

**College of Saint Mary**  
**Rule 24 Section 2 – Artifact 1**  
**Key Assessments and Findings**

**Artifact 1:** Table of Key Assessments

	Name of Assessment	Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
<b>1</b>	<b>Content</b>			
	Praxis II content test	Summative	The Praxis II content exams are adopted by the NDE as the standardized test for all education candidates to document candidate knowledge and to become NCLB qualified. A minimum cut score is set for each content test and that score is reflected in the data table for each program portfolio.	One semester prior to clinical practice semester
	Graduation GPA	Standard calculation	Graduation GPA is calculated based on credits earned at College of Saint Mary.	Graduation
<b>2</b>	<b>Content - Knowledge</b>			
	Content GPA	Standard calculation	Content GPA is calculated based on those credits earned at College of Saint Mary that are required for the major. For the Masters of Arts in Teaching program, the cumulative GPA used for admission to the program is used to report content knowledge, because students complete their content courses as part of their Bachelor's degree. *	Ongoing
	Nebraska Clinical Practice Evaluation  Master of Arts in Teaching Clinical Evaluation 2014-2015	Summative	Learning Differences and Content Knowledge Standards of final Clinical Practice Evaluation (Standards 4 and 7.2)  MAT Clinical Evaluation principles aligned with NDE Clinical Practice Evaluation Standards 4 and 7.2	Completion of Clinical Practice

<b>Learner/Learning Environments</b>				
	Nebraska Clinical Practice Evaluation Master of Arts in Teaching Clinical Evaluation 2014-2015	Summative	Student Development, Learning Differences, Learning Environments and Planning for Instruction standards of final Clinical Practice Evaluation (Standards 1, 2, 3 and 7.3) MAT Clinical Evaluation principles aligned with NDE Clinical Practice Evaluation Standards 1, 2, 3 and 7.3	Completion of Clinical Practice
	Case Study	Summative	Contextual Factors, Design for Instruction and Instructional Decision Making Sections of Case Study Rubric (Sections 1, 4, 5)	Clinical Practice Semester
	<b>Instructional Practices - Knowledge</b>			
<b>4</b>	Nebraska Clinical Practice Evaluation Master of Arts in Teaching Clinical Evaluation 2014-2015	Summative	Assessment and Planning for Instruction standards of final Clinical Practice Evaluation (Standards 6.1 and 7.1) MAT Clinical Evaluation principles aligned with NDE Clinical Practice Evaluation Standards 6.1 and 7.1	Completion of Clinical Practice
	Case Study	Summative	Assessment Plan and Design for Instruction Sections of Case Study Rubric (Sections 3 and 4)	Clinical Practice Semester
	Senior Research Paper (Undergraduate) History, Philosophy and Trends Literature Review (Master's)	Formative	Research which includes design, a review of literature, data collection and analysis. Research of relevant educational topic with literature review of 15 sources.	Spring semester senior year Semester prior to Clinical Practice
	<b>Instructional Practices - Effectiveness</b>			
<b>5</b>	Nebraska Clinical Practice Evaluation Master of Arts in Teaching Clinical Evaluation 2014-2015	Summative	Application of Content, Planning for Instruction, Instructional Strategies and Impact on Student Learning standards of final Clinical Practice Evaluation (Standards 5, 6.2, 8, 11) MAT Clinical Evaluation principles aligned with NDE Clinical Practice Evaluation Standards 5, 6.2, 8, 11	Completion of Clinical Practice

	Case Study	Summative	Instructional Decision Making, Analysis of Student Learning and Reflection and Self-Evaluation Sections of Case Study Rubric (Sections 5, 6, and 7)	Clinical Practice Semester
6	<b>Professional Responsibility</b>			
	Nebraska Clinical Practice Evaluation Master of Arts in Teaching Clinical Evaluation 2014-2015	Summative	Professional Learning and Ethical Practice and Leadership and Collaboration standards of final Clinical Practice Evaluation (Standards 9 and 10) MAT Clinical Evaluation principles aligned with NDE Clinical Practice Evaluation Standards 9 and 10	Completion of Clinical Practice
	Case Study	Summative	Self-Evaluation Sections of Case Study Rubric (Sections 7)	Clinical Practice Semester
7	<b>Overall Proficiency</b>			
	NDE Follow-up Survey	Survey	Survey collects perceptions of employers of first year teachers related to InTASC standards/competencies.	After first year of teaching in a Nebraska school district

\*See narrative for information

## Key Assessment Narrative

**Graduation GPA** – GPA is calculated based on those credits earned at College of Saint Mary. CSM only accepts transfer credits of a C and above, but these credits are not figured into the reported graduation (cumulative) GPA or reported in the content GPA.

**Content GPA** – For undergraduates, GPA is calculated based on those credits earned at College of Saint Mary that are required for the major. For the Masters of Arts in Teaching program, the cumulative GPA used for admission to the program is used to report content GPA, because students complete their content courses as part of their Bachelor's degree\* Because of the variety in how units are counted at different institutions, it is hard to calculate and compare the GPA if it were based solely on the content area courses from the undergraduate degree. After a full transcript review for admittance to the MAT program, students are required to retake any course from undergrad in which they did not receive a C or better. Additionally, all deficiency courses (or those that must be retaken) must comply with CSM transfer credit policy of a C or better.

\*For Elementary Education completers in the undergraduate and MAT programs, content GPA is calculated based on those credits earned at College of Saint Mary that are required for the endorsement. For Special Education 7-12 MAT program completers content GPA is calculated based on those credits earned at College of Saint Mary that are required for the endorsement.

**Praxis II Content Test** - Praxis II content tests are required by the Nebraska Department of Education for initial teacher certification in almost all endorsement areas. This requirement went into effect September 1, 2015. The Praxis tests are administered by ETS (Educational Testing Service) and passing scores were determined by NDE. College of Saint Mary requires that students have taken or registered to take the appropriate Praxis II content test prior to their Clinical Practice semester. Teacher certification documents are not sent to NDE until CSM has received passing scores for the Praxis II content tests.

LINK: [NDE Required Praxis Subject Assessments and Passing Scores](#)

**Nebraska Clinical Practice Evaluation** – College of Saint Mary uses the clinical practice evaluation adopted by the Nebraska Department of Education in 2015. This evaluation is completed twice during each teacher candidate's clinical semester, once at mid-semester and again at the end of the placement. If teacher candidates have multiple placements for multiple endorsements, the evaluation is completed twice for each placement. The evaluations reported in this portfolio are completed by the cooperating teacher. However, the clinical university supervisor also completes the same evaluation at the end of each placement.

LINK: [NDE Clinical Practice Evaluation](#)

**Master of Arts in Teaching Clinical Evaluation** – In 2014-2015, an alternative Clinical Evaluation was used by the Master of Arts in Teaching program, prior to adopting use of the NDE Clinical Practice Evaluation for 2015-2016. Teacher candidates were evaluated on nine principles, using four levels: exemplary, proficient, developing or unacceptable. This evaluation was completed twice during each teacher candidate's clinical semester, once at mid-semester and again at the end of the placement.

LINK: [Master of Arts in Teaching Clinical Evaluation](#)

**Case Study** – This assignment is designed to measure teacher candidate competency as it relates to INTASC Standards 2, 6, 7 and 8 and CSM Teacher Education Outcomes 1.1, 2.1, 2.2, 3.5, 5.2, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, and 7.1. The case study provides teacher candidates an opportunity to evaluate the contextual factors of their clinical setting (section 1), establish a unit plan learning objective (section 2), and design an assessment plan with effective instruction (section 3) to be used within the unit itself (section 4: design for instruction). Throughout the instruction of the unit (section 4), the teacher candidate is required to document and evaluate his/her instructional decision making (section 5) and analyze the student learning using visual representations of data (section 6). Finally, the pre-service teachers reflect and self-evaluate the student learning, effective instruction and assessment, implications for future teaching and implications for professional development (section 7).

LINK: [Undergraduate Case Study Overview and Rubric](#)

LINK: [MAT Case Study Overview and Rubric](#)

**Undergraduate Senior Research Paper** – Undergraduate students design and carry out authentic research which includes an extensive review of literature, data collection and analysis and is written in a paper and presented orally to the university community on Scholar's Day

LINK: [Senior Research Rubric](#)

**History, Philosophy and Trends Literature Review** -- Students research a relevant educational topic of interest, identifying no less than 15 peer-reviewed journal articles pertaining to the current knowledge base on the topic. After reading and synthesizing the information on the topic, students organize related information in a 20 page review of the literature. The paper's main focus is to inform readers on the subject of existing research on the topic.

LINK: [HPT Literature Review Paper and Rubric](#)