classroom visits, or by changing the lecture-lab ratio of existing courses so that some time is required in classrooms as part of the course itself. This is a way to increase the clinical experiences of candidates while not increasing the credit hours required.
6. Given the adoption of the Nevada Educator Performance Framework as Nevada's statewide teacher evaluation system, the program should consider adding elements of the NEPF to their candidate formal observations. This will help with the candidates' transition to becoming full-time teachers in Nevada and would assist with the ability to examine candidate scores across time and into the field.
7. A final recommendation is for the program to build on existing strong rural district relationships to develop data sharing agreements. A data sharing agreement would allow the program access to districts' teacher evaluation data of their graduates. Having such performance data is a best practice in educator preparation and would greatly assist the program with understanding its strengths and possible areas of improvement.

I appreciate the opportunity to have visited and reviewed the education programs at GBC. I learned a great deal from the team that I have taken back with me to our own programs, and look forward to future northern Nevada collaborations.

Respectfully submitted by: Melissa M. Burnham, Ph.D.  
Associate Dean  
College of Education  
University of Nevada, Reno