



Teacher Education Program Phase II Assessment

Candidates who wish to student teach in the School of Education must complete the Phase II Assessment prior to application, however student teaching application is a separate process from Phase II Assessment. Students must have successfully completed the Phase I and II Assessment to be eligible for student teaching.

Transfer students and license-only students should contact the School of Education Licensing Advisor regarding the application process and deadlines.

Each student participating in Phase II Assessment will be evaluated according to the following criteria:

- Applies understanding of child development to planning instruction
- Demonstrates understanding of essential content knowledge
- Creates learning experiences that demonstrate understanding of content knowledge
- Develops a variety of strategies based on best practices for learners
- Adapts instruction for diverse learners
- Defines and analyzes problems in teaching
- Communicates effectively considering audience and context
- Uses technology to plan and implement lessons
- Uses formative and summative assessment
- Relates personal teaching philosophy to decision making

Components of the Review:

- 2.5 GPA in the major, education courses, and overall
- C in all courses in the major, minor, and licensing requirements including PSY 220 for Elementary Majors and PSY 101 and 365 for Secondary minors.
- Completion of 60 hours of coursework
- Successful completion of performance assessments in these specific courses:
 - For Elementary Education: MAT 115 and 116, EDU 120, EDU 221, EDU 230, SCI 301, EDU 325, EDU 347
 - For Exceptional Needs: EDU 233, EDU 338, and EDU 365
 - For Secondary Licensing: a portfolio in EDU 454
 - For Middle School Licensing: a portfolio in EDU 455
- Dispositional Self-analysis

Phase II Assessment occurs as part of course requirements.

Elementary Program:

- Elementary Education majors complete a variety of performance assessments throughout their methods courses. Faculty members have identified a project from each of the EDU courses listed above that assesses the teacher candidates' abilities to perform the criteria highlighted for Phase II. These projects are rated holistically using the School of Education's 5 point rating scale. The teacher candidates need to have "met" expectations (earned a rating of at least a "3") on all of the performance assessments. Candidates must earn a minimum grade of C and an overall average GPA of 2.5 or above.

Exceptional Needs Minor:

Teacher candidates working toward a minor in Exceptional Needs are assessed in EDU 233, 338, and 368 using performance scores and examining final grades with a minimum grade of C required in each course and an overall average GPA of 2.5 or above.

The Chairperson of the Teacher Education Committee notifies the teacher candidates in writing when they have passed Phase II of the

Secondary Program:

Secondary licensing candidates complete a course portfolio in EDU 454. Middle School licensing candidates create a portfolio in EDU 455. The portfolios are judged by the General Methods Instructor and a representative from the content area. The criteria for evaluating the portfolio are:

- Student-Centeredness,
- Self-Analytic Abilities,
- Content Knowledge,
- Connections with the Adolescent/Young Adult Standards,
- Completeness, and
- Language Conventions

Secondary and Middle School candidates also submit an updated transcript and a recommendation from their con-

All candidates complete a dispositional analysis as part of Phase II assessment. The analysis is administered to elementary majors in EDU 347. Secondary education minors complete the self-analysis in EDU 454;