

TECHNOLOGY EDUCATION 7-12 UNDERGRAD			
ASSESSMENT TITLE	ALIGNED SLO	DESCRIPTION	SCORING (RUBRIC, OBSERVATION, TEST, ETC.)
Annual Assessment	<b>SLO A: Knowledge &amp; Practice</b> in Content & Pedagogy Apply pedagogical and content knowledge expected of a preservice technology and engineering K-12 teacher.	All TECE student teachers are assessed by their Millersville University Supervisors using the PDE 430 form (provided by the Pennsylvania Department of Education) at the end of their 15-week student teaching experience during the spring semester of their senior year (EDTE 461). This assessment requires the University Supervisor to assess the student teacher in four categories: planning and preparation, classroom environment, instructional delivery, and professionalism. The ratings include Exemplary (3 points), Superior (2 points), Satisfactory (1 point), and Unsatisfactory (0 points). The University Supervisor visits the student teacher at least six times over the course of the semester to observe, gather information, and provide feedback. The PDE 430 form is completed during the final week of the experience.	Measure #1: Pennsylvania Statewide Evaluation of Educator Candidates (PDE 430) at 15-weeks  Achievement Target: Every TECE student teacher must achieve a minimum of a "Satisfactory" (1) rating in all four categories of the PDE 430 assessment.
		The Praxis II Technology & Engineering Education (TEE) subject area test (5053), developed and administered by the Educational Testing Service (ETS), is designed for candidates seeking certification as a middle and high school TEE teachers. The test focuses on the knowledge and skills a teacher must have to support the TEE curriculum. It incorporates essential concepts from the Technological Literacy Standards prepared by the International Technology and Engineering Educators Association (ITEEA). The test taker is required to apply pedagogical and professional knowledge to answer questions focused on the individual understanding and application of current TEE principles.	Measure #2: Technology and Engineering Education (5053) PRAXIS Exam  Achievement Target: Every TECE program graduate must earn a minimum qualifying score of 157 in order to be eligible for Technology Education teacher certification in Pennsylvania.
	<b>SLO B: Curriculum Development</b> Demonstrate the ability to plan and prepare technology and engineering curriculum at a grade appropriate level.	TECE students enrolled in EDTE 391 (senior year) complete an extensive unit planning task. The course instructor assesses each student using a common unit planning assessment developed in collaboration with other methods instructors in MU teacher education programs that are using the professional development school (PDS) model. The assessment (based on a rubric) is completed near the end of this fall semester class of the senior year. The professor rates	Measure #1: Methods: Unit Planning Assessment (EDTE 391)  Achievement Target: Every student is expected to achieve a minimum of a Basic (2 points) rating in all six categories of the assessment.

		the student in six categories: 1) Demonstrating Knowledge of Content and Pedagogy, 2) Demonstrating Knowledge of Students, 3) Setting Instructional Outcomes, 4) Demonstrating Knowledge of Resources, 5) Designing Coherent Instruction, and 6) Designing Student Assessments. The ratings for each category include Proficient (3 points), Basic (2 points), Unsatisfactory (1 point), and No Score (0 points).	
		All TECE student teachers (senior interns) submit a unit portfolio during their student teaching experience (EDTE 461) which occurs during spring semester of their senior year. This portfolio is based on a unit of instruction that they developed, implemented, and assessed during their student teaching experience. The University Supervisor uses a rubric to assess this portfolio. The portfolio is submitted at different times during the student teaching semester depending on when the student teacher implements the unit. It is usually submitted during the second half of the experience. This assessment requires the University Supervisor to assess the student teacher's portfolio in four categories: general characteristics of the teaching portfolio, unit development, unit implementation, and analysis of teaching and learning. The ratings include Exemplary (4 points), Superior (3 points), Competent (1 point), and Unsatisfactory (1 point), or No Score (0 points).	<p>Measure #2: Unit Portfolio (Development and Implementation)</p> <p>Achievement Target: Every student is expected to achieve a minimum of a "Competent" (1) rating in the categories of Unit Development and Unit Implementation.</p>
	<b>SLO C: Impact on Student Learning</b> Evaluate their impact on students' learning.	All TECE students are required to take SEED 471 (Student Teaching Seminar) during their senior year concurrently with student teaching. The instructor of this course completes a rubric at the conclusion of the semester and assesses the teacher candidate in four areas related to impact on student learning. This includes: 1) Knows students, 2) Monitors student progress, 3) Analyzes and assesses student learning, and 4) Responsive to students' needs, including those from academically and linguistically diverse backgrounds. Teacher candidates are rated as Distinguished (3), Proficient (2), Not Met (1), or No Score (0). Evaluators are advised to only use the "distinguished" category for teacher candidates who are performing at an exceptional level – beyond what is normally expected at a preservice level.	<p>Measure #1: Impact on Student Learning (SEED 471)</p> <p>Achievement Target: Every TECE intern must achieve a minimum of a "Proficient" (2) rating in all four categories of this assessment.</p>

		All TECE students complete a full-time student teaching internship during their senior year. During this internship, they prepare, implement, and assess a unit of instruction. At the conclusion of this experience, they are expected to analyze the implementation of their unit. This includes reporting data for all assessments in their unit of instruction, drawing conclusions about which unit goals were met/not met by their students, and then posing strengths and weaknesses which could be considered when implementing the unit again in the future. Altogether, this provides evidence of their impact on student learning. The University Supervisor completes this assessment.	<p>Measure #2: Unit Portfolio (Analysis of Teaching &amp; Learning)</p> <p>Achievement Target: Every TECE teacher candidate must achieve a minimum of a "Competent" (1) rating on the <i>Analysis of Teaching &amp; Learning</i> component of the unit portfolio assessment. "</p>
	<b>SLO D: Professional Behavior</b> Exhibit professionalism that is aligned to standards.	All TECE students take three professional bloc courses concurrently during their senior year. These courses include EDTE 391, EDSE 340, and SPED 346. A key component of these linked courses is an extensive field experience as part of the Professional Development School (PDS) model. The PDS faculty meet twice monthly to discuss students' progress and any issues that might be occurring with some students. All faculty have input to the professional behaviors rubric that is completed at the end of the semester. Students are rated in six categories: Demonstrations Professional Communication, Demonstrates Honesty and Integrity, Demonstrates Respect for Diversity and Civil Rights of Others, Participates in the Professional Community, Demonstrates Professional Relationships with Students, Demonstrates Commitment to Becoming a Professional. Ratings range from: 3=Effective Disposition/Professional Behavior; 2=Developing Professional; 1=Ineffective Dispositions/Unprofessional Behavior; 0=No Score	<p>Measure #1: Professional Behavior: Pro Bloc Level</p> <p>Achievement Target: Every TECE teacher candidate is expected to achieve a minimum of "Developing Professional" (2) rating on each criterion on this assessment.</p>
		All TECE student teachers are assessed by their Millersville University Supervisors using the MU Adapted Danielson Evaluation Instrument which corresponds to a detailed rubric. This assessment is based on the Danielson Framework and was adapted for use by University Supervisors working with preservice teachers. It is completed during week 15 of a 15-week internship (student teaching experience) during students' spring semester of their senior year as part of EDTE	<p>Measure #2: 15 Weeks: University Supervisor Danielson</p> <p>Achievement Target: Every TECE intern is expected to achieve a minimum of a "Basic" (2 points) rating in all four categories of the MU Adapted Danielson instrument.</p>

		461. This assessment requires the University Supervisor to assess the student teacher in four categories: planning and preparation, classroom environment, instruction, and professional responsibilities. Each of these categories has 5-6 sub scores. The ratings for each sub score include Proficient (3 points), Basic (2 points), Unsatisfactory (1 point), and No Score (0 points). The University Supervisor visits the student teacher at least six times over the course of the semester to observe, gather information, and provide feedback.	
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**List of Assessments Needed:**

- PDE 430 15 weeks
- PRAXIS scores
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- Methods Unit Assessment (EDTE 391)
- Unit Portfolio
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- SEED 471 Impact on Student Learning
- Unit Portfolio
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- Prof Behavior Bloc Level
- Danielson 15-week

Nakiea says that she will reach out for paper copies of these assessments. Then she will manage the process of having enrollment management enter the form. To be prepared for this I need to find the actual assessment forms.

- PDE 430 consistent across education - note this is being updated – find the updated version and check to see when that goes into effect
- MU Adapted Danielson consistent across education
- Unit Portfolio consistent across education
- Find the Methods Unit Assessment (EDTE 391) – I think that is common across secondary ed but need to verify