

## MAP and Dispositions Annual Evaluation Summary Student Teaching and Internship

**Academic Year:** 2008-2009

**Program:** Student Teaching

| Assessment Document        | Total # of candidates evaluated | # of candidates meeting or exceeding expectations |
|----------------------------|---------------------------------|---|
| MAP                        | 173                             | 164<br>(95%)                                      |
| Undergraduate Dispositions | 173                             | 165<br>(95%)                                      |

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

#### **Fall 2008**

**Student 1** - Received a U for student teaching (second attempt at student teaching). First attempt (Spring 08) ended unsuccessfully and was followed by a period of remediation. Student's performance did not demonstrate proficiency. University supervisor scored student below *Meets Expectations* on the following components on the MAP Evaluation: 1a, 1b, 1e, 1f, 2b, 2d, 3b, 4a, and 4c. Cooperating teacher scored student below *Meets Expectations* on the following components of the MAP Evaluation: 1a, 1b, 1c, 1d, 1e, 1f, 2b, 2d, 3a, 3b, 3c, 3d, 3e, 4a, 4b, and 4c. University Supervisor scored student below *Meets Expectations* on the following components on the Dispositions Evaluation: Displays the ability to work with diverse individuals; Accepts and uses constructive criticism (feedback); Demonstrates enthusiasm, confidence, and initiative; Prepares thoroughly and consistently; and Exhibits a strict code of honesty related to tests and assignments.

**Student 2** - Received an S for student teaching; University supervisor scored student below *Meets Expectations* on the MAP Evaluation 4a and 4b; and on the Dispositions Evaluation: Meets deadlines. Cooperating teacher scored student at 3 or above on all components of the MAP and Dispositions evaluations.

**Student 3** - Received a S for student teaching; Cooperating teacher scored student below *Meets Expectations* on the Disposition Evaluation: Meets deadlines. University Supervisor scored student at 3 or above on all components of the MAP and Dispositions evaluations.

**Student 4** - Received a S for student teaching; Cooperating teacher scored student below *Meets Expectations* on the MAP Evaluation: 2d. University Supervisor scored student at 3 or above on all components of the MAP and Dispositions evaluations.

**Student 5** - Received an IP for student teaching; Withdrew from the Student Teaching Program due to health issues which contributed to student's lack of progress. Will be given another opportunity to student teach fall semester; University supervisor scored student below *Meets Expectations* on the following components on the MAP Evaluation: 1a, 1d, 1e, 1f, 2c, 2d, 3b, 3c, 3d, 4b, and 4e. Cooperating teacher scored student below *Meets Expectations* on the following components of the MAP Evaluation: 1e, 1f, 2d, 3a, 3d, 3e, and 4f.

**Student 6** - Received a S for student teaching; Cooperating teacher scored student below *Meets Expectations* on the following components of the MAP Evaluation: 3a and 4f. University Supervisor scored student at 3 or above on all components of the MAP and Dispositions evaluations.

## **Spring 2009**

**Student 7** – Received an S for student teaching; Completed program at another university. Evaluator scored student *Below Expectations* on the following components on the MAP Evaluation: 3e and 4f; and on Dispositions Evaluation: Displays maturity and independence by following appropriate protocol when seeking solutions to problems; Demonstrates appropriate self-monitoring and control of emotions and behavior; and Meets deadlines.

**Student 8** – Received an S for student teaching; University Supervisor scored student at *Meeting Expectations* on all components of the MAP and Dispositions evaluations. Cooperating teacher scored student *below Meets Expectations* on the following components on the MAP Evaluation: 4a, 4b; and on the Dispositions Evaluation: Displays maturity and independence by following appropriate protocol when seeking solutions to problems; Accepts and uses constructive criticism (feedback); Demonstrates enthusiasm, confidence, and initiative; and Prepares thoroughly and consistently. University supervisor became aware that problems existed at the very end of student's experience. All comments from the cooperating teacher indicated that student was meeting expectations prior to this.

**Student 9** – Received an S for student teaching; University Supervisor scored student at *Meeting Expectations* on all components of the MAP and Dispositions evaluations. Cooperating teacher rated student below expectations on the following components on the MAP Evaluation: 1d, 1e, 2a, 2c, 2d, 3a, 3e, 4a, 4d, 4e, and 4f; and on the Dispositions Evaluation: Interacts appropriately and positively with others; Treats others with courtesy, respect and open-mindedness; Accepts and uses constructive criticism (feedback); and Demonstrates appropriate self-monitoring and control of emotions and behavior.

**Student 10** - Received an IP for student teaching; Began the student teaching experience under contract; Was withdrawn from Student Teaching and completed semester under an additional contract. Will be given another opportunity to student teach fall semester. Cooperating teacher and university supervisor rated student below expectations on the following components on the MAP Evaluation: 1b, 1d, 1e,1f, 2a-e, 3a, 3c, 3d, 3e, 4a, 4b, and 4c; and on the Dispositions Evaluation: Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students; Interacts appropriately and positively with others; Displays the ability to work with diverse learners; Displays maturity and independence by following appropriate protocol when seeking solutions to problems; Demonstrates enthusiasm, confidence, and initiative; Demonstrates appropriate self-monitoring and control of emotions and behavior; Prepares thoroughly and consistently and Meets deadlines.

## MAP and Dispositions Annual Evaluation Summary

**Academic Year:** 2008-2009

**Program:** Internship

| Assessment Document        | Total # of candidates evaluated | # of candidates meeting or exceeding expectations |
|----------------------------|---------------------------------|---|
| MAP                        | 38                              | *36<br>(95%)                                      |
| Undergraduate Dispositions | 38                              | *37<br>(97%)                                      |

\* One student did not receive a final evaluation due to withdrawal from the program.

**In the tables, list each component on which candidates were rated below expectations and indicate the number of candidates rated below expectations on each component.**

| MAP or GMAP Component                 | # of candidates rated below expectations |
|---------------------------------------|--|
| 1c: Selects instructional goals       | 1  |
| 4e: Grows and develops professionally | 1  |

| Dispositions Component               | # of candidates rated below expectations |
|--------------------------------------|--|
| Prepares thoroughly and consistently | 1  |

### **Fall 2008**

**Student 1** – Received an IP for the Internship Program. University supervisor scored student *Below Expectations* on the Dispositions Evaluation component: *Prepares thoroughly*. SPED Program Coordinator determined that student will need additional coursework before continuing in the Internship Program.

**Student 2** – Received an IP for the Internship Program. Due to a conflict between student and the School District, student withdrew from the program.

### **Spring 2009**

**Student 3** - Received an IP for the Internship Program. Student had health issues which resulted in not meeting many components listed on the MAP evaluation. Student withdrew from the program and is planning to return to complete the program at a later date.

### **Overall strengths and/or weaknesses demonstrated by candidates:**

Students in the internship program continue to demonstrate that they are able to meet and/or to exceed the demands of the program and the responsibilities of the classroom. Students completing the program consistently report that the program was valuable.

A program strength is the involvement of the counties in which the students are employed. The counties offer great insight into the students' capabilities and take part in monitoring their progress. This collaboration is vital in ensuring that students who complete the program are prepared to assume all responsibilities of a classroom teacher and to succeed in their teaching endeavors.