

DIVISION OF EDUCATION

PROGRAM REVIEW

Program Description

Originating as a teacher training institution, COM-FSM, through the Division of Education continues the task of bettering education in Micronesia. Programs are carefully designed to equip students with the necessary knowledge and skills to meet the challenges of teaching effectively in a culturally relevant manner. At present the college offers an Associate of Arts in Pre-Teacher Preparation -- Elementary and a Third-year Certificate of Achievement in Teacher Preparation – Elementary. The name of the AA program was changed from AA in Teacher Preparation – Elementary to AA in Pre-Teacher Preparation – Elementary to more accurately reflect the focus of this program. The AA-level program provides students with courses rich in content, theoretical foundations and an introduction to the teaching profession, while the Third-year program provides pre-service and in-service students with practical and methods courses to prepare them to meet the needs of students in the elementary classrooms in the FSM.

Through a collaborative effort, the University of Guam offers the Partnership BA in Elementary Education at the National Campus making it possible for students to earn the UOG bachelor’s degree without leaving the FSM. The education associate degree and the third-year certificate program have been articulated to meet the requirements of the bachelor’s degree.

Associate of Arts in Pre-Teacher Preparation -- Elementary

Program Learning Outcomes:

Students completing the AA degree program in Pre-Teacher Preparation-Elementary will be expected to demonstrate the following competencies:

1. Demonstrate basic knowledge of the foundations and concepts related to elementary education.
2. Demonstrate familiarity with a variety of instructional strategies for elementary school students.
3. Demonstrate basic knowledge in the following areas: art, communication, humanities, language, literature, math, science and social sciences.

Program Course Matrix

| Courses | Outcome 1 | Outcomes 2 | Outcomes 3 |
|-------------------------------|-----------|------------|------------|
| AR 101 | | | I |
| ED 210a | I | D,M | |
| ED 215 | I,D | | |
| ED/PY 201 | I,D | | |
| EN 200 | | | I |
| EN 208 | | | I |
| EN/CO 205 | | I | I,D |
| ED292 | I | I,D | I,D |
| MS/ED 210 | I | | |
| Science w/lab | I | | I |
| SS 120 | | | I |
| SS 125 or SS 170 or SS 171 | | | I |
| SS/PY 101 | I | | I |

The core courses for the AA degree in Teacher Preparation-Elementary cover different parts of the PLO content. The parts of the PLO content is introduced (**I**), developed (**D**) and Mastered (**M**) in different courses throughout the degree program.

Program Admission Requirements:

Admissions to the AA degree in Teacher Preparation is per the COM-FSM admissions policy as stated in the catalog.

Third-year Certificate of Achievement in Teacher Preparation – Elementary Program Learning Outcomes:

Students completing the Third-year Certificate of Achievement in Teacher Preparation-Elementary will be expected to demonstrate the following competencies:

1. Demonstrate comprehension and application of the FSM elementary school curriculum standards.
2. Apply a variety of teaching approaches to meet learning needs of FSM elementary school students.
3. Assess and evaluate learning of the elementary student at both the formative and summative levels.
4. Organize and manage an elementary classroom environment for learning.
5. Demonstrate comprehension and application of learning theories and principles, human development, language development, educational foundations, socio cultural issues, technology and strategies for teaching students with special needs.
6. Demonstrate professionalism.

Program Course Matrix

| Courses | Outcome 1 | Outcomes 2 | Outcomes 3 | Outcome 4 | Outcome 5 | Outcome 6 |
|-----------|-----------|------------|------------|-----------|-----------|-----------|
| ED/PY 300 | I | I | I | I | D,M | D |
| ED 301a | I | I | | I,D | D | D |
| ED 301b | I | D | I,D | | D | |
| ED 302 | D | D | I,D | D | D | D |
| ED 303 | D | D | I,D | D | D | D |
| ED 304 | D | D | I,D | D | D | D |
| ED 305 | | D | | | D | D |
| ED 330 | | D | I | D | D | D |
| ED 338 | D | D | | D | D | D |
| ED 392 | D,M | D,M | D,M | D,M | D,M | D,M |

I = Introduced, **D** = developed and practiced with feedback, **M** = demonstrated at the mastery level appropriate for graduation

Program Admissions Requirements:

The admission policy for the Third-Year CA in Teacher Preparation-Elementary was modified in the spring of 2011 to read as follows:

Admission Application Deadlines: Applications for admission to the third-year certificate program, along with entrance essays, must be submitted at least two weeks (10 working days) prior to the start date of an early registration period.

Full Admission: *A student will be admitted with full status if he/she*

- 1. possesses an associate degree in education*
- 2. has earned a CumGPA of 2.75 or above*
- 3. has a score of at least 20 on the entrance essay with no individual score below a three*

(3)

Note: *Entrance essay is scored based on the COMET Rubric.*

Probationary Status: *A student with the education associate degree may be admitted on probation if he/she*

- 1. has a minimum CumGPA of 2.5 and*
 - 2. has a minimum score of 15 on the entrance essay with no individual score below a three*
- (3)*

A student is required to take EN 220 Writing for Teachers if he/she has a score of 15-19 on the entrance essay or individual score of three (3) in Syntax and /or Vocabulary.

Pre-requisite Courses: *Students who enter the program without having completed ED 210a, ED 215, and/or ED/PY 201 need to complete these courses with a grade of 'C' or better during the first semester of the program.*

Removal from Probationary Status:

The student may be removed from Probationary Status after the first semester of the third-year program if the student

- 1. successfully passes EN 220 Writing for Teachers and*
- 2. Earns a semester GPA of at least 2.75 (with no grade lower than a C) with a minimum of 15 credits.*

Should a student begin the program in the summer when 15 credit hours are impossible to attain, the same stipulation as above applies for the summer and fall semester combined (or the first two semesters in any combination) even if the course load in the respective semesters exceeds 15 credit hours.

A three member subcommittee will represent the Division to review third-year applications along with the representatives from Admissions Board and RAR.

There were several significant policy changes in the revised admission policy. Students are now required to have completed an AA or AS in education, excluding early childhood. Previously, students were admitted with a degree in any field. Deadlines have been established for applications. Also, clearer requirements for probationary status have been established including how to move to full admission status.

“Shelved” Programs

During the 2009 to 2011 period, the early childhood, related services, and special education programs have been “shelved” due to lack of enrollment. It should be noted that these programs can be “unshelved” should a need for one or more programs becomes evident and funding becomes available.

Discontinuation of AA in Teacher Education Program/Extension of Third-year in Teacher Preparation Program

A letter proposing a change to the name *Associate of Arts in Teacher Preparation* program to *Associate of Arts in Pre-Teacher Preparation* was transmitted to the Vice President of Instructional Affairs on October 12, 2010. The name AA in Teacher Preparation has been misleading to the departments of education, assuming that students graduating from the program are ready to be in the work force. The Curriculum Committee acted on the proposal during its January 17, 2011 meeting and was approved by the president on March 17, 2011.

Faculty/Staff

The COM-FSM Division of Education has seven (7) full-time faculty, one (1) Coordinator for the UOG/COM-FSM BA Partnership Program, one (1) Peace Corps faculty, one (1) Computer Lab Assistant (on special contract), and one (1) clerk. As of this writing, the art instructor position is vacant.

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The Art Person

Health Indicators

Program Enrollment

| Programs | Fall 2010 | Spring 2011 | Total |
|---------------------------------|--------------|----------------|------------|
| AS in Early Childhood Education | 4 | 3 | 7 |
| LA/Education | 0 | 1 | 1 |
| AA in Teacher Preparation | 350 | 367 | 717 |
| AS in Teacher Ed. Elementary | 350 | 95 | 445 |
| Third-year Teacher Preparation | 84 | 74 | 158 |
| Total Enrollment | 438 | 445 | 883 |

Note: Enrollment data for summer is not available at OAR or IRPO.

Graduation Outcome

| Programs | Fall Semester, 2010 | | |
|---------------------------------|---------------------|-----------|----------------|
| | Enrollment | Graduates | Graduates % |
| AS in Early Childhood Education | 4 | 0 | 0% |
| LA/Education | 0 | 0 | 0% |
| AA in Teacher Preparation | 350 | 8 | 2% |
| AS in Teacher Ed. Elementary | 144 | 23 | 16% |
| Third-year Teacher Preparation | 84 | 7 | 8% |
| Total | 578 | 38 | 6% |

| Programs | Spring Semester, 2011 | | |
|---------------------------------|-----------------------|-----------|----------------|
| | Enrollment | Graduates | Graduates % |
| AS in Early Childhood Education | 3 | 0 | 0% |
| LA/Education | 1 | 0 | 0% |
| AA in Teacher Preparation | 367 | 8 | 2% |
| AS in Teacher Ed. Elementary | 95 | 26 | 27% |
| Third-year Teacher Preparation | 74 | 11 | 15% |
| Total | 540 | 45 | 8% |

Average Class Size

| Overall Enrollment by Course | | Overall No. of Sections Offered | | Overall Average Class Size | |
|------------------------------|-------------|---------------------------------|-------------|----------------------------|-------------|
| Fall 2010 | Spring 2011 | Fall 2010 | Spring 2011 | Fall 2010 | Spring 2011 |
| 335 | 329 | 19 | 19 | 17.63 | 17.31 |

Seat Cost (SY2010-11)

| Division | Student seats | Credits | Obsolete cost data | Credits per seat | Seat cost |
|-----------|------------------|---------|-----------------------|---------------------|-----------|
| Education | 718 | 2,154 | \$226,170.00 | 3 | \$105.00 |

Course Completion Rate (Pass/Fail)

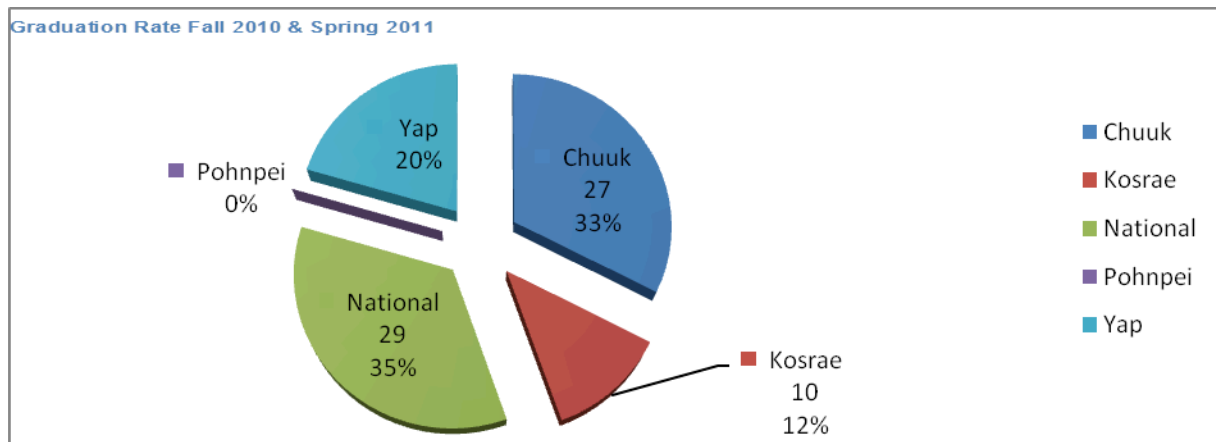
| Fall 2010 | | | | | | | | | | | | | |
|------------------|----------|----|----|----|---|---|---|---|-------|-----------|------|-------|-------|
| Course | Campus | A | B | C | D | F | W | I | Total | Pass (≥D) | Fail | Pass% | Fail% |
| AR 101 | National | 4 | 4 | 6 | 3 | 1 | 0 | 0 | 18 | 17 | 1 | 94% | 6% |
| ED 210a | National | 2 | 19 | 8 | 6 | 0 | 0 | 0 | 35 | 35 | 0 | 100% | 0% |
| ED 215 | National | 5 | 7 | 9 | 1 | 4 | 0 | 0 | 26 | 22 | 4 | 85% | 15% |
| ED/PY 201 | National | 1 | 8 | 6 | 7 | 5 | 0 | 0 | 27 | 22 | 5 | 81% | 19% |
| ED292 | National | 12 | 8 | 8 | 0 | 0 | 0 | 0 | 28 | 28 | 0 | 100% | 0% |
| MS/ED 210 | National | 1 | 11 | 10 | 0 | 2 | 0 | 0 | 24 | 22 | 2 | 92% | 8% |
| ED/PY 300 | National | 5 | 10 | 0 | 2 | 0 | 0 | 0 | 17 | 17 | 0 | 100% | 0% |
| ED 301a | National | 7 | 14 | 1 | 0 | 1 | 0 | 0 | 23 | 23 | 0 | 100% | 0% |
| ED 301b | National | 12 | 5 | 0 | 0 | 1 | 0 | 1 | 19 | 18 | 1 | 95% | 5% |
| ED 302 | National | 12 | 5 | 4 | 0 | 1 | 0 | 0 | 22 | 22 | 0 | 100% | 0% |
| ED 303 | National | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 20 | 20 | 0 | 100% | 0% |
| ED 304 | National | 9 | 7 | 1 | 0 | 0 | 0 | 0 | 17 | 17 | 0 | 100% | 0% |
| ED 305 | National | 1 | 13 | 3 | 0 | 0 | 0 | 0 | 17 | 17 | 0 | 100% | 0% |
| ED 330 | National | 7 | 10 | 1 | 0 | 1 | 0 | 0 | 19 | 18 | 1 | 95% | 5% |
| ED 338 | National | 2 | 1 | 8 | 1 | 2 | 0 | 0 | 14 | 12 | 2 | 86% | 14% |
| ED 392 | National | 6 | 2 | 1 | 0 | 0 | 0 | 0 | 9 | 9 | 0 | 100% | 0% |
| Total: | | | | | | | | | 335 | 319 | 16 | 95% | 5% |

| Spring 2011 | | | | | | | | | | | | | |
|--------------------|----------|----|----|----|---|---|---|---|-------|-----------|------|-------|-------|
| Course | Campus | A | B | C | D | F | W | I | Total | Pass (≥D) | Fail | Pass% | Fail% |
| ED 210a | National | 10 | 7 | 5 | 3 | 1 | 0 | 0 | 26 | 25 | 1 | 96% | 4% |
| ED 215 | National | 3 | 5 | 11 | 3 | 2 | 0 | 0 | 24 | 22 | 2 | 92% | 8% |
| ED/PY 201 | National | 1 | 7 | 12 | 3 | 1 | 0 | 0 | 24 | 23 | 1 | 96% | 4% |
| ED292 | National | 13 | 15 | 4 | 2 | 0 | 0 | 2 | 36 | 34 | 2 | 94% | 6% |
| MS/ED 210 | National | 6 | 10 | 11 | 0 | 0 | 0 | 0 | 27 | 27 | 0 | 100% | 0% |
| ED/PY 300 | National | 0 | 3 | 2 | 4 | 2 | 0 | 0 | 11 | 9 | 2 | 82% | 18% |
| ED 301a | National | 7 | 9 | 2 | 2 | 0 | 0 | 0 | 20 | 20 | 0 | 100% | 0% |
| ED 301b | National | 11 | 4 | 1 | 0 | 1 | 0 | 0 | 17 | 16 | 1 | 94% | 6% |
| ED 302 | National | 6 | 6 | 5 | 2 | 2 | 0 | 0 | 21 | 19 | 2 | 90% | 10% |
| ED 303 | National | 14 | 7 | 1 | 1 | 0 | 0 | 0 | 23 | 23 | 0 | 100% | 0% |
| ED 304 | National | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 12 | 12 | 0 | 100% | 0% |
| ED 305 | National | 10 | 7 | 0 | 0 | 0 | 0 | 0 | 17 | 17 | 0 | 100% | 0% |
| ED 330 | National | 11 | 12 | 1 | 1 | 1 | 0 | 0 | 26 | 25 | 1 | 96% | 4% |
| ED 338 | National | 3 | 7 | 6 | 3 | 0 | 0 | 0 | 19 | 19 | 0 | 100% | 0% |
| ED 392 | National | 11 | 10 | 5 | 0 | 0 | 0 | 0 | 26 | 26 | 0 | 100% | 0% |
| Total: | | | | | | | | | 329 | 317 | 12 | 96% | 4% |

Students' Satisfaction Rate

The table below summarizes the number of graduates per campus since fall 2010. Most of the graduates with an Associate degree continue their enrollment in the Third-Year Certificate of Achievement program while those who graduate from the Third-year Certificate of Achievement in Teacher Preparation-Elementary program continue enrollment in the Partnership BA in

Elementary Education program offered at the National Campus. Since spring 2009 to spring 2011 semester, thirty-eight (38) students have graduated from the Partnership program. Currently, a total of seventeen (17) students are enrolled in the program.



Graduate by Program

| Program | No. of Graduates |
|---------------------------------|------------------|
| AS in Early Childhood Education | 0 |
| LA/Education | 0 |
| AA in Teacher Preparation | 16 |
| AS in Teacher Ed. Elementary | 49 |
| Third-year Teacher Preparation | 18 |
| Total | 83 |

Transfer data

Only the students who graduated from the programs at National Campus are being tracked. The tables below show the number of students from fall 2010 and spring 2011 who continue on with our third-year program; the Partnership BA in Elementary Education Program; and/or went straight back to work after receiving a degree. Those who went back to work are in-service teachers from Pohnpei DOE who need to get their associate degree as required by the FSM Certification.

AA Degree Graduates

| Student | Semester Graduated | State | Status |
|---------|--------------------|---------|--|
| 1 | Fall 2010 | Pohnpei | Continue in Third Year CA |
| 2 | Fall 2010 | Pohnpei | Continue in Third Year CA |
| 3 | Fall 2010 | Pohnpei | Continue in Third Year CA |
| 4 | Fall 2010 | Pohnpei | Continue in Third Year CA |
| 5 | Fall 2010 | Pohnpei | Continue in Third Year CA |
| 6 | Fall 2010 | Pohnpei | Continue in Third Year CA |
| 7 | Fall 2010 | Pohnpei | Continue in Third Year CA |
| 8 | Fall 2010 | Yap | Continue in Third Year CA |
| 9 | Spring 2011 | Pohnpei | Continue in Third Year CA |
| 10 | Spring 2011 | Pohnpei | Continue in Third Year CA |
| 11 | Spring 2011 | Pohnpei | Continue in Third Year CA |
| 12 | Spring 2011 | Pohnpei | In-service (Continue in Third Year CA) |

| | | | |
|----|-------------|---------|--|
| 13 | Spring 2011 | Pohnpei | In-service (Continue in Third Year CA) |
| 14 | Spring 2011 | Pohnpei | Continue in Third Year CA |
| 15 | Spring 2011 | Pohnpei | Continue in Third Year CA |
| 16 | Spring 2011 | Pohnpei | Continue in Third Year CA |

During fall 2010 and spring 2011, 18 students graduated from the TYC in Teacher Preparation-Elementary program.

Third-Year Graduates

| Student | Semester Graduated | State | Status |
|---------|--------------------|------------------|---|
| 1 | Fall 2010 | Pohnpei | In-service (Continue in UOG & COM-FSM BA) |
| 2 | Fall 2010 | Pohnpei | Continue in UOG & COM-FSM BA |
| 3 | Fall 2010 | Yap | Continue in UOG & COM-FSM BA |
| 4 | Fall 2010 | Yap | Continue in UOG & COM-FSM BA |
| 5 | Fall 2010 | Pohnpei | Working at Seinwar Elem. School |
| 6 | Fall 2010 | Marshall Islands | Continue in UOG & COM-FSM BA |
| 7 | Fall 2010 | Pohnpei | Continue in UOG & COM-FSM BA |
| 8 | Spring 2011 | Kosrae | Continue in UOG & COM-FSM BA |
| 9 | Spring 2011 | Yap | Continue in UOG & COM-FSM BA |
| 10 | Spring 2011 | Pohnpei | In-service (Continue in UOG & COM-FSM BA) |
| 11 | Spring 2011 | Yap | Continue in UOG & COM-FSM BA |
| 12 | Spring 2011 | Pohnpei | In-service (Continue in UOG & COM-FSM BA) |
| 13 | Spring 2011 | Pohnpei | Continue in UOG & COM-FSM BA |
| 14 | Spring 2011 | Pohnpei | Continue in UOG & COM-FSM BA |
| 15 | Spring 2011 | Kosrae | In Kosrae |
| 16 | Spring 2011 | Pohnpei | Continue in UOG & COM-FSM BA |
| 17 | Spring 2011 | Pohnpei | Continue in UOG & COM-FSM BA |
| 18 | Spring 2011 | Pohnpei | Continue in UOG & COM-FSM BA |

Learning Outcome Assessment

Program Learning Outcome (PLO) Level: The parts of the PLO content is introduced (**I**), developed (**D**) and Mastered (**M**) in different courses throughout the degree program.

| Course | PLO# | I, D, M | Reflection/Comments |
|---------|------|---------|--|
| AR 101 | 3 | I | |
| ED 210a | 1, 2 | I, D, M | Number of students: N=25 (Spring 2011) Recommendations: Relate all Final Examination Question to the appropriate CLO and break this out in CLO Groups for evaluation of course. The ED210 course outline should now reflect the introduction to teaching as an entry course into the profession and should be welcomed. |
| ED 215 | 1 | I, D | Number of students: N=24 (Spring 2011) |

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|-----------|---|------|---|
| | | | <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Course outline/syllabus needs to be updated to match textbook used. 2. Changes need to be made to some student learning outcomes (such as 2.b., 2.c., & 2.d). Instead of having them as separate student learning outcomes-combine them. 3. Rewrite and combine slo 4 and 5; disability by disability to match textbook (recommend. From previous course assessments). 4. Need to have to separate checkouts for visual impairments and hearing impairments (as recommended before) or give more activities and time for discussing topics before checkout. 5. Include video viewing and observations of individual's with disabilities to better understand the different categories/types of disabilities. 6. Include a slo for a final project on different types of health impairments and disabilities. 7. Continue to work with state campuses on the common assessments. 8. Recommendations from ED215 students: <ol style="list-style-type: none"> a. More group work. b. More time, more examples, and more activities (role play, simulations, etc.). c. Slow down and provide more time to study. d. To include more assignments than tests and quizzes. |
| ED/PY 201 | 2 | I, D | <p>Number of students: N=24 (Spring 2011)</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Changes need to be made to most student learning outcomes and suggested assessment strategies (#2- 4: too specific). 2. Written checkouts should be for each chapter only (Chapters 11 & 12). 3. Rewrite student learning outcome numbers 4 & 5 –topics on developmental issues (individual projects). 4. Include SLO for the first chapter (introduction). 5. Include a final project (developmental issues) for the course. 6. Align course outline/syllabus with chapters of textbook (already recommended in previous course assessments). 7. Develop course outline and work with state campuses for the common assessments. <p>Additional observations:</p> <ol style="list-style-type: none"> 1. One student received an “A” letter grade. 2. Students with more absences failed to turn in course work. <p>Special comments: explanations on course grading, opportunities to achieve outcomes, how many students receive an A, B, C, etc.</p> |

| | | | |
|----------------------------------|-----------|------|---|
| | | | <ol style="list-style-type: none"> 1. A = 1 2. B = 7 Students 3. C = 11 Students 4. D = 4 Student 5. F = 1 Student |
| ED 292 | 1, 2, & 3 | I, D | Number of students: N=36 (Spring 2011) |
| MS/ED 210 | PLO | I | Number of students: N=27 (Spring 2011) |
| Science w/lab | 1 | I | |
| SS 125 or SS 170 or SS 171 | 3 | I | |
| SS/PY 101 | 1 & 3 | I | |

| Course | PLO | I, D, M | Reflection/Comments |
|-----------|----------|---------|---|
| ED/PY 300 | 1-6 | I, D | <p>Final Grades: 3 Bs, 2 Cs, 4 Ds, and 2 Fs.</p> <p>Comments: Needless to say, I wish I could start all over again with this class. After the slow start and the devastating test results, I thought we should spend as much time as we needed on each topic. As the course went on, however, the students seemed to rely on the fact that we would sometimes even read the passages together if no one volunteered to move the class discussion along, which made us lose much needed time.</p> |
| ED 301b | 1-3, 5-6 | I, D | <p>Number of students: N=17 (Spring 2011)</p> <p>Special comment: If a student scored below 70% on a paper or quiz on the first try, s/he was given a chance to do a make-up. However, per the course policy, the highest score a student could earn on the second try was 70%. To get students to come to class on time and read the assignment in the textbook, bonus quizzes were given throughout the course. These quizzes were given only during the first five minutes of class and appeared to motivate students to come to class on time. The quizzes were open book so the skill actually being tested was their ability to scan. According to the Best Practices instructor, scanning is a valuable skill that the students should learn. This practice will be continued this summer and next fall.</p> <p>Final grades: 11 As; 4 Bs; 1 C; and 1 F. The student who earned the C is a very capable student who attended class regularly but simply failed to submit assignments in a timely manner. Points were deducted for lateness, and this seriously affected her grade.</p> |

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| | | | <p>The student earning the F stopped attending class towards the latter part of the semester. No reason was given for this action.</p> <p>Recommendations for improving ED/PY 301b: The recommendations for improvement of this course have been highlighted under the discussions above. In addition, to earn bonus points this semester students were asked to submit a reflection paper summarizing at least three ways to improve the course. Suggestions offered by the students include: visit the schools; extend the class time; rethink the peer evaluations of teaching demonstrations; have students teach real students; do not allow students to submit late assignments; do not allow students to come to class late; give students more work on the weekends; do not give so many assignments; spend more time on writing lesson objectives; have students share their translated assignments with each other; bonus quizzes should be from closed books; have students deliver their translated lessons to the entire class; provide more time for assignments that have to be typed, and have a bigger classroom space. All of these suggestions will be taken into consideration when planning lessons and activities for the summer and fall 2011 semesters.</p> <p>As recommended on the Fall 2010 course level assessment report for this course, a direct link to the FSM Standards and Benchmarks was included with each SLO on the Spring 2011 syllabus. This practice will be continued each semester. Beginning with the summer 2011 semester, a more concerted effort will be made to develop lesson objectives from the standards and benchmarks.</p> |
| ED 302 | 1-6 | I, D | <p>Number of students: N=21 (Spring 2011)</p> <p>Suggestions for Improvement:</p> <ol style="list-style-type: none"> 1. We need to be clearer on the respective weigh of content and methods. Since the course had methods in its title, I emphasized methods, learning half-way during the semester it is actually content, content, and, again, content that needs to be emphasized. 2. We also need to pick a different, more appropriate book (for elementary Social Studies). |
| ED 330 | 2-6 | I, D | <p>Number of students: N=26 (Spring 2011)</p> <p>Special comment: If a student scored below 70% on a paper or quiz on the first try, s/he was given a chance to do a make-up. However, per the course policy, the highest score a student could earn on the second try was 70%. Several opportunities to earn bonus points were provided during the course. To get students to come to class on time and read the assignment in the textbook, bonus quizzes were given throughout the course. These quizzes were given only during the first five minutes of class and appeared</p> |

| | | | |
|--------|-----|------|--|
| | | | <p>to motivate students to come to class on time. The quizzes were open book so the skill actually being tested was their ability to scan. According to the Best Practices instructor, scanning is a valuable skill that the students should learn. This practice will be continued this summer and next fall.</p> <p>Recommendations for improving ED 330: Areas needing special attention for the spring 2011 semester are highlighted above in bold and/or discussed. Students were required to submit a reflection paper summarizing three recommendations for improving the course. Some of these recommendations are included in the discussions above. Other recommendations focused primarily on general orchestration of the course rather than specific SLOs and included the following: arrange for at least one visit to a local classroom (3 students suggested this), schedule the course for the morning, rethink the way peers evaluate in-class checkouts, have more quizzes, have more role-play activities, do not allow students to be late to class, do not accept work that is submitted late, do not give so many bonus opportunities, wait until everyone is in class and then give the bonus quiz, give partial credit when students only meet part of a bonus requirement, play more games, type the lesson plan and place it in everyone's folder (The lesson plan is usually written on the board ahead of class.), have more quizzes and tests, include more group presentations, extend the time go to the elementary classrooms to observe, do not extend due dates, do more demonstrations, include how to set up a grading system, obtain written feedback from students, give extra work on the weekends, make tests more difficult, and arrange for a bigger space.</p> <p>The instructor also had the opportunity to attend two (2) FSM education conferences in October and November. It was learned that the FSM school accreditation standards include a classroom observation and criteria for acceptable classroom management. Links to these standards were incorporated in the spring 2011 ED 330 course syllabus, and copies of the accreditation instruments were included in the student activity booklet that accompanies this course. The instructor will continue to make a direct link between ED 330 and the FSM school accreditation standards.</p> |
| ED 338 | 1-6 | D, M | <p>Number of Students N=19</p> <p>Special comments:</p> <p>A = 3 Student B = 7 Students C = 6 Students D = 3 Students F = 0 Student</p> |

| | | | |
|--------|-----|------|---|
| | | | <p>Recommendations:</p> <p>Course outline needs to be updated to match textbook used. Student learning outcomes need to be organized for easier assessment.</p> <p>Change some SLOs that are very outdated and not based on current studies.</p> <p>Align course outline/syllabus with chapters of textbook.</p> <p>Include SLO using the National Curriculum Standards (NCS)- linking SLOs & NCS with accommodations.</p> |
| ED 392 | 1-6 | D, M | <p>Number of students N=26 (Spring 2011)</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Revise text 2. Add technology to PLO # 3. Submit new course outline 4. Schedule class time to allow for travel and one day lab together and administering lesson assessments 5. Devise an assessment procedure that allows for assessing student knowledge in the FSM and State curriculum content areas particularly the course in the General Education core. |

The summaries above were provided by the faculty who taught the courses during fall 2010 and spring 2011. The details of the SLO assessments for each of the courses summarized above are attached as *Appendix A* to this report.

The attempt to obtain SLO assessment of the other courses listed in the major requirements of the AA degree in Teacher Preparation-Elementary did not get materialized because each instructional division at the National Campus will submit their own SLO assessment to the VPIA office for analysis.

SY 2010-11 Assessment Plan

| Evaluation questions | Data sources | Sampling | Analysis |
|--|---|---|---|
| Do our students possess pedagogical content knowledge? | FSM Teacher Competency Exam | All entering 3rd Year; all completing 3rd & 4th Year students | Comparison of cohort scores with FSM certification standards & item analysis |
| Do our students possess subject-area content (reading, writing, math and science) knowledge? | FSM-NSTT | All entering 3rd Year; all completing 3rd & 4th Year students | Compare students' scores with FSM Certification Standards. |
| Are the students able to plan, deliver, and assess a lesson in a peer teaching, role play situation? | Common observation instrument across all campuses | All students enrolled in ED 292 | Compare student performance across campuses for competency and consistency. |
| Are the students able to plan, deliver, and assess a lesson in a local elementary classroom? | Common observation instrument across all campuses | All students enrolled in ED 392 | Compare student performance across campuses for competency and consistency. |
| Have students become familiar with basic education terminology, basic teaching methods, basic principles of assessment, classroom management, and lesson planning? | Common assessment instrument across all campuses | All students enrolled in ED 210a | Compare student performance across campuses for competency and consistency. |
| Are the students able to identify and differentiate the different disability conditions? | Common assessment instrument across all campuses | All students enrolled in ED 215 | Compare student performance across campuses for competency and consistency. |
| Are the students able to demonstrate understanding of the physical, cognitive, and social/emotional development of children and youth from birth through adolescent stage? | Common assessment instrument across all campuses | All students enrolled in ED/PY 201 | Compare student performance across campuses for competency and consistency. |
| Are the students able to fulfill the role of a teacher in a local classroom for an entire semester? | ED 492/498 INTASC rubrics and showcase portfolio | All students enrolled in ED 492/ 498 | Analyze student performance levels (distinguished, proficient, basic, & unsatisfactory) using the INTASC rubrics. |

Timeline

| Activity | Who is Responsible? | Date |
|--|---|--------------------------------------|
| Teacher Competency Exam for all students | Professors: Moses, Hallers, & Gallen | End of fall 2010& end of spring 2011 |
| NSTT Content Exams for all students | Professors: Womack & Andreas via help of NDOE | End of fall 2010& end of spring 2011 |

| | | |
|--|------------------|---------------------------------------|
| ED 292 for all students in ED292 | Dr. Womack | End of fall 2010& end of spring 2011 |
| ED 392 for all students in ED 392 | Dr. Womack | End of fall 2010& end of spring 2011 |
| ED 210a for all students enrolled in ED 210a | Dr. Womack | End of fall 2010 & end of spring 2011 |
| ED 215 for all students enrolled in ED 215 | Prof. Hallers | End of fall 2010 & end of spring 2011 |
| ED/PY 201 for all students enrolled in ED/PY 201 | Prof. Hallers | End of fall 2010 & end of spring 2011 |
| ED 492/498 for all 4th Year graduates | Ed. Div. faculty | End of fall 2010 &end of spring 2011 |

Report on Evaluation Question #1 on School Year 2010-2011 Division of Education Program Assessment Plan

The first evaluation question on the 2010-2011 Division of Education assessment plan is: Do our students possess pedagogical content knowledge? This question was to be evaluated by a review of FSM Teacher Competency Exam (TCE) data for all entering and completing third- and fourth-year students. Such review was to include a comparison of cohort scores with FSM certification standards and an item analysis of performance on the exam.

FSM Teacher Competency Exam Results. During this past year, the FSM Department of Education officially adopted the COM-FSM competency exam as a component of the National Standardized Test for Teachers (NSTT). The test consists of 100 multiple-choice items, 75 of which target competencies addressed in the third-year program and 25 of which target competencies addressed in the fourth-year program. A score of 53 out of the first 75 items (70%) was established as the bottom cut-off score for certification at the Basic level. Fourth-year students were administered all 100 items, while third-year students were administered only the first 75. Three (3) students in the December 2010 third-year cohort completed all 100 items. It was decided to test students only when they completed the third- and fourth-year programs to avoid students learning from the test due to multiple administrations of the same instrument.

Table No. 1 below summarizes the scores of the December 2010 and May 2011 graduates. Of the 17 third-year graduates, 15 students took the exam. (Although signs were posted announcing the test administration, one (1) December 2010 graduate and one (1) May 2011 graduate failed to take the exam.) Of the 15 third-year graduates, only eight (8) scored 53 or higher. The highest score achieved was 60, while three (3) students scored 53. An additional three (3) students scored between 50-52. Two students scored only 40 on the exam. These scores are consistent with the performance of the students in the third-year courses.

Of the seven (7) fourth-year graduates, four (4) passed the exam considering only the first 75 questions. If all 100 questions are considered, however, only one (1) student achieved a score of 70% or higher.

It should be noted that the names and scores of students who passed the exam will be forwarded to the FSM Department of Education and recorded for certification purposes. According to FSM DOE policy, a student/teacher may attempt to pass the exam three (3) times.

Table No. 1 Teacher Competency Test Scores for December 2010 and May 2011 Third-year and Fourth-year Graduates

| Student | Program | Graduation Cohort | Score on first 75 items | Score on entire 100 items |
|---------|------------|-------------------|-------------------------|---------------------------|
| TY #1 | Third-year | December 2010 | 40 | 49 |
| TY #2 | Third-year | December 2010 | 51 | N/A |
| TY #3 | Third-year | December 2010 | 54 | 67 |
| TY #4 | Third-year | December 2010 | 42 | N/A |
| TY #5 | Third-year | December 2010 | Did not take | N/A |
| TY #6 | Third-year | December 2010 | 59 | 75 |
| TY #7 | Third-year | May 2011 | 53 | N/A |
| TY #8 | Third-year | May 2011 | 60 | N/A |
| TY #9 | Third-year | May 2011 | 43 | N/A |
| TY #10 | Third-year | May 2011 | 40 | N/A |
| TY #11 | Third-year | May 2011 | Did not take | N/A |
| TY #12 | Third-year | May 2011 | 49 | N/A |
| TY #13 | Third-year | May 2011 | 52 | N/A |
| TY #14 | Third-year | May 2011 | 53 | N/A |
| TY #15 | Third-year | May 2011 | 58 | N/A |
| TY #16 | Third-year | May 2011 | 53 | N/A |
| TY #17 | Third-year | May 2011 | 57 | N/A |
| | | | | |
| BA #1 | BA | December 2010 | 60 | 68 |
| BA #2 | BA | December 2010 | 67 | 85 |
| BA #3 | BA | December 2010 | 55 | 65 |
| BA #4 | BA | December 2010 | 57 | 68 |
| BA #5 | BA | December 2010 | 50 | 58 |
| BA #6 | BA | December 2010 | 49 | 58 |
| BA #7 | BA | May 2011 | 46 | 57 |

Item analysis of the results. The second part of assessment question #1 requires an item analysis of the performance of students on the FSM TCE. The primary topic of each TCE item is listed in Table No. 2 below along with the number of students who missed each item. Items missed by 30% or more of the students are highlighted in bold type. These results will be shared with faculty in the Education Division so that areas of weakness may be addressed during this school year.

Recommendations for improvement. 1) Several years ago there were two additional parallel competency exams developed that are currently in draft stage. There is a need to finalize these exams so that students/teachers do not learn from repeatedly taking the same test. Discussions have begun with the FSM DOE in this regard.

2) A study manual designed to prepare students/teachers to take the FSM TCE is scheduled to be completed in the next two weeks. This manual should be made available to all teachers and to students in the COM-FSM third- and fourth-year programs to enhance their performance on the exam.

Question #4

Showcase Portfolio: Final Presentation

- (5) Strong, convincing, and consistent evidence; quality reflection
- (3) Clear evidence and/or reflection
- (1) Limited evidence and/or limited reflection
- (0) No evidence and/or weak reflection

| INTASC Principle | 5 | 4 | 3 | 1 | 0 |
|---|---|---|---|---|---|
| 1. Understanding Content | 7 | 0 | 1 | 0 | 0 |
| 2. Understanding Development | 6 | 1 | 1 | 0 | 0 |
| 3. Understanding Differences | 4 | 2 | 1 | 1 | 0 |
| 4. Designing Instructional Strategies | 5 | 1 | 1 | 1 | 0 |
| 5. Understanding and Using Management Strategies and Motivation | 6 | 1 | 0 | 1 | 0 |
| 6. Communicating to Learners | 6 | 1 | 1 | 0 | 0 |
| 7. Planning Instruction and Using Integration | 6 | 2 | 0 | 1 | 0 |
| 8. Assessment of Student Learning | 5 | 2 | 0 | 1 | 0 |
| 9. Reflecting on Practice | 4 | 3 | 0 | 1 | 0 |
| 10. Participating in Professional Community | 7 | 0 | 1 | 0 | 0 |

Seven out of the eight teacher candidates graduated. One failed to graduate from the program resulting from inefficient teaching performance and lacking evidence of accomplishment of the INTASC principles.

| Conceptual Element/Category | Performance Levels | | | |
|--|---|---|---|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| KS: Commitment to Learn (Own Learning and Student Learning) | Is frequently late or absent | Sometimes late or absent with valid excuse N=1 | Late or absent once with valid excuse N=8 | Is never late in class or absent from class (and other assigned activity) N=8 |
| | Does not do the assigned tasks quite often | Completes all the tasks with some reliance from others and sometimes submits them late with valid reason. | Assigned tasks are complete and <i>well done</i> ; submits them on deadline date N=10 | Does the assigned tasks very well; completes and submits them before the deadline N=7 |
| | Is always defensive when criticized constructively by peers/supervisors | Accepts constructive criticisms but does not do something to improve oneself | Accepts constructive criticisms and does something to improve oneself N=10 | Accepts constructive criticisms, addresses shortcomings pointed out and monitors own progress in the light of those criticisms N=7 |
| | Does not show any effort to improve instructional | Confer with peers and supervisors and carries out their | Make plans of action to improve student learning, | Read books, makes use of information from the internet, |

| | | | | |
|--|---------------------------------------|---|---|---|
| | practices to improve student learning | suggestions to improve student learning | discusses them with supervisors and implements them N=9 | discusses with peers and supervisors ways to improve student learning and carries them out in instruction N=8 |
|--|---------------------------------------|---|---|---|

| Conceptual Element/Category | Performance Levels | | | |
|--|--|--|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| EC: Willingness to Communicate Enthusiastically | Does not use appropriate verbal and non-verbal language when communicating | Uses appropriate verbal and non-verbal language when communication in class | Uses appropriate verbal and non-verbal language when communicating during group work and class discussion N=9 | Uses appropriate verbal and non-verbal language when communicating at all times and encourages others (peers and students) to do the same N=8 |
| | Does not listen actively when communicating | Listens actively when communicating during class discussion | Listen actively when communicating during class and group discussions N=10 | Listen actively when communicating at all times and encourage others (peers and students) to do the same N=7 |
| | Loves to talk but does not wait for one's turn. | Loves to communicate appropriately (language not offensive and waits for one's turn) | Loves to communicate appropriately and observes the give-and-take process N=9 | Loves to communicate appropriately and observes the give-and-take process; Maintains composure at all times N=8 |

| Conceptual Element/Category | Performance Levels | | | |
|-----------------------------|---|---|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| | Is frequently disrespectful in interacting with students, peers, teachers, university personnel, and others | Interacts with others in polite and professional manner | Interacts with others in polite and professional manner and works with them willingly N=8 | Interacts with others in a polite and professional manner, works with them willingly and values their contributions to any cooperative endeavor N=9 |

| | | | | |
|------------------------------------|---|--|--|--|
| RD: Sensitivity to Diversity | Shows over bias to certain groups of people/students and gives negative statements about them | Makes statements appreciating diversity and the contributions made by different groups N=1 | Makes statements appreciating diverse opinions and using them to build on knowledge, expectations, etc. N=8 | Makes statements appreciating diverse opinions and using those opinions to build on knowledge, expectations, etc; Actively seeks out opportunities to draw out inputs from diverse groups and incorporating them in one's work or project N=10 |
| | Does not make any provision for accommodating diversity in group work or addressing diversity in the classrooms when doing practicum in the schools | Makes one or two provisions to accommodate diversity in group work or in the classrooms when doing practicum in the schools (e.g. differentiated activities for different ability level) N=1 | Makes more than two provisions to accommodate diversity in group work or in the classrooms when doing practicum in the schools (e.g. addressing learning style preferences, differences, in abilities, gender equity) N=10 | Makes a lot of provisions to accommodate diversity in group work or in the classrooms when doing practicum in the schools in terms of content and methodology; Addresses exceptionalities in class N=7 |

Recommendation

1. Update course outlines with the new requirements and formats.
2. Update tools/rubrics used in the program.
3. Incorporate INTASC principles in rubrics used for observation.
4. Design student learning outcomes for development of unit/lesson plans based on the curriculum standards in the methods courses.
5. Continue to work with state campuses on uniform assessments for AA Teacher Preparation program and TYC in Teacher Preparation.
6. Establish a capacity within the instructional divisions to share SLO assessment of courses offered in the major requirements of the AA in Teacher Preparation-Elementary degree program.
7. Design activities for the "Teacher Corp" Program that will complement the programs being offered by the Division.
8. Increase quantity and quality of teachers produced.
9. Strengthen admission requirements for the TYC Teacher Preparation program.

Appendix A

SLO Accomplishments

ED210a Introduction to Professional Teaching Spring 2011

For Fall 2010 using the same assessment N= 34 students from two sections-- 2 students received A's 19 received B's 7 received C's and 6 received D's --none of the remaining students received and F. if we look at his for a mean score using the GPA values an arithmetic mean is 2.5 for the course

For Spring 2011 10 students received A's; 7 students received B's; 5 students received C's ; 2 received the D; and there was one F. Here a class mean is 2.92.

| % of Total Points (500) | | Final Course Grade |
|-------------------------|-----|--------------------|
| 0.842 | 84% | B |
| 0.7044 | 70% | C- |
| 0.8844 | 88% | B+ |
| 0.844 | 84% | B |
| 0.818 | 82% | B |
| 0.93 | 93% | A |
| 0.92 | 92% | A |
| 0.323 | 32% | F |
| 0.648 | 65% | D |
| 0.802 | 80% | B- |
| 0.91 | 91% | A- |
| 0.67 | 67% | D |
| 0.744 | 74% | C |
| 0.97 | 97% | A |
| | | |
| 0.898 | 90% | A- |
| 0.716 | 72% | C |
| 100% of points | | A+ |
| 0.834 | 83% | B |
| 0.86 | 86% | B |
| 0.922 | 92% | A |
| 0.78 | 78% | C+ |
| 0.92 | 92% | A |
| 0.908 | 91% | A- |
| 0.668 | 67% | D |
| 0.968 | 97% | A |
| 0.768 | 77% | C |

Submitted by: Richard A. Womack, Ed.D. Professor of Education

Brief Narrative

This course assessment is for Spring 2011. With the adoption of the A A in teacher preparation/A third year and the UOG Partnership Bachelor and the abandonment of the A S in the States the

division in recommend the course be changed to reflect a complete training program where the Introduction to Teaching is just that—an Introduction. A new textbook The Introduction to Professional Teaching and Student Learning in Micronesia has been piloted and used for several terms at the National Campus. A new course outline using the new text has been submitted reflecting a more introductory approach. This course outline has been submitted and awaits approval of the COM-FSM Curriculum Committee.

This little assessment therefore reflects both the different introduction approach and text. It assumes at least three more years of training will be available and pursued. This assessment is based upon the new Program Learning Outcomes and the pending Course Learning Outcomes

PROGRAM LEARNING OUTCOMES

Demonstrate basic knowledge of the foundations and concepts related to elementary education. Demonstrate familiarity with a variety of instructional strategies of elementary school students. Demonstrate basic knowledge in the following areas: art, communication, humanities, language, literature, science, social sciences, and technology.

Demonstrate the ability to succeed in the Third-Year Certificate of Achievement in Teacher Preparation-Elementary program

Course Learning Outcomes (CLOs): The student will be able to

Explain the four foundations or roots of traditional (pre-colonial) education, and the purposes of education in Spanish, German, Japanese and Trust Territory governments.

Explain curriculum in terms formal and informal curriculum; content standards, benchmarks, and standards; as well as curriculum scope and sequence

Explain and give examples of “barriers to learning” and explain and give examples of various methods and strategies teachers use in overcoming student learning barriers.

Explain various ways evidence of learning is gathered; the Student Learning Outcome and the relationship of Bloom’s Taxonomy to assessment

Explain and gives examples of creating a positive physical and psychological environment for learning in the classroom.

Explain Programs Learning Outcomes and INTASC Standards and note the background knowledge necessary for professional teachers

The student will be able list and explain the elements of professionalism and certification in general and specifically what must be done to achieve and maintain FSM teacher certification.

Explain school administration in terms of responsibility and authority; the teachers’ role in the educational organization; the importance of community relations; as well as the role of the various professional educators in community relations.

If this were to be done again I would relate all Final Examination Question to the appropriate CLO and break this out in CLO Groups. This may be an answer to the system evaluation of this course. Require a minimum of 10 question per CLO—and report assessment in that fashion??

As directed the COM-FSM National Campus suggested or proposed a general question that could be used as a measure in each of the campuses where the ED210 was offered. The following question with a suggested point system was sent to all campuses Only Kosrae replied that ED210 was not offered. It must be said that explanation or answer to the question proposed is stressed at the beginning of Harvey Segal’s text used in the State Campuses as well as the new piloted text used at the National Campus. Nevertheless the National Campus went ahead and put the suggested sample question with the following results.

Explain the four foundations or roots of traditional (pre-colonial) education, and the purposes of education in Spanish, German, Japanese and Trust Territory governments.

According to the text these are A) Survival B) Passing Down Knowledge C) Perpetuation of Culture and D) Governance.

Assessment

Naming all four=one point each=4 points

For each foundation or purpose

2 points fully explained

1 point partially explained

0 points for incorrect or no explanation

On the ED210 Final Examination the question was #14 in the first part of the examination.

List then explain the four foundations or purposes of traditional education (12 points) . One point each for listing and two more points each for explaining. Two points are earned when you make two true statements about the purpose stated.

A _____

B _____

C _____

D _____

Twenty five (25) students were present and answered the question

Of real interest was that only 12 students out of 25 listed and received two points for explaining each with two true statements. That is only 12 students received 12 points. This question was asked on Quiz #1 in the form of listing and on the midterm as a list and explain question. The ED210 instructor was quite disappointed. On the midterm 11 students responded correctly.

Overall however in rough terms N=25 results were

12 points=12 students

11 Points=4 students

10 points=5 students

9 points=1 student

6 points=1 student

0 points=1 student

Class Arithmetic Mean =10.12

Class Median=11

Class Mode =12

Class Range =12

This is a classic case where using all four measures fo central tendency is useful. 21 students scored 10 and above whereas the arithmetic mean is but 10.12. 84% of the students are have these ideas down fairly well albeit not perfect.

Review of Performance: (ED 215 – M-F Summer 2011, 24 Students)

Submitted by: Magdalena Hallers

| SLO# | Program | I, D, M | Reflection/Comment |
|------|---------|---------|--------------------|
|------|---------|---------|--------------------|

| | SLO# | | |
|--|---------------------------|-------------------|--|
| <p>2. The student will demonstrate a basic understanding of the history of special education and underlying issues affecting public policy, community values, and trends in providing special education programs.</p> <p>1.a. Compare past and current special education laws and practices.</p> <p>1.b. Explain the reasons for the changes of practices in special education.</p> | <p>1</p> <p>1</p> | <p>I</p> <p>I</p> | <p>All students passed the slo students. (Group Present)</p> <p>All students passed the slo (essay) except 1 student who did not turn in essay.</p> |
| <p>3. The student will demonstrate a basic understanding of laws and regulations effecting special education and children with disabilities.</p> <p>3.a. Explain verbally and in writing the 6 principles of IDEA with an activity.</p> <ul style="list-style-type: none"> ▪ FAPE ▪ LRE ▪ IEP ▪ Approp. Evaluation ▪ Parent & Student Participation in Decision Making ▪ Procedural Safeguards <p>2.b. Identify verbally and in writing the groups of exceptional children that are protected by the law.</p> <p>2.c. Explain verbally and in writing the group of students that are not protected by the law for children with disabilities and how they are eligible for special education services.</p> <p>2.d. Explain verbally and in writing the legal rights of parents and students with disabilities.</p> | <p>1 & 2</p> <p>1</p> | <p>I</p> <p>I</p> | <p>All students passed the slo. Internet/Books search, group presentation using pp- all passed. With the written checkout 1 student did not pass.</p> <p>(2.b., 2.c., & 2.d. – combined in a checkout). All passed the written checkout except 2 students.</p> |
| <p>4. The student will become knowledgeable of common key term and concepts that are used in special education.</p> <p>4.a. Define these terms:</p> | | | |

| | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> ✧ Exceptional children ✧ Special education ✧ Special needs ✧ Disability ✧ Handicap ✧ Impairment ✧ Mainstreaming, inclusion, and full inclusion ✧ IEP ✧ Labeling ✧ Least Restrictive Environment and others <p>3.b Explain the possible benefits and disadvantages of labeling.</p> | 1 & 2 | I & D | (3.a., & 3.b.-combined in a checkout). All students passed slo except 5 students. |
| <p>5. The student will identify and describe disabling conditions, causes, characteristics, and prevalences within the FSM and other areas.</p> <p>5.a. Identify verbally and in writing the characteristics, causes and prevalence of</p> <ul style="list-style-type: none"> ❖ learning disabilities, ❖ mental retardation, ❖ emotional and behavioral disorder ❖ communication disorder ❖ hearing impairments/deaf ❖ visual impairments/blind ❖ physical and health impairments, traumatic brain injury, severe and multiple disabilities, and autism. | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> | <p>I & D</p> <p>I & D</p> <p>I & D</p> <p>I & D</p> <p>I & D</p> <p>I & D</p> <p>I & D</p> | <p>Group research and presentation using pp for each disability.</p> <p>All passed the slo.</p> <p>All passed the slo except 7 students.</p> <p>All passed the slo.</p> <p>All passed the slo except 2 students</p> <p>All passed the slo except 1 student.</p> <p>All passed the slo except 1 student.</p> <p>All passed the slo.</p> |
| <p>6. The student will demonstrate a basic understanding of educational implications of disabilities for students and teachers.</p> <p>5.a. Discuss in writing instructional strategies for individuals with disabilities in inclusive classrooms.</p> <p>5.b. List and discuss in writing tips for interacting with individuals who have:</p> <ul style="list-style-type: none"> ❖ Learning Disabilities, ❖ Mental Retardation, | <p>1</p> <p>1</p> <p>1</p> <p>1</p> | <p>I & D</p> <p>I & D</p> <p>I & D</p> <p>I & D</p> | <p>SLO 5.a. & 5.b. are combined on the written checkouts- Test for each disability.</p> <p>All passed the slo.</p> <p>All passed the slo except 7 students.</p> |

| | | | |
|--|--|--|---|
| <ul style="list-style-type: none"> ❖ Emotional & Behavioral Disorders ❖ Communication Disorders, ❖ Hearing Impairment/Deaf ❖ Visually Impairment/Blind ❖ Physical/Health Impairments, Traumatic Brain Injury, Autism, Severe/Multiple Disabilities | <p>1</p> <p>1</p> <p>1</p> | <p>I & D</p> <p>I & D</p> <p>I & D</p> | <p>All passed the slo.</p> <p>All passed the slo except 2 students</p> <p>All passed the slo except 1 student.</p> <p>All passed the slo except 1 student.</p> <p>All passed the slo.</p> |
| <p>7. The student will become knowledgeable of the special education process.</p> <p>6.a. Summarize in writing the identification procedures of individuals with disabilities.</p> <p>6.b. Discuss in writing the prereferral intervention strategies.</p> <p>6.c. Explain in writing how a student is eligible for receiving special education services.</p> | <p>1 & 2</p> | <p>I & D</p> | <p>(SLO 6.a., 6.b., & 6.c., are combined in one assessment)</p> <p>Written Checkout-Test.</p> <p>All passed the slo except 1 student.</p> |
| <p>8. The student will demonstrate a basic understanding of the roles of the IEP team and IEP development.</p> <p>7.a. List members of an IEP team.</p> <p>7.b. Summarize in writing the components of the IEP.</p> <p>7.c. Explain in writing the procedures for IEP development.</p> <p>7.d. Explain in writing the roles of the IEP team.</p> <p>7.e. The student will be able to perform the role of a member of an IEP team in a group role-play.</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> | <p>I & D</p> <p>I & D</p> <p>I & D</p> <p>I & D</p> <p>I & D</p> | <p>(7.a., 7.b., 7.c., 7.d., & 7.e are combined in one assessment)</p> <p>Written Checkout-Test. All passed the slo except 1 student.</p> |
| <p>9. The student will demonstrate a basic understanding of the placement options for students with disabilities.</p> <p>8.a. Organize the placement options for students with special needs from the least restrictive to the most restrictive.</p> | <p>1</p> | <p>I & D</p> | <p>All passed the slo except 1 student.</p> |
| | | | |

| | | | |
|---|--|--|--|
| <p>10. The student will become knowledgeable of the usage of a MAP to help with the process of developing goals for and IEP.</p> <p>9.a. Write results of an interview with a family of a child with a disability using the MAP.</p> <p>9.b. Write/Develop an intervention plan/plan of action using the results of the interview</p> | | | <p>Due to limited time, slo #9 was not accomplished.</p> |
|---|--|--|--|

Additional observations:

1. Students performed better this summer than the spring 2011 semester.
2. Only one student did not pass.

Special comments: explanations on course grading, opportunities to achieve outcomes, how many students receive an A, B, C, etc.

1. A = 9 Students
2. B = 6 Students
3. C = 7 Students
4. D = 1 Student
5. F = 1 Student

Recommendations: any changes needed to improve student learning (include recommendations from previous course assessments)

1. Course outline/syllabus needs to be updated to match textbook used.
2. Changes need to be made to some student learning outcomes (such as 2.b., 2.c., & 2.d). Instead of having them as separate student learning outcomes-combine them.
3. Rewrite and combine slo 4 and 5; disability by disability to match textbook (recommend. From previous course assessments).
4. Need to have to separate checkouts for visual impairments and hearing impairments (as recommended before) or give more activities and time for discussing topics before checkout.
5. Include video viewing and observations of individuals with disabilities to better understand the different categories/types of disabilities.
6. Include a slo for a final project on different types of health impairments and disabilities.

Review of Performance: (ED/PY 201- MWF, Spring 2011, 24 Students)
Submitted by: Magdalena Hallers

| SLO# | Program Outcome # | I, D, M | Reflection/Comment |
|---|-------------------|----------|--|
| <p>1a. Summarize verbally and in writing the different theories of development:</p> <ul style="list-style-type: none"> ▪ Sigmund Freud | <p>1 & 2</p> | <p>D</p> | <p>Scoring Rubric for each theory:</p> <ul style="list-style-type: none"> ▪ All passed except 5 students. |

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| <p>and fine motor skills of children.</p> <p>3B.c. Explain in writing Piaget's theory of children's cognitive levels and their characteristics.</p> <p>3B.d. Explain in writing the signs and causes of child neglect and abuse in Micronesia.</p> <p>3B.e. Summarize in writing some early signs of developmental delay in preschool children.</p> <p>3B.f. Explain in writing the moral behavior of children.</p> <p>3B.g. Discuss in writing the development of emotionally healthy personalities and social bonds in Micronesia.</p> <p>3B.h. Discuss in writing development of gender roles in Micronesia.</p> <p>3B.i. Explain in writing the memory strategies of children..</p> | | | |
| <p>3C.a. Explain in writing the growth patterns of children.</p> <p>3C.b. Discuss verbally and in writing the motor coordination of children</p> <p>3C.c. Summarize in writing the sequential acquisition of conservation skills of children.</p> <p>3C.d. Discuss in writing how children process information.</p> <p>3C.e. Summarize in writing the developmental trends in children's perceptions of people.</p> <p>3C.f. Discuss in writing about language development in middle childhood.</p> <p>3C.g. Describe in writing how language is enhanced in a Micronesian environment.</p> <p>3C.h. Discuss verbally and in writing about peer relationships and friendships of children.</p> <p>3C.i. Explain in writing the importance of positive parents and family relationships with the cognitive development of children.</p> <p>3C.j. Explain in writing the different types of play and the importance of play to children's development.</p> | <p>1 & 2</p> | <p>I & D</p> | <p>All combined in one checkout: All passed SLO except 10 students.</p> |

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| <p>3C.k. Summarize in writing the behavioral characteristics of children.</p> <p>3C.l. Relate Kohlberg's stages of moral development to children in their elementary school years in Micronesia.</p> <p>3C.m. Discuss the typical problems of children with learning disabilities.</p> | | | |
| <p>3D.a. Summarize the characteristics of Piaget's period of formal operations of adolescence on a written checkout</p> <p>3D.b. Discuss the development of identity stage in Micronesia.</p> <p>3Dc. Discuss in writing the physical characteristics of adolescents.</p> <p>3D.d. Present verbally and in writing the roles of adolescents in a Micronesian family and community. tion services.</p> | 1 & 2 | I & D | All combined in one checkout: All passed SLO except 12 students. |
| <p>4a. Present verbally and in writing the pros and cons of television and video games in Micronesia.</p> <p>4b. Explain in writing the effects of fatherlessness on children's development.</p> <p>4c. Discuss in verbally and in writing the consequences of child abuse and neglect.</p> | 1 | I | Group assignment - topic: Dev. Issues. All met criteria of presentation-scoring rubric. |
| <p>5a. Discuss verbally and in writing the psychological effects of Micronesian adolescents.</p> <p>5b. Discuss verbally and in writing the effects of drugs and alcohol abuse in Micronesia.</p> <p>5c. Discuss verbally and in writing parenting issues of adolescents.</p> <p>5d. Present verbally and in writing the adolescents' portrayal of "storm and stress" including initiation rites for boys and girls in Micronesia.</p> | 1 | I & D | Group assignment- topic: Dev. Issues. All met criteria of presentation-scoring rubric. |

Additional observations:

3. One student received an "A" letter grade.
4. Students with more absences failed to turn in course work.

Special comments: explanations on course grading, opportunities to achieve outcomes, how many students receive an A, B, C, etc.

- 6. A = 1
- 7. B = 7 Students
- 8. C = 11 Students
- 9. D = 4 Student
- 10.F = 1 Student
- 11.W = 1 Student

Recommendations:

- 9. Changes need to be made to most student learning outcomes and suggested assessment strategies (#2- 4: too specific).
- 10. Written checkouts should be for each chapter only (Chapters 11 & 12).
- 11. Rewrite student learning outcome numbers 4 & 5 –topics on developmental issues (individual projects).
- 12. Include SLO for the first chapter (introduction).
- 13. Include a final project (developmental issues) for the course.
- 14. Align course outline/syllabus with chapters of textbook (already recommended in previous course assessments).
- 15. Develop course outline and work with state campuses for the common assessments.

**Review of Performance: ED 292
Submitted by Paul R. Gallen, Instructor
Spring 2011**

| SLO# | 3 rd Yr PLO | I,D, Or M | Reflections |
|--|------------------------|-----------|---|
| 1. The student will demonstrate an understanding of the school facilities, curriculum, classrooms, personnel, and procedures of an elementary school. | 2 | D | Following observation visits to Palikir Elementary school, students provided written reports of their observations & reflections. One student was assigned to observe a teacher for a total of nine observations. |
| 2. The student will prepare lesson plans based on FSM Curriculum Standards | 1 | M | The student demonstrated ability to write and develop lesson plans with instructor's help. |
| 3. The student will each teach one lesson in peer situations; based on FSM Curriculum standards. | 3 | M | The students performed extra ordinarily well as they delivered lessons with peers. |

Final Grades:

A's-----5
 B's-----7
 C's-----4
 D's-----2

**Review of Performance: MS/ED 210a
 Submitted by Paul R. Gallen, Instructor
 Spring 2011**

| SLO# | 3 rd Yr PLO | I,D, Or M | Reflections |
|--|------------------------|-----------|--|
| 1.1 The student will use different strategies to solve word problems, and reflect and clarify their own thinking about mathematical ideas and situations. | 2 | D | The students demonstrated sufficient knowledge/ability in problem solving as they worked on the ensuing activities |
| 2. The student will demonstrate competence in understanding numbers, ways of representing numbers, and relationships among numbers, numeration systems, and operations. | 3 and 4 | M | The student showed remarkable ability during Mid-term and final exam. |
| 3. The students will identify what number theory is and utilize it in problems solving situations. | 5 and 6 | D | The students investigated and understood mathematical content. |

Final Grades:

A's-----6
 B's-----10
 C's-----11

REVIEW OF PERFORMANCE ED300, EDUCATIONAL PSYCHOLOGY (SPRING 2011)

| Student Learning Outcomes | 3 rd year PLOs | I, D, M | Assessment Strategy/Narrative |
|---|---------------------------|---------|--|
| 1a. Discuss in writing Piaget's theory of development including | 5 | I, D | 1a. Students completed a written summary of Piaget's theory of development including the four (4) stages of intellectual development, the processes of adaptation, |

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| the four (4) stages of intellectual development, the processes of adaptation and assimilation, and the implications of this theory for teaching and learning in the local elementary classroom | | | including accommodation and assimilation, and the implications of this theory for teaching and learning the local elementary classroom. Even after extended class discussions only 2 students received an A and one a B. 5 hovered in the lower C-range. There were 3 Fs. |
| 1b. Discuss in writing Vygotsky's view of cognitive development and its implications for teaching and learning in the local elementary classroom. | 5 | I, D | 1b. Students completed a written summary of Vygotsky's view of cognitive development and its implications for teaching and learning in the local elementary classroom. Vygotsky's work seemed even harder: 1 A, 3 Bs, 1 C, 2 Ds, and 5 Fs |
| 1c. Discuss in writing Erikson's theory of personality development and its implications for teaching and learning in the local elementary classroom | 5 | I, D | 1c. Students completed an in-class exam that summarizes Erikson's theory of personality development relating each stage to the development of local children/youth. Students summarized the implications of Erikson's theory for teaching and learning in the local elementary classroom. Students seemed surprised and incredulous that they had to close their books and pack them away. They kept looking at each other and at me. Few seemed to be prepared for such a task. The results were devastating: 2 As, 1 B, 1 C, 2 Ds, and 6 Fs. As one can see, however, the task was not necessarily above the students' heads since 4 got very good or at least satisfying results. |
| 1d. Discuss in writing Kohlberg's theory of moral development and its implications for teaching and learning in the local elementary classroom | 2,5 | I, D | 1d. Students participated in a group presentation on Kohlberg's moral reasoning in response to a dilemma likely to be faced by an elementary student. - The class was split up in 6 groups of two, but in each group I could have predicted who will speak more. I was not prepared however, to what extend one student would ride on the other's coattail. One student, who later dropped, left her companion in the ditch, however, by not showing up at all. - Students already received some credit for talking in front of the class, and I tried to question those who hadn't said much during the presentation more than the others. In the end, the results were fair to satisfying and every student got (a however generous) 9 or 10 out of 10 points. Student also completes a T-H assignment on the levels |

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| | | | <p>of moral development. Assignment includes discussion of implications for the local classroom.</p> <p>- Results of the T-H-exam: 4 As, 5 Bs, 1 C, 1 F (the problem with T-H-exams was, all during the semester, that students are inclined to submit articles they found on the internet. The polished prose gives it away, however. It is sure time-consuming to search where they got it from, to inform the students that one wants the piece again in their own words (only to receive another text copied from the internet). I'll make sure that my students understand that this is unacceptable and that I'll refuse to accept it.</p> |
| 1e. Summarize in writing the development of language and the issues associated with bilingual education with particular emphasis on the implications for teaching and learning in the local elementary classroom | 5 | I | <p>This exam was not given, partially of time constraints and partially because the previous exams had yielded only poor results in many cases.</p> <p>We did, however, discuss theories of language development to a considerable extent.</p> |
| 2a. Distinguish among examples of <i>classical conditioning</i> , <i>contiguity learning</i> , and <i>operant conditioning</i> and state the implications of each for teaching and learning in a local elementary classroom | 5 | D | <p>2a. Given a list of ten (5) examples of situations from local classrooms on a written, in-class quiz, students labeled each as <i>classical conditioning</i> or <i>operant conditioning</i>, provided a rationale for the label, and stated the implications of each for teaching and learning in a local elementary classroom.</p> <p>Some students—always the same (those who either knew these theories already or those who studied)—got As (4) or Bs (3). There were also 3 Ds and one F. In some cases, the nature of the multiple-choice exam prevented me from knowing whether the students had guessed right or whether they knew the answers. Some students asked what 'implication' meant. After I had explained it with the help of some students (to make sure we were on the same page), some students still didn't know what it was (as evidenced by their answers).</p> |
| 2b. Apply principles of behavior modification to situations in a local elementary classroom | 5 | D | <p>2b. Given a description of a student behavior problem in a local elementary classroom, students summarized how each of the principles of reinforcement, punishment, shaping, and extinction might be applied by teachers in the classroom and provided a rationale for each principle.</p> <p>Results: 2 As, 1 B, 3 Cs, 5 Fs</p> |
| 2c. Discuss in writing Bandura's theory of | 5 | D | <p>2c. Students wrote a summary of Bandura's theory of social learning and its implications for teaching and</p> |

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| social learning and its implications for teaching and learning in the local elementary classroom | | | <p>learning in the local elementary classroom.</p> <p>After we had spent a lot of time on Bandura, seemingly going in circles (for which I take most of the blame), students submitted all passing papers: 2 As, 5 Bs, 4 Cs.</p> <p>The discussion of Bandura’s theory had involved the roles of film and peers for social learning. These discussions were very interesting and productive in my view.</p> |
| 2d. Diagram and label the critical components of the information processing model of memory showing with arrows the direction and order of the flow of information. Discuss in writing the implications of the information processing model of memory for teaching and learning in the local elementary classroom. | 5 | | This assignment was not given due to time problems. Neither did we discuss memory or information processing. |
| 2f. Define intelligence, explain the term <i>Intelligence Quotient</i> and its derivation, describe contents of commonly used IQ tests, and develop and support a position on whether IQ tests developed outside of the FSM should be used in local elementary classrooms. | 5 | | This assignment was not given due to time problems. Neither did we discuss the concept of IQ. |
| 2g. Discuss in writing Gardner’s theory of multiple intelligences. | | | This topic wasn’t addressed due to time constraints. |
| 2h. Compare and contrast the behavioristic, humanistic, and cognitive views of motivation including the implications of each for teaching and learning in a local elementary classroom | 5 | D | Students got together in 3 groups, each of them had to compare and contrast two of the three (behavioristic, humanistic, and cognitive) theories of motivation. This was done to give the students a fair chance to succeed in their paper they had to submit. However, things went very slow this day again. The papers showed poor results (I realize it was the end of the semester but we had prepared it in class): 1 A, 2 Bs, 2 Cs, 2 Ds, and 4 Fs. Two students failed to submit the paper, which cost them their good grades. One, however, pulled himself up by making a good effort |

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| | | | here. Two others, however, copied from each other. |
| 3a. Write measurable instructional objectives based on FSM and State curriculum standards and benchmarks | | | This topic wasn't addressed due to time constraints. |
| 3b. Differentiate among the levels of Bloom's taxonomy of the cognitive domain | | | This topic wasn't addressed due to time constraints. |
| 3c. Analyze instructional tasks as the basis of the design of instruction | | | These topics weren't addressed due to time constraints. |
| 4a. Compare and contrast norm-referenced and criterion-referenced testing | 5 | | |
| 4b. Define concepts of <i>reliability</i> and <i>validity</i> as related to assessment instruments | | | |
| 4c. List the advantages and disadvantages of the use of standardized tests in a local elementary classroom | | | |
| 4d. Interpret the results of a standardized test | | | |
| 4e. Determine whether a test item is appropriate for assessing a given instructional objective. | 5 | | |
| REFLECTION PAPER | | | Students wrote a reflection paper on the content of the course and how it might benefit him/her as a teacher. <u>Results:</u> Some students seemed to have copied and pasted together what they had written on similar topics in the past (= missing the point). Others failed to submit this last piece altogether. 3 As, 1 B, 1 C, 1 D, 5 F's. |
| FINAL EXAM | | | I had given the students 5 'bigger' and 4 'smaller' questions of which they had to pick 5 big ones and 2 small ones or 4 of each to get full points. Even though I had picked to most 'obvious' topics again the results |

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| | | were disheartening: 2 Bs, 1 C, 2 Ds, 6 Fs (most of them around 50 % though). |
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Final Grades: 3 Bs, 2 Cs, 4 Ds, and 2 Fs.

Comments: Needless to say, I wish I could start all over again with this class. After the slow start and the devastating test results, I thought we should spend as much time as we needed on each topic. As the course went on, however, the students seemed to rely on the fact that we would sometimes even read the passages together if no one volunteered to move the class discussion along, which made us lose much needed time.

**COURSE LEVEL ASSESSMENT ED301A -LANGUAGE ARTS AND BILINGUALISM
(SPRING 2011, MUELLER)**

| SLOs | 3 rd ye ar PL Os | I, D, M | Assessment Strategies/Narrative |
|---|---|------------|---|
| 1. Following text readings and class discussion students will be able to describe how children learn a language and identify what this implies for Micronesia's goal of bilingualism. | 1,5 | D | <p>a) Students wrote a 300-word essay describing their knowledge and understanding of the nature of symbolic language and language learning. Students received between 4 and 10 (out of 10) points. Most students succeeded in summarizing most of the points in the textbook and our class discussions but were a little unclear here and there.</p> <p>b) Students wrote a midterm paper on the FSM Language Policy and its implications for elementary school teachers in the FSM.</p> <p>Many students had problems summarizing the FSM Language Policy, which led to problems evaluating it. There were 5 A's, 7 B's, 5 C's, and 3 F's (either due to carelessness or sheer inability to grasp the task).</p> |
| 2. Students will demonstrate competency in using the education | 1, 2, 3 | M | <p>Four out of nine <u>teaching presentations</u> were accompanied by an education lesson plan form; the rest had extensive descriptions on how the lesson would be taught. Students usually received between 16.5 and</p> |

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| <p>lesson plan form.</p> | | | <p>19 points (out of 20). In a few cases, however, students demonstrated lessons that would have been unsuitable to children (either because they were just too garbled or simply inappropriate for the age group). We discussed students' failures after their presentation in class but a few students were still unable to eliminate the discussed problems on their lesson plans.</p> |
| <p>3. Students will experiment with various strategies to teach children listening skills concluding with a practice teaching using the Kellogg listening model.</p> | <p>1, 2, 3, 4, 5, 6</p> | <p>D, M</p> | <p>a) Students submitted a short (2-page) paper discussing five strategies for teaching listening as presented in the text. Students' grades ranged from 7 to 10 points (out of 10). I corrected 'ESL-mistakes' but never took points off for language mistakes. The main problem was that some submitted Wikipedia-inspired work, which I sent back for resubmission.</p> <p>b) Students did a classroom presentation using children's books they either owned or got from the library, which introduced the class to a nice range of possible literature to teach listening. Students submitted again a lesson plan to go along with their presentation. Grades generally ranged from 16 to 18.5 out of 20 points. One student only managed to get 8 and another 12 points.</p> <p>c) Students got together in groups and wrote puppet plays, which were also demonstrated in class (but not graded).</p> |
| <p>4. Following handwriting criteria for manuscript: letter form, letter size alignment and spacing and for cursive: add slanting and joining; students will be able to teach handwriting to grades 1 to 4.</p> | <p>1, 2, 3, 4, 5, 6</p> | <p>D, M</p> | <p>a) Students designed a readiness lesson and taught it in class. Grades ranged from 10 to 19 points (out of 20). At the lower end, students often completely missed parts of the assignment.</p> <p>b) Following class discussions, students prepared and demonstrated one manuscript and one cursive lesson following class criteria. Students designed a corrective handwriting lesson. Students used either their own 'wrong' hand or younger relatives' handwriting to design a remedial (corrective) hand-writing lesson. Group presentation and submission of a one-page description of the lesson. Grades ranged from 9.5 and 20 (out of 20).</p> |

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| <p>5. After completing a self-corrected spelling test, students will be able to identify at least ten ways to teach spelling to children.</p> | <p>1, 2, 3, 4, 5</p> | <p>D, M</p> | <p>Students demonstrated a prepared spelling lesson for a specific grade level.</p> <p>Students did particularly well on this assignment, perhaps because I by now made myself clearer and they had had a chance to figure out what to emphasize. Needless to say, efforts should be made on the part of the instructor to allow this to happen early in the semester.</p> <p>I had also provided additional material so that the students could pick two ideas to demonstrate in class and ten exercises to write about.</p> <p>All students received between 9 and 10 points out of 10.</p> |
| <p>6. a) Upon learning how to use the Fry Reading Graph or the computer to identify the readability level of books or compositions, students will demonstrate competency in graph use and discover how to upgrade their own level of composition.</p> <p>b) Students compose an essay themselves. Some emphasis will be placed on punctuation.</p> | <p>1, 2, 3, 5, 6</p> | <p>I, D, M</p> | <p>Fry-Graph was discussed in class but no exam was given. Neither did I want the students to calculate their writing level and come up with something like 6th grade, because this is demoralizing. Instead, we sat in a circle and listened to what everyone had written, which was the perfect 'closure' for the class.</p> <p>a) After a long review of grammar and punctuation rules in class, students devised a punctuation lesson as part of composition.</p> <p>Grades ranged from 14 to 20 points. Most students did well (8 A's, 7 B's, 3 C's), which shows that the task was definitely appropriate and could have been mastered by all students.</p> <p>I was surprised by the heated discussion we had about where to put a comma, quotation marks, and where a semicolon. I was pleased to see students arguing, participating and passionate about writing.</p> <p>b) Students prepared a composition of more than 300 words, which was improved through editing, classmates exchange editing, and instructor editing to present a "polished prose".</p> <p>Students read their essays the very last day. Most of them (19 out of 20) were very good, grades either being 9 or 9.5. out of 10.</p> |
| <p>7. Students will identify and write at least 4 kinds of</p> | <p>1, 2</p> | <p>I</p> | <p><u>We were supposed to do this:</u> Student will compose at least one of each kind of poetry as used in the class for children's reading and</p> |

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| poetry suitable for children's activity: contrast couplets, Haikus, free form or rhymed. | | | comprehension. We didn't really get to this part, although we discussed poetry as a Language Arts 'tool'. Part of the reason was that we ran out of time. Another, that I'm not knowledgeable about it and find it hard to ask someone to write poetry for grades. Students did, however, incorporate poetry rather often in their presentations (without being explicitly asked or encouraged to do so). |
| 8. Instructor ¹ shall prepare 25 or more ESL activities for each student to participate in to be put into their own ESL notebook for future use and demonstrate their own teaching skills for at least five of them. Points 1-20 for their ESL notebook. | 1, 2, 3 | I, D | During the course I always insisted that students watch and take notes not only about what I'm explaining in the board but also of their fellow students' lessons, which were often pretty good. If I taught this class again, I'd find a way to make sure that the students develop <i>and collect</i> future classroom material. When I asked several colleagues what "Lab" or "ESL notebook" were - both mentioned in the syllabus—I could not get an answer. So I just started teaching the class. |

Final Grades: 7 x A, 9 x B, 2 x C, 2 x D

Recommendations for Improvements:

- Find a way to accumulate all the presentations that the students do themselves and those that they watch, so that they collect a nice little library they can draw on as teachers in the future.

Review of Performance: ED 301b Reading Methods (Spring 2011)

(% refers to percent of students who got item correct on final exam)

Submitted by Susan Moses, Instructor

| SLO# | 3 rd Yr PLO# | I, D, or M | Posttest Data, Assignments, and Exams | | |
|---------------------------|-------------------------|------------|--|-----------------|--|
| | | | N=17 1 student stopped attending and did not take the posttest | | |
| 1a Define <u>reading</u> | 1,2,5 | M | <i>Item #</i> | <i>Posttest</i> | On the in-class assessment of this SLO all but three of the students scored 2/2 on the question on the quiz. |
| | | | 1 | 81% | |
| 1b Differentiate types of | 1,2,5 | D | <i>Item #</i> | <i>Posttest</i> | For the in-class checkout |

¹ Since I took the syllabus from Robert Andreas who I could not consult, I don't know if this shouldn't read 'student.'

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| reading programs | | | 2 | 69% | for SLO 1b, 10 samples of reading programs the students had never seen before were laid out on the table. Students determined the philosophical base of each type of program and provided reasons for their choice. This is a very sophisticated skill, and 15 of the students passed this checkout with at least 70% correct. Although this semester's score is an improvement over the fall 2010 semester, there remains a need to review this topic prior to the final exam. |
| 1c FSM and State curriculum standards | 1 | I | <i>Item #</i> | <i>Posttest</i> | This SLO was assessed as in-class group activity in which students developed lesson objectives from the reading benchmarks from the <i>FSM Language Arts Standards and Benchmarks</i> . Students were also provided a bonus opportunity on the final exam in which they were to write lesson objectives for two benchmarks, one in the Heritage Language and one in English. Only one student scored 3.5/4 which was the highest score. There is a clear need to work more on writing objectives. |
| | | | 3 | 88% | |
| 2a Say the sounds of the English language | 1,2,5 | D | All but one student checked out individually on saying 60 English sounds and sound combinations with a score of 70% or higher. One student scored 60% because she required 4 tries. | | |
| SLO# | 3rd Yr PLO# | I, D, or M | Post Test Data, Assignments, and Exams | | |
| 2b Teach phonemic | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | The final exam item on |

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| awareness skills (rhyming, oral blending, and segmenting) | | | 4 | 75% | phonemic awareness skills asked students to differentiate among the 3 phonemic awareness skills covered in class. All of the students successfully demonstrated strategies for teaching rhyming, oral blending, and segmenting in class. |
| 2c Teach phonemic awareness skills (translation of rhyming into Heritage Language) | 1,2 | D | Sixteen students successfully completed a translation of the rhyming strategy into their Heritage Languages. One student scored 6/10. Completed translations were included in the Heritage Language Booklets required at the end of the course. Sixteen students successfully demonstrated a strategy for teaching this skill in their respective Heritage Languages in class. One student was absent. | | |
| 2c Teach phonemic awareness skills (translation of oral blending into Heritage Language) | 1,2 | D | Sixteen students successfully completed a translation of the oral blending strategy into their Heritage Languages. One student scored 60%. Completed translations were included in the Heritage Language Booklets required at the end of the course. Seventeen students successfully demonstrated a strategy for teaching this skill in their respective Heritage Languages in class. | | |
| 2c Teach phonemic awareness skills (translation of segmenting into Heritage Language) | 1,2 | D | Sixteen students successfully completed a translation of the segmenting strategy into their Heritage Languages. One student scored 60% on the assignment. Completed translations were included in the Heritage Language Booklets required at the end of the course. All of students successfully demonstrated a strategy for teaching this skill in their respective Heritage Languages in class. | | |
| 2d Teach sounds of the letters | 1,2 | D | <i>Item #</i> | <i>Post</i> | All but one of the students successfully demonstrated a strategy in class for teaching the sounds of the letters (test item #5) including a procedure for correcting errors (test item #7). One student was absent. |
| | | | 5 | 75% | |
| | | | 7 | 88% | |
| SLO# | 3rd Yr PLO# | I, P, or M | Posttest Data, Assignments, and Exams | | |
| 2e Develop a sequence for | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | Fifteen students |

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| teaching the sounds of the letters in the Heritage Language | | | 6 | 88% | successfully passed the assignment to develop a sequence for teaching sounds in the Heritage Language with a score of 70% or greater. This sequence was included in the Heritage Language Booklets required at the end of the course. |
| 2f Translate lesson for teaching sounds in Heritage Language | 1,2 | D | Sixteen students successfully translated this lesson. One student submitted the assignment very late which resulted in reduced points. This translation was included in the students' Heritage Language Booklets required at the end of the course. | | |
| 2g Teach sounding out words | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | All of the students successfully demonstrated a strategy for teaching students to sound out words in English in class. This strategy included procedures for correcting errors. Fourteen students successfully demonstrated a strategy for teaching phonetically irregular words in class. Three students were absent. Fifteen students successfully demonstrated a strategy for teaching words with sound combinations in class. Two students were absent. |
| | | | 8 | 75% | |
| 2g Teach phonetically irregular words | 1,2 | | <i>Item #</i> | <i>Posttest</i> | |
| | | | 9 | 100% | |
| 2g Teach words with sound combinations | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | |
| | | | 10 | 89% | |
| 2g. Teach reading words by sight | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | Thirteen students successfully demonstrated a strategy for teaching words by sight in class. Four students were absent. |
| | | | 11 | 75% | |
| 2g Teach words with silent-e rule | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | Nineteen students successfully demonstrated a strategy for teaching words with the silent-e rule in class. One student was absent. |
| | | | 13 | 75% | |
| 2g Teach words with the | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | Sixteen students |

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|---|-------------------------------|-------------------|--|-----------------|--|
| soft-c/soft g sounds | | | 14 | 88% | successfully demonstrated a strategy for teaching words that contain soft c/soft g sounds in class. One students was absent. |
| SLO# | 3rd Yr PLO# | I, D, or M | Posttest Data, Assignments, and Exams | | |
| 2g Teach words with VCe derivatives | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | Fourteen students successfully demonstrated a strategy for teaching words that are VCe derivatives (mopping, moping). Three students were absent. |
| | | | 12 | 75% | |
| 2g. Teach words with variant pronunciations of <u>ed</u> endings | 1,2 | D | This skill was not included on the posttest. Sixteen students successfully demonstrated a strategy for teaching words with variant pronunciations of ed endings. One student was absent. | | |
| 2h Translate strategy for teaching phonetically regular words into Heritage Language | 1,2 | D | Sixteen students met this SLO. One student failed to submit the assignment. This is a very comprehensive assignment which requires students to not only translate the basic procedure, but also translate three correction procedures. Completed translations were included in the Heritage Language Booklets required at the end of the course. | | |
| 2h Translate strategy for teaching sight reading into Heritage Language | 1,2 | D | Sixteen students successfully met this SLO. One student failed to submit the assignment. This translation was included in the Heritage Language Booklets required at the end of the course. | | |
| 2h Translate strategy for teaching words with sound combinations into Heritage Language | 1,2 | D | Fourteen students successfully met this SLO. Three students failed to submit the assignment. This translation was included in the Heritage Language Booklets required at the end of the course. | | |
| 2i. Select appropriate words for teaching sound combinations | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | Sixteen students successfully passed the in-class quiz on this SLO with a score of 70% or higher. One student scored 60% on a make-up quiz. Although the results on the posttest are higher than the previous semester, the final exam results suggest there remains a need to strengthen this skill. |
| | | | 15 | 69% | |
| SLO# | 3rd Yr PLO# | I, D, or M | Posttest Data, Assignments, and Exams | | |
| 2j List prefixes and suffixes | 1,5 | D | <i>Item #</i> | <i>Posttest</i> | Fifteen students |

| | | | | | |
|--|-------------------------------|-------------------|--|-----------------|---|
| in Heritage Language and associated meanings | | | 16 | 81% | successfully passed this assignment with a score of 70% or higher. Two students scored 12/20. This assignment requires students to list at least ten prefixes or suffixes in their Heritage Language, define them, and give sample words. |
| 3a Teach vocabulary through use of synonyms | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | All of the students successfully demonstrated this strategy in class. |
| | | | 17 | 81% | |
| 3a Teach vocabulary through use of definitions | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | All of the students successfully demonstrated this strategy in class. |
| | | | 18 | 94% | |
| 3a Teach vocabulary through use of morphemic analysis | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | All of the students successfully demonstrated this strategy in class. |
| | | | 19 | 100% | |
| 3a Teach vocabulary through use of context clues | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | All of the students successfully demonstrated this strategy in class. This SLO was added to the class this semester and was inadvertently omitted from the posttest. |
| | | | N/A | N/A | |
| 3a Teach sequence of events | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | Sixteen students successfully demonstrated this strategy in class. One student was absent. |
| | | | 21 | 81% | |
| 3a Teach main idea | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | Sixteen students successfully demonstrated this strategy in class. One student was absent. |
| | | | 20 | 100% | |
| 3a Teach summarization | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | Fifteen students successfully demonstrated this strategy in class. Two students were absent. |
| | | | 22 | 71% | |
| 3b Translate procedure for teaching vocabulary through synonyms in the Heritage Language | 1,2 | D | Fifteen students successfully translated the procedure for teaching vocabulary through use of synonyms in the Heritage Language. One student failed to submit the assignment, and one student scored 60%. Completed translations were included in the Heritage Language Booklets required at the end of the course. | | |
| SLO# | 3rd Yr PLO# | I, D, or M | Posttest Data, Assignments, and Exams | | |

| | | | | | |
|---|-------------------------------|-------------------|---|-----------------|--|
| 3b Translate procedure for teaching vocabulary through definitions in the Heritage Language | 1,2 | D | Fourteen students successfully translated the procedure for teaching vocabulary through use of definitions in the Heritage Language. One student failed to submit the assignment, one student submitted the assignment very late, and one student attempted the assignment twice but failed. Completed translations were included in the Heritage Language Booklets required at the end of the course. | | |
| 3b Translate procedure for teaching vocabulary through morphemic analysis in the Heritage Language | 1,2 | D | Thirteen students successfully translated the procedure for teaching vocabulary through use of morphemic analysis in the Heritage Language. One student failed to submit the assignment, and other scored 6/10 and 5.5/10. Completed translations were included in the Heritage Language Booklets required at the end of the course. | | |
| 3b Translate procedure for teaching sequence of events in the Heritage Language | 1,2 | D | Thirteen students successfully translated the procedure for teaching sequence of events in the Heritage Language. Four students failed to submit the assignment. Completed translations were included in the Heritage Language Booklets required at the end of the course. | | |
| 3b Translate procedure for teaching main idea in the Heritage Language | 1,2 | D | Fifteen students successfully met this SLO. One student failed to submit the assignment. One scored 5/10 due to lateness. This translation was included in the Heritage Language Booklets required at the end of the course. | | |
| 4a Teach story/passage reading using the sound out procedure in English | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | Sixteen students successfully demonstrated this strategy in class. One student was absent. |
| | | | 23 | 100% | |
| 4a1 Translate procedure for teaching story/passage reading using the sound out procedure in the Heritage Language | 1,2 | D | Fifteen students successfully translated the procedure for teaching story/passage reading using the sound out procedure in the Heritage Language. Two students failed to submit the assignment. Completed translations were included in the Heritage Language Booklets required at the end of the course. | | |
| SLO# | 3rd Yr PLO# | I, D, or M | Posttest Data, Assignments, and Exams | | |
| 4b Teach story/passage reading using a sight procedure | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | All of the students successfully demonstrated a procedure for teaching passage reading by sight. In view of the test results, however, there remains a need to strengthen this SLO during the fall 2011 semester. |
| | | | 24 | 50% | |

| | | | | | |
|---|-------------------------------|-------------------|---|-----------------|---|
| 4b1 Translate procedure for teaching story/passage reading using a sight procedure in the Heritage Language | 1,2 | D | Sixteen students successfully translated the procedure for teaching story/passage reading using a sight procedure in the Heritage Language. One student failed to submit the assignment. Completed translations were included in the Heritage Language Booklets required at the end of the course. | | |
| 4c Teach guided story/passage reading using a sentence-reading procedure in English | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | Fifteen students successfully demonstrated teaching story/passage reading using a sentence-reading procedure in English in class. Two students were absent. The question on the final exam focused on the procedure for correcting errors during guided story reading. |
| | | | 25 | 69% | |
| 4d Teach guided story/passage reading with comprehension questions | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | Fifteen students students successfully demonstrated teaching story/passage reading with comprehension questions in English in class. Two students were absent. There remains a need to practice this skill more fully. |
| | | | 26 | 56% | |
| 4f Write one story appropriate for teaching story/passage reading in the Heritage Language at each of the first, third, fifth, and seventh grade levels | 1,2 | D | <i>Item #</i> | <i>Posttest</i> | Fifteen students successfully developed stories at a range of grade levels in the Heritage Language. One student failed to submit the assignment, and one student submitted the assignment very late and earned reduced points. The final exam item focused on the elements considered in calculating a readability index. |
| | | | 27 | 81% | |
| SLO# | 3rd Yr PLO# | I, D, or M | Posttest Data, Assignments, and Exams | | |
| 5a Administer a test of | 3 | D | <i>Item #</i> | <i>Posttest</i> | Twelve students |

| | | | | | |
|--|-------------------------------|-------------------|---|-----------------|---|
| basic reading skills in English | | | 28 | 94% | successfully demonstrated administration of a three-component test of basic reading skills in English in class. Four others demonstrated one or two components. One student was absent for the entire SLO. |
| 5b Develop a test of basic reading skills in the Heritage Language | 3 | D | Although examples of such a test were shown in class, this SLO has been omitted since the initial trial of this course primarily due to the level of difficulty associated with the SLO. It was determined early on that accomplishment of this task requires a rather sophisticated knowledge of the orthography and word structure in the Heritage Language. When the course outline is revised, this SLO will either be omitted or reworked. | | |
| 5c Describe an Informal Reading Inventory and its primary purpose | 3 | D | <i>Item #</i> | <i>Posttest</i> | Only four students scored full points on this item on the in-class IRI exam although students had consistently answered this item correctly in class. There is a clear need to strengthen this understanding. |
| | | | 29 | 45% | |
| 5d List and define the Functional Levels of Reading | 1,3 | D | <i>Item #</i> | <i>Posttest</i> | Fifteen student successfully responded this item on the IRI test that was given in class. One student gave incomplete definitions, and one student was absent. The performance on this SLO exceeded that of the fall 2010 class. |
| | | | 30 | 100% | |
| SLO# | 3rd Yr PLO# | I, D, or M | Posttest Data, Assignments (Papers), and Exams | | |
| 5e Record oral reading errors on an Informal Reading Inventory | 3 | D | <i>Item #</i> | <i>Posttest</i> | Fourteen students scored 70% or higher on these items on the IRI test that |
| | | | 31 | 100% | |
| | | | 32 | 69% | |

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| following a standardized marking system, calculate percent correct, determine the functional level, and indicate the next step in the process | | | 33 | 56% | was given in class. Two students scored 60%, and a third student was absent. The posttest item had been determined to be unnecessarily tricky in past semesters so it was modified for this testing. However, the results did not improve. When students came in to pick up their grades, they were asked about that item. They responded that they did not read the item carefully. |
| 5f Group students for reading instruction based on diagnostic and placement test results. | 3 | D | <i>Item #</i> | <i>Post</i> | Although this SLO was discussed in class, there was not sufficient time for the class to undertake an exercise on it. Discussion focused on parameters to consider when grouping students for reading instruction from the text. Even though the posttest question was clearly stated in class, the posttest results suggest that there remains a need to spend more time on this SLO the next time this course is taught. |
| | | | 34 | 53% | |

Special comment: If a student scored below 70% on a paper or quiz on the first try, s/he was given a chance to do a make-up. However, per the course policy, the highest score a student could earn on the second try was 70%. To get students to come to class on time and read the assignment in the textbook, bonus quizzes were given throughout the course. These quizzes were given only during the first five minutes of class and appeared to motivate students to come to class on time. The quizzes were open book so the skill actually being tested was their ability to scan. According to the Best Practices instructor, scanning is a valuable skill that the students should learn. This practice will be continued this summer and next fall.

Final grades: 11 As; 4 Bs; 1 C; and 1 F. The student who earned the C is a very capable student who attended class regularly but simply failed to submit assignments in a timely manner. Points were deducted for lateness, and this seriously affected her grade. The student earning the F stopped attending class towards the latter part of the semester. No reason was given for this action.

Recommendations for improving ED/PY 301b: The recommendations for improvement of this course have been highlighted under the discussions above. In addition, to earn bonus points this semester students were asked to submit a reflection paper summarizing at least three ways to improve the course. Suggestions offered by the students include: visit the schools; extend the class time; rethink the peer evaluations of teaching demonstrations; have students teach real students; do not allow students to submit late assignments; do not allow students to come to class late; give students more work on the weekends; do not give so many assignments; spend more time on writing lesson objectives; have students share their translated assignments with each other; bonus quizzes should be from closed books; have students deliver their translated lessons to the entire class; provide more time for assignments that have to be typed, and have a bigger classroom space. All of these suggestions will be taken into consideration when planning lessons and activities for the summer and fall 2011 semesters.

As recommended on the Fall 2010 course level assessment report for this course, a direct link to the FSM Standards and Benchmarks was included with each SLO on the Spring 2011 syllabus. This practice will be continued each semester. Beginning with the summer 2011 semester, a more concerted effort will be made to develop lesson objectives from the standards and benchmarks.

COURSE LEVEL ASSESSMENT ED302, SOCIAL STUDIES METHODS (SPRING 2011, MUELLER)

Preliminary Remark: Since I was given only an incomplete syllabus (one completely without assessment strategies) and since the class had only an inappropriate textbook (one for middle and high school in the U.S.) that I just could not think together with the 13 points listed below I had to orient myself while I was teaching the class.

Thus, the class explored first *what* Social Studies are, then *why* we teach it, then *how* we teach it (Methods). The midterm exam was a thorough description of a semester-long Social Studies project along those lines (what—why—how). Five groups of students (4 or 5 students in each group) picked one SS standard and one grade each and developed a semester’s work, a task they all repeated in the final, in-class exam for a standard that was not addressed by any of the five groups. In other words, students concerned themselves only with 2 standards (one of them though in much detail) instead of all five of them.

| SLOs | 3 rd year PLOs | I, D, M | Assessment Strategies/Narrative |
|--|---------------------------|---------|--|
| 1. Demonstrate content understanding of geography curriculum standards, maps, physical geography landforms, weather and climate and associated physical geography terms. | 1, 2, 3 | I | Only one group picked ‘geography’ for their semester project. They decided on the 2 nd grade topic “pollution.” They broke up the topic in land, air, and water pollution and developed one semester’s work as well as one specific lesson. They, like all other groups, did independent research and a 70-minute in-class presentation about the standard geography in one of the elementary grades. Students always tried to cut class time to “do more research” and, at first, ignored the second part of their task: to tell the class how they would teach one actual class on the topic they had picked to the grade they had picked. Some (mostly older) students clearly did more than the others. Some students weren’t |

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| | | | cooperating well and were absent a lot. Only a few students received an A for their presentation. |
| 2. Demonstrate the ability to write a lesson plan using physical geography content and construct the plan using appropriate methodologies and strategies. | 1, 2, 3 | I | Again, only one group out of five picked geography, but we discussed measurements of length and size, distances between islands and other related topics. We converted kilometers into miles and inches into centimeters. I tried to clarify some relations since most of the class had guessed that Pohnpei is either only about 4 feet high or 10 kilometers. The same was true for areas. There were no grades given, however. |
| 3. Demonstrate content understanding of human geography curriculum standards, resource, political, economic, and population geography and associated terms. | 1, 2, 3, 5 | D | After discussions of civics (and a clarification) of the term, we extensively discussed the tension between modernity and tradition, using the project to open a Casino in Madolenihmw as an example to illustrate the problems that lay ahead of the FSM. Students wrote a 90-minute, in-class quiz about what social studies actually are, what they include, and what the role of teachers in society is. Grades ranged from 55 to 98 points (out 100). Most students had clearly gotten the gist, but they did not seem to have studied for or thought about the test. I'm unsure how many of them took notes habitually and went over them before the quiz. |
| 4. Demonstrate the ability to write a lesson plan using human geography content and construct the plan using appropriate methodologies and strategies. | 1, 3, 5 | D | Again, only one group of students submitted a lesson plan along with their presentation on one semester's work in geography. The whole class developed a semester's worth of work in the final in-class exam (either using the strand history or culture—both dealt with the tension between Past and Present). |
| 5. Demonstrate content understanding of history curriculum standards, the historical timeline and associated terms. | 1, 2, 3, 5 | I, D | One group gave a presentation on the history of Micronesia (including a LP). Students' midterm project (exam) was to develop an understanding of the SS curriculum. They had to develop one semester's work for one of the five strands in more detail and write a 6-page paper. Grades: between 20 (student wrote interesting paper about a different topic) and 97 (out of 100). It was disconcerting though that only one student had the paper ready the day it was due. Had I refused to accept their late submission, virtually every student would have failed this class. |
| 6. Demonstrate the ability to write a lesson plan using history content | 1, 3, 5 | D | Each student submitted one lesson plan along with their presentation and developed another during the in-class <u>final exam</u> . |

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| and construct the plan using the appropriate methodologies and strategies. | | | Grades for the final exam : between 64 and 100. 8 x A, 7 x B, 3 x C, 2 x D, 1 x F This distribution shows that students could have received better grades during the semester. Attendance and tardiness were an issue, as was recalcitrance. |
| 7. Demonstrate content understanding of economics curriculum standards and associated terms. | 1, 2, 3, 5 | I, D | One group gave a presentation on the economics strand (including a LP for each student). Class discussion on economics in grade school. As I said above, each group had one member who the others thought would carry every group member across the line. I had warned both types of students not to let this happen and to distribute speaking time evenly. Somehow, this advice fell on deaf ears again. The more vocal students naturally received better grades. |
| 8. Demonstrate the ability to write a lesson plan using economic content and construct the plan using appropriate methodologies and strategies. | 1, 2, 3, 5 | I, D | As I have said before, students concerned themselves only with 2 standards (one of them in much detail) instead of all five of them. |
| 9. Demonstrate content understanding of civics/government standards and associated terms. | 1, 3, 5 | D | Students wrote in their first quiz about civics (after extensive discussions of the matter in class). Results: 6 As, 6 Bs, 5 Cs, 2 Ds, 2 Fs |
| 10. Demonstrate the ability to write a lesson plan using civics/government content and construct the plan using appropriate methodologies and strategies. | 1, 2, 3, 5 | D | One group gave a presentation on the civics/government (including a LP for each student). Class discussion on civics/government in grade school. We also read the preamble of the Constitution and asked what the term 'sovereignty' could mean in the FSM. |
| 11. Demonstrate content understanding of cultural curriculum standards and associated terms. | 1, 3, 5, 6 | I, D | One group gave a presentation on the culture curriculum standards (including a LP for each student). Class discussion on funerals, marriage customs, relations between generations, etc. Group presentation, one sample lesson, Lesson Plan |
| 12. Demonstrate the ability to write a lesson plan using culture standards and construct the plan using appropriate methodologies and strategies. | 1, 2, 3, 5 | I, D | One group gave a presentation on the culture curriculum standards (including a LP for each student). Class discussion on funerals, marriage customs, etc. Even though it was the fourth presentation that we all watched, students didn't come up with a sample lesson (my suspicion is because they weren't listening during the previous three presentations or when I tried to explain what they had to do). |

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| | | | |
| 13. Demonstrate the ability to develop and use a geographic matrix as a tool for all areas of the social studies particularly economic and social development. | 1, 3, 5 | I | <p>Wasn't addressed.</p> <p>I did address, however, questions of professionalism, which had come up when the standard for first grade seemed to have been swapped with the one for second grade. Students asked what they could or should do if they disagree with what's in the curriculum.</p> <p>Furthermore, we spent considerable time on question strategies (why and how do teachers ask questions) and how to best organize group work.</p> <p>Students wrote a 90-minute quiz about these two topics.</p> <p>Grades: between 0 (2 students simply didn't show up); those who partook got between 70 and 92.</p> <p>Distribution: 5 x A, 9 x B, 5 x C</p> |

Grades: 6 x A, 6 x B, 5 x C, 2 x D, 2 x F

Suggestions for Improvement:

- 1) We need to be clearer on the respective weigh of content and methods. Since the course had *methods* in its title, I emphasized methods, learning half-way during the semester it is actually content, content, and, again, content that needs to be emphasized.
- 2) We also need to pick a different, more appropriate book (for elementary Social Studies).

Review of Performance: ED 303
Submitted by Paul R. Gallen, Instructor
Spring 2011

| SLO# | 3 rd Yr PLO | I,D, Or M | Reflections |
|---|------------------------|-----------|--|
| 1. The student will describe the vision, characteristics, philosophy, and content for the contemporary mathematics education programs. | 1 | M | The students discussed and described their understanding of the vision and characteristics of mathematics education program as indicated by the FSM Curriculum Standards and bench marks in written papers. |
| 4. The students will do problem solving decision making, and communication skills in mathematics. | 5 | D | The students demonstrated skills in problem solving, decision making, and communicating through peer teaching activities. The students prepared and taught three math lessons each throughout the whole spring semester. |

| | | | |
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| 6. The students will demonstrate various ways to teach addition subtraction, multiplication, and division through peer teaching activities. | 2 | D | The students demonstrated mastery of mathematics activities in the four basic operations through peer teaching. |
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Final Grades:

A's-----14
 B's-----7
 C's-----1
 D's-----1

Course Assessment ED304 Science Methods Spring 2011

For this semesters assessment I simply reviewed the proposed Course Learning Outcomes shared with the students in the ED304 Syllabus shared with the Director of Academic Programs and filed at the division level for Spring 2011

Computer Lab N=12 completing Time 8:15---9:55.

1. General Course Outcome 1: Define any science based upon the underlying principles that underpin a given science.

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| <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> • Following a review from a life science text(or Internet search) the student will define Life Science using the four (4) basic principles • Following a review from a physical science text (or Internet search) the student will define Physical Science using the four (4) basic principles • Following an Internet search the student will define <u>any</u> branch of science using the basic principles of that science. | <p>Suggested Assessment Strategies</p> <p>Definitions presented must include the proper underlying principles if not complete they should be redone. Emphasis should be placed upon the students' ability to recognize underlying principles of <u>any</u> branch of science.</p> |
|---|---|

ONLY 7 OF 13 WERE SUCCESSFUL ON THE FIRST QUIZ.

ALL 13 WERE SUCCESSFUL ON WHAT WAS TERMED A MID-TERM QUIZ

2. General Outcome 2: The student will develop lessons plans based upon FSM Science Standards for a Science Desk Reference Manual for Teachers

| | |
|---|---|
| <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> • Using student copies of FSM Science Standards; Teacher's Editions of Life Science; student content friendly Internet websites; and Bloom's | <p>Assessment Strategies</p> <ul style="list-style-type: none"> • Lesson plans are assessed based upon complete SLO's and should be observable, measurable, have students actively engaged, and state conditions as well as the level of performance expected. |
|---|---|

| | |
|--|--|
| <p>Taxonomy students construct proper Student Learning Outcomes for assigned instructor Topics</p> <ul style="list-style-type: none"> • With approval of SLO's student construct sample and basic lessons that demonstrate Underlying Principles of Life and Physical Science | <ul style="list-style-type: none"> • Lesson plan are assessed to ensure the SLO produces evidence of learning and measured using proper verbs for Bloom's Taxonomy • Instructor must ensure the lessons are indeed introductory and basic. SLO verbs from Bloom's Knowledge Level are highly recommended. <ul style="list-style-type: none"> • Lessons should have suggested assessments, corresponding teacher and students activities within the lesson and necessary teaching/learning materials necessary for the proposed lesson(s) |
|--|--|

BY COURSE COMPLETION ALL STUDENTS COULD CONSTRUCT LESSON USING THE ABOVE CRITERIA.

3. General Outcome 3: Develop curriculum enhancement and assessment materials for a Science Desk Reference Manual for Teachers

| <u>Student Learning Outcomes</u> | <u>Assessment Strategies</u> |
|--|--|
| <ul style="list-style-type: none"> • Using texts, Internet or any unbiased source, the student will produce curriculum enhancement materials to accompany all lessons plans produced in General Outcome 2 | <ul style="list-style-type: none"> • At a minimum a glossary defining relevant lesson terms with sample sentences that demonstrate the meaning by context. • Glossary definitions are assessed as to simplicity i.e. written in grade appropriate English • Sample sentences must demonstrate meaning of terms • Sample sentences must be grammatically perfect. As student handouts anything less than perfect cannot be distributed to students nor placed in the Desk Reference. All grammar and punctuation must be corrected. • Suggested material may include word search puzzles using glossary terms and/or crossword puzzles to enhance lesson or even assessment for a lesson (if so stated in an SLO). |

WE DID NOT FULFILL THIS OUTCOMES—SEE BELOW

4. General Outcome 4 Collect relevant materials for a Science Desk Reference Manual for Teachers

| <u>Student Learning Outcomes</u> | <u>Assessment Strategies</u> |
|--|---|
| <ul style="list-style-type: none"> • Using primarily Internet sources the student will collect relevant materials for all lesson produced in General Outcome 2 and enhanced in General Outcome 3. | <ul style="list-style-type: none"> • All diagrams, charts, tables, graphs, cycles, short reading or whatever is first judged appropriate by the instructor and if copied proper citations are made • Although all student introductory lessons may be similar |

| | |
|---|--|
| <ul style="list-style-type: none"> • Having received any printed material from the instructor the students places material in corresponding section of the Desk Reference • With the materials produced and collected the students present a <u>Science Desk Reference Manual</u> divided into two parts Life Science and Physical Science—each part with five sections | <p>instructor assures that material is elementary school level and assists a teacher and student in successfully completing the stated SLO</p> |
|---|--|

NO STUDENTS WERE ABLE TO PRODUCE A SCIENCE DESK REFERENCE MANUAL AS STATED HERE. I BELIEVE IT CAN BE DONE WITHIN THE COURSE TIMEFRAME BUT THE CLASS TOOK 10 HOURS DOING IN-DEPTH STUDY OF EARTHQUAKES—TSUNAMIS AND RADIOACTIVITY. I CHOSE TO SHOW STUDENTS THE NECESSITY OF RESPONDING TO THEIR STUDENTS IN ELEMENTARY SCHOOLS W/SCIENCE WHEN NATURAL DISASTERS OCCUR. THE STUDENTS ONLY PARTIALLY FULFILLED CLO’S #4 AND #5

5. General Outcomes 5: Demonstrate the ability to discern Internet references based upon scientific laws and unbiased facts from unfounded or unproven science opinion.

| Student Learning Outcomes | Assessment Strategies |
|---|--|
| <ul style="list-style-type: none"> • Following handouts and class discussion on scholarly research, unbiased evident and theory – carefully distinguishing a social and science theories, the students can discern biased Internet sources from unbiased Internet sources. • Given web sites provided by the instructor the students review unbiased sites in the sciences noted in the FSM Science Standards | <ul style="list-style-type: none"> • Given the search topic <u>Evolution</u> Students locate and show instructor five unbiased sources and five sources that are religion biased • Instructor assures that students have “Checked Off” sites that include the FSM sciences AND sites where health issues in Micronesia are in evidence |

THIS OUTCOME WAS ONLY PARTIALLY COMPLETED. WE SPENT ALL OF THE CLASS TIME ON CREATIONISM AND SCIENCE. I STOPPED THERE AND ASKED FOR SOME HELP FROM LANG LIT FOR NEXT TIME—INSTRUCTOR WAS NOT AS PREPARED AS HE SHOULD HAVE BEEN..THERE ARE SOME VERY SLICK NON-SCIENTIFIC SITES OUT THERE

6. General Outcome 6. Demonstrate the principles and use of the Scientific Method by developing science fair project/experiments for the document 50 Science Fair Ideas

| Student Learning Outcomes | Assessment Strategies |
|---|--|
| <ul style="list-style-type: none"> • With a text, handout or Internet source the student can write out and explain the Scientific Method or Scientific Process | <ul style="list-style-type: none"> • Instructor sees that the steps are correct, in order and explained. Evidence may be in writing or orally. Instructor satisfaction may be acquired by writing or orally. Regardless the student should not proceed in the |

| | |
|--|---|
| <ul style="list-style-type: none"> Using the steps of the Scientific Method students will create a template format that outlines procedures for any Science Fair project/experiment | <p>course until this is mastered.</p> <ul style="list-style-type: none"> Template must include sections for the Question-Hypothesis—Procedures—Conclusions Materials Necessary—Relevant FSM Science Standard and Benchmark |
|--|---|

ALL STUDENTS COMPLETED THIS OUTCOME.

7. General Outcome 7 Develop ten (10 science fair projects for each FSM Science Standards- Science as Inquiry; Physical Science and Technology; Life and Environmental Science; Earth and Space Science; and Marine Science for the document 50 Science Fair Ideas

| Student Learning Outcomes | Assessment Strategies |
|---|--|
| <ul style="list-style-type: none"> Having collected a Science Desk Reference Manual for Teachers material; used Life Science and Physical Science Teacher’s Editions; and received thorough familiarization with the Internet sources the student chooses 10 appropriate questions with suggested hypotheses and compiles the 10 Science Fair Ideas in the project/experiment format for use by others With approval of first 10 projects student completes the remaining 40. | <ul style="list-style-type: none"> Instructor carefully checks that the Question-Hypothesis—Procedures—Any Necessary Information to Reach Conclusions-- Materials Necessary—Relevant FSM Science Standard and Benchmark are correct and can be used by others. Submission judged in need of corrections should be discussed with students individually and redone. Instructor corrects and grades according to above |

WE DID END UP WITH 10 SCIENCE IDEAS AS PLANNED BUT THE REMAINING 40 TENDED TO CONCENTRATE ON LIFE SCIENCE AND SIMPLE PHYSICAL SCIENCE BUT LITTLE ON FORCES, ENERGY-MOTION ETC. INSTRUCTOR DID NOT MONITOR AS CLOSE AS HE SHOULD HAVE SUGGESTING MORE PHYSICAL SCIENCE SITES FOR EXPLORATION

8. General Outcome 8: Develop a *Scientific Thinking Notes* section for the 50 Science Fair Ideas document

| Student Learning Outcomes | Assessment Strategies |
|---|--|
| <ul style="list-style-type: none"> Following instructions, Teacher’s Editions and Internet searches on | <ul style="list-style-type: none"> Students should be judged on accuracy, appropriateness, clarity, as well as proper English grammar and |

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| <p>the topics predicting and hypothesizing; inferring; recognizing bias; indentifying faulty reasoning; analyzing statements; fact and opinion; and safety tips the students create notes for a section introducing and explaining major concepts that are key elements of a science fair.</p> <ul style="list-style-type: none"> Using any approved sources the student copies tables for units of measure for distance, volume, mass and temperature; examples of proper data tables; examples of bar, double bar and line graphs: circle graphs; conversion tables or any useful material for teachers and students undertaking science fairs and science fair projects. | <p>punctuation. Each topic should be confined to one page but provide enough information for its own lesson. I.e. full lessons should be given to students on each topic found in Scientific Thinking Notes prior to or while doing science fair projects/experiments.</p> <ul style="list-style-type: none"> Instructor guides student as to appropriateness of individual project/experiments demonstrated. |
|--|--|

THIS WAS COMPLETED IN ITS ENTIRETY BY ONLY FOUR OF 12 STUDENTS REMAINING IN THE CLASS. INSTRUCTOR FAILED TO CHECK THIS SECTION WITH ALL STUDENTS PRIOR TO FINAL SUBMISSION. THE REMAINING 8 STUDENTS DID HAVE INFORMATION CUT AND PASTED BUT NOT IN A PROPER SEQUENCE FOR A GUIDE FOR PROJECTS AS WAS INTENDED.

- General Course Outline 9 Explain how the scientific habits of the mind are developed by taking the ED304 course and how the scientific habits of the mind can be developed when teaching science in the elementary school.

| Student Learning Outcome | Assessment Strategies |
|--|---|
| <ul style="list-style-type: none"> In a memorandum to an elementary school principal the student will explain the benefits of having an annual science fair in the School Improvement Plan (SIP) and offering the <u>50 Science Fair Ideas</u> as assistance. | <ul style="list-style-type: none"> Instructor checks appropriateness, clarity and grammar checks to see that the scientific habits of the mind are stressed. The memorandum to a principal should be a persuasive one and is the Introduction page to the <u>50 Science Fair Ideas</u> This should be redone if not to instructor's satisfaction |

ALL STUDENTS TURNED IN THIS ASSIGNMENT AT THE MIDTERM. GRAMMAR WAS CHECKED AND RETURNED FOR CORRECTIONS. ON FINAL SUBMISSIONS ONLY 5 OR 12 LETTERS WERE ERROR FREE. ALL 12 DID EXPLAIN TO PRINCIPALS THE VALUE OD SCIENCE FAIRS.

6 OF THIS 50 SCIENCE FAIR IDEA PACKETS WILL BE TAKEN TO SEKERE SCHOOL AND PALIKIR SCHOOL FOR USE IN NEST YEARS' SCIENCE FAIRS.

ED305: Children's Literature & Drama

| SLO | 3 rd Year PLO # | I, D, M | Narrative |
|--|----------------------------------|-------------|--|
| The students will read and write a brief book report on at least 20 children's books. | 1,5 | I | <p>The students read 20 children's books and wrote a short report (Title, Author, Main Characters, Genre, and 1-2 paragraph summary) for each book.</p> <p>Only two students out of 17 got below an 80% on this assignment. The students did mention, however, that the assignment would have been better if they had been assigned the 20 books over the course of the semester in small increments rather than reading/writing about 20 books at one time. That does seem like a better course of action for the future.</p> |
| Use the Frye Readability Graph and/or Flesch-Kincaid Readability Test to classify 20 or more children's books into appropriate categories. | 1,5 | D | <p>The students had to do the Frye Readability and/or Flesch-Kincaid Test on 20 books, writing the Title, Author, and Reading Level for each book, then classifying them as: Early Childhood (B-2), Middle Elementary (3-5), Upper Elementary (6-8), and High School and Up.</p> <p>All students got above a 75% on this assignment.</p> |
| The students will write an original short story suitable for reading or scripting. | 2 | M | <p>This outcome was not met because I decided during the course that there was not enough time to complete this outcome.</p> |
| The students will identify at least 10 children's stories which could be used for scripting and dramatic presentation. | 1,5 | I | <p>The students read a wide variety of children's stories and were shown a number of adaptations of books/stories into scripted presentations through Reader's Theater.</p> |
| The students will script adaptations of children's books in vernacular and English. | 1,5 | D | <p>The students adapted <u>The Lion, the Witch, and the Wardrobe</u> by C.S. Lewis into Reader's Theater in small groups and performed it in front of the class.</p> <p>All students got an A on this assignment.</p> |
| Students will participate in a cooperative group and prepare/present scripted presentations bilingually. | 2,4 | D | <p>The students adapted <u>The Lion, the Witch, and the Wardrobe</u> by C.S. Lewis into Reader's Theater in small groups and performed it in front of the class.</p> <p>All students got an A on this assignment.</p> |
| Students will do at least one presentation on a children's book of their choosing. | 2, 4 | D 60 | <p>The students did three presentations using children's books: a Book Talk, Read Aloud/Book Summary, and a Lesson Using a Picture Book.</p> <p>All students got an 80% or above on the Book Talk assignment. Read Aloud/Book Summary: 70% and above Lesson: 70% and above</p> |
| Students will prepare a lesson | 1,2,4,6 | D | <p>The students had to prepare a short lesson (in any</p> |

| | | | |
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| | | | in some way. The students had to turn in a complete lesson plan and present their lessons to the class. |
| | | | All students got a 70% or above on this assignment. |

Final Grades: 10 As; 7 Bs

Student Evaluations of instructor: The instructor has not seen the results of the instructor evaluations, however, the instructor informally asked the students about the course. Generally, the students found the Frye Readability and all presentations in front of the class as the best and most helpful aspects of the course.

Recommendations for improving ED 305: Reading even more children’s books in the course. The scripting of a children’s book was a good assignment, but much of the course outline and SLOs seem to be geared toward this aspect of the course. Such emphasis is not necessary. Smaller assignments or homework assignments rather than large projects. Near the end of the semester, short 5 minute quizzes were given to cut down on late arrivals. These proved to be a great addition to the course and also a good way to quickly assess student understanding.

**Review of Performance: ED 330 Classroom Management (Spring, 2011)
(N= 26)**

Submitted by Susan Moses, Instructor

(% refers to percent of students who got item correct on final exam/posttest)

| SLO# | 3 rd Yr PLO# | I, D, or M | Posttest Data, Assignments (Papers), and Exams | | |
|--|-------------------------|------------|--|----------|--|
| | | | Item # | Posttest | |
| Transition/allocated time | 2,4 | D | 1 | 88% | Knowledge of these terms is foundational for many of the course SLOs. |
| | | | | | |
| On-task/engaged; On-task-nonengaged; Off-task-nondisruptive; Off-task-disruptive | 2,4 | D | 2 | 77% | Knowledge of these terms is foundational for many of the course SLOs. The posttest scores show a little improvement over the scores of the fall 2010 class. |
| | | | 3 | 73% | |
| | | | | | |
| 1a1) Establish and teach classroom rules | 2,4 | D | 4 | 88% | Twenty-three students successfully completed the assignment associated with this SLO with scores of 70% or higher. One student scored 13/20, another scored 4/20 and chose not to do a make-up, and another failed to submit the assignment. |
| | | | 5 | 96% | |
| | | | 9 | 85% | |
| | | | | | |
| 1a2) Design a system of consequences for failing | 2,4 | D | 7 | 96% | All but one of the students successfully completed |
| | | | | | |

| | | | | | |
|--|-------------------------------|-------------------|---|-----------------|---|
| to follow the rules | | | 8 | 100% | the assignment associated with this SLO with a score of 70% or higher. One student scored 60%. |
| 1a3) Design a system of rewards for following the rules | 2,4 | D | <i>Item #</i> | <i>Posttest</i> | All but two of the students successfully completed the assignment on this SLO with a score of 70% or higher. The item on the final exam (posttest) is rather sophisticated in that it focuses on the philosophical considerations in the design of a system of rewards. These considerations are important. Therefore, there mains a need to cumulatively review these considerations throughout the course. It should be noted that this same concern was expressed on past course level assessments. |
| | | | 6 | 23% | |
| SLO# | 3rd Yr PLO# | I, D, or M | Posttest Data, Assignments (Papers), and Exams | | |
| 1b Establish and teach classroom routines | 2,4 | D | <i>Item #</i> | <i>Posttest</i> | Twenty-three of the students successfully completed the written assignment associated with this SLO with a score of 70% or higher. The remaining students scored 13/20. All of the students except one successfully role played teaching one classroom routine. |
| | | | 10 | 88% | |
| 1c Develop a plan of activities to begin the new school year | 4 | D | <i>Item #</i> | <i>Posttest</i> | Twenty-one students successfully completed the written assignment that assesses this SLO. Of the five who did not meet expectations, two did not submit the assignment. |
| | | | 11 | 100% | |
| | | | 12 | 100% | |
| | | | 13 | 62% | |

| | | | | | |
|--|-------------------------------|-------------------|---|-----------------|---|
| 1d Group students for instruction within a classroom | 4 | D | <i>Item #</i> | <i>Posttest</i> | Twenty-three students completed this assignment with a score of 70% or higher. One failed to submit the assignment and two students remained below the criterion after two tries. |
| | | | 14 | 81% | |
| 1e Develop a classroom layout/arrangement | 4 | D | <i>Item #</i> | <i>Posttest</i> | All but one of the students completed this assignment. One student submitted the assignment so late that it did not earn any points. |
| | | | 15 | 92% | |
| 1f Develop a class schedule | 4 | D | <i>Item #</i> | <i>Posttest</i> | All but one of the students completed this assignment with a score with a score of 70% or higher. One student scored 11.5/20. An attempt was made to rework this assignment to incorporate the FACSSO resolution. However, it was found that the resolution actually requires less time for a school day than the Pohnpei policy that had been used in past classes. Therefore, the assignment reverted to the previous one. |
| | | | 16 | 65% | |
| SLO# | 3rd Yr PLO# | I, D, or M | Posttest Data, Assignments (Papers), and Exams | | |
| 2a Design activities to keep students involved in learning | 2,4 | D | <i>Item #</i> | <i>Posttest</i> | Twenty-one of the students successfully completed the assignment on this SLO. One student failed to submit the assignment, and four students scored below 70%. |
| | | | 17 | 92% | |
| | | | 18 | 88% | |
| 2b Give clear directions | 2,4 | D | <i>Item #</i> | <i>Posttest</i> | 88% of the students |

| | | | | | |
|--|-------------------------------|-------------------|---|-----------------|--|
| | | | 19 | 85% | successfully demonstrated giving directions on all three role-play examples. One student missed one class session while another student missed both sessions during which this role-play was done. |
| 2c Define components of enthusiasm in presentation of lessons | 2,4 | D | <i>Item #</i> | <i>Posttest</i> | Twenty students successfully completed this assignment. One student failed to submit the assignment. |
| | | | 20 | 100% | |
| 2d Develop strategies for implementing cooperative learning groups in the classroom | 2,4 | D | <i>Item #</i> | <i>Posttest</i> | Twenty-one students successfully completed this assignment with a score of 70% or higher. Two students failed to complete the assignment. |
| | | | 21 | 88% | |
| SLO# | 3rd Yr PLO# | I, D, or M | Posttest Data, Assignments (Papers), and Exams | | |
| 2e Design a system for managing student paperwork including ways to provide knowledge of results in a minimum of 5 | 2,4 | D | <i>Item #</i> | <i>Posttest</i> | Twenty-one students successfully completed this assignment with a score of 70% or higher. Two students failed to |
| | | | 22 | 88% | |

| | | | | | |
|---|-------------------------------|-------------------|---|-----------------|--|
| ways | | | 23 | 35% | complete the assignment. Others did poorly due to points deducted for copying answers directly from the textbook. Item 23 of the final exam (posttest) relates to providing feedback to students. This is an important concept, and therefore there remains a need to emphasize feedback more during the presentation of this SLO during the fall semester. |
| 3a Demonstrate the following communication skills: constructive assertiveness; empathic responding; and problem solving | 2,4 | D | <i>Item #</i> | <i>Posttest</i> | This SLO was not covered this semester due to time constraints. |
| | | | N/A | N/A | |
| 3b Develop a plan for communicating with parents | 4, 6 | D | <i>Item #</i> | <i>Posttest</i> | Students were asked to find Internet articles on strategies for establishing ongoing communication with parents, not just when problems arise. The question asks students to discriminate ongoing communication from problem-based communication. More emphasis needs to be given to this concept. Item 25 focuses on considerations when conducting a parent-teacher conference. There is clearly a need to focus more on this next semester. |
| | | | 24 | 65% | |
| | | | 25 | 50% | |
| SLO# | 3rd Yr PLO# | I, D, or M | Posttest Data, Assignments (Papers), and Exams | | |
| 3c Develop a plan for | 4, 6 | D | <i>Item #</i> | <i>Posttest</i> | All but two of the students |

| | | | | | |
|---|------|---|---------------|-----------------|---|
| handling angry parents | | | 26 | 96% | successfully role-played a situation in which they were confronted by an angry parent. Two students were absent for this activity. |
| 4a Use "least intrusive" strategies to handle minor isolated off-task behaviors | 4 | D | <i>Item #</i> | <i>Posttest</i> | These strategies were only discussed and practiced in class. There was no written assignment other than the exercises in the class booklet. |
| | | | 27 | 96% | |
| | | | 28 | 69% | |
| 4b Describe traditional methods of disciplining children in Micronesia | 4, 5 | D | <i>Item #</i> | <i>Posttest</i> | Based on a concern expressed on a reflection paper by a student in the fall 2010 class, this SLO was modified for this semester. Unfortunately, due to time constraints, time did not permit completion of this assignment. There is no corresponding posttest item for this SLO. |
| | | | N/A | N/A | |
| 4c Determine his/her position on the use of corporal punishment in the elementary classroom | 4, 5 | D | <i>Item #</i> | <i>Posttest</i> | All but two of the students successfully completed this assignment on the use of corporal punishment in the elementary classroom. One student did not state a clear position and the other failed to submit the assignment. |
| | | | 29 | 81% | |
| 4d Develop plans for handling off-task behavior patterns, both disruptive and non-disruptive, in the elementary classroom | 4 | D | <i>Item #</i> | <i>Posttest</i> | All but four students successfully completed a written exam on this SLO that was given at the same time as the final exam. One student failed to take the exam. |
| | | | 30 | 100% | |

Special comment: If a student scored below 70% on a paper or quiz on the first try, s/he was given a chance to do a make-up. However, per the course policy, the highest score a student could earn on the second try was 70%. Several opportunities to earn bonus points were provided during the course. To get students to come to class on time and read the assignment in the textbook, bonus quizzes were given throughout the course. These quizzes were given only during the first five minutes of class and appeared to motivate students to come to class on time. The quizzes were open book so the skill actually being tested was their ability to scan. According to the Best Practices

instructor, scanning is a valuable skill that the students should learn. This practice will be continued this summer and next fall.

Final grades: 11 As; 12 Bs; 1 C; 1 D; and 1 F.

Recommendations for improving ED 330: Areas needing special attention for the spring 2011 semester are highlighted above in bold and/or discussed. Students were required to submit a reflection paper summarizing three recommendations for improving the course. Some of these recommendations are included in the discussions above. Other recommendations focused primarily on general orchestration of the course rather than specific SLOs and included the following: arrange for at least one visit to a local classroom (3 students suggested this), schedule the course for the morning, rethink the way peers evaluate in-class checkouts, have more quizzes, have more role-play activities, do not allow students to be late to class, do not accept work that is submitted late, do not give so many bonus opportunities, wait until everyone is in class and then give the bonus quiz, give partial credit when students only meet part of a bonus requirement, play more games, type the lesson plan and place it in everyone's folder (The lesson plan is usually written on the board ahead of class.), have more quizzes and tests, include more group presentations, extend the time go to the elementary classrooms to observe, do not extend due dates, do more demonstrations, include how to set up a grading system, obtain written feedback from students, give extra work on the weekends, make tests more difficult, and arrange for a bigger space.

The instructor also had the opportunity to attend two (2) FSM education conferences in October and November. It was learned that the FSM school accreditation standards include a classroom observation and criteria for acceptable classroom management. Links to these standards were incorporated in the spring 2011 ED 330 course syllabus, and copies of the accreditation instruments were included in the student activity booklet that accompanies this course. The instructor will continue to make a direct link between ED 330 and the FSM school accreditation standards.

Review of Performance: (ED 338 (MWF), Spring 2011 Semester, (19 Students)
Submitted by: Magdalena Hallers

| SLO# | Program Outcome # | I, D, M | Reflection/Comment |
|--|-------------------|---------|-----------------------------------|
| 1.a. Describe the three (3) response patterns that indicate academic problems. | 3, 5 | D | All passed slo except 2 students. |
| 1.b. Develop a student intervention checklist of classroom modifications. | 3, 5 | D | All passed slo. |
| 1.c. Describe two (2) main difficulties in oral language that may be exhibited by students in the regular classroom. | 3, 5 | D | All passed slo except 3 students. |
| 1.d. List four (4) physical clues and at least five behavioral clues for recognizing visual difficulties in the regular classroom. | 3, 5 | D | |

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| <p>1.e. List at least six (6) clues that might indicate that a student is learning disabled.</p> <p>1.f. Describe in writing three (3) indicators of a student with mild retardation.</p> <p>1.g. Determine reading levels using samples of:</p> <ul style="list-style-type: none"> ▪ Oral reading ▪ Cloze procedure ▪ Informal reading inventories ▪ Readability measures <p>1.h. Describe in writing three indicators of behavioral disorder.</p> <p>1.i. Describe in writing indicators of language and speech disorder.</p> <p>1.j. List at least five (5) signs that might indicate hearing problem.</p> <p>1.k. List at least five (5) classroom signs of physical and health impairments such as:</p> <ul style="list-style-type: none"> ▪ Diabetes ▪ Epilepsy | <p>3, 5</p> <p>3, 5</p> <p>1, 3, 5</p> <p>3, 5</p> <p>3, 5</p> <p>3, 5</p> <p>3, 5</p> | <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> | <p>All passed except 7 students.</p> <p>All passed slo except 2 students.</p> <p>All passed slo except 3 students.</p> <p>Determine reading levels using IRI but not the other methods. All passed slo.</p> <p>All passed slo except 2 students.</p> <p>All passed slo except 3 students.</p> <p>All passed except 8 students</p> <p>All passed except 1 student.</p> |
| <p>2.a. Describe in writing at least three (3) ways to prepare regular class students to receive students with:</p> <ul style="list-style-type: none"> ▪ hearing impairment ▪ behavioral impairment ▪ cognitive delay ▪ etc. <p>in their class.</p> <p>2.b. Describe seven (7) steps for remediating articulation problems in the regular classroom.</p> <p>2.c. Discuss in writing at least four (4) ways a "hearing buddy" can help a student with hearing impairment succeed in the regular classroom.</p> <p>2.d. Discuss in writing at least four (4) ways to improve classroom environment for effective speech reading.</p> <p>2.e. Describe in writing at least five (5) modifications and considerations to be made in the regular classroom to provide the most</p> | <p>2, 4, 5 & 6</p> <p>2, 4, 5 & 6</p> <p>2, 4, 5 & 6</p> <p>2, 4, 5 & 6</p> <p>1, 2, 4, 5, & 6</p> | <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> | <p>All passed except 4 students.</p> <p>All passed except 3 students.</p> <p>All passed slo.</p> <p>All passed except 3 students.</p> <p>All passed except 8 students.</p> <p>All passed except 8 student.</p> |

| | | | |
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| <p>appropriate environment for student with:</p> <ul style="list-style-type: none"> ▪ visual impairment ▪ hearing impairment ▪ orthopedic impairment ▪ learning disability ▪ speech and language impairment ▪ emotional & behavioral disorder ▪ mental retardation ▪ other health impairment ▪ autism | 2, 4, & 5 | D | <p>All passed slo. All passed except 2 students. All passed except 3 students. All passed except 4 students. All passed except 2 students. All passed except 2 students. All passed except 1 student.</p> |
| 2.f. Describe in writing at least three (3) ways a "seeing buddy can assist a student with visual impairment succeed in the regular classroom. | 2 & 4 | D | All passed except 3 students. |
| 2.g. Describe in writing techniques for teaching orientation and mobility skills to a student with visual impairment. | 2, 4, & 5 | D | All passed slo. |
| 2.h. Discuss in writing the educational implications including environmental adjustments and the use of adaptive equipment when a student with visual impairment, hearing impairment, etc., is included in a regular classroom. | 2 & 5 | D | All passed slo. |
| 2.i. List and discuss in writing at least five (5) ways a student with severe disabilities, such as severe cognitive delay, might be able to participate in regular classroom activities. | 2 & 5 | D | All passed slo except 3 students. |
| | 2 & 5 | D | |
| 2.j. Describe in writing the principles for enhancing social acceptance. | 5 | D | All passed slo. |
| 2.k. Discuss in writing strategies for promoting acceptance of special students. | 4 & 5 | D | All passed slo. |
| 2.l. List the six (6) classroom elements that teachers should consider. | 4 & 5 | D | All passed slo. |
| 2.m. Discuss in writing the five (5) principles to consider in arranging the physical environment of a classroom. | 4 & 5 | D | All passed slo. |
| 2.n. Describe in writing the principles to consider in arranging the instructional environment. | 4 & 5 | D | All passed slo except 2 students. |
| 2.o. Describe in writing the principles for managing time and resources. | | | All passed except 3 students. |
| 2.p. Discuss at least five (5) ways of modifying the physical environment for students with: | | | |
| <ul style="list-style-type: none"> ▪ physical and health impairment ▪ visual and hearing impairment | | | |

| | | | |
|---|-------------|---|--|
| <p>3.a. Determine the primary error pattern, describe the teaching procedures, and construct materials for remediating the error of a sample worksheet in:</p> <ul style="list-style-type: none"> ▪ Math ▪ Informal reading inventory ▪ Reading comprehension ▪ Spelling inventory ▪ Handwriting | 2, 3, 4 & 5 | D | All passed slo except 2 students. All passed slo. |
| <p>3.b. Modify a regular class lesson plan to incorporate at least four (4) techniques and/or specialized materials for assisting a student with:</p> <ul style="list-style-type: none"> ▪ Hearing impairment ▪ Visual impairment ▪ Learning disabilities ▪ Orthopedic impairment ▪ Speech and language impairment ▪ Emotional & behavioral disorder ▪ Other health impairment ▪ Mental retardation ▪ Autism | 2, 3, 4 & 5 | D | All passed except 8 student. All passed except 8 students. All passed except 2 students. Not covered All passed except 3 students. All passed except 4 students. Not covered All passed except 2 students. Not covered |
| <p>3.c. Discuss in writing the steps of instruction.</p> | 5 | D | All passed slo. |
| <p>3.d. Discuss in writing the strategies for adapting instruction.</p> | 2, 3, 4 & 5 | D | Research and presentations on effective teaching strategies. All passed |
| <p>3.e. Explain in writing the five steps of instruction with the stages of learning.</p> | 5 | D | All passed slo. |
| <p>3.f. Task analyze a learning task into teachable components.</p> | 2 & 5 | D | All passed except 3 students. |
| <p>3.g. Use systematic instructional procedures for teaching a task.</p> | 2 & 5 | D | All passed except 1 student. |
| <p>3.h. Determine student's current levels of performance using informal tests, such as inventories and criterion referenced tests.</p> | 2, 3, & 5 | D | Not covered |
| <p>3.i. Write a lesson plan using the ABCD format with at least three (3) techniques or strategies and specialized material for teaching skills in reading, language, or written expression appropriate for a student with:</p> <ul style="list-style-type: none"> ▪ hearing impairment ▪ visual impairment ▪ learning disabilities ▪ speech & language impairment ▪ mental retardation ▪ orthopedic impairment | 1, 2, & 5 | D | All passed. All passed. All passed. All passed. |

| | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> ▪ other health impairment ▪ emotional & behavioral disorder ▪ autism <p>3.j. Discuss in writing at least five (5) classroom instructional adaptations for students with mild retardation.</p> <p>3.k. Describe in writing the two instructional approaches for students with learning disabilities.</p> <p>3.l. Discuss in writing at least five (5) ideas for teaching spelling, handwriting, and composition with prompts in the general classroom.</p> <p>3.m. Discuss in writing content modification in:</p> <ul style="list-style-type: none"> ▪ reading assignment ▪ written assignments and exams ▪ math skills <p>3.n. Discuss in writing at least five (5) ways of adapting instruction for students with attention deficit hyperactivity disorder.</p> <p>3.o. Discuss in writing two major strategies for teaching functional academic skills.</p> <p>3.p. Discuss at least six (6) ways to modify instructional procedures for students with:</p> <ul style="list-style-type: none"> ▪ physical and health impairments ▪ visual and hearing impairments ▪ learning disabilities ▪ mental retardation ▪ speech & language impairment ▪ orthopedic impairment ▪ emotional and behavioral disorder ▪ autism ▪ other health impairment | <p>2 & 5</p> <p>2 & 5</p> <p>2 & 5</p> <p>2 & 5</p> <p>2 & 5</p> | <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>I, D</p> | <p>All passed except 4 students.</p> <p>All passed except 3 students.</p> <p>All passed except 2 students.</p> <p>All passed slo.</p> <p>All passed slo.</p> <p>All passed except 3 students.</p> <p>All passed slo.</p> <p>All passed slo.</p> <p>All passed slo.</p> <p>All passed slo.</p> <p>All passed slo except 3 students.</p> <p>All passed slo except 4 students.</p> <p>Orthopedic and health impairments: combined to group assignment- all passed slo.</p> |
|---|--|--|---|

Additional observations:

5. Students did better in group activities.
6. Students struggled with:
 - a. writing lesson plans and objectives
 - b. teaching activities and strategies

Special comments: explanations on course grading, opportunities to achieve outcomes, how many students receive an A, B, C, etc.

- 12.A = 3 Student
- 13.B = 7 Students
- 14.C = 6 Students
- 15.D = 3 Students
- 16.F = 0 Student

Recommendations:

- 16. Course outline needs to be updated to match textbook used.
- 17. Student learning outcomes need to be organized for easier assessment.
- 18. Change some SLOs that are very outdated and not based on current studies.
- 19. Align course outline/syllabus with chapters of textbook.
- 20. Include SLO using the National Curriculum Standards- linking SLOs & NCS with accommodations.

ED392 Teaching Practicum Course Assessment Spring 2011
 Tuesday and Thursday 8:00 -9:25) (10) students Final Course Grades
 A's=6 (60%) 360-400 points 90%--100%
 B's=4(40%) 320-359 points 80%--89%

A total of 400 points could be earned. **100 points** on midterm based upon the text...Planning Lessons for Student Learning.* The midterm was based solely upon the Unit Learning Outcome. 80% was needed to proceed to school observations. The spring semester 2011 is the final time the basic lesson planning midterm will be given on the Planning Lessons for Student Learning text. Now all students are assessed in a like way in the ED292 course. However, in that two (2) students did not use the textbook in the ED292. The midterm was given using the Unit Outcomes for the five (5) units in the text and requiring 80% to pass on to Sekere. Eight (8) passed with above 80% and two students retook the examination now requiring 90% for passing and proceeding to Sekere for assignments. **100 points** could be earned through self observation/assessment reports. **100 points** could be earned on five lessons of 20 points each. **100 points** were possible for the final lesson in front of the class—25 points for the lesson plan—25 points for additional handouts, puzzles ,worksheets etc. —25 points glossary/example sentences and 25 points for delivery**. Even with only ten students final lessons required a total of seven hours of class and final examination time. **As reported ---class time cannot be T-Th but M-W-F for 1 and 1½ hours—for travel and sufficient lab time on Fridays for lesson preparation once lessons commence at cooperating schools—and not beginning at 8:00 morning time.**

Prepared by: Richard A. Womack, Ed.D. Professor of Education

Brief Narrative:

As with some other outlines (ED292 for example) the ED392 course outline did not appear on the course outline page under the VPIA web page. The last signed copy of an outline found at the division was a 1995 version signed by Professor Moses when she was COM-FSM President. There was a textbook for the course-The CCM Student Teaching Handbook-by Professor Emeritus Harvey Segal. I have never seen this text. Nevertheless it is still possible to assess the course as it still has students making lesson plans and teaching lessons. The course learning outcomes assessed are from the course syllabus and will be the same ones noted in the new course outline*** presently being submitted.

The outline being submitted is meant to provide a capstone experience for third year. While it is called a teaching practicum the experience is quite limited. The outline does require teaching but is set to follow the principles and skills began in ED210, reinforced in ED292. It is only in the UOG 492—a 540 hour student teaching where we can judge mastery. This course requires five lessons at the cooperating school to be monitored and assessed by the instructor of record.

Of course once again I must point out that mastery of content cannot be judged until a student can go to most standards and does a little lesson plan. This is impossibility for these students. And then of course this is a last course at the COM-FSM level and the students will not be getting any more content in the sciences and social sciences. Lastly in the new ED392 course outline we will require the outcomes in the ED210 and ED292 to be firmly in place as prerequisites skills both lesson plan knowledge and the various technologies required to successfully complete the course.

This term I thought I would look at the SLOs rather than the more general CLOs

COURSE OUTCOMES:

A. General: the student will

1. Demonstrate an understanding of the school facilities, curriculum, classrooms, personnel, students, and procedures at an elementary school.
2. Prepare appropriate lessons for subject areas in the elementary school curriculum.
3. Teach lessons in subject areas in an elementary school.
4. Prepare supplemental or curriculum enhancement materials for all lessons planned.
5. Demonstrate classroom management skills.
6. Demonstrate the ability to discern the strengths and weaknesses through assessment.
7. Demonstrate the ability to use a variety of strategies and methods while delivering lessons to students.
8. Demonstrate the necessary skills and habits of the professional teacher.

B. Specific-SLO's

1. The student will demonstrate an understanding of the school facilities, curriculum classrooms, personnel, and procedures at an elementary school.

| Student Learning Outcomes | Suggested Assessment Strategies |
|---|--|
| 1a. Given seminar preparation and initial school visits, demonstrate understanding of general school layout, classrooms, curriculum, teachers and general procedures followed at the elementary school. | 1a. Student conducts a curriculum materials audit for assigned classroom and notes areas of curriculum materials needs. <u>ALL 10 STUDENTS COMPLETED</u> 1a. Students maintain class Journal and enter information necessary about the elementary school as necessary or instructed. <u>NO JOURNALS PER SE WE KEPT. THIS SEMESTER ALL WEEKLY REPORTS WERE SUBMITTED ON-LINE –CHECKED AND RETURNED. A FINAL PAPER ON THE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT WAS REQUIRED</u> |

2. The student will prepare appropriate lessons for all subject areas in the elementary school curriculum.

| Student Learning Outcomes | Suggested Assessment Strategies |
|---|--|
| <p>2a. Given seminar preparation and assigned research, prepare lesson plans in the sciences, social studies and language arts.</p> <p>2b. Given seminar preparation and using Bloom’s Taxonomy and assigned research: prepared lesson plans for teaching at various learning levels in the language arts, mathematics, sciences and social studies.</p> <p>2c. Given seminar preparation, prepare appropriate assessments for lessons.</p> | <p>2a. Student writes and provides as evidence lessons plans in the assigned subject areas and grade levels <u>ALL TEN COMPLETE</u></p> <p>2b. Student works with peers in seminar and provides written lessons plans as evidence. <u>ALL TEN COMPLETE</u></p> <p>2c. Student provides written evidence of the selected assessments. <u>ALL TEN COMPLETE</u></p> |

3. The student will teach science, social studies, and language arts lessons in the elementary school.

| Student Learning Outcomes | Suggested Assessment Strategies |
|--|---|
| <p>3a. Given seminar preparation and assigned research, teach lessons at various grade levels as assigned at the Palikir Laboratory School.</p> <p>3b. Given seminar preparation, prepare pre and post assessment evidence for the learning in a given lesson.</p> | <p>3a. Student provides written lesson plans. Peers, cooperating teachers and instructor provide written assessments with instructor prepared instruments. <u>ALL TEN COMPLETED AT LEAST FOUR ON-LINE</u></p> <p>3b Student provides evidence of pre lesson knowledge and administers and records the student evaluation as evidence of learning. <u>NOT COMPLETED DUE TO TIME AND SCHEDULE</u></p> |

4. The student will prepare supplemental or curriculum enhancement materials for all lessons planned.

| Student Learning Outcomes | Suggested Assessment Strategies |
|---|---|
| <p>4a. Given seminar preparation and assigned research, prepare supplemental curriculum materials for lessons to be taught.</p> | <p>4a. Student uses LRC Curriculum Resource Room (or other appropriate curriculum centers), college resources and technology to produce supplemental curriculum materials for a given lesson. <u>ALL TEN COMPLETE</u></p> |

5. The student will demonstrate classroom management skills.

| Student Learning Outcomes | Suggested Assessment Strategies |
|---|--|
| <p>5a. Given seminar preparation and discussions with the cooperating</p> | <p>5a. The student will demonstrate knowledge of classroom rules and rationale in written form acceptable to the</p> |

| | |
|--|--|
| <p>teachers demonstrate and understanding of the classroom rules and rationale behind them.</p> <p>5b. Given seminar preparation and discussions with the cooperating teachers demonstrate use of classroom rules while teaching in the classroom.</p> | <p>instructor.</p> <p><u>ALL TEN COMPLETE</u></p> <p>5b. The student will enforce the established classroom rules while teaching the lesson. The classroom management section of the evaluation instrument will provide evidence.</p> <p><u>This was not evaluated</u></p> |
|--|--|

6. The student will demonstrate the ability to discern strengths and weaknesses through assessment.

| Student Learning Outcomes | Suggested Assessment Strategies |
|---|--|
| <p>6a. Given seminar preparation and research, demonstrate a basic understanding of evaluation as found with standardized tests with emphasis on instruments used in the FSM.</p> <p>6b. Given seminar preparation design and use evaluation in teaching lessons.</p> | <p>6a. The students research standardized testing and present findings to the question “How can standardize tests be used to improve teaching and learning?”</p> <p><u>This was not evaluated</u></p> <p>6b. The student will provide appropriate evaluation for all lessons taught and state in writing ways the evaluation can be used for improvement in student learning.</p> <p><u>All 10 students did at least one lesson assessment requiring use of all measure of central tendency---improvement of the lesson was not done following this assessment</u></p> |

7. The student will demonstrate the ability to use a variety of strategies and methods while delivering lessons to students.

| Student Learning Outcomes | Suggested Assessment Strategies |
|--|--|
| <p>7a. Given seminar preparation demonstrate and understanding of various strategies and methods used in teaching and learning.</p> <p>7b. Given seminar preparation and approval of lesson plans, demonstrate appropriate teaching strategies and methods when delivering the lesson.</p> | <p>7a. The students research “teaching methods” and each presents findings to the question “What is the best way to teach?” Each student participates in group discussion, and provides an evaluation instrument for the class that measures the class learning. <u>COMPLETED IN Lab by all students</u></p> <p>7b. The student is measured in the “methods” section of the assessment instrument provided to peers, cooperating teachers and used by the instructor. <u>All 10 students completed three (3) assessment of peers</u></p> |

8. The student will demonstrate the necessary skills and habits of the professional teacher,

| Student Learning Outcomes | Suggested Assessment Strategies |
|---|--|
| <p>8a. Given seminar preparation and coaching, demonstrate professional</p> | <p>8a. The student records will reflect attendance, punctuality, timeliness of assignments, and quality of assignment as</p> |

| | |
|--|---|
| <p>habits as to the proper use of time as a resource. 8b. Given seminar preparation, present information to parents.</p> | <p>reflected by necessary planning, “Professional use of time” should be included as one measure of course competency. <u>Completed by all 10</u> 8b. The students will create handouts for parents in the heritage language on topics assigned by instructor and approved by the Palikir Laboratory School principal. <u>Not completed</u></p> |
|--|---|

Recommendations:

*Revise text

** Add technology to PLO #

*** Submit new course outline

**** Schedule class time to allow for travel and one day lab together and administering lesson assessments

Devise an assessment procedure that allows for assessing student knowledge in the FSM and State curriculum content areas particularly the course in the General Education core.