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ABSTRACT

This document describes Harris-Stowe State College's (HSSC's) Performance-Based Design System for the Preparation of Effective Teachers for a Diverse Society. The program prepares teachers who possess subject matter, sociocultural, instructional, and personal-professional competencies that mirror effective teaching practices for enhancing P-12 student achievement. HSSC's curriculum framework makes explicit connections to the enhancement of student learning within an emerging multicultural dynamic that shape the context of P-12 education. Its program design strategy enables prospective teachers to address continuing problems attached to achieving social justice and to clarify the central role of teaching for educating a diverse student body. An overview of HSSC's performance-based assessment system illustrates the process by which student teachers' multiple types of performance-based assessment artifacts are evaluated throughout a five core curriculum sequence. Examples of student teachers' evidence of performance, consistent with the program's conceptual framework, represent candidates' intellectual development for effective teaching. The report presents an analysis of HSSC candidates' performance-based assessment artifacts data. Faculty identified 342 artifacts, sequenced across the five core curriculum and documented in the curriculum syllabi. Results highlighted the program's success in preparing effective teachers for a diverse society. Student teachers' attainment of effective teaching competence illustrated a developmental trajectory based on program matriculation status. (Contains 91 references.) (SM)

Design and Implementation of a Performance-based Assessment System for the Preparation of Effective Teachers for a Diverse Society

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Design and Implementation of a Performance-based Assessment System for the Preparation of Effective Teachers for a Diverse Society

The fundamental change in the preparation of Harris-Stowe State College's (HSSC) teacher candidates focuses on the conceptualization of candidates' performance-based outcomes directly in relationship to the enhancement of P-12 student learning. This document provides the intellectual rationale and professional dispositions for Harris-Stowe State College's Performance-based Design System for the Preparation of Effective Teachers for a Diverse Society.

The program's conceptual premise undergirds the research traditions for preparing teacher candidates who possess subject matter competence, social-cultural competence, instruction competence, and personal-professional competence which mirror the effective teaching practices for enhancing P-12 student achievement. HSSC's curriculum framework makes explicit connections to the enhancement of student learning within an emerging multicultural dynamics that shape the context of P-12 education in America.

HSSC's program design strategy enabled prospective teachers personally and professionally to address the continuing problems attached to achieving social justice and to clarify the central role of teaching in this regard for educating a diverse student population. An overview of HSSC's teacher education candidates' performance-based assessment system illustrates the process by which candidates' multiple types of performance-based assessment artifacts are assessed and evaluated throughout a Five Core Curriculum sequence.

Selected examples of teacher education candidates' evidence of performance, consistent with the program's conceptual framework, are premised on Danielson's framework of teaching. These artifacts conceptually embody the theoretical research present in Kolb's experimental learning theory and Perry's construct of intellectual and ethical development. Examples of candidates' performance-based artifacts represent candidates' intellectual development for effective teaching both during pre-student teaching and during the student teaching curriculum experiences.

The final section of the report provides an analysis of Harris-Stowe State College candidates' performance-based assessment artifacts data. Faculty identified a total of 342 artifacts, which were associated with the assessment of its teacher education candidates' achievement in subject matter competence, socio-cultural competence, instructional competence, and personal-professional competence. These artifacts were sequenced across the Five Curriculum Cores sequence and documented in the curriculum syllabi. Mean and standard deviation scores were presented for the total sample. Then candidates' certification areas disaggregated the scores for Early Childhood Education, Elementary Education, Middle School Education and Secondary Education. In general, the results of the analysis of candidates' artifacts suggest that their attainment of effective teaching competence illustrated a developmental trajectory based on their program matriculation status.

Introduction

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Purpose

Throughout its historic tradition, Harris-Stowe State College (HSSC) continues to rank among the premier institutions committed to the preparation of effective teachers for a diverse society. During the 1990's the college expanded its mission to include not only the preparation of elementary but also middle and secondary teachers whose purpose was to serve the increased demands for effective teachers in the Saint Louis Metropolitan Area. Harris-Stowe State College's standards of excellence as well as those standards promulgated by the Missouri Department of Elementary and Secondary Education, and the National Council for the Accreditation of Teacher Education framed the context for the redesign of HSSC's teacher education programs. The fundamental change in the preparation of HSSC's teacher candidates focuses on the conceptualization of candidates' performance-based outcomes developmentally in relationship to the enhancement of P-12 student learning. This document provides the intellectual rationale and professional dispositions for HSSC's preparation of effective teachers for an increasingly diverse society. It concludes with a summary of the HSSC's teacher education candidates' performance-based assessment strategy and the analysis of the candidates' fall 2001 performance-based assessment data.

Conceptual Premise

Harris-Stowe State College's "The Effective Teacher for a Diverse Society" conceptual framework, is premised on the professional literature and research tradition in effective teaching. Feiman-Nemser and Buchmann (1989) purport that teacher competence assessment ought to reflect the central tasks and distinctive work of teaching, as a starting point. These central tasks involve subject matter competence, social-cultural competence, instructional competence, and personal-professional competence.

Subject Matter Competence. Subject knowledge is incorporated into all perspectives of the discipline in support of the candidate's competence for the effective teaching in a diverse society. Thus, HSSC's prospective teachers are encouraged to critically reflect on and interpret subject matter, finding appropriate ways to represent the subject matter in such teaching strategies as analogies, metaphors, examples, problems, and demonstrations within the students' social and cultural contexts. Moreover, candidates learn how to monitor the ways in which urban/metropolitan students construct and employ their understandings of the respective subject matter. In addition, the HSSC teacher candidates understand how learning is situated and context bound, and how social and cultural interactions are deeply intertwined with the development of subject matter understanding.

Social-Cultural Competence. Social-cultural competence is found in the constructivist conception of learning and learning to teach (Zeichner, 1983; Giroux and McLaren, 1986; and Lerman, 1989). Consistent with its conceptual framework, faculty believe that HSSC's Teacher Education Program must present the prospective urban/metropolitan teachers with relevant problematic situations in which they can experiment by questioning what is already known about teaching and comparing that knowledge with the findings and assumptions with others, then searching for their own answers.

Since learning and learning to teach are situated and context bound (Kemp, 1992a, 1997) prospective urban/metropolitan teachers must understand the dynamic influence of social and cultural interaction in urban/metropolitan school settings. Thus, prospective HSSC's teacher candidates will need to address the continuing problems attached to achieving social justice and the central role of teaching in this regard for educating a diverse student population (Zeichner, 1983 and Greene 1993). Finally, Ginsburg (1988) reminds us that prospective teachers need to examine moral issues in a firsthand, personal manner with the social, cultural, and political contexts of schools and communities in mind.

Instructional Competence. The instructional competence theme is supported by the theoretical and research literature on cognitive instruction (Cohen, 1983; Brown, Palincsar, and Armbruster, 1984; Paris & Oka, 1986; Palincsar and Brown, 1987). Cognitive instruction draws heavily from both motivation and attribution theory. A fundamental premise undergirding the HSSC's Teacher Education Program is that its teacher candidates need to value and believe in students' personal effort as instrumental in effecting their achievement. Given this premise, HSSC's teacher candidates are more likely to create those instructional conditions that value urban/metropolitan students. However, other candidates might assume that factors external to the school setting are the determinants of students' success or failure. Attribution theory underscores that student success is not enough to sustain student learning or motivation to learn. Rather, the key is for HSSC's candidates are to understand how what students do, contributes to or distracts from their success.

Personal and Professional Competence. Personal and professional competencies are embedded in principles derived from cognitive psychology, critical theory, motivation theory, and a conception of caring (Colton and Sparks-Langer, 1993) and (Feiman-Nemser and Buchmann, 1989). This research tradition posits seven types of knowledge needed to build the habits and abilities of a reflective practitioner. The first four of these (content, students, pedagogy, and context) are derived from Shulman's (1987a, 1987b) work. The fifth category is concerned with prior experiences and beliefs (Kennedy, 1989) and the final two, personal views and values, are drawn from the work of Van Manen (1977) and Zeichner and Liston (1987). This literature illustrates some of the dominant thinking relative to what influences the nature of teachers' learning. The fundamental task of HSSC's Teacher Education Program, from this point of view, is to develop prospective teachers' capacities for reflective action (Dewey, 1933). Finally, the program assists candidates in the examination of the moral, ethical and political issues, as well as the instrumental issues, that are embedded in their everyday thinking and teaching practice (Valli, 1993, and Noddings, 1984).

Curriculum Framework

The restless spirit of curriculum reform stalks the educational landscape. It is conjured up from the cries of battle-weary teachers, from parents whose children aren't learning, from business people worried about their future work force, from legislators alarmed at the growth of an economic underclass. This spirit of reform calls into question current goals, methods, content, and means of evaluation; in short, the totality of the present school curriculum.

---David Levine, Excerpt taken from Building a Vision of Curriculum Reform

A major argument in the research literature on teacher preparation is the need for a reconceptualization of the educational system to include the education of professionals who would become legally, intellectually, socially, and morally responsive to the improvement of the human conditions that exist in P-12 students. The challenge, according to Kemp (1992b), is to integrate constructs of responsiveness, effectiveness, and responsibility as a basis for delivering effective education. Consequently, the relationships among the school, the community, and all institutions that have an effect on the education of all learners must become more critically and humanely responsive.

Teacher education, as Kemp (1994, 1997) argues, cannot be divorced from its connection to the emerging multicultural dynamics that shape the context of P-12 education in America. Contextual elements such as ethnicity, race, class, gender, sexual orientation, and disability among persons give rise to creative dilemmas that must be considered in the teacher education curriculum. The diverse cultural heritages, among all races and all peoples shape the destiny of America. As a consequence, teachers for the 21st century are obligated to learn to teach in the context of a multicultural and global school culture.

From this perspective then, teacher education programs can not be divorced from the socio-economics, intellectual, emotional, and multicultural dynamics that shape the lives of P-12 students, families, communities, and schools educators. Thus, Harris-Stowe State College teacher education programs take into consideration, as a departure point, the prior beliefs or preconceptions of prospective teacher candidates about the context of teaching, schooling, and learning to teach in a diverse and democratic society (O'Brien and Akca, 2002).

The complexities involved in preparing teacher candidates, as effective and responsive educators, encourage a new way of thinking about teacher preparation. For example, teacher candidates must understand and be ethically responsive towards a vast array of cultural differences among young learners. This includes language acquisition. In addition, candidates must know how to respond effectively to institutional policies and practices firmly entrenched within school settings and know how these policies distance some children (and their families) more than others (Nieto, 2000). In essence, prospective teachers must be better prepared to meet the tenets of multicultural education as well as the contextual realities that exist in all schools. They must also be willing to employ strategies for infusing principles of multicultural education, within curriculum design, instruction, assessment, and evaluation. Nieto (2000) adds that in order to affirm diversity, prospective teachers, teachers, and college and university teacher educators must have (at a minimum) an ability and willingness to:

> " (1) acknowledge the differences children bring to school, (2) admit the possibility that students' identities influence how they learn, and (3) make provisions for existing differences" (p. 139).

More specifically, Ramirez, Autry and Morton (2000) add

> "Colleges and universities need to continue to include requirements for students to take classes on multicultural understandings in our pluralistic society, and especially so for those who are preparing to become teachers" (p. 8).

Delpit (1995) continues

> "We say we believe that all children can learn, but few of us really believe it. Teacher education usually focuses on research that links failure and socioeconomic status, failure and cultural difference, and failure and single-parent households. It is hard to believe that these children can possibly be successful after their teachers have been so thoroughly exposed to so much negative indoctrination."

Given these issues, teacher preparation programs ought to be designed to actively seek alternative ways to prepare and to assess the performance of teacher education candidates relative to these goals and, more importantly, assist candidates with accomplishing the same for young learners. As Kane (1999) notes

> "We have come to accept that the acquisition of knowledge is quite distinct from the accumulation of facts or information. The concepts of learning and of knowing now imply that one has integrated information in some cohesive fashion into an interpretive framework that an individual will use in understanding her-or himself and the world" (p. iii).

Preparation Design Strategy

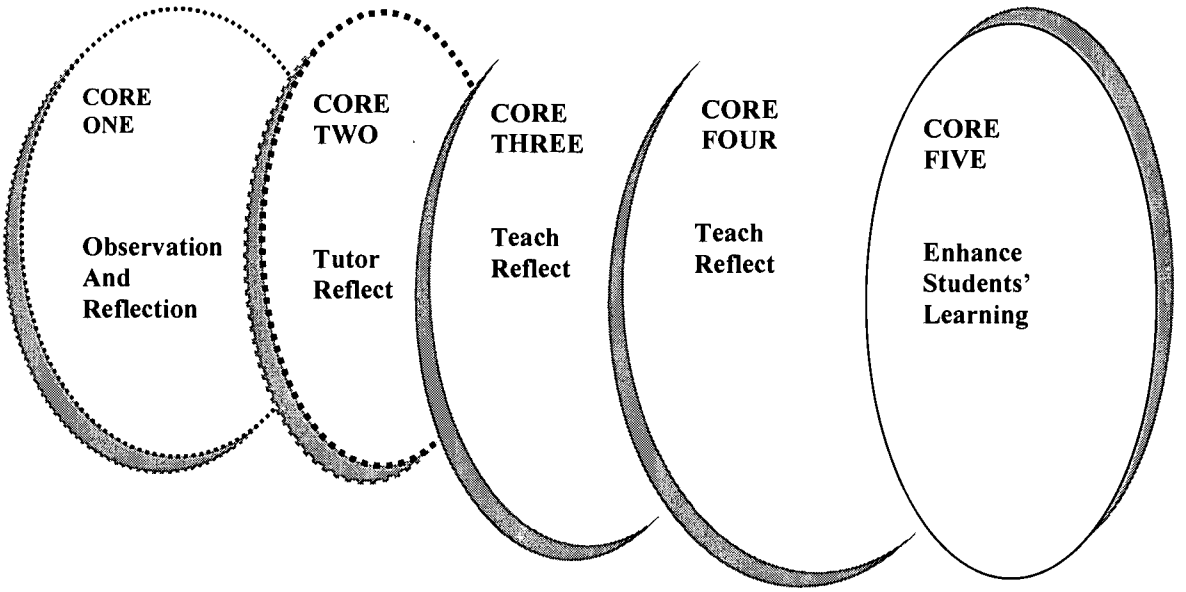
Education, schooling, and learning involve students as part of the larger aggregate of societal contexts. Thus making connections among students' intellectual, social, and emotional development with the larger society in which they live and function can lead to radically different views for the professional preparation of teachers. As such, the teacher education program's instructional design and delivery components must enable prospective teacher candidates to develop pedagogical content and pedagogical learner knowledge derived from considerable hands-on experience in the diverse P-12 school settings. As illustrated in Figure 1, HSSC's teacher candidates are actively and continuously engaged in the practice of the acquisition of effective teaching competence to enhance student learning, throughout their professional education curriculum sequence.

The candidates and courses have been designated as Cores 1 to 5 to aid in classifying candidates' performance attainment as they move through our teacher education program, and the course content designed to emphasize that content, (O'Brien and Akca, 2002). Core 1 consists of prospective teacher education candidates not yet admitted to the teacher education program. Typically these candidates are freshmen and sophomores enrolled in early field observation and general education courses. Core 2 candidates are late sophomores or early juniors. Core 2 courses involve beginning content, not methodology. Core 3 candidates are juniors and core 3 courses introduce methodology. Core 4 candidates are seniors who are not yet student teaching and the Core 4 student courses include pedagogical knowledge and upper level methods. Candidates here are required to teach a lesson. Core 5 candidates are current student teachers, who teach small groups first, then entire classes. Core I is considered Early Field, Cores 2 through 4, Mid-tier Field Experiences, and Core 5 Student Teaching or the Clinical Practice.

The evidence gathered as a part of the data for performance expectations was organized around the specific needs for each Danielson (1996) domain and core. Therefore, the assessment across domains and cores demonstrated how the candidate has grown as a prospective professional educator. Core I reflected the candidate's awareness,

Core II reflected understanding, Core III reflected the candidate's knowledge, and Core IV and Core V provided evidence that the candidate could apply what he or she has learned (O'Brien and Akca, 2002). During each core phase, candidates, faculty, and teacher candidates identified, selected, and discussed the performance-based data needed as evidence of attainment of the competencies, indicators, and standards incorporated into the respective courses.

Figure 1. Preparation Design Strategy



The improvement of prospective teachers' candidate's multicultural pedagogical understandings and their ability to move towards both effective and responsive teaching within all P-12 school contexts is central to the design of Harris-Stowe State College's teacher education programs. As such, HSSC's teacher education programs are designed with respect to the critical pedagogical literature. Wink (2000) describes critical pedagogy as

> A prism that reflects the complexities of the interactions between teaching and learning. It highlights some of the hidden subtleties that may have escaped our view previously. It enables us to see more widely and more deeply. This prism has a tendency to focus on shades of social, cultural, political, and even economic conditions, and it does all of this under the broad view of history. After looking through the prism of critical pedagogy, it seems clear that the basics aren't as basic as they used to be, or at least not as basic as we used to think (p. 30).

Wink's analysis implies that prospective teachers must have a greater command of the total experience of the classroom and the sociopolitical influences that may shape a learner's consciousness. Given the current and projected demographic shifts expected in the next decade, HSSC's teacher preparation programs place significant emphasis on the critical theory framework as an essential lens through which candidates can examine their pedagogy. Through this reflective process, teacher candidates can become better aware of any area that may be innocently and unintentionally counter to the learner's ability to be successful. For example, Wink (2000) describes a scenario in which a teacher is presenting the concepts of "estimation," "actual," and "difference" in a third-grade class. Many of the majority students were able to grasp the concepts and quickly solve the problems posed. However, she noticed that, in particular, a group of African American students were grappling with understanding the concept of "difference".

> ..."The teacher asked each group to count the actual number of rocks. They began counting each little rock and again recorded their numbers on their papers and on the chart under the word "actual." Many squeals of glee could be heard as the students discovered how many were actually in the pile. The problem of the day was to discover the "difference". I noticed that the teacher did not use the word "subtract". She only talked about finding the difference. One particular group of four students was noticeably struggling. They debated counting and guessing and adding, while all the time shoving their little pile of rocks around the table. However, no matter what they tried, they could not agree on the difference, nor even how to find it. It seemed that the word "difference," and not "subtraction," was the stumbling block. It appeared to me that they knew the concept of subtraction, but the word "difference" stumped them. Eventually, they returned to a discussion of estimation and actual, concepts that they knew that they knew. Suddenly, ...[one of the African American] boys in the group shouted, "I get it! I get it! Let's just take the phony from the true, and we will have it!"(p. 32).

Wink (2000) acknowledges that teachers often overlook the complexity of language when presenting concepts. They forget that concepts have both private as well as public dimensions of understanding. As a result, teachers analyzing this situation from a critical theory perspective can see how some students are denied access and opportunity to demonstrate their knowledge as a result of having to overcome issues of language. In this situation, a prospective teacher candidate experiencing a similar dynamic approach can understand, through critical pedagogy, that by modifying the way in which concepts are presented, *students can be far more successful.* For example, the learner's generative knowledge (i.e., their life experiences) can be used as a basis for discussion in exploring

alternative ways to understand the concept of "difference" *before* asking students to engage in applying the concepts to math problems.

Wink (2000) also describes how her own students in higher education are empowered by the use of similar approaches by increasing their understanding *about critical pedagogy*. One of Wink's students reported the following observation:

> "Now that I am studying more and more, I have words that describe my beliefs. Before, I thought they were only mine. Now, I am finding that my beliefs are written about in books (p.34). I used to think that "these" *families were illiterate and didn't care. Now I know that my assumptions contributed to keeping the families from coming to visit with me*" (p.105).

In addition, critical pedagogy embodies the principles of Vygotsky's (1962) work by recognizing that new knowledge connected to prior knowledge allows learners to construct meaning based on their own experiences. In other words, what is within the student emerges as a powerful tool to empowering her/his ability to be successful.

Candidates' Performance-based Assessment System

Within the program major, teacher candidates are required to submit several types of performance-based assessment artifacts as they matriculate from Curriculum Core One through Curriculum Core Five. Performance-based artifacts include the candidate's written critical analysis and reflection relative to: (1) how this artifact (learning activity) addresses the MoSTEP Quality Indicators, Missouri Show-me Standards, and NCATE's Specialty Organization Content Area Standards; (2) how this learning activity improved their ability to learn to teach effectively; and (3) how this learning activity was utilized to work with and to enhance P-12 student learning.

Candidates' critical reflections assist them both in the attainment and demonstration of effective teaching competence (Kemp, 1990; Kemp, Jefferson, and Clay, 1991; Kemp, 1992a). The reflective writing process should encourage preservice teachers to examine the dimensions of meaning in their content, professional, and pedagogical experiences in relationship to the complexity of effective teaching for enhancing P-12 student learning (Kemp, 1992b). Also, candidates' reflective writing affords them time for analysis and reflection through the process of ordering, classifying, synthesizing, and clarifying their teacher preparation experiences (Flower & Hayes, 1981, Glatthorn, 1985). According to Polanyi (1969), it is precisely the nature of this orderness in a person's educational experiences, which enables meaningfulness to emerge and express itself in the person's behavior. The writing process supports this supposition of the attainment of a personal style pedagogy (Bizzell, 1986, Scardamalia & Bereiter, 1985, Scott, 1963).

Competence in information processing and level of cognitive complexity are interrelated and interdependent (Kirchener and King, 1981; Kirchener and King, 1990, 1991, Resnick, 1991, Rumelhart, & Norman, 1981, Sparks- Langer, & Colton, 1991). In its very broad sense, cognitive complexity indicates the interrelatedness of how persons structure their knowledge of their environment (Bieri, 1966). Accordingly, Bieri (1966) argued that levels of personal cognitive complexity are inferred on the basis of the individual's verbal and non-verbal behavior. Writing, as an indicator of verbal behavior, appears to be a potent medium for enabling prospective teachers to develop degrees of

cognitive complexity about teaching. It appears that the level of preservice teachers' thought processes may be inferred from their written critical reflections (Flower & Hayes, 1981). This argument implies that the magnitude of preservice teachers' written discriminations about teaching approximates their level of critical thinking for learning to teach (Bieri, 1966).

Major Assumptions of the Performance-based Assessment Evidence and Performance Attainment

According to Lewin, 1951, Kitchener and King, (1990), Kolb (1984), Perry (1970), and Schon (1983), cognitive complexity shows a developmental increase through the acquisition of an array of new concepts for differentiating ideas, rather than through the refined articulation of already existing concepts. Furthermore, cognitive psychologists are increasingly coming to the conclusion that most reasoning is domain-specific, and most knowledge is context-bound (Rumelhart & Norman, 1981). What differentiates effective teachers are not the higher levels of general cognitive abilities, but rather a greater accumulation of knowledge specific to the domain of teaching. The essential factor seems to be how well knowledge is used in different teaching contexts. Consequently, critical competence in teaching, according to Kitchener and King, (1990), Kolb (1984), Perry (1970), and Schon (1983), theoretical premises should increase as prospective teachers reflectively acquire and construct new concepts, principles, and dispositions for effective teaching.

Knowledge, which is specific to the domain of teaching, is based on assumptions about how teachers enhance P-12 students' learning. These assumptions include:

Assumption One: Prospective teacher candidates should be able to develop a theory and a conceptual understanding of effective teaching based on the program's conceptual framework, constant across the domains of effective teaching

Assumption Two: Prospective teacher candidates should continually engage in different forms of experiential learning activities situated in school settings as one condition for reconstructing their knowledge, dispositions, and skills for effective teaching.

Assumption Three: Prospective teacher candidates' field experiences in P-12 school settings should enable them to stand back from these experiences and make observations with some detachment.

Assumption Four: Prospective teacher candidates are able to reflect on the significance of these experiences for enhancing P-12 student learning.

Assumption Five: Prospective teacher candidates develop the ability to use their experiential and conceptual understanding of effective teaching to make decisions, to solve problems, and to demonstrate effective teacher competence based on P-12 student learning.

The curriculum and assessment approaches of the HSSC's Teacher Education Program are structured not only to respond directly to teacher certification requirements, but also the ability of teachers to fundamentally work in unique (if not revolutionary) ways to meet the contemporary needs of children and their families (McLaren, 1997). Further, as Danielson (1996) notes

> "although necessary for good teaching, subject knowledge is not enough...A teacher's knowledge of content and pedagogy is reflected in an awareness of common student misconceptions or likely sources of error—and how these should be handled" (p. 62).

Danielson (1996) adds that

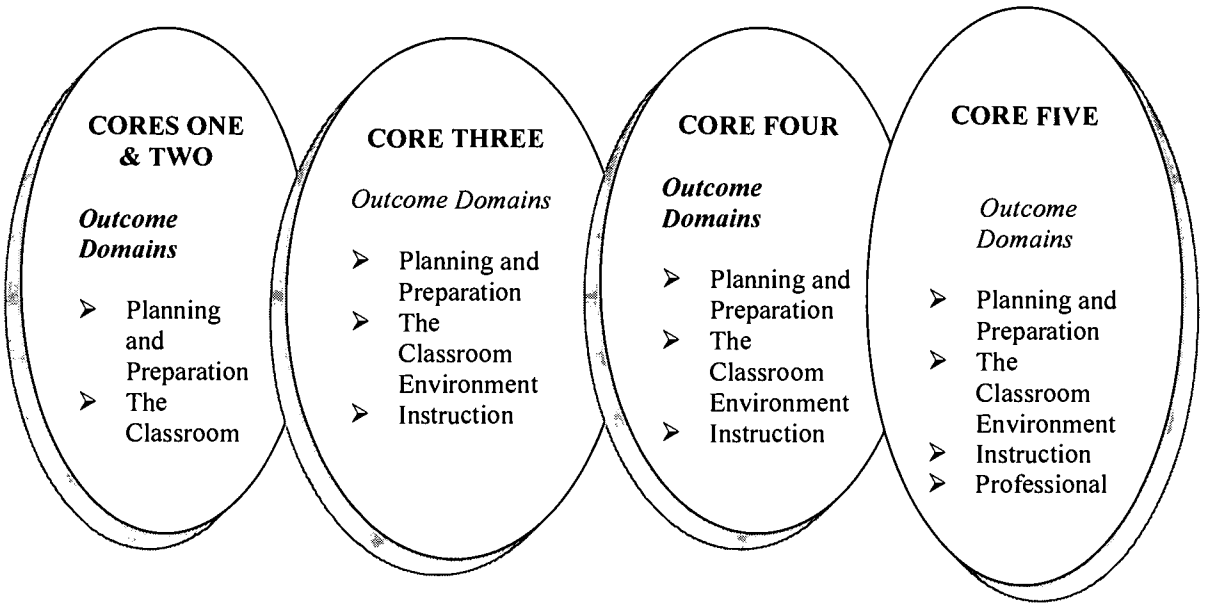
> teaching is [also] a matter of relationships among individuals. These relationships should be grounded in rapport and mutual respect, both between a teacher and students and among students...Teachers demonstrate skill in establishing an environment of respect and rapport through their words and actions in the classroom. (p.79).

However, as Nieto (2000) points out, the issue of "respect and rapport" mentioned by Danielson is complicated when you factor in students' cultural identities, backgrounds, and language. Nieto (2000) adds that language discontinuities and institutional practices that still embody separatist practices are among the prime reasons why many children and adolescents experience academic failure. Given this, HSSC's Teacher Education conceptual plan and program sequence are designed to especially meet the needs of learners with limited English proficiency, disabilities, and who come from culturally diverse backgrounds.

Secondary sources such as college and university classrooms designed and delivered instruction for teacher preparation, pale in comparison with direct experiences (Reed, 1996). It is essential that candidates have time to extensively immerse themselves within diverse school settings and to experience firsthand the application of theory into context. For this reason, the teacher program includes a strong emphasis on explicitly designed and supervised clinicals (also referred to as field experiences) throughout the program (See Figure 2) that provide candidates opportunities to utilize skills and test their ideas for curriculum and instruction in real-world settings.

The assessment of teacher candidates is therefore a continuous process that culminates with a formal evaluation of independent practice during student teaching. More specifically, the actual performance (including the application of a specific knowledge base, skills, and dispositions) of a candidate is monitored and assessed relative to the candidate's ability to transfer this knowledge into teaching in actual school environments. As candidates move through the core learning experiences in Core One through Core Five (See Figure 2), their performance is documented and analyzed for its strengths and weaknesses using the teacher education unit's theoretical framework and essential core performance-based outcomes.

Figure 2. Unit Curriculum Planning Sequence by Core and Outcome Domains



Note: The Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities Domains are adapted from Charlotte Danielson (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Overall, a candidate's performance is linked to responsible programming that takes into consideration his or her own personal, cultural, and developmental needs as a future teacher. Data collected within these parameters (Core One through Core Four document not only success in meeting the core or minimal requirements for the specific program, but areas and goals for future growth. In essence, faculty and P-12 representatives are able to identify performance gaps and use the information collected by the candidate to provide on-going feedback regarding strengths and areas for possible growth, beginning in Core One of the program. The teacher candidate may use this analysis to develop a personal plan of action and as a guide in either maintaining (and possibly exceeding) their current success rate relative to the curriculum standards and Danielson's dimensions of teaching and assessment (See Figure 2).

In the case of weaknesses, candidates can make immediate and purposeful changes within their program performance. Regardless, the assessment pathway must allow room for prospective teacher candidates to move at their own pace and to receive the mentorship necessary for their teaching success. The process used ought to be similar to the key steps and critical practices used by many national government agencies to effectively implement performance and report results. For example, the process involves looping feedback based on actual performance in context (in P-12 schools, in students' families and in their communities) that is designed to scaffold the candidate's understandings relative to dimensions of teaching.

The teacher preparation conceptual structure, curriculum plan, and assessment system for candidates are designed to recognize that there are a variety of psychosocial, sociopolitical, and historical forces that may influence how an individual may construct paradigms of schema for teaching and thinking about effective teaching. These models influence the way future teachers learn, and require an entirely new way of thinking about their assessment and what type of performance evaluation is needed (Andrews and Barnes 1990, Palomba and Banta 1999). The assessment system or approach should be judged not only for clarity and usefulness, but also for its compatibility with the

institutional mission, program goals, national and state standards, and what the faculty and P-12 educators value as effective and responsible program outcomes. Keep in mind that the coordinated classroom assessments need to be aligned with the program goals and national and state standards. Faculty developed mechanisms for collecting, analyzing, and reporting this work as efficiently as possible. Most of this work is focused on authentic assessment and involves teacher candidates themselves in identifying possible barriers to their own learning and creating strategies for removal of these roadblocks to mastery. Independent practice, by Core Five (Figure 2) is therefore the ultimate goal—even during the assessment process.

Palomba and Banta (1999), report that the involvement of learners in the improvement of their daily work and routines yields the best approach in achieving higher levels of success. It is important to recognize that the learner is closer to the process and therefore more knowledgeable about their personal strengths and weaknesses relative to the program standards. By documenting teacher education candidates' reflections and analyses, faculty established a composite of their metacognitive processes or system of thinking that delivers either their success or failure relative to minimum program requirements.

Clearly, pre-service teachers need to be self sufficient, self-reliant or self-directed in the work completed at each Teacher Education Program Curriculum Core. Nevertheless, all of these skills are transferable to their future role as P-12 educators. Moreover, the skills learned as a part of a candidate's participation are necessary for successful teaching as well as their basic survival during teaching.

The program's performance-based assessment model provides a mechanism for ensuring that knowledge, information, and faculty ability to access each pre-service teacher increases exponentially. As such, an approach to assessment is intended to be constructivist in nature. For example, we recognize that the body of information available to pre-service teachers is increasing at a rapid rate. The assessment emphasis therefore should not be on candidates' abilities to be "experts," but people with expertise and the ingenuity and leadership to effectively engage in curriculum design and development that will be successful for young learners. Further, there is a need for pre-service teachers to be able to evaluate information intelligently—to have research skills and the ability to use

these effectively. Inherent within these skills is their ability to access available technologies and to adapt to the rapid changes in this area.

There is also a need for pre-service teachers to work in a collaborative way and within the complexity of social networks that exists within organizations. Knowledge building for creativity, entrepreneurial activity, mutual benefit and profit (i.e., information plus creative intelligence and collaborative processes) increases knowledge, relationships, wisdom, and young learners' personal, social or economic benefits within education. These factors result in responsible citizenship where young learners' self-identities are enhanced for community health and democratic and global participation. In other words, faculty needed to ensure that the assessment system encourages pre-service teachers to assume the role of leadership within a world where they encounter increasing pressures to do more with less. Given this, assessment strategies are focused on having a candidate learn through self-assessment—where reflection and adaptation are continuous, improvement is gained over time and can be applied ultimately to the enhancement of student learning during the field experiences and clinical practica.

Articulation of Performance-based Artifacts with Candidates' Outcome Domain Competence Measures

In fall 2001, the faculty determined the primary performance-based artifacts associated with the program's competence expectations for teacher education candidates. As shown in Table 1, each type of performance artifact is indicative of how teacher education candidates' performance demonstration provide qualitative and quantitative evidence of their (1) subject matter competence, (2) social-cultural competence, (3) instructional competence, and (4) personal and professional competence. Candidates' field experience, course portfolios, projects, and lesson presentation provide performance attainment in each of the four outcome domain competence areas. In contrast, other artifacts such as the reflective journal, teaching simulations, and lesson plans give performance attainment evidence in only one, two, or three of the four competence domains.

Table 1. Articulation of Performance-based Artifacts with Candidates' Outcome Domain Competence Measures

Type of Performance Artifact	Outcome Domain Competence			
	Subject Matter	Social Cultural	Instruction	Personal/ Professional
1. Lesson Plans	X	X	X	
2. Reflective Journals				X
3. Field Experience	X	X	X	X
4. Integrated Thematic Units	X	X		
5. Journal Reviews	X	X		
6. Research/Term Papers	X			X
7. Reflection Papers				X
8. Course Portfolios	X	X	X	X
9. Teaching Simulations			X	
10. Performance Evaluations	X			
11. Projects	X	X	X	X
12. Lesson Presentations	X	X	X	X
13. Tests/Examinations	X	X	X	
14. Book Reviews	X			
15. Interviews		X		X

Outcome Domain Competence Coherence with Candidates' Performance Quantitative Measures

Consistent with its conceptual framework, sixty-three quantitative measures are sequenced through the teacher education program to support the assessment of the teacher candidates' competence for effective teaching in a diverse society. These performance measures were adopted from Danielson's (1966) Enhancing professional practice: A framework for teaching (see pages 75 – 119). Each of these performance measures is associates with one the candidates' performance outcomes of the Effective Teacher for a Diverse Society Conceptual Framework: (1) Subject Matter Competence,

(2) Social-Cultural Competence, (3) Instructional Competence, and (4) Personal and Professional Competence.

SUBJECT MATTER COMPETENCE

Teacher education candidates learn how subject-matter knowledge is part of the process of pedagogical reasoning in making subject matter relevant to the academic achievement of urban/metropolitan P-12 students.

Domain I. Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy [Subject Matter Competence]

Performance Measure 1: Knowledge of Content – HSSC's teacher candidate displays solid content knowledge and makes connections between the content and other parts of the discipline

Performance Measure 2: Knowledge of Prerequisite Relationships - HSSC's teacher candidate's plans and practices reflect understanding of prerequisite relationships among topics and concepts.

Performance Measure 3: Knowledge of Content-Related Pedagogy - HSSC's teacher candidate's pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.

Component 1b.: Demonstrating Knowledge of Students [Subject Matter Competence]

Performance Measure 4: Knowledge of Characteristics of Age Groups - HSSC's teacher candidate displays thorough understanding of developmental characteristics of age group as well as exceptions to general patterns.

Performance Measure 5: Knowledge of Student's Varied Approaches to Learning - HSSC's teacher candidate displays solid understanding of the different approaches to learning that different students exhibit.

Performance Measure 6: Knowledge of Students' Skills and Knowledge - HSSC's teacher candidate displays knowledge of students' skills and knowledge for groups of students and recognizes the value of knowledge.

Performance Measure 7: Knowledge of Students' Interests and Cultural Heritage - HSSC's teacher candidate displays knowledge of interests of cultural heritage of groups of students and recognizes the value of this knowledge.

Component 1c: Selecting Instructional Goals [Subject Matter Competence]

Performance Measure 8: Value - HSSC's teacher candidate's goals are valuable in their level of expectations, conceptual understanding, and importance of learning.

Performance Measure 9: Clarity - HSSC's teacher candidate's goals are clear but may include a few activities. Most permit viable methods of assessment.

Performance Measure 10: Suitability for Diverse Students - HSSC's teacher candidate's goals are suitable for most students in the class.

Measure 11: Balance - HSSC's teacher candidate's goals reflect several different types of learning and opportunities for integration.

Component 1d: Demonstrating Knowledge of Resources [Subject Mater Competence]

Performance Measure 12: Resources for Teaching - HSSC's teacher candidate is fully aware of all resources available through the school or district.

Performance Measure 13: Resources for Students - HSSC's teacher candidate is fully aware of all resources through the school or district and knows how to gain access for students.

Component 1e: Designing Coherent Instruction [Subject Matter Competence]

Performance Measure 14: Learning Activities - HSSC's teacher candidate's learning activities are mostly suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.

Performance Measure 15: Instructional Materials and Resources - HSSC's teacher candidate's materials and resources support the instructional goals, and most engage students in meaningful learning.

Performance Measure 16: Instructional Groups - HSSC's teacher candidate's instructional groups are varied, as appropriate to the different instructional goals.

Performance Measure 17: Lesson and Unit Structure - HSSC's teacher candidate's lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.

Component 1f: Assessing Student Learning [Subject Matter Competence]

Performance Measure 18: Congruence with Instructional Goals - HSSC's teacher candidate's instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.

Performance Measure 19: Criteria and Standards - HSSC's teacher candidate's assessment criteria and standards are clear and have been clearly communicated to students.

Performance Measure 20: Use for Planning - HSSC's teacher candidate uses assessment criteria to plan for individuals and groups of students.

SOCIAL-CULTURAL COMPETENCE

Candidates reflect on their teaching relative to the congruency between his/her social-cultural beliefs and professional practice

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport [Social Cultural Competence]

HSSC's teacher candidate's interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.

Performance Measure 21: Teacher Interaction with Students - HSSC's teacher candidate's interactions are friendly and demonstrate general warmth, caring, and respect. Students exhibit respect for teacher.

Performance Measure 22: Student Interaction - HSSC's teacher candidate's interactions are generally polite and respectful.

Component 2b: Establishing a Culture for Learning [Social-Cultural Competence]

Performance Measure 23: Importance of the Context - HSSC's teacher candidate conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.

Performance Measure 24: Student Pride in Work - HSSC's teacher candidate expects that students demonstrate high work qualities and pride in that work.

Performance Measure 25: Expectations for Learning and Achievement: HSSC's teacher candidate's instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.

Component 2c: The Classroom Environment [Social-Cultural competence]

Performance Measure 26: **Management of Instructional Groups** - HSSC's teacher candidate's tasks for groups are organized, and groups are managed so most students are engaged at all times.

Performance Measure 27: Management of Transitions - HSSC's teacher candidate's transitions occur smoothly, with little loss of instructional time.

Performance Measure 28: Management of Materials and Supplies - HSSC's teacher candidate's routines for handling materials and supplies occur smoothly, with little loss of instructional time.

Performance Measure 29: Performance of Non-instructional Duties - HSSC's teacher candidate's efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.

Performance Measure 30: Supervision of Volunteers and Paraprofessionals – HSSC's teacher candidate aids the teacher in ensuring that volunteers and paraprofessionals are independently engaged during the entire class.

Component 2d: Managing Student Behavior [Social-Cultural Competence]

Performance Measure 31: Expectations: HSSC's teacher candidate's standards of conduct are clear to all students.

Performance Measure 32: Monitoring of Student Behavior - HSSC's teacher candidate is alert to student behavior at all times.

Performance Measure 33: Response to Student Behavior - HSSC's teacher candidate response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.

INSTRUCTIONAL COMPETENCE

Candidates demonstrate how they focus specifically on the types of problems presented in instructional activities and on the array of cognitive strategies needed to implement in support of positive learning impact on urban/metropolitan students' academic achievement.

Domain 3: Instruction

Component 3a: Communicating Clearly and Accurately [Instructional Competence]

Performance Measure 34: Directions and Procedures - HSSC's teacher candidate's directions and procedures are clear to students and contain an appropriate level of detail.

Performance Measure 35: Oral and Written Language - HSSC's teacher candidate's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.

Component 3b: Using Questioning and Discussion Techniques [Instructional Competence]

Performance Measure 36: Quality of Questions - HSSC's teacher candidate's questions are of high quality. Adequate time is available for students to respond.

Performance Measure 37: Discussion Techniques - HSSC's teacher candidate's classroom interaction represents true discussions, with teacher stepping, when appropriate, to the side.

Performance Measure 38: Student Participation - HSSC's teacher candidate successfully engages all students in the discussion.

Component 3c: Engaging Students in Learning [Instructional Competence]

Performance Measure 39: Representation of Content - HSSC's teacher candidate's representation of content is appropriate and links well with students' knowledge and experience.

Performance Measure 40: Activities and assignments - HSSC's teacher candidate's activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.

Performance Measure 41: Instructional Materials and Resources: - HSSC's teacher candidate's instructional materials and resources are suitable to the instructional goals and engage students mentally.

Performance Measure 42: Structure and Pacing: HSSC's teacher candidate has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.

Component 3d: Providing Feedback to Students [Instructional Competence]

Performance Measure 43: Quality: Accurate, Substantive, Constructive, and Specific - HSSC's teacher candidate's feedback is consistently high quality.

Performance Measure 44: Timelines - HSSC's teacher candidate's feedback is consistently provided in a timely manner.

Component 3e: Demonstrating Flexibility and Responsiveness [Instructional Competence]

Performance Measure 45: Lesson Adjustment - HSSC's teacher candidate makes a minor adjustment to a lesson, and the adjustment occurs smoothly.

Performance Measure 46: Response to Students - HSSC's teacher candidate successfully accommodates students' questions and interests.

Performance Measure 47: Persistence - HSSC's teacher candidate persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.

PERSONAL AND PROFESSIONAL COMPETENCE

Candidates develop personal and professional competence as shown by their sensitivity to students and the social and political contexts of classrooms, school life in an urban and metropolitan community.

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching [Personal And Professional Competence]

Performance Measure 48: Accuracy - HSSC's teacher candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.

Performance Measure 49: Use in Future Teaching - HSSC's teacher candidate makes a few specific suggestions of what he may try another time.

Component 4b: Maintaining Accurate Records [Personal And Professional Competence]

Performance Measure 50: Student Completion of Assignments - HSSC's teacher candidate's system for maintaining information on student completion of assignments is fully effective.

Performance Measure 51: Student Progress in Learning - HSSC's teacher candidate's system for maintaining information on student progress in learning is effective.

Performance Measure 52: Non-instructional Records - HSSC's teacher candidate's system for maintaining information on non-instructional activities is fully effective.

Component 4c: Communicating with Families [Personal And Professional Competence]

Performance Measure 53: Information about the Instructional Program - HSSC's teacher candidate provides frequent information to parents, as appropriate, about the instructional program.

Performance Measure 54: Information about Individual Students - HSSC's teacher candidate communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.

Performance Measure 55: Engagement of Families in the Instructional Program - HSSC's teacher candidate's efforts to engage families in the instructional program are frequent and successful.

Component 4d: Contributing to the School and District [Personal And Professional Competence]

Performance Measure 56: **Relationships with Colleagues** - HSSC's teacher candidate's relationships with colleagues are characterized by support and cooperation.

Performance Measure 57: Service to School - HSSC's teacher candidate volunteers to participate in school events, making a substantial contribution.

Performance Measure 58: Participation in School and District Projects - HSSC's teacher candidate volunteers to participate in school and district projects, making a substantial contribution.

Component 4e: Growing and Developing Professionally [Personal And Professional Competence]

Performance Measure 59: Enhancement of Content Knowledge and Pedagogical Skill - HSSC's teacher candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.

Performance Measure 60: Service to the Profession - HSSC's teacher candidate participates actively in assisting other educators.

Component 4f: Showing Professionalism [Personal And Professional Competence]

Performance Measure 61: Service to Students - HSSC's teacher candidate is moderately active in serving students.

Performance Measure 62: Advocacy - HSSC's teacher candidate works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.

Performance Measure 63: Decision Making - HSSC's teacher candidate maintains an open mind and participates in team or departmental decision-making.

Selected Illustrations of Candidates' Performance-based Assessment Artifacts

Tables 2, 3, 4, and 5 represent selected examples of teacher education candidates' evidence of performance consistent with the performance measures. The Instruction Plan for a Single Lesson (Tables 2 and 3) require candidates to teach a lesson and to analyze their instruction relative to the following prompts: (1) What are your goals for the lesson? (2) What do you want the students to learn? (3) Why are these goals suitable for this group of students? (4) Briefly describe the students in this class, including those with special needs. (5) How do these goals support the district's curriculum, state frame-works, and content standards? (6) How do these goals relate to broader curriculum in the discipline as a whole or in other disciplines? (7) How do you plan to engage students in the content? (8) What will you do? (9) What will the students do? (10) What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (11) What instructional materials or other resources, if any, will you use? (12) How do you plan to assess student achievement of the goals? (13) What procedures will you use? and (14) How do you plan to make use of the results of the assessment?

After teaching the lesson, candidates are required to reflect on the effectiveness of their instruction (Table 6 and Table 7). Candidates respond to the following prompts: (1)

As I reflect on the lesson, to what extent were students productively engaged? (2) Did the students learn what I intended? (3) Were my instructional goals met? (4) How do I know, or how and when will I know? (5) Did I alter my goals or instructional plan as I taught my lesson? Why? and (6) If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

Candidates' performance is assesses both at pre-student teaching (Table 2) and during student teaching (Table 3). It is instructive to acknowledge that this candidate's performance, as illustrated in Table 3, represents an enhanced level of intellectual development teaching competence as compared with that shown in Table 2.

Table 2. Candidate's Classroom Observation Record-Pre-Student Teaching

Form 4 A: Candidate's Classroom Observation Record – Pre-Student Teaching

Name	Course 402 Section 01	
Major Elementary Education Certification	School: Blevins Elementary	Grade Level 1
Subject Reading/ Language Arts	School Year 2002	
Cooperating Teacher's Name:	Supervisor:	

Note: (Component 2b, etc. is linked to Danielson's the Framework for Teaching). Complete in Microsoft Word.

Component 2a: *Creating an Environment of Respect and Rapport*

Briefly describe students show respect and rapport. Give an example. Then indicate what education theory, principle, or research supports the *creating of an environment of respect and rapport.*

The teacher creates an environment of respect through the way she conducts her class. She is attentive to the needs of the children and requires that they show respect to one another as well. By modeling respect, she creates a positive atmosphere for the children.

Mrs. W talked to a student who had raised his voice at another child. She talked to the student about showing respect to the other child.

Component 3a: *Communicating Clearly and Accurately*

Briefly describe the verbal communication. Give an example. Then indicate what education theory, principle, or research supports ways you might communicate clearly and accurately during a lesson.

The teacher speaks clearly and uses correct grammar in the class. She encourages the students to speak out in discussions. She encourages the students to use complete sentences to answer questions. Students learn through example and correction in a positive manner.

Form 4 A: Candidate's Classroom Observation Record – Pre-Student Teaching

Name	Course 402 Section 01	
Major Elementary Education Certification	School: Blevins Elementary	Grade Level 1
Subject Reading/ Language Arts	School Year 2002	
Cooperating Teacher's Name:	Supervisor:	

Note: (Component 2b, etc. is linked to Danielson's the Framework for Teaching). Complete in Microsoft Word.

Component 2b: *Establishing a Culture for Learning*

Briefly describe one condition, which support a culture for learning. Then indicate what education theory, principle, or research supports ways you might establish a culture for learning.

The dynamics of the class in which students can communicate and share ideas in a variety of group settings creates a climate that is conducive to learning. The teacher allows the students to work as partners to read to each other. The teacher also allows the students to work in small groups, and whole group activities.

:

Component 3b: *Using Questioning and Discussion Techniques*

Briefly describe how the uses of questioning and discussion techniques are used to support student learning. Give an example. Then indicate what education theory, principle, or research supports the effective use of use of questioning and discussion techniques.

Mrs. W uses wait time during discussions. She calls on all of the students during the discussions and aids the students so they can be successful in the discussion.

Research shows that use wait time is an effective tool for allowing students to participate in group discussions.

Component 2c: *Managing Classroom Procedures*

Briefly describe how classroom management procedures are used to support student learning. Give an example. Then indicate what education theory, principle, or research supports these classroom management procedures.

Classroom management procedures in Mrs. W's class keeps the class running in an orderly fashion and allows for a calming atmosphere in the class.

She brings the students together around the rocking chair to talk quietly with them. The students know that this is a transition from individual and small group activities to whole group activities.

Students learn from the social cues around them. The students learn to listen through the quiet activities.

Form 4 A: Candidate's Classroom Observation Record – Pre-Student Teaching

Name	Course 402 Section 01	
Major Elementary Education Certification	School: Blevins Elementary	Grade Level 1
Subject Reading/ Language Arts	School Year 2002	
Cooperating Teacher's Name:	Supervisor:	

Note: (Component 2b, etc. is linked to Danielson's the Framework for Teaching). Complete in Microsoft Word.

Component 3c: *Engaging Students in Learning*

Briefly describe how students are engaged in learning. Give an example. Then indicate what education theory, principle, or research supports how students are engaged in learning.

The students are engaged in learning from the time they enter the classroom. The students are responsible for putting up their nametags, putting away their things, getting their reading log stamped, and doing morning work that is written on the board. The students are working on things independently, but they are also watching the students around them to pick up social cues and asking for help when there is a moment of confusion or forgetfulness.

The students are learning to self-manage and to be accountable for themselves. This creates ownership of their behavior. The students are learning new skills and how to be social during the primary years.

Component 2d: *Managing Student Behavior*

Briefly describe how student behavior is managed. Give an example. Then indicate what education theory, principle, or research supports how student behavior is managed.

In Mrs. W's first grade class, behavior is managed through a behavior management system called "Personal Best." The students earn dollars (laminated funny money) for positive behavior. The students turn their cards for inappropriate behavior. Once a student reaches a red dot, then a note goes home to the parent about the behavior.

According to behavior management theories, students will respond to behavior modification techniques. However, these techniques are not a long-term solution.

Component 3d: *Providing Feedback to Students*

Briefly describe how the teacher provides feedback to students. Give an example. Then indicate what education theory, principle, or research supports this example of students receive feedback.

The teacher gives the students feedback in positive way. She catches students being good and praises them for staying on task.

Students respond to positive reinforcement and consistency creates changes in behavior.

Form 4 A: Candidate's Classroom Observation Record – Pre-Student Teaching

Name	Course 402 Section 01	
Major Elementary Education Certification	School: Blevins Elementary	Grade Level 1
Subject Reading/ Language Arts	School Year 2002	
Cooperating Teacher's Name:	Supervisor:	

Note: (Component 2b, etc. is linked to Danielson's the Framework for Teaching). Complete in Microsoft Word.

Component 2e: *Organizing Physical Space*

Briefly describe how the teacher and students organize the physical space for learning. Give an example. Then indicate what education theory, principle, or research supports the organization of this classroom's physical space.

The classroom is organized so there is room for whole group activities in the front of the class. There are centers for reading, listening, and using the computer. The students have cushions for use during reading and listening. There are words all around the room, a word wall, days of the month, colors, seasons, and students' work is displayed. The classroom environment is an important educational tool. The students learn from the visual clues around them.

Component 3e: *Demonstrating Flexibility and Responsiveness*

Briefly describe how flexibility and responsiveness are illustrated during students' learning. Give an example. Then indicate what education theory, principle, or research supports flexibility and responsiveness by this example.

The teacher provides flexibility in lessons by guiding the lesson and checking for understanding through out the lesson. When the students are having trouble understanding then, the teacher give examples to make the lesson more clearly for the students.

The teacher gives the students feedback and asks questions to check for understanding. The lesson that is student-centered stops for the students to stay on task and checks for clarity with the students.

Table 3. Candidate's Classroom Observation Record - Student Teaching

Form 5 A: Student Teachers' Candidate's Classroom Observation Record—Student Teaching

Name: Course: Education 402 II Section 01
Major: Elementary Education Certification School: Barretts Elementary
Grade Level: 4 Subject: Language Arts School Year: 2002
Cooperating Teacher's Name: Supervisor:
Note: (Component 2b, etc. is linked to Danielson's the Framework for Teaching). Complete in Microsoft Word.

Component 2a: *Creating an Environment of Respect and Rapport*
Briefly describe students show respect and rapport. Give an example. Then indicate what education theory, principle, or research supports the *creating of an environment of respect and rapport.*

The atmosphere of the class is one of respect. The teacher welcomes the students each day in a quiet and friendly manner. The students are attentive to the teacher and respond to cues to quiet and be calm during the lessons. The students are encouraged to help other at their table if they see a need. The students watch out for one another on the playground.

This atmosphere of respect has been developing since the first day of the school term between the students and the teacher. The teacher established the climate and rules of the class immediately.

Component 3a: *Communicating Clearly and Accurately*
Briefly describe the verbal communication. Give an example. Then indicate what education theory, principle, or research supports ways you might communicate clearly and accurately during a lesson.

The communication is clear and loud enough for the students to understand. The teacher checks for understanding with the students before moving on with the lesson. The teacher speaks calmly and uses reasoning with the students. The instructor cites research for the different strategies that she is teaching the students.

The teacher speaks in a manner that the students understand the information. Because of the clarity, the students are able to perform the tasks effectively.

Component 2b: *Establishing a Culture for Learning*
Briefly describe one condition, which support a culture for learning. Then indicate what education theory, principle, or research supports ways you might establish a culture for learning.

The classroom is full of visual messages about self-management and learning strategies.
The teacher reinforces these strategies through modeling and preparing the students to use strategies in their work. For reading, Mrs. W. is showing the students how to use inferences in their reading during Sustain Silent Reading time and content area reading.

Form 5 A: Student Teachers' Candidate's Classroom Observation Record—Student Teaching

Name: Course: Education 402 II Section 01
Major: Elementary Education Certification School: Barretts Elementary
Grade Level: 4 Subject: Language Arts School Year: 2002
Cooperating Teacher's Name: Supervisor:
Note: (Component 2b, etc. is linked to Danielson's the Framework for Teaching). Complete in Microsoft Word.

Component 3b: *Using Questioning and Discussion Techniques*
Briefly describe how the uses of questioning and discussion techniques are used to support student learning. Give an example. Then indicate what education theory, principle, or research supports the effective use of use of questioning and discussion techniques.

The teacher gives students a scenario and asks the students to put themselves in the place of the characters of the story. She encourages participation through proximity and praise. Many of the students are eager to participate in class discussions. Mrs. Waters allows the students time to answer questions and is willing to go back to previously discussed information for additional input or clarification from a student. She acts as a facilitator in the discussions.

The teacher is to be a facilitator for learning in the classroom.

Component 2c: *Managing Classroom Procedures*
Briefly describe how classroom management procedures are used to support student learning. Give an example. Then indicate what education theory, principle, or research supports these classroom management procedures.

Classroom procedures are clearly defined and the students have a regular schedule in order to maximize the learning time. The students do "ams" or morning tasks when they come in until the announcements. The teacher adjusts the schedule when necessary for meetings with the counselor or special speakers.

Component 3c: *Engaging Students in Learning*
Briefly describe how students are engaged in learning. Give an example. Then indicate what education theory, principle, or research supports how students are engaged in learning.

The teacher uses a variety of strategies to involve the students in learning. The students are given options for learning content. The students are allowed to do projects and presentations if the students show an interest in a particular area and want to explore it further.

Component 2d: *Managing Student Behavior*
Briefly describe how student behavior is managed. Give an example. Then indicate what education theory, principle, or research supports how student behavior is managed.

Student behavior is managed through teaching the students to make good choices. A student who is off task may be asked to check herself to see what she can do to get back on task. The students are told to use intelligent behavior. The teacher has students to role model intelligent behavior. She cites research from journals to indicate what intelligent behavior looks like and how it responds in situations. She praises the students for effort.

Form 5 A: Student Teachers' Candidate's Classroom Observation Record—Student Teaching

Name: Course: Education 402 II Section 01
Major: Elementary Education Certification School: Barretts Elementary
Grade Level: 4 Subject: Language Arts School Year: 2002
Cooperating Teacher's Name: Supervisor:
Note: (Component 2b, etc. is linked to Danielson's the Framework for Teaching). Complete in Microsoft Word.

Component 3d: *Providing Feedback to Students*
Briefly describe how the teacher provides feedback to students. Give an example. Then indicate what education theory, principle, or research supports this example of students receive feedback.

Students are given feedback in morning journals. The teacher conferences with students on reading books and their writing at least once a week.
Students respond to the interaction and attention given by the teacher in these one on one methods.
It is an effective strategy and it give the student continual interaction with the teacher.

Component 2e: ***Organizing Physical Space***
Briefly describe how the teacher and students organize the physical space for learning. Give an example. Then indicate what education theory, principle, or research supports the organization of this classroom's physical space.

The class is designed so that the tables are in one area of the classroom and there is a quiet area for reading independently and read aloud. The students work at table as part of the strategy to see themselves as part of the classroom community. The students keep only what they need for a particular lesson at the table at any given time. The helps the students to keep organized and to focus more on the task at hand.

Component 3e: ***Demonstrating Flexibility and Responsiveness***
Briefly describe how flexibility and responsiveness are illustrated during students' learning. Give an example. Then indicate what education theory, principle, or research supports flexibility and responsiveness by this example.

The instructor shows responsiveness to the students through changes she makes in the classroom-setting chart. She changes the seating arrangement every two weeks so that students get accustomed to working with each other. The students may request a move if there is a conflict with another student.

By being responsive to the students, the teacher promotes the welfare of the students.

Table 4. Instruction Plan for a Single Lesson: Pre-Student Teaching

Form 4.2 Instruction Plan for a Single Lesson

Name Course: EDUC0324 Section 01 Major: Elementary Education
School: Shepard Elementary School Grade Level: 5th Subject: Reading Date: 4/02/2002
Note: (Component 1b, etc. is linked to Danielson's the Framework for Teaching)

1. Briefly describe the students in this class, including those with special needs. (Component 1b)

I am working with 5th grade student D. The Cooperating Teacher, Ms. M explained to me that D has had some difficulty in reading. During our first meeting I selected to use the technique of roaming to get to know where the student is and to make him feel more comfortable with me. I asked about his family and what he would like to be in the future. The student was hesitant at first because he didn't talk that much. I assumed that he was shy. Finally, he did open up to me and he revealed that his role model is Marshall Faulk, Running Back for The St. Louis Rams. He also stated that his favorite course subject is Science. We talked for 30 minutes about his family life; he stated that he has four brothers and two sisters. He is 11 years old and a middle child. I would consider based on my own observation and the teacher's remarks that "D" does have a slight reading comprehension and word recognition difficulty. During the interview process I could observe that he had not been exposed to several things necessary for learning.

2. What are your goals for the lesson? What do you want the students to learn? *(Component 1c)*

My goal for this lesson is that D learns the concept or expression "Twister". When I held the book "Twister on Tuesday" for D and asked him what he thought the book was about, he could not give me an explanation. Even though the cover of the book has two children running away from a tornado he could not make the connection of a Twister being another name for Tornado. Since Science is his favorite subject, I thought that this choice would be especially interesting to him. I would like for "D" to understand that an object can be called more than one name, to begin to use his previous knowledge and learning to help him decode or figure out something that he may not necessarily be familiar with. My ultimate goal would be for D to read the entire book, to gain meaning out of the text and to write a short synopsis of the book and to draw an illustration, a visual representation what he learned from the book.

3. **Why are these goals suitable for this group of students? *(Component 1c)***

The aforementioned goals are suitable for D because they address his needs according to Piaget's Theory. These goals are suitable because they speak directly and specifically to his area of difficulty. They are tailored so as not to pressure him too much in dealing with his reading difficulties.

4. **How do these goals support the district's curriculum, state frame-works, and content standards? *(Components 1a and 1c)***

The goals are aligned with the St. Louis City Public School's curriculum, which in turn would also be in agreement to all state standards and content standards. The public schools in Missouri follow the statewide Show- Me Standards. These standards prepare the students for the MAP test. The goals that I have outlined will prepare D for this test by strengthening his communication skills, critical thinking skills and also introduce content areas Science and Communication Arts skills.

Form 4.2 Instruction Plan for a Single Lesson

Name Course: EDUC0324 Section 01 Major: Elementary Education
School: Shepard Elementary School Grade Level: 5th Subject: Reading Date: 4/02/2002
Note: (Component 1b, etc. is linked to Danielson's the Framework for Teaching)

5. How do these goals relate to broader curriculum in the discipline as a whole or in other disciplines? (Component 1c)

The goals can be applied to many other disciplines. Not only am I covering Communication Arts but we will also discuss some Science concepts. Communication Arts apply to every subject learned in the curriculum. If and when he benefits from broadening his reading ability, that progress with definitely flow over to other disciplines.

6. How do you plan to engage students in the content? What will you do? What will the students do? *(Component 1e)*

I will begin the lesson by discussing the title of the book, "Twister on Tuesday". I will also ask D again what he knows about Twisters or Tornadoes. I will ask him if he can tell me the reason why students practice Tornadoes drills at school. I will continue to ask him to relate his personal experience with the book. We will begin the lesson by reading the title and the back cover of the book. I will ask him why he thinks he should read the back cover of the book. Do we read the back of the cover to gain knowledge of what the book may be about? If we would be interested? What we can learn from the book? I will proceed by asking him to read as much as he can. I will also tell him that if there is a concept or word that he doesn't understand to ask me and we will discuss it. I will write down all of the concepts that he has difficulty with and return to those for more in-depth understanding. I expect that this portion of the lesson to be 45 minutes. (Include time estimates.)

7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? *(Component 1a)*

Students have difficulty in an area because they have no interest or knowledge of the topic. By relating the activity to his personal experiences I will make the lesson more interesting to him. This book is about two students who are at a school and are faced with a Tornado. This book could be interesting for him because he is a student, he has practiced tornado drills and he likes Science.

8. What instructional materials or other resources, if any, will you use? *(Component 1d)*

I will use the book "Twister on Tuesday" by Mary Pope Osborne. I will also use markers and drawing paper so that D can make an illustration for his synopsis of the book.

9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) *(Component 1f)*

I will ask D to write a paragraph summarizing the book. I will also ask D to draw an illustration of his synopsis to take into account varying learning styles and creativity. D may be more interested if he is a creative child to draw a picture that will include all of the key components of the story. I will base his performance on whether or not he followed the guidelines of the attached rubric.

Form 4.2 Instruction Plan for a Single Lesson

Name Course: EDUC0324 Section 01 Major: Elementary Education
School: Shepard Elementary School Grade Level: 5th Subject: Reading Date: 4/02/2002
Note: (Component 1b, etc. is linked to Danielson's the Framework for Teaching)

10. How do you plan to make use of the results of the assessment? (Component 1f) I plan to use the results of the assessment to tailor future lesson plans for D or students like him. I will use the results to work on areas of needed improvement or as an indicator that the specified goals have been met and that it is reasonable to move on to the next level of intellectual development.

Table 5. Instruction Plan for a Single Lesson: Student Teaching

Form 4.2 Instruction Plan for a Single Lesson-Student Teaching

Name Course: EDUC 0402 Sections 01/02
Major: Elementary Education School Placement Site: Gateway Elementary Education
Grade Level: 5th Subject: Science Date: 10/15/02
Faculty Cooperating Teacher
Note: (Component 1b, etc. is linked to Danielson's the Framework for Teaching). Complete in Microsoft Word.

1. **Briefly describe the students in this class, including those with special needs.** ***(Component 1b)***

There are 25 students in this 5th grade classroom. The class is very diverse in ethnicity, social economic status, and abilities. Most of the students have been Gateway students since Kindergarten and some have been there since Preschool. There is one student who is a transfer student from a charter school. We have 3 students who attend resource for reading, two who attend a speech therapist and one student who is in special education. We have students who are reading on an above 5th grade level and many who are reading below level and at least one who is reading on a level so below average that The Scholastic Reading Inventory could not even test and give results for this student's reading level. However, this student was able to move beyond the sample questions with teacher support. This student was given extra support from Mrs. B and I. In between trying to distribute my attention equally among the students, I do spend extra time and give extra support to this student.

2. **What are your goals for the lesson? What do you want the students to learn?** ***(Component 1c)***

My goals for this lesson are for students to:

- Explore that matter can be made of more than one substance.
- Understand that all matter is made up of elements and compounds.
- Describe the structure and properties of elements.

Recognize the importance of elements and compounds we find in our daily lives.

3. **Why are these goals suitable for this group of students?** ***(Component 1c)***

The set of goals detailed above are suitable for this group of students because they have a level of knowledge in science where this lesson will not be too difficult for them and yet not extremely easy. The students are receiving additional support in Science Lab and parts of this lesson have already been presented, however, not with this approach. The students are familiar with properties of matter and instruction on elements and compounds would be the natural

Form 4.2 Instruction Plan for a Single Lesson-Student Teaching

Name Course: EDUC 0402 Sections 01/02
Major: Elementary Education School Placement Site: Gateway Elementary Education
Grade Level: 5th Subject: Science Date: 10/15/02
Faculty Cooperating Teacher
Note: (Component 1b, etc. is linked to Danielson's the Framework for Teaching). Complete in Microsoft Word.

progression in expanding their knowledge of the properties of matter. The goals are also mandated by the district and state and are deemed imperative for student achievement on standardized test and as a prerequisite for future instruction in science.

4. How do these goals support the district's curriculum, state frame-works, and content standards? *(Components 1a and 1c)*

The goals support the district's curriculum because the goals are derived directly from the district's set of generalized goals. The curriculum for SLPS district states that students should learn the properties of matter, including the elements, compounds, atoms (its particles), and molecules. The goals fall in line with science content standards and MAP or Show ME Standards (Matter and Energy).

5. How do these goals relate to broader curriculum in the discipline as a whole or in other disciplines? (Component 1c)

The goals relate to other disciplines because some of the process skills required are skills also used and developed in other disciplines. Social Studies are covered in this lesson with the discussion of J. D. Social awareness is also demonstrated by the use of class discussion and the discussion of current events such as the impending war on Iraq due to the claim that S. H. has chemical and biological weapons.

6. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates.) *(Component 1e)*

I plan to introduce the lesson by reviewing a lesson presented by Science Lab teacher Mrs. R. The lesson being reviewed is on changes in matter. In this lesson the students reviewed certain changes that matter can have such as: physical, nuclear and chemical. This will interest students because the lesson is recent information. The students also were introduced to compounds in this lesson. I will ask the students the following question: If you had an object that you did not recognize, what could you do to determine its properties and identify it? I will have volunteers answer my question. This information builds on prior knowledge of physical characteristics learned in section one of this unit. After the class discussion I will tell the students that they could observe its color, size, weigh it, measlure its volume, calculate the density, see if it floats, conducts electricity (metal), or insulates heat.

I will have students look at the picture on page E22 and tell them what commonly used instrument in measuring temperature used mercury, thermometer. I will tell them that mercury is used in thermometers because when warmed it expands very evenly. I will also tell them that mercury is highly poisonous and should never be handled.

I will have students read the text on page E22 aloud. After reading the text on page E22, I will review the term element. I will tell students that an element is the basic building block of all matter and that it is a pure substance that cannot be broken down into simpler substances.

Form 4.2 Instruction Plan for a Single Lesson-Student Teaching

Name Course: EDUC 0402 Sections 01/02
Major: Elementary Education School Placement Site: Gateway Elementary Education
Grade Level: 5th Subject: Science Date: 10/15/02
Faculty Cooperating Teacher
Note: (Component 1b, etc. is linked to Danielson's the Framework for Teaching). Complete in Microsoft Word.

The students will read page E23 and look at the pictures in the margin. We will discuss the photos and students will name things that are made of these elements. I will ask the students to name more elements.

The students will go to the Periodic Table of Elements learning site by the cafeteria to discuss elements further.

I will tell the students that each element is given a special symbol of one or two letters. I will explain that some elements have two letters so that they will not be confused with elements with the same first letter. There are 112 elements and only 26 letters in the alphabet. I will explain that the first letter is always a capital and that the second letter is never a capital. I will also explain that sometimes the letters match the English name, such as Ni for nickel and Zn for zinc. In other cases the symbol comes from an ancient name. Gold, for instance, is given the symbol Au for its Latin name, aurum.

At this time, students will return to the classroom and continue with the reading. I will write the words helium, calcium, cobalt, and bromine on the board and have students predict the symbols for each element.

After students are fully comfortable with elements, I will present compounds. I will ask the question: What happens when we compound or combine something? I will field student responses. Students should respond with a general answer of putting two or more things together. I will tell students that compounds are two or more elements formed by a chemical combination. I will have students read page E24. After the reading I will tell students that compounds are single substances that can only be broken down into simpler substances by chemical reactions. I will have students look at the pictures at the bottom of the page and we will, as a class, discuss the combination of Sodium and Chlorine and how when it is chemically combined will make table salt. I will review an aspect of the lesson presented in Science Lab, the students handled a substance and they were not told what the substance was. I will tell them that the chemical formula that was on the board NaHCO3 was baking soda. I will ask the students how a compound is different from an element.

I will also review the picture at the bottom on Sodium and Water. I will tell them that Na+ H2O= DANGER!!!

I will have students read page E25 and we will review how to write a compound's name. I will direct students attention to the diagram at the top of the page and have them observe the stages when sulfuric acid is added to sugar, it will break the compound apart into its elements, carbon, hydrogen and oxygen. The students will also review common compounds, water, carbon dioxide, baking soda, table salt, and table sugar. I will tell them that a compound's name is referred to as a chemical formula.

I will write H2O on the board and point out that 2 is the subscript.

After reading the pages and after instruction the students will complete a recall or vocabulary worksheet with teacher support. The students will also make an element chart. Each student will be assigned an element and they will create element charts (picture of the element's

Form 4.2 Instruction Plan for a Single Lesson-Student Teaching

Name Course: EDUC 0402 Sections 01/02
Major: Elementary Education School Placement Site: Gateway Elementary Education
Grade Level: 5th Subject: Science Date: 10/15/02
Faculty Cooperating Teacher
Note: (Component 1b, etc. is linked to Danielson's the Framework for Teaching). Complete in Microsoft Word.

symbol, atomic number, atomic mass, description of the state of the element at room temperature (gas, liquid, solid) and whether or not it is a non-metal or metal, and a smaller picture of something the element is commonly related to), something similar to what is seen on the Periodic Table of Elements. The charts will be displayed in the hallway as our own Periodic Table of commonly known elements.

Estimated Time: 45-60 minutes

7. **What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?** ***(Component 1a)***

Some difficulties students experience are a lack of comprehension, inattention or disinterest. A lot of students cannot acquire information from text only instruction. This is why I have decided that a trip to the Periodic table and instruction outside of the classroom will draw those students into the lesson.

8. **What instructional materials or other resources, if any, will you use?** ***(Component 1d)***

I will use the Periodic Table of Elements in the common area of the school. I will use the textbook as a tool for most of the lesson, however. I will need the remote control for the Periodic Table of Elements board. I will also need art materials such as markers, crayons, poster board paper, scissors, and glue. The students will also need internet access for research on their element.

9. **How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.)** ***(Component 1f)***

I will informally assess students based on observation, interview and class discussion. I will formally assess students based on results of worksheet and element chart. The students should complete the assignments with at least 80% accuracy. Most of the information can be pulled directly from the text since this worksheet is basically a search and find/recall and does not require any inferring, evaluation or analyzing of material. They element chart will require additional research on the internet or educational software programs available to the students.

10. **How do you plan to make use of the results of the assessment? (1f)**

I plan to use the results of the worksheet as a guide in preparing future lessons or possibly as a tool in measuring what needs to be taught again.

Table 6. Reflection On Teaching: Pre-Student Teaching

Form 4.6. Reflection Sheet

Name: Course: EDUC0324 Section: 001 Major: Elementary Education
School: Shepard Elementary Grade Level: 05 Subjects: Science/Reading Date: 04/02/2002
Note: (Component 1b, etc. is linked to Danielson's the Framework for Teaching)

1. **As I reflect on the lesson, to what extent were students productively engaged?** ***(Component 4a)***

   The student was actively engaged in the lesson. He was very interested in the theme of the reading material. The book had a Science theme attached to it and because Science is D's favorite subject he was enthused about reading the book.

2. **Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know?** ***(Components 1f and 4a)***

   Yes, D did learn what I had intended. It was difficult for him to understand that Tornado can also be called "Twister". D learned that some things have more than one name and meaning.

3. **Did I alter my goals or instructional plan as I taught my lesson? Why?** ***(Components 1e and 3e)***

   No, I didn't alter my goals or instructional plan as I taught this lesson. My goals were achieved.

4. **If I had the opportunity to teach this lesson again to this same group of students what would I do differently? Why?** ***(Component 4a)***

   If I had the opportunity to teach this lesson again to the same student, I don't believe that I would change anything. I believe the lesson was very effective and was very specific to the individual needs of this student.

Table 7. Reflection on Teaching - Student Teaching

Form 4.6. Reflection Sheet – Student Teaching

Name: Course EDUC 0402 Section 01
Major: Elementary Education School Placement Site: Gateway Elementary School
Grade Level 5th Subject: Social Studies Date: 09/06/02
Note: (Component 1b, etc. is linked to Danielson's the Framework for Teaching) Complete in Microsoft Word.

1. **As I reflect on the lesson, to what extent were students productively engaged?** ***(Component 4a)***

   The students were actively engaged in the lesson. Every student had something to add to the class discussion. The students talked about personal experiences having to do with freedom and the impending war in Iraq. A lot of students expressed fear and anger at the September 11th tragedy and this fueled their desire to want to write and express their feelings about what freedom means to them.

   The students completed their rough drafts and began typing on the word processor for review the next school day.

2. **Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know?** ***(Components 1f and 4a)***

   My instructional goals were met and exceeded! Not only did the students write a statement on what freedom means to them, they got to express their feelings on the September 11th tragedy. The students completed their papers and the work has been displayed on the bulletin board in the hallway.

3. **Did I alter my goals or instructional plan as I taught my lesson? Why?** ***(Components 1e and 3e)***

   No I did not alter my goals or instructional plan. The plan was designed to specifically meet the needs of the students in my class. Therefore, no changes were necessary.

4. **If I had the opportunity to teach this lesson again to this same group of students what would I do differently? Why?** ***(Component 4a)***

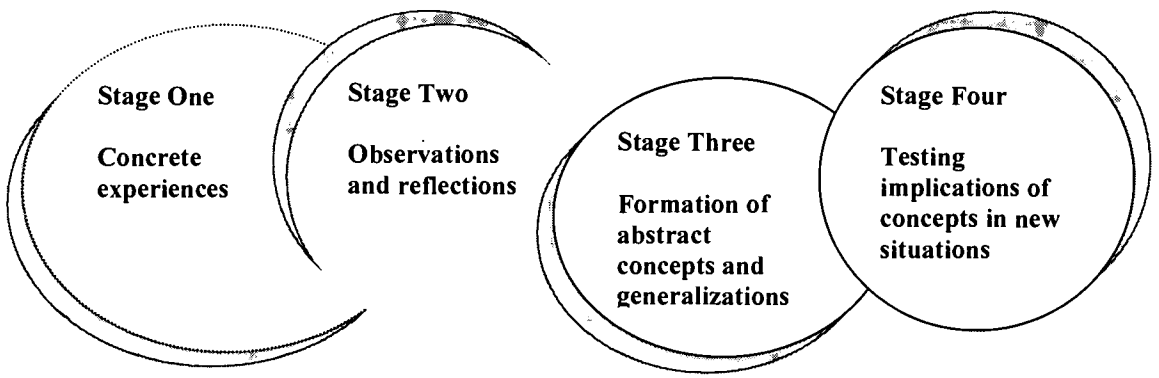
   I wouldn't do anything differently. The students achieved the stated goals of the lesson.

Instructional Design and Delivery System

21st century Teacher Program's instructional design and delivery systems need to enable teacher candidates to develop pedagogical content and pedagogical learner knowledge derived from considerable hands-on experience in multicultural P-12 school settings. Furthermore, the way prospective teachers learn to teach seems to be consistent with Resnick's (1991) and Liston and Zeichner's (1991) theory of situated practice, because it leads to "action-based situated knowledge of teaching" (Leinhardt, 1990, p. 23).

Kemp (1997) reported that preservice teachers' situated learning experiences in urban school settings influenced their personal knowledge and values dispositions about cultural diversity and P-12 student learning. In an earlier study, Kemp (1992) concluded that teacher candidates' field-dependent instruction (in urban school settings) involving the analysis of real school events qualitatively influenced their (1) initial cognitive integration of clinical pedagogical knowledge and (2) fostered a positive relationship between reflective thinking and cognitive integration of pedagogical clinical knowledge irrespective of the major subject area. Kemp (1997) argued that a more holistic and flexible-field dependent – approach, in school settings, was warranted to enable preservice teachers to achieve more intellectual diverse understanding versus a superficial understanding of teaching in relationship to student learning in a diverse and in equality". Kolb's (1984) experiential learning theory provides a system for sequencing and teaching instructional activities. This experiential learning model is cyclical and advances through four stages. These stages are illustrated in Figure 3.

Figure 3. Unit Curriculum and Instructional Delivery System



Kolb's (1984) experiential learning theory (see Figure 3) provides a framework for the constructive models in teacher education programs. This model is supported by the studies associated with Vygostsky (1962, 1986), Perry (1970), Kirchener, & King (1990), Chickering and Havighurst (1981), Bowers and Flinders (1991), Cole and Griffin (1987), Garcia (1996), Giroux and McLaren (1986), Nieto (2000), Oser and Patry (1992), Palinscar and Brown (1987), Schon (1987), Shavalson and Stern (1981), Sparks-Langer and Colton (1993), Zeichner and Liston (1996), and Wink (2000). This research tradition strongly supports a close association between higher education faculty and P-12 educators in the design, delivery, and assessment of situated experiences in schools for prospective teacher candidates.

The experiential learning model encourages prospective teacher candidates to enter into new experiences openly and fully, without bias. As such, they must be able to suspend their own pre-dispositions of urban P-12 students, schools, and communities. They must have concrete experiences in these contexts and be able to stand back from these experiences and make observations with some detachment. This behavior occurs in Stage One. Schon (1983) argues that this type of reflective behavior is critical in the development of professional competence. In Stage Two, candidates must be able to reflect on the significance of these experiences for teaching urban P-12 students. In Stage Three, prospective teacher candidates must be able to develop a theory and concepts of effective teaching based on the program's conceptual framework. Then, in Stage Four, candidates must be able to use those concepts to make decisions, to solve problems, and to demonstrate effective teacher competence. Finally, candidates begin again with Stage One with new or different forms of experiences in urban schools and/or urban community settings.

Analysis of Candidates' Performance-based Assessment Artifacts' Data

This section provides a summary of the assessment of candidates' performance artifacts. In fall 2001, faculty adopted the four domain components published in Danielson's (1996) Enhancing professional practice: A framework for teaching as criterion measures in the assessment of teacher education candidates' performance on artifacts developed by the course instructor. These four domains were (1) planning and

preparation, (2) classroom environment, (3) instruction, and (4) professional roles. The performance criterion measures included (1) knowledge of subject, (2) focus on objectives, (3) knowledge of how students learn, (4) assessment of objectives, (5) classroom management, (6) discipline, (7) instructional strategies, (8) critical thinking, (9) communication, (10) commitment, and (11) perspectives of self and others (see Appendix A). Finally, a rubric, adapted from the Danielson's framework (Appendix A) was used to rate each candidate's performance-based artifact on a scale from (1) not acceptable, (2) adequately demonstrated, (3) proficient, and (4) beginning teacher entry level mastery.

Faculty identified a total of 342 artifacts (Table 8) which are associated the assessment of its teacher education candidates' achievement in subject matter competence, socio-cultural competence, instructional competence, and personal-professional competence. These artifacts were sequenced across the five curriculum cores and documented in the curriculum syllabi. In addition, this collection of artifacts assisted faculty in the accommodation and assimilation of the evidence for improving program quality relative to the preparation of effective teachers for a diverse society.

Faculty identified a total of 342 performance artifacts (Table 8). Projects (N=123, 36%), Field Experience Assignments (N=40, 11.7%), and Integrated Thematic Units (N=39, 11.4%) constituted the majority (N=202, 58.4%) type of performance assessments. In support of assumption five, these types of performance assessments enable candidates to develop the ability to use their experiential and conceptual understanding of effective teaching to make decisions, to solve problems, and to demonstrate effective teacher competence based on P-12 student learning.

Table 8. Frequency and Percentage of Teacher Education Candidates' Performance Assessment by Type of Performance Artifact

Type of Performance Artifact	Frequency	Percent	Cumulative Percent
Lesson Plans	21	6.1	6.1
Reflective Journals	4	1.2	7.3
Field Experience Assignments	40	11.7	19.0
Integrated Thematic Units	39	11.4	30.4
Journal Reviews	27	7.9	38.3
Research/Term Papers	7	2.0	40.4
Reflection Papers	27	7.9	48.2

Type of Performance Artifact	Frequency	Percent	Cumulative Percent
Course Portfolios	9	2.6	50.9
Teaching Simulations	4	1.2	52.0
Performance Evaluations	2	.6	52.6
Projects	123	36.0	88.6
Materials Development	1	.3	88.9
Lesson Presentations	20	5.8	94.7
Tests/Examinations	13	3.8	98.5
Book Reviews	3	.9	99.4
Interviews	2	.6	100.0
Total	342	100.0	

Based on the "Rubric Evaluation of Teacher Education Candidates' Performance-based Assessment Artifacts" (Appendix A), faculty evaluated candidate's performance artifacts using the following rating scale: Score 1= Not acceptable, Score 2 = Adequately demonstrated, Score 3=Proficient, and Score 4= Beginning Teacher Entry Level Mastery for Initial Certification. Total sample data are illustrated in Tables 9 through Table 16.

Domain One: Planning and Preparation.

Mean (M) and Standard Deviation (SD) Scores of faculty evaluation of teacher education candidates' performance attainment by curriculum core areas and by domain one are indicated in Table 9. As shown in Table 9, teacher candidates' performance attainment in planning and preparation appears to increase as they matriculate from Core 2 through Core 5. Performance attainment shows an increase across the criteria measures. Knowledge of subject increased from Core 2 (M = 2.7, SD = .8528) to Core 4 (M = 3.2, SD = .5958). Candidates' focus on objectives increases from Core 2 (M = 2.6, SD = .8984) to Core 4 (M = 3.3, SD = .5494). Candidates' knowledge of how students learn changed from Core 2 (M = 2.6, SD = .8396) to Core 4 (M = 3.2, SD = .5334). Also, candidates understanding of assessment of objectives was enhanced from Core 2 (M = 2.5, SD = .9925) as contrasted with Core 4 (M = 3.2, SD = .6171). The greater Mean Scores indicated that faculty reported that candidates demonstrated competence at the proficient

Table 9. Mean and Standard Deviation Scores of Faculty Evaluation of Teacher Education Candidates' Performance Attainment by Curriculum Core Areas and by Domain One

Total Sample		**Domain One: Planning and Preparation-Performance Assessment Criteria**			
Curriculum Cores		**Knowledge of Subject**	**Focus on Objectives**	**Knowledge of How Students Learn**	**Assessment of Objectives**
Core 1: Pre-admission to Professional Education	Mean	3.3333	2.7500	3.0000	2.6667
	N	6	4	3	3
	Std. Deviation	.5164	.5000	.0000	.5774
Core 2: Sophomore	Mean	2.7789	2.6951	2.6897	2.5714
	N	95	82	87	77
	Std. Deviation	.8528	.8984	.8396	.9925
Core 3: Junior	Mean	3.1412	3.2034	3.0571	3.5000
	N	85	59	70	34
	Std. Deviation	.8331	.7139	.7200	.6155
Core 4: Senior-Pre Student Teaching	Mean	3.2647	3.3563	3.2347	3.2558
	N	102	87	98	86
	Std. Deviation	.5958	.5494	.5334	.6171
Core 5: Senior-Student Teaching	Mean	4.0000	3.8235	3.8889	3.6667
	N	18	17	18	18
	Std. Deviation	.0000	.3930	.3234	.4851
Total	Mean	3.1242	3.1245	3.0580	3.0780
	N	306	249	276	218
	Std. Deviation	.7919	.7858	.7461	.8578

level. Finally, the smaller Standard Deviation (SD) scores suggest that more Core 4 versus Core 2 candidates demonstrated competence at the proficient level.

Variability among candidates' competence in (1) Knowledge of subject matter, (2) Focus on objectives, (3) Knowledge of how students learn, and (4) Assessment of objectives is illustrated in Table 10. Most candidates achieved proficient (N = 131) to entry level mastery (N = 110) competence in knowledge of subject. These candidates demonstrated that they supplemented content knowledge by using outside sources such as the Internet, hands-on materials, and professional journals. Their lesson plans began to

Table10. Frequency Teacher Education Candidates' Performance Assessment Scores for Domain One by Evaluation Criteria

Domain 1: Planning and Preparation	Frequency
Evaluation Criteria	
Knowledge of Subject	
Not Acceptable	7
Adequately Demonstrated	58
Proficient	131
Entry Level	110
Total	**306**
Focus on Objectives	
Not Acceptable	6
Adequately Demonstrated	45
Proficient	110
Entry Level Mastery	88
Total	**249**
Knowledge of How Students Learn	
Not Acceptable	6
Adequately Demonstrated	51
Proficient	140
Entry Level Mastery	79
Total	**276**
Assessment of Objectives	
Not Acceptable	12
Adequately Demonstrated	36
Proficient	93
Entry Level Mastery	77
Total	**218**

include instructional strategies appropriate to the disciplines being taught (see Table 4, p.34). In addition, these candidates displayed content knowledge and began to make connections with other parts of the discipline or with other disciplines. Under the focus on objectives criterion, 110 candidates attained proficient competence while 88 demonstrated entry level mastery competence. Their instructional objectives were written in terms of student learning. Candidates also designed/lessons plans appropriate to the content and began to incorporate long-range plans.

More candidates attained proficient competence (N = 140) in knowledge of how students learn (Table 10). These candidates displayed understanding of students' developmental characteristics, skills, knowledge, interests, or cultural knowledge and recognized the value of this knowledge (see Table 5, p. 36). In addition, they displayed understanding of different approaches to learning. In contrast, 88 candidates were able to

demonstrate knowledge of how students learn at the entry level mastery. At this level of competence, candidates were skilled in long and short-range planning. They displayed a more thorough understanding of development characteristics, exceptions to general patterns, skills, knowledge, interests, and heritage (see Table 5, p. 36). In addition, they used knowledge of student's special needs and varied approaches to learning when planning lessons. Under assessment of objectives, most candidates attained either proficient (N = 93) or entry level master (N = 77) competence. Consequently, these candidates were able to use formal assessments to either gauge student learning or to plan lessons. Finally, they used some informal assessments to make adjustments while teaching.

Domain Two: The Classroom Environment

Mean and standard deviation scores on classroom management and discipline are shown in Table 11. Candidates' performance attainment in classroom management was

Table 11. Mean and Standard Deviation Scores of Faculty Evaluation of Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain Two

Total Sample	**Domain Two: The Classroom Environment - Performance Assessment Criteria**		
Curriculum Cores		**Classroom Management**	**Discipline**
Core 1:Pre-admission to Professional Education	Mean	3.0000	3.0000
	N	5	5
	Std. Deviation	.0000	.0000
Core 2: Sophomore	Mean	3.3043	3.2778
	N	23	18
	Std. Deviation	.7029	1.0178
Core 3: Junior	Mean	3.3103	3.1333
	N	29	30
	Std. Deviation	.8064	.8996
Core4: Senior-PreStudent Teaching	Mean	3.3043	3.3125
	N	69	64
	Std. Deviation	.5766	.6393
Core 5: Senior-Student Teaching	Mean	3.8333	3.7778
	N	18	18
	Std. Deviation	.3835	.4278
Total	Mean	3.3611	3.3185

at the proficient level across Core 2 (M = 3.3, SD = .7029), Core 3 (M = 3.3, SD = .8064), Core 4 (M = 3.3, SD = .5766), and Core 5 (M = 3.8, SD = .3835). Core 4 (SD = .5766) and Core 5 (SD = .3825) candidates' level of competence varied less within the cohorts. In comparison, candidates' performance attainment in discipline was at the proficient level across Core 2 (M = 3.2, SD = 1.0178), Core 3 (M = 3.1, SD = .8996), Core 4 (M = 3.3, SD = .6393), and Core 5 (M = 3.7, SD = .4278). Core 5 (SD = .4278) candidates' level of competence varied less within the group in contrast to the greater variability among the level of proficient competence shown for Core 2 (SD = 1.0178).

For classroom management (Table 12), the majority of the candidates (Proficient Level: N = 66; Entry Mastery Level: N = 65) attained competence in using procedures,

Table 12. Frequency of Teacher Education Candidates' Performance Assessment Scores for Domain Two by Evaluation Criteria

Domain II: The Classroom Environment	Frequency
Evaluation Criteria	
Classroom Management	
Adequately Demonstrated	13
Proficient	66
Entry Level Mastery	65
Total	144
Discipline	
Not Acceptable	3
Adequately Demonstrated	14
Proficient	55
Entry Level Mastery	63
Total	135

routines, and expectations established by cooperating teacher (see Table 3, p. 31). Candidates began to develop management strategies that may differ from the cooperating teacher's and plan procedures for handling materials and supplies in an efficient manner. Also, most candidates attained either proficient (N = 55) or entry level mastery (N = 63) competence in discipline. In general, candidates responsed to misbehavior appropriately and successfully. They acknowledged and reinforced appropriate student behavior.

Domain Three: Instruction

Candidates' performance competence Mean (M) and Standard Deviation (SD) scores on instruction are shown in Table 13. Candidates' performance attainment in

Table 13. Mean and Standard Deviation Scores of Faculty Evaluation of Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain Three

Curriculum Cores	Domain Three: Instruction – Performance Assessment Criteria		
		Instructional Strategies	Critical Thinking
Core 1: Pre-admission to Professional Education	Mean	3.0000	3.0000
	N	4	3
	Std. Deviation	.0000	.0000
Core 2: Sophomore	Mean	3.1579	3.1750
	N	38	40
	Std. Deviation	.7543	.7121
Core 3: Junior	Mean	3.2500	3.2105
	N	72	57
	Std. Deviation	.6661	.7731
Core 4: Senior-PreStudent Teaching	Mean	3.3542	3.3295
	N	96	88
	Std. Deviation	.5425	.6012
Core 4: Senior-PreStudent Teaching	Mean	3.3542	3.3295
	N	96	88
	Std. Deviation	.5425	.6012
Core 5: Senior-Student Teaching	Mean	4.0000	3.8333
	N	18	18
	Std. Deviation	.0000	.3835
Total	Mean	3.3333	3.3058
	N	228	206
	Std. Deviation	.6320	.6762

instruction strategies were at the proficient level across Core 2 (M = 3.1, SD = .7543), Core 3 (M = 3.2, SD = .6661), and Core 4 (M = 3.3, SD = .5425). Core 5 (M = 4.0, SD = .000) student teaching candidates achieved entry mastery level competence in instruction. The decreasing Standard Deviation scores among Core 2 (SD = .7543), Core 3 (SD = .6661) and Core 4 (SD = .5425) suggest that most candidates were able to demonstrate greater degrees of competence for instruction as a consequence of matriculation from sophomore to senior status. In addition candidates' performance attainment in enhancing

student's critical ability was at the proficient level across Core 2 (M = 3.1, SD = .7121), Core 3 (M = 3.2, SD = .7731), Core 4 (M = 3.3, SD = .6012). and Core 5 (M = 3.8, SD = .3835). Similar to the attainment of competence in the acquisition of instructional strategies, the decreasing Standard Deviation scores across the five core curriculum components suggest that most candidates were able to enhance P-12 students' critical thinking ability as they matriculated from sophomore to senior status.

As illustrated in Table 14, HSSC teacher education candidates acquired an expanding repertoire of age-appropriate instructional strategies to include: (1) paired work, (2) discovery, and (3) independent work projects. Most candidates reached proficient level of instructional competence (N =115). Whereas other candidates demonstrated entry mastery level (N = 95) competence. In general, these candidates were

Table 14. Frequency of Teacher Education Candidates' Performance Assessment for Domain Three by Evaluation Criteria

Domain III: Instruction	**Frequency**
Evaluation Criteria	
Instructional Strategies	
Not Acceptable	1
Adequately Demonstrated	17
Proficient	115
Entry Level	95
Total	228
Critical Thinking	
Not Acceptable	1
Adequately Demonstrated	22
Proficient	96
Entry Level Mastery	87
Total	206

able to deliver instruction which was becoming more student-entered (see Table 5, p. 36). Their directions and procedures were clear to students and contain an appropriate level of detail. Their lessons had a clearly defined structure around which activities are organized. Pacing of the lesson was consistent throughout the lesson. Finally, these candidates persisted in seeking approaches for students who had difficult learning.

Most candidates (Table 14) demonstrated the ability to enhance students' critical thinking ability (Adequately: N = 22, Proficient: N = 96, Entry Level Mastery: N = 87).

Candidates used both rapid and short answer, questions and inquiry questions, which require all students to think and to respond. Moreover, these candidates began to plan higher order questions and stared to use wait time effectively. Students were given enough time to formulate thoughtful answers and to come up with new questions. Finally, candidates successfully engaged most students in class discussion.

Domain Four: Professional Responsibilities

Mean (M) and Standard Deviation (SD) scores of faculty evaluation of teacher education candidates' performance attainment by curriculum core areas and by Domain Four are indicated in Table 15. As shown in Table 15, teacher candidates' performance

Table 15. Mean and Standard Deviation Scores of Faculty Evaluation of Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain Four

Total Sample	**Domain Four: Professional Responsibilities - Performance Assessment Criteria**			
Curriculum Cores		**Communication**	**Commitment**	**Perspectives of Self and Others**
Core 1: Pre-admission to Professional Education	Mean	3.0000	3.0000	3.5000
	N	2	3	4
	Std. Deviation	.0000	.0000	.5774
Core 2: Sophomore	Mean	2.9474	3.0164	3.1591
	N	57	61	44
	Std. Deviation	.8111	.7636	.8337
Core 3: Junior	Mean	3.1781	3.1364	3.1282
	N	73	44	39
	Std. Deviation	.7517	.8784	.9509
Core 4: Senior-PreStudent Teaching	Mean	3.3708	3.3690	3.2989
	N	89	84	87
	Std. Deviation	.5515	.5328	.5523
Core 5: Student Teaching	Mean	3.8889	3.8889	3.9444
	N	18	18	18
	Std. Deviation	.3234	.3234	.2357
Total	Mean	3.2469	3.2571	3.2969
	N	239	210	192
	Std. Deviation	.7114	.7125	.7311

attainment in professional responsibilities reveals an increasingly developmental trajectory from Core 2 through Core 5. Performance attainment shows an increase across the criteria measures resulting in the highest accomplishment with Core 5 cohort. Communication competence increased from Core 2 (M = 2.9, SD = .8111) to Core 5

(M = 3.8, SD = .3234). Level of commitment increased from Core 2 (M = 3.0, SD = .7636) to Core 5 (M = 3.8, SD = .3234). Similarly, candidates' perspectives of self and others changed from Core 2 (M = 3.1, SD = .8337) to Core 5 (M = 3.9, SD = .2357). The smaller standard deviation at Core 5 (Communication: SD = .3234, Commitment: SD = .3234, and Perspectives of Self and Others: SD = .2357) suggest less variability among student teachers cohort's attainment of entry mastery level competence required of beginning teachers.

As illustrated in Table 14, HSSC faculty reported that the majority of HSSC's teacher education candidates demonstrated the knowledge, skills, and dispositions associated with teachers' professional responsibilities. Most candidate's spoken and

Table 16. Frequency of Teacher Education Candidates' Performance Assessment for Domain Four by Evaluation Criteria

Domain IV: Professional Responsibilities	**Frequency**
Evaluation Criteria	
Communication	
Not Acceptable	3
Adequately Demonstrated	29
Proficient	113
Entry Level Mastery	94
Total	239
Commitment	
Not Acceptable	2
Adequately Demonstrated	27
Proficient	96
Entry Level Mastery	85
Total	210
Perspectives of Self and Others	
Not Acceptable	1
Adequately Demonstrated	28
Proficient	76
Entry Mastery Level	87
Total	192

written language was correct and expressive with well-chosen vocabulary that enriches the lesson (Communication – Adequate: N = 22, Proficient: N = 113, and Entry Level Mastery, N = 94). Most candidates appeared to have attained adequate competence to communicate clearly with parents, teachers, and administrators.

Faculty indicated (Table 16) that most candidates had begun to develop dispositions associated with a commitment to teaching (Commitment – Adequately

Demonstrated: N = 27, Proficient: N = 96, and Entry Level Mastery, N = 85). These candidates communicated enjoyment of teaching. As documented in their performance-based assessment portfolios, they participated in observational, tutorial, and teaching experiences in schools and communities, under the director of cooperating teachers and their college faculty. They saw what needed to be done and acted upon it with confidence.

As shown in Table 16, faculty reported that HSSC's teacher education candidates' competence in the development of dispositions associated with perspectives of self and other, varied from Adequately Demonstrated (N = 28), Proficient (N = 76), to Entry Mastery Level (N = 87). Most candidates attained the ability to accurately assess their own teaching (see Table 6, p. 40 and Table 7, p. 41). They began to seek and to use feedback from others. Finally, candidates were professional and sensitive to confidentiality needs in interactions with students, parents and school personnel.

Analysis of the Early Childhood Education Candidates' Data

The Early Childhood Education (ECE) Program at Harris-Stowe State College prepares teachers to work with children - birth through grade three or eight years of age. Candidates must successfully complete 128 credit hours to exit the degree program with 69 of those hours as core requirements in Early Childhood to comply with the Missouri Standards for Teacher Education Programs. Candidates enrolled in the ECE Program vary in age and employment experiences. Many candidates are non-traditional program participants. A small percentage of these candidates are family childcare providers, teachers in a local Head Start program and/or other center-based childcare program. Finally, these candidates may come to the Harris-Stowe State College with ten or more years of classroom experience as teacher assistants.

Colleges and universities across the nation have recognized the importance of documenting students' performance as higher standards are aimed at, making schools more accountable. In the fall of 2001, Harris-Stowe's Teacher Education faculty instituted a new performance-based assessment system. The new process allowed Early Childhood teacher education candidates to demonstrate knowledge and application of

standards promulgated by Missouri, the National Association for the Education of Young Children, and the Standards established by Harris-Stowe State College.

The education faculty adopted the nationally recognized Danielson framework of teaching model to assess candidates' performance. Sixteen different categories of artifacts were collected from five early childhood courses taught during the fall 2001 semester. These documents included, but were not limited to, integrated thematic units, lesson plans, and rationale statements for authentic assessment portfolios, center observation checklists, and a brochure on professional codes of ethics.

Early Childhood Education candidates' artifact evaluation data were disaggregated using Danielson's four teaching domains and the program curriculum Cores 2, 3, 4, and 5. Core I for freshmen candidates was not applicable in this set of data. Thus, the data represent: sophomores (Core II), juniors (Core III), seniors of pre-student teaching status (Core IV), and seniors currently enrolled in Student Teaching EDUC 0402 I and EDCU 0402 II (Core V). Mean and Standard Deviation statistical analysis were used to report the following findings. N represents the number of artifacts that were evaluated within each of the four domain criteria. Consequently, the number of artifacts varied in relationship to the purpose for each of the candidates' courses.

Domain I: Planning and Preparation. As shown in Table 17, candidates demonstrated adequate to beginning teaching level mastery competence level in Early Childhood content knowledge with a developmental trajectory as indicated in Core 2 (M = 2.71), Core 3 (M = 3.09), Core 4 (M = 3.00) and Core 5 (M = 4.00). This developmental trajectory is consistent with the Core 2 through Core 5's mean scores for (1) Focus on objectives, (2) Knowledge of how students learn, and (3) Assessment of

Table 17. Mean and Standard Deviation Scores of Early Childhood Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain One

Early Childhood Education		**Domain One: Planning and Preparation - Performance Assessment Criteria**			
Curriculum Cores		**Knowledge of Subject**	**Focus on Objectives**	**Knowledge of How Students Learn**	**Assessment of Objectives**
Core 2: Sophomore	Mean	2.7108	2.6389	2.6234	2.4776
	N	83	72	77	67
	Std.	.7735	.8274	.7786	.9432

Early Childhood Education		Domain One: Planning and Preparation - Performance Assessment Criteria			
Curriculum Cores		Knowledge of Subject	Focus on Objectives	Knowledge of How Students Learn	Assessment of Objectives
	Deviation				
Core 3: Junior	Mean	3.0909	3.2121	3.0682	3.6190
	N	55	33	44	21
	Std. Deviation	.8665	.7398	.7594	.5896
Core 4: Senior-PreStudent Teaching	Mean	3.0000	2.8333	2.7500	2.4000
	N	12	6	12	5
	Std. Deviation	.0000	.4082	.4523	.5477
Core 5: Senior-Student Teaching	Mean	4.0000	4.0000	4.0000	4.0000
	N	5	5	5	5
	Std. Deviation	.0000	.0000	.0000	.0000
Total	Mean	2.9097	2.8707	2.8261	2.7959
	N	155	116	138	98
	Std. Deviation	.8088	.8396	.7915	.9944

objectives degree of competence. Total Mean Scores suggest that this Early Childhood Cohort attained slightly below the level of proficient competence in (1) Knowledge of subject (M = 2.90), (2) Focus on objectives (M = 2.87), (3) Knowledge of how students learn (M = 2.82), and (4) Assessment of objectives (M = 2.79).

Candidates in Core 3 (Table 17) were proficient in demonstrating knowledge of content (M = 3.09), focusing on objectives (M =3.21), knowledge of how children learn (M = 3.06) and assessing objectives (M = 3.61). In contrast, candidates in Core 4 while proficient in knowledge of subject matter (M = 3.000) only showed adequate competence of how children acquire skills and knowledge. These candidates' ability to focus on objectives and evaluate those objectives was only adequately demonstrated. Finally, Core V candidates' competence level suggests a mastery of content, theories of child growth and development, and ability to focus on and evaluate objectives.

Domain II: The Classroom Environment. Candidates' classroom environment competence was above the proficient level (Table 18) as indicated by the total Mean score for Classroom management (M = 3.28) and for Discipline (M = 3.30). Cores 1, 3, and 5 candidates demonstrated proficient competence in following procedures and routines to manage classrooms. In contrast, Core 4 candidates adequately demonstrated

these same criterion measures. It can be conjectured that the purposes of the course in which these artifacts were facilitated contributed to this difference in competence attainment.

Table 18. Mean and Standard Deviation Scores of Early Childhood Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain Two

Early Childhood Education	**Domain Two: The Classroom Environment Performance Assessment Criteria**		
Curriculum Cores		**Classroom Management**	**Discipline**
Core 2: Sophomore	Mean	3.2105	3.5000
	N	19	12
	Std. Deviation	.7133	.6742
Core 3: Junior	Mean	3.2632	3.1000
	N	19	20
	Std. Deviation	.9335	1.0208
Core 4: Senior-PreStudent Teaching	Mean	2.5000	2.5000
	Std. Deviation	.7071	.7071
Core 4: Senior-PreStudent Teaching	Mean	2.5000	2.5000
	N	2	2
	Std. Deviation	.7071	.7071
Core: Senior-Student Teaching	Mean	4.0000	4.0000
	N	5	5
	Std. Deviation	.0000	.0000
Total	Mean	3.2889	3.3077
	N	45	39
	Std. Deviation	.8153	.8931

Domain III: Instruction. As illustrated in Table 19, candidates consistently attained a proficient level of competence in instruction. Core 2 (M = 3.10), Core 3 (M = 3.28), Core 4 (M = 3.10) and Core 5 (M = 4.0) candidates possessed an expanding repertoire of age-appropriate instructional strategies. They proved to be proficient in using different approaches in working with children of diverse learning styles and abilities. In addition, this cohort is beginning to plan higher order questions and is starting to use wait time effectively. They are making attempts to engage all students in discussion.

Table 19. Mean and Standard Deviation Scores of Early Childhood Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain Three

Early Childhood Education	**Domain Three: Instruction – Performance Assessment Criteria**		
Curriculum Cores		**Instructional Strategies**	**Critical Thinking**
Core 2: Sophomore	Mean	3.1071	3.1071
	N	28	28
	Std. Deviation	.6853	.6289
Core 3: Junior	Mean	3.2826	3.2381
	N	46	42
	Std. Deviation	.6884	.7905
Core 4: Senior-PreStudent Teaching	Mean	3.1000	3.2857
	N	10	7
	Std. Deviation	.3162	.4880
Core 5: Senior-Student Teaching	Mean	4.0000	4.0000
	N	5	5
	Std. Deviation	.0000	.0000
Total	Mean	3.2472	3.2439
	N	89	82
	Std. Deviation	.6620	.7125

In contrast, Core 5 candidates demonstrate competence in using a variety of age-appropriate instructional strategies - peer teaching, process learning, simulations, and contracts. Finally, Core 5 cohort attained beginning teaching mastery level in employing instructional strategies that promote higher order/critical thinking.

Domain IV: Professional Responsibilities. As indicated in Table 20, Core 2 (M = 2.86) and Core 4 (M = 2.33) demonstrated similar above adequate competence in communication. In contrast, Core 3 (M = 3.13) and Core 5 (M = 4.00) exhibited proficient to beginning teaching master level competence in communication.

Table 20. Mean and Standard Deviation Scores of Early Childhood Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain Four

Early Childhood Education	**Domain Four: Professional Responsibilities - Performance Assessment Criteria**			
Curriculum Cores		**Communication**	**Commitment**	**Perspectives of Self and Others**
Core 2: Sophomore	Mean	2.8667	2.9608	3.0625
	N	45	51	32
	Std. Deviation	.7862	.7200	.8007
Core 3: Junior	Mean	3.1395	3.0455	3.0370
	N	43	22	27
	Std. Deviation	.8042	.9501	1.0184
Core 4: Senior-PreStudent Teaching	Mean	2.3333	3.2857	2.6667
	N	3	7	3
	Std. Deviation	.5774	.4880	.5774
Core 5: Senior-Student Teaching	Mean	4.0000	4.0000	4.0000
	N	5	5	5
	Std. Deviation	.0000	.0000	.0000
Total	Mean	3.0313	3.0706	3.1045
	N	96	85	67
	Std. Deviation	.8137	.7836	.8899

For commitment, Core 2 (M = 2.96) demonstrated just below proficient competence while Core 3 (M = 3.04) and Core 4 (M = 3.28) candidates attained proficient competence, and Core 5 (M = 4.00) accomplished beginning teaching master level competence. Core 5 (M = 4.0) candidates attained mastery in communicating with students. They conveyed enjoyment of learning and teaching, accurately assessed their teaching strategies, accepted and used feedback from others. Finally, all candidates achieved above adequate competence in perspectives of self and others.

In support of Assumption One there is evidence, which suggest that Early Childhood candidates were able to develop a theory and a conceptual understanding of effective teaching based on the program's conceptual framework, constant across the four domains of effective teaching. It can be conjectured with confidence that these candidates have learned to create conditions that facilitate the acquisition of learning

among children from birth to age eight. Finally, these data indicate that Harris-Stowe State College continues to be engaged in providing future educators with foundational approaches that prepares them to become ***Effective Teachers in a Diverse Society.***

Analysis of the Elementary Education Candidates' Data

In December Teacher Education faculty members collected artifacts from students in their respective classes. These artifacts are the documentation of candidates' performance in the professional education classes. Teacher Education candidates were required to demonstrate mastery relative to the exemplars established for a particular program's core curriculums, that embody the Missouri Standards for Teacher Education Programs (MoSTEP) Standards, the Association for Childhood Education International Standards, Missouri Show-me Standards, the National Council for the Accreditation of Teacher Education (NCATE) Standards and the program standards established by Harris-Stowe State College.

The Teacher Education faculty assessed these artifacts (a candidate's individual performance) based on Danielson's Dimensions of Teaching. The artifacts were evaluated based on Danielson's four domains: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibilities. Each domain was further broken down into subcategories. Each subcategory was then assessed using the *Rubric for Guiding the Evaluation of HSSC's Teacher Education Candidates' Performance Assessment Artifacts*, adapted from Danielson's (1996) Enhancing professional practice: A framework for teaching.

Candidates were scored numerically as to whether the performance demonstrated was not acceptable, adequately demonstrated, either proficient or entry level I mastery. In reviewing the artifacts as they related to Danielson's Domain 1 (Planning and Preparation), we looked at the students' knowledge of the subject, how it focused on the objectives, the candidates' knowledge of how students' learn and the candidates' assessment of the objectives. In Domain II (The Classroom Environment), we focused on classroom management and discipline. In Domain III (Instruction), instructional strategies and critical thinking were the focus. In Domain IV (Professional Responsibilities), were communication, commitment and perspective of self and others.

The students themselves were evaluated in relation to their educational accomplishments and in relation to the respective Curriculum Core.

Domain I: Planning and Preparation. As indicated in Table 21, most Elementary Education candidates attained proficient competence in knowledge of the core disciplines for elementary education students as illustrated in Core 2 (M = 2.4, SD = .6224), Core 3 (M = 3.0, SD = .9189), and Core 4 (M = 3.3, SD = .6917). Candidates adequately displayed knowledge of the content and began to make connections with other parts of the core elementary disciplines. In addition, candidates supplemented their content knowledge by using outside sources such as the Internet. Evidence under Focus

Table 21. Mean and Standard Deviation Scores of Elementary Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain One

Elementary Education		Domain One: Planning and Preparation – Performance Assessment Criteria			
Curriculum Cores		**Knowledge of Subject**	**Focus on Objectives**	**Knowledge of How Students Learn**	**Assessment of Objectives**
Core 1: Pre-admission to Professional Education	Mean	3.3333	2.7500	3.0000	2.6667
	N	6	4	3	3
	Std. Deviation	.5164	.5000	.0000	.5774
Core 2: Sophomore	Mean	2.4918	2.3600	2.3860	2.2083
	N	61	50	57	48
	Std. Deviation	.6224	.6312	.6479	.7978
Core 3: Junior	Mean	3.0000	3.0811	3.0000	3.3684
	N	46	37	38	19
	Std. Deviation	.9189	.7593	.7352	.5973
Core 4: Senior-PreStudent Teaching	Mean	3.3824	3.5167	3.3906	3.4000
	N	68	60	64	60
	Std. Deviation	.6917	.5672	.5525	.6162
Total	Mean	2.9834	3.0066	2.9383	2.9385
	N	181	151	162	130
	Std. Deviation	.8197	.8041	.7616	.8871

on Objectives (Core 2: M = 2.3, SD = .6312; Core 3: M = 3.0, SD = .7593; and Core 4: M =3.5, SD = .5672) suggest that elementary candidates' lesson plans included instructional strategies appropriate to the disciplines being taught. Senior candidates

(Core 4) versus sophomore (Core 2) and juniors (Core 3) demonstrated the greatest degree of competence relative to the development and application of objectives in teaching. The number of Core 1 cohort membership was less than 10 and was not included in this analysis. In general, candidates were aware of the critical purpose of objectives/outcomes in planning lessons (Core 2: M =2.3, SD = .6312, Core 3: M = 3.0, SD = .7593, and Core 4: M = 3.5, SD = .5672). Their lessons were written in terms of students' learning outcomes.

Under knowledge of how students learn, candidates' performance competence improved as cohorts matriculated from Core 2 (M = 2.3, SD = .6479), Core 3 (M = 3.00, SD = .7352) to Core 4 (M =3.3, SD = .5525). Most candidates, prior to student teaching, demonstrated proficient competence in knowledge about how students learn. Similarly, this pattern of the improvement of competence is illustrated in their understanding of assessment of objectives. At Core 4, most candidates attained above the proficient competence level (M = 3.4, SD = .5525).

Domain II: The Classroom Environment. Most Elementary Education candidates (Table 22) achieved a proficient level of competence in classroom management (Total M = 3.2, SD = .5762). During their tutorial and teaching assignments

Table 22. Mean and Standard Deviation Scores of Elementary Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain Two

Elementary Education	Domain Two: The Classroom Environment - Performance Assessment Criteria		
Curriculum Cores		**Classroom Management**	**Discipline**
Core 1: Pre-admission to Professional Education	Mean	3.0000	3.0000
	N	5	5
	Std. Deviation	.0000	.0000
Core 2: Sophomore	Mean	2.7500	2.8000
	N	12	5
	Std. Deviation	.4523	.4472
Core 3: Junior	Mean	3.2143	2.9333
Core 4: Senior-PreStudent Teaching	Mean	3.4717	3.5000
	N	53	48
	Std. Deviation	.5040	.5835
Total	Mean	3.2976	3.3014
	N	84	73
	Std. Deviation	.5762	.6808

these candidates used procedures, routines, and expectations established by the cooperating teacher. Moreover, they held students accountable for these classroom management expectations. Furthermore, candidates began to develop management strategies that may differ from those established by the cooperating teacher. Candidates were able to plan procedures for handling materials and supplies in an efficient manner. Finally, candidates began to plan their transitions, and directions were getting more complex, involving more than one task as candidates engaged student in extended small group instruction.

As indicated in Table 22, Core 4 (M = 3.5, SD =. 5835) versus Core 2 (M =2.8, SD = .4472) attained a greater degree competence associated with student discipline. Core 4 candidates' interactions with their students were consistent and appropriate. During small group instruction, candidates disciplined students without being sarcastic or negative. Moreover, these candidates developed an awareness of their students' behaviors and could sense inappropriate behavior without needing to have their attention drawn to it. While they recognized appropriate behaviors and did not respond in a demeaning way, they did not have consistent results. Their repertoire of responses was increasing and they were building responses that acknowledged and reinforced appropriate behaviors.

Domain Three: Instruction. As illustrated in Table 23, Elementary Education candidates consistently attained a proficient level of competence in instruction. Core 2 (M = 2.9, SD = .2774), Core 3 (M = 3.1, SD = .7538), and Core 4 (M = 3.4, SD = .5918) candidates possessed an expanding repertoire of age-appropriate instructional strategies.

Table 23. Mean and Standard Deviation Scores of Elementary Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain Three

Elementary Education	**Domain Three: Instruction Performance Assessment Criteria**		
Curriculum Cores		**Instructional Strategies**	**Critical Thinking**
Core 1: Pre-admission to Professional Education	Mean	3.0000	3.0000
	N	4	3
	Std. Deviation	.0000	.0000
Core 2: Sophomore	Mean	2.9231	2.8462
	N	13	13

Elementary Education	Domain Three: Instruction Performance Assessment Criteria		
Curriculum Cores		Instructional Strategies	Critical Thinking
	Std. Deviation	.2774	.3755
Core 3: Junior	Mean	3.1026	2.9655
	N	39	29
	Std. Deviation	.7538	.8653
Core 4: Senior-PreStudent Teaching	Mean	3.4762	3.4167
	N	63	60
	Std. Deviation	.5918	.6712
Total	Mean	3.2773	3.2095
	N	119	105
	Std. Deviation	.6500	.7298

It appeared that Elementary Education candidates were able to demonstrate both student-centered, as well as teacher directed, instructional strategies. Directions and procedures given to students were clear and contained an appropriate level of detail. Lessons had a clearly defined structure around which activities were organized. The pacing of the lessons was consistent. Furthermore, most candidates demonstrated either adequate competence (Core 2: M = 2.8, SD = .3755 and Core 3: M = 2.9, SD = .8653) or proficient competence (Core 4: M = 3.4, SD = .6712) in the enhancement of students' critical thinking ability. Overall, candidates were beginning to prepare higher order questions and were starting to use wait time effectively. They were attempting to engage all students in discussions.

Domain Four: Professional Responsibilities. As indicated in Table 24, Elementary Education cohorts: Core 2 (M = 2.5, SD = .5099), Core 3 (M = 3.0, SD = .8302) and Core 4 (M = 3.4, SD =. 5350) demonstrated above adequate to proficient competence in communication. By far the seniors (Core 4) were the most proficient at expressing their enjoyment of teaching. They were the most confident and were able to see what needed to be done and do it. At this point, they were prepared to follow through on what needed to be done without reminders during small-group instruction.

Table 24. Mean and Standard Deviation Scores of Elementary Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain Four

Elementary Education	Domain Four: Professional Responsibilities - Performance Assessment Criteria			
Curriculum Cores		**Communication**	**Commitment**	**Perspectives of Self and Others**
Core 1: Pre-admission to Professional Education	Mean	3.0000	3.0000	3.5000
	N	2	3	4
	Std. Deviation	.0000	.0000	.5774
Core 2: Sophomore	Mean	2.5000	2.7188	2.5000
	N	26	32	14
	Std. Deviation	.5099	.4568	.5189
Core 3: Junior	Mean	3.0909	3.0000	2.9474
	N	44	28	19
	Std. Deviation	.8302	.9428	.9703
Core 4: Senior-PreStudent Teaching	Mean	3.4921	3.5179	3.4262
	N	63	56	61
	Std. Deviation	.5350	.5718	.5905
Total	Mean	3.1630	3.1681	3.2041
	N	135	119	98
	Std. Deviation	.7351	.7286	.7456

These candidates were willing to commit extra time and energy to their teaching responsibilities, under the supervision of their cooperating teachers.

More senior candidates (Core 4: M = 3.5, SD = .5718) than sophomore (Core 2: M = 2.7, SD = .4569) and junior (Core 3: M = 3.0, SD = .9428) candidates attained greater competence in commitment to teaching. Senior candidates seemed to be more proficient in seeking and using feedback from others. Their relationships with school staff were characterized by support and cooperation. Moreover, they conducted themselves as professionals in their interactions with school personnel, students, and college faculty. Similarly, more senior candidates (Core 4: M = 3.4, SD = .5905) than sophomore (Core 2: M = 2.5, SD = .5189) and junior (Core 3: M = 2.9, SD = .9703) candidates attained greater competence associated with perspectives of self and others.

Analysis of the Middle School Education Candidates' Data

The Middle School Education Program is designed to prepare teachers to work with youth from grades five through nine. Faculty member have involved educators in grade five through nine throughout the St. Louis metropolitan areas and the ST. Louis Public Schools. The evidence gathered as a part of the data for performance expectations was organized around the specific needs for each core. The system of courses and their performance-based assessment components are designed to comply with the proficiencies delineated in the Missouri Standards for Teacher Education Programs (MoSTEP). The monitoring process begins as the candidates enter formally into the professional level of the Teacher Education Program in their Junior I semester. Some students enroll in course work prior to formal acceptance into the program and begin to take prescribed courses in the Sophomore II semester. Teacher Education candidates are assessed at multiple assessment points as they progress toward certification. The assessment, therefore, follows the natural progression of candidates' awareness (Core I), understanding (Core II), knowledge (Core III) and application (Core IV and Core V) of the skills, knowledge base, and dispositions necessary to become effective educators in a diverse society.

In December of 2001, the Teacher Education faculty members collected artifacts from students in their respective classes. These artifacts are the documentation of student performance in the Teacher Education classes. Teacher Education students were required to demonstrate mastery relative to the exemplars established for a particular program's core curriculums, embody the Missouri Standards for Teacher Education Programs (MoSTEP) Standards, the National Middle School Association Guidelines, Missouri Show-me Standards, the National Council for the Accreditation of Teacher Education (NCATE) Standards and the program standards established by Harris-Stowe State College.

The Teacher Education Department faculty were then required to assess these artifacts (a candidate's individual performance) based on Danielson's Dimensions of Teaching. The artifacts were evaluated based on Danielson's four domains: Planning and Preparation (Domain I), The Classroom Environment (Domain II), Instruction (Domain III) and the Professional Responsibilities (Domain IV). Each domain was further broken down into subcategories. Each subcategory was then assessed using the *Rubric for*

Guiding HSSC's Teacher Education Candidates' Performance Assessment Artifacts, adapted from Danielson's Enhancing professional practice: A framework for teaching.

Students' artifacts were scored by the Teacher Education Faculty numerically, for example one (1) through four (4) as to whether the performance demonstrated was not acceptable (1), adequately demonstrated (2), proficient (3) or entry level mastery (4) (see Appendix A). In reviewing the artifacts as they related to Danielson's Domain 1, we looked at the students' knowledge of the subject, how it focused on the objectives, the students knowledge of how students' learn and the students' assessment of the objectives. In Domain II we focused on classroom management and discipline. In Domain III, instructional strategies and critical thinking were the focus. In Domain IV, were communication, commitment and perspective of self and others. The students themselves were evaluated in relation to their educational accomplishments and in relation to which Curriculum Core they belonged.

The Middle School Education artifact evaluation data were not aggregated by categories but by degree programs only, utilizing Danielson's four teaching domains and four of the five cores. The cores represent: Students who have not been admitted to the Professional Education (Core 1), Sophomores (Core 2), Juniors (Core 3), and Seniors prior to student teaching (Core 4). The Core Five could be the student teachers who were enrolled in EDUC 0402I and EDUC 0402II. However, the student teachers were not included in this data analysis. Mean and Standard Deviation statistical analysis were used to report the following findings.

Domain I: Planning and Preparation. As indicated in Table 25, the Middle School Education Candidates were thought to have proficient knowledge of the content area(s), to make connections with other parts of the discipline or with other disciplines, to supplement content knowledge by using outside sources, for example, internet, best practice, hands-on materials and professional journals (Mean=3.0). The objectives and outcomes were written in terms of student learning but might be difficult to assess as candidates began to incorporate long-range plans.

Table 25. Mean and Standard Deviation Scores of Middle School Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain One

Middle School Education		Domain One: Planning and Preparation - Performance Assessment Criteria			
Curriculum Cores		**Knowledge of Subject**	**Focus on Objectives**	**Knowledge of How Students Learn**	**Assessment of Objectives**
Core 1: Pre-admission to Professional Education	Mean	3.0000	2.5000	3.0000	2.0000
	N	2	2	1	1
	Std. Deviation	.0000	.7071	.	.
Core 2: Sophomore	Mean	3.3333	3.2308	3.2308	3.1667
	N	15	13	13	12
	Std. Deviation	1.1127	1.1658	1.0127	1.1146
Core 3: Junior	Mean	2.6500	2.7692	2.6154	3.2500
	N	20	13	13	8
	Std. Deviation	.9333	.7250	.6504	.4629
Core 4: Senior-PreStudent Teaching	Mean	3.0870	3.0476	3.0455	3.0952
	N	23	21	22	21
	Std. Deviation	.2881	.2182	.2132	.3008
Total	Mean	3.0000	3.0000	2.9796	3.1190
	N	60	49	49	42
	Std. Deviation	.8234	.7360	.6611	.6700

The candidates were perceived to display understanding of students' developmental characteristics, skills, knowledge interests or cultural knowledge; recognize the value of the knowledge; display understanding of different approaches to learning (Mean=2.97). The Middle School Education major candidates were rated to have proficiency in using formal assessments to gauge student learning or to plan lessons and using informal assessments to make adjustments while teaching (Mean=3.11). In other words, in Domain I: Planning and Preparation, the Middle School Education major candidates were thought to have proficient knowledge of subject, focus of objectives, knowledge of how students learn and the assessment skills to determine if their middle school students have achieved the objectives.

In Domain I, the sophomore Middle School Education candidates (Core 2) and the seniors (Core 4) were perceived to have the proficient competencies in all of the four categories of the domain, whereas junior candidates (Core 3) were adequately demonstrated their competencies. It is rather interesting to see that the senior students' artifacts were rated lower than the sophomore across the sub-categories in this domain.

Domain II: The Classroom Environment. In Domain II: The Classroom Environment (Table 26), the middle school education major candidates were perceived to use procedures, routines of handling materials and supplies, and expectations established by cooperating teacher and hold students accountable for them. At this stage, the candidates began to develop their own management strategies including planned transitions (Mean = 3.06). The candidate responded that the students exhibited respect for them and the candidates began to develop "eyes in the back of his/her head." The candidates at this core responded to students' misbehaviors (Mean=2.89).

Table 26 Mean and Standard Deviation Scores of Middle School Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain Two

Middle School Education	**Domain Two: The Classroom Environment - Performance Assessment Criteria**		
Curriculum Cores		**Classroom Management**	**Discipline**
Core 1: Pre-admission to Professional Education	Mean	3.0000	3.0000
	N	3	3
	Std. Deviation	.0000	.0000
Core 2: Sophomore	Mean	3.7500	3.0000
	N	4	7
	Std. Deviation	.5000	1.4142
Core 3: Junior	Mean	2.8000	2.5000
	N	5	6
	Std. Deviation	.8367	1.0488
Core 4: Senior-PreStudent Teaching	Mean	3.0000	3.0000
	N	18	12
	Std. Deviation	.0000	.0000
Total	Mean	3.0667	2.8929
	N	30	28
	Std. Deviation	.4498	.8317

Cores 1, 2 and 4 were rated to have proficiency in classroom management and discipline and Core 3 students adequately demonstrated their knowledge and skills in Planning and Preparation.

Domain III: Instruction. In Domain III, the Middle School Education candidates were rated to possess an expanding repertoire of age-appropriate instructional strategies; to give clear directions and procedures of their instruction; and to seek approaches for students who might have difficult in learning (Mean=3.09). The candidates were

Table 27. Mean and Standard Deviation Scores of Middle School Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain Three

Middle School Education	**Domain Three: Instruction – Performance Assessment Criteria**		
Curriculum Cores		**Instructional Strategies**	**Critical Thinking**
Core 1: Pre-admission to Professional Education	Mean	3.0000	3.0000
	N	2	1
	Std. Deviation	.0000	.
Core 2: Sophomore	Mean	3.3846	3.3333
	N	13	15
	Std. Deviation	.8697	.8165
Core 3: Junior	Mean	2.8571	2.6000
	N	14	15
	Std. Deviation	.8644	.8281
Core 4: Senior-PreStudent Teaching	Mean	3.0870	3.0476
	N	23	21
	Std. Deviation	.2881	.2182
Total	Mean	3.0962	3.0000
	N	52	52
	Std. Deviation	.6645	.6860

regarded to use both rapid, short answer, and higher-order questions, which require the students to think and respond. They started to make an attempt to engage all students in discussion with wait-time but with limited success (Mean=3.0).

The candidates in Core 1, 2, and 4 were perceived to have attained proficient level of competence in instructional strategies and critical thinking. The candidates in Core 3 exhibited adequate competence level in their knowledge and skills for designing and delivering effective instruction.

Domain IV: Professional Responsibilities. In Domain IV: Professional Responsibilities, the Middle School Education Candidates were thought to have proficient communication skills. Their spoken and written language were clear, correct and appropriate when communicating with students, parents, teachers or administrators. In other words, the candidates started using "teacher voice" but not consistently (Mean=3.07). The candidates shared their commitment to their students and their jobs; started communicating enjoyment of teaching; and committed extra time and energy to teaching responsibilities (Mean=2.92).

Table 28. Mean and Standard Deviation Scores of Middle School Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain Four

Middle School Education	**Domain Four: Professional Responsibilities - Performance Assessment Criteria**			
Curriculum Cores		**Communication**	**Commitment**	**Perspectives of Self and Others**
Core 1: Pre-admission to Professional Education	Mean		3.0000	
	N		1	
	Std. Deviation		.	
Core 2: Sophomore	Mean	3.2667	3.2308	3.4286
	N	15	13	14
	Std. Deviation	.7988	.9268	.8516
Core 3: Junior	Mean	2.8333	1.8000	2.6250
	N	18	5	8
	Std. Deviation	.9235	.4472	1.1877
Core 4: Senior-PreStudent Teaching	Mean	3.1250	3.0000	3.0500
	N	24	20	20
	Std. Deviation	.3378	.0000	.2236
Total	Mean	3.0702	2.9231	3.0952
	N	57	39	42
	Std. Deviation	.7036	.7028	.7590

According to the data under perspectives of self and others (Total Mean=3.09), the candidates started to seek and use feedback from others; get the support and cooperation and develop relationships with school staff to complete their jobs. Also,

these candidates also began to develop personal standards and were aware of confidentiality and data privacy needs. Core 1, 2 and 4 candidates demonstrated their proficiency in the areas of communication, commitment and perspectives of self and others while Core 3 demonstrated adequately.

Analysis of the Secondary Education Candidates' Data

The Secondary Education Program is designed to prepare teachers to work with youth from grades nine through twelve. The system of courses and their performance-based assessment components are designed to comply with the proficiencies delineated in the Missouri Standards for Teacher Education Programs (MoSTEP). The monitoring process begins as the candidates enter formally into the professional level of the Teacher Education Program in their Junior I semester. Some candidates enroll in course work prior to formal acceptance into the program and begin to take prescribed courses in the Sophomore II semester. Teacher Education candidates are assessed at multiple assessment points as they progress toward certification. The assessment, therefore, follows the natural progression of candidates' awareness (Core I), understanding (Core II), knowledge (Core III) and application (Core IV and Core V) of the skills, knowledge base, and dispositions necessary to become an effective educator in a diverse society.

In December of 2001, the Teacher Education faculty members collected artifacts from students in their respective classes. These artifacts are the documentation of student performance in the Teacher Education classes. Teacher Education students were required to demonstrate mastery relative to the exemplars established for a particular program's core curriculums, that embody the MoSTEP Standards, the best practices and standards of learned societies along with their reflections.

The Teacher Education faculty was then required to assess these artifacts (a candidate's individual performance) based on Danielson's Framework of Teaching. The artifacts were evaluated based on Danielson's four domains: Planning and Preparation (Domain I), The Classroom Environment (Domain II), Instruction (Domain III) and the Professional Responsibilities (Domain IV). Each domain was further broken down into subcategories. Each subcategory was then assessed using the *Rubric for Guiding the Evaluation of HSSC's Teacher Education Candidates' Performance Assessment Artifacts*

(Appendix A), adapted from Danielson's Enhancing professional practice: A framework for teaching.

Candidates' artifacts were scored by the Teacher Education Faculty numerically, i.e., one (1) through four (4) as to whether the performance demonstrated was not acceptable (1), adequately demonstrated (2), proficient (3) or entry level mastery (4). In reviewing the artifacts as they related to Danielson's Domain 1, we looked at the students' knowledge of the subject, how it focused on the objectives, the students knowledge of how students' learn and the students' assessment of the objectives. In Domain II we focused on classroom management and discipline. In Domain III, instructional strategies and critical thinking were the focus. In Domain IV were communication, commitment and perspective of self and others. The students themselves were evaluated in relation to their educational accomplishments and in relation to which Curriculum Core they belonged.

The Secondary Education artifact evaluation data were not aggregated by categories but by degree programs only utilizing Danielson's four teaching domains and four of the five cores. The cores represent: Students who have not been admitted to the Professional Education (Core 1), Sophomores (Core 2), Juniors (Core 3), and Seniors prior to student teaching (Core 4). The Core 5 could be the student teachers who were enrolled in EDUC 0402I and EDUC 0402II. However, the student teachers were not included in this data analysis. For the secondary Education, the sophomore students (Core 2) and senior-students of pre-student teaching (Core 4) were involved in this project. Mean and Standard Deviation statistical analysis were used to report the following findings.

Domain I: Planning and Preparation. In Domain I (Table 29), the Secondary Education candidates were thought to have proficient knowledge of the content area(s), to make connections with other parts of the discipline or with other disciplines, to supplement content knowledge by using outside sources, e.g., internet, best practice, hands-on materials and professional journals (Mean=2.89). The objectives and outcomes were written in terms of student learning but might be difficult to assess and the candidates began to incorporate long-range plans (Mean=2.85).

Table 29. Mean and Standard Deviation Scores of Secondary Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain One

Secondary Education		Domain One: Planning and Preparation - Performance Assessment Criteria			
Curriculum Cores		**Knowledge of Subject**	**Focus on Objectives**	**Knowledge of How Students Learn**	**Assessment of Objectives**
Core 2: Sophomore	Mean	2.8636	2.7692	2.8947	2.5833
	N	22	13	19	12
	Std. Deviation	.3513	.4385	.3153	.5149
Core 4: Senior-Pre Student Teaching	Mean	3.0000	3.0000	3.0000	2.8571
	N	7	7	7	7
	Std. Deviation	.0000	.0000	.0000	.3780
Total	Mean	2.8966	2.8500	2.9231	2.6842
	N	29	20	26	19
	Std. Deviation	.3099	.3663	.2717	.4776

The candidates were perceived to display understanding of students' developmental characteristics, skills, knowledge interests or cultural knowledge; recognize the value of the knowledge. Secondary Education major candidates were rated to have fair proficiency in using formal assessments to gauge student learning or to plan lessons and using informal assessments to make adjustments while teaching (Mean=2.68). In other words, in Domain I, the Secondary Education major candidates were thought to have proficient knowledge of subject, focus of objectives, knowledge of how students learn and the assessment skills to determine if their high school students have achieved the objectives.

Domain II: The Classroom Environment. In Classroom Management under Domain II, the secondary education major students were perceived to display generally accurate knowledge of students' developmental characteristics, skills, knowledge, interests or cultural heritage.

Table 30. Mean and Standard Deviation Scores of Secondary Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain Two

Secondary Education	Domain Two: The Classroom Environment - Performance Assessment Criteria		
Curriculum Cores		**Classroom Management**	**Discipline**
Core 2: Sophomore	Mean	2.7273	3.0000
	N	11	4
	Std. Deviation	.4671	.0000
Core 4: Senior-PreStudent Teaching	Mean	2.0000	2.0000
	N	3	3
	Std. Deviation	.0000	.0000
Total	Mean	2.5714	2.5714
	N	14	7
	Std. Deviation	.5136	.5345

Some of these candidates were perceived to display understanding of their students' developmental characteristics, skills, and knowledge and recognize the value of this knowledge (Mean = 2.57). At this stage, the candidates began to develop their own management strategies including planned transitions. In the area of discipline, candidates were thought to use some formal assessments to gauge student learning, for example, quizzes, chapter tests, and homework. Some candidates started using formal assessments. (Mean=2.57). Core 2 candidates were rated to have adequate competency in classroom management and demonstrate proficient competence level in discipline. Core 4 candidates were perceived to demonstrate their knowledge and competency in classroom management and discipline adequately.

Domain III: Instruction. In Domain III (Table 31), the Secondary Education candidates were rated to possess an expanding repertoire of age-appropriate instructional strategies; to give clear directions and procedures of their instruction; and to seek approaches for students who might have difficult in learning (Mean=2.91).

Table 31. Mean and Standard Deviation Scores of Secondary Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain Three

Secondary Education	Domain Three: Instruction – Performance Assessment Criteria		
Curriculum Cores		Instructional Strategies	Critical Thinking
Core 2: Sophomore	Mean	2.7500	2.7333
	N	16	15
	Std. Deviation	.4472	.4577
Core 4: Senior-PreStudent Teaching	Mean	3.2857	3.1429
	N	7	7
	Std. Deviation	.4880	.3780
Total	Mean	2.9130	2.8636
	N	23	22
	Std. Deviation	.5146	.4676

Secondary Education candidates were regarded to use both rapid, short answer, and higher-order questions, which require the students to think and respond. They started to make an attempt to engage all students in discussion with wait-time. However, some candidates demonstrated attributes associated with teacher-centered instructions versus student-centered instruction. The candidates in Core 2 were perceived to have proficiency in instructional strategies and critical thinking (Mean= 2.73). The candidates in Core 4 were rated to be proficient in their knowledge and skills in this domain (Mean = 3.14).

Domain IV: Professional Responsibilities. In Domain IV (Table 32), the secondary education candidates were thought to have the adequate written language proficiency even though their written language contains grammar and syntax errors. The candidates tried to use correct and appropriate language when communicating with student, parents, teachers or administrators but not consistently (Mean=2.65).

Table 32. Mean and Standard Deviation Scores of Secondary Teacher Education Candidates' Performance Assessment by Curriculum Core Areas and by Domain Four

Secondary Education	Domain Four: Performance Assessment Criteria			
Curriculum Cores		**Communication**	**Commitment**	**Perspectives of Self and Others**
Core 2: Sophomore	Mean	2.4375	2.7619	2.6667
	N	16	21	6
	Std. Deviation	.6292	.5390	.5164
Core 4: Senior-PreStudent Teaching	Mean	3.1429	3.0000	3.0000
	N	7	7	7
	Std. Deviation	.3780	.0000	.0000
Total	Mean	2.6522	2.8214	2.8462
	N	23	28	13
	Std. Deviation	.6473	.4756	.3755

The candidates shared their commitment to their students and their jobs; started communicating enjoyment of teaching; and committed extra time and energy to teaching responsibilities (Mean=2.82). According to the data (Mean=2.84), the candidates started to seek and use feedback from others; get the support and cooperation and develop relationships with school staff to complete their jobs. The candidates also began to develop personal standards and were aware of confidentiality and data privacy needs with making mistakes. Core 2 candidates demonstrated adequate competency (Mean = 2.43) while Core 4 demonstrated greater proficiency in the areas of communication, commitment and perspectives of self and others in the Professional Responsibilities Domain.

Conclusions

The general results from the analysis of the fall 2001 candidates' performance-based assessment support the quality of the program in preparing effective teaches for a diverse society. As supported by the data the majority of Early Childhood Education, Elementary Education, Middle School Education, and Secondary Education candidates attained entry mastery level competence for beginning teaching. Candidates' acquisition of effective teaching competence increased developmentally as they matriculated in the

program from Core 2 through Core 5. It appears then that HSSC's prospective teachers critically reflect on and interpret subject matter, finding appropriate ways to represent the subject matter in such teaching strategies as analogies, metaphors, examples, problems, and demonstrations within the students' social and cultural contexts. Moreover, it seems that candidates learned how to monitor the ways in which urban/metropolitan students construct and employ their understandings of the respective subject matter. In addition, the HSSC teacher candidates understood how learning is situated and context bound, and how social and cultural interactions are deeply intertwined with the development of subject matter understanding.

The data results support Assumption I whereby HSSC's teacher candidates were be able to develop a theory and a conceptual understanding of effective teaching based on the program's conceptual framework, constant across the domains of effective teaching. Candidates' pre-student teaching and student teaching artifact illustration support Assumption II. Clearly, these artifacts provide justification for HSSC's prospective teacher candidates to continually engage in different forms of experiential learning activities situated in school settings as one condition for reconstructing their knowledge, dispositions, and skills for effective teaching. In addition, the selected artifacts included in this report strongly support Assumptions III, IV, and V. HSSC's teacher candidates' field experiences in P-12 school settings enabled them to stand back from these experiences and make observations with some detachment. These candidates reflected on the significance of the field experiences in relationship to the enhancement P-12 student learning. Finally, HSSC's prospective teacher candidates developed the ability to use their experiential and conceptual understanding of effective teaching to make decisions, to solve problems, and to demonstrate effective teacher competence based on P-12 student learning.

Appendix A

Rubric for Guiding the Evaluation of HSSC's Teacher Education Candidates' Performance Assessment Artifacts

HARRIS-STOWE STATE COLLEGE
Teacher Education Unit

Rubric for Guiding the Evaluation of HSSC's Teacher Education Candidates' Performance Assessment Artifacts
Adapted from: Danielson, C. (1996). Enhancing professional practice: A framework for teaching. Alexandria, VA: ASCD.

Domain I. Planning and Preparation					
		SCORE 1	**SCORE 2**	**SCORE 3**	**SCORE 4**
STANDARDS		**Not acceptable**	**Adequately Demonstrated**	**Proficient**	**Beginning Teacher Entry Level Mastery for Initial Certification**
MoSTEP Quality Indicators: 1,2,6, & 10 HSSC Teacher Roles: MC, DP, EVP Danielson's Domain Components: 1 a: Demonstrating knowledge of content 1 b: Demonstrating Knowledge of Students	**A. Knowledge of Subject**	Candidate makes content errors or does not correct content errors students make. Candidate does not supplement content knowledge with research. Candidate is unaware of instructional strategies specific to the disciplines being taught	Candidate displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines. Candidate supplements content knowledge by using existing materials, e.g. student texts, curriculum guides, adds instructional teacher references and resources. Lesson plans reflect awareness of instructional strategies specific to the disciplines being taught.	Candidate displays content knowledge and begins to make connections with other parts of the discipline or with other disciplines. Candidate supplements content knowledge by using outside sources, e.g. the Internet, best practice, hands-on materials, professional journals, etc. lesson plans begin to include instructional strategies appropriate to the disciplines being taught.	Candidate displays solid knowledge and makes connections with other parts of the discipline, and/or real life applications. Candidate consistently supplements content knowledge by using multiple outside sources, e.g. The Internet, best practice, hands-on materials, professional journals, etc. Lessons plans include instructional strategies appropriate to the disciplines being taught.
MoSTEP Quality Indicators: 1, 3, 5 & 8 HSSC Teacher Roles: MC, DP, EVP Danielson's Domain Components: 1 c: Selecting Instructional Goals 1 e: Designing Coherent Instruction	**B. Focus on Objectives**	Objectives/ Outcomes are not considered when planning the lesson. (The lesson is a series of activities and not a cohesively planned lesson.) They are not written in terms of measurable student learning.	Objectives/outcomes do not drive the lesson, i.e. there may be little connection between stated objectives and planned instructional activities. They are not written as student learning but rather as teacher objectives/goals/activities. A standard lesson design format is used.	Objectives/Outcomes drive the lesson. They are written in terms of student learning but may difficult to assess. Candidate designs/plans lessons appropriate to the content. Candidate begins to incorporate long-range plans.	Objectives/Outcomes drive the lesson. They are clear, written in terms of student learning and are assessable. Candidate thoughtfully and consistently designs/plans lessons appropriate to the content.

Domain I. Planning and Preparation					
		SCORE 1	SCORE 2	SCORE 3	SCORE 4
STANDARDS		Not acceptable	Adequately Demonstrated	Proficient	Beginning Teacher Entry Level Mastery for Initial Certification
MoSTEP Quality Indicators: 2,4 & 6 HSSC Teacher Roles: MC, DP, EVP Danielson's Domain Components: 1 b: Demonstrating Knowledge of Students	C. Knowledge of How Students Learn	Candidate displays minimal knowledge of students' developmental characteristics, skills, knowledge, interests, or cultural heritage and does not deem such knowledge valuable. Candidate is unfamiliar with different approaches to learning, e.g. learning styles, modalities, and multiple intelligences.	Candidate displays generally accurate knowledge of students' developmental characteristics, skills, knowledge, interests, or cultural heritage but holds this knowledge for the class only as a whole. Candidate displays general understanding of different approaches to learning.	Candidate displays understanding of students' developmental characteristics, skills, knowledge, interests, or cultural knowledge and recognizes the value of this knowledge. Candidate displays understanding of different approaches to learning.	Candidate is skilled in long- and short-range planning. Candidate displays a more thorough understanding of development characteristics, exceptions to general patterns, skills, knowledge, interests, and heritage. Candidate uses knowledge of student's special needs and varied approaches to learning when planning lessons.
MoSTEP Quality Indicators: 4,6, & 8 HSSC Teacher Roles: MC, DP, EVP Danielson's Domain Components: 1 f: Assessing Student Learning	D. Assessment of Objectives	Candidate does not plan assessments to gauge student learning for planning purposes.	Candidate uses some formal assessments to gauge student learning or plan lessons, e.g. quizzes, chapter tests, homework	Candidates uses formal assessments to either gauge student learning or to plan lessons and uses some informal assessments to make adjustments while teaching, e.g. signals, think/ pair/ share, choral response.	Candidate creates formal assessments and frequently incorporates informal assessments in lesson plans. Candidate maintains accurate, up-to-date records on student performance.

MoSTEP = Missouri Standards for Teacher Education Programs

Domain II. The Classroom Environment					
		SCORE 1	**SCORE 2**	**SCORE 3**	**SCORE 4**
STANDARDS		**Not acceptable**	**Adequately Demonstrated**	**Proficient**	**Beginning Teacher Entry Level Mastery for Initial Certification**
MoSTEP Quality Indicators: 3,6 & 7 HSSC Teacher Roles: MC, DP, EVP Danielson's Domain Components: 2 c: Managing Classroom Procedures 2 e: Organizing Physical Space	**A. Classroom Management**	No standards of conduct appear to have been established, or students are confused as to what the standards are. Materials are handled inefficiently, resulting in loss of instructional time. There is not an awareness of the need to plan for transitions. Many students are off-task and/or distributing other students.	Candidate uses procedures; routines and expectations establish by cooperating teacher but are inconsistent in holding students accountable. Candidate is unable to plan for transitions so much instructional time is lost. Students are on task some of time. Candidate doesn't always recognize off task behavior and has not made provisions for students who finish work early or who misbehave.	Candidate uses procedures, routines, and expectations established by cooperating teacher and holds students accountable for them. Candidate is beginning to develop management strategies that may differ from the cooperating teacher's and plan procedures for handling materials and supplies in an efficient manner. Some transitions are being planned, e.g. students are given something to do at the beginning of class, and directions include more than one task, behavior.	Candidate uses a variety of age-appropriate procedures, routines, and expectations and holds students accountable. Candidate has a growing repertoire of management strategies and is comfortable being in charge of the class. Planned transitions and routines for handling materials and supplies occur smoothly with little loss of instructional time. Expectations are high and include student responsibility for an efficiently run classroom one in which student is able to work independently. Expectations are articulated. Candidate plans activities to keep students on task, has strategies to deal with off-task students, and provides alternate/extra activities for student needing them.

Domain II. The Classroom Environment					
		SCORE 1	SCORE 2	SCORE 3	SCORE 4
STANDARDS		Not acceptable	Adequately Demonstrated	Proficient	Beginning Teacher Entry Level Mastery for Initial Certification
MoSTEP Quality Indicators: 3 & 6 HSSC Teacher Roles: MC, DP, EVP Danielson's Domain Components: 2 a: Establishing a Culture for Learning 2 d: Managing Student Behavior	B. Discipline	Candidate interaction with some students negative, demeaning, sarcastic, or inappropriate tot he age or culture of the students. Students' exhibits disrespect for candidate and /or each other. Student behavior is not monitored, and Candidate is unaware of what students are doing. Candidate doesn't respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Candidate-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for student's culture. Candidate is somewhat aware of student behavior but doesn't see the activities of all students. Candidate attempts to respond to student misbehavior but with uneven results, or no serious disruptive occurs.	Candidate interactions are appropriate. Students exhibit respect for candidate. Candidate is generally aware of student behavior and is beginning to develop "eyes in the back of his head." Candidate responds to student misbehavior, but with uneven results. Repertoire of responses is increasing and includes those, which acknowledge and reinforce appropriate behavior.	Candidate-student interactions are friendly and demonstrate general warmth, caring, and mutual respect. Monitoring by student is subtle and preventive. Candidate's responses to misbehavior are appropriate and successful and respect student the student's dignity or student behavior is generally appropriate and successful and respect the student's dignity, or student behavior is generally appropriate. Candidate acknowledges and reinforces appropriate student behavior.

MoSTEP = Missouri Standards for Teacher Education Programs

Domain III. Instruction					
		SCORE 1	SCORE 2	SCORE 3	SCORE 4
SRANDARDS		Not acceptable	Adequately Demonstrated	Proficient	Beginning Teacher Entry Level Mastery for Initial Certification
MoSTEP Quality Indicators: 3, 4 & 7 HSSC Teacher Roles: MC, DP, EV Danielson's Domain Components: 3 a: Communicating Clearly and Accurately 3 c: Engaging Students in Learning 3 d: Providing Feedback to Students	A. Instructional Strategies	Candidate uses the same instructional approach in presenting content/ skills (lecture, independent work, and teacher-led discussions. Classroom is teacher-centered. Directions and procedures are confusing to students. The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed. When a student has a difficulty learning, the Candidate gives up or blames the student or environment for the lack of success.	Candidate has a limited repertoire if instructional approaches (lecture small group, independent, and work). Classroom is primarily teacher-centered. Directions and procedures are clarified after initial confusion or are excessively detailed. The lesson has a recognizable structure, although it may not be uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. Candidate accepts responsibility for the success of all students.	Candidate possesses an expanding repertoire of age-appropriate instructional strategies (paired work, discovery, independent work projects). Classroom is becoming more student-entered. Directions and procedures are clear to students and contain an appropriate level of detail. The lesson has a clearly defined structure around which activities are organized. Pacing of the lesson is consistent. Student teacher persists in seeking approaches for students who have difficult learning.	Candidate uses a variety of age-appropriate instructional strategies (Peer teaching, process learning, simulations, contracts). Classroom is primarily student centered. Directions and procedures are clear to students and anticipate possible student confusion. The lesson's structure is coherent. Pacing of the lesson is appropriate for most students. Candidate persists in seeking effective approaches for students who need help, soliciting additional resources from the school.
MoSTEP Quality Indicators: 2,3,4,6,7, & 8 HSSC Teacher Roles: MC, DP, EVP Danielson's Domain Components: 3 b: Using Questioning and Discussion Techniques 3 e: Demonstrating Flexibility and Responsiveness	B. Critical thinking	Candidate's questions are virtually all rapid-fire, short answer, low-level. Interaction between Candidate and student is restricted to lecture style, direction giving, and explanations in response to student's questions.	Candidate asks questions which require few student to respond. The Candidate has a single answer in mind even when choices are possible. Interaction between Candidate and students is predominantly recitation style with only a few students participating in the discussion.	Candidate uses rapid, short answer, questions and questions, which require all students to think and respond. Candidate is beginning to plan higher order questions and is starting to use wait time effectively. Candidate makes an attempt to engage all students in discussion but with limited success.	Many of the Candidate's questions require all students to think and respond. Candidate's lesson plans include higher order questions. Students are given enough time to formulate thoughtful answers and to come up with new questions. Candidate successfully engages most students in class discussion.

IV. Professional Responsibilities					
Standards		SCORE 1	SCORE 2	SCORE 3	SCORE 4
		Not acceptable	**Adequately Demonstrated**	**Proficient**	**Beginning Teacher Entry Level Mastery for Initial Certification**
MoSTEP Quality Indicators: 8 & 10 HSSC Teacher Roles: MC, DP, EVP Danielson's Domain Components: 4 a: Reflecting on Teaching	**A. Communication Skills**	Candidate's spoken language is in audible, or written language is illegible. Spoken or written language contains many grammar and syntax errors. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. Candidate does not speak with authority, i .e "teacher voice.	Candidate's spoken language is audible, and written language is legible. Both are used correctly. Spoken or written language contains grammar and syntax errors. Vocabulary is correct but limited or is not appropriate to student's ages or background. It includes slang and/or "filler" phrases. Candidate is aware of need to use a "teacher voice" but has not developed own.	Candidate's spoken and written language is clear and correct and appropriate when communicating with students, parents, teachers, or administrators. Candidate uses "teacher voice" but does so inconsistently.	Candidate's spoken and written language is correct and expressive with well-chosen vocabulary that enriches the lesson and communicates clearly with parents, teachers, and administrators. Candidate consistently uses "teacher voice".
MoSTEP Quality Indicators: 8 & 10 HSSC Teacher Roles: MC, DP, EVP Danielson's Domain Components: 4 b: Maintaining Accurate Records 4 e. Growing and Developing Professionally	**B. Commitment to Teaching**	Candidate does not appear to enjoy teaching. Candidate does little without direction and / or does not follow through on responsibilities. Candidate does the minimum necessary.	Candidate to enjoy teaching. Candidates begin to see what needs to be done and ask permission to do it. Assigned responsibilities are completed. Candidate realizes the time and energy commitment of a teacher.	Candidate communicates enjoyment of teaching. Candidate sees what needs to be done and acts on it with confidence. He /she follows through without reminders. Candidate commits extra time and energy to teaching responsibilities.	Candidate conveys enjoyment of learning and teaching to students. Candidate sees what needs to be done and does it without being told. He/she follows through without reminders. Candidate puts the needs of the students first.

IV. Professional Responsibilities					
Standards		SCORE 1	SCORE 2	SCORE 3	SCORE 4
		Not acceptable	**Adequately Demonstrated**	**Proficient**	**Beginning Teacher Entry Level Mastery for Initial Certification**
MoSTEP Quality Indicators: 8, 9 & 10 HSSC Teacher Roles: MC, DP, EVP Danielson's Domain Components: 4 e: Growing and Developing Professionally	**C. Perspectives of Self And Others**	Candidate is not open to feedback or suggestions. His/her relationship with school staff and/or attitude toward students is negative or self –serving. Candidate has not yet established personal standards.	Candidate welcomes feedback but does not apply it consistently. He/she maintains cordial relationships with school staff to fulfill duties. Candidate begins to develop personal standards and is aware of confidentiality and data privacy needs.	Candidate seeks and uses feedback from others. Support and cooperation characterize relationships with school staff. Candidate holds self to standards and is confidential and professional in interactions with school personnel.	Candidate accurately assesses own teaching and seeks and uses feedback from others. Support and cooperation characterize relationships with school staff. Candidate takes initiative in assuming relationships and holds self to high standards. Candidate is professional and sensitive to confidentiality needs in interactions with students, parents and school personnel.

MoSTEP = Missouri Standards for Teacher Education Program

HSSC Roles - Harris-Stowe State College Teacher Role Expectations for Teacher Education Candidates

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