School of Teaching and Curriculum Leadership
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Degree Program(s) Assessed	Assessment Methods	Number of Individuals Assessed
Bachelor of Science in Elementary, Secondary, and Technical and Industrial Education	Performance on certification examinations for Oklahoma educators	
	OGET	279
	OSAT	113
	OPTE	309
	Performance on professional education portfolios that demonstrate the achievement of goals and competencies for beginning teachers	
	Elementary	
	Submission I	135
	II	120
	III	118
	Secondary	
	Submission I	89
	II	79
	III	77
	Student assessment of professional education preparation	NA
	Performance of student teachers by cooperating teachers and university supervisors	
	Elementary level	75
	Secondary level	81
	Performance during first year of teaching (residency year)	240
	Survey of principals who recently hired program graduates	5
Master of Science in Teaching, Learning, and Leadership	Performance on advanced level, state certification examinations for Oklahoma educators	
	Library/Media	7
	Reading Specialist	14
	Special Education	15
	Performance on comprehensive examinations	100
	Student assessment of graduate program preparation	139
	Performance on theses or creative component projects (master's level)	84
Doctor of Education	Performance on qualifying examinations	12
Doctor of Philosophy in Education	Performance on qualifying examinations	7
	Student assessment of graduate program preparation	
	Survey Respondents	12
	Dissertations completed	10

Analysis and Findings

Bachelor of Science in Elementary, Secondary, and Technical and Industrial Education

(1) Performance on certification examinations for Oklahoma educators
Tests measured pass rates of students during the June 2003 through May 2004 period are reported. (Note: Each student may have taken more than one test and/or sub-areas of tests.)

The Oklahoma General Education Test (OGET) evaluates a) critical thinking skills in reading, communications, mathematics, writing; b) computation skills; c) liberal studies: science, art, and literature. **The pass rate for OSU students (N=279) was 86%. The statewide pass rate was 83%.**

The Oklahoma Subject Area Test (OSAT) evaluates content area competency of potential teachers for initial certification in elementary education, art education, foreign language education, English education, mathematics education, social studies education, and science education. The OSU pass rates as compared to the overall state-wide pass rates were as follows:

	% OSU Pass Rate	**% State Pass Rate**
Elementary Education (N=220)		
Subtest 1	97%	77%
Subtest 2	100%	96%
Art (N=1)	100%	61%
Advanced Math (N=12)	100%	82%
English (N=10)	100%	88%
Foreign Language (N=9)		
French (N=4)	50%	55%
Spanish (N=5)	100%	88%
Science (N=24)		
Biological Science (N=15)	86%	61%
Chemistry (N=3)	66%	66%
Earth Science (N=2)	100%	57%
Physical Science (N=3)	100%	88%
Physics (N=1)	100%	50%
Social Studies (N=57)		
US/OK; Govt: Econ	94%	84%
Wld/Geog	94%	77%
Psych/Soc	100%	50%

The Oklahoma Professional Teaching Examination (OPTE) evaluates each candidate's professional pedagogical knowledge. The OSU pass rates as compared to the overall state-wide pass rates were as follows:

	% OSU Pass Rate	**% State Pass Rate**
PK-8 (N=187)	93%	88%
6-12 (N=122)	96%	92%

The overall pass rate percentage for OSU students on the OGET exceeded the statewide pass rate by 3%. The pass rate percentages for OSU students on the OSAT exceeded the statewide average in each area except in French and were equal in Chemistry. On the OPTE, OSU students' performance exceeded the state average by 5% for PK-8 preservice teachers and by 4% for 6-12 preservice teachers.

(2) Performance on professional education portfolios

Students must demonstrate competencies related to the three core concepts of the OSU Professional Education Unit (PEU) program as well as to the 16 Oklahoma General Competencies for Teachers in a portfolio. The three PEU core concepts are integration, diversity, and professionalism. Each teacher education program requires an initial submission (Submission I), a pre-student teaching submission (Submission II), and a submission at the time of program completion (Submission III). Faculty and external reviewers, who were trained public school personnel, evaluated all portfolios. Below, a summary of evaluations of Submission I, II, and III for 2003-2004 is reported. The evaluations were based on the following scale: 3 = exceeds expectations; 2 = meets expectations; 1 = approaches standard; and 0 = unacceptable.

Submission I requires students to write a philosophy of education essay and goals essay that discuss students' individual ideas and perspectives about their future teaching. Submission II focuses on statements and artifacts related to the PEU's core concepts, and Submission III focuses on artifacts that demonstrate the 16 Oklahoma General Competencies for Teachers. The data reported below is divided into elementary and secondary education groups and subdivided by submissions. The overall mean score appears next to each portfolio section in the first column.

Elementary (N=135); Submission I		Percentage of Students By Scores			
Overall portfolio	**2.24**	3-35%	2-56%	1-9%	0-1%
Philosophy essay	**1.67**	3-16%	2-47%	1-25%	0-12%
Goals essay	**1.81**	3-18%	2-53%	1-21%	0-7%
Elementary (N=120); Submission II					
Overall portfolio	**2.39**	3-48%	2-43%	1-8%	0-1%
Integration essay	**2.17**	3-37%	2-47%	1-19%	0-3%
Diversity essay	**2.13**	3-35%	2-47%	1-15%	0-3%
Professionalism essay	**2.10**	3-32%	2-50%	1-15%	0-3%
Integration artifact	**2.28**	3-34%	2-61%	1-6%	0-0%
Diversity artifact	**2.22**	3-30%	2-63%	1-5%	0-2%
Professionalism artifact	**2.28**	3-33%	2-63%	1-4%	0-0%
Elementary (N=118); Submission III					
Second philosophy	**1.94**	3-31%	2-43%	1-18%	0-9%
Artifact A	**2.23**	3-31%	2-64%	1-5%	0-1%
Artifact B	**2.18**	3-32%	2-56%	1-11%	0-2%
Artifact C	**2.25**	3-33%	2-62%	1-4%	0-2%
Artifact D	**2.34**	3-40%	2-56%	1-4%	0-1%
Artifact E	**2.21**	3-29%	2-65%	1-6%	0-1%
Artifact F	**2.10**	3-19%	2-75%	1-5%	0-2%
Artifact G	**2.13**	3-29%	2-59%	1-9%	0-3%
Artifact H	**2.12**	3-22%	2-70%	1-5%	0-3%
Artifact I	**2.09**	3-18%	2-75%	1-7%	0-1%
Artifact J	**2.37**	3-42%	2-53%	1-9%	0-3%
Artifact K	**2.05**	3-19%	2-69%	1-9%	0-3%
Artifact L	**2.22**	3-29%	2-65%	1-5%	0-1%
Artifact M	**2.03**	3-21%	2-64%	1-11%	0-3%
Artifact N	**2.23**	3-27%	2-69%	1-3%	0-1%
Artifact O	**2.14**	3-22%	2-72%	1-3%	0-3%
Secondary (N=89); Submission I					
Overall Portfolio (?)	**2.85**	3-85%	2-15%	1-0%	0-0%
Philosophy essay	**1.99**	3-24%	2-58%	1-11%	0-7%
Goals essay	**2.02**	3-20%	2-65%	1-11%	0-4%
Secondary (N=79); Submission II					
Overall portfolio	**2.54**	3-57%	2-42%	1-0%	0-1%
Integration essay	**2.00**	3-16%	2-71%	1-9%	0-4%
Diversity essay	**1.99**	3-14%	2-72%	1-13%	0-1%
Professionalism essay	**2.01**	3-18%	2-70%	1-9%	0-4%
Integration artifact	**1.87**	3-20%	2-52%	1-23%	0-5%
Diversity artifact	**1.99**	3-23%	2-57%	1-16%	0-4%
Professionalism artifact	**1.73**	3-11%	2-61%	1-18%	0-10%
Secondary (N=77); Submission III					
Second philosophy	**1.90**	3-22%	2-55%	1-14%	0-9%
Artifact A	**1.92**	3-19%	2-60%	1-13%	0-6%
Artifact B	**1.91**	3-22%	2-52%	1-21%	0-5%
Artifact C	**1.94**	3-22%	2-57%	1-13%	0-8%
Artifact D	**2.00**	3-27%	2-51%	1-17%	0-5%
Artifact E	**2.00**	3-30%	2-49%	1-12%	0-9%
Artifact F	**1.92**	3-23%	2-55%	1-13%	0-9%

Artifact G	**1.91**	3-21%	2-56%	1-17%	0-6%
Artifact H	**1.77**	3-21%	2-47%	1-21%	0-12%
Artifact I	**1.90**	3-22%	2-52%	1-19%	0-6%
Artifact J	**1.95**	3-22%	2-57%	1-14%	0-6%
Artifact K	**1.91**	3-21%	2-55%	1-19%	0-5%
Artifact L	**1.84**	3-21%	2-51%	1-21%	0-8%
Artifact M	**1.88**	3-19%	2-60%	1-13%	0-9%
Artifact N	**1.91**	3-19%	2-60%	1-13%	0-8%
Artifact O	**1.86**	3-12%	2-68%	1-16%	0-5%

For the purposes of the interpretation of these results, <u>mean scores above a 2.00 and percentage rates over 80% were considered as demonstrating successful achievement.</u> Regarding results of the **elementary education** portfolios evaluations for **Submission I,** an important finding was the **overall mean score for the portfolio was above a 2.00.** This result indicates a general high quality of Submission I portfolios. However, the overall mean scores for the Philosophy Essays (1.67) and Goal Essays (1.81) were below a 2.00 mean. Thirty-seven percent (37%) of Philosophy statements approached the standard or were not acceptable, and twenty-eight percent (28%) of the Goal Essays were determined to approach the standard or were not acceptable. These results indicate that additional attention to preparing students to write these essays is in order. Regarding results of the elementary education portfolios evaluations for **Submission II**, an important finding was the overall **mean scores for the portfolio and for each of the sections concerning the PEU's core concepts was above a 2.00.** These results indicate a high quality of Submission II portfolios. However, twenty-three percent (23%) of the Integration Essays either approached the standard or were unacceptable. More attention to preparing students to compose this essay is in order. Regarding results of the elementary education portfolios evaluations for **Submission III,** an important finding was that the **overall mean scores for each of the 16 Oklahoma General Teacher competencies were above a 2.0**. The only section that was slightly lower than a 2.0 was the students' second Philosophy Statement (1.94). Twenty-seven percent (27%) of Philosophy Statements either approached the standard or were unacceptable. More attention to the development of this statement is in order. <u>Generally, successful student achievement of the elementary education program outcomes was clearly demonstrated in this review of portfolios of program completers.</u>

Regarding results of the **secondary education** portfolios evaluations for **Submission I**, an important finding was the **overall mean score for the portfolio was above a 2.00**. This finding shows a general high quality of Submission I portfolios. However, overall mean score of the Philosophy Essay (1.99) was slightly below a 2.0. More attention should be provided in preparing students to develop this essay. Regarding results for **Submission II**, an important finding was **the overall mean score for the portfolio was above a 2.00**. This result indicates a general high quality of Submission II portfolios. However, the overall mean scores for the Diversity Essay (1.99), Integration Artifact (1.87), Diversity Artifact (1.99), and Professionalism Artifact (1.73) were below a 2.00. Twenty-three percent (23%) of the Integration Artifacts and twenty-eight percent (28%) of the Professionalism Artifacts either approached the standard or were unacceptable. More attention should be provided to students regarding the appropriate types of artifacts in these areas. Regarding results for **Submission III**, an important finding was **only two of the sections had an overall mean score of 2.00**. Thirteen sections had mean scores below a 2.0. It should be noted that <u>nine of these thirteen sections had mean scores between a 1.90 and 1.95</u> which were slightly below the 2.0 benchmark. However, Artifacts H (1.77), L (1.84), M (1.88) and O (1.86) should be given special attention with regard to assisting students in developing artifacts that appropriate reflect these competencies. Only for Artifact A did the percentage of submissions reach the 80% benchmark for being evaluated as exceeding or meeting the standard. An effort to help students develop appropriate artifacts in these categories seems to be in order.

It should be noted that all students who received an "unacceptable" rating for their submissions were required to resubmit these elements in order to gain final approval and recommendation for certification from the PEU. There is currently no data available regarding the numbers and percentages of second submissions and their ratings. It can be assumed that the vast majority of students did resubmit and gain a favorable evaluation. Such data will be generated for next year's assessment.

Generally, successful student achievement of the elementary and secondary education program's outcomes was demonstrated in this review of portfolios of program completers.

(3) Student assessment of professional education

A survey of program completers was implemented to gather data regarding various elements of their programs. As of the time of this report, the data analysis had not been completed by University Testing Services and thus cannot be included in this report.

(4) Performance of student teachers evaluated by cooperating teachers and university supervisors

Using a scale of 1 (lowest) to 5 (highest), <u>cooperating teachers (N=75) and university supervisors (15) at the elementary level</u> assessed the competence of OSU Student Teacher Interns. The resulting evaluation data represents the cooperating teachers' and university supervisors' combined assessments. These data were compiled for the Spring 2004 semester involving **75** Elementary Student Teacher Interns.

Professional Dispositions	**Average**
Shows initiative and completes tasks and duties on schedule	4.90
Demonstrates genuine concern for students	4.93
Interacts and communicates professionally with students, parents, staff	4.80
Develops and maintains positive rapport with students	4.92
Communicates value and relevance of content	4.77
Uses clear grading patterns and keeps complete records	4.75
Works effectively as a member of an educational team	4.87
Attends in-service, teacher, and professional meetings	4.82
Confers with other teachers to learn from their experiences	4.77
Communicates effectively and uses correct grammar	4.87
Shows evidence of personal organization for effective instruction	4.92
Maintains high ethical and professional standards	4.92

Diversity	
Encourages mutual respect among the teacher and the students	4.90
Demonstrates knowledge of individual differences	4.85
Helps students understand their similarities and differences	4.81
Selects activities to meet individual and group needs	4.85
Modifies learning activities appropriately based on assessment	4.75
Uses a variety of assessment tools and strategies based on students' diverse needs	4.73

Integration of Knowledge, Skills, and Pedagogy	
Aligns instruction with Priority Academic Student Skills	4.90
Plans for delivery of lessons using long-term and short-term goals	4.75
Creates learning experiences that make subject matter meaningful	4.93
Provides collaborative activities	4.92
Uses a variety of instructional strategies for developing critical thinking	4.78
Uses current educational theories and practices	4.87
Varies activities and methods appropriately	4.85
Uses best practices related to motivation and behavior	4.77
Stays current in the content area	4.85
Uses varied assessment and evaluation techniques	4.72
Uses assessment to guide instruction	4.80
Uses self-reflection to improve teaching	4.92

Overall Assessment of Performance	4.87

These results indicate that both university supervisors and cooperating teachers assessed the STCL elementary student interns very highly as demonstrated by average means <u>exceeding 4.70 on all assessment elements</u>. Especially noteworthy is 4.87 mean rating for the interns' overall assessment of performance.

Using a scale of 1 (lowest) to 5 (highest), the **<u>Secondary Student teaching Interns</u>** were assessed by their cooperating teachers (N = 81) and the university supervisors (N = 15). The resulting evaluation data represents the cooperating teachers' and university supervisors' combined assessments. This data was compiled for the

Spring 2004 semester involving the Secondary Student Teacher Interns. Eighty-one **(81)** Secondary Education Candidates were assigned to Student Teaching Internships only during the spring semester.

Professional Dispositions	**Average**
Shows initiative and completes tasks and duties on schedule	4.70
Demonstrates genuine concern for students	4.79
Interacts and communicates professionally with students, parents, staff	4.58
Develops and maintains positive rapport with students	4.70
Communicates value and relevance of content	4.82
Uses clear grading patterns and keeps complete records	4.53
Works effectively as a member of an educational team	4.73
Attends in-service, teacher, and professional meetings	4.73
Confers with other teachers to learn from their experiences	4.64
Communicates effectively and uses correct grammar	4.70
Shows evidence of personal organization for effective instruction	4.70
Maintains high ethical and professional standards	4.85

Diversity	
Encourages mutual respect among the teacher and the students	4.64
Demonstrates knowledge of individual differences	4.48
Helps students understand their similarities and differences	4.39
Selects activities to meet individual and group needs	4.48
Modifies learning activities appropriately based on assessment	4.45
Uses a variety of assessment tools and strategies based on students' diverse needs	4.42

Integration of Knowledge, Skills, and Pedagogy	
Aligns instruction with Priority Academic Student Skills	4.63
Plans for delivery of lessons using long-term and short-term goals	4.38
Creates learning experiences that make subject matter meaningful	4.45
Provides collaborative activities	4.42
Uses a variety of instructional strategies for developing critical thinking	4.31
Uses current educational theories and practices	4.47
Varies activities and methods appropriately	4.50
Uses best practices related to motivation and behavior	4.25
Stays current in the content area	4.63
Uses varied assessment and evaluation techniques	4.38
Uses assessment to guide instruction	4.34
Uses self-reflection to improve teaching	4.59

Overall Assessment of Performance	4.63

These results indicate that both university supervisors and cooperating teachers assessed the STCL secondary student interns very highly as demonstrated by average means <u>exceeding 4.25 on all assessment elements.</u> Especially noteworthy is the overall mean score of 4.63 for the overall assessment of performance.

As indicated by the data gathered from the individuals who monitor and evaluate the student teaching internship, OSU students in STCL programs **demonstrate a high degree of competence in all areas of evaluation.**

(5) Performance during first year of teaching

The state of Oklahoma supports a residency program for first-year teachers. Each first-year teacher's committee must include a higher education committee member who attends three committee meetings and completes at least three observations that focus on the resident teachers' abilities in the areas of human relations, teaching and assessment, classroom management, and professionalism. **During 2003-2004, OSU faculty served on 240 residency year committees of OSU graduates in 100 school districts.** Twenty-four entry year teachers will be carried over into the 2004-2005 academic year to complete the required 180 days in the residency year. **Ninety-nine percent of OSU entry year teachers who completed the required number of days successfully met the criteria**. One percent (two teachers) was recommended for a second year in the residency program.

(6) Assessment of recently hired graduates by principals

A telephone survey of five (5) administrators representing four (4) area school districts was conducted to determine how well recently-hired OSU graduates have demonstrated the program and state's 16 General Competencies. **All rated OSU graduates as "well prepared" and generally gave high ratings on each of the 16 general competencies**. There were some individual ratings of "neutral" for particular competencies by individual administrators, but no notable pattern was found regarding any of the competencies. Out of the total number of ninety (90) individual ratings, there were 84 instances, or 93%, where OSU graduates were rated as "Strongly Agree" or "Agree" as to their performance in each of Oklahoma's 16 General Competencies.

This feedback, based on the perceptions of employers of our students, corroborates information presented elsewhere in this section that indicates a high degree of competence by graduates in STCL degree programs.

Master of Science in Teaching, Learning, and Leadership

(1) Performance on state certification examination (OSAT) for Oklahoma educators

Students who want to qualify for reading specialist or special education certification must pass the Oklahoma Subject Area Test. Students performed as follows:

Library/Media Specialist (N=7)

% OSU Pass Rate	**% State Pass Rate**
85%	85%

Reading Specialist (N = 14)

% OSU Pass Rate	**%State Pass Rate**
100%	94%

Special Education (N= 15)
Mild/Moderate

% OSU Pass Rate	**% State Pass Rate**
66%	61%

Severe/Profound

% OSU Pass Rate	**% State Pass Rate**
100%	94%

Overall OSU Masters student pass rate percentages in the Library/Media Specialist category **matched** the overall state-wide pass rate. Students in the Reading Specialist program **exceeded the state-wide overall pass** rate percentage by 6%. Students in the Special Education program achieved pass rates **higher than the overall state percentage pass rates** in both Mild/Moderate and Severe/Profound categories by 5 and 6 percent respectively.

(2) Performance on comprehensive examinations

Comprehensive examinations assess a students' knowledge about research, fields of specialization and professional education. The examination requires a synthesis of thinking and proficiency in communication skills.

During the academic year 2003-2004, **ninety-eight students passed** the comprehensive examinations, one student failed and later took the test and passed, and one failed.

These results demonstrated extremely successful end-of-program competency performances in each of their respective specialty areas.

(3) Student assessment of graduate program preparation

Upon completion of their programs of study, 2003-2004 master's students in STCL (N=68) evaluated the outcomes of the program. The results are reported below.

Ninety-nine (99%) percent of respondents agreed or strongly agreed that the program improved their general level of education.

Ninety-four (94%) percent agreed or strongly agreed that the program was effective in improving the skills needed for a professional career.

Ninety-four (94%) percent rated their programs as strong or very strong.

Ninety-three (93%) percent rated their classes as strong or very strong.

Ninety-six (96%) percent rated their STCL classes as strong or very strong.

Ninety-four (94%) percent rated their STCL professors as strong or very strong.

These results indicate a very high evaluation of and regard for the STCL Masters program and professors.

(4) Performance on theses or creative component project

The purpose of a thesis or creative component is to demonstrate competence in the field by completing original research or project. During the academic year under review, **master's students in STCL successfully completed four (4) theses and eighty (80) creative components**.

Doctor of Education (Ed.D)

Note: The Ed.D. program is composed of students who matriculated prior to the establishment of the Doctor of Philosophy in Education degree. These students represent areas in: (1) Curriculum and Instruction and (2) Occupational and Adult Education.

(1) Performance on qualifying examinations

Qualifying examinations are designed to present a rigorous and thorough examination of a doctoral student's progress. During the academic year under review, **twelve (12) students successfully passed qualifying examinations.**

(2) Student assessment of graduate program

  *Note: Please see same subsection under Doctor of Philosophy section.

(3) Dissertations completed

Each dissertation should demonstrate the ability to conduct original research and special expertise in the field of study. During the academic year under review, **seven (7) dissertations were successfully completed by Ed.D**. doctoral students in STCL.

Doctor of Philosophy in Education (Ph.D.)

Note: The Ph.D. program has three options: 1) Professional Education, 2) Occupational   Education Studies, and 3) Curriculum and Social Foundations. Given that the third option spans two Schools, (STCL and SES) in the College of Education, this third program area compiles a separate assessment report. Thus, the following data is reflective of students only in the Professional Education and Occupational Education Studies options.

(1) Performance on qualifying examinations

Qualifying examinations are designed to present a rigorous and thorough examination of a doctoral student's progress. During the academic year under review, **seven (7) students successfully completed qualifying examinations**.

(2) Student assessment of graduate program

Upon completion of their programs, fall and spring doctoral students in STCL were invited to evaluate the outcomes of the program. The following data reflects students who completed either the ED.D or PH.D degree. The survey results (N=6) are as follows:

All strongly agreed or agreed that the program improved their general level of education.

All strongly agreed or agreed that the program was effective in improving the skills needed for a professional career.

All students rated their program and classes very strongly or strongly.

Eighty-three (83%) rated their STCL classes very strongly or strongly.

All students rated their STCL professors very strongly or strongly.

These results indicated that the Ed.D. and Ph.D. students held their programs and professors in high regard.

In addition, a focus group interview was held with three doctoral students at the conclusion of their programs to ascertain competencies gained from their programs as well as to understand aspects of the program that could be strengthened to provide additional competencies. Competencies gained from STCL doctoral programs included: knowledge of strategic planning, understanding and using research methodologies, ability to evaluate multiple perspectives, and improved writing skills. The students considered the following as areas to be addressed: more information about the process of the doctoral program, increased structures in the program to facilitate peer and faculty support, and more emphasis on working with different cultures.

(3) Dissertations completed

Each dissertation should demonstrate the ability to conduct original research and special expertise in the field of study. **During the academic year under review, three (3) dissertations were successfully completed** by Ph.D. doctoral students in STCL.

Projected Uses of Assessment Results

The assessment report will be disseminated and discussed at a STCL program coordinators' meeting in the Fall 2004 semester. Program coordinators then should meet with program area faculty to discuss specific information contained in the report. From these activities, the following considerations could be made:

1. How to improve the process of sharing results of the examinations with program area faculty to then make plans to address any areas of concern. Verify that the data reported is congruent with faculty records.

2. This past year, each certification area chair compiled assessment data for accreditation reports that were due February 2004. Each of the 12 STCL certification programs must meet their respective specialty association's standards at the state and national levels. This current data should then be added to each area's accreditation report. Test results from the OGET, OPTE, and OSAT will be used by program faculty to evaluate specific areas in which student learning can be strengthened. In addition, the use of other assessment report data, especially portfolio data, should continue to be used in making modifications in some programs. Examples of modifications include the following:

    Continued evaluation of the secondary-level student teacher observation forms to better focus on evaluating competencies of pre-service teachers. These changes will support secondary programs' ability to demonstrate if standards are met.

    Special Education faculty members should continue to significantly revise their program including improved connections to other program areas in the college to strengthen certain areas of their program.

    Elementary Education should continue to develop a significant component in their program to offer students advanced preparation in working with diverse populations.

    English Education should verity if the significant changes made to its degree program enhanced students' content knowledge and writing skills.

    Reading Education should evaluate to what degree the developed rubrics to evaluate student work for each certification course were effective.

    Secondary Education portfolio preparation strategies with regard to appropriate artifacts should be improved.

3. The portfolio process at the undergraduate and graduate levels should continue to be revised to better integrate portfolio requirements in coursework, that is, students better understand how to develop artifacts in classes and field experiences for inclusion in their portfolio. Further, programs are meeting aspects of accreditation requirements by the use of external portfolio reviewers.

4. In response to concerns expressed by graduate students, the School will have a Graduate Student Handbook available by Fall 2004.

5   A focus-group exit interview should be initiated with doctoral students in order to gain more information from students about the program.

6. To improve our abilities in assessing students' knowledge, skills, and dispositions, a unit-wide assessment system is being developed. This system will significantly enhance our abilities to evaluate student competencies in all certification areas.