

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Effective Fall 2002 incoming freshmen entered the programs under Indiana Rules 2002. Simultaneously, students already enrolled in the College of Education are completing programs under Rules 46-47 which will expire June 30, 2006.

All Initial Programs under Indiana Rules 2002 (early and middle childhood, middle/secondary, and physical education and health) were developed by the faculty using the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, and the Indiana Professional Standards Board Content and Developmental Standards (Exhibit). Music Education which is jointly delivered by the Jordan College of Fine Arts and the College of Education is accredited by the National Association of Schools of Music (NASM) and is referenced to IPSB Fine Arts Standards (Exhibit). At the Advanced level, the master's in Effective Teaching and Leadership is referenced to the standards of the National Board for Professional Teaching Standards (Exhibit), the master's in School Counseling is referenced to the CACREP Standards and the IPSB Content Standards for School Services Personnel and the IPSB Content Standards for School Counseling Professionals (Exhibits). The master's in Educational Administration is referenced to the ISLLC standards which were adopted by the IPSB (Exhibit). All institutional program standards are referenced to North Central Association (NCA), Butler University's regional accreditation body (Exhibit).

The College of Education's Unit Assessment System (Exhibit) which will be described in more detail in Standard 2 has four transition points at the Initial and Advanced Levels (Exhibits).

Content Knowledge for Teacher Candidates *(Initial and Continuing Preparation of Teachers)*

Teacher candidates demonstrate content knowledge through a variety of experiences and assessments. The assessments are found in the College of Education Undergraduate Transition Points (Exhibit). These assessments include: overall grade point average, no grade less than a C in education and major courses; dispositional assessments, pre-student teaching and student teaching assessments, rubrics, portfolios, and a final METL project. These transition points are applicable for candidates entering as freshman in the Fall 2002-2003 academic year. Separate Curriculum Sheets/Licensure Requirements (Exhibit) are available for candidates entering prior to Fall 2002 and beginning with the new program in Fall 2002. Transfer candidates (both internal and external to Butler University) are assigned to a respective program depending upon their anticipated graduation date.

Content Knowledge is assessed through the grades awarded for specific courses, appropriate assessments points within the COE transition point structure (COE CORE I-IV); lesson plan

development referenced to specific IPSB Content and Developmental Standards and standardized exams (Praxis II).

A Filemaker Pro database was developed in Fall 2002 and is maintained by the data manager (demographic information and course grades are provided through the Butler University PeopleSoft System) to record candidate progress through the COE CORE Transition Points. The database captures course performance, transition status, disposition information, national testing scores, field site data, and exit information (Exhibits). Internal reports are generated at the end of each semester and candidates are confirmed for progress to the next transition point.

A summary of the ETS PRAXIS I and PRAXIS II institutional pass rates follows:

**TABLE 3.
Title II Summary of Aggregate and Summary Institution-Level Pass-Rate Data: Regular
Teacher Preparation Program (1999-2003)**

	1999-2000*	2000-2001	2001-2002	2002-2003
Institutional Pass Rate - Basic Skills-PRAXIS I	98%	95%	99%	97%
Institutional Pass Rate – Content Areas –PRAXIS II	100%	100%	97%**	98%**

*2004 Follow-up report for 1999-2000

** Spanish Productive Skills (Test Code 0192) not successfully completed

Other content assessment instruments on exhibit include: sample lesson plans, pre-student teaching assessments, student teaching assessments, Middle/Secondary Portfolio Performance for candidates, portfolios from ED 312: Practicum in Early Childhood Education, ED 412: Early Childhood Curriculum, Early and Middle Childhood Literacy Block, and ED 308: Reading and Language Arts - Early Childhood, Senior Evidence Collection – Senior Integrated Lab, Honors Portfolios, and METL final projects with guidelines and assessments.

Results from Alumni and employer surveys indicate a high degree of satisfaction with the Content Knowledge of COE graduates.

TABLE 4.
Candidate Response to Survey Content Question
(Candidates surveyed May 1997 through December 2002)

Question: “You were prepared by the College of Education and Butler University to understand your **teaching content**, and can create learning experiences that make the subject matter meaningful for your students.”

Curriculum	1997 graduates	1998 graduates	1999 graduates	2000 graduates	2001 graduates	2002 graduates
Elementary	4.25*	4.55	4.57	4.13	4.46	4.29
Middle/Secondary	4.00	4.25	4.67	3.33	3.29	3.60
Physical Education	3.50	4.00	3.50	4.33	4.00	5.00
Music Education	N/A	3.00	3.75	5.00	2.00	4.00

*Likert Scale: 5 Exceptionally Strong, to 1 Exceptionally Weak

TABLE 5.
Employer Response to Survey Content Question
(Employers surveyed May 1997 through December 2002)

Question: “The teacher (Butler graduate) demonstrates his/her understanding of **content** and can create learning experiences that make the subject matter meaningful for your students.

Rating*	5	4	3	2	1
Employer Responses	37	41	1	0	0

*Likert Scale: 5 Exceptionally Strong, to 1 Exceptionally Weak

Additionally, each program area has analyzed the survey results to determine the implications for each program (Exhibit).

Selected comments from graduates reflect the content preparation:

“Butler provided me with an understanding of many ways to teach the same content as well as outstanding learning experiences.” (Elementary graduate)

“I feel I have a great understanding of my content matter.” (Secondary graduate)

“JCFA did a wonderful job increasing my knowledge and enthusiasm in my content area.” (Music Education graduate)

Selected comments from Employers surveyed:

“Based on my experience with Butler graduates your School of Education is doing a superior job training teachers.”

“The quality of the teacher coming from Butler has led me to look at BU candidates first...”

“Excellent preparation!”

Area Personnel Directors who attended the annual Spring 2004 Candidate Interview Day on campus were surveyed with regard to the preparation of Butler candidates.

TABLE 6. Area Personnel Directors Survey – Spring 2004

Area Personnel Directors Survey Spring 2004	Exceptionally Strong				Exceptionally Weak
10 INTASC Principles	5	4	3	2	1
1. The Butler teacher education candidate demonstrates his/her understanding of content and can create learning experiences that make the subject matter meaningful for your students.	8	9			
2. The Butler teacher education candidate demonstrates an understanding of how children learn and develop and can provide learning opportunities that support their (child) intellectual, social, and personal development.	5	12			
3. The Butler teacher education candidate demonstrates an understanding of how students differ in their approaches to learning and can create appropriate instructional opportunities that are adapted to diverse learners.	12	5			
4. The Butler teacher education candidate demonstrates an understanding and an ability to use a variety of instructional/ professional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	11	6			
5. The Butler teacher education candidate demonstrates an understanding of individual/ group motivation and behavior and an ability to use this understanding to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	3	13	1		

6. The Butler teacher education candidate demonstrates knowledge of effective verbal, nonverbal, and media communication techniques and an ability to use this knowledge to foster active inquiry, collaboration, and supportive interaction in his/her classroom.	7	9			
7. The Butler teacher education candidate demonstrates an ability to plan for instruction based upon knowledge of the subject matter, his/her students, curricular goals and the local community.	6	9	2		
8. The Butler teacher education candidate demonstrates an understanding of and ability to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of your students.	3	8	5		
9. The Butler teacher education candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks opportunities to grow professionally.	10	7			
10. The Butler teacher education candidate fosters relationships with local school colleagues, parents, and agencies in the larger community to support the teaching and well being of his/her students.	9	8			
Four Core Values					
Integrity and Responsibility	9	6			
Diversity and Similarity	14	3			
Teaching/ Learning/ Mentoring	14	3			
Theory/ Practice/ Collaboration	12	5			

Content Knowledge for Other Professional School Personnel

Candidates are enrolled in two Advanced Programs which lead to a master's degree and licensure. Educational Administration has two tracts; the Experiential Program for Preparing School Principals (EPPSP) and the Traditional Education Program (TEP). (Note: As a result of a College of Education Faculty vote (Exhibit), TEP is suspended beginning with Spring semester, 2004. All candidates presently enrolled in the program will be provided all necessary courses with which to complete their course work.) The second advanced program is School Counseling. All programs are referenced to national standards as illustrated through course matrices (Exhibit). Candidates in all programs are assessed through grade point average, projects, and program assessment instruments.

Effective February 2004 all candidates enrolled in the Educational Administration program must meet the state mandated cutoff score for the School Leaders Licensure Assessment (SLLA).

TABLE 7.
School Leaders Licensure Assessment (SLLA) Individual Results 2003-2004
Cutoff Score 158 – (after 1/1/05 the cutoff will be 165)

Test Date	Test Score
06/28/03	184
06/28/03	176
06/28/03	174
06/28/03	186
06/28/03	171
09/13/03	177
09/13/03	185
01/10/04	177
01/10/04	158
01/10/04	176
01/10/04	181
01/10/04	169
01/10/04	172
01/10/04	175
01/10/04	178
01/10/04	185
01/10/04	160
01/10/04	177
01/10/04	176
01/10/04	178
01/10/04	171
01/10/04	169
01/10/04	185
01/10/04	178
01/10/04	185
06/12/04	176
06/12/04	187
06/12/04	192
06/12/04	172
06/12/04	177
06/12/04	173
06/12/04	195
06/12/04	175
06/12/04	179
06/12/04	186
06/12/04	187
06/12/04	183
Average Score	177.97

The second program is School Counseling. The knowledge standards for the school counseling profession are detailed in the 2001 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) curriculum standards (Exhibit). There are eight curricular areas which are each addressed by at least one full three-credit-hour course in the program and then assessed both by traditional in-class assessment measures and the successful completion of the Counselor Preparation Comprehensive Examination (CPCE) which is given in the final year of the candidate's program. Successful completion of the National Counselor Examination

(NCE) is highly recommended. Fall 2003 and Spring 2004 CPCE results are noted in the following tables:

TABLE 8.
FALL 2003 Counselor Preparation Comprehensive Examination
(CPCE)

Name	Human Growth & Dev.	Social & Cultural Foundations	Helping Relationships	Group Work	Career & Lifestyle Dev.	Appraisal	Research & Program Evaluation	Professional Orientation	Total
	12	11	14	15	10	10	15	16	103
	14	10	10	10	7	10	11	14	86
	12	11	11	12	7	8	11	11	83
	12	10	10	14	9	8	12	11	86
	10	9	9	12	8	8	11	14	81
	12	12	13	14	9	9	12	11	92
	14	9	12	10	11	12	12	13	93
	6	11	13	10	8	5	10	8	71
	13	13	11	11	6	7	14	12	87
	13	11	11	11	10	10	9	11	86
Maximum Possible	17	17	17	17	17	17	17	17	136
Range	0 – 14	5 – 13	8 – 14	5 – 15	6 – 11	5 – 12	0 – 15	0 – 16	36 – 103
Mean	10.73	10.18	11.09	11.27	8.64	8.64	10.64	11.00	82.18
Standard Deviation	4.20	2.09	1.81	2.72	1.57	1.86	3.91	4.22	17.24

TABLE 9.
SPRING 2004 Counselor Preparation Comprehensive Examination
(CPCE)

Name	Human Growth & Dev.	Social & Cultural Foundations	Helping Relationships	Group Work	Career & Lifestyle Dev.	Appraisal	Research & Program Evaluation	Professional Orientation	Total
	10	11	12	9	5	13	12	13	85
	9	10	6	11	3	7	8	10	64
	9	9	11	11	10	9	12	13	84
	13	12	9	8	8	11	10	12	83
	12	15	13	13	9	10	10	14	96
	9	11	8	13	12	12	10	12	87
	7	7	7	7	9	8	6	8	59
	9	9	13	10	12	5	8	13	79
	11	11	13	12	7	10	12	13	89
Maximum Possible	17	17	17	17	17	17	17	17	136
Range	7 – 13	7 – 15	6 – 13	7 – 13	3 – 12	5 – 13	6 – 12	8 – 14	59 – 96
Mean	9.89	10.55	10.55	10.44	8.33	9.44	9.77	12.0	80.66
Standard Deviation	2.12	1.30	0.89	2.56	1.75	1.16	1.85	3.24	10.17

Practicum and internship supervisors are asked to rate the candidate's knowledge competencies at the end of each of these three clinical experiences. Further, candidates are expected to demonstrate the 12 technological proficiencies outlined by the Association for Counseling Education and Supervision. Many of the proficiencies are demonstrated in their first classes in the program when they are expected to make PowerPoint presentations, submit homework assignments via Blackboard.com, establish email contact with fellow cohort members and faculty, and utilize WWW resources to gather and disseminate data (Exhibits).

Pedagogical Content Knowledge for Teacher Candidates
(Initial and Continuing Preparing of Teachers)

Pedagogical content knowledge is taught within the professional education courses. The following course examples are completely or significantly directed toward the instruction of pedagogical content knowledge: Early and Middle Childhood Education (ED 316: Teaching

Mathematics: Early Childhood), Middle/Secondary Education (ED 433: Integrated Special Methods); Physical Education PE 237: Activities for Early and Middle Childhood, and Music Education (ME 325: General Music Methods – Elementary and ME 326: General Music Methods-Secondary). (Exhibits)

A separate technology course entitled ED 245: Introduction to Computers in Education (Exhibit) is required of all Initial programs. ME 345: Digital Arts-Music is required for candidates in the music education program (Exhibit). Additionally, candidates use technology in several professional education courses. Within the METL Program, candidates are strongly encouraged to incorporate technology into their Final Project (Exhibit).

Alumni surveys indicate a high degree of satisfaction in the area of pedagogical content knowledge for Teacher Candidates (Exhibit).

Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Continuing Preparing of Teachers)

Many of the assessment instruments used in the Early and Middle Childhood, Middle/Secondary, and Physical Education and Health programs are referenced to INTASC Standards, and IPSB Content and Developmental Standards (Exhibits).

The METL Program is referenced to the National Board for Professional Teaching Standards. Assessments are primarily course specific. However, the Final Project is based upon the candidate's specific work assignments and thus is directly related to the community in which the candidate is involved.

Exhibits include: Syllabi, Assessment Instruments with reference to standards, Alumni Surveys, Employer Surveys, Lesson Plans with specific references to community and prior experience of P-12 students, copies of journal entries from ED 312: Practicum in Early Childhood Education, Lesson Plans in PE 127: Introduction to Health, Physical Education, Recreation and Dance at NIFS , and METL Final Projects noting community references)

Professional Knowledge and Skills for Other School Personnel

Educational Administration assesses candidate performance through a variety of assessments including the state licensing examinations (Exhibit). Knowledge and skills are assessed through exit interviews, portfolios, reflection papers, presentations, and special projects. Field experiences provide candidates the opportunity to *practice* individual learning opportunities (Exhibit). Supplementary information about candidate performance is derived from follow-up studies (Exhibit) and job placement rate (Exhibit). Examples of assessments incorporating the ISLLC Standards, current research, technology, and diversity are listed in the following table:

**TABLE 10. Butler University – College of Education
Assessments for Educational Administration**

Transition/Decision Points	Evidence (Assessments Used Presently)	Timeline(s) Responsible Person	Assessment Needs (Future Assessments Needed to Insure Program Evaluations)
I. Admission to Programs	3.0 (GRE/MAT Waived) 2.5 with GRE/MAT	Admissions Director Grad Secretary	Program
Core I/ Phase I	Presentations (mission/symbol, community) Meyers Briggs Portfolio (10 proficiencies) Shadowing Goal Action Plans Technology - new Community Project Mission/Symbol Reflections Communication – Memo, Letter Exit Interview Diversity Project – “change” Project/minority recruitment Multi cultural presentation	Director, Ed Leadership Faculty, Adjunct	Develop rubrics for all presentations Reduce number of proficiencies. Increase communication letters, memos, newsletters.
Core II/Phase II	Presentations Portfolio (20 proficiencies) Shadowing Technology –new Reflections Exit Interview Analysis of Data Selection of Teachers – hiring Staff Evaluations Instructional Audit Climate Audit	Director, Ed Leadership Faculty, Adjunct	Include more information on selection of quality teachers. Design project that includes data analysis with real school. Design assessment on student achievement.

Core III/Phase III	Presentations Portfolio (40 proficiencies) Shadowing Technology –new Reflections Exit Interview Safety Tour of Building School Budget Discipline Plan Service Learning	Director, Ed Leadership Faculty, Adjunct	Include more assessments on special education law.
Core IV/Phase IV	Presentations Portfolio (60 proficiencies) Shadowing Technology –new Reflections Exit Interview Publish article on action research Literature review Case Conference Expulsion Hearing Juvenile Court Special Education	Director, Ed Leadership Faculty, Adjunct	Portfolio needs to be specialized more and not include all proficiencies. (A portfolio candidates could take to interview.)

Candidates in the School Counseling program are expected to understand knowledge in the general practice of counseling as well as the specialty practice area of School Counseling. The program is nationally accredited by Council for Accreditation of Counseling and Related Educational Programs (CACREP) thus curriculum and clinical practice standards must be met by all students. Additionally, the program incorporates the Indiana Professional Standards Board standards (i.e., School Services, School Counselor Specialty, and Developmental standards) into its curriculum and assessment system. Candidates must demonstrate professional knowledge via classroom assessments, annual portfolio assessments, and the Counselor Preparation Comprehensive Examination (CPCE) near the end of their program. This is a nationally norm-referenced exam prepared by the Center for Credentialing and Education.

Candidates develop knowledge and understanding of their students, the community, and families through intensive supervised clinical work over the course of one and one half years. There are specific standards that address this on the clinical evaluation rubric. School Counseling candidates must complete an applied research methods course and are presented with current research in many of their classes with the expectation that they apply it in their clinical practice. In addition to the standards that have been already mentioned above, candidates must also meet standards for technology competency as set forth by the Association for Counselor Education and Supervision (ACES). This is another item assessed on the clinical evaluation rubric. It is the

overarching goal of the American School Counseling Association (ASCA) and state associations that school counselors provide professionals services which promote and support student learning. Thus all students are expected to perform accordingly.

TABLE 11.
Counselor Preparation Comprehensive Examination (CPCE)
Butler University School Counseling Program

CPCE DATE	N Taking Test	RANGE	BUTLER MEAN	NBCC/CCE MEAN	PASSING CUT-OFF	N/% Passing	N Retaking	N Passing Retake
3/99	16	55-113	81.44	94.52 Fall 99	Not established	16/100%	0	0
3/00	17	58-105	86.00	89.69 Fall 00	Not established	17/100%	0	0
3/01	12	56-92	78.58	91.00 Fall 01	Not established	12/100%	0	0
3/02	8	72-103	82.13		Not established	8/100%	0	0
11/02	16	62-103	80.13	88.71 Fall 02	Not established 81 (60% of 136)	14/100% 1 of 2*/50%	0	0
3/03	8	61-97	82.75	93.26 Spr 03	81	6/75%	0	0
11/03	11	36**-103	82.18**	84.7	81	9/90%	1***/0%	0
3/04	10	59-96	78-86****		81	6/75%	2	0

*only fast-trackers had to meet the cut-off score during the first year of implementation of the cut-off score

**one repeater only took portions of test needed to pass thus lowering the individual score and the mean

***students failing the CPCE but passing the National Counseling Exam (NCE) do not have to retake the CPCE thus only one of two who did not pass retook the CPCE – the other took and passed the NCE

****mean of those taking the CPCE the first time

When retaking the test, the student must either achieve the minimum overall score or must achieve the minimum score of 10 on each of the eight subscores.

(Exhibits)

Dispositions For All Candidates

All candidates within the Initial and Advanced programs are assessed using the same Disposition Form which was developed by the faculty for implementation in Fall 2002 (Exhibit s). The form embodies the College of Education's Conceptual Framework as illustrated by the 4 COE Core Values.

The multi-item form is used in selected classes at all levels:

COE CORE I – ED 112, ED 245 (Music Education- ME 101, ME 102)

Physical Education and Health: PE 127, PE 128 (in addition to ED 112 and ED 245)

COE CORE II – ED 241, ED 242, ED 311

Early and Middle Childhood Education – ED 206

Early Adolescent/Adolescent Young Adult and Early Adolescent Generalist – ED 228

Physical Education and Health: ED 227, ED 228

COE CORE III:

Early and Middle Childhood Education: Block A or B

Early Adolescent/Adolescent Young Adult, Adolescent Young Adult, and Early Adolescent Generalist, Physical Education and Health: ED 328, ED 433, and ED 498

Music Education: ME 325, ME 326, ME 425, ME 426

COE CORE IV:

Early Adolescent/Adolescent Young Adult, Adolescent Young Adult, and Early Adolescent Generalist, Physical Education and Health, Music Education: Student Teaching, ED 434, ED 423, ED 425, ED 426

Candidates are given a copy of the form and the rationale in ED 112, ED 245, ED 227, ED 228, ED 241, ED 242, ED 311, ME 101, ME 102, PE 127, PE 128 and selected courses in CORE III and IV, and a completed copy is placed in each candidate's Advising File. At the conclusion of each semester, each course instructor in which the form is used completes an EXCEL grid for his/her class detailing the 8 dispositions of each candidate. The data is imported into each candidate's record in the COE database (Exhibit). If a rating of "2" or less is recorded a meeting is scheduled with the candidate, instructor and advisor and a COE Student Disposition Intervention Plan (Exhibit) is filed. Sign-off on completion of the remediation plan must be done by the instructor, advisor and student. Appeals may be sent in writing to the Administrative Council of the College of Education.

Candidates in the EPPSP program are expected to demonstrate the same 8 dispositions. The COE Disposition Form is used in 4 of the 6 program courses: ED 557 (COE CORE I), ED 558 (COE CORE II), ED 559 (COE CORE III) and ED 561 (COE CORE IV). Dispositional scores are discussed with the candidate and assessed by the program faculty after each course. Scores are maintained in the COE database (Exhibit).

Candidates in the School Counseling program are expected to demonstrate the same eight dispositions that every other Initial and Advanced candidate in the College of Education is expected to demonstrate. Candidates are informed about the dispositions during their first class in the program which is Professional, Legal, and Ethical Issues in Counseling. They sign a form

attesting that they know about and understand what is expected. Candidate dispositions are assessed by the full faculty four times, at the end of each year as part of the portfolio review process (Core I, II, & IV) and as part of their clinical readiness assessment (Core IV). Data is imported into the COE database. If the faculty learns of inappropriate dispositions in advance of that review process a faculty meeting is called immediately to discuss the matter and determine the appropriate steps to take to remedy the situation. Follow-up survey forms have been altered to address the specific dispositions expected of all graduates. Initial data suggests that candidates and graduates are demonstrating all dispositions.

Candidates in the METL program are also expected to demonstrate the 8 dispositions in ED 530 and ED 531 (Cohort Courses). Dispositional scores are discussed with the candidate. Scores are maintained in the COE database.

Student Learning For Teacher Candidates (Initial and Continuing Preparation of Teachers)

Candidates' ability to diagnose, instruct, and assess P-12 learning is demonstrated through the extensive field experiences in the Early and Middle Childhood, Middle/Secondary, and Physical Education Programs. A prime example is demonstrated through the development and implementation of the lesson plans for the various experiences. Each lesson plan is based upon developmentally appropriate IPSB Standards as stated in the objectives of each lesson. Assessment is tied to the objectives and involves a variety of assessment processes.

Following the example set by Dr. Stuart Silvers when "Reading Block" originated, the elementary program's ED 308: Reading and Language Arts course has involved a tutoring component to help the undergraduate candidates learn how to assess and teach reading skills to elementary students. Since 1997 when Deborah Corpus began teaching "Reading Block" after Dr. Silvers' retirement, the tutoring program has become a twice-weekly, hour-long session after school on-site at a local elementary school. The program has been involved at both Fox Hill Elementary School and John Strange School since 1997.

As part of the program, students in ED 308 are matched with an elementary student based on teacher-recommendation and parent-referral and approval. The Butler candidate uses informal reading inventories and a bank of other assessments to identify reading level and processing strategies. The candidate then designs the hour-long tutoring sessions to fit the instructional needs of the child. Each tutoring session is based on the same template: a read-aloud, guided reading led by the Butler candidate, word-work or sound-letter work, and writing. The candidates are expected to perform running records and other on-going assessments to guide the instructional planning. At the end of the semester, the candidate repeats the initial assessments and compares the new results with the original findings. All of the assessments and the intervening lessons including student work and the analysis by the candidate are submitted in a case study to the instructor for evaluation. The simple pre- and post-test scores were kept for most semesters since 1997.

Beginning in the fall of 2003, the after-school sessions began to move away from one-on-one tutoring to small group instruction. The principal of John Strange requested this change based on the response of his teachers who wanted to see more students helped by the Butler candidates. This change was further supported by the John Strange PTO which paid a retired teacher to help coordinate the program. In the spring of 2004, the entire program at John Strange moved from one-on-one tutoring to small group work. The candidates were still required to submit case studies based on their work, but we no longer have individual student pre- and post-test scores for the student work (Exhibits).

The Middle Secondary Program uses two means of assessing our candidates' impact on P-12 learning. First, all candidates during student teaching submit a final portfolio to faculty and outside evaluators that contains two units of study with assessments and student work. The student work has been clearly graded by the student teacher and the candidate includes written reflection on the students' learning during the unit. Second, we have candidates' mentor teachers and university supervisors evaluate the candidate on many aspects of assessment. Several of these are clear indications of the candidate's ability to impact student learning. Below are the results from those final student teaching evaluations from 1999-2004 for student teachers in each phase in every semester (Exhibit).

TABLE 12.
Cooperating Teacher and University Supervisor Combined Assessments of
Candidate Performance in Relationship of Impact on P-12 Learning

Percentage of students evaluated at each level from 1999-2004	Level 1 intervention	Level 2 Adequate	Level 3 Good	Level 4 Excellent
Creates assessment that is tied to lesson/unit objectives	.2	7	31	61
Uses assessment to check effectiveness of instruction	.5	13	34	52
Assesses student progress <u>during</u> a lesson to determine learning and adjusts accordingly	1	9	33	53
Uses assessment as an ongoing measure of what students know and are able to do and plans further lessons accordingly	1	12	36	51

Exhibits:

- Documentation panels from Lawrence Centralized Kindergarten student teachers with P-12 students (displayed in MSD Lawrence Township)
- PE 237: Activities for Early and Middle Childhood – rubric to projects
- EMC – Senior Integrated Evidence Collection Projects, ED 206, ED 308, ED 211
- Middle/Secondary Student Teaching Evaluations 1999-2004

Student Learning For Other Professional School Personnel

Candidates in educational administration participate in a variety of opportunities to enhance their knowledge of student learning. The following examples demonstrate positive effects on student learning:

- Candidates assess the school climate and culture in their communities by collecting and analyzing data relating to their specific school districts (Exhibit).
- Candidates read, discuss, and reflect on educational literature on the effects of school culture on the academic achievement of students (Exhibit).
- Candidates are exposed to various educational leaders who focus on leadership and student learning (Exhibit).
- Candidates participate in simulations throughout two-year experience *practicing* leadership skills including decision making, research consensus, collaboration, data analysis, and differentiated instruction (Exhibit).
- Candidates' portfolios are assessed during exit interviews (Exhibit).
- Candidates participate in an internship (Exhibit).
- Candidates participate in a variety of diversity activities focusing on building communities, inclusion and special education, and recruitment of minority applicants (Exhibit).

The mission of the school counseling program states that the program is designed to prepare school counseling professionals who are leaders who promote educational success for all students by developing and managing school counseling programming related to academic, career, social, and emotional growth... and who collaboratively design, coordinate, implement, and evaluate education and career (guidance) services. Further, the program emphasizes valuing diversity and similarity and emphasizes facilitating the post-secondary success of all students.

This is accomplished in many ways including a requirement in ED 575: Human Growth and Development and ED 502: Understanding and Assisting Grieving Children in the Education Setting that candidates interact in a meaningful way with students at each of the five developmental levels; and by having exit requirements that candidates must have experience with a diverse population and must have significant clinical experience at two developmental levels and field experiences at all developmental levels. All candidates must also take ED 630: Valuing Diversity and Similarity. Policy contexts are addressed in ED 671: Administration of Counseling and Guidance Services (Exhibit).