Mission / Purpose
The mission of the Master of Arts in Teaching program for Middle Level Language Arts and Social Studies is aligned with the mission of the GSU Professional Education Faculty, which represents a joint enterprise within an urban research university between the College of Arts and Sciences and the College of Education, working in collaboration with P-16 faculty from diverse metropolitan schools. Grounded in these collaborations, the mission of the TEEMS program in Middle Level Language Arts and Social Studies is to prepare educators (i.e., teachers and other professional school personnel) who are: • informed by research, knowledge and reflective practice; • empowered to serve as change agents; • committed to and respectful of all learners; and • engaged with learners, their families, schools, and local and global communities. Specifically, at the program level, the MAT MLE TEEMS LA/SS program is designed to develop preservice teachers' social studies and language arts content, education knowledge, professional dispositions, and ability to apply said knowledge in contemporary classroom settings to the benefit of a diverse student body at the middle level, grades 4-8.

Goals
**G 1: Unique needs of middle level learners**
The goals for teacher candidates enrolled in the Middle Level Education Language Arts/Social Studies program include the development of students who: 1. Are aware of the unique social and academic needs of diverse adolescent/middle level students; 2. Are knowledgeable of pedagogical content knowledge opportunities in Language Arts and Social Studies content area planning, instruction, and assessment 3. Use of innovative technology 4. Are knowledgeable about learning environments for diverse learners 5. Believe that all students can learn and are advocates for their students 6. Are community-oriented educators 7. Pursue professional development as life-long learners

**G 2: Pedagogical Content Knowledge**
The goals for teacher candidates enrolled in the Middle Level Education Language Arts/Social Studies program include the development of students who: 1. Are aware of the unique social and academic needs of diverse adolescent/middle level students; 2. Are knowledgeable of pedagogical content knowledge opportunities in Language Arts and Social Studies content area planning, instruction, and assessment 3. Use of innovative technology 4. Are knowledgeable about learning environments for diverse learners 5. Believe that all students can learn and are advocates for their students 6. Are community-oriented educators 7. Pursue professional development as life-long learners

**G 3: Innovative technology**
The goals for teacher candidates enrolled in the Middle Level Education Language Arts/Social Studies program include the development of students who: 1. Are aware of the unique social and academic needs of diverse adolescent/middle level students; 2. Are knowledgeable of...
pedagogical content knowledge opportunities in Language Arts and Social Studies content area planning, instruction, and assessment 3. Use of innovative technology 4. Are knowledgeable about learning environments for diverse learners 5. Believe that all students can learn and are advocates for their students 6. Are community-oriented educators 7. Pursue professional development as life-long learners

**G 4: Learning environments for diverse learners**
The goals for teacher candidates enrolled in the Middle Level Education Language Arts/Social Studies program include the development of students who: 1. Are aware of the unique social and academic needs of diverse adolescent/middle level students; 2. Are knowledgeable of pedagogical content knowledge opportunities in Language Arts and Social Studies content area planning, instruction, and assessment 3. Use of innovative technology 4. Are knowledgeable about learning environments for diverse learners 5. Believe that all students can learn and are advocates for their students 6. Are community-oriented educators 7. Pursue professional development as life-long learners

**G 5: Advocates for students**
The goals for teacher candidates enrolled in the Middle Level Education Language Arts/Social Studies program include the development of students who: 1. Are aware of the unique social and academic needs of diverse adolescent/middle level students; 2. Are knowledgeable of pedagogical content knowledge opportunities in Language Arts and Social Studies content area planning, instruction, and assessment 3. Use of innovative technology 4. Are knowledgeable about learning environments for diverse learners 5. Believe that all students can learn and are advocates for their students 6. Are community-oriented educators 7. Pursue professional development as life-long learners

**G 6: Community oriented**
The goals for teacher candidates enrolled in the Middle Level Education Language Arts/Social Studies program include the development of students who: 1. Are aware of the unique social and academic needs of diverse adolescent/middle level students; 2. Are knowledgeable of pedagogical content knowledge opportunities in Language Arts and Social Studies content area planning, instruction, and assessment 3. Use of innovative technology 4. Are knowledgeable about learning environments for diverse learners 5. Believe that all students can learn and are advocates for their students 6. Are community-oriented educators 7. Pursue professional development as life-long learners

**G 7: Pursue professional development**
The goals for teacher candidates enrolled in the Middle Level Education Language Arts/Social Studies program include the development of students who: 1. Are aware of the unique social and academic needs of diverse adolescent/middle level students; 2. Are knowledgeable of pedagogical content knowledge opportunities in Language Arts and Social Studies content area planning, instruction, and assessment 3. Use of innovative technology 4. Are knowledgeable about learning environments for diverse learners 5. Believe that all students can learn and are advocates for their students 6. Are community-oriented educators 7. Pursue professional development as life-long learners

**Student Learning Outcomes/Objectives**

**SLO 1: The Diverse Adolescent Learner (G: 1, 4, 5) (M: 3, 4)**
Possess a strong knowledge base about and demonstrate sensitivity to the social and academic
needs of diverse adolescent/middle level students.

**SLO 2: Pedagogical Content Knowledge (G: 2, 3, 4) (M: 1, 2, 3, 4, 5)**

Demonstrate pedagogical content knowledge in Language Arts and Social Studies with technology integration to create, implement, and assess rigorous, relevant, and engaging student-centered lessons.

**SLO 3: Learning Environment (G: 1, 4, 5) (M: 3, 4)**

Create a productive and responsive learning environment for diverse learners while providing for students with exceptionalities.

**SLO 4: Professional Community Oriented Educator (G: 5, 6, 7) (M: 3, 4, 6)**

Demonstrate a) the belief that all students can learn b) advocacy on behalf of their students and profession, and c) an efficacious attitude as a global and community-oriented educator who continues reflection and individual professional development throughout their career.

**Measures (Key Assessments), Targets, and Findings**

**M 1: GACE II Content Area Exam Language Arts and Social Studies (O: 2)**

Students must have a minimum of 12 credit hours in English coursework and 12 credit hours in Social Studies coursework in addition to advanced content coursework and must pass the GACE II content test in Middle Level Language Arts and Middle Level Social Studies before being recommended for certification.

Source of Evidence: Certification or licensure exam, national or state

**Target for O2: Pedagogical Content Knowledge**

All students enrolled in the Middle Level Language Arts/Social Studies program will pass the GACE II content exams in middle level social studies and language arts.

**Findings 2012-2013 - Target: Met**

Students must have a minimum of 12 credit hours in English coursework and 12 credit hours in Social Studies coursework in addition to advanced content coursework and must pass the GACE II content test in Middle Level Language Arts and Middle Level Social Studies before being recommended for certification. Our students passed the GACE content at 100% this cycle.

**M 2: Content Knowledge Demonstrated in Teaching (O: 2)**

Content Knowledge rubrics in the Midpoint (Practicum) Teaching Evaluation Instrument and the Final Teaching Evaluation Instrument: Data for the key assessment of Content Knowledge are taken from the Practicum Teaching Evaluation Instrument and the Final Student Teaching Evaluation Instrument. The midpoint evaluation takes place prior to clinical practice, at or near the end of the Practicum I (field experience). The final evaluation takes place at or near the end of Practicum II/III (student teaching). For each assessment, students are evaluated on their command of Content Knowledge by their university supervisor, who observes and confers with students and considers feedback from the student's mentor teacher. Candidates are not given specific instructions for this assessment; rather, they demonstrate their content knowledge
through their teaching performance and ongoing conversations with mentor teachers and university supervisors. The Teaching Evaluation rubrics are used twice during each student's program - at the midpoint of the program (before clinical practice) and at the end of the program (at the end of clinical practice). The rubric is aligned with the PEF Conceptual Framework, and the portion of the rubric that is used to assess Content Knowledge addresses the following Conceptual Framework standard: CF 1.2. Data generated from reports of student performance in the area of Content Knowledge are used to evaluate the effectiveness of the program in preparing students who have a strong background in the areas of Middle Level Language Arts and Social Studies.

Source of Evidence: Performance in subsequent schooling feedback

**Target for O2: Pedagogical Content Knowledge**

All students enrolled in the Middle Level Language Arts and Social Studies program will obtain a rating of "Effectively" or "Adequately" on the observation instrument used to assess their pedagogical content knowledge via teaching.

**Findings 2012-2013 - Target: Met**

Data for the key assessment of Content Knowledge are taken from the Practicum Teaching Evaluation Instrument and the Final Student Teaching Evaluation Instrument. The midpoint evaluation takes place prior to clinical practice, at or near the end of the Practicum I (field experience). The final evaluation takes place at or near the end of Practicum II/III (student teaching). For each assessment, students are evaluated on their command of Content Knowledge by their university supervisor, who observes and confers with students and considers feedback from the student's mentor teacher. Candidates are not given specific instructions for this assessment; rather, they demonstrate their content knowledge through their teaching performance and ongoing conversations with mentor teachers and university supervisors. The Teaching Evaluation rubrics are used twice during each student's program - at the midpoint of the program (before clinical practice) and at the end of the program (at the end of clinical practice). The rubric is aligned with the PEF Conceptual Framework, and the portion of the rubric that is used to assess Content Knowledge addresses the following Conceptual Framework standard: CF 1.2. Data generated from reports of student performance in the area of Content Knowledge are used to evaluate the effectiveness of the program in preparing students who have a strong background in the areas of Middle Level Language Arts and Social Studies. MidPoint Assessment: Effectively Demonstrated (4 pts) Adequately Demonstrated (3 pts) Partially Demonstrated (2 pts) Not demonstrated (1 pts) Not Observed or Not Able to Rate (NATR) (0 pts) Mean Mode Stdev Subject Specific Content/Concepts 7 0 0 0 0 4 0 4 Pedagogical (Instructional Methods) 6 0 1 0 0 3.71 4 0.7 Content Connections 4 3 0 0 0 3.57 4 0.4 9 Overall Assessment of Content Knowledge 6 1 0 0 0 3.86 4 0.35 Final Assessment: Effectively Demonstrated (4 pts) Adequately Demonstrated (3 pts) Partially Demonstrated (2 pts) Not demonstrated (1 pts) Not Observed or Not Able to Rate (NATR) (0 pts) Mean Mode Stdev Subject Specific Content/Concepts 10 1 0 0 0 3.91 4 0.29 Pedagogical (Instructional Methods) 10 1 0 0 0 3.91 4 0.29 Content Connections 11 0 0 0 4 4 0 Overall Assessment of Content Knowledge 10 1 0 0 0 3.91 4 0.29

**M 3: Teacher Work Sample: Planning (O: 1, 2, 3, 4)**

The key assessment for planning is contained in the rubrics for the Teacher Work Sample (TWS). Students are evaluated on their ability to plan a four-week unit based on contextual factors of the school setting, appropriate learning goals that they establish based on their knowledge of the context, an assessment plan that addresses the learning goals, and a design for instruction that
includes at least four weeks of lesson plans. The instructions relevant to the assessment for planning are provided for the candidates in the students' course template in the sections for Contextual Factors, Learning Goals, Assessment Plan, and Design for Instruction. (See PDF file for Teacher Work Sample below). Students complete the Teacher Work Sample project during the final semester of their clinical practice. Working with their mentor teacher and their university supervisor, each candidate begins work on the project during the first week of the semester and continues until the unit is complete. The candidate's TWS project is assessed by the university supervisor, who gives feedback to the candidate on areas of strength and areas that need improvement. Students are assessed for Planning with the rubrics for Contextual Factors, Learning Goals, Assessment Plan, and Design for Instruction in the Teacher Work Sample Assessment Instrument.

Source of Evidence: Project, either individual or group

**Target for O1: The Diverse Adolescent Learner**

All students enrolled in the Middle Level Language Arts and Social Studies program will demonstrate strong planning skills by obtaining a rating of "Effectively" or "Adequately" on planning portion of the Teacher Work Sample.

**Findings 2012-2013 - Target: Met**

The key assessment for planning is contained in the rubrics for the Teacher Work Sample (TWS). Students are evaluated on their ability to plan a four-week unit based on contextual factors of the school setting, appropriate learning goals that they establish based on their knowledge of the context, an assessment plan that addresses the learning goals, and a design for instruction that includes at least four weeks of lesson plans. The instructions relevant to the assessment for planning are provided for the candidates in the students' course template in the sections for Contextual Factors, Learning Goals, Assessment Plan, and Design for Instruction. (See PDF file for Teacher Work Sample below). Students complete the Teacher Work Sample project during the final semester of their clinical practice. Working with their mentor teacher and their university supervisor, each candidate begins work on the project during the first week of the semester and continues until the unit is complete. The candidate's TWS project is assessed by the university supervisor, who gives feedback to the candidate on areas of strength and areas that need improvement. Students are assessed for Planning with the rubrics for Contextual Factors, Learning Goals, Assessment Plan, and Design for Instruction in the Teacher Work Sample Assessment Instrument. Contextual Factors: Unacceptable (1 pts) Developing (2 pts) Acceptable (3 pts) Proficient (4 pts) Exemplary (5 pts) Mean Mode Stdev Knowledge of Community, School and Classroom Factors 0 0 0 12 5 0 Knowledge of Characteristics of Students 0 0 12 5 0 Knowledge of Students' Varied Approaches to Learning 0 0 0 5 4.58 0.5 Knowledge of Students' Skills and Prior Learning 0 0 1 11 4.92 0.3 Implications for Instructural Planning and Assessment 0 0 2 10 4.83 0.4

**Target for O2: Pedagogical Content Knowledge**

All students enrolled in the Middle Level Language Arts and Social Studies program will demonstrate strong planning skills by obtaining a rating of "Effectively" or "Adequately" on the rubric assessing PCK in the Teacher Work Sample.

**Findings 2012-2013 - Target: Partially Met**

The key assessment for planning is contained in the rubrics for the Teacher Work Sample
(TWS). Students are evaluated on their ability to plan a four-week unit based on contextual factors of the school setting, appropriate learning goals that they establish based on their knowledge of the context, an assessment plan that addresses the learning goals, and a design for instruction that includes at least four weeks of lesson plans. The instructions relevant to the assessment for planning are provided for the candidates in the students' course template in the sections for Contextual Factors, Learning Goals, Assessment Plan, and Design for Instruction. (See PDF file for Teacher Work Sample below). Students complete the Teacher Work Sample project during the final semester of their clinical practice. Working with their mentor teacher and their university supervisor, each candidate begins work on the project during the first week of the semester and continues until the unit is complete. The candidate's TWS project is assessed by the university supervisor, who gives feedback to the candidate on areas of strength and areas that need improvement. Students are assessed for Planning with the rubrics for Contextual Factors, Learning Goals, Assessment Plan, and Design for Instruction in the Teacher Work Sample Assessment Instrument. Design for Instruction: Unacceptable (1 pts) Developing (2 pts) Acceptable (3 pts) Proficient (4 pts) Exemplary (5 pts) Mean Mode Stdev Alignment With Learning Goals 0 0 0 1 11 4.92 5 0.28 Accurate Respresentation of Content 0 0 0 1 11 4.92 5 0.28 Lesson and Unit Structure 0 0 0 1 11 4.92 5 0.28 Use of a Variety of Instruction, Activities, Assignmnets and Resources 0 0 0 0 12 5 5 0 Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources 0 0 0 2 10 4.83 5 0.37 Use of Technology Element 6 0 0 1 3 8 4.58 5 0.64

**Target for O3: Learning Environment**

All students enrolled in the Middle Level Language Arts and Social Studies program will demonstrate strong planning skills by obtaining a rating of "Effectively" or "Adequately" on the rubric associated with the Teacher Work Sample.

**Findings 2012-2013 - Target: Met**

The key assessment for planning is contained in the rubrics for the Teacher Work Sample (TWS). Students are evaluated on their ability to plan a four-week unit based on contextual factors of the school setting, appropriate learning goals that they establish based on their knowledge of the context, an assessment plan that addresses the learning goals, and a design for instruction that includes at least four weeks of lesson plans. The instructions relevant to the assessment for planning are provided for the candidates in the students' course template in the sections for Contextual Factors, Learning Goals, Assessment Plan, and Design for Instruction. (See PDF file for Teacher Work Sample below). Students complete the Teacher Work Sample project during the final semester of their clinical practice. Working with their mentor teacher and their university supervisor, each candidate begins work on the project during the first week of the semester and continues until the unit is complete. The candidate's TWS project is assessed by the university supervisor, who gives feedback to the candidate on areas of strength and areas that need improvement. Students are assessed for Planning with the rubrics for Contextual Factors, Learning Goals, Assessment Plan, and Design for Instruction in the Teacher Work Sample Assessment Instrument. Learning Goals: Unacceptable (1 pts) Developing (2 pts) Acceptable (3 pts) Proficient (4 pts) Exemplary (5 pts) Mean Mode Stdev Significance, Challenge and Variety 0 0 0 1 13 4.93 5 0.3 Clarity 0 0 0 3 11 4.79 5 0.4 Appropriateness for Students 0 0 0 2 12 4.86 5 0.4 Alignment with Local, State and National Standards 0 0 0 1 13 4.93 5 0.3
**Target for O4: Professional Community Oriented Educator**

All students enrolled in the Middle Level Language Arts and Social Studies program will demonstrate strong planning skills by obtaining a rating of "Effectively" or "Adequately" on the rubric associated with the Teacher Work Sample.

**Findings 2012-2013 - Target: Met**

The key assessment for planning is contained in the rubrics for the Teacher Work Sample (TWS). Students are evaluated on their ability to plan a four-week unit based on contextual factors of the school setting, appropriate learning goals that they establish based on their knowledge of the context, an assessment plan that addresses the learning goals, and a design for instruction that includes at least four weeks of lesson plans. The instructions relevant to the assessment for planning are provided for the candidates in the students' course template in the sections for Contextual Factors, Learning Goals, Assessment Plan, and Design for Instruction. (See PDF file for Teacher Work Sample below). Students complete the Teacher Work Sample project during the final semester of their clinical practice. Working with their mentor teacher and their university supervisor, each candidate begins work on the project during the first week of the semester and continues until the unit is complete. The candidate's TWS project is assessed by the university supervisor, who gives feedback to the candidate on areas of strength and areas that need improvement. Students are assessed for Planning with the rubrics for Contextual Factors, Learning Goals, Assessment Plan, and Design for Instruction in the Teacher Work Sample Assessment Instrument. Unacceptable (1 pts) Developing (2 pts) Acceptable (3 pts) Proficient (4 pts) Exemplary (5 pts) Mean Mode Stdev Knowledge of Community, School and Classroom Factors 0 0 0 12 5 5 5 0 Knowledge of Characteristics of Students 0 0 0 12 5 5 0 Knowledge of Students' Varied Approaches to Learning 0 0 0 5 4.58 5 0.5 Knowledge of Students' Skills and Prior Learning 0 0 0 11 4.92 5 0.3 Implications for Instructional Planning and Assessment 0 0 0 2 10 4.83 5 0.4

**M 4: Clinical Practice (O: 1, 2, 3, 4)**

Candidates are assessed for Clinical Practice with the use of rubrics contained in the Midpoint Teaching Evaluation Instrument (taken prior to students' clinical practice) and the Final Teaching Evaluation Instrument (taken near the end of students' clinical practice). Rubrics in these two instruments are based on the Georgia GSTEP standards and are used to assess students on Standard 2: Knowledge of Students and Learning, Standard 3: Learning Environments, Standard 4: Assessment, Standard 5: Planning and Instruction, and Standard 6: Professionalism. The first key assessment for Clinical Practice is taken at or near the end of Practicum I. The emphasis in Practicum I is to familiarize candidates with the school through immersion in both an elementary and middle school setting. Candidates are encouraged to observe a wide variety of settings within the school and to learn as much as possible about the school context, including classroom culture, policies, procedures, and protocols. Candidates plan and teach a limited number of lessons (5-10). At least three of these lessons are observed by the university supervisor, who uses an observation tool based on the Georgia Framework for Teaching. The university supervisor provides immediate feedback to the candidate after the lesson. Near the end of the Practicum semester, the university supervisor completes the Midpoint (Practicum) Teaching Evaluation Instrument, using knowledge of the candidate's teaching performance gained through formal observations, oral and written feedback from the mentor teacher, and informal conversations and encounters with the candidate. The second assessment for Clinical Practice is done at or near the end of the candidates' semester of student teaching. During this semester, which is typically spent on the same middle school campus, the teacher candidates gradually take on an increasing amount of responsibility until they eventually assume the full role of the...
classroom teacher. During this semester, the candidates are required to teach a minimum of four weeks of lessons during which they plan, teach, reflect upon, and evaluate their praxis. The university supervisor conducts a minimum of three formal observations, providing feedback and support to the teacher candidate. Near the end of the student teaching semester, the university supervisor completes the Final Student Teaching Evaluation Instrument, using knowledge of the student gained through formal observations, oral and written feedback from the mentor teacher, and informal conversations and encounters with the candidate.

Source of Evidence: Performance (recital, exhibit, science project)

**Target for O1: The Diverse Adolescent Learner**

All students enrolled in the Middle Level Language Arts and Social Studies program will demonstrate excellent clinical practice skills by obtaining a rating of "Effectively" or "Adequately" in their field work.

**Findings 2012-2013 - Target: Met**

Candidates are assessed for Clinical Practice with the use of rubrics contained in the Midpoint Teaching Evaluation Instrument (taken prior to students' clinical practice) and the Final Teaching Evaluation Instrument (taken near the end of students' clinical practice). Rubrics in these two instruments are based on the Georgia GSTEP standards and are used to assess students on Standard 2: Knowledge of Students and Learning, Standard 3: Learning Environments, Standard 4: Assessment, Standard 5: Planning and Instruction, and Standard 6: Professionalism. The first key assessment for Clinical Practice is taken at or near the end of Practicum I. The emphasis in Practicum I is to familiarize candidates with the school through immersion in both an elementary and middle school setting. Candidates are encouraged to observe a wide variety of settings within the school and to learn as much as possible about the school context, including classroom culture, policies, procedures, and protocols. Candidates plan and teach a limited number of lessons (5-10). At least three of these lessons are observed by the university supervisor, who uses an observation tool based on the Georgia Framework for Teaching. The university supervisor provides immediate feedback to the candidate after the lesson. Near the end of the Practicum semester, the university supervisor completes the Midpoint (Practicum) Teaching Evaluation Instrument, using knowledge of the candidate's teaching performance gained through formal observations, oral and written feedback from the mentor teacher, and informal conversations and encounters with the candidate. The second assessment for Clinical Practice is done at or near the end of the candidates' semester of student teaching. During this semester, which is typically spent on the same middle school campus, the teacher candidates gradually take on an increasing amount of responsibility until they eventually assume the full role of the classroom teacher. During this semester, the candidates are required to teach a minimum of four weeks of lessons during which they plan, teach, reflect upon, and evaluate their praxis. The university supervisor conducts a minimum of three formal observations, providing feedback and support to the teacher candidate. Near the end of the student teaching semester, the university supervisor completes the Final Student Teaching Evaluation Instrument, using knowledge of the student gained through formal observations, oral and written feedback from the mentor teacher, and informal conversations and encounters with the candidate.

**MidPoint Assessment: Effectively Demonstrated (4 pts) Adequately Demonstrated (3 pts) Partially Demonstrated (2 pts) Not Demonstrated (1 pts) Not Able to Rate (NATR) (0 pts)**

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**Final Assessment**

Effectively Demonstrated (4 pts) Adequately Demonstrated (3 pts) Partially Demonstrated (2 pts) Not Demonstrated (1 pts) Not Able to Rate (NATR) (0 pts) Mean Mode Stdev Students’ Development 5 2 0 0 0 3.71 4 0.45 Final Assessment Effectively Demonstrated (4 pts) Adequately Demonstrated (3 pts) Partially Demonstrated (2 pts) Not Demonstrated (1 pts) Not Able to Rate (NATR) (0 pts) Mean Mode Stdev Students’ Development 10 1 0 0 0 3.91 4 0.3
Target for **O2: Pedagogical Content Knowledge**

All students enrolled in the Middle Level Language Arts and Social Studies program will demonstrate excellent clinical practice skills by obtaining a rating of "Effectively" or "Adequately" on the observation instrument associated with the students' field work.

**Findings 2012-2013 - Target: **Met

Candidates are assessed for Clinical Practice with the use of rubrics contained in the Midpoint Teaching Evaluation Instrument (taken prior to students' clinical practice) and the Final Teaching Evaluation Instrument (taken near the end of students' clinical practice). Rubrics in these two instruments are based on the Georgia GSTEP standards and are used to assess students on Standard 2: Knowledge of Students and Learning, Standard 3: Learning Environments, Standard 4: Assessment, Standard 5: Planning and Instruction, and Standard 6: Professionalism. The first key assessment for Clinical Practice is taken at or near the end of Practicum I. The emphasis in Practicum I is to familiarize candidates with the school through immersion in both an elementary and middle school setting. Candidates are encouraged to observe a wide variety of settings within the school and to learn as much as possible about the school context, including classroom culture, policies, procedures, and protocols. Candidates plan and teach a limited number of lessons (5-10). At least three of these lessons are observed by the university supervisor, who uses an observation tool based on the Georgia Framework for Teaching. The university supervisor provides immediate feedback to the candidate after the lesson. Near the end of the Practicum semester, the university supervisor completes the Midpoint (Practicum) Teaching Evaluation Instrument, using knowledge of the candidate's teaching performance gained through formal observations, oral and written feedback from the mentor teacher, and informal conversations and encounters with the candidate. The second assessment for Clinical Practice is done at or near the end of the candidates' semester of student teaching. During this semester, which is typically spent on the same middle school campus, the teacher candidates gradually take on an increasing amount of responsibility until they eventually assume the full role of the classroom teacher. During this semester, the candidates are required to teach a minimum of four weeks of lessons during which they plan, teach, reflect upon, and evaluate their praxis. The university supervisor conducts a minimum of three formal observations, providing feedback and support to the teacher candidate. Near the end of the student teaching semester, the university supervisor completes the Final Student Teaching Evaluation Instrument, using knowledge of the student gained through formal observations, oral and written feedback from the mentor teacher, and informal conversations and encounters with the candidate.

**MidPoint Assessment: Effectively Demonstrated (4 pts) Adequately Demonstrated (3 pts) Partially Demonstrated (2 pts) Not Demonstrated (1 pts) Not Able to Rate (NATR) (0 pts)**

- Mean Mode Stdev
  - Lesson Plan & Instruction: 6 1 0 0 0 3.86 4 0.35
  - Instructional Strategies: 6 1 0 0 0 3.86 4 0.35
  - Monitoring and Adjustments: 7 0 0 0 4 4 0
  - Resources & Technology: 7 0 0 0 4 4 0
  - Overall Assessment of Planning and Instruction: 7 0 0 0 4 4 0

**Final Assessment: Effectively Demonstrated (4 pts) Adequately Demonstrated (3 pts) Partially Demonstrated (2 pts) Not Demonstrated (1 pts) Not Able to Rate (NATR) (0 pts)**

- Mean Mode Stdev
  - Lesson Plan & Instruction: 10 1 0 0 0 3.91 4 0.29
  - Instructional Strategies: 10 1 0 0 0 3.91 4 0.29
  - Monitoring and Adjustments: 9 2 0 0 0 3.82 4 0.39
  - Resources & Technology: 10 1 0 0 0 3.91 4 0.29
  - Overall Assessment of Planning and Instruction: 9 2 0 0 0 3.82 4 0.39

**Target for **O3: Learning Environment**

All students enrolled in the Middle Level Language Arts and Social Studies program will
demonstrate excellent clinical practice skills by obtaining a rating of "Effectively" or "Adequately" on the observation instrument associated with the students' field work.

**Findings 2012-2013 - Target: Met**

Candidates are assessed for Clinical Practice with the use of rubrics contained in the Midpoint Teaching Evaluation Instrument (taken prior to students' clinical practice) and the Final Teaching Evaluation Instrument (taken near the end of students' clinical practice). Rubrics in these two instruments are based on the Georgia GSTEP standards and are used to assess students on Standard 2: Knowledge of Students and Learning, Standard 3: Learning Environments, Standard 4: Assessment, Standard 5: Planning and Instruction, and Standard 6: Professionalism. The first key assessment for Clinical Practice is taken at or near the end of Practicum I. The emphasis in Practicum I is to familiarize candidates with the school through immersion in both an elementary and middle school setting. Candidates are encouraged to observe a wide variety of settings within the school and to learn as much as possible about the school context, including classroom culture, policies, procedures, and protocols. Candidates plan and teach a limited number of lessons (5-10). At least three of these lessons are observed by the university supervisor, who uses an observation tool based on the Georgia Framework for Teaching. The university supervisor provides immediate feedback to the candidate after the lesson. Near the end of the Practicum semester, the university supervisor completes the Midpoint (Practicum) Teaching Evaluation Instrument, using knowledge of the candidate's teaching performance gained through formal observations, oral and written feedback from the mentor teacher, and informal conversations and encounters with the candidate. The second assessment for Clinical Practice is done at or near the end of the candidates' semester of student teaching. During this semester, which is typically spent on the same middle school campus, the teacher candidates gradually take on an increasing amount of responsibility until they eventually assume the full role of the classroom teacher. During this semester, the candidates are required to teach a minimum of four weeks of lessons during which they plan, teach, reflect upon, and evaluate their praxis. The university supervisor conducts a minimum of three formal observations, providing feedback and support to the teacher candidate. Near the end of the student teaching semester, the university supervisor completes the Final Student Teaching Evaluation Instrument, using knowledge of the student gained through formal observations, oral and written feedback from the mentor teacher, and informal conversations and encounters with the candidate.

**MidPoint Assessment**

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**Overall Assessment Score for Learning Environments**

6 1 0 0 0 3.86 4 0.4

**Final Assessment:**

Effectively Demonstrated (4 pts) Adequately Demonstrated (3 pts) Partially Demonstrated (2 pts) Not Demonstrated (1 pts) Not Able to Rate (0 pts)

**Target for O4: Professional Community Oriented Educator**

All students enrolled in the Middle Level Language Arts and Social Studies program will demonstrate excellent clinical practice skills by obtaining a rating of "Effectively" or "Adequately" on the observation instrument associated with the students' field work in professionalism.
Findings 2012-2013 - Target: Partially Met

Candidates are assessed for Clinical Practice with the use of rubrics contained in the Midpoint Teaching Evaluation Instrument (taken prior to students' clinical practice) and the Final Teaching Evaluation Instrument (taken near the end of students' clinical practice). Rubrics in these two instruments are based on the Georgia GSTEP standards and are used to assess students on Standard 2: Knowledge of Students and Learning, Standard 3: Learning Environments, Standard 4: Assessment, Standard 5: Planning and Instruction, and Standard 6: Professionalism. The first key assessment for Clinical Practice is taken at or near the end of Practicum I. The emphasis in Practicum I is to familiarize candidates with the school through immersion in both an elementary and middle school setting. Candidates are encouraged to observe a wide variety of settings within the school and to learn as much as possible about the school context, including classroom culture, policies, procedures, and protocols. Candidates plan and teach a limited number of lessons (5-10). At least three of these lessons are observed by the university supervisor, who uses an observation tool based on the Georgia Framework for Teaching. The university supervisor provides immediate feedback to the candidate after the lesson. Near the end of the Practicum semester, the university supervisor completes the Midpoint (Practicum) Teaching Evaluation Instrument, using knowledge of the candidate's teaching performance gained through formal observations, oral and written feedback from the mentor teacher, and informal conversations and encounters with the candidate. The second assessment for Clinical Practice is done at or near the end of the candidates' semester of student teaching. During this semester, which is typically spent on the same middle school campus, the teacher candidates gradually take on an increasing amount of responsibility until they eventually assume the full role of the classroom teacher. During this semester, the candidates are required to teach a minimum of four weeks of lessons during which they plan, teach, reflect upon, and evaluate their praxis. The university supervisor conducts a minimum of three formal observations, providing feedback and support to the teacher candidate. Near the end of the student teaching semester, the university supervisor completes the Final Student Teaching Evaluation Instrument, using knowledge of the student gained through formal observations, oral and written feedback from the mentor teacher, and informal conversations and encounters with the candidate. MidPoint Assessment on Professionalism Effectively Demonstrated (4 pts) Adequately Demonstrated (3 pts) Partially Demonstrated (2 pts) Not Demonstrated (1 pts) Not Able to Rate (NATR (0 pts) Mean Mode Stdev Reflection and Growth 7 0 0 0 4 4 0 Analysis of educational policies and/or practices that affect learners in metropolitan contexts. 7 0 0 0 4 4 0 Overall Assessment of Professionalism 7 0 0 0 4 4 0 Final Assessment: Effectively Demonstrated (4 pts) Adequately Demonstrated (3 pts) Partially Demonstrated (2 pts) Not Demonstrated (1 pts) Not Able to Rate (NATR (0 pts) Mean Mode Stdev Reflection and Growth 10 1 0 0 3.91 4 0.3 Analysis of educational policies and/or practices that affect learners in metropolitan contexts. 11 0 0 0 4 4 0 Overall Assessment of Professionalism 8 2 1 0 0 3.64 4 0.6

M 5: Effects on Student Learning (O: 2)

The key assessment for Effects on Student Learning is contained in the rubrics for the Teacher Work Sample. Students are evaluated on their ability to analyze the results of their work with students of a four-week unit that they teach during the semester of student teaching. A key component of the Teacher Work Sample project is the design and implementation of an assessment plan, which includes a pre-test and a post-test as a part of the teaching unit. The instructions relevant to the assessment for Effects on Student Learning are provided for the candidates in the students' course template in the sections for Analysis of Student Learning and
Reflection and Self-Evaluation (See PDF file for Teacher Work Sample attached below). Students complete the Teacher Work Sample project during the semester of their clinical practice. Working with their mentor teacher and their university supervisor, each candidate begins work on the project during the first week of the semester and continues until the unit is complete. The candidate's TWS project is assessed by the university supervisor, who gives feedback to the candidate on areas of strength and areas that need improvement. Students are assessed for Effects on Student Learning with the rubrics for Analysis of Student Learning and Reflection and Self-Evaluation in the Teacher Work Sample Assessment Instrument.

Source of Evidence: Project, either individual or group

**Target for O2: Pedagogical Content Knowledge**

All students enrolled in the Middle Level Language Arts and Social Studies program will demonstrate significant and impactful effects on student learning by obtaining a rating of "Exemplary" or "Proficient" on the rubric associated with the Teacher Work Sample.

**Findings 2012-2013 - Target: Partially Met**

The key assessment for Effects on Student Learning is contained in the rubrics for the Teacher Work Sample. Students are evaluated on their ability to analyze the results of their work with students of a four-week unit that they teach during the semester of student teaching. A key component of the Teacher Work Sample project is the design and implementation of an assessment plan, which includes a pre-test and a post-test as a part of the teaching unit. The instructions relevant to the assessment for Effects on Student Learning are provided for the candidates in the students' course template in the sections for Analysis of Student Learning and Reflection and Self-Evaluation (See PDF file for Teacher Work Sample attached below). Students complete the Teacher Work Sample project during the semester of their clinical practice. Working with their mentor teacher and their university supervisor, each candidate begins work on the project during the first week of the semester and continues until the unit is complete. The candidate's TWS project is assessed by the university supervisor, who gives feedback to the candidate on areas of strength and areas that need improvement. Students are assessed for Effects on Student Learning with the rubrics for Analysis of Student Learning and Reflection and Self-Evaluation in the Teacher Work Sample Assessment Instrument. Unacceptable (1 pts) Developing (2 pts) Acceptable (3 pts) Proficient (4 pts) Exemplary (5 pts) Mean Mode Stdev Clarity and Accuracy of Report 0 0 1 2 8 4.64 5 0.6 Alignment with Learning Goals 0 0 0 1 10 4.91 5 0.3 Interpretation of Data 0 0 0 0 5 4.45 4 0.5 Evidence of Impact on Students' Learning 0 0 0 11 5 5 0

**M 6: Professional Dispositions (O: 4)**

The assessment for Dispositions is entitled "Dispositions of Effective Education Professionals" and is used in all programs in the Professional Education Unit. Students are not required to submit specific assignments for this assessment. Each program in the unit administers the assessment at approximately midpoint and end of program. For Middle Level Language Arts and Social Studies TEEMS programs, the Dispositions assessment is completed by the university supervisor at the end of Practicum I and at the end of student teaching.

Source of Evidence: Academic indirect indicator of learning - other

**Target for O4: Professional Community Oriented Educator**

All students enrolled in the Middle Level Language Arts and Social Studies program will demonstrate high levels of professionalism by obtaining a rating of "Exceptional" or
"Acceptable" on the assessment of students' professional dispositions.

**Findings 2012-2013 - Target: Met**

The assessment for Dispositions is entitled "Dispositions of Effective Education Professionals" and is used in all programs in the Professional Education Unit. Students are not required to submit specific assignments for this assessment. Each program in the unit administers the assessment at approximately midpoint and end of program. For Middle Level Language Arts and Social Studies TEEMS programs, the Dispositions assessment is completed by the university supervisor at the end of Practicum I and at the end of student teaching. Students are assessed on items ranging from punctuality to professional communication and attitude towards students. MidPoint Assessment: Exceptional (4 pts) Acceptable (3 pts) Marginal (2 pts) Unacceptable (1 pts) Mean Mode Stdev EMPATHY: Sees and accepts others' points of view; bases communication on learners' point of view; believes in establishing rapport with learner; respects perspective of the learner 7 0 0 4 0 4 0 POSITIVE VIEW OF OTHERS: Believes in the worth, ability and potential of others; trusts learners' capacity for change; believes others can and will rather than can't or won't 7 0 0 4 0 4 0 POSITIVE VIEW OF SELF: Believes in the worth, ability and potential of self; possesses a fundamentally positive sense of self-adequacy, capability and dependability; has positive expectations of self 7 0 0 4 0 4 0 AUTHENTICITY: Able to be open and genuine; self-discloses and melds personal uniqueness with culturally responsive interactions; does not feel one must play a role to be effective 7 0 0 4 0 4 0 MEANINGFUL PURPOSE AND VISION: Focused on the long range; is visionary and reflective as a professional; commits to growth for all learners; cares about what is really important 5 6 0 0 3 4 5 3 0 5

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Improve Pedagogical Content Knowledge**

The majority of our students demonstrated effective and/or adequate pedagogical content connections, however at least one student fell below the acceptable target level. Faculty will assess the program via a scheduled program analysis in the Fall of 2013 to assess the presence/strength of pedagogical content knowledge and connections and determine if further curriculum needs to be developed in order to promote PCK and connections within the program coursework. Student performance indicators are strong, however, program coordinators and faculty can continue to focus and provide opportunity for students to improve their pedagogical
content knowledge - which is in many ways the core of teaching. Integrative technology, content knowledge, and pedagogical strategies play a critical role in this area.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Relationships (Measure (Key Assessment) | Outcome/Objective):
- **Measure (Key Assessment):** Clinical Practice | **Outcome/Objective:** Pedagogical Content Knowledge
- **Measure (Key Assessment):** Content Knowledge Demonstrated in Teaching | **Outcome/Objective:** Pedagogical Content Knowledge
- **Measure (Key Assessment):** Effects on Student Learning | **Outcome/Objective:** Pedagogical Content Knowledge
- **Measure (Key Assessment):** GACE II Content Area Exam Language Arts and Social Studies | **Outcome/Objective:** Pedagogical Content Knowledge
- **Measure (Key Assessment):** Teacher Work Sample: Planning | **Outcome/Objective:** Pedagogical Content Knowledge

Implementation Description: Faculty will concentrate added emphasis specifically in the methodology courses.

Responsible Person/Group: Program Coordinator - Faculty

**Professionalism**
Faculty and students working together can improve the preservice teachers' professional dispositions and habits. Providing assistance with communication skills, time management, materials management and other logistics issues will give students' opportunities to improve their professional performance.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Relationships (Measure (Key Assessment) | Outcome/Objective):
- **Measure (Key Assessment):** Clinical Practice | **Outcome/Objective:** Professional Community Oriented Educator
- **Measure (Key Assessment):** Professional Dispositions | **Outcome/Objective:** Professional Community Oriented Educator

Implementation Description: Students will be given support in methodology classes via improved communications lessons, case study investigations, etc. to provide models and other tools for students to increase their performance on this standard.

Responsible Person/Group: Program Faculty
Additional Resources: n/a

**Analysis Questions and Analysis Answers**

**CTW Reflection 1:** Achievements - What were the major CTW accomplishments in your program for this academic year? How do these relate to the Action Plans that you specified last year?
N/A

**CTW Reflection 2:** Assessment - What, if any, improvement in critical thinking among students have you been able to discern in a given class and/or over
CTW Reflection 3: Needs - What areas of CTW in your program still need development? What aspects of the implementation of CTW have been problematic? What assistance might you need to address those areas?

N/A

CTW Reflection 4: Overall Reflection - What have been the primary changes or impact of CTW on your academic program, and on the students and faculty involved in this initiative? What changes has your department made to the CTW initiative since last year's CTW Assessment Report?

N/A

**ACADEMIC PROGRAM QUESTION 1:**

What changes in the assessment process has your degree program made since last year's assessment report? (e.g. revised learning outcomes, measures, targets, etc.) Why were these changes made? What changes and improvements in the assessment process will you make in the coming academic year?

Our program faculty have found that the assessment process is adequate to serve our needs of data analysis and program change. As such, we continue to analyze the data available and make changes based on student performance. I have updated this report in light of feedback from the assessment committee. In the upcoming year, we will respond to mandates from assessment agencies and internal processes that demand change to improve student performance, implement changes based on current trends and research, and innovate our program to benefit both our students and students in the K-12 setting that we serve.

**ACADEMIC PROGRAM QUESTION 2:** What is the impact of the data obtained from assessment findings on your educational degree program? What changes and improvements to your educational program will be made based on this year's assessment data? (e.g., revised curriculum, courses, sequence, etc.) If changes to curriculum or courses are made for other reasons, please explain.

We continue to improve our access and use of innovative and integrated technology as well as seek ways to strengthen content knowledge and assessment processes.