

# Teacher Education Faculty Handbook

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## **King's College Education Department**

### Vision Statement of the Unit

The Education Department of King's College will be recognized for its ability to effectively reflect upon and revise its own practices, and will be perceived as a leader in educational innovation and reform. We will be a leader in developing productive partnerships with our professional colleagues who represent the educational spectrum from early childhood education through higher education. These collaborations will be built on a set of mutual values that reflect our commitment to academic excellence, service, integrity, diversity, equity, moral and social responsibility, and social justice. Our program will be viewed as exemplary in the preparation of outstanding teachers who reflectively integrate disciplinary and pedagogical knowledge, professional skills, and personal dispositions to meet the challenges found in the 21st century classroom.

### Mission Statement of the Unit

The mission of the Education Department is to prepare skilled practitioners who are recognized for their vision, motivation, knowledge, and abilities as they develop, manage and monitor communities of learning in a diverse and complex world. Future and current teachers are encouraged to develop habits of mind that value intellectual behaviors developed through reflection on and in teaching and learning experiences. In this way, teacher candidates and Reading Specialists can effectively integrate knowledge and practice as they strive to understand and facilitate the learning, growth and development of students.

We seek to prepare professional teachers and Reading Specialists who will provide leadership in the development of collaborative, professional relationships, with schools, organizations, and other institutions focused on the improvement of education in schools and communities. This mission is built on the foundational tenets of a broad-based liberal education in the Catholic tradition of King's College and the best professional practices of teacher education. Consequently, courses and field experiences are designed to enhance the commitment of faculty, teachers, staff, and students to the centrality of personal integrity, diversity, social justice, and democratic citizenship. As we seek to achieve this mission we will sustain and support the values of the Holy Cross tradition and the King's College Mission throughout the College and in the communities we serve.

## **The unit's philosophy, goals and purposes**

### Philosophy

Fundamental to the development of the Education Department's Philosophy is the belief that teachers are social beings that live and work in communities. In the spirit of James, Dewey, Vygotsky, Bruner, and Boyer we assert that learning and teaching occur in the shared relationships, experiences, knowledge, and cultures of the communities we serve. It is a holistic interpretation of the acts of learning and teaching, they are by nature,

fluid, complimentary, service-orientated, each dependent on the other, never isolated or complete, but continuous experiences embedded in the context of particular communities, each renewing the other. We, teacher-educators and candidates, understand that we will always be learners, even in the midst, and especially when we teach.

Implicit in this understanding of community are the traditions of the Holy Cross Congregation and King's College. Since the founding of the College in 1946, the focus on community has been central to its mission. It is not only who comprises the community, but also the distinctive spirit of that community. All members of the King's College Community share responsibility in nurturing that distinctive spirit as they live their lives purposefully, demonstrating mutual respect, support, and trust for each other and the communities they serve (King's College Report of the Task Force on Catholic Identity, 2004).

Accordingly, the core of our conception of learning and teaching in community is "Reflective Practice." This core embodies our belief that effective teachers engage in a continual process of learning, practice, assessment and reflection to develop the knowledge, dispositions and skills that will improve their practice and will affect positive change in the schools and communities they serve. We believe that our candidates', as well as our own personal capacity for reflective practice, develops over time and in professional learning communities where development is ongoing, embedded within the context-specific needs of a particular setting, aligned with reform initiatives, and grounded in a collaborative, inquiry-based approach to learning (Senge, 1990; Knapp, 2004). Teachers educated in the King's College programs become reflective practitioners who understand and practice teacher knowledge (Verloop, Driel, & Meijer, 2002) in authentic contexts (Cranton & Carusetta, 2004). Learning to teach is no longer construed as the transmission of isolated facts, or as teaching behaviors to be imitated, but as a means to creativity and innovation (Bereiter & Scardamalia, 1996). Small class size, individual consultations, effective use of technology, literacy development, and our community partnerships with P-12 and higher education colleagues and institutions play key roles in our development of a professional learning community (Rosenholtz, 1989, McLaughlin & Talbert, 1993, Louis & Kruse, 1995, Darling-Hammond, 1996) .

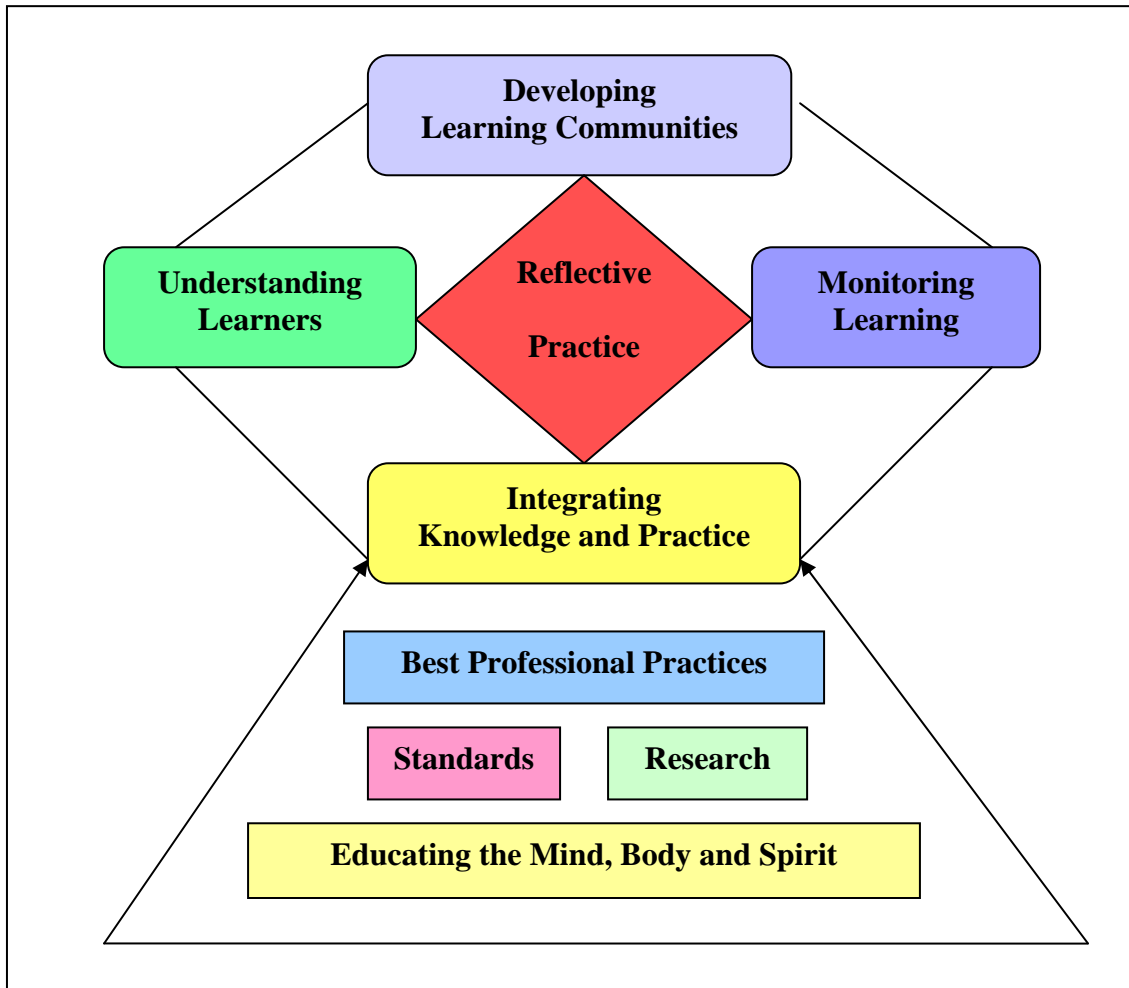
This philosophical perspective that frames the initial teacher preparation and graduate programs is realized through the knowledge, dispositions, and skills that we believe effective teachers demonstrate. The King's College Model presented below is a visual representation of the organizing framework for each program that prepares professional educators. The Model represents a tri-level foundation that informs and supports the process of developing professional educators.

The Holy Cross Mission, Educating Mind, Body and Spirit, provides the initial and enduring foundation for the preparation of our graduates. The next foundational level, Research and Standards, represents the programs coherence and alignment with professional standards. The final foundational level, Best Practices, represents the commitment to identify and incorporate exemplars of "learning in and from practice" (Ball and Cohen, 1999).

The process of developing professional educators is depicted in the interdependent components: Integrating Knowledge and Practice, Understanding Learners, Developing Learning Communities, and Monitoring Learners. In our design, Reflective Practice is the core of the model, symbolizing the development of habits of

mind that foster understanding of the “interrelationships between teachers learning and development and the context of teachers learning” (Hammerness, et.al.2005, p.389). The titles of each component are used through the conceptual framework to organize and explain the program’s goals, related knowledge base, candidate proficiencies and dispositions.

**King’s College Education Department: A Model for Developing Reflective Practice**



**General Information**

The Education Department at King’s College values academic freedom and collegiality. Instructors are encouraged to be creative, innovative, and to pursue new approaches and relationships with collaborating schools, colleagues, etc. Please contact the education department Chair if you need support. The Education Department has access to an administrative assistant and aides. Please do not hesitate to ask for assistance.

To ensure that the Unit meets the necessary standards and uses its resources in an efficient manner, all new programs and/or major projects that may impact the workings of the Unit should be submitted as an agenda item for one of the regularly-scheduled Education Department faculty meetings. Also, proposed changes in teaching assignments, scheduling of classes, graduate course teaching assignments, etc. should be done in consultation with the Chair a semester in advance.

### **Course Syllabi**

#### Objectives, proficiencies, performance-based assessments, and rubrics

By January 2008, each course syllabus should include the objectives for the course, their alignment with Proficiencies from the King's College Conceptual Framework's Candidate Proficiencies and Dispositions (see Appendix), and how they are assessed. Each course will strive to have 1-3 key performance-based assessments with rubrics describing the performance criteria. The criteria are to be aligned with state and national standards and King's proficiencies. These rubrics should follow the approaches taken by Stevens and Levi's "Introduction to Rubrics" (see chair for a copy of the book if you did not receive one). Face validity should be established, and fairness should be checked by having a colleague and/or the Education Department Chair review your instrument.

The syllabus should also describe regularly scheduled office hours, contact information, grading policies, class attendance policies, etc. (See Academic Affairs memos and King's College Faculty Handbook for more about this). Rubrics may also be included in the syllabus. (Students must see grading expectations as defined by the rubric prior to engaging in the performance-based assessment).

### **Excessive Absences**

Excessive absences (e.g., three or more consecutive absences [see the King's College Student Handbook for more about this]) are to be reported to the Associate Vice President for Student Affairs by sending an email to [gmanswin@kings.edu](mailto:gmanswin@kings.edu).

### **Class Roster, Grading, and Student Data for Advisement via WebAdvisor**

Class rosters can be downloaded and midterm and final grades are to be submitted using the WebAdvisor link at: <http://www.kings.edu/IITS/index.htm>: Advisee data concerning GPA, transcripts, etc. may also be found using the WebAdvisor link at: <http://www.kings.edu/IITS/index.htm>. Student data concerning ratings on performance based assessments, Praxis Exams Passed, etc. may be found (Password required): <http://staff.kings.edu/kdils/ncate/surveys/index.html>.

### **Book Store**

Books can be ordered by using the book store link at: <http://www.kings.edu/IITS/index.htm>

### **Technology**

Technology is to be integrated throughout the curriculum. The Unit has wireless laptops, a computer lab, digital video cameras, pod casting capabilities, etc. We also have access

to WebCT and MIMI distance learning tools. If you need training setting these things up or need any technical assistance, please call “HELP” at 570-208-5900 ext. 4357.

### **Praxis Exam**

All faculty members teaching elementary education students are to be aware of the content of the Praxis II Curriculum, Instruction, and Assessment (CIA) Exam (Content of this exam may be found at <http://staff.kings.edu/kdils/#Praxis%20Prep>). The curriculum has been mapped to insure that this exam is adequately covered by courses in the program (see <http://staff.kings.edu/kdils/NCATE/NCATEsitemap.htm>). Faculty members are encouraged to develop at least a small percentage of their formative and summative assessments by considering Praxis II CIA type multiple-choice questions.

Information about other required Praxis Exams can be found at <http://www.ets.org/>.

## **Assessment System Gates**

### **Gate A: Fall Semester of Second Year**

#### Advisor Interview

Advisors interview advisees and assess Initial Portfolios (advisees provide a description of a self-selected artifact and reflect on how it exemplifies their meeting a self-selected INTASC Standard --- Portfolio Assessment Guide with Questions Provided to Advisors).

- Rubrics found online at:
- <http://staff.kings.edu/kdils/ncate/surveys/index.html>
- Enter data on each student. Data entry found online at:
- <http://staff.kings.edu/kdils/ncate/surveys/index.html>

#### Feedback to student

- In person during advisee interview
- For students receiving a rating of 2 or less, use the Registrar’s Office Deficiency Reporting System (online at <http://staff.kings.edu/kdils/ncate/surveys/index.html>). Copies of the report will be placed into the student’s file and sent to the student’s campus mailbox. Please type in the standards not met in the section for comments (see rubric) and clearly describe the candidate’s deficiencies. Put “Advisee Interview” where the form asks for “Course,” and place a grade of “D” where the form asks for grade.

#### Remedial Work

If a student has SAT scores below 900 and has a GPA below 3.0, advisors need to inform advisees to make appointment with Academic Skills.

#### Praxis Prep

Inform advisees to take Praxis Prep-Course online at <http://staff.kings.edu/kdils/#Praxis%20Prep>

Dispositions and Diversity (Flood Elementary/Hispanic Outreach Tutoring Program, EDUC 210):

- Rubrics found online at:
- <http://staff.kings.edu/kdils/ncate/surveys/index.html>
- Enter data on each student every semester. Data entry found online at:
- <http://staff.kings.edu/kdils/ncate/surveys/index.html>

### **Gate B: Formal Program Admissions, Fall Semester of Third Year**

#### Application to Program

Complete recommendation forms for “Application to Program” if requested to do so by a student and return to Administrative Assistant. The teacher candidate needs to complete an application packet when they reach between 48 and 65 credits. Candidates may be provisionally accepted, so candidates are to complete this Application even they have NOT met all the criteria (see Teacher Education Handbook <http://staff.kings.edu/kdils/> for more details).

#### Praxis Exams

Check to see that your advisee has passed all 3 PPST Praxis I exams, (“Queries” online at <http://staff.kings.edu/kdils/ncate/surveys/index.html>)

#### Advisor Interview

Advisors interview advisees and assess Beginning Portfolios (description of self-selected artifact and reflection on how it exemplifies their meeting a self-selected INTASC Standard --- Portfolio Assessment Guide with Questions Provided to Advisors).

- Rubrics found online at:
- <http://staff.kings.edu/kdils/ncate/surveys/index.html>
- Enter data on each student. Data entry found online at:
- <http://staff.kings.edu/kdils/ncate/surveys/index.html>

#### Advisor Interview Feedback to Student

- In person during advisee interview

- Via Registrar's Office deficiency report (online at Registrar's webpage: <http://staff.kings.edu/kdils/ncate/surveys/index.html>). Copies of the report will be placed into the student's file and sent to the student's campus mailbox. Type in the standards not met, etc. in the section for comments.

#### Remedial Work

Below 900 SAT's and below 3.0 GPA, advisees to make appointment with Academic Skills

Dispositions and Diversity (Flood Elementary/Hispanic Outreach Tutoring Program, EDUC 211):

- Rubrics found online at:
- <http://staff.kings.edu/kdils/ncate/surveys/index.html>
- Enter data on each student every semester. Data entry found online at:
- <http://staff.kings.edu/kdils/ncate/surveys/index.html>

### **Gate C: Fall of Fourth Year**

#### Advisor Interview

Advisors Interview Advisees and Assess Developing Portfolios (description of self-selected artifact and reflection on how it exemplifies their meeting a self-selected INTASC Standard --- Portfolio Assessment Guide with Questions Provided to Advisors).

- Rubrics found online at:
- <http://staff.kings.edu/kdils/ncate/surveys/index.html>
- Enter data on each student. Data entry found online at:
- <http://staff.kings.edu/kdils/ncate/surveys/index.html>

#### Feedback to student

- In person during advisee interview
- Via Registrar's Office deficiency report (online at Registrar's webpage; <http://staff.kings.edu/kdils/ncate/surveys/index.html>). Copies of the report will be placed into student's file and sent to the student's campus mailbox. Type in the standards not met, etc. in the section for comments.

## **Gate D: End of Student Teaching**

Student Teaching Supervisors, Student Teaching Coordinator, and those participating in student teaching orientation responsible for administering:

### Student Teaching Portfolio

Proficient, Student Teaching Work Samples (Student Teaching Portfolio demonstrating impact on student learning) Rubrics found online at the following:

<http://staff.kings.edu/kdils/#Handbooks,%20Catalogs,%20etc>.

- [Elementary \(ACEI\) Student Teaching Portfolio Grading Rubric](#)
- [Secondary Citizenship \(NCSS\) Student Teaching Portfolio Grading Rubric](#)
- [Secondary English \(NCTE\) Student Teaching Portfolio Grading Rubric](#)
- [Secondary Math \(NCTM\) Student Teaching Portfolio Grading Rubric](#)
- [Secondary Science \(NSTA\) Student Teaching Portfolio Grading Rubric](#)
- [Secondary Foreign Language \(ACTFL\) Student Teaching Portfolio Grading Rubric](#)

### Student Teaching Evaluation

Student Teaching data on all students is to be entered every semester online at:

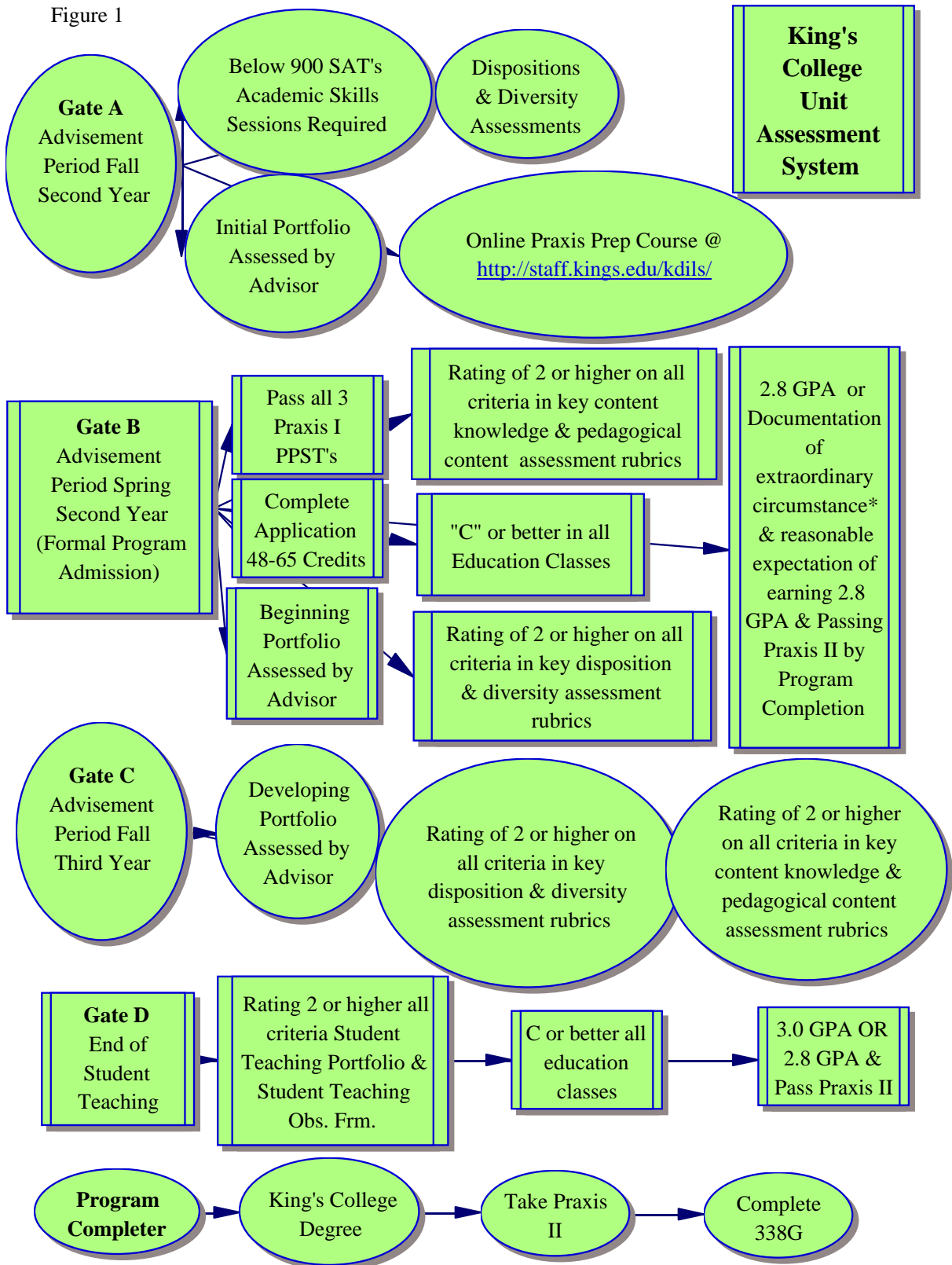
<http://staff.kings.edu/kdils/ncate/surveys/index.html>

## **Program Completion**

Program Completer certificates placed in student teaching file when candidates:

- A. Are Accepted into Teacher Education Program without conditions and earn King's College degree
- B. 3.0 GPA, Pass Praxis I, and take Praxis II, or 2.8 GPA & Pass Praxis I and II.
- C. Take Praxis II during student teaching or shortly after
- D. Submit license application (with physician's signature, etc.)

Figure 1



\* Extraordinary circumstances would include such things as illness, personal crisis, or poor grades earned prior to changing major

## Unit Assessments, Other

### Individual Course Assessments

#### C or Better in All Education Courses

Faculty members are to alert candidates and Education Department when assigning a course grade of below “C” via the Registrar’s Office Deficiency Reporting System (online at Registrar’s webpage <http://staff.kings.edu/kdils/ncate/surveys/index.html>). Copies of the report will be placed into the student’s file and sent to the student’s campus mailbox. Type in the comment sections the course grade and the fact that this was an Education course that will have to be retaken.

#### Dispositions Alert

Faculty members are to alert candidates and the education department when there is evidence of problems with candidate’s dispositions. Disposition Alert forms may be placed into student file (with student signature) and a report may be made via the Registrar’s Office Deficiency Reporting System (online at <http://staff.kings.edu/kdils/ncate/surveys/index.html>). Copies of report will be placed into student’s file and sent to the student’s campus mailbox. Type in the comment sections the course grade and the fact that this was an Education Course that will have to be retaken.

#### Key Assessments

Pre-Professional and Student Teaching data on all candidates to be entered by supervisors every semester online at:  
<http://staff.kings.edu/kdils/ncate/surveys/index.html>

#### Key Individual Course Assessments Continued

Faculty members teaching the courses/projects found below are to submit at the end of each semester either the:

1. scored rubrics for each student from each course; or
2. spreadsheet or table with summarized data (i.e., course name, number of students in course and number of 4’s, 3’s, 2’s, and 1’s for each criteria of the grading rubric)

The Education Department Chair will send reminders to all faculty members responsible for using designated rubrics to assign projects, collect data, and submit data via the Unit Assessment System (and for SPA reports).

Note: all rubrics concerning diversity and pedagogy are to be based on the Unit’s Generic Rubric and must be shown to students when assigning the project. The fact that a minimum score of 2 is required for each criterion is to be communicated to candidates. If minimum score is not met, students must re-do, receive an “IP” for the course until the

minimum score is obtained, or earn less than “C” in the course.		
Elementary/Early Child	Secondary	Graduate Reading
<ul style="list-style-type: none"> <li>• EDUC 337 Diversity &amp; lesson planning</li> <li>• EDUC 343 Lesson planning &amp; content</li> <li>• (EDUC 338, 341, 342) Theme Cycle Project Accommodations &amp; content</li> </ul>	EDUC 366 Diversity & lesson planning, Planning and content: EDUC 302 (Secondary Science Methods), EDUC 303 (Secondary Social Studies Methods), ENG 399 (Secondary English Methods), ENG 491 (Senior Seminar), FREN/SPAN 441, ACTFL Proficiency test results, ACTFL WebCT prep, Math 425, Math 490	Graduate Reading Key Assessments (EDUC 510, 516, 523, & 575) Coaching experience report, Case study, Practicum evaluation, Professional Development Presentation

**Additional Resources**

Faculty Handbooks can be found at: <http://www.kings.edu/FacultyAndStaff/index.htm#> or in the Academic Affairs office

Student Handbooks, Student Teaching Handbook (including the Unit’s Generic Rubric for content knowledge, pedagogy, and diversity in Appendix B) and other field experience handbooks, advisement information, NCATE information and other resources can be found at: <http://staff.kings.edu/kdils/>

## Appendix A

The table below outlines what assessments address each of the candidate's proficiencies.

<p style="text-align: center;"><b>King's College Teacher Candidate Proficiencies</b></p>	<p style="text-align: center;"><b>Assessment</b></p>
<p><b>1. Integrating Knowledge and Practice</b></p>	
<p>1.1 The teacher candidate understands the central concepts, tools of inquiry, and structures of the disciplines taught.</p>	<p>GPA, Praxis Exams, Portfolio Content Area Assessment, Pre-Professional Semester, Student Teaching</p>
<p>1.2 The teacher candidate effectively integrates multiple teaching and learning strategies (including the use of technology) in students' learning experiences.</p>	<p>Portfolio Lesson Planning Assessment, Portfolio Ability to Impact Student Learning Assessment, Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment</p>
<p>1.3 The teacher candidate productively incorporates a variety of communication techniques to foster student learning.</p>	<p>Portfolio Lesson Planning Assessment, Portfolio Ability to Impact Student Learning Assessment, Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment</p>
<p><b>2. Understanding Learners</b></p>	
<p>2.1 The teacher candidate understands prevailing theories of development, cognition and intelligence to support student's intellectual, social, physical, and moral development.</p>	<p>Portfolio Lesson Planning Assessment, Portfolio Ability to Impact Student Learning Assessment, Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment, Flood Tutoring Program Case Study</p>
<p>2.2 The teacher candidate is committed to the development of literacy skills in all learners.</p>	<p>Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment</p>

2.3 The teacher candidate is culturally competent and can adapt instruction to meet the needs of all students.	Portfolio Lesson Planning Assessment, Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment
<b>3. Developing Learning Communities</b>	
3.1 The teacher candidate creates and maintains an inclusive learning environment that supports instructional goals.	Flood tutoring Program Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment, Elementary and Secondary Action Research Project
3.2 The teacher candidate understands how factors in the students' environment outside of school may influence students' life and learning	Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment, Flood Tutoring Program Case Study
3.3 The teacher candidate demonstrates effective self-assessment and problem-solving strategies.	Advisees' Interview as reported via the electronic assessment system
<b>4. Monitoring Learning</b>	
4.1 The teacher candidate understands the principles of effective classroom management, and can use a variety of productive strategies to promote positive, purposeful learning.	Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment
4.2 The teacher candidate effectively uses a variety of formal and informal assessment techniques	Portfolio Lesson Planning Assessment, Portfolio Ability to Impact Student Learning Assessment, Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment
<b>5. Reflective Practice</b>	
5.1 The teacher candidate displays a commitment to reflection, assessment, and learning as an ongoing process in the	Advisees' Interview, Student Teaching Portfolio

improvement of teaching and learning.	
5.2 The teacher candidate acts in a responsible and professional manner.	Flood tutoring program, Pre-Professional Semester Cooperating Teacher and Supervisor's Observation Assessment, Student Teaching Cooperating Teacher and Supervisor's Observation Assessment

Appendix B

<b>King's College Teacher Candidate Proficiencies</b>	<b>Assessment</b>
<b>1. Integrating Knowledge and Practice</b>	
1.1 The Reading Specialist describes the major literacy theories and beliefs and is able to demonstrate how to effectively apply them when teaching diverse students.	State license PRAXIS examination Research Project Case study
1.2 The Reading Specialist demonstrates an understanding of the pedagogies used by effective teachers of reading and writing and is able to demonstrate the ability to use those pedagogies to teach diverse students.	Child study report Coaching experience report Practicum evaluation
<b>2. Understanding Learners</b>	
2.1 The Reading Specialist demonstrates an understanding of how diverse students learn and an ability to differentiate instruction so that students with varying degrees of reading abilities and learning styles will reach their full potential.	Coaching experience report Case study Practicum evaluation Child study report Practicum evaluation Child study report
<b>3. Developing Learning Communities</b>	
3.1 The Reading Specialist exemplifies professionalism when modeling effective	Child study report Portfolio

reading and writing teaching strategies and when using family and community resources to encourage positive literacy practices both inside and outside of the school.	
3.2 The Reading Specialist demonstrates leadership behaviors to promote literacy development for all students.	Practicum evaluation Child study report  Professional development presentation
<b>4. Monitoring Learning</b>	
4.1 The Reading Specialist uses multiple assessment strategies in order to diagnose student strengths and weaknesses and developing teaching methods that are specific to student needs.	Practicum evaluation Child study report
4.2 The Reading Specialist uses technology effectively to research, teach, and communicate with diverse constituents and will judge when the use of technology is appropriate.	State license PRAXIS examination Practicum evaluation
<b>5. Reflective Practice</b>	
5.1 The Reading Specialist will locate and use the latest research and resources regarding the teaching of reading and writing.	Research project
5.2 The Reading Specialist will critically evaluate research.	State license PRAXIS examination Research project
5.3 The Reading Specialist will demonstrate how to use current literacy research to identify and develop innovative interventions/teaching methods designed to improve the literacy skills of diverse students and will demonstrate the ability to continue his/her professional development throughout his/her careers.	Professional development presentation

Appendix C

King’s College Unit and Program Assessment System Grid

Program and/or Unit	<b>NAME OF KEY ASSESSMENT</b>	Type or Form of assessment	When collected	How
UNIT	Pre-Professional Field Experience	Field Experience	Prior to student teaching	Online reporting form #2
UNIT	Flood Elementary/Hispanic Outreach Diversity Field Experience – Inclusive setting	Field Experience	Prior to student teaching	Online Reporting form #1
UNIT	Flood Elementary/Hispanic Outreach Diversity Field Experience – Responsible disposition	Field Experience	Prior to student teaching	Online Reporting form #1
UNIT	Advisee interview – self-selected portfolio reflection	Interview	Gates A, B, and C	Online Reporting form #1
UNIT	Advisee interview - dispositions	Interview	Gates A, B, and C	Online Reporting form #1
UNIT	Cooperating Teachers (EFE, “Other” Field Experiences, Pre-Professional, Student Teaching) Survey	Survey	Every 2 years	Survey
UNIT	Alumni Survey	Survey	Every year	Survey
UNIT	Employer Survey	Survey	Every 2 years	Survey
UNIT	Program Completer Unit Operations	Survey	Every Year	Survey

	Survey			
SECONDARY SCIENCE & UNIT	[Content Knowledge – Licensure Tests] <sup>1</sup>	Praxis II Biology, Chemistry, or General Science	Normally during student teaching	Online Reporting form #1
SECONDARY SCIENCE & UNIT	CONTENT KNOWLEDGE : GPA in curriculum aligned with NSTA standards	GPA in courses required by all Biology, Chemistry, or General Science teacher candidates	Prior to student teaching	Registrar’s Office Spreadsheet
SECONDARY SCIENCE	EDUC 366 Online, Interactive Unit Project	Project	EDUC 366, Prior to student teaching	Reporting form #3
SECONDARY SCIENCE & UNIT	Student Teaching Assessment	Student Teaching – Supervisor Assessment	Student Teaching	Online reporting form #2
SECONDARY SCIENCE & UNIT	IMPACT ON STUDENT LEARNING: Proficient Student Teaching Portfolio	Portfolio	Student Teaching	Reporting form #3
SECONDARY SCIENCE	Safety Project and Safety Assessment in Student Teaching	Project	EDUC 302 and Student Teaching	Reporting form #3
SECONDARY SCIENCE	Research Paper/Presentation in Content Area	Project	EDUC 302 Secondary Science Methods	Reporting form #3
SECONDARY SCIENCE	Special Portfolio Assignment Aligned with NSTA Mandatory Standards	Portfolio	EDUC 302 Secondary Science Methods	Reporting form #3
SECONDARY CITIZENSHIP EDUCATION & UNIT	Praxis II – Citizenship Education	State Licensure Test	Normally during student teaching	Online Reporting form #1

<sup>1</sup> If licensure test data is submitted as Assessment #1, the assessment and scoring guide attachments are not required. If the state does not require a licensure test, another content based assessment must be submitted (including the assessment and scoring guide).

SECONDARY CITIZENSHIP EDUCATION & UNIT	CONTENT KNOWLEDGE: GRADES IN REQUIRED COURSES	Grades	Prior to student teaching	Registrar's Office Spreadsheet
SECONDARY CITIZENSHIP EDUCATION	Description of Assessment: EDUC 366 Online, Interactive Lessons Project	Project	EDUC 366, Prior to student teaching	Reporting form #3
SECONDARY CITIZENSHIP EDUCATION & UNIT	student teaching	Student Teaching	Student Teaching	Online reporting form #2
SECONDARY CITIZENSHIP EDUCATION & UNIT	Impact on Student Learning via Proficient Student Teaching Portfolio	Student Teaching Portfolio	Student Teaching	Reporting form #3
SECONDARY CITIZENSHIP EDUCATION	Lesson plan and presentation EDUC 303, Secondary Social Studies Methods	Project	EDUC 303, Prior to student teaching	Reporting form #3
EARLY CHILDHOOD EDUCATION & UNIT	Praxis II, Early Childhood Education	State Licensure Test	During Student Teaching, EDUC 457, prior to certification	Online Reporting form #1
EARLY CHILDHOOD EDUCATION	Theme Cycle	Integrated Unit	During required course, EDUC 338, EDUC 342, MATH 210, prior to student teaching	Reporting form #3
EARLY CHILDHOOD EDUCATION	Kid's Café Field Experience	Lesson Plans	During required course, EDUC 337, prior to student	Reporting form #3

			teaching	
EARLY CHILDHOOD EDUCATION & UNIT	Student Teaching Evaluations	Scale	During student teaching, EDUC 457	Online Reporting form #1
EARLY CHILDHOOD EDUCATION & UNIT	Proficient (Student Teaching) Portfolio	Portfolio	Completed at the end of student teaching, EDUC 457	Reporting form #3
EARLY CHILDHOOD EDUCATION	Social Studies Methods Project	Project	During required course, EDUC 343, prior to student teaching	Reporting form #3
ELEMENTARY EDUCATION & UNIT	Praxis II Fundamental Subjects Content Knowledge	State Licensure Test	Completion of Program during student teaching EDUC 437/438	Online Reporting form #1
ELEMENTARY EDUCATION	Theme Cycle	Project	Required Course, EDUC 338, Prior to student teaching	Reporting form #3
ELEMENTARY EDUCATION & UNIT	Portfolio I Lesson Planning	Portfolio Lesson Planning Project	Completion of Program END of student teaching EDUC 437/438	Reporting form #3
ELEMENTARY EDUCATION & UNIT	Student Teaching	Student Teaching Observation	Completion of Program END of student teaching EDUC 437/438	Online reporting form #2
ELEMENTARY EDUCATION	Portfolio II	Portfolio – impact on student learning components – various components	Completion of Program END of student teaching EDUC 437/438	Reporting form #3

ELEMENTARY EDUCATION	Social Studies Methods Project	Project – Social Studies Methods	Required Course, EDUC 343, Prior to student teaching	Reporting form #3
ELEMENTARY EDUCATION	Lesson Plan Project in Preparation for Kid’s Café Teaching Experience	Project	Required Course, EDUC 337, Prior to student teaching	Reporting form #3
ELEMENTARY EDUCATION & UNIT	Praxis II Curriculum, Instruction, and Assessment	State Licensure Test	Completion of Program, during student teaching EDUC 437/438	Online Reporting form #1
SECONDARY ENGLISH & UNIT	Praxis II Secondary English Content [Licensure assessment, or other content-based assessment]	Praxis II State Licensure Exam	Normally during student teaching	Online Reporting form #1
SECONDARY ENGLISH	Senior Seminar – Literature Paper [Assessment of content knowledge in English]	Project	ENG 491 senior seminar	Reporting form #3
SECONDARY ENGLISH	Online, interactive lessons [Assessment of candidate ability to plan instruction]	Project	EDUC 366 – prior to student teaching	Reporting form #3
SECONDARY ENGLISH & UNIT	Student Teaching Evaluations – Cooperating Teacher and King’s Supervisor [Assessment of student teaching]	Student Teaching	EDUC 467, student teaching	Online reporting form #2
SECONDARY ENGLISH & UNIT	Proficient Student Teaching Portfolio [Assessment of candidate effect on student learning]	Proficient Student Teaching Portfolio	EDUC 468, during student teaching	Reporting form #3
SECONDARY ENGLISH	ENG 399 Reflection Papers and Lesson Presentations ( <i>required</i> ) ]	Project	ENG 399 – throughout semester, prior to student teaching	Reporting form #3
SECONDARY FOREIGN LANGUAGE & UNIT	Praxis II in Spanish or French [Licensure assessment, or other content-based assessment] <sup>2</sup>	State Licensure Test	Normally during student teaching	Online Reporting form #1

SECONDARY FOREIGN LANGUAGE	Assessment of content knowledge in the language to be taught – Paper, Presentation, Oral Defense conducted in the French (Fren 441)/Spanish (Span 441) Civilization Class	Project: Paper, Presentation, and Oral Defense conducted in the French	Prior to student teaching (Fren 441)/Spanish (Span 441) Civilization Class	Reporting form #3
SECONDARY FOREIGN LANGUAGE	EDUC 366 Online, interactive unit lesson plans	Project	EDUC 366 Prior to Student Teaching	Reporting form #3
SECONDARY FOREIGN LANGUAGE & UNIT	Student Teaching – Collaborating School Cooperating Teaching and King’s Supervisor [Assessment of student teaching]	Student Teaching	EDUC 467 Student Teaching	Online reporting form #2
SECONDARY FOREIGN LANGUAGE & UNIT	Student Teaching Portfolio [Assessment of candidate effect on student learning]	Portfolio – teaching samples, student work, pre-test, post test	EDUC 468 Student Teaching Seminar	Reporting form #3
SECONDARY FOREIGN LANGUAGE	ACTFL Oral Proficiency Interview	ACTFL Oral Proficiency Interview (OPI)	Prior to Program Completion	Reporting form #3
SECONDARY FOREIGN LANGUAGE	WebCT Praxis Prep comprehensive exam	Comprehensive exam	Prior to taking Praxis II	Reporting form #3
SECONDARY MATH & UNIT	Content Knowledge – Licensure Test – Praxis II --- Mathematics 7-12: Content Knowledge (0061)	Praxis II	Normally during student teaching	Reporting form #3
SECONDARY MATH & UNIT	CONTENT KNOWLEDGE: GPA in Math content classes	GPA	Prior to Student Teaching	Registrar’s Office Spreadsheet
SECONDARY MATH	EDUC 366, Online, Interactive Lessons	Project	EDUC 366	Reporting form #3

	Project			
SECONDARY MATH & UNIT	Student Teaching EDUC 467	Student Teaching	EDUC 467	Online reporting form #2
SECONDARY MATH & UNIT	Impact on Student Learning via Proficient Student Teaching Portfolio	Student Teaching Portfolio	EDUC 467	Reporting form #3
SECONDARY MATH	The Senior Integrated Assessment - Class Participation in Math 425 Abstract Algebra	Project	Math 425	Reporting form #3
SECONDARY MATH	Junior Seminar axiom system project	Project	Math 490, Junior Seminar	Reporting form #3
SECONDARY MATH	Set of Comprehensive Exams	Comprehensive Exams	Normally prior to student teaching	Reporting form #3
GRADUATE READING	[Licensure assessment, or other content-based assessment]	Praxis Examination	Completion of the program	Reporting form #3 and on file in Graduate Reading Director's Office
GRADUATE READING	[Assessment of content knowledge in reading education]	Research Project	Gate C EDUC 575 – Educational Research	Reporting form #3 and on file in Graduate Reading Director's Office
GRADUATE READING	[Assessment of candidate ability to plan instruction]	Teacher Work Sample Unit with Colleague Sharing	Gate B EDUC 523 – Children's Literature	Reporting form #3 and on file in Graduate Reading Director's Office
GRADUATE READING	[Assessment of internship, practicum, or other clinical experience]	Practicum portfolio	Gate C EDUC 516 - Practicum	Reporting form #3 and on file in Graduate Reading Director's Office
GRADUATE READING	[Assessment of candidate effect on student learning]	Child Study	Gate B EDUC 516 – Reading	Reporting form #3 and on file in

			Disabilities	Graduate Reading Director's Office
<b>GRADUATE READING</b>	Additional assessment that addresses IRA standards <i>(required)</i> ]	E.S.L. Classroom Observation with Coaching	Gate A EDUC 510 – The Developmental Nature of Reading	Reporting form #3 and on file in Graduate Reading Director's Office

Note:

Online Reporting form #1 found online at:

<http://staff.kings.edu/kdils/ncate/surveys/adviseeinterviews/index.asp>

Online reporting form #2 found online at:

<http://staff.kings.edu/kdils/NCATE/surveys/datacollection/>

Reporting form #3 located online at:

<http://staff.kings.edu/kdils/NCATE/surveys/Key%20Assessment%20Rubric%20Reporting%20Form.doc>