

MAP and Dispositions Annual Evaluation Summary

Academic Year: 2007-2008

Program: Student Teaching

Table 17

	Total # of candidates evaluated	# of candidates meeting or exceeding expectations
MAP	175	169 (97%)
Undergraduate Dispositions	175	169 (97%)

Components rated below expectations and remediation plans (if applicable):

Student 1: Received an IP during spring semester 2007 and went through a semester of remediation summer 2007. She attempted to student teach fall 2007 but was unsuccessful. She received a “U” for student teaching. She rated below expectations on all of the domains on the MAP evaluation and on the following areas on her Dispositions evaluation: *Displays maturity and independence by following appropriate protocol when seeing solutions to problems; Accepts and used constructive criticism; Demonstrates enthusiasm, confidence, and initiative; Prepares thoroughly and consistently; and Meets deadlines.*

Student 2: Student teaching experience was terminated 9/26/07. He received an “IP” for fall semester. He was immediately placed in a remediation (practicum) experience. He was put under a contract which outlined requirements which he fulfilled. He had to review tapes, complete an on-line grammar tutorial, and had a six week classroom experience. He successfully completed the remediation plan and will student teach spring 2008.

Student 3: Student received a grade of “S” for student teaching but did struggle, according to his cooperating teachers, in the following domains: **MAP Evaluation:** 1e: Designs coherent instruction; 2c: Manages classroom procedures; and 2d: Manages student behavior and in the following areas according to his **Dispositions Evaluation:** *Accepts and uses constructive criticism (feedback); Demonstrates enthusiasm, confidence, and initiative; Demonstrates self-monitoring and control of emotions and behaviors.*

In spring 2008, three student teachers did not complete student teaching. All will be student teaching fall semester.

Overall strengths and/or weaknesses demonstrated by candidates:

Strengths, for the majority of the students, include meeting all domains with scores of three or better. Comments from university supervisors and cooperating teachers were extremely positive regarding students’ performance.

Classroom management presents a challenge for most student teachers (even though the majority of students either met and/or exceeded expectations in Domain 3: Classroom Environment). Cooperating teachers acknowledge that the ability to manage a classroom environment is a challenge for beginning teachers and state that, with experience, the teacher candidates will improve in this area.

Academic Year: 2007-2008

Program: Internship

Table 18

	Total # of candidates evaluated	# of candidates meeting or exceeding expectations
MAP	56	53 (95%)
Undergraduate Dispositions	56	53 (95%)

Components rated below expectations and remediation plans (if applicable):

Student 1 received a score of 2 in the following areas: 1c: Selects instructional goals, 1e: Designs coherent instruction, 3a: Communicates clearly and accurately and 4b: Maintains appropriate records. On dispositions, the above student scored 2 on the dispositions evaluations in the following areas: *Prepares thoroughly and consistently* and *Meets deadlines*. Meetings took place with members of his support team. Feedback was given to student with suggestions for improvement. Since this is a two-semester program, it was decided to allow the student to proceed to the second semester. If the above areas are not addressed, he will receive an “IP” spring semester and will need to complete an additional semester in the internship program or student teach.

Student 2 received a score of 2 in the following areas: 1c: Selects instructional goals, 3c: Engages students in learning, and 4b: Maintains appropriate records. On dispositions, the student scored 2 on the dispositions evaluations in the following areas: *Displays the ability to work with diverse individuals*, *Demonstrates enthusiasm confidence and initiative*, and *Prepares thoroughly and consistently* and *Meets deadlines*. The principal of the school in which he teaches has taken an active role. She is involved with monitoring these areas and will continue to meet with him and with CSU faculty throughout next semester. The student understands that if improvement is not noted in the above areas, he will receive an “IP” spring semester and will need to complete an additional semester in the internship program or student teach.

Student 3 was assigned an IP for spring semester.