



Brigham Young University Educator Preparation Program

**In conjunction with the
David O. McKay School of Education**

TEAC Annual Report 2012

*Undergraduate Teacher Education Licensure Programs in
Early Childhood Education
Elementary Education
Secondary Education
Special Education*

Oversight by

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1. Introduction

This annual report outlines the required elements indicated in the *TEAC Guide to Accreditation*. Included with this report is a spreadsheet of raw data from our assessment system for the 2011-2012 academic year. This report was reviewed and approved by the BYU Educator Preparation Program (EPP) Executive Committee on September 5, 2012.

2. Report of Substantive Change

2.1 Changes in published mission or objectives

There have been no changes in the institution or EPP's published mission. The EPP Executive Committee reviewed the new InTASC standards during this academic year and has adopted them as the framework for our future assessment system. During the 2012-13 academic year, our instrumentation and reporting will be updated to reflect the new InTASC standards.

In addition to the adoption of the new InTASC standards, a special BYU-Public School Partnership committee met during this academic year to review the Moral Dimensions of Teaching, the undergirding principles of the EPP and our public school partnership. This committee put forward the Five Commitments of the BYU-Public School Partnership for comment and review by the six membership organizations—BYU, Alpine school district, Jordan school district, Nebo school district, Provo City school district, and Wasatch school district. The proposed Five Commitments would replace the Moral Dimensions of Teaching. If adopted, the Five Commitments of the BYU-Public School Partnership, together with the new InTASC standards would be the foundation and framework of the BYU Educator Preparation Program claims and assessment system. The five commitments are:

1. Civic Preparation and Engagement
2. Engaged Learning through Nurturing Pedagogy
3. Equitable Access to Academic Knowledge and Achievement
4. Stewardship in School and Community
5. Commitment to Renewal

2.2 Addition of courses or programs

Recent changes to the Elementary Education program (EEd) have been approved by the University Curriculum Council. These changes make the EEd program a K-6 licensure program instead of a 1-8 program. Additionally, under the new requirements EEd majors will be required to complete a TESOL K-12 minor which will meet the Utah State ESL endorsement requirements. These changes will be implemented beginning in the 2012-13 academic year and so do not affect the data in this annual report. The incoming candidates during the 2011-12 academic year have participated in a transitional version of the program, participating in courses designed from the old and new programs. These new courses were designed during the 2011-12 academic year. Candidates entering the program during the 2012-13 academic year will participate in the newly designed K-6 program.

The BS in Elementary Education leads to a Utah State K-6 License and includes a required TESOL K-12 Minor which satisfies the Utah ESL Endorsement. The following table is a side-by-side comparison of the former 1-8 licensure program and the new K-6 licensure program. All changes in the new program are highlighted.

Former 1-8 Program	New K-6 Program
GE Courses	
BIO 100: Principles of Biology.	BIO 100: Principles of Biology. (Recommended)
BIO 101: Principles of Biology Laboratory.	BIO 101: Principles of Biology Laboratory. (Recommended)
EL ED 340: Children's Literature.	EL ED 340: Children's Literature. (required)
PETE 169: Elementary Skills and Activities.	PETE 169: Elementary Skills and Activities. (required)
PHY S 110A: Physical Science A.	No longer required
PHY S 110B: Physical Science B.	No longer required
VAEDU 326: Art for Elementary Teachers	VAEDU 326: Art for Elementary Teachers (Recommended)
SFL 210: Human Development	SFL 210: Human Development
The following courses are strongly recommended	Other courses that are recommended but not required
HLTH 361: School Health for Elementary Teachers.	HLTH 361: School Health for Elementary Teachers.
ENGL 313: Expositor Writing for Elementary Education Majors	ENGL 313: Expositor Writing for Elementary Education Majors
GEOG 120 Geography and World Affairs	Multicultural components of the EEd program meet the GE Global and Cultural Awareness requirement
Complete the following classes as listed on the Program Map	Complete the following foundational courses during your freshman and sophomore years
EDLF 452: Foundations of Education.	EDLF 201: Foundations of Education
IP&T 301: Educational Psychology	IP&T 202: Foundations of Child Development
EL ED 351: Multicultural Education.	EI Ed 203 or TELL 400: Foundations of

	Multicultural Education
	El Ed 211: Integrating Foundations and Practice Seminar I
PETE 375: Physical Education for Elementary School Teachers.	PETE 212: Physical Education for Elementary School Teachers.
El Ed 372: Instruction and Assessment	El Ed 213: Foundations of Instructional Design and Assessment
CPSE 400: Exceptional Students: Principles of Collaboration.	CPSE 300: Exceptional Students: Principles of Collaboration.
	El Ed 321: Integrating Foundations and Practice Seminar II
EL ED 354: Assessing and Supporting Literacy Development: Practicum 1.	El Ed 322: Early Field Experience Practicum
	El Ed 323: Foundations of Literacy Development
El Ed 302: Planning and Management	El Ed 324: Foundations of Classroom Management
MTHED 305: Basic Concepts of Mathematics.	MTHED 305: Basic Concepts of Mathematics.
Complete all three of the following courses:	Complete TWO of the following courses :
DANCE 326: Rhythm and Dance.	DANCE 326: Rhythm and Dance.
MUSIC 378: Music for the Elementary School Teacher	MUSIC 378: Music for the Elementary School Teacher
TMA 352: Drama in the Elementary Classroom	TMA 352: Drama in the Elementary Classroom
Complete the following classes before Student Teaching	Complete the following classes before Student Teaching
	El Ed 331: ECE Integration Seminar
EL ED 355: Assessing and Supporting Literacy Development: Practicum 2.	El Ed 332: Practicum in Early Childhood Instruction
EL ED 356: Teaching Reading and Language Arts in the Primary Grades.	El Ed 333: Teaching Literacy in the Primary Grades (K-2)
IP&T 287: Instructional Technology for Early Childhood, Elementary, and Special Education.	IP&T 334: Integrating Technology into Early Childhood Instruction
	ECE 335: Early Childhood Integration Methods
MTHED 306: Concepts of Mathematics.	MTHED 306: Concepts of Mathematics.
	TELL 410 or El Ed 343: Second Language Acquisition
	TELL 440 or El Ed 344: Content-based Literacy
	TELL 450 or El Ed 345: Family, School, and Community Partnership
	TELL 477: Teaching ELL Practicum
	El Ed 441: Elementary Education Integration

	Seminar
EL ED 362: Practicum in Teaching Mathematics.	El Ed 442: Elementary Education Practicum
EL ED 357: Teaching Reading and Language Arts in the Intermediate Grades.	El Ed 443: Teaching Literacy in the Intermediate Grades (3-6)
EL ED 361: Teaching Mathematics in the Elementary School.	EL ED 447: Teaching Mathematics in Grades K-6
EL ED 365: Teaching Social Studies in the Elementary School.	EL ED 445: Teaching Social Studies in Grades K-6
EL ED 363: Teaching Science in the Elementary School.	EL ED 446: Teaching Science in Grades K-6
	IP&T 444: Integrating Technology into Elementary Education Instruction (1:0:ARR)
Complete 12 hours of one of the following (prior application required):	Complete 12 hours of one of the following (prior application required):
EL ED 400R: Elementary Student-Teaching	EL ED 400R: Elementary Student-Teaching
EL ED 496R: Academic Internship.	EL ED 496R: Academic Internship.

The McKay School of Education, in cooperation with the College of Humanities, has also launched efforts to prepare teachers to work in Utah's "Dual Language Immersion" programs in many elementary schools. The state now has 77 elementary immersion programs in Spanish, Chinese, French, and Portuguese, and this year the first cohort of Spanish students began immersion classes at the middle school level. In response, we have restructured our existing TESOL Spanish K-12 Bilingual teaching minor so as to qualify students for a Utah Dual Language Immersion endorsement. The new minor, which has become available as of Fall 2012, is called the K-12 Dual Language-Immersion Teaching Minor and will also qualify students for an ESL endorsement if they take one additional class beyond the minor requirements. In conjunction with this new minor we have created a new course, FLANG 300 ("Foundations of Dual Language and Immersion Education"), taught by secondary education faculty from the College of Humanities. In Fall 2011 we also began offering a Portuguese Teaching minor, so that we now offer World Language endorsement programs in all Utah Dual Immersion languages.

2.3 Change in legal status

There has been no change in legal status.

2.4 Contract for direct instructional services

There has been no contract for direct instructional services.

2.5 Change in Evidence

As indicated above, the EPP executive committee has been working to update the under girding principles of our assessment system. In addition to this work, the EPP executive committee formed five subcommittees to update and design new assessment instruments. Two of the subcommittees focused on updating existing instruments, the BYU teacher work sample patterned after the Renaissance group and the clinical practice assessment system, our field experience evaluation tool. The other three

subcommittees focused on the development of new instruments, the K-12 student survey, the professional knowledge exam, and a disposition instrument. These new assessment tools are currently being developed and plans are being made in consultation with an assessment expert from BYU's Center for Teaching and Learning to collect validity and reliability data for the instruments.

Simultaneously we have been developing an online tool called MyLink, which will replace LiveText as our data collection tool. Beginning Fall semester 2012 we are no longer giving entering students LiveText accounts. We anticipate that the use of MyLink will strengthen our ability to do more timely analysis of student performance data. However, there will be a period of transition where we have students using both systems and we will have to aggregate data from both systems.

3. Update of Appendix E

3.1 Review of Appendix E

Items that have been updated in Appendix E are highlighted in yellow in the table found on pages 7-13 of this document. Below is a brief rationale for each change.

9. Ratings of professional content knowledge

A professional knowledge exam was pursued but found to be too costly at this time.

11. Ratings of candidate dispositions

A dispositions instrument was developed during the 2011-12 academic year and will be piloted with university supervisors and mentor teachers during the 2012-13 academic year.

16. Evaluations of graduates by their own pupils

A K-12 student survey was developed during the 2011-12 academic year. A small, voluntary pilot was conducted during the Winter 2012 semester. Further pilot studies will be conducted during the 2012-13 academic year.

3.2 New Categories of Evidence Being Collected

We have included the data requested in the Table of Program Options

(www.teac.org/accreditation/annual-reports/). This table lists the number of students enrolled and graduated by program option. The table is included in a file attached to this report.

4. Summary Data Tables for the 2011-2012 Academic Year

The raw data for the 2011-2012 academic year can be found on the accompanying spreadsheet. The summary data tables from these raw data are found on pages 14-34 of this document. Scales for the various instruments are included at the bottom of the data tables.

Appendix E: Full Disclosure of Evidence

Table E1 is an inventory of the evidence for measures and indicators for TEAC *Quality Principle I*

Table E1: Inventory of Evidence

Type of Evidence	Available		Not Available	
Note: Items under each category are examples. Programs may have more or different evidence.	<u>In the brief</u> Reasons for including the results in the brief Location in brief	<u>Not in the brief</u> Reasons for not including the results in the brief	<u>For future use</u> Reasons for including in future briefs	<u>Not for future use</u> Reasons for not including in future briefs
Grades				
1. Student grades and grade point averages at admission and graduation	Average Program GPA (See data spreadsheet)			
Scores on standardized tests				
2. Student scores on standardized content examinations	Praxis II content showing content knowledge (See data spreadsheet)			
3. Student scores on standardized pedagogy examinations				Not required by state until Year 3 of teaching

4. Student scores on admission tests				No admissions test required if already a BYU student
5. Standardized scores and gains of the program graduates' own pupils				Value added studies indicate that it is almost impossible to attribute student learning to one teacher in one year. There are too many variables that influence student test scores.
6. Ratings of pre-admission dispositions	CDS (See summary data tables below and data spreadsheet)			
7. Ratings of portfolios of academic and clinical accomplishments	TWS (See summary data tables below and data spreadsheet)			
8. Ratings of knowledge of diverse and multi-cultural perspectives	CPAS, TWS , (See summary data tables below and data spreadsheet)			

9. Ratings of professional content knowledge				A Professional Knowledge Exam was explored during the 2011-12 academic year, however it was found to be too costly to pursue at this time. It is anticipated that further development will be pursued once other instruments are developed and refined.
10. Ratings of clinical practice by university supervisor	CPAS (See summary data tables below and data spreadsheet)			

11. Ratings of candidate dispositions	CDS (See summary data tables below and data spreadsheet)		The Dispositions Instrument was developed as a university supervisor and mentor teacher disposition evaluation instrument to be completed at the end of a candidate's student teaching or internship experience. Pilot studies will be conducted during the 2012-13 academic year with resulting data to be reported in the 2013 annual report.	
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12. Third-party rating of program candidates	Candidates are evaluated using the CPAS instrument by either a mentor teacher or school facilitator who is a full-time employee of the school district in which they have their student teaching or internship experience. (Average of scores is in data tables and disaggregated scores are in the spreadsheet)			
13. Ratings of in-service, clinical, and PDS teaching (post graduate)	Employer Survey (data not collected this year – collected every 3 years)			
14. Ratings by cooperating teacher and college/university supervisors of practice teachers' work samples	TWS (See summary data tables below and data spreadsheet)			

15. Rates of graduates' professional service activities				We do not currently have plans to track this.
16. Evaluations of graduates by their own pupils			The K-12 student survey was developed and a small, volunteer pilot was conducted during the 2011-12 academic year. Data was not included in this annual report since it was only pilot data to inform instrument revisions for a larger pilot to be conducted during the 2012-13 academic year.	
17. Alumni self-assessment of their accomplishments.	Alumni Survey (data not collected this year – collected every 3 years)			
18. Third-party professional recognition of graduates.				This is extremely difficult to track.
19. Employers' evaluations of the program's graduates.	Employer Survey (data not collected this year – collected every 3 years)			

20. Graduates' authoring of textbooks, curriculum materials, etc.				This is extremely difficult to track.
21. Graduates' own pupils' learning and accomplishment.				Value added studies indicate that it is almost impossible to attribute student learning to one teacher in one year. There are too many variables that influence student test scores.
22. Candidates self assessment of learning in the program	Senior Survey (see raw data file)			

Table 1: TEAC Summary Table

Art Education 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=15 4.20 (.77)	n=15 4.33 (.72)
CPAS Principle 6: Communication	4.53 (.64)	4.53 (.74)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	4.60 (.51)	4.80 (.41)
CPAS Principle 3: Diversity	3.73 (.59)	4.60 (.63)
TWS 1: Contextual Factors	n=8 2.00 (.00)	n=5 2.00 (.00)
TWS 5: Instructional Decision Making	2.00 (.00)	2.00 (.00)
TWS 6: Analysis of Student Learning	2.00 (.00)	2.00 (.00)
CDS 3: Diversity	n=8 4.25 (.31)	n=5 4.20 (.65)
Praxis II	Exam: 133 n=7 160	Exam: 133, 134 n=1, 4 186, 165
Mean	177.86	186, 173.25
St Dev	(10.68)	(0, 7.93)
% Passing	100%	100%, 100%
Major GPA	n=6 3.71 (.14)	n=5 3.75 (.14)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	3.93 (.70)	4.07 (.70)
CPAS 4: Instructional Strategies	4.27 (.80)	4.60 (.63)
CPAS 7: Planning	4.40 (.74)	4.53 (.64)
CPAS 8: Assessment	4.33 (.62)	4.33 (.72)
TWS 2: Learning Goals and Objectives	2.00 (.00)	2.00 (.00)
TWS 3: Assessment Plan	2.00 (.00)	2.00 (.00)
TWS 4: Design for Instruction	2.00 (.00)	2.00 (.00)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	4.6 (.51)	4.73 (.46)
CPAS 10: Professionalism and Interpersonal Relationships	4.20 (.86)	4.53 (.74)
TWS 7: Reflection and Self-Evaluation	2.00 (.00)	2.00 (.00)
CDS 1: Locus of Control	3.77 (.26)	3.77 (.28)
CDS 2: Aspirations	3.48 (.24)	3.50 (.32)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1: Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 2: TEAC Summary Table

Biology Composite Teaching 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	No Student Teachers for Fall 2011	n=22 3.64 (.73)
CPAS Principle 6: Communication	“	4.00 (.76)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	“	4.18 (.59)
CPAS Principle 3: Diversity	“	3.68 (.84)
TWS 1: Contextual Factors	“	n=5 2.00 (.00)
TWS 5: Instructional Decision Making	“	1.90 (.22)
TWS 6: Analysis of Student Learning	“	2.00 (.00)
CDS 3: Diversity	“	n=11 3.77 (.59)
Praxis II	“	Exam: 235 n=11
Passing Score		154
Mean		177.82
St Dev		(11.6)
% Passing	“	100%
Major GPA		n=11 3.26 (.37)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	“	4.00 (.69)
CPAS 4: Instructional Strategies	“	4.36 (.49)
CPAS 7: Planning	“	4.59 (.50)
CPAS 8: Assessment	“	4.05 (.58)
TWS 2: Learning Goals and Objectives	“	1.90 (.14)
TWS 3: Assessment Plan	“	1.84 (.36)
TWS 4: Design for Instruction	“	1.96 (.09)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	“	4.36 (.66)
CPAS 10: Professionalism and Interpersonal Relationships	“	4.18 (.50)
TWS 7: Reflection and Self-Evaluation	“	1.85 (.22)
CDS 1: Locus of Control	“	3.75 (.18)
CDS 2: Aspirations	“	3.31 (.42)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1: Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 3: TEAC Summary Table

Dance Education 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	No student teachers for Fall 2011	n=28 4.18 (.67)
CPAS Principle 6: Communication	“	4.25 (.65)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	“	4.46 (.58)
CPAS Principle 3: Diversity	“	4.18 (.55)
TWS 1: Contextual Factors	“	n=12 1.97 (.10)
TWS 5: Instructional Decision Making	“	1.88 (.31)
TWS 6: Analysis of Student Learning	“	1.76 (.37)
CDS 3: Diversity	“	n=9 3.83 (.28)
Praxis II	“	Dance majors do not take a PRAXIS exam
Passing Score		
Mean		
St Dev		
% Passing		
Major GPA	“	n=12 3.70 (.24)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	“	4.39 (.57)
CPAS 4: Instructional Strategies	“	4.43 (.63)
CPAS 7: Planning	“	4.54 (.74)
CPAS 8: Assessment	“	4.29 (.66)
TWS 2: Learning Goals and Objectives	“	1.98 (.07)
TWS 3: Assessment Plan	“	1.61 (.22)
TWS 4: Design for Instruction	“	1.70 (.16)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	“	4.57 (.50)
CPAS 10: Professionalism and Interpersonal Relationships	“	4.39 (.69)
TWS 7: Reflection and Self-Evaluation	“	1.90 (.17)
CDS 1: Locus of Control	“	3.63 (.25)
CDS 2: Aspirations	“	3.39 (.50)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1:Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 4: TEAC Summary Table

DUAL 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=49 3.98 (.75)	n=19 4.26 (.65)
CPAS Principle 6: Communication	4.10 (.80)	4.32 (.67)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	4.12 (0.75)	4.47 (.51)
CPAS Principle 3: Diversity	3.65 (.80)	4.26 (.65)
TWS 1: Contextual Factors	n=13 1.82 (.32)	n=5 1.93 (.15)
TWS 5: Instructional Decision Making	1.62 (.46)	1.80 (.45)
TWS 6: Analysis of Student Learning	1.76 (.26)	1.83 (.17)
CDS 3: Diversity	n=13 4.26 (.47)	n=5 4.50 (.44)
Praxis II	Exam: 14 n=17	Exam: 14 n=6
Passing Score	159	176
Mean	177	185.33
St Dev	(8.70)	(6.98)
% Passing	100%	100%
Major GPA	n=17 3.69 (.15)	n=6 3.87 (.12)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	4.04 (.76)	4.37 (.68)
CPAS 4: Instructional Strategies	4.04 (.76)	4.68 (.48)
CPAS 7: Planning	4.29 (.71)	4.53 (.51)
CPAS 8: Assessment	3.76 (.72)	4.05 (.85)
TWS 2: Learning Goals and Objectives	1.65 (.28)	1.90 (.14)
TWS 3: Assessment Plan	1.58 (.31)	1.64 (.38)
TWS 4: Design for Instruction	1.68 (.40)	1.64 (.43)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	4.55 (.61)	4.68 (.48)
CPAS 10: Professionalism and Interpersonal Relationships	4.59 (.50)	4.68 (.58)
TWS 7: Reflection and Self-Evaluation	1.73 (.30)	1.95 (.11)
CDS 1: Locus of Control	3.82 (.20)	3.91 (.19)
CDS 2: Aspirations	3.56 (.35)	3.68 (.20)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1: Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competen

Table 5: TEAC Summary Table

Early Childhood Education 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=35 4.03 (.66)	n=67 4.07 (.70)
CPAS Principle 6: Communication	4.23 (.69)	4.28 (.65)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	4.37 (.73)	4.33 (.66)
CPAS Principle 3: Diversity	3.77 (.65)	3.92 (.79)
TWS 1: Contextual Factors	n=14 1.60 (.35)	n=15 1.67 (.36)
TWS 5: Instructional Decision Making	1.43 (.51)	1.73 (.42)
TWS 6: Analysis of Student Learning	1.68 (.28)	1.90 (.21)
CDS 3: Diversity	n=12 3.84 (.54)	n=17 4.03 (.47)
Praxis II	Exam: 14 n=14	Exam: 14 n=17
Passing Score	150	152
Mean	171.93	176.53
St Dev	(11.01)	(14.58)
% Passing	100%	100%
Major GPA	n=14 3.60 (.23)	n=17 3.63 (.25)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	4.34 (.64)	4.28 (.67)
CPAS 4: Instructional Strategies	4.29 (.67)	4.36 (.64)
CPAS 7: Planning	4.34 (.73)	4.40 (.63)
CPAS 8: Assessment	4.00 (.73)	4.04 (.61)
TWS 2: Learning Goals and Objectives	1.82 (.18)	1.85 (.25)
TWS 3: Assessment Plan	1.56 (.33)	1.63 (.32)
TWS 4: Design for Instruction	1.47 (.43)	1.67 (.40)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	4.57 (.61)	4.75 (.50)
CPAS 10: Professionalism and Interpersonal Relationships	4.74 (.44)	4.64 (.60)
TWS 7: Reflection and Self-Evaluation	1.64 (.35)	1.60 (.35)
CDS 1: Locus of Control	3.77 (.16)	3.76 (.25)
CDS 2: Aspirations	3.46 (.25)	3.43 (.41)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1: Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 6: TEAC Summary Table

Elementary Education 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=323 4.28 (.79)	n=277 3.97 (.82)
CPAS Principle 6: Communication	4.36 (.79)	4.15 (.80)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	4.41 (0.74)	4.27 (.71)
CPAS Principle 3: Diversity	3.91 (.83)	3.68 (.71)
TWS 1: Contextual Factors	n=123 1.80 (.30)	n=65 1.87 (.30)
TWS 5: Instructional Decision Making	1.76 (.45)	1.82 (.35)
TWS 6: Analysis of Student Learning	1.87 (.23)	1.83 (.21)
CDS 3: Diversity	n=127 4.13 (.51)	n=70 4.28 (.42)
Praxis II	Exam: 14 n=146	Exam: 14 n=70
Passing Score	150	157
Mean	178.40	177.04
St Dev	(12.42)	(9.75)
% Passing	100%	100%
Major GPA	n=146 3.52 (.31)	n=70 3.67 (.23)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	4.32 (.78)	4.07 (.73)
CPAS 4: Instructional Strategies	4.35 (.79)	4.17 (.77)
CPAS 7: Planning	4.33 (.80)	4.25 (.76)
CPAS 8: Assessment	4.12 (.81)	3.87 (.72)
TWS 2: Learning Goals and Objectives	1.87 (.23)	1.85 (.28)
TWS 3: Assessment Plan	1.74 (.31)	1.72 (.31)
TWS 4: Design for Instruction	1.76 (.26)	1.74 (.31)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	4.58 (.72)	4.52 (.65)
CPAS 10: Professionalism and Interpersonal Relationships	4.63 (.70)	4.49 (.71)
TWS 7: Reflection and Self-Evaluation	1.81 (.29)	1.83 (.28)
CDS 1: Locus of Control	3.77 (.26)	3.84 (.20)
CDS 2: Aspirations	3.49 (.67)	3.57 (.33)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1:Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 7: TEAC Summary Table

English Teaching 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=29 4.52 (.69)	n=24 4.25 (.74)
CPAS Principle 6: Communication	4.76 (.51)	4.67 (.48)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	4.86 (.35)	4.5 (.51)
CPAS Principle 3: Diversity	4.31 (.66)	4.08 (.41)
TWS 1: Contextual Factors	n=14 2.00 (.00)	n=18 2.00 (.00)
TWS 5: Instructional Decision Making	2.00 (.00)	2.00 (.00)
TWS 6: Analysis of Student Learning	2.00 (.00)	2.00 (.00)
CDS 3: Diversity	n=14 4.03 (.42)	n=23 4.24 (.44)
Praxis II	Exam: 41 n=14	Exam: 41 n=22
Passing Score	177	168
Mean	189.64	188.32
St Dev	(7.73)	(9.17)
% Passing	100%	100%
Major GPA	n=14 3.65 (.17)	n=22 3.62 (.23)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	4.76 (.51)	4.54 (.59)
CPAS 4: Instructional Strategies	4.66 (.72)	4.54 (.59)
CPAS 7: Planning	4.69 (.60)	4.67 (.56)
CPAS 8: Assessment	4.41 (.68)	4.25 (.53)
TWS 2: Learning Goals and Objectives	2.00 (.00)	2.00 (.00)
TWS 3: Assessment Plan	2.0 (.00)	2.00 (.00)
TWS 4: Design for Instruction	2.00 (.00)	2.00 (.00)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	4.83 (.47)	4.67 (.70)
CPAS 10: Professionalism and Interpersonal Relationships	4.72 (.59)	4.58 (.65)
TWS 7: Reflection and Self-Evaluation	2.00 (.00)	2.00 (.00)
CDS 1: Locus of Control	3.67 (.22)	3.79 (.23)
CDS 2: Aspirations	3.46 (.31)	3.64 (.26)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1:Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 8: TEAC Summary Table

Family and Consumer Science Education 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=50 3.96 (.83)	n=27 4.19 (.68)
CPAS Principle 6: Communication	4.26 (.72)	4.44 (.51)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	4.18 (.77)	4.41 (.50)
CPAS Principle 3: Diversity	3.92 (.75)	3.89 (.70)
TWS 1: Contextual Factors	n=20 1.63 (.54)	n=11 1.52 (.40)
TWS 5: Instructional Decision Making	1.60 (.74)	1.59 (.49)
TWS 6: Analysis of Student Learning	1.19 (.67)	1.49 (.51)
CDS 3: Diversity	n=20 4.04 (.48)	n=10 4.03 (.55)
Praxis II	Exam: 121 n=20	Exam: 121 n=9
Passing Score	163	166
Mean	177.25	175.78
St Dev	(8.98)	(5.24)
% Passing	100%	100%
Major GPA	n=20 3.36 (.31)	n=10 3.39 (.39)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	3.90 (.74)	4.19 (.62)
CPAS 4: Instructional Strategies	4.24 (.69)	4.44 (.51)
CPAS 7: Planning	4.12 (.82)	4.59 (.57)
CPAS 8: Assessment	3.92 (.75)	4.19 (.62)
TWS 2: Learning Goals and Objectives	1.94 (.14)	1.91 (.20)
TWS 3: Assessment Plan	1.67 (.41)	1.87 (.16)
TWS 4: Design for Instruction	1.70 (.40)	1.78 (.23)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	4.24 (.74)	4.48 (.64)
CPAS 10: Professionalism and Interpersonal Relationships	4.28 (.83)	4.33 (.73)
TWS 7: Reflection and Self-Evaluation	1.56 (.48)	1.48 (.41)
CDS 1: Locus of Control	3.68 (.23)	3.73 (.25)
CDS 2: Aspirations	3.54 (.34)	3.45 (.34)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1:Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 9: TEAC Summary Table

French Teaching 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=3 3.33 (.58)	n=11 4.27 (.79)
CPAS Principle 6: Communication	5 (.00)	4.64 (.50)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	3.67 (.58)	4.73 (.47)
CPAS Principle 3: Diversity	4.67 (.58)	4.27 (.90)
TWS 1: Contextual Factors	n=2 2.00 (.00)	n=5 2.00 (.00)
TWS 5: Instructional Decision Making	2.00 (.00)	1.60 (.89)
TWS 6: Analysis of Student Learning	2.00 (.00)	2.00 (.00)
CDS 3: Diversity	n=2 3.91 (.04)	n=6 4.69 (.32)
Praxis II	Exam: 173 n=2	Exam: 5174 n=5
Passing Score	169	173
Mean	174.5	184.8
St Dev	(7.78)	(8.29)
% Passing	100%	100%
Major GPA	n=2 3.13 (.34)	n=5 3.59 (.32)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	4.33 (.58)	4.55 (.69)
CPAS 4: Instructional Strategies	4.67 (.58)	4.55 (.52)
CPAS 7: Planning	4.33 (.58)	4.73 (.47)
CPAS 8: Assessment	4.33 (.58)	4.73 (.47)
TWS 2: Learning Goals and Objectives	2.00 (.00)	2.00 (.00)
TWS 3: Assessment Plan	2.00 (.00)	1.92 (.18)
TWS 4: Design for Instruction	2.00 (.00)	1.96 (.09)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	5 (.00)	4.55 (.69)
CPAS 10: Professionalism and Interpersonal Relationships	4.33 (.58)	4.55 (.69)
TWS 7: Reflection and Self-Evaluation	2.00 (.00)	2.00 (.00)
CDS 1: Locus of Control	3.32 (.35)	3.99 (.03)
CDS 2: Aspirations	3.31 (.44)	3.78 (.25)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1: Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 10: TEAC Summary Table

German Teaching 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	No student teachers for Fall 2011	n=4 5.00 (.00)
CPAS Principle 6: Communication	“	4.75 (.5)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	“	4.5 (.58)
CPAS Principle 3: Diversity	“	4.25 (.96)
TWS 1: Contextual Factors	“	n=2 2.00 (.00)
TWS 5: Instructional Decision Making	“	1.50 (.71)
TWS 6: Analysis of Student Learning	“	1.33 (.94)
CDS 3: Diversity	“	n=1 4.88 (.00)
Praxis II	“	Exam: 5183 n=2
Passing Score		185
Mean		186
St Dev		(1.41)
% Passing		100%
Major GPA	“	n=5 3.92 (.05)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	“	4.75 (.5)
CPAS 4: Instructional Strategies	“	4.5 (.58)
CPAS 7: Planning	“	4.75 (.50)
CPAS 8: Assessment	“	4.50 (.58)
TWS 2: Learning Goals and Objectives	“	2.00 (.00)
TWS 3: Assessment Plan	“	2.00 (.00)
TWS 4: Design for Instruction	“	2.00 (.00)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	“	4.50 (.58)
CPAS 10: Professionalism and Interpersonal Relationships	“	5.00 (.00)
TWS 7: Reflection and Self-Evaluation	“	1.50 (.71)
CDS 1: Locus of Control	“	4.00 (.00)
CDS 2: Aspirations	“	3.94 (.00)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1:Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 11: TEAC Summary Table

School Health Education 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=17 3.53 (.87)	n=14 4.07 (1.27)
CPAS Principle 6: Communication	4.06 (.83)	4.6 (.51)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	4.06 (.97)	4.53 (.52)
CPAS Principle 3: Diversity	3.53 (.62)	4.47 (.52)
TWS 1: Contextual Factors	**No TWS Scores**	**No TWS Scores**
TWS 5: Instructional Decision Making	“	“
TWS 6: Analysis of Student Learning	“	“
CDS 3: Diversity	n=7 4.38 (.61)	n=7 4.45 (.30)
Praxis II	Exam: 550	Exam: 550
Passing Score	n=12 670	n=7 710
Mean	742.50	755.71
St Dev	(41.15)	(27.60)
% Passing	100%	100%
Major GPA	n=12 3.57 (.21)	n=7 3.70 (.06)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	3.76 (.83)	4.33 (.62)
CPAS 4: Instructional Strategies	3.82 (1.01)	4.29 (1.38)
CPAS 7: Planning	4.24 (.83)	4.47 (.74)
CPAS 8: Assessment	3.94 (.66)	4.60 (.51)
TWS 2: Learning Goals and Objectives	“	“
TWS 3: Assessment Plan	“	“
TWS 4: Design for Instruction	“	“
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	4.18 (.81)	4.43 (1.34)
CPAS 10: Professionalism and Interpersonal Relationships	4.24 (.83)	4.57 (1.34)
TWS 7: Reflection and Self-Evaluation	“	“
CDS 1: Locus of Control	3.85 (.17)	3.95 (.08)
CDS 2: Aspirations	3.58 (.51)	3.66 (.25)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1: Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 12: TEAC Summary Table

Mathematics Education 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=27 4.22 (.78)	n=59 4.22 (.65)
CPAS Principle 6: Communication	4.45 (.47)	4.26 (.70)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	4.38 (.49)	4.21 (.51)
CPAS Principle 3: Diversity	4.30 (.72)	3.81 (.68)
TWS 1: Contextual Factors	n=11 1.91 (.16)	n=34 1.96 (.18)
TWS 5: Instructional Decision Making	1.95 (.15)	1.96 (.14)
TWS 6: Analysis of Student Learning	1.92 (.14)	1.82 (.24)
CDS 3: Diversity	n=15 4.03 (.52)	n=32 4.07 (.56)
Praxis II	Exam: 61 n=14	Exam: 61 n=34
Passing Score	148	142
Mean	171.14	170.59
St Dev	(16.44)	(13.34)
% Passing	100%	100%
Major GPA	n=14 3.42 (.45)	n=34 3.47 (.35)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	4.34 (.50)	4.27 (.62)
CPAS 4: Instructional Strategies	4.51 (.51)	4.36 (.71)
CPAS 7: Planning	4.48 (.53)	4.24 (.70)
CPAS 8: Assessment	4.43 (.47)	4.18 (.64)
TWS 2: Learning Goals and Objectives	1.86 (.26)	1.96 (.09)
TWS 3: Assessment Plan	1.73 (.36)	1.94 (.18)
TWS 4: Design for Instruction	1.93 (.18)	1.92 (.15)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	4.72 (.35)	4.56 (.70)
CPAS 10: Professionalism and Interpersonal Relationships	4.63 (.51)	4.31 (.58)
TWS 7: Reflection and Self-Evaluation	1.95 (.10)	1.92 (.17)
CDS 1: Locus of Control	3.70 (.24)	3.71 (.24)
CDS 2: Aspirations	3.43 (.20)	3.46 (.35)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1: Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 13: TEAC Summary Table

Music Education 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=10 4.50 (.53)	n=35 4.26 (.70)
CPAS Principle 6: Communication	4.80 (.42)	4.29 (.71)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	4.70 (.48)	4.40 (.60)
CPAS Principle 3: Diversity	4.40 (.52)	4.17 (.66)
TWS 1: Contextual Factors	n=5 2.00 (.00)	n=12 1.97 (.10)
TWS 5: Instructional Decision Making	2.00 (.00)	2.00 (.00)
TWS 6: Analysis of Student Learning	2.00 (.00)	2.00 (.00)
CDS 3: Diversity	n=5 4.10 (.24)	n=16 4.11 (.46)
Praxis II	Exam: 113 n=6	Exam: 113 n=17
Passing Score	158	157
Mean	174	173.47
St Dev	(12.28)	(11.25)
% Passing	100%	94.12%
Major GPA	n=6 3.78 (.10)	n=17 3.60 (.27)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	4.70 (.48)	4.20 (.58)
CPAS 4: Instructional Strategies	4.90 (.32)	4.31 (.72)
CPAS 7: Planning	4.90 (.32)	4.31 (.83)
CPAS 8: Assessment	4.70 (.48)	4.09 (.61)
TWS 2: Learning Goals and Objectives	2.00 (.00)	2.00 (.00)
TWS 3: Assessment Plan	2.00 (.00)	1.98 (.06)
TWS 4: Design for Instruction	2.00 (.00)	1.95 (.17)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	4.60 (.52)	4.43 (.70)
CPAS 10: Professionalism and Interpersonal Relationships	5.00 (.00)	4.69 (.58)
TWS 7: Reflection and Self-Evaluation	2.00 (.00)	2.00 (.00)
CDS 1: Locus of Control	3.71 (.16)	3.76 (.18)
CDS 2: Aspirations	3.54 (.33)	3.39 (.35)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1: Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 14: TEAC Summary Table

Physical Education 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=16 4.13 (.81)	n=28 4.29 (.72)
CPAS Principle 6: Communication	4.06 (1.00)	4.57 (.63)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	4.06 (.77)	4.43 (.69)
CPAS Principle 3: Diversity	3.94 (.77)	4.14 (.80)
TWS 1: Contextual Factors	n=6 2.00 (.00)	**No TWS Scores**
TWS 5: Instructional Decision Making	1.92 (.20)	“
TWS 6: Analysis of Student Learning	2.00 (.00)	“
CDS 3: Diversity	n=6 4.25 (.38)	n=13 4.50 (.38)
Praxis II	Exam: 91 n=6 154	Exam: 91 n=13 158
Mean	162.83	165.38
St Dev	(5.64)	(5.09)
% Passing	100%	100%
Major GPA	n=6 3.48 (.22)	n=13 3.47 (.28)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	3.94 (.85)	4.18 (.67)
CPAS 4: Instructional Strategies	4.13 (1.02)	4.36 (.83)
CPAS 7: Planning	4.06 (.85)	4.43 (.92)
CPAS 8: Assessment	4.00 (.82)	4.21 (.74)
TWS 2: Learning Goals and Objectives	2.00 (.00)	“
TWS 3: Assessment Plan	1.43 (.23)	“
TWS 4: Design for Instruction	1.67 (.16)	“
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	4.31 (.79)	4.54 (.69)
CPAS 10: Professionalism and Interpersonal Relationships	4.31 (.70)	4.57 (.69)
TWS 7: Reflection and Self-Evaluation	2.00 (.00)	“
CDS 1: Locus of Control	3.88 (.13)	3.79 (.25)
CDS 2: Aspirations	3.50 (.27)	3.62 (.37)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1: Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 15: TEAC Summary Table

Physical Science 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=12 4.25 (.62)	n=19 3.79 (1.13)
CPAS Principle 6: Communication	4.50 (.67)	4.30 (.66)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	4.83 (.39)	4.75 (.44)
CPAS Principle 3: Diversity	3.55 (1.29)	4.05 (.76)
TWS 1: Contextual Factors	n=5 1.93 (.15)	n=9 1.85 (.24)
TWS 5: Instructional Decision Making	1.70 (.27)	1.94 (.17)
TWS 6: Analysis of Student Learning	1.97 (.07)	1.93 (.22)
CDS 3: Diversity	n=6 4.20 (.43)	n=9 3.93 (.60)
Praxis II	Exam: 481, 571, 265 n=1, 1, 2	Exam: 245, 265, 571 n=3, 6, 1
Passing Score	183, 176, 140	182, 157, 182
Mean	183, 176, 165	192.33, 171.33, 182
St Dev	(0, 0, 35.36)	(9.29, 10.65, 0)
% Passing	100%, 100%, 100%	100%, 100%, 100%
Major GPA	n=4 3.27 (.14)	n=10 3.30 (.39)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	4.33 (.49)	4.10 (.45)
CPAS 4: Instructional Strategies	4.58 (.67)	4.40 (.50)
CPAS 7: Planning	4.58 (.51)	4.35 (.67)
CPAS 8: Assessment	4.00 (1.41)	3.95 (1.03)
TWS 2: Learning Goals and Objectives	1.85 (.22)	1.83 (.33)
TWS 3: Assessment Plan	1.48 (.11)	1.56 (.34)
TWS 4: Design for Instruction	1.88 (.11)	1.89 (.15)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	4.67 (.49)	4.70 (.47)
CPAS 10: Professionalism and Interpersonal Relationships	4.83 (.39)	4.60 (.60)
TWS 7: Reflection and Self-Evaluation	1.90 (.22)	2.00 (.00)
CDS 1: Locus of Control	3.74 (.19)	3.73 (.23)
CDS 2: Aspirations	3.48 (.41)	3.27 (.35)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1: Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 16: TEAC Summary Table

Teaching Social Science and History Teaching 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=49 4.12 (1.01)	n=86 4.33 (.76)
CPAS Principle 6: Communication	4.47 (.87)	4.42 (.62)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	4.29 (.91)	4.38 (.60)
CPAS Principle 3: Diversity	4.12 (.90)	4.10 (.72)
TWS 1: Contextual Factors	n=24 1.88 (.27)	n=37 1.94 (.13)
TWS 5: Instructional Decision Making	1.98 (.10)	1.97 (.16)
TWS 6: Analysis of Student Learning	1.80 (.27)	1.92 (.17)
CDS 3: Diversity	n=27 4.26 (.52)	N=37 4.28 (.54)
Praxis II	Exam: 81, 941 n=29, 15 161, 158	Exam: 81, 941 n=14, 24 161, 157
Passing Score	175.5, 172.13	177.0, 170.71
Mean	(8.11, 10.33)	(9.33, 9.53)
St Dev	100%, 100%	100%, 100%
% Passing		
Major GPA	n=30 3.46 (.33)	n=38 3.54 (.32)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	4.08 (.86)	4.20 (.67)
CPAS 4: Instructional Strategies	4.37 (.88)	4.38 (.67)
CPAS 7: Planning	4.43 (.87)	4.44 (.63)
CPAS 8: Assessment	4.16 (.85)	4.22 (.69)
TWS 2: Learning Goals and Objectives	1.88 (.18)	2.00 (.00)
TWS 3: Assessment Plan	1.84 (.26)	1.91 (.16)
TWS 4: Design for Instruction	1.68 (.39)	1.96 (.12)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	4.57 (.87)	4.52 (.68)
CPAS 10: Professionalism and Interpersonal Relationships	4.49 (.92)	4.49 (.65)
TWS 7: Reflection and Self-Evaluation	1.85 (.28)	2.00 (.00)
CDS 1: Locus of Control	3.80 (.15)	3.82 (.23)
CDS 2: Aspirations	3.58 (.35)	3.64 (.29)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1: Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 17: TEAC Summary Table

Spanish Teaching 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=10 4.10 (.88)	n=14 4.14 (.77)
CPAS Principle 6: Communication	4.70 (.48)	4.79 (.43)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	4.30 (.67)	4.57 (.65)
CPAS Principle 3: Diversity	4.00 (.67)	4.07 (.48)
TWS 1: Contextual Factors	n=5 4.27 (.55)	n=7 4.05 (.93)
TWS 5: Instructional Decision Making	4.50 (.71)	4.14 (.56)
TWS 6: Analysis of Student Learning	4.50 (.33)	4.74 (.29)
CDS 3: Diversity	n=5 4.54 (.50)	n=7 4.08 (.40)
Praxis II	Exam: 191, 5195 n=1, 4	Exam: 191, 5195 n=1, 6
Passing Score	184, 178	191, 167
Mean	184, 187	191, 181.5
St Dev	(0, 7.39)	(0, 10.88)
% Passing	100%, 100%	100%, 100%
Major GPA	n=5 3.52 (.29)	n=7 3.64 (.28)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	4.40 (.70)	4.29 (.61)
CPAS 4: Instructional Strategies	4.40 (.84)	4.65 (.63)
CPAS 7: Planning	4.20 (.79)	4.50 (.65)
CPAS 8: Assessment	4.30 (.82)	4.14 (.53)
TWS 2: Learning Goals and Objectives	4.35 (.52)	4.79 (.22)
TWS 3: Assessment Plan	4.24 (.52)	4.49 (.54)
TWS 4: Design for Instruction	4.12 (.77)	4.40 (.61)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	4.60 (.52)	4.64 (.50)
CPAS 10: Professionalism and Interpersonal Relationships	4.80 (.42)	4.79 (.58)
TWS 7: Reflection and Self-Evaluation	4.35 (.78)	4.61 (.32)
CDS 1: Locus of Control	3.90 (.14)	3.84 (.19)
CDS 2: Aspirations	3.70 (.31)	3.42 (.15)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 5: Exceeds Expectations; 4: Meets Expectations; 3: Meets Expectations; 2: Partially Meets Expectations; 1: Partially Meets Expectations; 0: Not Met/Missing Evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 18: TEAC Summary Table

Special Education 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=78 4.28 (.68)	n=34 4.21 (.73)
CPAS Principle 6: Communication	4.38 (.67)	4.41 (.70)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	4.35 (.68)	4.06 (.60)
CPAS Principle 3: Diversity	4.26 (.65)	4.26 (.79)
TWS 1: Contextual Factors	n=32 1.97 (.10)	n=8 2.00 0
TWS 5: Instructional Decision Making	1.89 .30	1.63 (.74)
TWS 6: Analysis of Student Learning	2.00 0.00	1.75 (.71)
CDS 3: Diversity	n=38 4.20 (.39)	n=9 4.22 (.40)
Praxis II	Exam: 14 n=36	Exam: 14 n=8
Passing Score	157	153
Mean	177.81	175.38
St Dev	(12.19)	(13.31)
% Passing	100%	100%
Major GPA	n=36 3.83 (.12)	n=9 3.85 (.09)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	4.23 (.72)	4.24 (.65)
CPAS 4: Instructional Strategies	4.40 (.69)	4.18 (.67)
CPAS 7: Planning	4.40 (.73)	4.35 (.73)
CPAS 8: Assessment	4.28 (.64)	4.29 (.68)
TWS 2: Learning Goals and Objectives	1.99 .04	1.91 (.19)
TWS 3: Assessment Plan	1.86 .25	1.90 (.28)
TWS 4: Design for Instruction	1.87 .21	1.75 (.71)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	4.59 (.75)	4.29 (.76)
CPAS 10: Professionalism and Interpersonal Relationships	4.55 (.72)	4.26 (.83)
TWS 7: Reflection and Self-Evaluation	SPED uses a different TWS with only 6 indicators	SPED uses a different TWS with only 6 indicators
CDS 1: Locus of Control	3.82 (.16)	3.87 (.12)
CDS 2: Aspirations	3.42 (.30)	3.59 (.29)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1: Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 19: TEAC Summary Table

Technology and Engineering Education
2011-2012

	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=28 4.18 (.72)	n=19 4.11 (.57)
CPAS Principle 6: Communication	4.43 (.63)	4.42 (.61)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	4.43 (.57)	4.53 (.51)
CPAS Principle 3: Diversity	3.93 (.72)	4.00 (.88)
TWS 1: Contextual Factors	n=8 2.00 (.00)	n=6 1.83 (.41)
TWS 5: Instructional Decision Making	1.88 (.23)	1.90 (.22)
TWS 6: Analysis of Student Learning	1.85 (.35)	2.00 (.00)
CDS 3: Diversity	n=11 3.95 (.45)	n=7 3.89 (.67)
Praxis II	Exam: 50,51 n=9, 2	Exam: 50, 51 n=1, 6
Passing Score	610, 162	690, 167
Mean	648.89, 181	690, 186.17
St Dev	(29.77,26.87)	(0, 10.59)
% Passing	100%, 100%	100%, 100%
Major GPA	n=11 3.51 (.34)	n=7 3.53 (.19)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	4.07 (.66)	4.21 (.63)
CPAS 4: Instructional Strategies	4.29 (.66)	4.53 (.61)
CPAS 7: Planning	4.14 (.71)	4.42 (.69)
CPAS 8: Assessment	4.04 (.69)	4.11 (.57)
TWS 2: Learning Goals and Objectives	1.97 (.09)	1.81 (.31)
TWS 3: Assessment Plan	1.85 (.23)	1.50 (.78)
TWS 4: Design for Instruction	1.68 (.18)	1.96 (.09)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	4.39 (.79)	4.42 (.69)
CPAS 10: Professionalism and Interpersonal Relationships	4.07 (.86)	4.53 (.51)
TWS 7: Reflection and Self-Evaluation	1.94 (.18)	1.95 (.11)
CDS 1: Locus of Control	3.67 (.27)	3.82 (.21)
CDS 2: Aspirations	3.43 (.26)	3.50 (.27)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1:Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 20: TEAC Summary Table

Theatre Arts Education 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	n=2 4.00 (.00)	n=10 3.7 (.95)
CPAS Principle 6: Communication	4.00 (1.41)	3.7 (.67)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	4.00 (.00)	4.30 (.82)
CPAS Principle 3: Diversity	3.5 (.71)	3.70 (.95)
TWS 1: Contextual Factors	n=1 4.33 (.00)	n=5 1.87 (.30)
TWS 5: Instructional Decision Making	4.5 (.00)	1.70 (.45)
TWS 6: Analysis of Student Learning	5.00 (.00)	2.00 (.00)
CDS 3: Diversity	n=1 4.31 (.00)	n=5 4.29 (.26)
Praxis II	Exam: 640 n=1	Exam: 640 n=5
Passing Score	750	720
Mean	750	750
St Dev	(.00)	(21.21)
% Passing	100%	100%
Major GPA	n=1 3.4 (.00)	n=5 3.74 (.36)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	4.00 (.00)	3.70 (.67)
CPAS 4: Instructional Strategies	4.00 (.00)	3.90 (.88)
CPAS 7: Planning	3.00 (.00)	4.50 (.71)
CPAS 8: Assessment	4.00 (.00)	4.00 (.82)
TWS 2: Learning Goals and Objectives	4.75 (.00)	1.90 (.14)
TWS 3: Assessment Plan	3.60 (.00)	1.56 (.43)
TWS 4: Design for Instruction	4.00 (.00)	1.76 (.26)
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	4.50 (.71)	4.20 (.79)
CPAS 10: Professionalism and Interpersonal Relationships	5.00 (.00)	4.20 (.79)
TWS 7: Reflection and Self-Evaluation	4.50 (.00)	2.00 (.00)
CDS 1: Locus of Control	3.64 (.00)	3.69 (.33)
CDS 2: Aspirations	3.44 (.00)	3.53 (.24)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1:Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent

Table 21: TEAC Summary Table

Latin Teaching 2011-2012		
	Fall 2011	Winter 2012
Enculturation for Democracy as assessed by CPAS 5, 6		
CPAS Principle 5: Learning Environment & Management	**No CPAS Scores**	n=2 4.00 (1.41)
CPAS Principle 6: Communication	“	4.50 (.71)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA		
CPAS 1: Content Knowledge	“	4.50 (.71)
CPAS Principle 3: Diversity	“	4.50 (.71)
TWS 1: Contextual Factors	**No TWS Scores**	**No TWS Scores**
TWS 5: Instructional Decision Making	“	“
TWS 6: Analysis of Student Learning	“	“
CDS 3: Diversity	n=1 4.31 (.00)	n=1 4.63 (.00)
Praxis II	Exam: 600	Exam: 600
Passing Score	n=1 710	n=2 690
Mean	710	790.0
St Dev	(.00)	(141.42)
% Passing	100%	100%
Major GPA	n=1 3.39 (.00)	n=2 3.53 (.42)
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1		
CPAS 2: Learning & Development	“	4.00 (1.41)
CPAS 4: Instructional Strategies	“	4.50 (.71)
CPAS 7: Planning	“	5.00 (.00)
CPAS 8: Assessment	“	4.00 (1.41)
TWS 2: Learning Goals and Objectives	“	“
TWS 3: Assessment Plan	“	“
TWS 4: Design for Instruction	“	“
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2		
CPAS 9: Reflective Practitioner	“	5.00 (.00)
CPAS 10: Professionalism and Interpersonal Relationships	“	4.5 (.71)
TWS 7: Reflection and Self-Evaluation	“	
CDS 1: Locus of Control	3.93 (.00)	3.93 (.00)
CDS 2: Aspirations	3.56 (.00)	3.81 (.00)

CPAS scale: 5—Exceptional, 4—no descriptor, 3—Competent, 2—no descriptor, 1—Emerging

TWS Scale: 2: Meets Expectation, 1: Partially Meets Expectation, 0: Not met/missing evidence

CDS Scale: Sections 1 & 2 are a 4 pt scale. Section I: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.

Section II: 4-Always, 3-Usually, 2-Sometimes, 1-Never.

Section III: is a 5 pt scale: 5-Very Competent --- 1-Not Competent



Teacher Education Accreditation Council

Table of Program Options

Option Name (usually these will be licensure areas)	Level (UG, grad, post-bacc)	Number of completers in previous academic year (2010-2011)	Number of students enrolled in current academic year (2011-2012)
Art Education	UG	21	110
Biology Education	UG	16	82
Dance Education	UG	4	55
Dual Elementary and Early Childhood Education	UG	21	*
Early Childhood Education	UG	54	271
Elementary Education	UG	224	1341
English Teaching	UG	29	221
Family & Consumer Sciences	UG	20	200
French Teaching	UG	5	27
German Teaching	UG	1	16
Latin Teaching	UG	0	6
History/Social Science Education	UG	69	328
Math Education	UG	45	284
Music Education	UG	24	84
PE Teacher Education/Coaching	UG	32	117
Physical Sciences (Physics, Physical Science, Earth & Space Science 3, Chemistry)	UG	13	80
School Health Education	UG	25	70
Spanish Teaching	UG	16	46
Special Education (M/M & Severe)	UG	42	104
Technology & Engineering Education	UG	10	92
Theatre & Media Arts Education	UG	13	45

* With the new K-6 EIEd licensure this dual major is no longer offered.