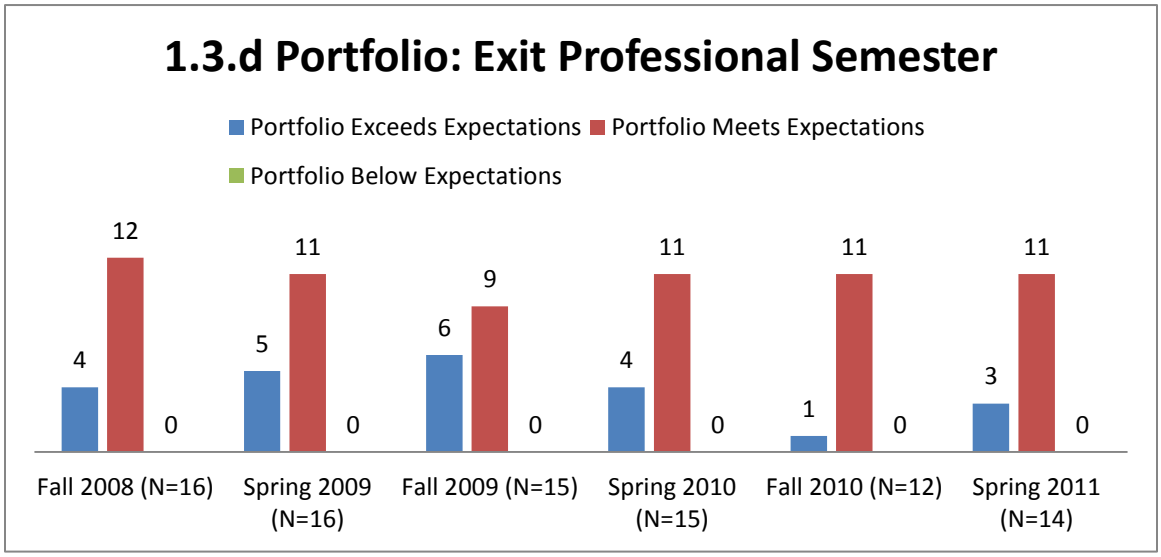
1.3.d Data and summaries of results on key assessments, including proficiencies identified in the unit's conceptual framework

The candidate's final portfolio covers all elements of the conceptual framework. Each candidate has to provide exhibits as well as reflections for each one.



University Supervisor Evaluation: The final evaluation of the candidates' professional semester.

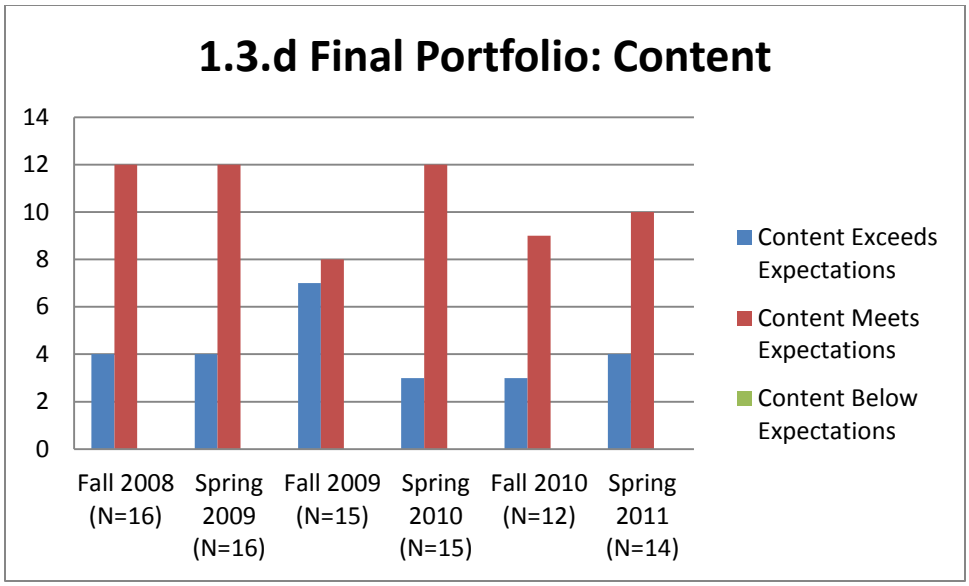
Early Childhood Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	**10**	**3**	**7**	**0**
Spring 2009	**13**	**5**	**8**	**0**
Fall 2009	**8**	**3**	**5**	**0**
Spring 2010	**6**	**2**	**4**	**0**
Fall 2010	**6**	**1**	**5**	**0**
Spring 2011	**9**	**2**	**7**	**0**
Totals Fall 2008-Spring 2011	**52**	**16**	**36**	**0**
Mid-Level Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	2	1	1	0
Spring 2009	0	0	0	0
Fall 2009	2	2	0	0
Spring 2010	3	2	1	0
Fall 2010	2	1	1	0
Spring 2011	1	0	1	0

Totals Fall 2008-Spring 2011	10	6	4	0
Health and Physical Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	2	0	2	0
Spring 2009	1	0	1	0
Fall 2009	2	2	0	0
Spring 2010	0	0	0	0
Fall 2010	1	0	1	0
Spring 2011	3	1	2	0
Totals Fall 2008-Spring 2011	9	3	6	0
Math Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	1	0	1	0
Spring 2009	0	0	0	0
Fall 2009	0	0	0	0
Spring 2010	0	0	0	0
Fall 2010	0	0	0	0
Spring 2011	0	0	0	0
Totals Fall 2008-Spring 2011	1	0	1	0
English Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	1	0	1	0
Spring 2009	0	0	0	0
Fall 2009	0	0	0	0
Spring 2010	0	0	0	0
Fall 2010	0	0	0	0
Spring 2011	0	0	0	0
Totals Fall 2008-Spring 2011	1	0	1	0

Music Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	0	0	0	0
Spring 2009	1	0	1	0
Fall 2009	1	0	1	0
Spring 2010	2	1	1	0
Fall 2010	2	0	2	0
Spring 2011	0	0	0	0
Totals Fall 2008-Spring 2011	6	1	5	0
Business Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	0	0	0	0
Spring 2009	1	0	1	0
Fall 2009	1	0	1	0
Spring 2010	2	0	2	0
Fall 2010	0	0	0	0
Spring 2011	1	0	1	0
Totals Fall 2008-Spring 2011	5	0	5	0
Art Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	0	0	0	0
Spring 2009	0	0	0	0
Fall 2009	1	0	1	0
Spring 2010	1	0	1	0
Fall 2010	0	0	0	0
Spring 2011	0	0	0	0
Totals Fall 2008-Spring 2011	2	0	2	0

Human Sciences Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	0	0	0	0
Spring 2009	0	0	0	0
Fall 2009	0	0	0	0
Spring 2010	1	0	1	0
Fall 2010	0	0	0	0
Spring 2011	0	0	0	0
Totals Fall 2008-Spring 2011	1	0	1	0
Physical and Earth Sciences	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	0	0	0	0
Spring 2009	0	0	0	0
Fall 2009	0	0	0	0
Spring 2010	0	0	0	0
Fall 2010	1	0	1	0
Spring 2011	0	0	0	0
Totals Fall 2008-Spring 2011	1	0	1	0

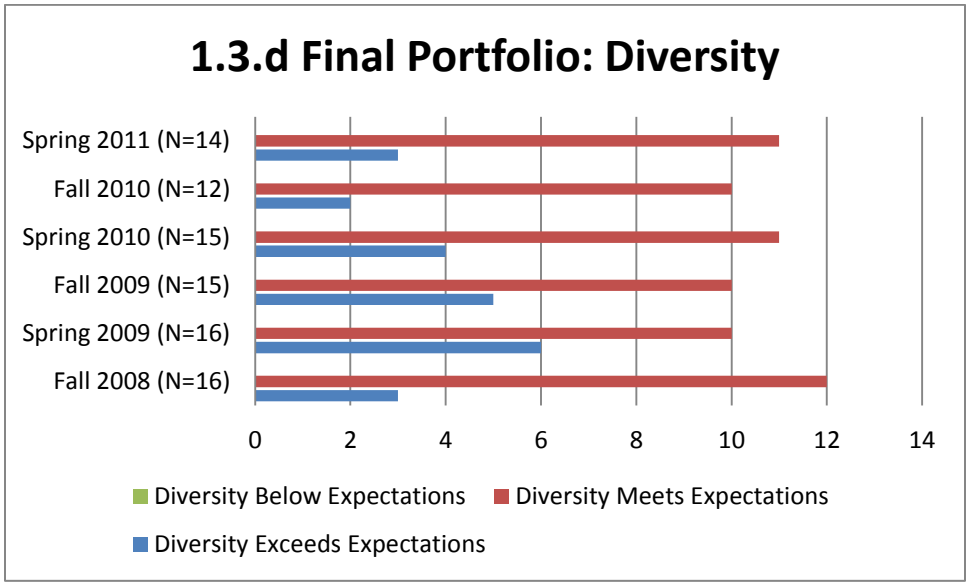
Content Element of the Conceptual Framework broken down per semester.


1.3.d Final Portfolio: Content
14
12
10
8
6
4
2
0
Fall 2008 (N=16)
Spring 2009 (N=16)
Fall 2009 (N=15)
Spring 2010 (N=15)
Fall 2010 (N=12)
Spring 2011 (N=14)
Content Exceeds Expectations
Content Meets Expectations
Content Below Expectations

Content Element: Praxis II

Content Area (Praxis Exam Number)	UAPB Total Number of Who Passed State Score	UAPB Total Number Who Took Exam	Percent Passed State Score
Early Childhood (0022)	58	73	79.5%
Middle Level (0146)	17	41	41.5%
Health and Physical Education (0856)	20	31	64.5%
Physical Education (0092)	27	32	84.5%
Coaching (0091)	9	35	25.7%
Art (0131)		5	
Art (0132)		7	
Art (0133)		8	
Agriculture (0700)		0	
Business (0100 or 0101)	4	5 (8 total not reported by ETS due to low numbers)	80.0%
English (0041)	4	22	18.2%
English (0042)	2	5 (9 total not reported by ETS due to low numbers)	40.0%
English (0043)	5	7 (12 total not reported by ETS due to low numbers)	71.4%
Family and Consumer Science (0120 or 0121)		0	
Life/Earth Science (0234)		0	
Life/Earth Science (0235)	16	22	73.0%
Life/Earth Science (0571)	5	14 (18 total not reported by ETS due to low numbers)	35.7%
Math (0061)	0	8 (14 total not reported by ETS due to low numbers)	0.0%
Math (0063)		6	
Math (0065)		5	
Music (0111)	14	26	54.0%
Music (0112)	16	22	73.0%
Music (0013)	14	26	40.0%
Physical/Earth Science (0481)		5	
Physical/Earth Science (0483)		2	
Physical/Earth Science (0571)	5	14 (18 total not reported by ETS due to low numbers)	35.7%
Social Studies (0081)	1	6 (13 total not reported by ETS due to low numbers)	16.7%
Social Studies (0082)	4	5 (9 total not reported by ETS due to low numbers)	80.0%

Diversity Element of the Conceptual Framework broken down per semester.



Diversity is experience in many different ways and has to be presented for each student to gain an understanding and develop an awareness of the importance of societal differences at home, local, state, national, and world. There are two specific courses that will change individual's awareness of diversity. These two courses are Education for Cultural Diversity and Survey of the Exceptional Child. Both of these courses are non-restricted and can have any student enrolled in the courses but will begin to see a decrease in the number of students since these courses are taken after the Foundations of Education course. Each student will develop a better knowledge, understanding, and awareness of different cultures and social contexts in the world. Also, each will have to demonstrate their knowledge, understanding and awareness of cultures through field work experiences and reflective papers.

Education for Cultural Diversity

Academic Year	Total Number in Courses	Exceeds Expectations	Meets Expectations	Below Expectations
2010-2011	38	25	8	5
2009-2010	70	18	41	11
Fall 2008	20	2	17	1
Totals	128	45	66	17

Survey of Exceptional Children

Academic Year	Total Number in Courses	Exceeds Expectations	Meets Expectations	Below Expectations
2010-2011	72	14	46	12
2009-2010	33	10	20	3
2008-2009	39	12	24	3
Totals	144	36	90	18

Early Childhood Education

Learning the Ropes Case Study: The case study provides strong evidence of each candidate's ability to comprehend, apply, analyze, evaluate and synthesize NAEYC Standards, theories and content knowledge in typical and diverse situations. It consists of several components and is completed by all candidates.

	Fall 2007 N= 17			Spring 2008 N= 12			Fall 2008 N= 5		
	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
Piaget NAEYC 1a	1	8	8	2	7	3	0	1	4
Vygotsky NAEYC 1a	1	8	8	2	7	3	0	3	2
Social Development NAEYC 4a	1	9	7	0	9	3	0	1	4
Language Development NAEYC 1b	1	11	5	0	4	8	0	2	3
Knowledge Construction NAEYC 1c	1	10	6	0	7	5	0	2	3
Complex Cognitive Processing NAEYC 1c	2	10	5	0	9	3	0	4	1
Social Cognitive Theory NAEYC 4b	1	10	6	0	7	5	0	2	3
Management NAEYC 3b	0	9	8	1	4	7	0	2	3
NAEYC 1a	0	9	8	0	3	9	0	1	4

	Fall 2009 N= 4			Spring 2010 N= 4			Fall 2010 N= 6		
	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
Piaget NAEYC 1a	1	2	1	0	1	3	0	2	4
Vygotsky NAEYC 1a	1	2	1	0	1	3	0	2	4
Social Development NAEYC 4a	0	2	2	0	1	3	0	2	4

Language Development NAEYC 1b	1	2	1	0	1	4	0	2	4
Knowledge Construction NAEYC 1c	1	2	1	0	1	3	0	2	4
Complex Cognitive Processing NAEYC 1c	1	3	0	0	1	3	0	2	4
Social Cognitive Theory NAEYC 4b	0	2	2	0	1	3	0	2	4
Management NAEYC 3b	0	2	2	0	0	4	0	2	4
NAEYC 1a	0	2	2	0	0	4	0	2	4

Note: Course was not offered in Fall 2009

Overall, the candidates perform well on this assessment. In academic-year 2010-11, 100% met and exceeded expectations in all criteria. As the table indicates, Fall 2007 and 2009 had a few students who did not meet the expectations in a few areas.

Literacy Portfolio: The Literacy Portfolio assignment is designed as a comprehensive assessment to document teacher candidate's growing competency in the area of literacy for young children ages 5-8. This assessment portfolio is a purposeful collection of information and work obtained during the course and during the candidate's field experience observation. The Portfolio assessment will incorporate all course elements— the literacy autobiography essay, reflections, learning logs, lesson plans, plus additional investigation and reflection upon the field experience findings and other course experiences.

Criteria	**Fall 2007 N= 15**			**Spring 2008 N= 17**			**Fall 2008 N= 17**		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**
Portfolio Contents NAEYC 4c, 4d	2	6	7	3	6	8	1	5	11

Reading/Literacy Philosophy **NAEYC 4d ,**	2	7	6	3	5	9	1	6	10
Reflections on Course Assignments **NAEYC 4d,**	2	4	9	3	8	6	1	4	12
Use of Appropriate Assessments **NAEYC 3b**	2	5	8	3	7	7	1	9	7
Planning Literacy Program **NAEYC 4b**	2	6	7	3	6	8	1	7	9

Criteria	**Spring 2009** **N= 20**			**Fall 2009** **N= 14**			**Spring 2010** **N= 28**		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**
Portfolio Contents **NAEYC 4c, 4d**	3	2	15	6	0	8	4	1	23
Reading/Literacy Philosophy **NAEYC 4d**	3	1	16	6	1	7	4	0	24
Reflections on Course Assignments **NAEYC 4d**	3	3	14	6	3	5	4	2	22

Use of Appropriate Assessments **NAEYC 3b**	3	2	15	6	2	6	4	3	21
Planning Literacy Program **NAEYC 4b**	3	1	16	6	2	6	4	4	20

Criteria	**Spring 2011** **N= 2**		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**
Portfolio Contents **NAEYC 4c, 4d**	0	2	0
Reading/Literacy Philosophy **NAEYC 4d**	0	2	0
Reflections on Course Assignments **NAEYC 4d**	0	2	0
Use of Appropriate Assessments **NAEYC 3b**	0	2	0
Planning Literacy Program **NAEYC 4b**	0	2	0

In this evaluation, some concerns with the candidates were addressed for their knowledge and ability. For the candidates who were below expectations, a concentrated effort was done to make sure that they know and can apply to issues to their professional career.

Literacy Instructional Game: Candidate design an instructional game that is appropriate for use with young children who are developing and/or experiencing difficulties with early literacy skills (phonemic awareness, word identification, comprehension, fluency vocabulary, spelling and writing).

Criteria	**Fall 2007** **N= 19**			**Spring 2008** **N= 18**			**Fall 2008** **N= 17**		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**
Demonstrates knowledge of early literacy **NAEYC 4b, 4c**	1	11	7	1	10	7	1	8	8
Designs, implements, and evaluates curriculum **NAEYC 4d**	1	16	2	1	5	12	1	9	7
Demonstrates reflection and self-evaluation **NAEYC 5b, 5c, 5d**	1	9	9	1	12	5	1	7	9
Presentation of product **NAEYC 5b, 5c, 5d**	1	14	4	1	7	10	1	10	6

Literacy Instructional Game

Criteria	Spring 2009 N= 7			Fall 2009 N= 18			Spring 2010 N= 34		
	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
Demonstrates knowledge of early literacy NAEYC 4b, 4c	0	2	5	1	14	3	0	5	29
Designs, implements, and evaluates curriculum NAEYC 4d	0	6	1	1	11	6	0	6	28
Demonstrates reflection and self-evaluation NAEYC 5b, 5c, 5d	0	5	2	1	9	8	0	8	26
Presentation of product NAEYC 5b, 5c, 5d	0	1	6	1	6	9	0	7	27

The candidates overall performed well on this assessment. Fall 2007 to Fall 2009 had one candidate who did not meet expectations.

Middle Level Education

MLED 3302 Case Study "Pollution": The purpose of the case study is to assess the candidate's knowledge and application of the principles of learning and teaching. Successful completion of the case study provides strong evidence of each candidate's ability to comprehend, apply, analyze, evaluate and synthesize NMSA Performance Standards for initial Middle Level Teacher Preparation, theories and content knowledge in typical and diverse situations. It consists of several components and is completed by all candidates.

	Fall 2007 N= 1			**Spring 2008 N= 1**			**Fall 2008 N= 0**		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**
Development			1		1				
Curriculum and Assessment		1			1				
Reasoning		1			1				
Cognitive Development			1			1			
Knowledge Construction			1		1				
Complex Cognitive Processing			1		1				
Social Cognitive Theory		1			1				
Management		1			1				
Instructional Strategies			1		1				
Family and Community Involvement			1		1				
NMSA Standards			1		1				

	Spring 2009 N= 1			Fall 2009 N= 2			Spring 2010 N= 1		
	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
Development		1				2			1
Curriculum and Assessment		1				2			1
Reasoning		1				2			1
Cognitive Development			1			2		1	
Knowledge Construction		1			1	1		1	
Complex Cognitive Processing		1			1	1		1	
Social Cognitive Theory			1			2			1
Management		1			1	1		1	
Instructional Strategies			1			2			1
Family and Community Involvement		1	1		1	1		1	
NMSA Standards			1			2			1

	Fall 2010 N= 2			Spring 2011 N= 4			Fall 2011 N= 3		
	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
Development		1	1	1	3				3
Curriculum and Assessment		1	1	1	3				3
Reasoning		1	1	1	3				3

Cognitive Development		1	1	1	3				3
Knowledge Construction		1	1	1	3				3
Complex Cognitive Processing		1	1	1	3				3
Social Cognitive Theory		1	1	1	3				3
Management		1	1	1	3				3
Instructional Strategies		1	1	1	3				3
Family and Community Involvement		1	1	1	3				3
NMSA Standards		1	1	1	3				3

	Total Fall 2007-Fall 2011 N=15		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**
Development	1	5	9
Curriculum and Assessment	1	5	9
Reasoning	1	5	9
Cognitive Development	1	6	8
Knowledge Construction	1	8	6
Complex Cognitive Processing	1	8	6

Social Cognitive Theory	1	5	9
Management	1	8	6
Instructional Strategies	1	5	9
Family and Community Involvement	1	7	7
NMSA Standards	1	5	9

This assessment has 93% of the candidates who meet or exceeds expectations. Only 1 candidate did not meet expectations for this assessment. This was a candidate in the Spring 2011 semester.

Portfolio Assessment MLED 4301 Integrated Language Arts/Social Studies Methods: Middle level candidates enrolled in the required course, MLED 4301 Methods and Materials of Language Arts and Social Studies, have an interdisciplinary portfolio assignment to complete as their semester project and final examination. This Portfolio assessment is designed as a comprehensive assessment to document teacher candidate's growing competency in the area of language Arts and Social Studies for Middle Level Childhood.

Portfolio	**Spring 2009** **N= 8**			**Summer 2009** **N= 8**		
Criteria	**Exceeds Expectations**	**Meets Expectations**	**Does not Meet Expectations**	**Exceeds Expectations**	**Meets Expectations**	**Does not Meet Expectations**
Portfolio Contents **(25 pts)**	5	2	1	5	3	0
Cultural Perspectives /Research (four groups) • Africans • Native Americans • ASIANS • JEWS (25 pts)	5	2	1	5	3	0

Research writing Reflections for future Teaching (25pts)	6	1	1	5	3	0
Understands and uses appropriate assessment tools for Language Arts and Social Studies (25 pts)	5	2	1	5	3	0
Planning multiple integrated course activities and strategies to support language Arts and Social Studies for young adolescents (25 pts)	6	1	1	5	3	0

The candidates met or exceeded expectations 94% of the time.

1.3.d Data and summaries of results on key assessments disaggregated by program

MLED 4302 Methods and Materials for Middle Level Mathematics and Science: The purpose of the Middle Level Mathematics and Science Unit of Study assessment is designed to assess the candidate's knowledge child/adolescence development for effective unit planning. This assignment allows the candidate to create unit plans in mathematics and science for the grades 4-8, middle level. This assessment allows the candidates to develop appropriate curriculum and progression based off of previously and suggested learned materials.

The Unit of Study

	Spring 2007 N=1			Spring 2008 N=3			Spring 2009 N=3		
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Statement of Rationale NMSA 3	0	0	1	0	2	1	1	1	1
Lesson Plans NMSA 5	0	0	1	0	2	1	1	1	1
Objectives and Assessment NMSA 5	0	0	1	0	2	1	1	1	1
Alignment of Objectives	0	0	1	0	2	1	1	1	1

and Activities with Standards NMSA 4									
Learning Activities NMSA 4	0	0	1	0	2	1	1	1	1

	Summer 2009 N=8			Spring 2010 N=3		
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Statement of Rationale NMSA 3	0	7	1	0	0	2
Lesson Plans NMSA 5	0	7	1	0	0	2
Objectives and Assessment NMSA 5	0	7	1	0	0	2
Alignment of Objectives and Activities with Standards NMSA 4	0	7	1	0	0	2
Learning Activities NMSA 4	0	7	1	0	0	2

For the Unit of Study assessment, 95% of the candidates performed at meets expectations and exceeds expectations.

Secondary Education

EDUC 3302 "Learning the Ropes" Case Study: The purpose of the case study is to assess the candidate's knowledge and application of the principles of learning and teaching. Successful completion of the case study provides strong evidence of each candidate's ability to comprehend, apply, analyze, evaluate and synthesize Performance Standards for initial Secondary Teacher Preparation, theories and content knowledge in typical and diverse situations. It consists of several components and is completed by all candidates.

Secondary Education includes all other content areas

	Fall 2008 N=14			**Spring 2009 N= 12**			**Fall 2009 N= 18**		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**
Development	2	10	2	1	8	3	4	7	7
Curriculum and Assessment	2	10	2	1	8	3	4	7	7
Reasoning	2	10	2	1	8	3	4	7	7
Cognitive Development	2	10	2	1	8	3	4	7	7
Knowledge Construction	2	10	2	1	8	3	4	7	7
Complex Cognitive Processing	2	10	2	1	8	3	4	7	7
Social Cognitive Theory	2	10	2	1	8	3	4	7	7
Management	2	10	2	1	8	3	4	7	7
Instructional Strategies	2	10	2	1	8	3	4	7	7
Family and Community Involvement	2	10	2	1	8	3	4	7	7
T PAE Standards	2	10	2	1	8	3	4	7	7

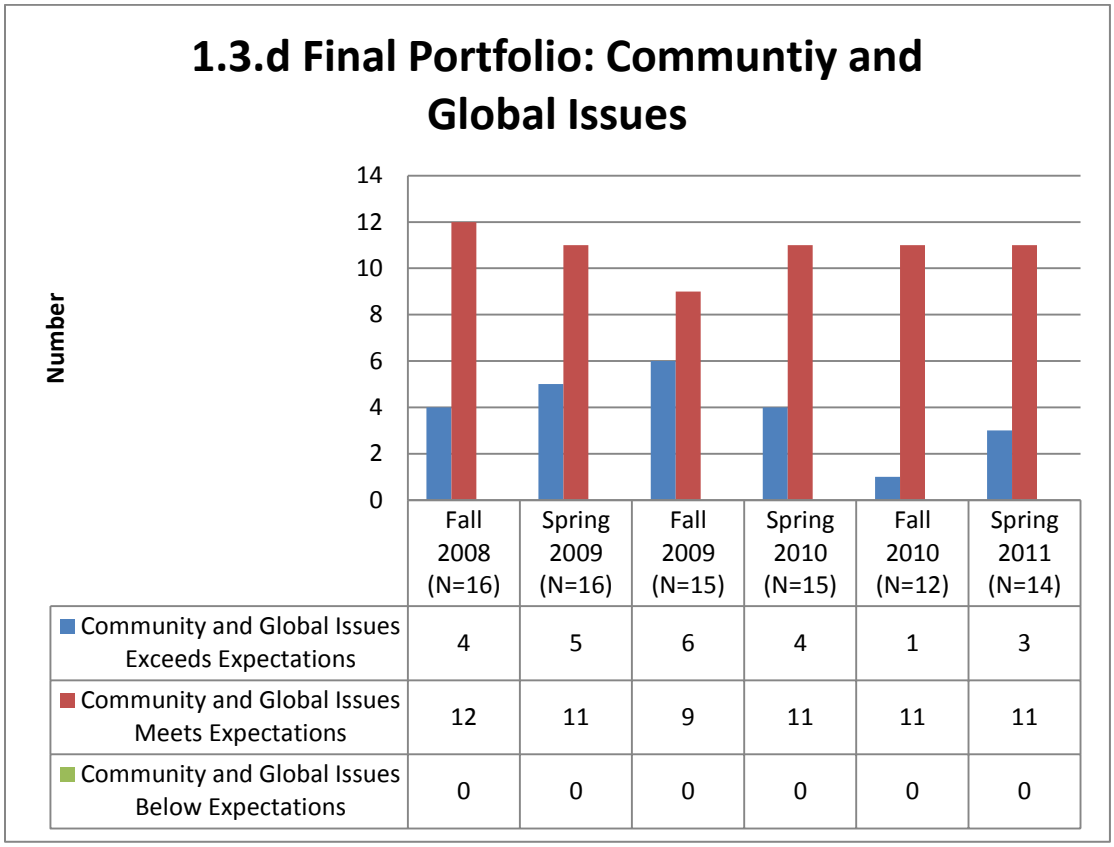
	Fall 2010 N= 12			Spring 2011 N= 7			Fall 2011 N= 6		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**
Development	0	8	4	1	1	5	0	5	1
Curriculum and Assessment	0	8	4	1	1	5	0	5	1
Reasoning	0	8	4	1	1	5	0	5	1
Cognitive Development	0	8	4	1	1	5	0	5	1
Knowledge Construction	0	8	4	1	1	5	0	5	1
Complex Cognitive Processing	0	8	4	1	1	5	0	5	1
Social Cognitive Theory	0	8	4	1	1	5	0	5	1
Management	0	8	4	1	1	5	0	5	1
Instructional Strategies	0	8	4	1	1	5	0	5	1
Family and Community Involvement	0	8	4	1	1	5	0	5	1
T PAE Standards	0	8	4	1	1	5	0	5	1

In the case study in the Psychology of Learning and Teaching course, sixty-one of the sixty-nine candidates, 88%, met and exceeded expectations.

Technology Element of the Conceptual Framework per semester.

Total Number	**Technology**		
Exit Professional Semester	**Exceeds Expectations**	**Meets Expectations**	**Below Expectations**
Fall 2008 (N=16)	5	11	0
Spring 2009 (N=16)	7	9	0
Fall 2009 (N=15)	5	10	0
Spring 2010 (N=15)	5	9	0
Fall 2010 (N=12)	3	9	0
Spring 2011 (N=14)	5	9	0

Community and Global Issues Elements of the Conceptual Framework per semester.



Being knowledgeable of local, state, national, and global issues is an important concept that future educators must have an understanding, knowledge and ability to demonstrate. The School of Education has placed an importance on this issue and uses cooperative learning to demonstrate this component. This is discussed and assignments, projects, and field work experiences are used to master the understanding and knowledge as well as to give each student a hands-on learning experience. The Survey of Exceptional Children and Education for Cultural Diversity courses are used to demonstrate each student's Knowledge of Community and Global Issues. These two courses are non-restricted; however, the School of Education has seen the number of students in these courses is smaller than the Foundations of Education course.

Education for Cultural Diversity

Academic Year	Total Number in Courses	Exceeds Expectations	Meets Expectations	Below Expectations
2010-2011	38	25	8	5
2009-2010	70	18	41	11
Fall 2008	20	2	17	1
Totals	128	45	66	17

Survey of Exceptional Children

Academic Year	Total Number in Courses	Exceeds Expectations	Meets Expectations	Below Expectations
2010-2011	72	14	46	12
2009-2010	33	10	20	3
2008-2009	39	12	24	3
Totals	144	36	90	18

Early Childhood Education

Learning the Ropes Case Study: The case study provides strong evidence of each candidate's ability to comprehend, apply, analyze, evaluate and synthesize NAEYC Standards, theories and content knowledge in typical and diverse situations. It consists of several components and is completed by all candidates.

	Fall 2007 N= 17			**Spring 2008 N= 12**			**Fall 2008 N= 5**		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**
Piaget NAEYC 1a	1	8	8	2	7	3	0	1	4
Vygotsky NAEYC 1a	1	8	8	2	7	3	0	3	2
Social Development NAEYC 4a	1	9	7	0	9	3	0	1	4
Language Development NAEYC 1b	1	11	5	0	4	8	0	2	3
Knowledge Construction NAEYC 1c	1	10	6	0	7	5	0	2	3
Complex Cognitive Processing NAEYC 1c	2	10	5	0	9	3	0	4	1
Social Cognitive Theory NAEYC 4b	1	10	6	0	7	5	0	2	3
Management NAEYC 3b	0	9	8	1	4	7	0	2	3
NAEYC 1a	0	9	8	0	3	9	0	1	4

	Fall 2009 N= 4	**Spring 2010 N= 4**	**Fall 2010 N= 6**

	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
Piaget NAEYC 1a	1	2	1	0	1	3	0	2	4
Vygotsky NAEYC 1a	1	2	1	0	1	3	0	2	4
Social Development NAEYC 4a	0	2	2	0	1	3	0	2	4
Language Development NAEYC 1b	1	2	1	0	1	4	0	2	4
Knowledge Construction NAEYC 1c	1	2	1	0	1	3	0	2	4
Complex Cognitive Processing NAEYC 1c	1	3	0	0	1	3	0	2	4
Social Cognitive Theory NAEYC 4b	0	2	2	0	1	3	0	2	4
Management NAEYC 3b	0	2	2	0	0	4	0	2	4
NAEYC 1a	0	2	2	0	0	4	0	2	4

Note: Course was not offered in Fall 2009

Overall, the candidates perform well on this assessment. In academic-year 2010-11, 100% met and exceeded expectations in all criteria. As the table indicates, Fall 2007 and 2009 had a few students who did not meet the expectations in a few areas.

Literacy Portfolio: The Literacy Portfolio assignment is designed as a comprehensive assessment to document teacher candidate's growing competency in the area of literacy for young children ages 5-8. This assessment portfolio is a purposeful collection of information and work obtained during the course and during the candidate's field experience observation. The Portfolio assessment will incorporate all course elements— the literacy autobiography essay, reflections, learning logs, lesson plans, plus additional investigation and reflection upon the field experience findings and other course experiences.

Criteria	Fall 2007 N= 15	Spring 2008 N= 17	Fall 2008 N= 17

	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
Portfolio Contents **NAEYC 4c, 4d**	2	6	7	3	6	8	1	5	11
Reading/Literacy Philosophy **NAEYC 4d ,**	2	7	6	3	5	9	1	6	10
Reflections on Course Assignments **NAEYC 4d,**	2	4	9	3	8	6	1	4	12
Use of Appropriate Assessments **NAEYC 3b**	2	5	8	3	7	7	1	9	7
Planning Literacy Program **NAEYC 4b**	2	6	7	3	6	8	1	7	9

Criteria	**Spring 2009** **N= 20**			**Fall 2009** **N= 14**			**Spring 2010** **N= 28**		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**
Portfolio Contents **NAEYC 4c, 4d**	3	2	15	6	0	8	4	1	23

Reading/Literacy Philosophy **NAEYC 4d**	3	1	16	6	1	7	4	0	24
Reflections on Course Assignments **NAEYC 4d**	3	3	14	6	3	5	4	2	22
Use of Appropriate Assessments **NAEYC 3b**	3	2	15	6	2	6	4	3	21
Planning Literacy Program **NAEYC 4b**	3	1	16	6	2	6	4	4	20

Criteria	**Spring 2011** **N= 2**		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**
Portfolio Contents **NAEYC 4c, 4d**	0	2	0
Reading/Literacy Philosophy **NAEYC 4d**	0	2	0
Reflections on Course Assignments **NAEYC 4d**	0	2	0
Use of Appropriate	0	2	0

Assessments **NAEYC 3b**			
Planning Literacy Program **NAEYC 4b**	0	2	0

In this evaluation, some concerns with the candidates were addressed for their knowledge and ability. For the candidates who were below expectations, a concentrated effort was done to make sure that they know and can apply to issues to their professional career.

Literacy Instructional Game: Candidate design an instructional game that is appropriate for use with young children who are developing and/or experiencing difficulties with early literacy skills (phonemic awareness, word identification, comprehension, fluency vocabulary, spelling and writing).

Criteria	**Fall 2007** **N= 19**			**Spring 2008** **N= 18**			**Fall 2008** **N= 17**		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**
Demonstrates knowledge of early literacy **NAEYC 4b, 4c**	1	11	7	1	10	7	1	8	8
Designs, implements, and evaluates curriculum **NAEYC 4d**	1	16	2	1	5	12	1	9	7
Demonstrates reflection and self-	1	9	9	1	12	5	1	7	9

evaluation **NAEYC 5b, 5c, 5d**									
Presentation of product **NAEYC 5b, 5c, 5d**	1	14	4	1	7	10	1	10	6

Literacy Instructional Game

Criteria	**Spring 2009** **N= 7**			**Fall 2009** **N= 18**			**Spring 2010** **N= 34**		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**
Demonstrates knowledge of early literacy **NAEYC 4b, 4c**	0	2	5	1	14	3	0	5	29
Designs, implements, and evaluates curriculum **NAEYC 4d**	0	6	1	1	11	6	0	6	28
Demonstrates reflection and self-evaluation **NAEYC 5b, 5c, 5d**	0	5	2	1	9	8	0	8	26
Presentation of	0	1	6	1	6	9	0	7	27

product **NAEYC 5b, 5c, 5d**									

The candidates overall performed well on this assessment. Fall 2007 to Fall 2009 had one candidate who did not meet expectations.

Middle Level Education

MLED 3302 Case Study "Pollution": The purpose of the case study is to assess the candidate's knowledge and application of the principles of learning and teaching. Successful completion of the case study provides strong evidence of each candidate's ability to comprehend, apply, analyze, evaluate and synthesize NMSA Performance Standards for initial Middle Level Teacher Preparation, theories and content knowledge in typical and diverse situations. It consists of several components and is completed by all candidates.

	Fall 2007 N= 1			**Spring 2008 N= 1**			**Fall 2008 N= 0**		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**
Development			1		1				
Curriculum and Assessment		1			1				
Reasoning		1			1				
Cognitive Development			1			1			
Knowledge Construction			1		1				
Complex Cognitive Processing			1		1				
Social Cognitive Theory		1			1				
Management		1			1				
Instructional Strategies			1		1				
Family and Community Involvement			1		1				

NMSA Standards			1		1				

	Spring 2009 N= 1			**Fall 2009 N= 2**			**Spring 2010 N= 1**		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**
Development		1				2			1
Curriculum and Assessment		1				2			1
Reasoning		1				2			1
Cognitive Development			1			2		1	
Knowledge Construction		1			1	1		1	
Complex Cognitive Processing		1			1	1		1	
Social Cognitive Theory			1			2			1
Management		1			1	1		1	
Instructional Strategies			1			2			1
Family and Community Involvement		1	1		1	1		1	
NMSA Standards			1			2			1

	Fall 2010 N= 2			**Spring 2011 N= 4**			**Fall 2011 N= 3**		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**
Development		1	1	1	3				3
Curriculum and		1	1	1	3				3

Assessment									
Reasoning		1	1	1	3				3
Cognitive Development		1	1	1	3				3
Knowledge Construction		1	1	1	3				3
Complex Cognitive Processing		1	1	1	3				3
Social Cognitive Theory		1	1	1	3				3
Management		1	1	1	3				3
Instructional Strategies		1	1	1	3				3
Family and Community Involvement		1	1	1	3				3
NMSA Standards		1	1	1	3				3

	Total Fall 2007-Fall 2011 N=15		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**
Development	1	5	9
Curriculum and Assessment	1	5	9
Reasoning	1	5	9
Cognitive Development	1	6	8
Knowledge Construction	1	8	6
Complex Cognitive Processing	1	8	6

Social Cognitive Theory	1	5	9
Management	1	8	6
Instructional Strategies	1	5	9
Family and Community Involvement	1	7	7
NMSA Standards	1	5	9

This assessment has 93% of the candidates who meet or exceeds expectations. Only 1 candidate did not meet expectations for this assessment. This was a candidate in the Spring 2011 semester.

Portfolio Assessment MLED 4301 Integrated Language Arts/Social Studies Methods: Middle level candidates enrolled in the required course, MLED 4301 Methods and Materials of Language Arts and Social Studies, have an interdisciplinary portfolio assignment to complete as their semester project and final examination. This Portfolio assessment is designed as a comprehensive assessment to document teacher candidate's growing competency in the area of language Arts and Social Studies for Middle Level Childhood.

Portfolio	**Spring 2009** **N= 8**			**Summer 2009** **N= 8**		
Criteria	**Exceeds Expectations**	**Meets Expectations**	**Does not Meet Expectations**	**Exceeds Expectations**	**Meets Expectations**	**Does not Meet Expectations**
Portfolio Contents **(25 pts)**	5	2	1	5	3	0
Cultural Perspectives /Research (four groups) • Africans • Native Americans • ASIANS • JEWS (25 pts)	5	2	1	5	3	0

Research writing Reflections for future Teaching (25pts)	6	1	1	5	3	0
Understands and uses appropriate assessment tools for Language Arts and Social Studies (25 pts)	5	2	1	5	3	0
Planning multiple integrated course activities and strategies to support language Arts and Social Studies for young adolescents (25 pts)	6	1	1	5	3	0

The candidates met or exceeded expectations 94% of the time.

1.3.d Data and summaries of results on key assessments disaggregated by program

MLED 4302 Methods and Materials for Middle Level Mathematics and Science: The purpose of the Middle Level Mathematics and Science Unit of Study assessment is designed to assess the candidate's knowledge child/adolescence development for effective unit planning. This assignment allows the candidate to create unit plans in mathematics and science for the grades 4-8, middle level. This assessment allows the candidates to develop appropriate curriculum and progression based off of previously and suggested learned materials.

The Unit of Study

	Spring 2007 N=1			Spring 2008 N=3			Spring 2009 N=3		
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Statement of Rationale NMSA 3	0	0	1	0	2	1	1	1	1
Lesson Plans NMSA 5	0	0	1	0	2	1	1	1	1
Objectives and Assessment NMSA 5	0	0	1	0	2	1	1	1	1
Alignment of Objectives	0	0	1	0	2	1	1	1	1

and Activities with Standards NMSA 4									
Learning Activities NMSA 4	0	0	1	0	2	1	1	1	1

	Summer 2009 N=8			Spring 2010 N=3		
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Statement of Rationale NMSA 3	0	7	1	0	0	2
Lesson Plans NMSA 5	0	7	1	0	0	2
Objectives and Assessment NMSA 5	0	7	1	0	0	2
Alignment of Objectives and Activities with Standards NMSA 4	0	7	1	0	0	2
Learning Activities NMSA 4	0	7	1	0	0	2

For the Unit of Study assessment, 95% of the candidates performed at meets expectations and exceeds expectations.

Secondary Education

EDUC 3302 "Learning the Ropes" Case Study: The purpose of the case study is to assess the candidate's knowledge and application of the principles of learning and teaching. Successful completion of the case study provides strong evidence of each candidate's ability to comprehend, apply, analyze, evaluate and synthesize Performance Standards for initial Secondary Teacher Preparation, theories and content knowledge in typical and diverse situations. It consists of several components and is completed by all candidates.

Secondary Education includes all other content areas

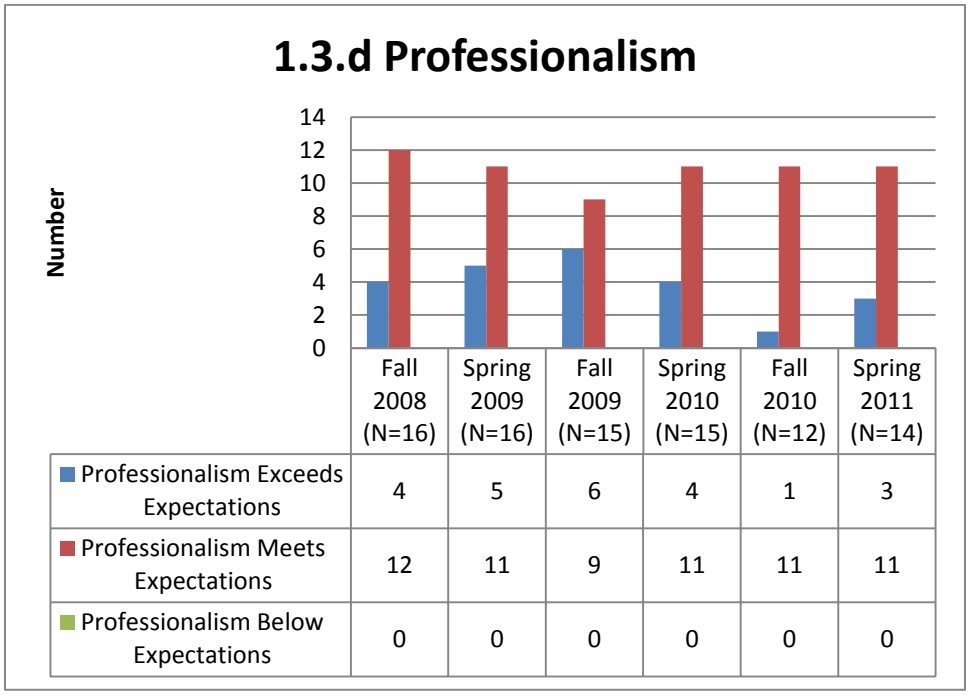
	Fall 2008 N=14			**Spring 2009 N= 12**			**Fall 2009 N= 18**		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**
Development	2	10	2	1	8	3	4	7	7
Curriculum and Assessment	2	10	2	1	8	3	4	7	7
Reasoning	2	10	2	1	8	3	4	7	7
Cognitive Development	2	10	2	1	8	3	4	7	7
Knowledge Construction	2	10	2	1	8	3	4	7	7

Complex Cognitive Processing	2	10	2	1	8	3	4	7	7
Social Cognitive Theory	2	10	2	1	8	3	4	7	7
Management	2	10	2	1	8	3	4	7	7
Instructional Strategies	2	10	2	1	8	3	4	7	7
Family and Community Involvement	2	10	2	1	8	3	4	7	7
T PAE Standards	2	10	2	1	8	3	4	7	7

	Fall 2010 N= 12			Spring 2011 N= 7			Fall 2011 N= 6		
	Does not Meet Expectations	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Does not Meet Expectations**	**Meets Expectations**	**Exceeds Expectations**
Development	0	8	4	1	1	5	0	5	1
Curriculum and Assessment	0	8	4	1	1	5	0	5	1
Reasoning	0	8	4	1	1	5	0	5	1
Cognitive Development	0	8	4	1	1	5	0	5	1
Knowledge Construction	0	8	4	1	1	5	0	5	1
Complex Cognitive Processing	0	8	4	1	1	5	0	5	1
Social Cognitive Theory	0	8	4	1	1	5	0	5	1
Management	0	8	4	1	1	5	0	5	1
Instructional Strategies	0	8	4	1	1	5	0	5	1
Family and Community Involvement	0	8	4	1	1	5	0	5	1
T PAE Standards	0	8	4	1	1	5	0	5	1

In the case study in the Psychology of Learning and Teaching course, sixty-one of the sixty-nine candidates, 88%, met and exceeded expectations.

Professionalism Element of the Conceptual Framework per semester.



	Fall 2008 (N=16)	Spring 2009 (N=16)	Fall 2009 (N=15)	Spring 2010 (N=15)	Fall 2010 (N=12)	Spring 2011 (N=14)
Professionalism Exceeds Expectations	4	5	6	4	1	3
Professionalism Meets Expectations	12	11	9	11	11	11
Professionalism Below Expectations	0	0	0	0	0	0

University Supervisor Evaluation: The final evaluation of the candidates' professional semester Early Childhood Education.

Early Childhood Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	10	0	10	0
Spring 2009	13	4	9	0
Fall 2009	8	2	6	0
Spring 2010	6	0	6	0
Fall 2010	6	1	5	0
Spring 2011	9	3	6	0
Totals Fall 2008-Spring 2011	52	10	42	0

As the table indicates, all candidates met and exceeded the expectations of their professional semester.

University Supervisor Evaluation: The final evaluation of the candidates' professional semester.

Mid-Level Education	**Number of Student in**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**

	Professional Semester Per Discipline			
Fall 2008	2	1	1	0
Spring 2009	0	0	0	0
Fall 2009	2	2	0	0
Spring 2010	3	2	1	0
Fall 2010	2	1	1	0
Spring 2011	1	0	1	0
Totals Fall 2008-Spring 2011	10	6	4	0

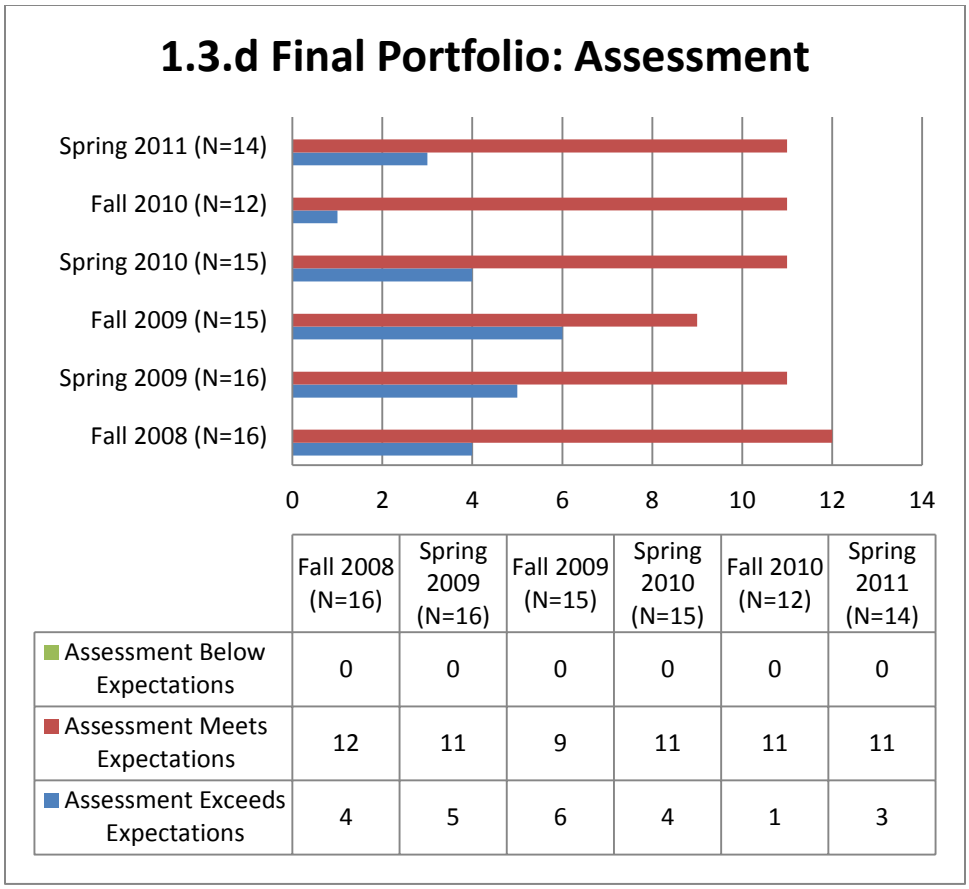
The University Supervisor Evaluation had 60% who exceeded expectations and 40% who met expectations.

University Supervisor Evaluation: The final evaluation of the candidates' professional semester.

Health and Physical Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	2	0	2	0
Spring 2009	1	0	1	0
Fall 2009	2	2	0	0
Spring 2010	0	0	0	0
Fall 2010	1	0	1	0
Spring 2011	3	1	2	0
Totals Fall 2008-Spring 2011	9	3	6	0
Math Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	1	0	1	0
Spring 2009	0	0	0	0
Fall 2009	0	0	0	0
Spring 2010	0	0	0	0
Fall 2010	0	0	0	0
Spring 2011	0	0	0	0
Totals Fall 2008-Spring 2011	1	0	1	0

English Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	1	0	1	0
Spring 2009	0	0	0	0
Fall 2009	0	0	0	0
Spring 2010	0	0	0	0
Fall 2010	0	0	0	0
Spring 2011	0	0	0	0
Totals Fall 2008-Spring 2011	1	0	1	0
Music Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	0	0	0	0
Spring 2009	1	0	1	0
Fall 2009	1	0	1	0
Spring 2010	2	1	1	0
Fall 2010	2	0	2	0
Spring 2011	0	0	0	0
Totals Fall 2008-Spring 2011	6	1	5	0
Business Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	0	0	0	0
Spring 2009	1	0	1	0
Fall 2009	1	0	1	0
Spring 2010	2	0	2	0
Fall 2010	0	0	0	0
Spring 2011	1	0	1	0
Totals Fall 2008-Spring 2011	5	0	5	0

Art Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	0	0	0	0
Spring 2009	0	0	0	0
Fall 2009	1	0	1	0
Spring 2010	1	0	1	0
Fall 2010	0	0	0	0
Spring 2011	0	0	0	0
Totals Fall 2008-Spring 2011	2	0	2	0
Human Sciences Education	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	0	0	0	0
Spring 2009	0	0	0	0
Fall 2009	0	0	0	0
Spring 2010	1	0	1	0
Fall 2010	0	0	0	0
Spring 2011	0	0	0	0
Totals Fall 2008-Spring 2011	1	0	1	0
Physical and Earth Sciences	**Number of Student in Professional Semester Per Discipline**	**Exceeds Expectation**	**Meets Expectations**	**Below Expectations**
Fall 2008	0	0	0	0
Spring 2009	0	0	0	0
Fall 2009	0	0	0	0
Spring 2010	0	0	0	0
Fall 2010	1	0	1	0
Spring 2011	0	0	0	0
Totals Fall 2008-Spring 2011	1	0	1	0



	Fall 2008 (N=16)	Spring 2009 (N=16)	Fall 2009 (N=15)	Spring 2010 (N=15)	Fall 2010 (N=12)	Spring 2011 (N=14)
Assessment Below Expectations	0	0	0	0	0	0
Assessment Meets Expectations	12	11	9	11	11	11
Assessment Exceeds Expectations	4	5	6	4	1	3

The School of Education has placed an importance on the future educators to employ many different types of assessments within their future careers. But, the School of Education feels that assessment has to work directly with behavioral management to really be effective in the future. The Assessing Young Children or Assessing Middle/Secondary Learners course will develop a variety of assessment strategies for the future educators. Each student will have an understanding of developing different assessments as well as some experiences with giving assessments. The Behavioral Management course will assist in the development of fair and appropriate assessments for all school children. It will also assist in the understanding of the community as well as utilize a variety of global issues. The courses in Assessing and Behavioral Management are restricted to only the students who are admitted to the School of Education.

Assessing Young Children and Middle/Secondary Learners

Academic Year	Total Number in Courses	Exceeds Expectations	Meets Expectations	Below Expectations
2010-2011	3	2	1	0
2009-2010	13	7	6	0
Fall 2008	24	7	16	1
Totals	40	16	23	1

Behavioral Management

Academic Year	Total Number in Courses	Exceeds Expectations	Meets Expectations	Below Expectations
2010-2011	19	16	2	1
2009-2010	23	16	6	1
Fall 2008	38	22	15	1
Totals	80	54	23	3