

## **Survey of Principals About Teaching Performance of Recent Rider Teacher Education Graduates**

### **School of Education Rider University 2011**

Rider's School of Education regularly assesses student learning in many ways. Every year its Department of Teacher Education surveys professors, cooperating teachers, and student teaching supervisors to gather information about student performance in their field-site-based preservice teaching assignments (which are part of every undergraduate education course). These Conceptual Framework-based Unit Assessments require evaluations of the performance of every student in our program every year. They have been conducted annually since they were recommended by our last NCATE visitation team (and designed with the assistance of that on-site team), and they have been a boon to our assessment and program improvement efforts. This is just one large-scale assessment program encompassing all courses, majors, minors, and certification specialties. We conduct this Unit Assessment independently of the many smaller, specialized assessment activities we also carry out on an on-going basis that are related to specific courses or certification areas.

Assessments of preservice performance are important, but they cannot answer the question, "What happens to Rider graduates when they take actual inservice teaching positions?" To answer this question, the School of Education developed a survey this spring and sent it for the first time to principals throughout the region asking them to rate the performance of any and all recently hired Rider graduates in their schools. The principals (or their designees; some asked other administrators or faculty mentors more familiar with a new teacher's work to complete the surveys) completed surveys about the teaching performance of 210 recent Rider graduates. This is the record of their responses.

Principals were asked to rate the performance of all untenured teachers working in their schools who were Rider School of Education graduates. To make the survey manageable we limited out questions to teacher performance in 12 important areas:

1. Success in promoting student achievement in reading/language arts.
2. Success in promoting student achievement in math.
3. Success in promoting student achievement in science.
4. Success in promoting student achievement in social studies.
5. Classroom management skills.
6. Lesson planning abilities.
7. Ability to differentiate instruction successfully.
8. Depth and breadth of content knowledge needed for teaching.
9. Ability to communicate with parents.
10. Use of assessment procedures to guide instruction.
11. Development of professional, caring relationships with students.
12. Ability to collaborate productively with colleagues.

For each standard they were asked to rate each Rider graduate using the following scale:

- 1** = Below the level expected of a new teacher
- 2** = Acceptable level for a new teacher
- 3** = Above average for a new teacher
- 4** = Well above the level expected of a new teacher

There was also a N/A option if the principal did not believe that she had sufficient information on the teacher to make a valid rating.

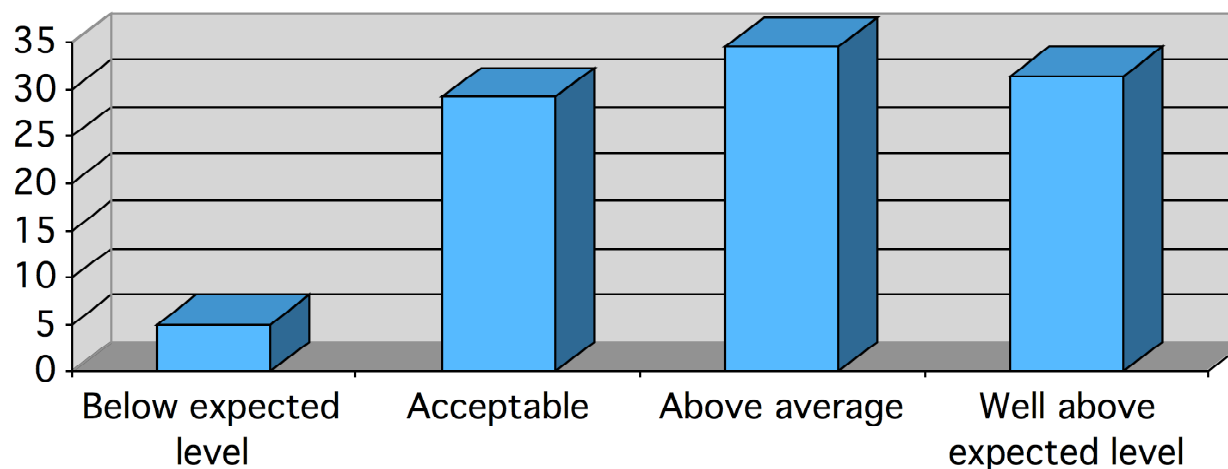
The results have been very encouraging. The mean of all the responses in all the categories was 2.9, which is almost equal to the rating of 3 that represents “Above average for a new teacher.” This confirms information from ratings by student teaching cooperating teachers, supervisors, and professors of Rider students in their student teaching semester, and it suggests that in the real, inservice world of everyday teaching, Rider graduates continue to excel.

This does not mean, of course, that the survey showed no reason for concern. There were a few Rider graduates who received ratings of “Below the level expected of a new teacher,” which represent program failures. There is a discussion below of possible problem areas such ratings suggest may exist in our program and possible actions the School of Education might take in a section below (see *Areas of Concern: “Below the Level Expected of a New Teacher” Ratings*) following the overall presentation of the data.

Summing all the ratings across all standards produces the following two distributions of ratings at each level. The first excludes the percentage of responses in which principals did not believe they have sufficient information to make ratings. The second includes these responses.

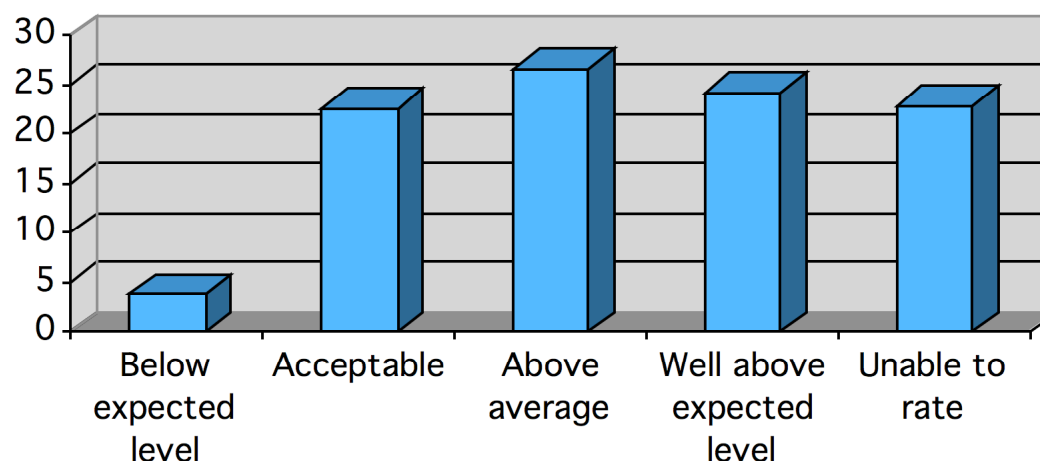
*Percentages of all the ratings across all the 12 standards, excluding responses in which principals did not believe they had sufficient information to rate the teacher.*

| Below expected level | Acceptable | Above average | Well above expected level |
|----------------------|------------|---------------|---------------------------|
| 5.04%                | 29.20%     | 34.45%        | 31.31%                    |



*Percentages of all the ratings across all the 12 standards, including responses in which principals did not believe they had sufficient information to rate the teacher.*

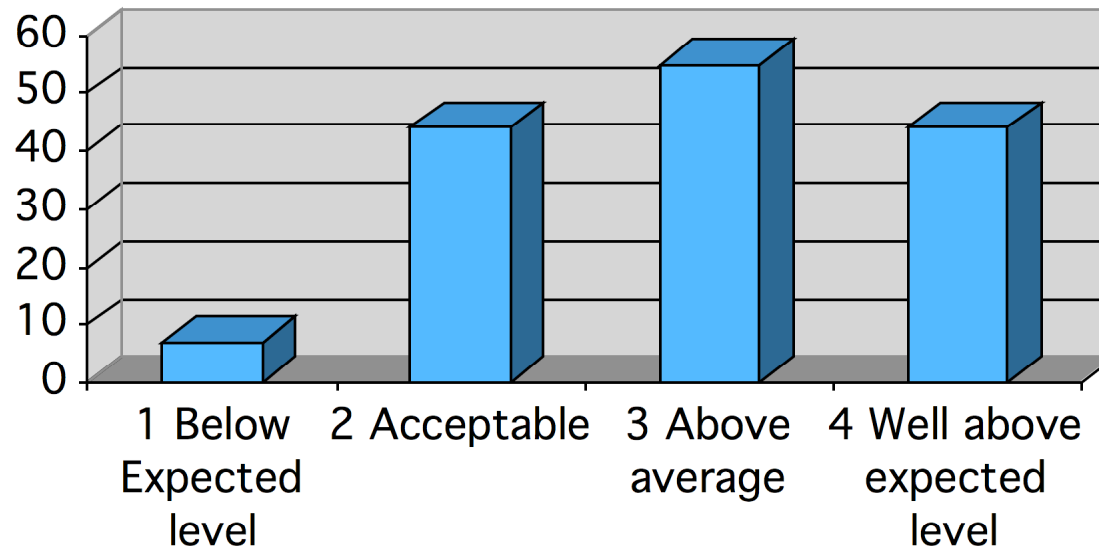
| Below expected level | Acceptable | Above average | Well above expected level | Unable to rate |
|----------------------|------------|---------------|---------------------------|----------------|
| 3.89%                | 22.54%     | 26.59%        | 24.17%                    | 22.81%         |



The mean, median, and modal ratings were in the “Above average for a new teacher” range, with roughly equal numbers in the “Acceptable level for a new teacher” and “Well above the level expected of a new teacher” levels. There was also a small percentage of ratings in the “Below the level expected of a new teacher,” which will be discussed below.

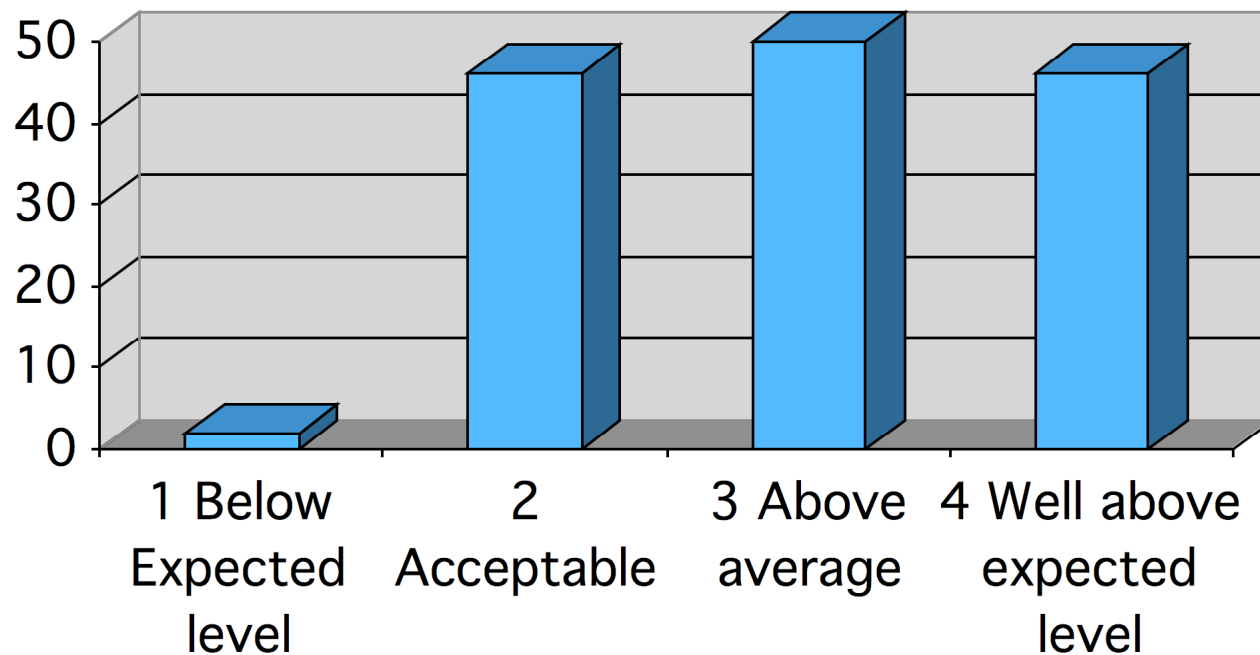
The next twelve pages provide tables and graphs of responses at each level of each of the 12 areas that principals were asked to evaluate.

| Standard:   | 1<br>Below<br>expected<br>level | 2<br>Acceptable | 3<br>Above<br>average | 4<br>Well above<br>expected<br>level | N/A | Mean<br>Rating |
|---|---------------------------------|-----------------|-----------------------|--------------------------------------|-----|----------------|
| Success in promoting student achievement<br>in reading/language arts. | 7                               | 44              | 55                    | 44                                   | 60  | 2.9066         |



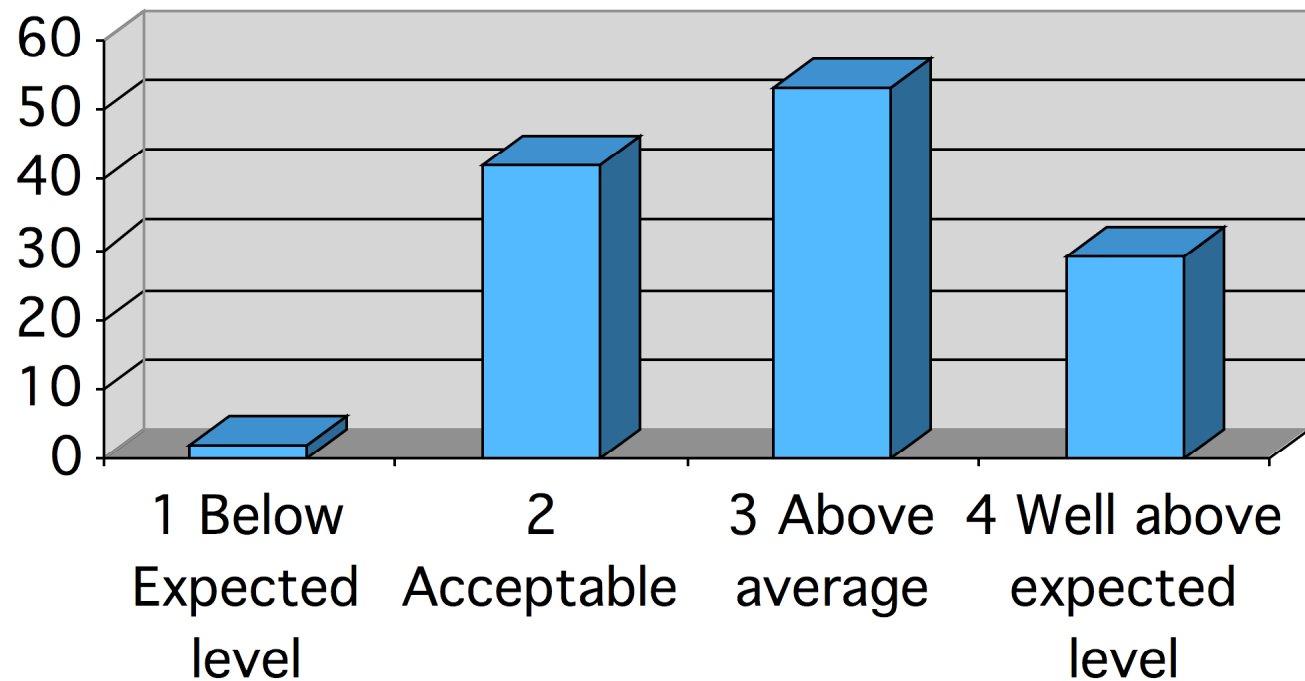
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|--|---------------------------------|-----------------|-----------------------|--------------------------------------|-----|----------------|
| Success in promoting student achievement<br>in math. | 2                               | 46              | 50                    | 46                                   | 64  | 2.9722         |



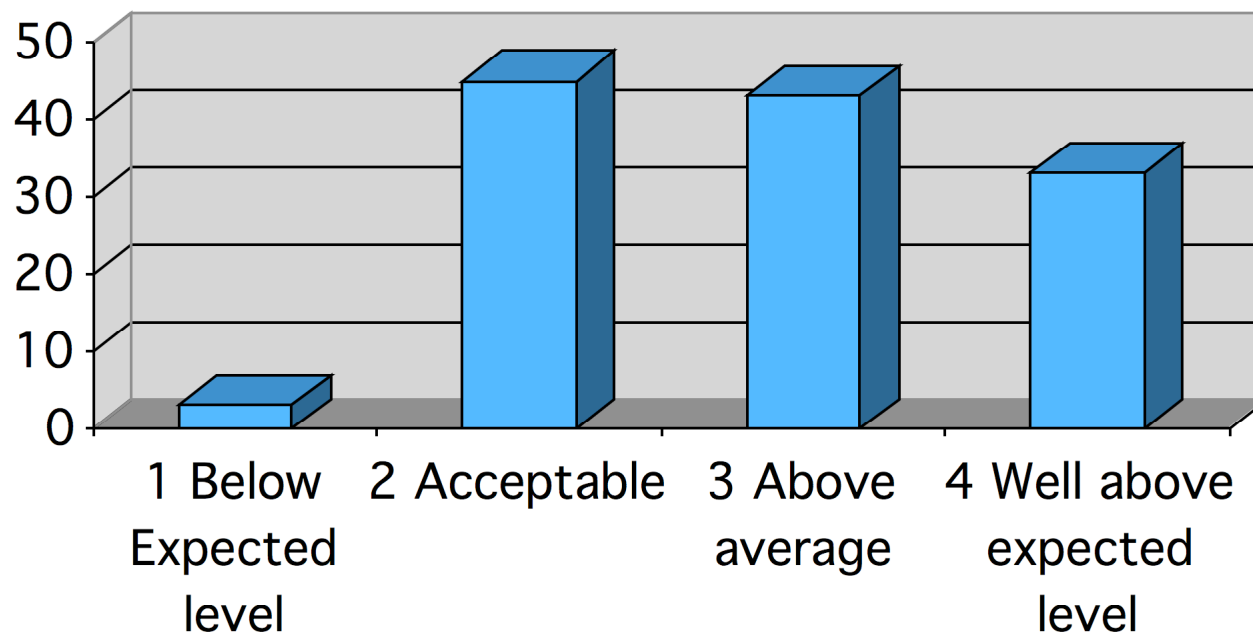
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|---|---------------------------------|-----------------|-----------------------|--------------------------------------|-----|----------------|
| Success in promoting student achievement<br>in science. | 2                               | 42              | 53                    | 29                                   | 80  | 2.8650         |



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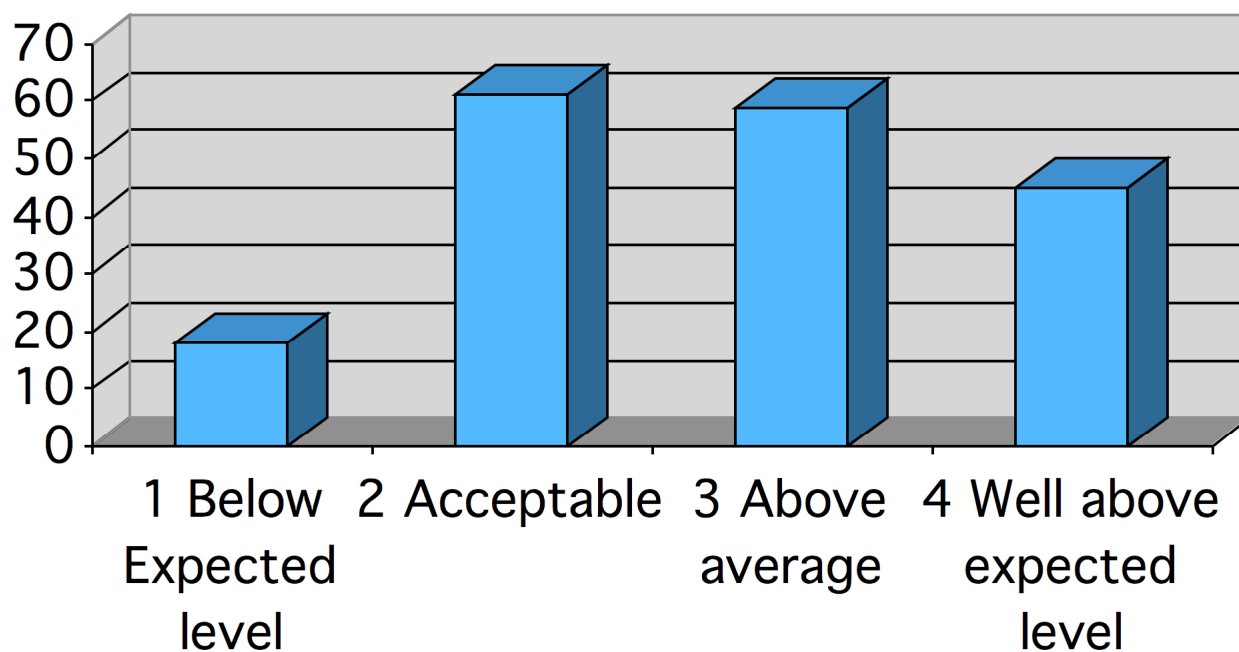
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|--|---------------------------------|-----------------|-----------------------|--------------------------------------|-----|----------------|
| Success in promoting student achievement<br>in social studies. | 3                               | 45              | 43                    | 33                                   | 81  | 2.8548         |



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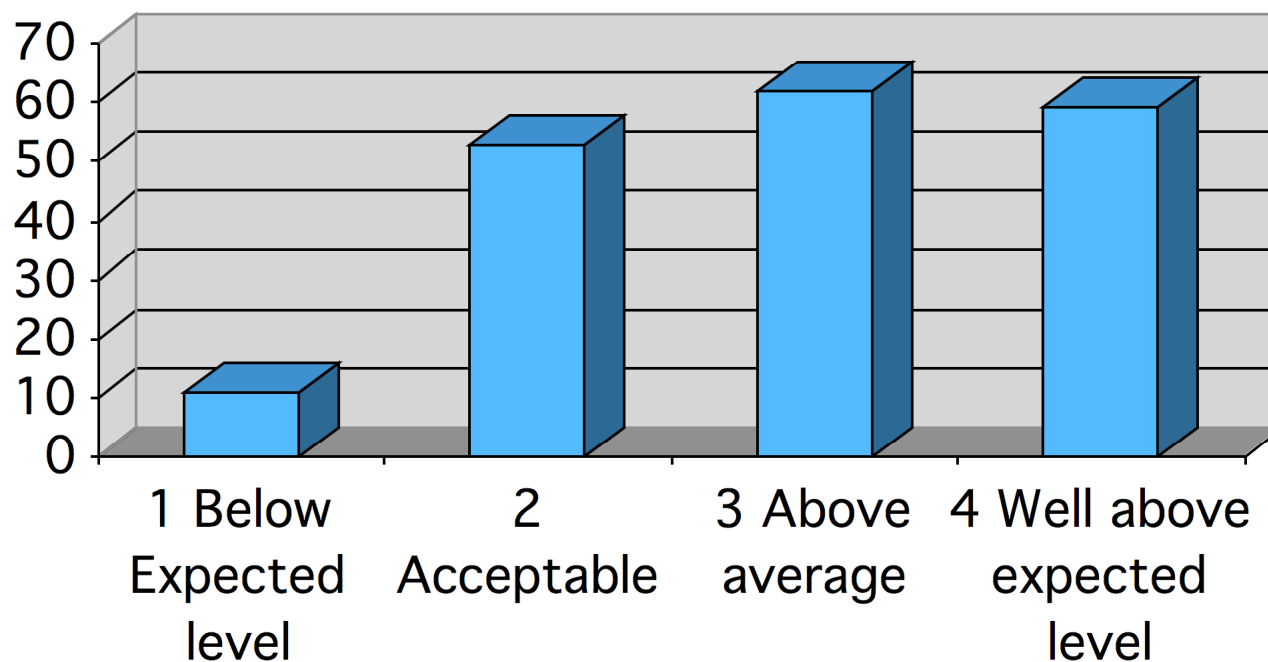


| Standard:                    | 1<br>Below<br>expected<br>level | 2<br>Acceptable | 3<br>Above<br>average | 4<br>Well above<br>expected<br>level | N/A | Mean<br>Rating |
|------------------------------|---------------------------------|-----------------|-----------------------|--------------------------------------|-----|----------------|
| Classroom management skills. | 18                              | 61              | 59                    | 45                                   | 20  | 2.7158         |



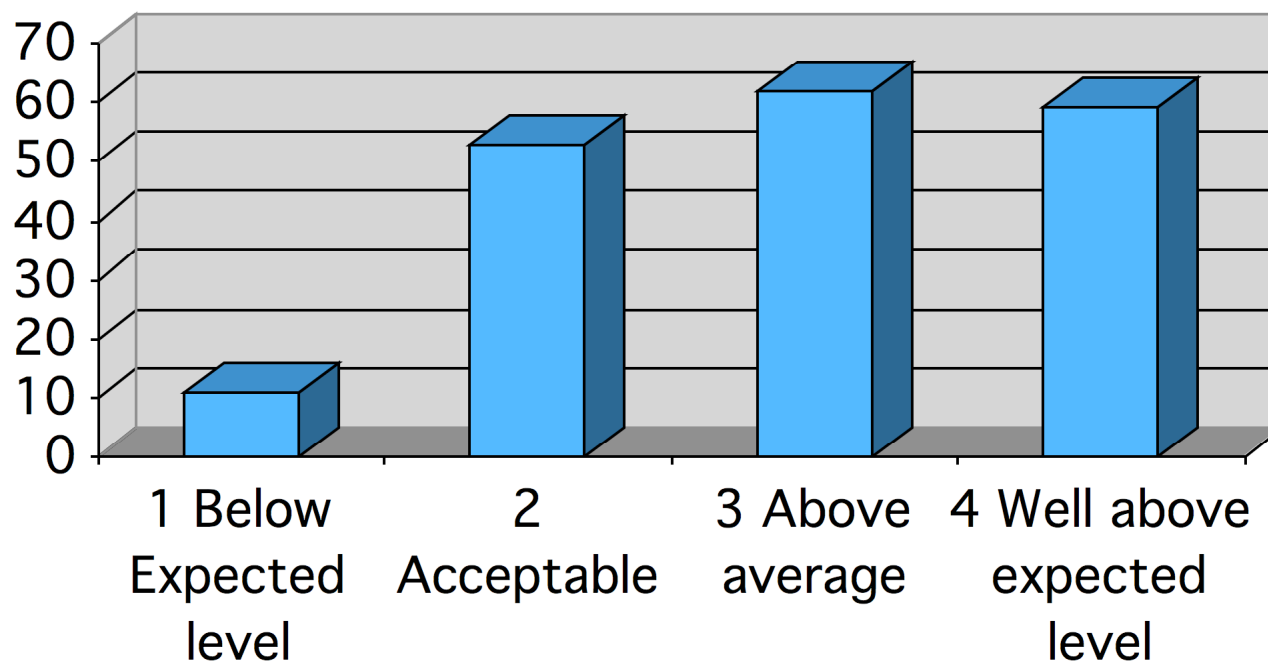
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|----------------------------|---------------------------------|-----------------|-----------------------|--------------------------------------|-----|----------------|
| Lesson planning abilities. | 11                              | 53              | 62                    | 59                                   | 18  | 2.9135         |



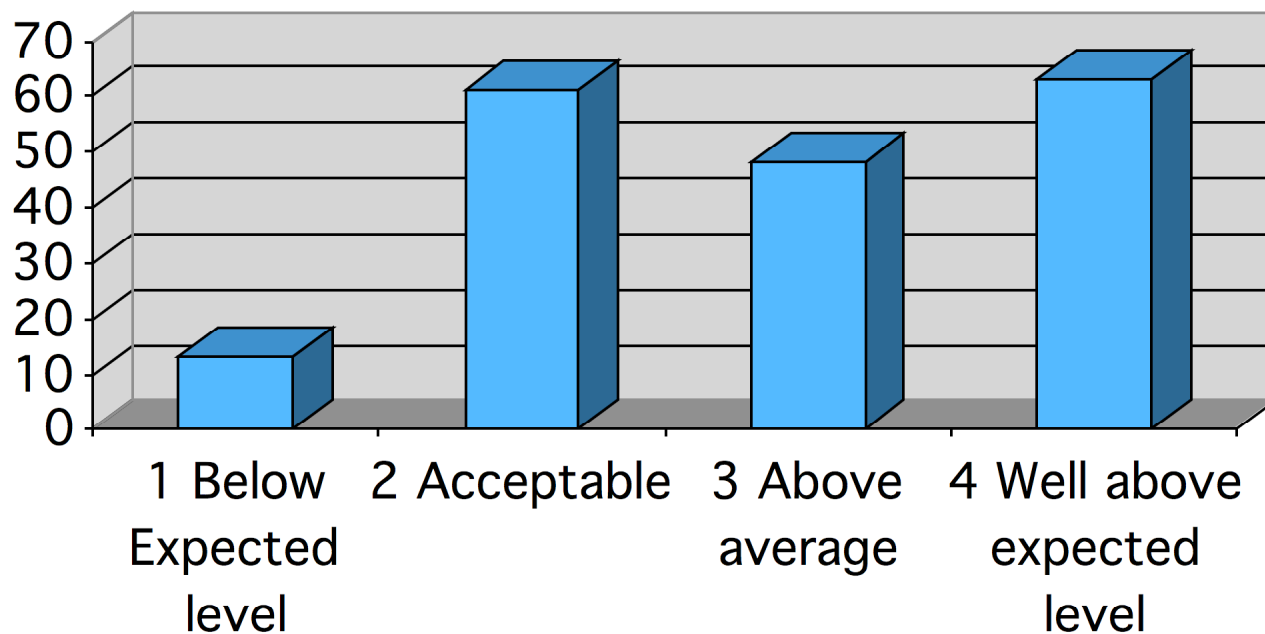
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|--|---------------------------------|-----------------|-----------------------|--------------------------------------|-----|----------------|
| Ability to differentiate instruction successfully. | 15                              | 59              | 61                    | 47                                   | 18  | 2.7692         |



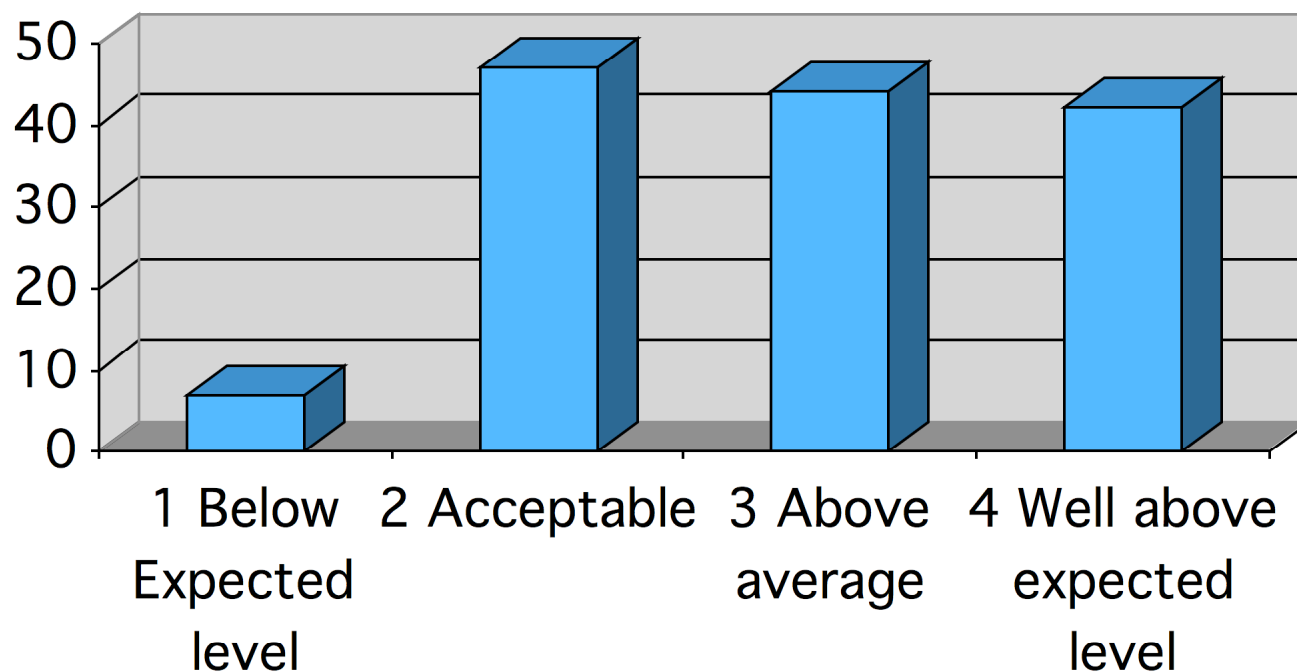
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|---|---------------------------------|-----------------|-----------------------|--------------------------------------|-----|----------------|
| Depth and breadth of content knowledge needed for teaching. | 13                              | 61              | 48                    | 63                                   | 17  | 2.8702         |



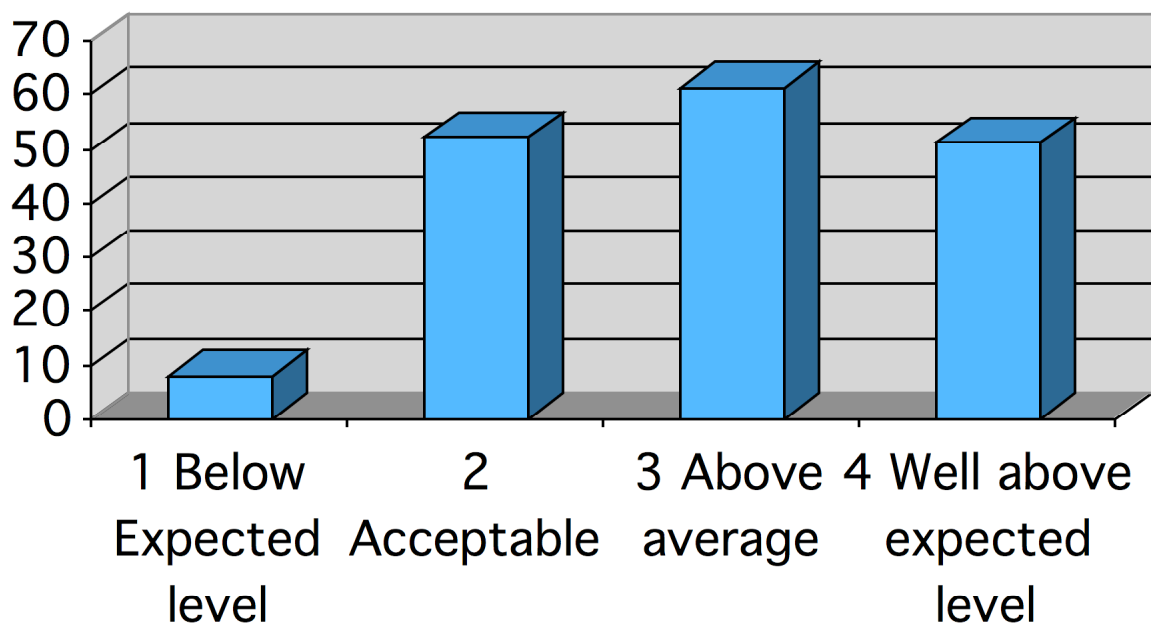
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|--------------------------------------|---------------------------------|-----------------|-----------------------|--------------------------------------|-----|----------------|
| Ability to communicate with parents. | 7                               | 47              | 44                    | 42                                   | 52  | 2.8642         |



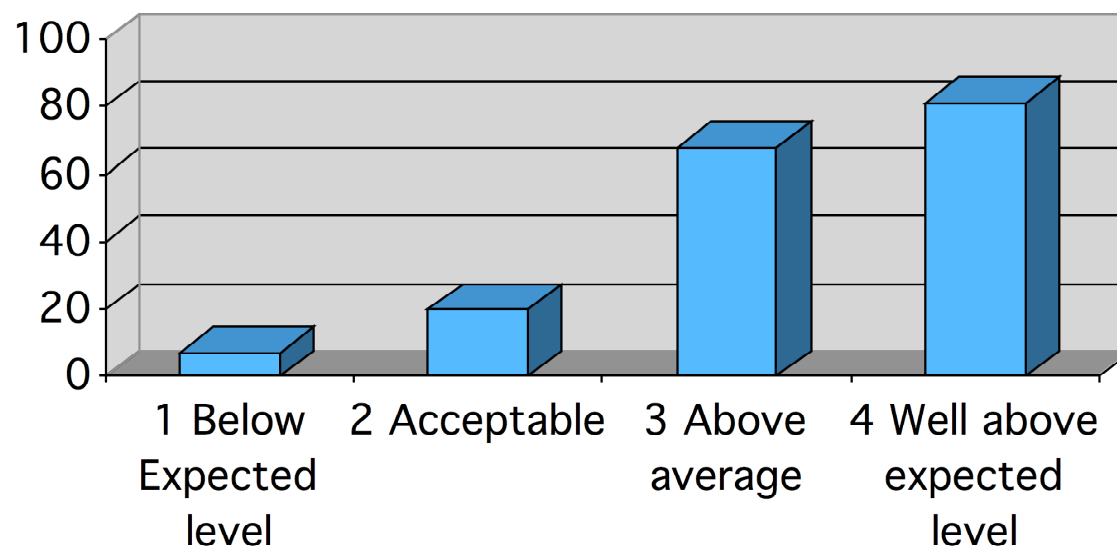
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|--|---------------------------------|-----------------|-----------------------|--------------------------------------|-----|----------------|
| Use of assessment procedures to guide instruction. | 8                               | 52              | 61                    | 51                                   | 20  | 2.9011         |



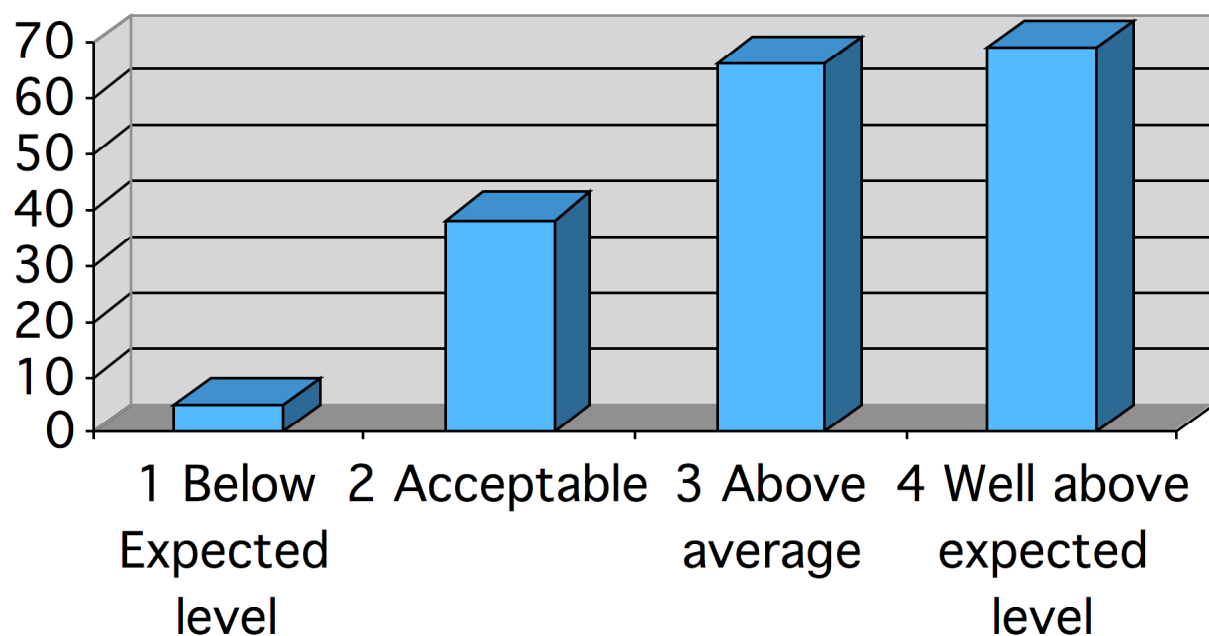
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|--|---------------------------------|-----------------|-----------------------|--------------------------------------|-----|----------------|
| Development of professional, caring relationships with students. | 7                               | 20              | 68                    | 81                                   | 17  | 3.2670         |



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|--|---------------------------------|-----------------|-----------------------|--------------------------------------|-----|----------------|
| Ability to collaborate productively with colleagues. | 5                               | 38              | 66                    | 69                                   | 15  | 3.1179         |



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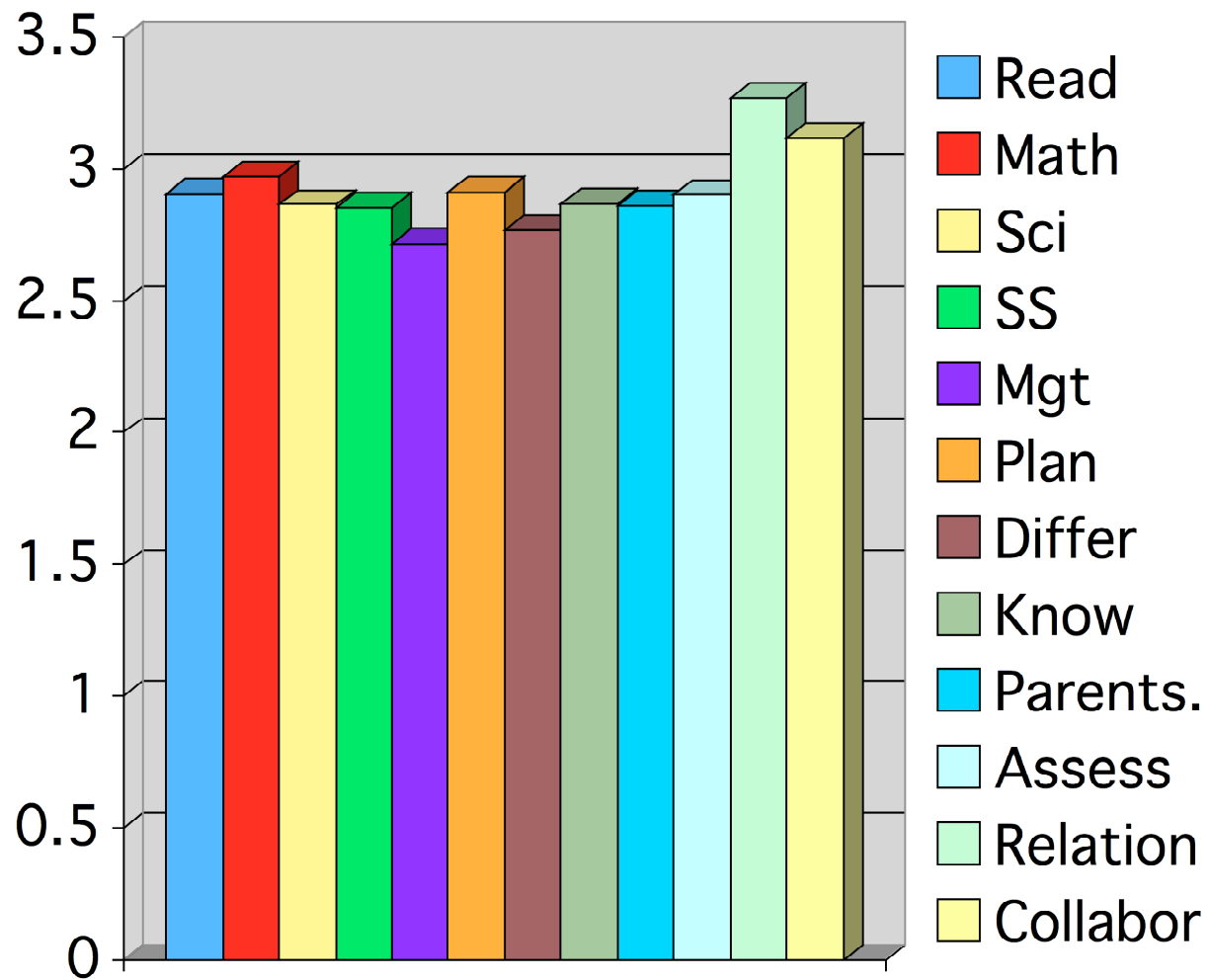


This page and the next page provide a table and a graph of the means of ratings in each of the twelve areas.

### Means of Ratings in All Areas

|  |      |
|--|------|
| Success in promoting student achievement in reading/language arts. | 2.91 |
| Success in promoting student achievement in math.                  | 2.97 |
| Success in promoting student achievement in science.               | 2.87 |
| Success in promoting student achievement in social studies.        | 2.86 |
| Classroom management skills.                                       | 2.72 |
| Lesson planning abilities.   | 2.91 |
| Ability to differentiate instruction successfully.                 | 2.77 |
| Depth and breadth of content knowledge needed for teaching.        | 2.88 |
| Ability to communicate with parents.                               | 2.87 |
| Use of assessment procedures to guide instruction.                 | 2.91 |
| Development of professional, caring relationships with students.   | 3.27 |
| Ability to collaborate productively with colleagues.               | 3.12 |

**Response Legend:** 1 = Below the level expected of a new teacher   2 = Acceptable level for a new teacher   3 = Above average for a new teacher   4 = Well above the level expected of a new teacher   (“Not Applicable” ratings were not included in computation of means.)



### Areas of Concern: “Below the Level Expected of a New Teacher” Ratings

Overall the ratings by principals ranged from good to excellent, but there were a small number of ratings that should especially concern us: ratings of “Below the level expected of a new teacher.” We need to find ways to better monitor and assess student performance with the goal that no Rider Teacher Education graduate will ever perform at a substandard level as a new teacher.

Breaking this small group of unsatisfactory ratings down into specific areas of concern can help us do that. Of 210 Rider graduates who were rated by their principals, 18 (8.57%) received this low rating in the area of classroom management skills — the highest number for any of the 12 performance areas included in the survey — and this was also the area that received the overall lowest mean rating (2.72). The average number of these “Below the level expected of a new teacher” ratings was 8.167 (out of 210), which is just 3.89%. The number of such ratings ranged from 2 (less than 1%) in the areas of success in promoting student achievement in math and success in promoting student achievement in science to the aforementioned high in the area of classroom management. Here is the full listing of “Below the level expected of a new teacher” ratings in all 12 areas in the survey order, followed by the same list in order of the number of “Below the level expected of a new teacher” ratings:

| Standard   | number | percentage |
|--|--------|------------|
| Success in promoting student achievement in reading/language arts. | 7      | 3.33       |
| Success in promoting student achievement in math.                  | 2      | 0.95       |
| Success in promoting student achievement in science.               | 2      | 0.95       |
| Success in promoting student achievement in social studies.        | 3      | 1.43       |
| Classroom management skills.                                       | 18     | 8.57       |
| Lesson planning abilities.   | 11     | 5.24       |
| Ability to differentiate instruction successfully.                 | 15     | 7.14       |
| Depth and breadth of content knowledge needed for teaching.        | 13     | 6.19       |
| Ability to communicate with parents.                               | 7      | 3.33       |
| Use of assessment procedures to guide instruction.                 | 8      | 3.81       |
| Development of professional, caring relationships with students.   | 7      | 3.33       |
| Ability to collaborate productively with colleagues.               | 5      | 2.38       |

| Standard   | number | percentage |
|--|--------|------------|
| Classroom management skills.                                       | 18     | 8.57       |
| Ability to differentiate instruction successfully.                 | 15     | 7.14       |
| Depth and breadth of content knowledge needed for teaching.        | 13     | 6.19       |
| Lesson planning abilities.   | 11     | 5.24       |
| Use of assessment procedures to guide instruction.                 | 8      | 3.81       |
| Success in promoting student achievement in reading/language arts. | 7      | 3.33       |
| Ability to communicate with parents.                               | 7      | 3.33       |
| Development of professional, caring relationships with students.   | 7      | 3.33       |
| Ability to collaborate productively with colleagues.               | 5      | 2.38       |
| Success in promoting student achievement in social studies.        | 3      | 1.43       |
| Success in promoting student achievement in math.                  | 2      | 0.95       |
| Success in promoting student achievement in science.               | 2      | 0.95       |

The four areas that received the highest number of these low ratings (with more than 5% of all new Rider teachers receiving such ratings) were:

- Classroom management skills.
- Ability to differentiate instruction successfully.
- Depth and breadth of content knowledge needed for teaching.
- Lesson planning abilities.

The numbers of ex-students who received low ratings even in these areas is low — the majority received either “Above average for a new teacher” or “Well above the level expected of a new teacher “ ratings even in the area of greatest concern (classroom management), and of those who did not receive “Above average for a new teacher” or “Well above the level expected of a new teacher “ ratings, most received a rating of “Acceptable level for a new teacher.” It was only a small minority who earned the “Below the level expected of a new teacher,” even in our weakest area, and in most areas there was no more than handful of such ratings.

These are nonetheless areas in which the survey suggests we should be especially concerned, and we have already begun looking at possible ways to tweak our program to improve these outcomes in the future. Classroom management — the most problematic area based both on the number of “Below the level expected of a new teacher” ratings and on mean ratings — is an area in which our graduates themselves have expressed a desire to learn and know more. Two years ago one of our faculty members who is a widely recognized expert in classroom management designed a new elective course in classroom management that has been running successfully for three semesters. It is currently an elective course, but we are considering either adding a course in classroom management that would be required for all students or requiring it for students who early in their preservice teaching experiences show a need for more intensive study in this area.

Regarding the ability to differentiate instruction successfully — the area with the second most frequent “Below the level expected of a new teacher” ratings (and second lowest mean rating) — we are also considering adding either a required or an elective course in special education. Along with classroom management, this will be an important topic in our curriculum revision discussions, which have begun following intensive work by a special committee that made recommendations to the Department of Teacher Education this past academic year. We hope to decide on program changes this fall (2011). This information will also be important for all our methods classes to consider as they revise their courses.

The problem of depth and breadth of content knowledge needed for teaching — the area with the third most frequent “Below the level expected of a new teacher” ratings — is one we have also been aware of, and we have been endeavoring to make changes to improve student performance in this area. The area of student content knowledge has been an on-going concern, one that has been highlighted in our annual Unit Assessments. In the Conclusion to our 2005-2006 Final Assessment Report, for example, we wrote the following:

Regarding the reliability and validity of the Unit Assessment system, the results for the two semesters overwhelmingly endorse the system as it has been developed and described above. . . . [The results of the assessment] suggest that, for this year, the Teacher Education Department is generally meeting its goals. This is not to say that there is not room for improvement. The one area of the four that consistently received the lowest mean ratings is the area of knowledge. While most students have achieved the level of *Acceptable at this level* in the area of knowledge at all levels, fewer have risen to the level of *Exceeds expectations at this level*. This is something that the Department of Teacher Education might set as a goal -- increasing the percentage of students who exceed expectations in this area.

In an Assessment Update (November 18, 2006; this report is reproduced in full below in Appendix I), we set forth a comprehensive plan to improve our students' performance in this area. We wrote:

We . . . noted one important area in which we believe we can do even better, the area of knowledge. Although most students reach the level of *Acceptable at this level* in the area of knowledge, far fewer reach the level of *Exceeds expectations at this level* than we might have hoped, and (as suggested in our report) we have made raising this percentage a goal of our department.

To this end we undertook 11 separate initiatives to help improve student performance in this area (for more details, please see the full report in Appendix I):

1. We have met with members of several departments in the School of Liberal Arts and Sciences to discuss course offerings so that we may better advise our students regarding selection of courses. Partially as a result of these discussions we now provide every student at registration with a list of suggested courses in each content area that we especially recommend.
2. We have collaborated with the science and math departments in the development of both inquiry-based courses and a new Integrated Sciences major.
3. We have representatives on the IDEAS Collaborative Group that have helped us ensure that courses most appropriate to our students' needs are developed and offered in these areas.
4. We offer special tutoring in areas of common weakness among our students. For example, Dr. Bulgar offers a "Fractions Clinic" for students who have trouble in this area.
5. We send many students for tutoring in writing and math to the Rider Learning Center.
6. We have limited our English majors so that they may not specialize in the area of Cinema Studies. While recognizing that Cinema Studies is an important and valid area of study, we do not believe it provides the kind of background most useful to future teachers. (Students may double major in any other English major concentration, however.)
7. In our review of student teaching portfolios, we have put increased emphasis on the need for evidence of broad and deep content knowledge.
8. We have reviewed our checksheets for all double majors and minors and have made some small changes to them as we try to discern ways to put even more emphasis on the acquisition of content knowledge among all our students. Because of state certification requirements we are somewhat limited in our flexibility in this area, but we have tried

wherever possible to raise expectations without forcing students to exceed the 126-hour standard Education program.

9. In all of our courses we have endeavored to increase our expectations of students in the area of pedagogical content knowledge.
10. In our department meetings we have tried to pinpoint areas in which students tend to fall short of our expectations in regard to general content knowledge. This helps us target specific program changes (as in the math and science areas discussed above) and design appropriate special offerings (such as the “Fractions Clinic”).
11. The department is considering raising GPA requirements, possibly as high as 3.0, for upper-level courses. In a meeting with the department recently, Provost Don Steven tentatively endorsed this idea (which would also have the effect of lowering our enrollment somewhat). We need to explore the potential impact of such a change on the university, and if we did make such a move it would take several years to phase it in, so we could expect no immediate change as a result, but we believe this might have a very positive long-term impact on program quality overall.

Regarding point 11 in the list above, in April of this year the Department of Teacher Education voted to raised our GPA requirement to 3.0 for student teaching. We also have raised the minimum score our students must achieve on the Praxis Elementary Education Content Knowledge Test, which focuses directly on this area of concern. The minimum score for certification in New Jersey is currently 141, but we have set a much higher standard — a score of 151 — as our minimal acceptable score for students wishing to enroll in junior-level methods courses (which are prerequisites for student teaching).

We have also researched our preservice teachers’ dispositions regarding the need for deep and broad content knowledge as teachers. These studies (Baer, 2003, 2009) have shown that although some critics have claimed that an anti-intellectual, anti-content knowledge attitude is being promoted by some schools of education (see, e.g., Chall, 2000; Hirsch, 1996; Ravitch, 2000; Stevenson & Stigler, 1992), Riders’ preservice teachers appear to appreciate the need for both solid and broad content knowledge and that appreciation *increases* yearly while they are students in our program.

There is some good news that appears to be the result of these various efforts to improve the depth and breadth of our preservice teachers’ content knowledge. Our most recent Unit Assessment report noted an improvement in the area of students’ content knowledge. We hope that this will translate to better performance as our graduates take teaching positions (and that this might be reflected in an improvement in this area in future surveys of principals).

Ways to improve students' performance in the area of lesson planning abilities (the fourth area in which 5% of our graduates received ratings of "Below the level expected of a new teacher" by their principals) are currently under consideration by the Department of Teacher Education. We do not yet have any specific initiatives in this area, but improvement in our students' lesson planning abilities will be an important goal for us this year. And we need to remember that program improvement doesn't come only through changes in program requirements. As soon as the data from this survey of area principals had been analyzed it was sent out to faculty and a lively online discussion ensued. One faculty member explained how it would change the way she teaches a junior-level methods course:

I want to revamp my syllabus for fall and one of the areas I want to intensify is lesson planning. This report convinced me that I am correct in assuming it still provides some difficulties for some of our students.

Other faculty shared ideas how they planned to tweak their courses to improve student performance in one or more of the areas where the principals had found potential weaknesses.

This survey was in many ways reassuring — our graduates seem to be quite successful as they enter the world of inservice teaching — but there is always room for improvement, and the principals' evaluations will help guide our efforts to make our program even stronger.



## APPENDIX I: 2006 UNIT ASSESSMENT UPDATE

Assessment Update  
Teacher Education Department  
Rider University  
November 18, 2006

In the Conclusion to our 2005-2006 Final Assessment Report, we wrote the following:

Regarding the reliability and validity of the Unit Assessment system, the results for the two semesters overwhelmingly endorse the system as it has been developed and described above. . . . [The results of the assessment] suggest that, for this year, the Teacher Education Department is generally meeting its goals. This is not to say that there is not room for improvement. The one area of the four that consistently received the lowest mean ratings is the area of knowledge. While most students have achieved the level of *Acceptable at this level* in the area of knowledge at all levels, fewer have risen to the level of *Exceeds expectations at this level*. This is something that the Department of Teacher Education might set as a goal -- increasing the percentage of students who exceed expectations in this area.

We are therefore comfortable that the assessment plan that we have implemented is working -- it meets rigorous reliability and validity standards -- and that its results are therefore to be trusted. We were generally encouraged by those results, but we noted one important area in which we believe we can do even better, the area of knowledge. Although most students reach the level of *Acceptable at this level* in the area of knowledge, far fewer reach the level of *Exceeds expectations at this level* than we might have hoped, and (as suggested in our report) we have made raising this percentage a goal of our department.

The fact that our students need more content knowledge to be more effective teachers did not come to us as a surprise. In fact, we have been working for several years to find ways to enable our students to become more knowledgeable and to ensure that all our graduates meet at least minimal standards in this area. To this end we require that students take a range of courses from a wide variety of disciplines, insist that they meet a 2.75 GPA requirement, and test students in several areas (assessing important skills and general content knowledge) before they can enter our upper-level teaching methods courses. Rider's Teacher Preparation Program has set GPA and PRAXIS testing requirements that meet, and in several areas exceed, state certification requirements, and we require testing in several areas (such as writing and math skills) that are not required for state certification.

These measures appear to be successful, as evidenced by the fact that most students did achieve the level of *Acceptable at this level* in the area of knowledge at all levels. But meeting minimal standards is not enough, and it is our goal to graduate more future teachers who meet our criterion for an assessment of *Exceeds expectations at this level* in the area of content knowledge.

We have initiated a number of programs to this end. Some of these predate our 2006 Final Assessment Report, and some are quite recent and are direct results of the 2005-2006 Assessment Report. Our department has spent several meetings discussing this issue and brainstorming possible ways we might help more students become more generally knowledgeable. The following are initiatives we have undertaken with this goal in mind.

1. We have met with members of several departments in the School of Liberal Arts and Sciences to discuss course offerings so that we may better advise our students regarding selection of courses. Partially as a result of these discussions we now provide every student at registration with a list of suggested courses in each content area that we especially recommend.
2. We have collaborated with the science and math departments in the development of both inquiry-based courses and a new Integrated Sciences major.
3. We have representatives on the IDEAS Collaborative Group that have helped us ensure that courses most appropriate to our students' needs are developed and offered in these areas.
4. We offer special tutoring in areas of common weakness among our students. For example, Dr. Bulgar offers a "Fractions Clinic" for students who have trouble in this area.
5. We send many students for tutoring in writing and math to the Rider Learning Center.
6. We have limited our English majors so that they may not specialize in the area of Cinema Studies. While recognizing that Cinema Studies is an important and valid area of study, we do not believe it provides the kind of background most useful to future teachers. (Students may double major in any other English major concentration, however.)
7. In our review of student teaching portfolios, we have put increased emphasis on the need for evidence of broad and deep content knowledge.
8. We have reviewed our check sheets for all double majors and minors and have made some small changes to them as we try to discern ways to put even more emphasis on the acquisition of content knowledge among all our students. Because of state certification requirements we are somewhat limited in our flexibility in this area, but we have tried

wherever possible to raise expectations without forcing students to exceed the 126-hour standard Education program.

9. In all of our courses we have endeavored to increase our expectations of students in the area of pedagogical content knowledge.
10. In our department meetings we have tried to pinpoint areas in which students tend to fall short of our expectations in regard to general content knowledge. This helps us target specific program changes (as in the math and science areas discussed above) and design appropriate special offerings (such as the “Fractions Clinic”).
11. The department is considering raising GPA requirements, possibly as high as 3.0, for upper-level courses. In a meeting with the department recently, Provost Don Steven tentatively endorsed this idea (which would also have the effect of lowering our enrollment somewhat). We need to explore the potential impact of such a change on the university, and if we did make such a move it would take several years to phase it in, so we could expect no immediate change as a result, but we believe this might have a very positive long-term impact on program quality overall.

Although this report (and the assessment that prompted it) is concerned primarily with the *acquisition* of content knowledge by our students, we think that student *dispositions* toward the acquisition of content knowledge are also important (and this belief accords with the NCATE Standards under which we are accredited). We have found that our students typically come to a deeper awareness during the time they are with us of the importance for teachers of rich content knowledge. As evidence of this, in a study we conducted a few years ago of Elementary Education majors (Baer, 2003) we learned that as students progress through our program, the importance they place on content knowledge increases significantly. In fact, at the end of student teaching our students’ beliefs in the importance of deep content knowledge in various domains was statistically indistinguishable from that of experienced and expert in-service teachers who were also polled. Student teachers rated the importance of rich content knowledge significantly higher in every domain surveyed than did students entering their first education courses at Rider. It may be, as some have suggested, that an anti-intellectual, anti-content knowledge attitude is being promoted by some schools of education (see, e.g., Chall, 2000; Hirsch, 1996; Ravitch, 2000; Stevenson & Stigler, 1992), but Rider student teachers appear to appreciate the need for both solid and broad content knowledge and that appreciation *increases* while they are students in our program. There is no evidence of an anti-intellectual, anti-content knowledge attitude in our department; in fact, the results of this study point in precisely the opposite direction. Content knowledge is highly valued by both students and faculty in the Teacher Education Department.

Looking forward, it is our plan to collect new assessment data (using the same system that was endorsed by our 2005-2006 study) at the end of Spring semester 2007. We will collect data on every student taking Education courses (including student

teaching) at that time. Now that we know that our assessment system is working, we hope to refine our analyses further so that we can look not only at students overall, but also target students in specific programs. We hope that will give us further information about our students' progress, and especially how well they are meeting our goal of increasing the percentage of students who achieve the level of *Exceeds expectations at this level* in the area of knowledge.

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