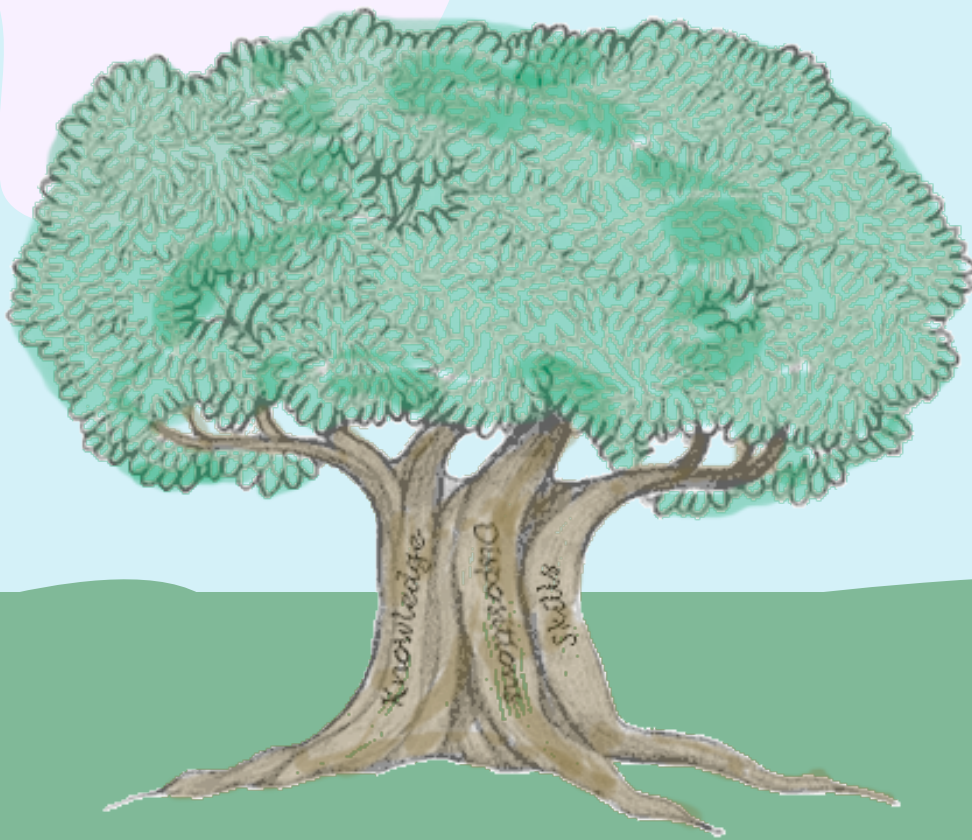


APSU

College of Education

Data Retreat



Five Years of Growth - 2012

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Exit Survey from Clinical Teaching - Fall 2011 Disaggregated by Area

4 =Very Prepared 3=Adequately Prepared 2=Somewhat Prepared 1=Not Prepared

	Avg # 62	K – 6 # 33	4 – 8 # 5	Math #1	Eng #7	Hist # 3	Art # 4	HHP # 2	Mus # 5	SPD # 2
1. Establish appropriate instructional goals and objectives.	3.2	3.12	2.8	4	3.0	3.3	4.0	4	3.6	4
2. Develop learning goals and objectives that address student needs at the appropriate instructional level that also address thinking processes.	3.3	3.25	3	3	3.3	2.6	4.0	4	4	4
3. Evaluate how to achieve learning goals, plans learning experiences that are developmentally appropriate and relevant to students, and connects those concepts to real life and future careers.	3.4	3.30	2.6	3	3.3	3.3	4.0	4	3.8	4
4. Design instruction that appropriately matches the goals and objectives, learning strategies, assessments and student needs.	3.4	3.34	2.8	3	3.4	3.3	4.0	4	4	4
5. Design instruction that encourages thinking, problem solving, and decision making.	3.3	3.30	2.8	3	3.0	2.6	4.0	4	3.8	4
6. Demonstrate a thorough understanding of the content you teach.	3.3	3.09	3.4	4	3.8	3.3	2.7	4	3.8	3.5
7. Use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.	3.2	3.16	2.8	3	3.3	3	3.7	4	3.6	4
8. Appropriately use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical and creative thinking, problem solving, and performance capabilities while using strategies which help students assume responsibility for identifying and using varied learning resources.	3.3	3.21	3	3	3.4	2.6	3.7	4	3.8	4
9. Link learning with students' prior knowledge, experiences, and cultural backgrounds.	3.3	3.18	2.8	3	3.3	3.3	3.3	4	3.6	4
10. Organize, prepare students for, and monitor independent and group work that allows for the full and varied participation of all individuals.	3.3	3.12	2.8	3	3.5	3.6	3	4	3.6	4
11. Use assessment strategies, instruments, and information appropriate to the learning expectations being evaluated (affective as well as academic) that are also gathered from a variety of sources about students' experiences, learning behaviors, needs, attitudes and progress to make initial and ongoing instructional decisions.	3.3	3.18	3.2	4	3.1	3	3.3	3.5	3.8	3.5

	Avg # 62	K – 6 # 33	4 – 8 # 5	Math #1	Eng #7	Hist # 3	Art # 4	HHP # 2	Mus # 5	SPD # 2
12. Interpret assessment data appropriately and use this information for instruction and evaluating student academic achievement and attitudes to determine the academic amount of progress as well as the amount of positive change toward learning.	3.3	3.15	3.2	4	3	3	3.3	3.5	4	4
13. Collaborate with colleagues and administrators.	3.4	3.21	3.2	4	3.6	3.3	3.3	4	4	3.5
14. Reflect on teaching practice by continually evaluating the effects of instruction.	3.5	3.39	3.4	4	3.4	3.6	3.7	4	4	4
15. Use classroom management techniques that foster student self-control and self discipline.	3.3	3.27	3.2	3	3.4	3	3.3	4	3.6	4
16. Use classroom management techniques to promote student learning.	3.3	3.24	3	3	3.3	3.3	3.7	4	3.8	4
17. Create lesson plans that address the needs of students with diverse cultural and language backgrounds and different learning needs.	3.2	3.06	2.8	3	3.3	2.3	3.7	3.5	4	4
18. Create a professional development plan to improve performance and to expand teaching repertoire to facilitate student achievement of the learning goal(s).	3.2	3.15	3	4	3	2.6	3.3	4	3.8	3.5
19. Maintain accurate and up-to-date records while completing assigned tasks on schedule and maintaining satisfactory records of punctuality and attendance.	3.4	3.27	2.8	4	3.3	3.3	4	4	3.6	4
20. Use technology to enhance student learning.	3.4	3.36	2.8	4	3.3	3.6	3.7	3.5	3.4	4
21. Follow applicable school policies and procedures.	3.5	3.41	3.2	3	3.3	3.6	3.7	4	4	4
22. Organize systematically and maintain useful records of student work and performance.	3.3	3.27	3	4	3.4	3	3.3	3.5	3.8	4
23. Demonstrate an understanding of effective verbal and non-verbal communication by choosing language and delivery techniques appropriate to the parents, students, or other professionals.	3.5	3.33	3.2	4	3.5	3.3	3.7	4	4	3.5
24. Design communication appropriate to the audience while using correct grammar and organizing information logically.	3.5	3.42	2.8	4	3.8	3.6	4	4	4	4
25. Communicate student status and progress to students, their parents, and appropriate others.	3.3	3.27	2.8	4	3.3	3	3.7	4	4	3.5

Exit Survey from Clinical Teaching Spring 2012 Disaggregated by Area

4 =Very Prepared 3=Adequately Prepared 2=Somewhat Prepared 1=Not Prepared

	Avg # 82	K-6 # 27	4-8 # 4	Bio # 2	Eng # 6	HHP # 7	Hist # 13	Math # 5	Mus # 3	SPD # 8	Other # 7
1. Establish appropriate instructional goals and objectives.	3.46	3.58	4	4	3.17	2.86	3.31	3.60	3.33	3.50	3.57
2. Develop learning goals and objectives that address student needs at the appropriate instructional level that also address thinking processes.	3.38	3.44	3.75	3.5	3.17	3.14	3.33	3.20	3.67	3.50	3.29
3. Evaluate how to achieve learning goals, plans learning experiences that are developmentally appropriate and relevant to students, and connects those concepts to real life and future careers.	3.33	3.54	4	3	3.33	3	3	3	3.67	3.38	3.29
4. Design instruction that appropriately matches the goals and objectives, learning strategies, assessments and student needs.	3.40	3.52	4	3.5	3.83	3	3.08	3.40	3.67	3.25	3.29
5. Design instruction that encourages thinking, problem solving, and decision making.	3.28	3.31	4	3	3.33	2.86	3.15	2.80	3.33	3.50	3.50
6. Demonstrate a thorough understanding of the content you teach.	3.46	3.48	4	3.5	3.50	3.17	3.33	3.60	3.33	3.38	3.57
7. Use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.	3.40	3.37	4	3	3.67	3.29	3.08	3	3.67	3.88	3.33
8. Appropriately use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical and creative thinking, problem solving, and performance capabilities while using strategies which help students assume responsibility for identifying and using varied learning resources.	3.39	3.44	4	2.5	3.83	3	3.08	3	3.33	3.63	3.71
9. Link learning with students' prior knowledge, experiences, and cultural backgrounds.	3.27	3.22	4	2.5	3.50	3.43	3	3.00	3.33	3.63	3.14
10. Organize, prepare students for, and monitor independent and group work that allows for the full and varied participation of all individuals.	3.32	3.26	4	3	3.50	3.29	3	3.40	3	3.38	3.83
11. Use assessment strategies, instruments, and information appropriate to the learning expectations being evaluated (affective as well as academic) that are also gathered from a variety of sources about students' experiences, learning behaviors, needs, attitudes and progress to make initial and ongoing instructional decisions.	3.24	3.22	4	4	3.50	3.14	2.85	3	2.67	3.25	3.71

	Avg # 82	K-6 # 27	4-8 # 4	Bio # 2	Eng #6	HHP # 7	Hist # 13	Math #5	Mus # 3	SPD # 8	Other # 7
12. Interpret assessment data appropriately and use this information for instruction and evaluating student academic achievement and attitudes to determine the academic amount of progress as well as the amount of positive change toward learning.	3.20	3.19	4	3	3.50	3.29	2.92	2.80	2.33	3.50	3.29
13. Collaborate with colleagues and administrators.	3.52	3.48	3.75	3.5	4	3.29	3.38	3.40	3.33	3.63	3.71
14. Reflect on teaching practice by continually evaluating the effects of instruction.	3.43	3.26	3.75	3.5	3.67	3.29	3.08	3.80	4	3.75	3.57
15. Use classroom management techniques that foster student self-control and self discipline.	3.30	3.33	4	2.5	3.50	3.29	3	2.80	3	3.75	3.33
16. Use classroom management techniques to promote student learning.	3.33	3.33	4	3	3.33	3.14	3.08	2.80	3	3.75	3.80
Create lesson plans that address the needs of students with diverse cultural and language backgrounds and different learning needs.	3.33	3.22	4	4	3.67	3.43	2.77	3.20	3	3.63	3.71
18. Create a professional development plan to improve performance and to expand teaching repertoire to facilitate student achievement of the learning goal(s).	3.27	3.15	4	3	3.67	3.33	2.92	2.80	3	3.63	3.71
19. Maintain accurate and up-to-date records while completing assigned tasks on schedule and maintaining satisfactory records of punctuality and attendance.	3.24	3.04	4	3	3.50	3.43	2.85	3.00	3.33	3.63	3.71
20. Use technology to enhance student learning.	3.48	3.59	4	3.5	3.83	2.86	3.62	3.20	3.00	3.50	3.17
21. Follow applicable school policies and procedures.	3.63	3.48	4	4	3.83	3.57	3.54	3.60	3.67	3.75	3.86
22. Organize systematically and maintain useful records of student work and performance.	3.43	3.15	4	4	4	3.50	3.46	3.20	3.33	3.38	3.67
23. Demonstrate an understanding of effective verbal and non-verbal communication by choosing language and delivery techniques appropriate to the parents, students, or other professionals.	3.44	3.41	4	3	3.50	3.29	3.46	2.80	3.67	3.63	3.57
24. Design communication appropriate to the audience while using correct grammar and organizing information logically.	3.54	3.37	4	3.5	3.83	3.57	3.38	3.20	4	3.75	3.83
25. Communicate student status and progress to students, their parents, and appropriate others.	3.40	3.30	4	3.5	4	3.67	3.08	3	3.67	3.38	3.43

Clinical Teaching Evaluation Summary Spring 2012

1=Developing 2=Acceptable 3=Outstanding N/O=Not Observed

Item #	Knowledge, Skill or Attitude	Avge. #404	Avge. Tchr. Ment. #199	Avge. Univ. Supv. #205	Diff.
Standards and Objectives					
1	Learning objective and state standards are communicated	2.65	2.71	2.59	0.12
2	Learning objectives are connected to prior learning	2.66	2.73	2.60	0.13
3	Expectations for student performance are clear	2.67	2.67	2.67	0
Presenting Instructional Content					
4	Use of visuals to establish purpose of lesson	2.68	2.76	2.60	0.16
5	Modeling is used to demonstrate performance expectations	2.61	2.68	2.54	0.14
6	Clear and concise communication is used	2.62	2.64	2.60	0.04
7	Lesson is logically sequenced and segmented	2.70	2.76	2.64	0.12
Lesson Structure and Pacing					
8	Lesson starts promptly	2.81	2.80	2.81	-0.01
9	Lesson's structure – has beginning, middle, and end	2.65	2.71	2.58	0.13
10	Pacing is appropriate and provides opportunities for students who progress at different rates	2.52	2.55	2.48	0.07
11	Transition periods are handled effectively	2.47	2.51	2.43	0.08
Activities and Materials					
12	Support the lesson objectives	2.80	2.86	2.75	0.11
13	Are relevant to students' lives	2.62	2.73	2.51	0.22
14	Incorporate multimedia and technology	2.67	2.75	2.59	0.16
15	Sustain students' attention	2.56	2.61	2.51	0.1
16	Elicit a variety of thinking	2.47	2.53	2.42	0.11
17	Incorporate resources beyond the school text	2.75	2.81	2.70	0.11

Item #	Knowledge, Skill or Attitude	Avg. #404	Avg. Tchr. Ment. #199	Avg. Univ. Supv. #205	Diff.
Questioning					
18	Varied and high quality	2.44	2.48	2.40	0.08
19	Calls on volunteers and non-volunteers, and a balance of ability and gender	2.62	2.70	2.55	0.15
20	Require active responses (whole-class, choral responses, or group/individual answers)	2.60	2.68	2.51	0.17
Teacher Content Knowledge					
21	Demonstrates accurate content knowledge	2.78	2.79	2.77	0.02
22	Implements subject-specific instructional strategies to enhance student learning	2.66	2.74	2.57	0.17
Academic Feedback					
23	Is focused, frequent, and high quality	2.57	2.63	2.52	0.11
24	Circulates during lesson to support and monitor student work	2.70	2.71	2.68	0.03
25	Feedback is used to monitor and adjust instruction	2.57	2.64	2.50	0.14
26	Effort is reinforced and rewarded	2.64	2.73	2.56	0.17
Thinking - Teaches students to:					
27	analyze, compare/contrast, evaluate, explain (analytical thinking)	2.53	2.61	2.44	0.17
28	use, apply, and implement (practical thinking)	2.57	2.69	2.46	0.23
29	create, design, imagine, and suppose (creative thinking)	2.61	2.59	2.64	-0.05
30	explore and review ideas, models, and solutions (research-based thinking)	2.53	2.59	2.45	0.14
31	draw conclusions, predict outcomes, categorize (problem solving)	2.50	2.58	2.42	0.16
Teacher Knowledge of Students					
32	Anticipates students' learning difficulties	2.52	2.60	2.44	0.16
33	Provides differentiated instructional methods and content	2.43	2.55	2.30	0.25
34	Connects with prior learning and real life experiences	2.63	2.72	2.55	0.17

Item #	Knowledge, Skill or Attitude	Avg. #404	Avg. Tchr. Ment. #199	Avg. Univ. Supv. #205	Diff.
35	Plans for diverse learners	2.44	2.55	2.32	0.23
Instructional Plans					
36	Goals aligned to state standards	2.81	2.89	2.74	0.15
37	Plans provide opportunities to accommodate individual student needs	2.54	2.66	2.40	0.26
Assessment					
38	Aligns with state standards	2.72	2.79	2.64	0.15
39	Have measurement criteria	2.57	2.72	2.40	0.32
40	Measures student performance in a variety of ways (project, experiment, presentation, essay, short answer, or multiple-choice test)	2.61	2.71	2.51	0.2
Growing and Developing Professionally					
41	Is prompt and prepared daily	2.79	2.80	2.77	0.03
42	Attempts to implement new strategies	2.75	2.84	2.66	0.18
43	Demonstrate professional behavior	2.92	2.89	2.95	-0.06
44	Has professional appearance	2.83	2.91	2.75	0.16
45	Has appropriate verbal skills	2.78	2.85	2.72	0.13
46	Uses appropriate language	2.79	2.88	2.71	0.17
47	Displays enthusiasm	2.74	2.84	2.64	0.2
48	Displays enthusiasm	2.78	2.85	2.71	0.14
Reflecting on Teaching					
49	Makes thoughtful and accurate assessments of teaching effectiveness after each observation and lesson	2.69	2.77	2.60	0.17
50	Takes action to improve teaching performance	2.79	2.84	2.74	0.1
51	Utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions	2.51	2.63	2.37	0.26
52	Is responsive to feedback	2.86	2.91	2.81	0.1

Item #	Knowledge, Skill or Attitude	Avge. #404	Avge. Tchr. Ment. #199	Avge. Univ. Supv. #205	Diff.
School Responsibilities					
53	Follows school policies	2.91	3.07	2.75	0.32
54	Works with cooperating teacher in establishing a safe and orderly learning environment	2.89	2.95	2.83	0.12
55	Participates in collaborative planning	2.88	2.92	2.85	0.07
Expectations					
56	High and demanding academic expectations are set for every student	2.63	2.69	2.56	0.13
57	Creates learning opportunities where students can experience success	2.74	2.78	2.71	0.07
Managing Student Behavior					
58	Students are well-behaved and on task	2.52	2.51	2.54	-0.03
58	Inappropriate behavior is addressed without stopping the lesson	2.61	2.62	2.59	0.03
60	Disruptions are handled quickly and firmly	2.71	2.76	2.67	0.09
Respectful Culture					
61	Teacher-student interactions demonstrate caring and respect for one another	2.83	2.87	2.79	0.08
62	Teacher is receptive to interests and opinions of students	2.83	2.89	2.77	0.12

Clinical Teaching Evaluation Summary by Area Spring 2012

Item #	4-8	7-12 Biology	7-12 English	7-12 History	7-12 Math	HHP	K-6	Music	SPED	Ave.
N=	17	8	36	64	24	28	158	11	34	380
1	2.59	2.38	2.53	2.79	2.50	2.69	2.67	2.45	2.80	2.65
2	2.59	2.50	2.67	2.76	2.63	2.69	2.64	2.55	2.77	2.66
3	2.71	2.63	2.67	2.97	2.57	2.76	2.65	2.10	2.71	2.67
4	2.53	3.00	2.57	2.83	2.54	2.65	2.68	2.64	2.79	2.68
5	2.65	2.38	2.53	2.51	2.71	2.81	2.67	2.50	2.74	2.61
6	2.47	2.25	2.58	2.68	2.63	2.85	2.67	2.18	2.74	2.62
7	2.59	2.88	2.67	2.82	2.70	2.73	2.67	2.70	2.76	2.70
8	2.65	3.00	2.72	2.92	2.83	2.88	2.83	2.50	2.83	2.81
9	2.59	2.50	2.53	2.71	2.71	2.83	2.65	2.67	2.77	2.65
10	2.41	2.50	2.39	2.61	2.58	2.71	2.52	2.18	2.74	2.52
11	2.47	2.25	2.39	2.57	2.46	2.70	2.47	2.10	2.66	2.47
12	2.71	3.00	2.81	2.90	2.71	2.85	2.81	2.56	2.83	2.80
13	2.47	2.43	2.50	2.76	2.57	2.77	2.64	2.40	2.76	2.62
14	2.65	2.57	2.69	2.87	2.65	2.69	2.62	2.67	2.77	2.67
15	2.59	2.25	2.64	2.68	2.63	2.65	2.55	2.18	2.62	2.56
16	2.35	2.25	2.40	2.53	2.54	2.40	2.48	2.64	2.59	2.47
17	2.65	2.88	2.67	2.82	2.65	2.80	2.76	2.64	2.91	2.75
18	2.35	2.25	2.34	2.52	2.48	2.32	2.43	2.44	2.66	2.44
19	2.59	2.38	2.46	2.66	2.57	2.59	2.68	2.09	2.88	2.62
20	2.41	2.50	2.51	2.67	2.57	2.43	2.60	2.70	2.69	2.60
21	2.71	2.75	2.78	2.86	2.96	2.81	2.75	2.70	2.88	2.78
22	2.53	2.83	2.72	2.76	2.75	2.65	2.59	2.60	2.86	2.66
23	2.47	2.38	2.56	2.61	2.58	2.64	2.59	2.33	2.70	2.57
24	2.65	2.63	2.67	2.70	2.58	2.74	2.71	2.64	2.91	2.70

Item #	4-8	7-12 Biology	7-12 English	7-12 History	7-12 Math	HHP	K-6	Music	SPED	Avge.
25	2.41	2.57	2.63	2.61	2.75	2.83	2.56	2.50	2.71	2.57
26	2.59	2.25	2.61	2.67	2.48	2.91	2.65	2.70	2.85	2.64
27	2.57	2.38	2.44	2.59	2.54	2.60	2.51	2.45	2.79	2.53
28	2.59	2.63	2.49	2.56	2.58	2.70	2.60	2.40	2.69	2.57
29	2.33	2.29	2.47	2.53	2.45	2.78	2.77	2.22	2.65	2.61
30	2.33	2.57	2.48	2.59	2.44	2.55	2.53	2.17	2.67	2.53
31	2.38	2.43	2.37	2.50	2.55	2.45	2.54	2.38	2.71	2.50
32	2.25	2.50	2.44	2.56	2.54	2.58	2.54	2.00	2.85	2.52
33	2.13	2.50	2.45	2.48	2.52	2.55	2.40	2.30	2.74	2.43
34	2.65	2.29	2.64	2.73	2.63	2.72	2.63	2.45	2.71	2.63
35	2.19	2.33	2.58	2.36	2.41	2.65	2.41	2.30	2.89	2.44
36	2.71	2.88	2.72	2.92	2.79	2.85	2.82	2.73	2.88	2.81
37	2.38	2.50	2.50	2.57	2.68	2.78	2.54	2.13	2.79	2.54
38	2.71	2.75	2.71	2.87	2.67	2.74	2.69	2.38	2.79	2.72
39	2.53	2.71	2.74	2.66	2.71	2.62	2.51	1.88	2.69	2.57
40	2.50	2.71	2.69	2.67	2.62	2.62	2.58	2.50	2.84	2.61
41	2.76	3.00	2.58	2.95	2.88	2.96	2.79	2.25	2.86	2.79
42	2.76	2.88	2.67	2.82	2.71	2.77	2.74	2.33	2.94	2.75
43	2.88	2.88	2.78	2.97	2.92	2.92	2.97	2.60	2.94	2.92
44	2.82	2.88	2.86	2.95	2.83	2.77	2.81	2.73	2.83	2.83
45	2.76	2.63	2.72	2.81	2.83	2.81	2.79	2.64	2.91	2.78
46	2.82	2.75	2.69	2.81	2.83	2.88	2.82	2.64	2.86	2.79
47	2.76	2.75	2.69	2.75	2.78	2.74	2.76	2.43	2.88	2.74
48	2.59	2.50	2.75	2.83	2.86	2.81	2.79	2.70	2.88	2.78
49	2.59	2.75	2.60	2.79	2.71	2.80	2.70	2.38	2.74	2.69
50	2.82	2.88	2.69	2.87	2.83	2.96	2.80	2.78	2.84	2.79
51	2.38	2.50	2.42	2.54	2.45	2.57	2.54	2.17	2.64	2.51

IItem #	4-8	7-12 Biology	7-12 English	7-12 History	7-12 Math	HHP	K-6	Music	SPED	Avge.
52	2.94	2.88	2.78	2.93	2.79	2.96	2.86	2.67	2.94	2.86
53	2.76	3.00	2.67	2.89	2.88	2.92	3.03	2.44	2.94	2.91
54	2.82	3.00	2.89	2.97	2.88	2.96	2.89	2.70	2.97	2.89
55	2.76	3.00	2.86	2.95	2.96	2.92	2.89	2.67	2.90	2.88
56	2.65	2.38	2.58	2.74	2.67	2.78	2.62	2.70	2.70	2.63
57	2.65	2.75	2.72	2.86	2.71	2.88	2.73	2.56	2.86	2.74
58	2.41	2.63	2.50	2.67	2.57	2.65	2.50	2.36	2.59	2.52
59	2.57	2.75	2.54	2.81	2.62	2.79	2.56	2.45	2.76	2.61
60	2.71	2.75	2.83	2.93	2.67	2.81	2.63	2.60	2.88	2.71
61	2.82	2.88	2.72	2.92	2.74	2.85	2.84	2.80	2.86	2.83
62	2.82	2.88	2.78	2.92	2.78	2.84	2.81	2.60	2.89	2.83

Class and Field Experience Disposition Rating Fall 2011

1=Developing 2=Acceptable 3=Outstanding

Expected Dispositional Behavior	Average
1. Demonstrates a positive attitude about working with diverse students, peers, professionals, and in diverse environments.	2.22
2. Attends field experiences consistently and punctually (including timely arrival and departure).	2.15
3. Demonstrates honesty and integrity.	2.25
4. Communicates effectively, both orally and in writing.	2.19
5. Demonstrates positive interactions with peers, faculty and P-12 students and school personnel.	2.24
6. Demonstrates a commitment to students' success and to maintenance of a positive learning environment	2.22
7. Demonstrates self-respect and respect for others.	2.24
8. Accepts constructive criticism and is willing to modify one's behavior.	2.22
9. Analyzes problems critically and attempts to resolve them independently.	2.21
10. Assumes personal responsibility for adhering to professional guidelines regarding academic conduct.	2.22
11. Assumes personal responsibility for adhering to established guidelines for the Teacher Education Program.	2.23
12. Maintains professional ethics, appearance and demeanor.	2.24

N=357

Overall average= 2.23

Class and Field Experience Disposition Rating Spring 2012

1=Developing 2=Acceptable 3=Outstanding

Expected Dispositional Behavior	Average
1. Demonstrates a positive attitude about working with diverse students, peers, professionals, and in diverse environments.	2.39
2. Attends field experiences consistently and punctually (including timely arrival and departure).	2.32
3. Demonstrates honesty and integrity.	2.40
4. Communicates effectively, both orally and in writing.	2.36
5. Demonstrates positive interactions with peers, faculty and P-12 students and school personnel.	2.39
6. Demonstrates a commitment to students' success and to maintenance of a positive learning environment	2.38
7. Demonstrates self-respect and respect for others.	2.39
8. Accepts constructive criticism and is willing to modify one's behavior.	2.37
9. Analyzes problems critically and attempts to resolve them independently.	2.37
10. Assumes personal responsibility for adhering to professional guidelines regarding academic conduct.	2.36
11. Assumes personal responsibility for adhering to established guidelines for the Teacher Education Program.	2.39
12. Maintains professional ethics, appearance and demeanor.	2.37

N= 289

Overall average= 2.38

**Milestone Review
Initial Licensure
Fall 2008 –Spring 2012**

Term	Milestone I			Milestone II			Milestone III			Milestone IV		
	Number Reviewed	Number Passing	% Passing	Number Reviewed	Number Passing	% Passing	Number Reviewed	Number Passing	% Passing	Number Reviewed	Number Passing	% Passing
Fall 2008	149	126	84.5%	122	91	74.5	70	56	80%	76	74	99%
Spring 2009	171	152	88%	119	89	75	100	75	75%	70	69	98%
Fall 2009	198	176	90%	103	87	84	109	103	94%	73	71	97%
Spring 2010	133	117	88%	130	95	73	86	74	86%	103	101	98%
Fall 2010	187	157	84%	131	102	78 %	85	79	93%	61	61	100%
Spring 2011	152	140	92%	120	87	73%	110	82	75%	71	70	98.5%
Fall 2011	243	184	75%	145	101	70%	105	103	98%	77	77	100%
Spring 2012	215	164	76%	183	183	100%	92	51	87.8%	104	102	98%

Note: Effective Spring 2012, Milestone II required an application and all students who applied had met the criteria.

**Milestone II Review by Program
Fall 2011**

Program Name	Pass Rate	Pass Rate by Gender		Pass Rate by Ethnicity			
		%Males	%Female	%White	%African	%Hispanic American	%Other
Elementary Educ. K-6	58(41) 70.6%	4(2) 50%	54(39) 72%	52(36) 69%	5(2) 40%	0 0%	0 0%
4-8 Middle Grades	9(4) 44.4%	4(2) 50%	5(2) 40%	8(4) 50%	1(0) 0%	0 0%	0 0%
SPED K-12 Comp	12(7) 58%	1(1) 100%	11(6) 54.5%	11(7) 63.6%	0 0%	0 0%	0 0%
K-12 Art	4(3) 75%	1(0) 0%	3(3) 100%	2(1) 50%	0 0%	0 0%	2(2) 100%
K-12 Music	4(1) 25%	4(1) 25%	0 0%	3(0) 0%	0 0%	0 0%	1(1) 100%
K-12 HHP	5(3) 60%	3(1) 33%	2(2) 100%	4(3) 75%	1(0) 0%	0 0%	0 0%
7-12 Biology	4(1) 25%	2(0) 0%	2(1) 50%	2(1) 50%	2(0) 0%	0 0%	0 0%
7-12 Chemistry	0	0	0	0	0	0	0
7-12 Math	5(3) 60%	2(1) 50%	3(2) 66.6%	5(3) 60%	0 0%	0 0%	0 0%
7-12 English	12(9) 75%	4(2) 50%	8(7) 87.5%	12(10) 83%	0 0%	0 0%	0 0%
7-12 Spanish	0	0	0	0	0	0	0
7-12 French	0	0	0	0	0	0	0
7-12 History	8(4) 50%	4(3) 75%	4(1) 25%	8(4) 50%	0 0%	0 0%	0 0%
7-12 Govt	0	0	0	0	0	0	0
MAT	15(10) 66.6%	7(6) 85.7%	8(4) 50%	14(9) 64%	1(1) 100%	0 0%	0 0%

Milestone II Interview Fall 2011 – Spring 2012

Interview Question	Fall 2011 N = 116			Spring 2012 N = 174		
	% Unac.	% Adqt	% Exemp	% Unac	% Adqt	% Exemp
Question 1 What do you plan to teach? Describe your personal strengths or talents and explain how they will enhance your teaching.	0	40	60	2	25	75
Question 2 What are the most important characteristics of an effective teacher?	0	37	62	3	25	70
Question 3 Discuss the importance of understanding the development level of the student you teach.	1	51	46	6	31	61
Question 4 Describe several effective teaching strategies you observed during a field experience that you plan to implement I your own classroom. Discuss why you believe the strategies were effective. If you have not had a field experience, then describe one or two teaching strategies you believe to be effective.	0	44	56	2	30	66
Question 5 Describe a unit you have written, or in the process of writing. Discuss the major goals and objectives of the unit. Why did you choose this topic!	1	39	58	4	24	71
Question 6 Discuss the importance of using formative assessments in the classroom.	0	39	59	4	23	71
Question 7 In terms of an educator's success in the classroom, describe your views of the importance of careful planning.	1	44	53	2	29	67
Question 8 Discuss the importance of a standards-based education.	1	37	61	3	28	68
Question 9 How do you plan to use technology to enhance your instruction? How would you use assistive technology?	1	37	61	4	25	69
Question 10 What do you consider to be major challenges facing educators today?	1	33	64	1	25	72

Analysis of Milestone IV Portfolio Review
Fall 2011 – Spring 2012
Art

Portfolio Standard	Fall 2011- Spring 2012 N= 3		
	% Devel.	% Meets	% Exceeds
Standard 1 Professional Growth and Development	0	33	66
Standard 2 Knowledge of Instruction	0	33	66
Standard 3 Knowledge of Assessment and Evaluation	0	33	66
Standard 4: Knowledge of Students	0	33	66
Standard 5: Knowledge of Classroom Management	0	33	66
Standard 6: Knowledge of Technology	0	33	66
Standard 7: Knowledge of Content	0	33	66

Analysis of Milestone IV Portfolio Review
Fall 2011 – Spring 2012
Health and Human Performance

Portfolio Standard	Fall 2011- Spring 2012 N= 7		
	% Devel.	% Meets	% Exceeds
Standard 1 Professional Growth and Development	0	0	100
Standard 2 Knowledge of Instruction	0	0	100
Standard 3 Knowledge of Assessment and Evaluation	0	0	100
Standard 4: Knowledge of Students	0	0	100
Standard 5: Knowledge of Classroom Management	0	0	100
Standard 6: Knowledge of Technology	0	0	100
Standard 7: Knowledge of Content	0	0	100

**Analysis of Milestone IV Portfolio Review
Fall 2011 – Spring 2012
History**

Portfolio Standard	Fall 2011- Spring 2012 N= 18		
	% Devel.	% Meets	% Exceeds
Standard 1 Professional Growth and Development	0	11	89
Standard 2 Knowledge of Instruction	0	11	89
Standard 3 Knowledge of Assessment and Evaluation	0	11	89
Standard 4: Knowledge of Students	0	11	89
Standard 5: Knowledge of Classroom Management	0	11	89
Standard 6: Knowledge of Technology	0	11	89
Standard 7: Knowledge of Content	0	11	89

**Analysis of Milestone IV Portfolio Review
Fall 2011 – Spring 2012
MAT**

Portfolio Standard	Fall 2011- Spring 2012 N= 11		
	% Devel.	% Meets	% Exceeds
Standard 1 Professional Growth and Development	9	27	63
Standard 2 Knowledge of Instruction	9	27	63
Standard 3 Knowledge of Assessment and Evaluation	9	27	63
Standard 4: Knowledge of Students	0	36	64
Standard 5: Knowledge of Classroom Management	0	36	64
Standard 6: Knowledge of Technology	0	36	64
Standard 7: Knowledge of Content	0	36	64

**Analysis of Milestone IV Portfolio Review
Fall 2011 – Spring 2012
Mathematics**

Portfolio Standard	Fall 2011- Spring 2012 N= 8		
	% Devel.	% Meets	% Exceeds
Standard 1 Professional Growth and Development	0	0	100
Standard 2 Knowledge of Instruction	0	0	100
Standard 3 Knowledge of Assessment and Evaluation	0	0	100
Standard 4: Knowledge of Students	0	0	100
Standard 5: Knowledge of Classroom Management	0	0	100
Standard 6: Knowledge of Technology	0	0	100
Standard 7: Knowledge of Content	0	0	100

**Analysis of Milestone IV Portfolio Review
Fall 2011 – Spring 2012
Music**

Portfolio Standard	Fall 2011- Spring 2012 N= 8		
	% Devel.	% Meets	% Exceeds
Standard 1 Professional Growth and Development	0	0	100
Standard 2 Knowledge of Instruction	0	0	100
Standard 3 Knowledge of Assessment and Evaluation	0	0	100
Standard 4: Knowledge of Students	0	0	100
Standard 5: Knowledge of Classroom Management	0	0	100
Standard 6: Knowledge of Technology	0	0	100
Standard 7: Knowledge of Content	0	0	100

**Analysis of Milestone IV Portfolio Review
Fall 2011 – Spring 2012
Spanish**

Portfolio Standard	Fall 2011- Spring 2012 N= 2		
	% Devel.	% Meets	% Exceeds
Standard 1 Professional Growth and Development	0	50	50
Standard 2 Knowledge of Instruction	0	50	50
Standard 3 Knowledge of Assessment and Evaluation	0	50	50
Standard 4: Knowledge of Students	0	50	50
Standard 5: Knowledge of Classroom Management	0	50	50
Standard 6: Knowledge of Technology	0	50	50
Standard 7: Knowledge of Content	0	50	50

**Analysis of Milestone IV Portfolio Review
Fall 2011 – Spring 2012
Special Education**

Portfolio Standard	Fall 2011- Spring 2012 N= 8		
	% Devel.	% Meets	% Exceeds
Standard 1 Professional Growth and Development	0	0	100
Standard 2 Knowledge of Instruction	0	0	100
Standard 3 Knowledge of Assessment and Evaluation	0	0	100
Standard 4: Knowledge of Students	0	0	100
Standard 5: Knowledge of Classroom Management	0	0	100
Standard 6: Knowledge of Technology	0	0	100
Standard 7: Knowledge of Content	0	0	100

**ETS Results Statistics
for Program Licensure
Fall 2011**

Test	Test Title	Required	Licensed	% Passing	Initial Attempts	Average Score
0131	Art Making	155	4	100%	4	160
0133	Art: Content Knowledge	150	4	100%	4	168
0011	Elementary Education: Curriculum, Instruction & Assessment	159	39	100%	41	175
0245	Chemistry: Content Knowledge	152	1	100%	1	158
0433	General Science: Content Essay	130	1	100%	1	173
0014	Elementary Education: Content Knowledge	140	39	100%	40	167
0201	Reading Across the Curriculum: Elementary	151	50	100%	50	171
0041	English Language, Literature, Composition: Content Knowledge	157	8	100%	10	166
0043	English Language, Literature, Composition: Pedagogy	145	8	100%	8	154
0921	Geography	149	1	100%	1	149
0930	Government	600	1	100%	5	582
0550	Health	570	3	100%	3	693
0941	World & U.S. History	136	1	100%	3	144
0061	Mathematics: Content Knowledge	136	1	100%	4	133
0065	Mathematics: Pedagogy	125	1	100%	2	145
0146	Middle School: Content Knowledge	150	6	100%	6	159
0111	Music: Concepts & Processes	145	6	100%	8	151
0113	Music: Content Knowledge	140	6	100%	8	157
0091	Physical Education: Content Knowledge	152	3	100%	4	152

Test	Test Title	Required	Licensed	% Passing	Initial Attempts	Average Score
0092	Physical Education: Movement, Forms –Analysis & Design	148	3	100%	3	163
5195	Spanish: World Language	163	1	100%	1	178
0543	Special Education: Core Knowledge & Mild to Moderate Applications	145	3	100%	4	176
0545	Special Education : Core Knowledge & Severe to Profound Applications	153	3	100%	3	177
0353	Education of Exceptional Students: Core Content Knowledge	144	2	100%	2	169
0542	Education of Exceptional Students: Mild to Moderate Applications	164	2	100%	5	160
0544	Education of Exceptional Students: Severe to Profound	155	2	100%	2	185

**ETS Results Statistics
for Program Licensure
Spring 2012**

Test	Test Title	Required	Licensed	% Passing	Initial Attempts	Average Score
0132	Art: Content Traditions, Criticism & Aesthetics	140	1	100%	1	145
0133	Art: Content Knowledge	150	1	100%	2	150
0235	Biology: Content Knowledge	148	2	100%	2	164
0233	Biology: Content Essays	146	2	100%	3	152
0021	Education of Young Children	155	1	100%	1	179
0011	Elementary Education: Curriculum, Instruction & Assessment	159	43	100%	50	171
0014	Elementary Education: Content Knowledge	140	43	100%	43	163
0201	Reading Across the Curriculum: Elementary	151	55	100%	57	168
0041	English Language, Literature, Composition: Content Knowledge	157	9	100%	10	169
0043	English Language, Literature, Composition: Pedagogy	145	9	100%	12	153
5174	French: World Language	156	1	100%	1	164

Test	Test Title	Required	Licensed	% Passing	Initial Attempts	Average Score
0920	Geography	580	3	100%	3	636
0921	Geography	149	2	100%	2	174
0930	Government	600	6	100%	6	703
0550	Health	570	7	100%	8	640
0941	World & U.S. History	136	15	100%	15	162
0061	Mathematics: Content Knowledge	136	6	100%	8	143
0065	Mathematics: Pedagogy	125	6	100%	7	145
0146	Middle School: Content Knowledge	150	3	100%	5	150
0111	Music: Concepts & Processes	145	3	100%	3	163
0113	Music: Content Knowledge	140	3	100%	3	169
0091	Physical Education: Content Knowledge	152	4	100%	7	153
0092	Physical Education: Movement, Forms –Analysis & Design	148	4	100%	4	160
0095	Physical Education: Content & Design	164	3	100%	3	174
5195	Spanish: World Language	163	1	100%	1	190
0543	Special Education: Core Knowledge & Mild to Moderate Applications	145	8	100%	8	172
0545	Special Education : Core Knowledge & Severe to Profound Applications	153	8	100%	8	178
0640	Theatre	610	1	100%	1	660

**Special Group Licenses
Fall 2011 & Spring 2012**

Test	Test Title	Required	Licensed	% Passing	Initial Attempts	Average Score
0300	Reading Specialist	510	5	100%	5	636
0420	School Counselor	580	3	100%	3	683
1011	School Leader Licensure Assessment	160	11	100%	12	171

TPA Secondary English Fall 2011

Academic Language	Level 4	Level 3	Level 2	Level 1
I. Understanding Language Demands and Resources	12%	37%	50%	0%
II. Developing Students' Academic Language Repertoire	12%	12%	75%	0%
Assessment	Level 4	Level 3	Level 2	Level 1
I. Analyzing Student Work	0%	50%	37%	12%
II. Using Assessment to Inform Instruction	0%	62%	37%	0%
III. Using Feedback to Guide Further Learning	0%	37%	62%	0%
Instruction	Level 4	Level 3	Level 2	Level 1
I. Engaging Students in Learning	0%	37%	62%	0%
II. Deepening Student Learning During Instruction	0%	57%	43%	0%
Planning	Level 4	Level 3	Level 2	Level 1
I. Planning Focused Sequenced Instruction	0%	75%	24%	0%
II. Using Knowledge of Students to Inform Teaching	0%	75%	24%	0%
III. Planning Assessments to Monitor and Support Student Learning	12%	25%	62%	0%
Reflection	Level 4	Level 3	Level 2	Level 1
I. Monitoring Student Progress and Adjusting Instruction	0%	57%	42%	0%

N=7

TPA Secondary English Spring 2012

Planning	Rubric	1	2	3	4	5
EL 1	Planning for understanding	0	29%	71%	0	0
EL 2A	Using knowledge of students to inform teaching	0	43%	57%	0	0
EL 2B	Justification for plans	0	0	100%	0	0
EL 3	Planning assessments to monitor and support	0	29%	57%	14%	0
Instruction	Rubric	1	2	3	4	5
EL 4	Engaging students in learning	28%	29%	29%	14%	0
EL 5	Deepening student learning during instruction	29%	43%	14%	14%	0
Assessment	Rubric	1	2	3	4	5
EL 6	Analyzing student work	14%	29%	57%	0	0
EL 7	Using feedback to guide further learning	28%	43%	29%	0	0
EL 8	Using assessment to inform instruction	19%	43%	29%	14%	0
EL 9	Analyzing teaching effectiveness	14%	72%	14%	0	0
Academic Language	Rubric	1	2	3	4	5
EL 10	Understanding language development	0	72%	14%	14%	0
EL 11	Scaffolding students' academic language	0	71%	0	29%	0
EL 12	Developing students' academic language and content learning	28%	43%	29%	0	0

N=7

TPA Elementary Math Fall 2011

Academic Language	Level 4	Level 3	Level 2	Level 1
I. Understanding Language Demands and Resources	0%	21%	42%	35%
II. Developing Students' Academic Language Repertoire	0%	0%	64%	35%
Elementary Math Assessment	Level 4	Level 3	Level 2	Level 1
I. Analyzing Student Work	7%	21%	57%	14%
II. Using Assessment to Inform Instruction	7%	0%	57%	35%
III. Using Feedback to Guide Further Learning	0%	7%	85%	7%
Instruction	Level 4	Level 3	Level 2	Level 1
I. Engaging Students in Learning	0%	28%	35%	35%
II. Deepening Student Learning During Instruction	7%	21%	7%	64%
Planning	Level 4	Level 3	Level 2	Level 1
I. Planning Focused Sequenced Instruction	14%	28%	42%	14%
II. Using Knowledge of Students to Inform Teaching	14%	28%	42%	14%
III. Planning Assessments to Monitor and Support Student Learning	7%	21%	64%	7%
Reflection	Level 4	Level 3	Level 2	Level 1
I. Monitoring Student Progress and Adjusting instruction	14%	21%	35%	28%

N=14

TPA Elementary Math Spring 2012

Planning	Rubric	1	2	3	4	5
EL 1	Planning for understanding	0	10%	37%	53%	0
EL 2A	Using knowledge of students to inform teaching	0	26%	53%	21%	0
EL 2B	Justification for plans	0	21%	68%	11%	0
EL 3	Planning assessments to monitor and support	0	10%	53%	37%	0
Instruction	Rubric	1	2	3	4	5
EL 4	Engaging students in learning	0	37%	53%	10%	0
EL 5	Deepening student learning during instruction	0	43%	47%	5%	5%
Assessment	Rubric	1	2	3	4	5
EL 6	Analyzing student work	10%	21%	69%	0	0
EL 7	Using feedback to guide further learning	5%	53%	37%	5%	0
EL 8	Using assessment to inform instruction	21%	16%	53%	10%	0
EL 9	Analyzing teaching effectiveness	10%	26%	64%	0	0
Academic Language	Rubric	1	2	3	4	5
EL 10	Understanding language development	5%	53%	37%	5%	0
EL 11	Scaffolding students' academic language	5%	58%	26%	11%	0
EL 12	Developing students' academic language and content learning	0	31%	53%	16%	0

N=19

TPA Elementary Literacy Fall 2011

Academic Language	Level 4	Level 3	Level 2	Level 1
I. Understanding Language Demands and Resources	4%	32%	52%	12%
II. Developing Students' Academic Language Repertoire	12%	20%	52%	16%
Assessment	Level 4	Level 3	Level 2	Level 1
I. Analyzing Student Work	8%	36%	48%	8%
II. Using Assessment to Inform Instruction	12%	12%	60%	16%
III. Using Feedback to Guide Further Learning	0%	20%	62%	16%
Instruction	Level 4	Level 3	Level 2	Level 1
I. Engaging Students in Learning	16%	20%	37%	25%
II. Deepening Student Learning During Instruction	20%	20%	37%	20%
Planning	Level 4	Level 3	Level 2	Level 1
I. Planning Focused Sequenced Instruction	14%	33%	33%	18%
II. Using Knowledge of Students to Inform Teaching	16%	20%	56%	8%
III. Planning Assessments to Monitor and Support Student Learning	12%	24%	52%	12%
Reflection	Level 4	Level 3	Level 2	Level 1
I. Monitoring Student Progress and Adjusting Instruction	8%	40%	44%	8%
II. Understanding Language Demands and Resources	5%	21%	57%	15%
III. Developing Students' Academic Language Repertoire	0%	21%	57%	21%

N=25

TPA Elementary Literacy Spring 2012

Planning	Rubric	1	2	3	4	5
EL 1	Planning for understanding	14%	33%	43%	10%	0
EL 2A	Using knowledge of students to inform teaching	14%	43%	43%	0	0
EL 2B	Justification for plans	14%	38%	43%	5%	0
EL 3	Planning assessments to monitor and support	10%	28%	48%	14%	0
Instruction	Rubric	1	2	3	4	5
EL 4	Engaging students in learning	14%	43%	43%	0	0
EL 5	Deepening student learning during instruction	24%	33%	43%	0	0
Assessment	Rubric	1	2	3	4	5
EL 6	Analyzing student work	19%	19%	52%	10%	0
EL 7	Using feedback to guide further learning	29%	37%	29%	5%	0
EL 8	Using assessment to inform instruction	29%	38%	33%	0	0
EL 9	Analyzing teaching effectiveness	5%	52%	43%	0	0
Academic Language	Rubric	1	2	3	4	5
EL 10	Understanding language development	14%	34%	52%	0	0
EL 11	Scaffolding students' academic language	5%	48%	37%	10%	0
EL 12	Developing students' academic language and content learning	9%	38%	48%	5%	0

N=21

**Diversity of K-12 Students Observed in Field Experiences
Fall 2007 - Spring 2012**

Ethnicity	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Caucasian	57%	60%	59%	60%	67%	61%	62%	65%	57%	64%
African American	29%	26%	28%	26%	22%	25%	26%	24%	30%	24%
Hispanic	8%	7%	9%	9%	6%	7%	8%	7%	7%	7%
Asian/Pacific Islander	4%	3%	3%	3%	3%	3%	2%	2%	3%	2%
American Indian	1%	1%	< 1%	1%	1%	1%	1%	<1%	1%	1%
Other	1%	2%	1%	1%	1%	2%	1%	1%	1%	1%
Diversity of Special Needs										
Student with IEP	5%	12%	8%	4%	8%	3%	7%	9%	10%	14%
Student with 504 Plan	2%	2%	2%	1%	2%	2%	2%	4%	2%	3%
ELL Students	Data Not Collected								2%	2%

**APSU Unit Plan Rubric
Fall 2011**

Elements	N = 124	% Scoring Exemplary	% Scoring Acceptable	% Scoring Unacceptable
Unit Title and Grade Level		86	10	2
State Standards		79	15	5
Goals/ Objectives		66	26	7
Prerequisite Knowledge and Skills		82	10	6
Assessment		64	30	5
Scope and Sequence Chart		75	19	4
Unit Lesson		80	17	1
Resources, Material and Technology		72	15	11
Unit Reflection and Evaluation		89	6	2
Standard Writing Conventions		64	34	0

**APSU Unit Plan Rubric
Spring 2012**

Elements N = 174	% Scoring Exemplary	% Scoring Acceptable	% Scoring Unacceptable
Unit Title and Grade Level	81	17	1
State Standards	81	16	1
Goals/ Objectives	60	31	7
Prerequisite Knowledge and Skills	89	8	2
Assessment	72	22	4
Scope and Sequence Chart	85	12	2
Unit Lesson	79	18	1
Resources, Material and Technology	80	15	4
Unit Reflection and Evaluation	96	1	1
Standard Writing Conventions	48	45	5

Licenses Awarded 2011- 2012

Area	Initial Licenses	Alternative Licenses	Add-On
K-6	83	3	2
4-8	9	2	7
SPED	13	3	2
Pre-K 3	1	0	0
Math	7	0	1
Biology	2	2	0
Chemistry	1	2	0
Physics	0	0	0
HHP	11	0	3
English	17	0	0
Art	5	0	0
Music	9	1	0
French	1	0	0
Spanish	2	1	0
Latin	0	0	0
German	0	0	0
Theatre	1	0	0
History	16	0	0
Government	1	0	0
Business	0	1	0
Total- Initial	179	12	15
Leadership	12	n/a	n/a
Reading	5	n/a	n/a
Counseling	3	n/a	n/a
Total- Advanced	20		
Total- Licensed	199	12	15

**Licenses Awarded by Gender and Ethnicity
Initial Only
2011- 2012**

Area	Number	Gender		Ethnicity			
		M	F	Caucasian	African American	Hispanic	Other
K-6	83	2	81	79	3	0	1
4-8	9	0	9	8	1	0	0
SPED	13	1	12	11	2	0	0
Pre-K3	1	0	1	0	1	0	0
Math	7	2	5	7	0	0	0
Biology	2	1	1	2	0	0	0
Chemistry	1	0	1	1	0	0	0
Physics	0	0	0	0	0	0	0
HHP	11	5	6	11	0	0	0
English	17	1	16	15	1	0	0
Art	5	0	5	5	0	0	0
Music	9	2	7	8	1	0	0
French	1	0	1	1	0	0	0
Spanish	2	0	2	0	1	1	0
Latin	0	0	0	0	0	0	0
German	0	0	0	0	0	0	0
Theatre	1	0	1	1	0	0	0
History	16	9	7	13	3	0	0
Government	1	1	0	1	0	0	0
Total- Initial	179	24*	155	163	13*	1	1
Leadership	12	2	10	10	1	1	0
Reading	5	0	5	4	0	4	0
Counseling	3	0	3	3	0	0	0
Total – Advanced	20	2	18	17	1	5	0
Total-Licensed	199	27	173	180	14	6	1

* The number of males completing license has increased from 10 in 2010-2011 to 24 in 2011-2012.

** The number of African-American students completing license has increased from 2 in 2010-2011 to 13 in 2011-2012.

**Evaluation Teaching Personnel
By Elementary Administrators
Spring 2012**

4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree

Teacher Skills	N = 12	Avge.	St. Dev.
1. Teachers who completed their education program from APSU within the last five years have in-depth knowledge of the subject matter.		2.92	0.29
2. Teachers who completed their education program from APSU within the last five years reflect a thorough understanding of pedagogical content knowledge.		3.00	0.43
3. who completed their education program from APSU within the last five years reflect a thorough understanding of professional and pedagogical knowledge and skills.		3.00	0.43
4. Teachers who completed their education program from APSU within the last five years reflect the dispositions expected of professional educators.		3.08	0.51
5. Teachers who completed their education program from APSU within the last five years accurately assess and analyze student learning and make appropriate adjustments to instruction based on these assessments.		2.75	0.45
6. Teachers who completed their education program from APSU within the last five years have a broad knowledge of instructional strategies.		3.08	0.29
7. Teachers who completed their education program from APSU within the last five years present their content in clear and meaningful ways.		3.00	0.00
8. Teachers who completed their education program from APSU within the last five years integrate technology into their teaching.		3.17	0.58
9. Teachers who completed their education program from APSU within the last five years create learning experiences based on the developmental level and prior experience of their students.		2.75	0.45
10. Teachers who completed their education program from APSU within the last five years design instruction that addresses the needs of students with diverse cultural and language backgrounds and different learning needs		2.92	0.51
11. Teachers who completed their education program from APSU within the last five years uses classroom management techniques that foster self-control and self discipline		2.92	0.29
12. Teachers who completed their education program from APSU within the last five years demonstrate productive leadership or team membership skills that facilitate the development of mutually beneficial goals designed to make the entire school a productive learning environment		3.00	0.00
13. Teachers who completed their education program from APSU within the last five years organize systematically and maintain useful records of student work and performance.		2.82	0.40
14. Teachers who completed their education program from APSU within the last five years communicate student progress knowledgeable and responsibly to students, parents, and appropriate others.		3.00	0.00

Milestone Review Programs for Advanced Preparation Fall 2005-Spring 2012

Program	Number Successfully Completing Milestone													
	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Advanced Programs for Teachers														
Special Education														
Milestone I	3	6	1	5	1	0	0	8	1	8	0	2	4	1
Milestone II	7	5	1	6	6	4	0	0	0	0	0	2	0	1
Milestone III	4	7	2	1	1	1	1	0	2	0	1	1	1	1
Instruct. Technology														
Milestone I	3	4	3	13	4	6	9	12	4	9	3	6	3	3
Milestone II	3	7	1	3	5	23	3	2	5	4	3	5	3	4
Milestone III	0	4	2	3	1	4	5	2	7	4	3	2	1	5
Advanced Studies														
Milestone I	21	14	4	12	8	4	6	8	1	2	5	2	2	1
Milestone II	11	33	21	23	3	9	3	0	0	3	4	2	0	5
Milestone III	1	6	4	4	7	7	1	3	6	4	2	1	0	6
Mathematics														
Milestone I	4	1	1	1	0	0	1	1	0	4	3	4	1	2
Milestone II	1	1	1	0	1	2	0	0	1	0	1	1	0	1
Milestone III	3	1	1	1	2	0	1	0	1	0	0	1	0	1
Advanced Programs for Other School Personnel														
Ed. Leadership														
Milestone I	3	39	35	9	2	19	2	0	1	0	0	1	5	3
Milestone II	3	41	4	1	13	18	14	2	3	6	12	18	15	0
Milestone III	6	2	4	29	14	2	2	17	4	5	12	6	0	11
Reading														
Milestone I	2	3	0	10	1	1	6	0	1	0	0	0	8	2
Milestone II	2	2	5	3	9	1	0	1	2	3	2	5	16	0
Milestone III	1	4	3	2	5	1	1	2	2	0	1	3	15	1
Ed. Specialist														
Milestone I	6	9	1	3	5	0	13	23	0	0	0	0	13	9
Milestone II	5	14	5	6	15	10	7	1	5	5	0	9	2	12
Milestone III	3	4	3	1	1	3	2	1	2	2	2	6	2	2

* These numbers do not reflect summer enrollments. Here are the graduation totals including Fall, Spring, and Summer.

Graduation Totals Including Fall, Spring, and Summer

Program	2007- 2008	2008 – 2009	2009 – 2010	2010 - 2011
Special Education	6*	1	2	7
Instruct. Technology	6	8	13	6
Advanced Studies	18*	6	11	6
Mathematics	3	1	1	2
Leadership	16	19	10	18
Reading	11	4	6	6
EDS	6	5	4	11

* This was enrollment pre-MAT. Once MAT was established, initial licensure students moved to the MAT.

**Portfolio Evaluation
Fall 2011- Spring 2012
Educational Leadership**

Portfolio Standard N=11	Fall 2011 – Spring 2011		
	% Developing	% Meets	% Exceeds
<u>Standard A: Continuous Improvement</u> Implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students	0	54	45
<u>Standard B: Culture for Teaching and Learning</u> Creates a school culture and climate based on high expectations conducive to the success of all students	0	36	63
<u>Standard C: Instructional Leadership and Assessment</u> Facilitates instructional practices that are based on assessment data and continually improve student learning	9	63	27
<u>Standard D: Professional Growth</u> Improves student learning and achievement by developing and sustaining high quality professional development	0	54	45
<u>Standard E: Management of the School</u> Facilitates learning and teaching through the effective use of resources	0	27	72
<u>Standard F: Ethics</u> Facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate	0	9	91
<u>Standard G: Diversity</u> Responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the community while addressing diverse student needs to ensure the success of all students	0	63	36

**Portfolio Evaluation
Fall 2011– Spring 2012
Masters in Reading**

Portfolio Standard	N = 12	Fall 2011- Spring 2012		
		% Developing	% Meets	% Exceeds
Standard 1 Theoretical Base		0	25	75
Standard 2 Knowledge Base		0	33	66
Standard 3 Individual Differences		0	33	66
Standard 4 Reading Difficulties		0	41	58
Standard 5 Creating a Literate Environment		0	41	58
Standard 6 Word Identification, Vocabulary, and Spelling		0	66	33
Standard 7 Comprehension		0	33	66
Standard 8 Study Strategies		0	41	58
Standard 9 Writing		0	41	58
Standard 10 Assessment		0	33	66
Standard 11 Communicating Information about Reading		0	41	48
Standard 12 Curriculum Development		0	22	66
Standard 13 Professional Development		0	50	50
Standard 14 Research		0	41	58
Standard 15 Supervision of Paraprofessionals		0	50	50
Standard 16 Professionalism		0	33	66

**Analysis of Research Paper
Fall 2011 – Spring 2012**

Elements of Research Paper	Fall 2011 N= 24			Spring 2012 N= 29		
	% Scoring Uaccept.	% Scoring Meets	% Scoring Exemplary	% Scoring Uaccept.	% Scoring Meets	% Scoring Exemplary
Introduction	0	4	95	29	3	75
Body—Structure/Flow	12	0	86	3	3	93
Content	15	25	60	25	17	55
Conclusion.	30	5	65	19	24	55
Source Citations – Proper APA format.	32	28	38	50	27	20
Grammar	8	0	91	3	3	93
Research.	12	0	86	3	10	86
Format./Submission	8	4	86	22	10	65
Title Page and Abstract	4	4	91	20	10	68

Follow-up Survey of Graduates in First Five Years of Teaching Fall 2011 – Spring 2012

Rate how well you were prepared in the following areas.

3 = Very Satisfied 2 = Satisfied 1 – Not Satisfied

Area N = 8	Average	Standard Deviation
1. Establish instructional goals that address student needs at appropriate instructional level.	2.75	0.46
2. Evaluate how to achieve learning goals by planning learning experiences that are developmentally appropriate and relevant to students.	2.88	0.35
3. Design instruction that addresses the individual needs of students with diverse cultural and language backgrounds.	2.63	0.52
4. Demonstrate a thorough understanding of your content area.	2.75	0.46
5. Implement appropriate teaching and learning strategies to engage students in active learning opportunities.	2.75	0.46
6. Link learning with students' prior knowledge, experiences, and cultural backgrounds.	2.63	0.52
7. Use assessment strategies, instruments, and information appropriate to the learning expectations being evaluated.	2.63	0.52
8. Interpret aggregated and disaggregated assessment data appropriately and use this information to evaluate student learning and to make data driven instructional decisions.	2.63	0.74
9. Use a range of strategies to create a learning community where students are encouraged to assume responsibility for themselves and others.	2.88	0.35
10. Use classroom management techniques that foster self-control and self-discipline.	3.00	0.00
11. Demonstrate productive leadership and team membership skills that facilitate a positive school environment.	2.75	0.46
12. Maintain accurate and up-to-date records.	2.50	0.76
13. Communicate student achievement and progress to students, their parents, and appropriate others.	2.50	0.76
14. Design communication appropriate to the audience while using correct grammar and organizing information logically	2.75	0.46
15. Reflect on teaching practice through careful examination of classroom evaluation and assessments.	2.75	0.71
16. Use technology to enhance both teaching and professional performance.	2.88	0.35
Overall, how would you rate your satisfaction with your preparation to be a teacher?	2.75	0.46

Follow-up Survey of Graduates
Reading
Fall 2011 – Spring 2012

Rate how well you were prepared in the following areas.

3 = Very Satisfied 2 = Satisfied 1 – Not Satisfied

Item	N = 10	Avge.
1. I teach reading as a process.		2.70
2. I can identify the nature and multiple causes of reading and writing difficulties		2.70
3. I understand the importance of literacy for personal and social growth		3.00
4. I recognize that literacy can be a means for transmitting moral and cultural values		2.70
5. I recognize that reading is the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation		3.00
6. I know the major theories of language development, cognition, and learning		2.10
7. I recognize the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition		2.70
8. I demonstrate an understanding that written language is a symbolic system		2.89
9. I know relevant reading research from general education and how it has influenced literacy education		2.60
10. I teach classic and contemporary children's and young adults' literature, and easy-reading fiction and nonfiction for adults, at appropriate levels		2.80
11. I recognize the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders)		2.70
12. I align goals, instruction, and assessment		2.60
13. I am aware of the interrelation of language and literacy acquisition		2.90
14. I demonstrate an understanding of principles of new language acquisition		2.60
15. I demonstrate an understanding of phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process		2.40
16. I recognize the interrelation of reading and writing, and listening and speaking		3.00
17. I provide opportunities for students to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually		2.90
18. I demonstrate an understanding of emergent literacy and the experiences that support it		2.70
19. I demonstrate an understanding of the role of meta-cognition in reading and writing, and listening and speaking		2.80
20. I demonstrate an understanding of how contextual factors in the school can influence student learning and reading (e.g., grouping procedures, school programs, and assessment)		2.60
21. I understand the principles for diagnosing reading difficulties		2.80
22. I can create individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels		2.70
23. I show that spelling is developmental and is based on student knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letter names		2.60

Item	N = 10	Avge.
24. I can identify federal, state, and local programs designed to help students with reading and writing problems		2.30
25. I can create a literate environment that fosters interest and growth in all aspects of literacy		3.00
26. I integrate language arts in all content areas		2.90
27. I use instructional and information technologies to support literacy learning		2.60
28. I include parents as partners in the literacy development of their children		2.60
29. I teach students to monitor their own word identification through the use of syntax, semantic, and graphophonemic relations		2.50
30. I use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning		2.50
31. I provide direct instruction and model when and how to use multiple comprehension strategies, including retelling		2.70
32. I ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and inter-textual links		2.90
33. I teach students to vary reading rate according to the purpose(s) and difficulty of the material		2.90
34. I teach students to draft, revise, and edit their writing and the conventions of standard written English needed to edit their compositions		2.60
35. I develop and conduct assessments that involve multiple indicators of learner progress		2.70
36. I administer and use information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning		2.80
37. I communicate with students about their strengths, areas for improvement, and ways to achieve improvement		2.90
38. I involve parents in cooperative efforts and programs to support students' reading and writing development and communicate with allied professionals and paraprofessionals in assessing student achievement and planning instruction		2.70
39. I supervise, coordinate, and support all services associated with literacy programs (e.g., needs assessment, program development, budgeting and evaluation, and grant and proposal writing)		2.60
40. I help develop individual educational plans for students with severe learning problems related to literacy		2.70
41. I initiate, implement, and evaluate professional development programs and provide professional development experiences that help emphasize the dynamic interaction among prior knowledge, experience, and the school context as well as among other aspects of reading development		2.40
42. I conduct research with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical) promote and facilitate teacher- and classroom-based research		2.20
43. I provide professional development and training for paraprofessionals observe and evaluate paraprofessionals interacting with children and provide feedback to them on their performance		2.50
44. I reflect on one's practice to improve instruction and other services to students		2.90
45. I participate in local, state, national, and international professional organizations whose mission is the improvement of literacy		2.50
46. I promote collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, and assessment and instruction		2.80
Overall, how would you rate your satisfaction with your preparation in the Reading program?		2.60

**Follow-up Survey of Graduates
Special Education
Fall 2011 – Spring 2012**

Rate how well you were prepared in the following areas.

3 = Very Satisfied 2 = Satisfied 1 – Not Satisfied

Item	N = 3	Average
I understand the principles and theories of good special education practice.		3.00
I understand the unique learning styles and rates of learning in students with disabilities.		3.00
I am aware that beliefs, traditions, and values across and within cultures affect relationships between students, families, and school communities.		3.00
I know a repertoire of evidence-based instructional strategies to use in individualized instruction of students with exceptional learning characteristics.		3.00
I can create learning environments that foster cultural understanding, safety, and emotional well being, as well as positive interactions and active engagement of students with exceptional learning characteristics.		3.00
I understand how atypical and typical language development might effect and enhance communication with all students, regardless of language differences.		2.67
I can develop long-range instructional plans and to incorporate these into IEP's that govern all children's learning in a variety of learning environments.		3.00
I can use assessment data of normative and authentic type from a variety of professions and instruments that bring information to bear on how well a child can learn and is learning in the classroom.		2.67
I understand that knowledge grows and situations and laws change, requiring lifelong learning on my part to keep up.		3.00
I can collaborate with parents, other professionals, and persons from community agencies to facilitate the best of learning from my students.		3.00
I seek advice from others and draw on education research scholarship to improve my practice.		3.00
I use current technologies and other resources to promote student learning in mathematics.		2.67
I regularly reflect on teaching and learning.		3.00
Overall, how would you rate your satisfaction with your preparation in the Curriculum and Instruction – Special Education program?		3.00

Follow-up Survey of Graduates in Educational Leadership Fall 2011 – Spring 2012

Rate how well you were prepared in the following areas.

3 = Very Satisfied 2 = Satisfied 1 – Not Satisfied

Item	N = 8	Average	Standard Deviation
I lead based on understanding the multiple dimensions of diversity.		2.88	0.35
I practice effective communication skills with individuals across populations.		3.00	0.00
I resolve conflict and manage confrontation.		3.00	0.00
I lead based on an understanding of ethical/moral issues in leadership.		3.00	0.00
I address problems of practice in organizational situations.		3.00	0.00
I value the importance of collaboration in leadership.		3.00	0.00
I implement conditions and strategies for optimal learning.		3.00	0.00
I design assessment tools to inform and shape future planning/instruction.		2.75	0.46
I collect data using various sources and methods.		3.00	0.00
I write reports and results of research of publishable quality.		3.00	0.00
I promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.		3.00	0.00
I promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.		3.00	0.00
I use technology in teaching and learning		2.88	0.35
I engage in activities ensuring that curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies		2.86	0.38
I knowledge and understanding of information sources, data collection, and data analysis strategies		3.00	0.00
I can formulate hypotheses and conduct research to test these hypotheses.		3.00	0.00
Overall, how would you rate your satisfaction with your preparation in the Educational Leadership program?		2.88	0.35

**Follow-up Survey of Graduates
Advanced Studies
Fall 2011 – Spring 2012**

Rate how well you were prepared in the following areas.

3 = Very Satisfied 2 = Satisfied 1 – Not Satisfied

Item	N = 2	Average	Standard Deviation
1. I recognize individual differences in my students and how to adjust my practice accordingly and I treat student equitability.		2.50	0.71
2. I practice effective communication skills with individuals across populations.		3.00	0.00
3. I use technology to enhance my teaching.		2.50	0.71
4. I understand that my mission extends beyond developing the cognitive capacity of my students.		2.00	0.00
5. I know how to teach the subjects I teach.		3.00	0.00
6. I can generate multiple paths to knowledge.		3.00	0.00
7. I can manage and monitor student learning.		3.00	0.00
8. I can orchestrate learning in group settings.		2.50	0.71
9. I place a premium on student engagement.		3.00	0.00
10. I regularly assess student progress.		3.00	0.00
11. I teach from standards and objectives.		3.00	0.00
12. I think systematically about my practice.		3.00	0.00
13. I continually make difficult choices that test my judgment.		2.00	0.00
14. I contribute to school effectiveness by collaborating with other professionals.		3.00	0.00
15. I use community resources.		1.50	0.71
16. I seek advice from others and draw on education research scholarship to improve my practice.		2.50	0.71
Overall, how would you rate your satisfaction with your preparation in the Curriculum and Instruction –Advanced Studies program?		3.00	0.00

**Follow-up Survey of Graduates
Instructional Technology
Fall 2011 – Spring 2012**

Rate how well you were prepared in the following areas.

3 = Very Satisfied 2 = Satisfied 1 – Not Satisfied

Item	N=4	Average	Standard Deviation
1. I have an in-depth understanding of technology operations and concepts.		2.75	0.5
2. I can plan, design, and model effective learning environments and multiple experiences supported by technology.		3.00	0.0
3. I can apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning.		2.75	0.5
4. I can apply technology to facilitate a variety of effective assessment and evaluation strategies.		2.75	0.5
5. I can apply technology to enhance and improve personal productivity and professional practice.		3.00	0.0
6. I understand the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and assign teachers in applying that understanding in their practice.		2.75	0.5
7. I promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for P-12 schools.		2.25	0.5
8. I contribute to the shared vision for campus integration of technology and foster an environment and culture conducive to the realization of the vision.		3.00	0.0
9. I seek advice from others and draw on my education research scholarship to improve my practice.		2.75	0.5
Overall, how would you rate your satisfaction with your preparation in the Curriculum and Instruction –Instructional Technology program?		3.00	0.0

**Professional Personnel Evaluation
Elementary School Principals
2011- 2012**

Please consider professional personnel (assistant principals, guidance counselors, academic coaches, technology specialists, reading specialists) in your school who have completed their program from APSU within the last five years. Evaluate these teachers **as a group** on the following questions with

4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree

Skills of Other Personnel N=5	Average	Standard Deviation
Professional Personnel who completed their education program from APSU within the last five years know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.	3.0	0.00
Professional Personnel who completed their education program from APSU within the last five years have an adequate understanding of the professional knowledge expected in their fields.	3.4	0.55
Professional Personnel who completed their education program from APSU within the last five years know their students, families, and communities.	3.2	0.45
Professional Personnel who completed their education program from APSU within the last five years use current research to inform their practices.	3.2	0.45
Professional Personnel who completed their education program from APSU within the last five years use technology in their practices and support student learning through their professional services.	3.0	0.00
Professional Personnel who completed their education program from APSU within the last five years are able to create positive environments for student learning.	3.4	0.55
Professional Personnel who completed their education program from APSU within the last five years understand and build upon the developmental levels of students with whom they work.	2.8	0.45
Professional Personnel who completed their education program from APSU within the last five years appreciate and positively support the diversity of students, families, and communities.	3.4	0.55
Professional Personnel who completed their education program from APSU within the last five years understand the policy contexts within which they work.	3.2	0.45
Professional Personnel who completed their education program from APSU within the last five years demonstrate professional dispositions.	3.4	0.55