

Annual Goals for Secondary Education

2010-2011

Title:	maintain accreditation
Description:	The department of secondary education will strive to maintain accreditation standards with the National Council for Accreditation of Teacher Education (NCATE).
Budget:	0.00
University Goals:	1,3,4,5
Strategic Goals:	
Responsibility:	certification office of COE, CIA
Participation:	faculty members, dean
Results:	Betty Dean Newman, Director of Continuous Improvement and Accreditation for the College of Education attended faculty meetings and advised faculty in the Secondary Education Department as to where and how we can assure continued accreditation. Minutes were taken and approved.
Actions:	Assignment of accreditation pieces to individual faculty members.
Improvements:	

Title:	ALSDE report card
Description:	The department of secondary education will strive to earn straight "A" marks from the Alabama State Department of Education on the Annual Report Card.
Budget:	0.00
University Goals:	1,3,4,5
Strategic Goals:	
Responsibility:	certification office of COE, CIA

Participation: faculty members, dean

Results: Department of Secondary Education will work closely with Dr. Laura Stokes and Dr. Betty Dean Newman to show how, where, and when each indicator of the ALSDE Report Card will be met. Discussion of strategies and tactics to reach goal item 2: Dr. Laura Stokes has accepted the position of Director of the Alabama State Department of Education Institutional Report Card for the Department of Secondary Education. She and Betty Dean Newman, Director of Continuous Improvement and Accreditation for the College of Education will attend faculty meetings and advise faculty in the Secondary Education Department as to where and how we can assure continued high marks from the Alabama State Department of Education. Responsibilities were presented and accepted by faculty members.

Actions: Continued discussion in departmental meetings and in COE faculty meetings.

Improvements:

Title: Hire another professor

Description: The department of secondary education has lost one and a half positions over the past two years. This has caused many adjuncts to be hired for the internship supervision positions. NCATE accreditation recommends that full-time professors be more involved with internship supervision.

Budget: 0.00

University Goals: 1,2,4

Strategic Goals:

Responsibility: faculty

Participation: dean, community member

Results: Committee has been formed. We have begun writing a job description and working on an interview timeline.

Actions: Open discussion amongst faculty as job description takes shape.

Improvements:

Student Learning Outcomes for Secondary Education

2010-2011

Title:	content knowledge
Description:	Candidates will demonstrate mastery of content knowledge necessary for effective teaching.
Budget:	\$0.00
Core Competencies:	1,2,4,5
25% Online:	
50% Online:	
Core Competencies:	1,2,4,5
How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	certification office of COE, CIA
Participation:	Dean
Direct Assessments	

Indirect Assessments

Results: 89 undergraduate students passed the Basic Skills Test. 97 out of 105 total students passed their respective PRAXIS exams.

Curriculum:

Actions: More communication with Arts and Science professors, and in particular with those teaching the content area methods courses, in order to help students pass the PRAXIS more effectively.

Improvements: A budgetary increase of \$2,000 would pay for more UNA professors to take the PRAXIS exam. This would enable more courses to be taught with more information that is included on the different PRAXIS exams.

Title: pedagogical knowledge

Description: Candidates will demonstrate mastery of pedagogical knowledge necessary for effective teaching.

Budget: \$0.00

Core Competencies: 1,2,3,4,5

25% Online:

50% Online:

Core Competencies: 1,2,3,4,5

How Often: Per semester

Assessed this Year? Yes

Responsibility: Departmental faculty, internship supervisor

Participation: Arts and Sciences faculty

Direct Assessments

Indirect

Assessments

Results: Target (4 pts) Proficient (3 pts) Evolving (2 pts) Entry (1 pts) Deficient Mean Mode Stdev CF 1: Professionalism Artifacts & Reflection 67 16 0 0 3.92 4 0.28 CF 2: Assessment Artifacts & Reflection 56 26 0 0 3.67 4 0.47 CF 3: Collaboration Artifacts & Reflection 64 18 0 0 3.79 4 0.38 CF 4: Technology Artifacts & Reflection 64 18 0 0 3.77 4 0.41 CF 5: Diversity Artifacts & Reflection 50 32 0 0 3.61 4 0.48 CF 6: Reflection Artifacts & Reflection 54 28 0 0 3.65 4 0.47 Further information found on LiveText.

Curriculum: None.

Actions: None.

Improvements: Continued discussion in departmental meetings and COE meetings, as well as continued interaction with the office of certification and the office of student internship.

Title: communication

Description: Candidates will demonstrate effective communication skill necessary for teaching.

Budget: \$0.00

Core Competencies: 1,2,4,5

25% Online:

50% Online:

Core Competencies: 1,2,4,5

How Often: Per semester

Assessed this Year? Yes

Responsibility: Faculty

Participation: Certification office

Direct Assessments

TEP interview, written essay

Indirect Assessments

Results: Target (2 pts) Acceptable (1 pts) Unacceptable (0 pts) Mean Mode Stdev Part 1 - Conveys thoughts effectively 55 19 2 1.70 2 0.51 Uses correct grammar 50 24 2 1.63 2 0.53 Part II (a) "Explain why you are a good candidate for teacher education. Include some characteristics and dispositions that you possess." 44 31 1 1.57 2 0.52 "The components of the Conceptual Framework establish a shared vision in preparing educators to work effectively in P-12 schools. Describe the conceptual framework and give examples of how it can be used to prepare educators for the P-12 environment. 54 21 1 1.70 2 0.49 Part II(b) Conveys thoughts effectively 52 22 2 1.66 2 0.53 Uses correct grammar in oral communication 55 21 0 1.72 2 0.45 Projects appropriate tone and quality of voice 61 14 1 1.79 2 0.44 Enthusiasm 62 14 0 1.82 2 0.39 Professional appearance/attire 68 8 0 1.89 2 0.31

Curriculum: Include interview skills and Conceptual Framework as part of ED 292.

Actions: Continue to invited presenters on interviewing skills. Faculty collaboration to align Conceptual Framework with goals and NCATE.

Improvements:

Student Learning Outcomes for Master of Arts in Education - Instructional Leadership P-12

2010-2011

Title:	Communication and Professionalism
Description:	<p>Section 3 Communication and Professionalism, Content Knowledge and Pedagogical Knowledge Outcome – Candidate Portfolio and Interview for Admission Candidates must complete a detailed portfolio highlighting impact on student achievement and leadership potential for admittance to the program. Portfolios are reviewed by Instructional Leadership (IL) faculty for completeness, written communication skills, and past leadership activities, in the community and school district. Because of missing items in the initial portfolios, an item by item list with explanation was added to the webpage for candidates to review. Rating sheets are available in the Department of Secondary Education. Candidates are interviewed by IL faculty and P-12 administrators. The process has been refined to become more standardized. Rather than a general discussion of pass/fail, the interviewers now rate the candidates independently on each question and scores are tallied with a cut-off score for admission. Questions are consistent for all candidates. Rating sheets are available in the Department of Secondary Education. Outcome – Peer and Faculty Rated Presentations Candidates must collaborate with peers to design a content specific presentation in each class. Each candidate is rated by class members on a rubric assessing professionalism and communication. Results are analyzed annually by faculty. Advisors meet with candidates to discuss strengths and areas of concern. Last year the rubric was reviewed and redesigned to better measure written communication and utilization of technology. Results are available in Livetext by semester. Outcome – Capstone Portfolio Candidates submit to IL faculty a portfolio integrating exemplary artifacts for each piece of the College of Education Conceptual Framework. The artifacts represent activities designed by the candidate and completed during field experiences in classes, during the internship or during the required 10 day residency. All activities are conducted under the supervision of a school district coach or mentor. IL faculty assess the portfolio with a faculty designed rubric. Results are available in Livetext by semester. Outcome – Survey of Completing Candidates and Supervising Principals Candidates and supervising Principals are asked to complete a survey each semester. Last spring a deficiency was noted by candidates and Principals in the area of data interpretation for student achievement. Based on this information, activities were added to IL 693, The Instructional Leader, to emphasize interpretation of data for school improvement. Survey results are available in the College of Education from the Director of CIA.</p>
Budget:	\$0.00
Core Competencies:	1,2,4,5
25% Online:	

50% Online:

Core Competencies: 1,2,4,5

How Often: Per semester

Assessed this Year? Yes

Responsibility: Instructional Leadership Faculty

Participation: Dean

Direct Assessments**Indirect Assessments**

Results: INSTRUCTIONAL LEADERSHIP SPRING 2009 PROFESSIONAL ASSESSMENT OF DISPOSITIONS COMPARED TO SELF-ASSESSMENT OF DISPOSITIONS DISPOSITION PROFESSIONAL ASSESSMENT BY INSTRUCTOR SELF-ASSESSMENT BY CANDIDATE 1 3.0 3.0 2 3.0 2.5 3 2.75 3.0 4 3.0 3.0 5 3.0 3.0 6 3.0 3.0 7 2.75 3.0 1. The candidate demonstrates commitment to professionalism and ethical standards. 2. The candidate demonstrates a desire to analyze/evaluate concepts and clinical practices, and to evaluate and/or initiate innovative practice. 3. The candidate demonstrates dedication to life-long learning by being current with technology and research in his/her field. 4. The candidate demonstrates having high expectations for all learners. 5. The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all. 6. The candidate demonstrates desire to communicate with family and community members to make them partners in education. 7. The candidate demonstrates commitment to collaboration with other professionals to improve the overall learning of students. Each candidate is also given an oral interview by Instructional Leadership graduate faculty.

Curriculum:

Actions:**Improvements:**

Title: Content Knowledge

Description: The department of Secondary Education will assure mastery of content knowledge for all majors in the Instructional Leadership graduate program through use of a comprehensive portfolio. Section 3 Communication and Professionalism, Content Knowledge and Pedagogical Knowledge Outcome – Candidate Portfolio and Interview for Admission Candidates must complete a detailed portfolio highlighting impact on student achievement and leadership potential for admittance to the program. Portfolios are reviewed by Instructional Leadership (IL) faculty for completeness, written communication skills, and past leadership activities, in the community and school district. Because of missing items in the initial portfolios, an item by item list with explanation was added to the webpage for candidates to review. Rating sheets are available in the Department of Secondary Education. Candidates are interviewed by IL faculty and P-12 administrators. The process has been refined to become more standardized. Rather than a general discussion of pass/fail, the interviewers now rate the candidates independently on each question and scores are tallied with a cut-off score for admission. Questions are consistent for all candidates. Rating sheets are available in the Department of Secondary Education. Outcome – Peer and Faculty Rated Presentations Candidates must collaborate with peers to design a content specific presentation in each class. Each candidate is rated by class members on a rubric assessing professionalism and communication. Results are analyzed annually by faculty. Advisors meet with candidates to discuss strengths and areas of concern. Last year the rubric was reviewed and redesigned to better measure written communication and utilization of technology. Results are available in Livetext by semester. Outcome – Capstone Portfolio Candidates submit to IL faculty a portfolio integrating exemplary artifacts for each piece of the College of Education Conceptual Framework. The artifacts represent activities designed by the candidate and completed during field experiences in classes, during the internship or during the required 10 day residency. All activities are conducted under the supervision of a school district coach or mentor. IL faculty assess the portfolio with a faculty designed rubric. Results are available in Livetext by semester. Outcome – Survey of Completing Candidates and Supervising Principals Candidates and supervising Principals are asked to complete a survey each semester. Last spring a deficiency was noted by candidates and Principals in the area of data interpretation for student achievement. Based on this information, activities were added to IL 693, The Instructional Leader, to emphasize interpretation of data for school improvement. Survey results are available in the College of Education from the Director of CIA.

Budget: \$0.00

Core Competencies: 1,2,3,4,5

25% Online:

50% Online:

Core Competencies: 1,2,3,4,5

How Often: Per semester

Assessed this Year? Yes

Responsibility: Instructional Leadership Faculty

Participation: Dean

Direct Assessments

portfolio

Indirect Assessments

Results: Information and results are maintained in LiveText. Department chair does not have access to this information currently. Results will be available Fall 2011.

Curriculum:

Actions:

Improvements:

Title: Pedagogical Knowledge

Description: The department of Secondary Education will assure mastery of pedagogical

knowledge for all majors in the Instructional Leadership graduate program through use of a comprehensive portfolio. Section 3 Communication and Professionalism, Content Knowledge and Pedagogical Knowledge Outcome – Candidate Portfolio and Interview for Admission Candidates must complete a detailed portfolio highlighting impact on student achievement and leadership potential for admittance to the program. Portfolios are reviewed by Instructional Leadership (IL) faculty for completeness, written communication skills, and past leadership activities, in the community and school district. Because of missing items in the initial portfolios, an item by item list with explanation was added to the webpage for candidates to review. Rating sheets are available in the Department of Secondary Education. Candidates are interviewed by IL faculty and P-12 administrators. The process has been refined to become more standardized. Rather than a general discussion of pass/fail, the interviewers now rate the candidates independently on each question and scores are tallied with a cut-off score for admission. Questions are consistent for all candidates. Rating sheets are available in the Department of Secondary Education. Outcome – Peer and Faculty Rated Presentations Candidates must collaborate with peers to design a content specific presentation in each class. Each candidate is rated by class members on a rubric assessing professionalism and communication. Results are analyzed annually by faculty. Advisors meet with candidates to discuss strengths and areas of concern. Last year the rubric was reviewed and redesigned to better measure written communication and utilization of technology. Results are available in Livetext by semester. Outcome – Capstone Portfolio Candidates submit to IL faculty a portfolio integrating exemplary artifacts for each piece of the College of Education Conceptual Framework. The artifacts represent activities designed by the candidate and completed during field experiences in classes, during the internship or during the required 10 day residency. All activities are conducted under the supervision of a school district coach or mentor. IL faculty assess the portfolio with a faculty designed rubric. Results are available in Livetext by semester. Outcome – Survey of Completing Candidates and Supervising Principals Candidates and supervising Principals are asked to complete a survey each semester. Last spring a deficiency was noted by candidates and Principals in the area of data interpretation for student achievement. Based on this information, activities were added to IL 693, The Instructional Leader, to emphasize interpretation of data for school improvement. Survey results are available in the College of Education from the Director of CIA.

Budget: \$0.00

Core Competencies: 1,2,3,4,5

25% Online:

50% Online:

Core Competencies: 1,2,3,4,5

How Often: Per semester

Assessed this Year? Yes

Responsibility: Instructional Leadership Faculty

Participation: Betty Dean Newman

Direct Assessments

portfolio

Comprehensive portfolio

Comprehensive portfolio

Indirect Assessments

Results: Information and results are maintained in LiveText. Department chair does not have access to this information currently. Data will be available Fall 2011.

Curriculum:

Actions:

Improvements:

Student Learning Outcomes for Master of Arts in Education - Secondary Education 6-12

2010-2011

Title: content knowledge

Description: Candidates will demonstrate mastery of content knowledge.

Budget: \$0.00

Core Competencies: 1,2,4,5

25% Online:

50% Online:

Core Competencies: 1,2,4,5

How Often: Per semester

Assessed this Year? Yes

Responsibility: Graduate Faculty

Participation: Certification office

Direct Assessments

Indirect Assessments

Results: Exemplary (4) Good (3) Acceptable (2) Unacceptable(1) Mean Mode sd CF 1: Professionalism Artifacts & Reflection 33 8 0 0 3.83 4 0.35 CF 2: Assessment Artifacts & Reflection 32 10 0 0 3.79 4 0.35 CF 3: Collaboration Artifacts & Reflection 30 12 0 0 3.70 4 0.34 CF 4: Technology Artifacts & Reflection 24 18 0 0 3.34 4 0.47 CF 5: Diversity Artifacts & Reflection 32 10 0 0 3.71 4 0.35 CF 6: Reflection Artifacts & Reflection 25 15 0 0 3.27 4 0.49 CF 1: Professionalism Artifacts & Reflection AL-UNA-CF.1, NBPTS.5,

NCATE.1.D 5 (50%) 5 (50%) CF 2: Assessment Artifacts & Reflection AL-UNA-CF.2, NBPTS.3, NCATE.1.B, NCATE.1.E 5 (50%) 5 (50%) CF 3: Collaboration Artifacts & Reflection AL-UNA-CF.3, NBPTS.5 4 (40%) 6 (60%) CF 4: Technology Artifacts & Reflection AL-SDE.290.3.3.42.4.D.1.1, AL-SDE.290.3.3.42.4.D.1.10, AL-SDE.290.3.3.42.4.D.1.2, AL-SDE.290.3.3.42.4.D.1.3, AL-SDE.290.3.3.42.4.D.1.4, AL-SDE.290.3.3.42.4.D.1.5, AL-SDE.290.3.3.42.4.D.1.6, AL-SDE.290.3.3.42.4.D.1.7, AL-SDE.290.3.3.42.4.D.1.8, AL-SDE.290.3.3.42.4.D.1.9, AL-SDE.290.3.3.42.4.D.2.1, AL-SDE.290.3.3.42.4.D.2.10, AL-SDE.290.3.3.42.4.D.2.2, AL-SDE.290.3.3.42.4.D.2.3, AL-SDE.290.3.3.42.4.D.2.4, AL-SDE.290.3.3.42.4.D.2.5, AL-SDE.290.3.3.42.4.D.2.6, AL-SDE.290.3.3.42.4.D.2.7, AL-SDE.290.3.3.42.4.D.2.8, AL-SDE.290.3.3.42.4.D.2.9, AL-UNA-CF.4, NBPTS.2 4 (40%) 6 (60%) CF 5: Diversity Artifacts & Reflection AL-UNA-CF.5, NBPTS.1, NCATE.1.C 4 (40%) 6 (60%) CF 6: Reflection Artifacts & Reflection AL-UNA-CF.6, NBPTS.4 4 (40%) 6 (60%) Target Acceptable Unacceptable Rubric: Overall Portfolio Evaluation Pass (2 pts) Fail (1 pts) Mean Mode Stdev Overall Evaluation 10 0 2.00 2 0.00 Overall Evaluation 10 (100%) Pass Fail Total assessments completed: 25 Target (3) Acceptable (2) Unacceptable (1) Mean Mode sd CF 1: Professionalism Artifacts & Reflection 24 0 1 2.93 3 0.27 CF 2: Assessment Artifacts & Reflection 23 2 0 2.93 3 0.17 CF 3: Collaboration Artifacts & Reflection 20 4 1 2.75 3 0.45 CF 4: Technology artifacts and reflection 20 4 1 2.75 3 0.45 CF 5: Diversity artifacts and reflection 24 1 0 2.97 3 0.13 CF 6: Reflection artifacts and reflection 21 3 1 2.79 3 0.44

Curriculum: Added to the curriculum was a course called Graduate Orientation (ED 000) in order to introduce and review the comprehensive portfolio.

Actions: Three professors team teach the Graduate Orientation (ED 000) course in order to fully introduce and review the comprehensive portfolio, and to introduce the graduate curriculum.

Improvements:

Title: pedagogical knowledge

Description: Candidates will demonstrate mastery of pedagogical knowledge.

Budget: \$0.00

Core Competencies: 1,2,3,4,5

25% Online:

50% Online:

Core Competencies: 1,2,3,4,5

How Often: Per semester

Assessed this Year? Yes

Responsibility: Graduate Faculty

Participation: Certification office

Direct Assessments

Indirect Assessments

Results: Conveys thoughts effectively 55 19 2 1.70 2 0.51 Uses correct grammar 50 24 2 1.63 2 0.53 Explains how personal knowledge of the Conceptual Framework contributes to professional growth 44 31 1 1.57 2 0.52 Knowledge of appropriate professional behavior and dispositions expected of professionals as outline in the Alabama Educator Code of Ethics 54 21 1 1.70 2 0.49 Conveys thoughts effectively AL-PEPE.6.2.5, ISLLC.1.K.5 52 22 2 1.66 2 0.53 Uses correct grammar AL-PEPE.6.2.1, AL-PEPE.6.2.2, ISLLC.1.K.5 55 21 5 1.72 2 0.45 Target Acceptable Unacceptable

Curriculum: Review and test of College of Education Conceptual Framework and Professional Dispositions in ED 292. Students also discuss the Conceptual Framework and Professional Dispositions.

Actions: Interviews with candidates for the College of Education Teacher Education Program are conducted by two professors prior to admittance.

Improvements:

Title: communication

Description: Candidates will demonstrate effective communication skills necessary for exemplary teaching.

Budget: \$0.00

Core Competencies: 1,2,4

25% Online:

50% Online:

Core Competencies: 1,2,4

How Often: Per semester

Assessed this Year? Yes

Responsibility: Graduate Faculty

Participation: Certification office

Direct Assessments

Indirect Assessments

Results: CF 1: Professionalism Artifacts & Reflection 10 8 0 1.56 2 0.50 CF 2: Assessment Artifacts & Reflection 6 12 0 1.33 1 0.47 CF 3: Collaboration Artifacts & Reflection 6 12 0 1.33 1 0.47 CF 4: Technology Artifacts & Reflection 6 12 0 1.33 1 0.47 CF 5: Diversity Artifacts & Reflection 4 14 0 1.22 1 0.42 CF 6: Reflection Artifacts & Reflection 4 14 0 1.22 1 0.42

Curriculum: Added to the curriculum the course Graduate Orientation (ED 000) as an introductory course. This course helps prepare students for the curriculum of graduate school and begins to prepare them for the final portfolio.

Actions: Professors are to discuss in courses the importance of artifacts necessary to include in their respective portfolios.

Improvements: Each graduate course in the COE is to be assigned certain areas where

artifacts may be utilized.

Student Learning Outcomes for Master of Arts in Education - Special Education

2010-2011

Title:	Professional Development
Description:	Self-assess personal professional development needs and create a plan
Budget:	\$0.00
Core Competencies:	1,2,4,5
25% Online:	
50% Online:	
Core Competencies:	1,2,4,5
How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Department Chair
Participation:	Faculty
Direct Assessments	

EEX 630-Professional Development Plan Rubric

Indirect Assessments

Results:	In 2010-11, 100% of the collaborative teacher candidates scored either target or acceptable on the Internship Professional Growth Plan. Raw data provided by the Director of Continuous Improvement and is available in Department Chair's electronic file.
Curriculum:	Additional content and two assignments have been added to EEX 630 (Collaborative Partnerships). The two assignments are designed to supplement content in other advanced classes and to provide the candidates with an opportunity to create “baseline” documents that they may revise and add to once enrolled in their internship.
Actions:	None at this time.
Improvements:	The collaborative faculty will monitor this assessment.

Title:	Data Interpretation
Description:	Collect analyze and interpret data to make instructional decisions.
Budget:	\$0.00
Core Competencies:	1,2,4
25% Online:	
50% Online:	
Core Competencies:	1,2,4
How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Department Chair
Participation:	Faculty
Direct Assessments	

EX 678-Internship Portfolio Rubric

Indirect Assessments

Results:	In 2010-11, 100% of the collaborative teacher candidates scored target on the Increasing Behavior Intervention Plan and the Decreasing Behavior Intervention Plan in the EEX 678 Internship Portfolio Performance Assessment. Raw data provided by the Director of Continuous Improvement and is available in Department Chair's electronic file.
Curriculum:	Specific course content related to this outcome is being added in three courses prior to internship with more direct application requiring the candidates to problem solve with case studies.
Actions:	None at this time.
Improvements:	The collaborative faculty will monitor this assessment.

Title:	Research Based Instruction
Description:	Use research-based strategies to design and implement diverse instruction
Budget:	\$0.00
Core Competencies:	1,2,4
25% Online:	
50% Online:	
Core Competencies:	1,2,4
How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Department Chair
Participation:	Faculty

Direct Assessments

EEX 642 – COE Lesson Plan

Indirect Assessments

- Results:** This outcome is measured in various sections of the COE lesson plan, required in several courses in the program. Research based strategies are assessed in the Assessment, Instruction/Review and Purpose, Instruction/Pedagogy and Guided/Independent Practice Sections. In the assessment section, 95% scored in the target range, 2% in the acceptable range, and 2% in the unacceptable range. In the Instruction/Review and Purpose section, 100% scored target. In the Instruction/Pedagogy section, 85% scored target and 14% scored acceptable. In the Guided/Independent Practice section, 90% scored acceptable, 9% scored acceptable. Raw data provided by the Director of Continuous Improvement and is available in Department Chair's electronic file.
- Curriculum:** The number of lessons planned and taught by candidates have increased. A modification focuses on a detailed instructional self-evaluation tool that has been developed and requires candidates to reflect on their planning and implementation of their instruction.
- Actions:** None at this time.
- Improvements:** Collaborative faculty will continue to monitor how the candidates collect, analyze and interpret data to make instructional decisions.

Title:	Collaboration
Description:	Collaborate with school personnel to meet the needs of students with diverse abilities
Budget:	\$0.00
Core Competencies:	1,2,4
25% Online:	
50% Online:	

Core Competencies: 1,2,4

How Often: Per semester

Assessed this Year? Yes

Responsibility: Department Chair

Participation: Faculty

Direct Assessments

EEX 678-Internship Portfolio Rubric

EEX 678-Internship Portfolio Rubric

Indirect Assessments

Results: In 2010-11, 100% of the collaborative candidates scored target on the Internship Collaboration Plan required in EEX 678 Portfolio. Raw data provided by the Director of Continuous Improvement and is available in Department Chair's electronic file.

Curriculum: None at this time.

Actions: None at this time.

Improvements: The collaborative faculty will monitor data supporting this outcome.