Touro College Undergraduate Education Department (UEP)

Overview of Key Assessments

The Undergraduate Education Program (UEP) seeks to prepare elementary school teachers who will have the knowledge and skills to create a productive learning environment in the classroom that demonstrates the ability to implement NYSED Standards and CAEP Standards. Candidates are trained to assess student learning and use differentiated instructional strategies to meet the needs of learners from diverse backgrounds and those with special needs. UEP candidates will graduate as competent, caring, and qualified teachers. The UEP Program consists of 23 courses which address Interstate Teacher Assessment and Support Consortium Standards (InTASC), The Danielson Framework for Teaching as well as CAEP Standards.   EdSE 319 is one of the culminating field experience courses where candidates are required to complete 100 hours of field experience in special education and 50 hours of field experience in general education. Candidates are also required to take EdSE 419 which consists of 40 hours of student teaching experience in special education. Candidates complete their experiences in Grades 1-3 and in Grades 4-6. Candidates are rated on a 4-point Likert Scale (Table 1) by Touro College Field Observer as well as candidates' cooperating teacher on site. We have also developed the Student Teaching Admissions Test (STAT) that is a prerequisite for admission to the capstone courses of field experience and student teaching. Predictive validity is aligned with the success of candidates in the EPP.

Candidates are eligible to take the New York State Teacher Certification Examinations (NYSTCE) upon completion of the UEP. For 2017-2018, the pass rate was 90%. Looking back over 5 years from 2013-2018, the pass rate was 93 (CAEP 5.4).

Key Assessments

Faculty identified key assignments to be used to address CAEP Standard 1. The key assessments are the final assignments/assessments in the Undergraduate Courses.

The key assessments are:

1. We have developed an essay for candidate entry into the UEP. Candidates are required to write an essay on a current topic in education. It is graded by 2 readers using a Four-Point Rubric (Table 1). We have also developed the Student Teaching Admissions Test (STAT) that is a prerequisite for admission to the capstone courses of field experience and student teaching. Predictive validity is aligned with the success of candidates in the EPP.

2. Observation of Clinical Experience in Courses EdSE 319 and EdSE 419. Candidates are observed teaching a lesson twice during their practicum using a 4-point Rubric that is aligned with the Danielson Framework for Teaching (Table 2). (CAEP 1.1; CAEP 1.4)

1. Lesson Planning – Candidates are required to develop lesson plans in the methods courses such as EDUN 311 and EDUN 312 in preparation for teaching assignments. Lesson plans are evaluated on a Rubric that is aligned with the Danielson Framework for Teaching (Table 3). (CAEP 1.1, CAEP 1.3; CAEP 1.4; CAEP 1.5)
2. Curriculum Unit Plan – candidates are asked to develop a unit plan for EDUN 312 and SPEN 309. Unit Plans are evaluated on a Rubric (Table 4) that is aligned with Danielson Framework for Teaching. (CAEP 1.1; CAEP 1.3; CAEP 1.4; CAEP 1.5)
3. In addition, annotated final examinations are also used as assessment measures.

Criteria for Success

Faculty in the Department have worked on creating and revising rubrics to be consistent across courses in order to ensure validity and reliability. Faculty has determined that a grade of 3.0 on each key assessment indicates proficiency in meeting course objectives. All candidates are expected to maintain a benchmark GPA of 3.0. Candidates who are in danger of not meeting a GPA of 3.0 are identified for counseling and academic support if needed.

A Culture of Continuous Improvement

Faculty in the Undergraduate Education Department examined the CAEP Standards and began aligning Departmental Goals and Performance Objectives with CAEP Standards. For example:

Goal #1. Candidates will demonstrate the ability to implement a variety of instructional strategies in a classroom that reflect mastery of appropriate content and knowledge (CAEP Standard 1).

Goal #2. To ensure that candidates can have the opportunity to actively experience high quality clinical practice in schools where effective partnerships are established. (CAEP Standard 2)

Goal #3. To ensure that high quality candidates from a broad range of backgrounds and diverse populations are selected to develop into effective teachers. (CAEP Standard 3)

Goal #5. To provide quality assurance by conducting continuous evaluations of program and candidates' performance. (CAEP Standard 5)

In accordance with Departmental Goal #5, the Undergraduate Department seeks ways for continuous improvement. At the end of each Semester, candidates complete Minute Papers, Course Surveys and Online Course Evaluations. There is also the Departmental Evaluation Review (DER) where each instructor is rated and compared to a mean benchmark rating. Faculty uses feedback from these instruments to make changes and adjustments to the Undergraduate Program such as revising key assessments, Course Objectives, delivery of instruction, and/or criteria for success (CAEP 5.3). See Table 5 for Sample Minute Paper, Table 6 for sample Course Survey, Table 7 for Departmental Evaluation Review Form (DER).

<u>Assessment Tools</u>

Table 1- Sample Writing Skills Rubric

Writing Skills Rubric

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Total
Main Idea/Thesis	Overall position is evident, but often too simplistic. Topic is also simplistic and one-dimensional.	Overall position is clear with a sense of developed ideas. Topic is interesting and significant, but not deeply explored in needed areas	Overall position is clear and developed. Topic is interesting, significant, and is engaged from several angles.	Overall position is well articulated and thoroughly developed. Topic is interesting, significant, and intellectually challenging with multiple facets addressed.	

Argument	Argumentative structure is rudimentary. Claims are repeated rather than developed. Few objections are addressed and may be misrepresented.	Argumentative structure is evident but sometimes simplistic. Objections are addressed but formulaically.	Argumentative structure is evident. Objections are taken seriously and typically addressed fair-mindedly.	Argumentative structure is clearly evident. Objections are taken seriously and addressed fair-mindedly with great skill.	
Evidence	Some claims are supported by valid, reliable evidence, but support is inconsistent, making the paper less than convincing.	Claims are typically supported by valid, reliable evidence from credible sources, making the paper for the most part convincing.	Claims are almost always supported by valid, reliable sources, so that the paper is generally convincing.	Claims are supported by reliable, valid evidence from credible sources and effectively synthesized in a very convincing manner.	
Conventions	Several errors in grammar, usage, spelling, and punctuation distract the reader and impede meaning. Problems with needed documentation exist	Errors in grammar usage, spelling, and punctuation are noticeable, but do not seriously impede the reader. Documentation is usually correct.	There are occasional errors in grammar, usage, spelling, and punctuation that do not impede the reader. Documentation of sources is correct.	There are very few or no mechanical errors in the paper. Documentation of sources is correct.	
Total					

Table 2 – Lesson Observation Rubric

<div align="center">

Touro College Undergraduate Education Program
Lesson Observation Rubric

</div>

Touro preservice student _____   Touro College Observer _____
School _____ Cooperating Teacher _____ Grade _____   Date _____

Check one: Literacy _____ Math _____ Science _____ Social Studies _____
Lesson title _____

<div align="center">

√ Indicates how effective the lesson was for each category, then feel free to write a comment in the √ spaces

</div>

Component	Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 point)
The lesson was developmentally appropriate and challenging				
The lesson was inclusive and built on the child's strengths				
Objectives met				
Knowledge of the subject matter clear				
The student demonstrated knowledge of effective pedagogical approaches in the (discipline) subject				
The motivation aroused pupil interest				
Student teacher used				

summative assessment to monitor learning			
Differentiated instruction was implemented			
Final summary			
Constructive feedback was offered			
High expectations for learning were evidenced			
Preemptive management of pupil behavior			
Poised, pleasant teaching personality			
Aim of lesson clear and shared with students			
Questioning			
Students engaged in learning			
Technology was used during lesson			
Collaborative learning opportunities			
Evidence respect for each pupil's opinions			
Good time management			
Student reflection			

Lesson plan assessed separately

Table 3: Lesson Plan Rubric

LESSON PLAN: Writing a Detailed Lesson Plan

Candidate Name:
Date:

Criteria	Lesson Plan Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
Demonstrating Content Knowledge and Planning for Instruction InTASC Standards: 4, 7 NYST Standards: 2	**Central Focus/Learning Goal aligned to State Learning Standard(s)**	Central focus/Learning Goal includes only basic knowledge of subject area. Does not include standards.	Central focus/Learning Goal includes basic knowledge of subject area and aligns with the learning objective(s). Includes standards.	Central focus/Learning Goal includes basic knowledge **and** conceptual understanding of subject area and aligns with the learning objective(s). Includes standards that are central to the learning objective(s).	Central focus/Learning Goal includes basic knowledge **and** conceptual understanding and higher order thinking skills of subject area **and** aligns with the learning objective(s). Includes **all** standards that are central to the learning objective(s).
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating Planning for Instruction and Assessment InTASC Standards: 6, 7 NYST Standards: 2, 3, 5	**Lesson Objective(s)**	Lesson objective(s) identifies what students will learn.	Lesson objective(s) identifies what students will learn and the observable and measurable behavior that demonstrates learning.	Lesson objective(s) identifies what students will learn at what level of knowledge or practice and the observable and measurable behavior that demonstrates learning.	Lesson objective(s) identifies what students will learn at what level of knowledge or practice and the observable and measurable behavior that demonstrates learning **and** includes criteria to indicate how or when the behavior will be observable.

MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating content knowledge and application of content. InTASC Standards: 4, 5 NYST Standards: 2, 3	**Language Demands**	Does not describe the oral, visual, receptive, expressive, and written language that students need to understand and use in order to complete the lesson objective.	Partially describes the oral, visual, receptive, expressive, and written language that students need to understand and use in order to complete the lesson objective.	Describes the oral, visual, receptive, expressive, and written language that students need to understand and use in order to complete the lesson objective.	Describes the oral, visual, receptive, expressive, and written language that students need to understand and use in order to complete the lesson objective *and* includes opportunity to understand and use academic language.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating content knowledge and application of content. InTASC Standards: 4, 5 NYST Standards: 2, 3	**Key Vocabulary**	Key vocabulary is not identified.	Key vocabulary is identified but is not aligned to the lesson objective.	Key vocabulary is identified and aligns with the lesson objective.	Key vocabulary is identified and aligns with the lesson objective *and* opportunities to extend vocabulary are provided.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating learning differences, learning environments, and content knowledge, InTASC Standards: 2, 3, 4 NYST Standards: 1, 2, 3, 4	**Resources and Materials**	Resources and materials are not developmentally appropriate and do not support instructional strategies to address the learning objective(s).	Resources and materials are developmentally appropriate *but* do not support instructional strategies to address the learning objective(s).	Resources and materials are developmentally appropriate *and* support instructional strategies to address the learning objective(s).	Resources and materials are developmentally appropriate *and* support instructional strategies to address the learning objective(s). Resources and materials reflect learners' interests *and/or* support self-regulation.
MARK ONE →		1	2	3	4

		Ineffective	Developing	Effective	Highly Effective
Demonstrating learner development and assessment

InTASC Standards: 1, 6
NYST Standards: 1, 5 | **Prior Academic Learning and Prerequisite Skills** | Pre-assessment information or prerequisite skills are missing | Describes baseline information from pre-assessment(s); however, specific data is missing or pre-assessment and prerequisite skills do not align with stated learning objective(s). | Describes baseline information from pre-assessment(s) that are aligned with stated learning objective(s) and uses that data to identify prerequisite skills and plan instruction. | Describes baseline information from pre-assessment(s) that are aligned with stated learning objective(s) and uses that data to identify prerequisite skills and plan instruction to promote the learning of all students. |
| MARK ONE → | | 1
Ineffective | 2
Developing | 3
Effective | 4
Highly Effective |
| Demonstrating Ability to Assess, Plan, and Implement Instructional Strategies

InTASC Standards: 6, 7, 8
NYST Standards: 2, 3 | **Beginning the Lesson / Introducing New Content/Skills** | Procedures in this section do not align with stated learning objective. | Procedures in this section align with stated learning objective but do not consider classroom/school context *and/or* pre-assessment data. | Procedures in this section align with stated learning objective *and* consider classroom/school context *and* pre-assessment data. | Procedures in this section align with stated learning objective *and* consider classroom/school context *as well as each individual student's background and* pre-assessment data. |
| MARK ONE → | | 1
Ineffective | 2
Developing | 3
Effective | 4
Highly Effective |
| Demonstrating Ability to Plan and Implement Instructional Strategies

InTASC Standards: 7, 8
NYST Standards: 2, 3, 4 | **Guided Practice** | This section does not include a logical sequence of activities aligned to the learning objective. | This section includes a logical sequence of activities aligned to the learning objective. | This section includes a logical sequence of activities aligned to the learning objective *and* provides differentiation strategies to meet students' needs. | This section includes a logical sequence of activities aligned to the learning objective *and* provides differentiation strategies to meet students' needs *and* promotes higher order thinking *or* self-regulation. |
| MARK ONE → | | 1
Ineffective | 2
Developing | 3
Effective | 4
Highly Effective |

Demonstrating Understanding of Learner Development and Differences, Assessment, Ability to Plan and Implement Instructional Strategies InTASC Standards: 1,2, 6, 7, 8 NYST Standards: 1, 2, 3, 4, 5	**Independent Practice**	This section does not include a logical sequence of independent activities aligned to the learning objective.	This section includes a logical sequence of independent activities aligned to the learning objective.	This section includes a logical sequence of independent activities aligned to the learning objective *and* provides differentiation strategies to meet students' needs.	This section includes a logical sequence of independent activities aligned to the learning objective *and* provides differentiation strategies to meet students' needs *and* promotes higher order thinking *or* self-regulation.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating Understanding of Assessment InTASC Standards: 1, 6 NYST Standards: 1, 5	**Formative Assessment**	Plans methods of assessment that do not measure student's developing understanding of skills and concepts related to learning objectives.	Plans methods of assessment that somewhat measure student's developing understanding of skills and concepts related to learning objectives.	Plans methods of assessment that align with and directly measure student's developing understanding of skills and concepts related to learning objectives.	Plans methods of assessment that align with and directly measure student's developing understanding of skills and concepts related to learning objectives *and* incorporates methods of student self regulation.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating Understanding of Assessment InTASC Standards: 1, 6 NYST Standards: 1, 5	**Summative Assessment**	Plans methods of assessment that do not measure student performance on the stated learning objectives.	Plans methods of assessment that somewhat measure student performance on the stated learning objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning objectives and incorporates methods of student self-assessment
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating	**Closing**	Closing activities focus	Closing activities target recall *and*	Closing activities promote higher	Closing activities promote higher order

Ability to Plan and Implement Instructional Strategies	& **Extending the Lesson**	solely on basic recall skills.	comprehension skills.	order thinking skills *or* transfer of learning.	thinking skills *or* transfer of learning *and* self-regulation.
InTASC Standards: 7, 8 NYST Standards: 1, 3, 5					
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating Understanding of Learner Development and Differences, Assessment, Ability to Plan and Implement Instructional Strategies InTASC Standards: 1,2, 6, 7, 8 NYST Standards: 1, 3, 4, 5	**Special Needs/English Language Learners**	Plans are general rather than specific and are insufficient to help the students' progress toward the learning objective.	Plans reflect some of the requirements of the IEPs and 504 plans. However, the planned supports are not specific to the students' strengths and challenges *and/or* are not aligned to the learning objective.	Plans reflect specific students' needs beyond those required in IEP and 504 plans by including scaffolding or structured instructional supports to help students gain access to content and meet the learning objective *and* the learning specific planned supports reflect appropriate levels of challenge as well as individual strengths and needs and interests.	Plans reflect specific students' needs beyond those required in IEP and 504 plans by including scaffolding or structured instructional supports to help students gain access to content and meet the learning objective *and* the learning specific planned supports reflect appropriate levels of challenge as well as individual strengths and needs and interests. *and* Plans include strategies for the focus learner to move forward using knowledge of his/her strengths and needs to self-manage the supports.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating Understanding of Learner Development and Differences, Assessment, Ability to Plan and Implement	**Lesson Rationale**	Justification of instruction and support strategies is either missing *or* represents a deficit view of the focus learner.	Justification of instruction and support strategies makes a general connection to the focus learner's needs *or* vague/unclear connections to research and/or theory.	Justification of instruction and support strategies makes clear connections to the focus learner's needs *and* research and/or theory.	Justification of instruction and support strategies is makes clear connections to the focus learner's needs *and* research and/or theory. Candidate's justification includes the development of maintained, generalized and/or self-directed use of knowledge and skills.

Instructional Strategies InTASC Standards: 1,2, 6, 7, 8 NYST Standards: 1, 2, 3, 4, 5, 7					
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective

Table 4

UNIT PLAN RUBRIC

Candidate Name:
Date:

Criteria	Unit Plan Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
Demonstrating Content Knowledge and Planning for Instruction InTASC Standards: 4, 7 NYST Standards: 2	**Unit Theme/Essential Questions aligned to State Learning Standard(s)**	Unit theme/Essential questions include only basic knowledge of subject area. There are no standards.	Unit theme/Essential questions include basic knowledge of subject area and are align with the learning standards. Includes standards.	Unit theme/Essential questions include basic knowledge **and** conceptual understanding of subject area and align with the learning standards. Includes standards that are central to the learning objective(s).	Unit theme/Essential questions include basic knowledge **and** conceptual understanding and higher order thinking skills of subject area **and** align with the learning standards. Includes **all** standards that are central to the learning objective(s).
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating Planning for Instruction and Assessment InTASC Standards: 6, 7 NYST Standards: 2, 3, 5	**Unit Objective(s)**	Unit objective(s) identifies what students will learn. Objectives are not stated in measurable terms.	Unit objective(s) identifies what students will learn and the observable and measurable behavior that demonstrates learning.	Unit objective(s) identifies what students will be able to do at what level of knowledge or practice and the observable and measurable behavior that demonstrates learning.	Unit objective(s) identifies what students will be able to do at what level of knowledge or practice and the observable and measurable behavior that demonstrates learning **and** includes criteria to indicate how or when the behavior will be observable.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective

Demonstrating content knowledge and application of content. InTASC Standards: 4, 5 NYST Standards: 2, 3	**Language Demands**	Does not describe the oral, visual, receptive, expressive, and written language that students need to understand and use in order to complete the lesson objective.	Partially describes the oral, visual, receptive, expressive, and written language that students need to understand and use in order to complete the lesson objective.	Describes the oral, visual, receptive, expressive, and written language that students need to understand and use in order to complete the lesson objective.	Describes the oral, visual, receptive, expressive, and written language that students need to understand and use in order to complete the lesson objective *and* includes opportunity to understand and use academic language.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating content knowledge and application of content. InTASC Standards: 4, 5 NYST Standards: 2, 3	**Key Vocabulary**	Key vocabulary is not identified.	Key vocabulary is identified but is not aligned to the lesson objective.	Key vocabulary is identified and aligns with the lesson objective.	Key vocabulary is identified and aligns with the lesson objective *and* opportunities to extend vocabulary are provided.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating learning differences, learning environments, and content knowledge, InTASC Standards: 2, 3, 4 NYST Standards: 1, 2, 3, 4	**Resources and Materials**	Resources and materials are not developmentally appropriate and do not support instructional strategies to address the learning objective(s).	Resources and materials are developmentally appropriate *but* do not support instructional strategies to address the learning objective(s).	Resources and materials are developmentally appropriate *and* support instructional strategies to address the learning objective(s).	Resources and materials are developmentally appropriate *and* support instructional strategies to address the learning objective(s). Resources and materials reflect learners' interests *and/or* support self-regulation.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating	**Prior Academic**	Pre-assessment information	Describes baseline information from pre-	Describes baseline information	Describes baseline information from pre-

learner development and assessment InTASC Standards: 1, 6 NYST Standards: 1, 5	**Learning and Prerequisite Skills**	or prerequisite skills are missing	assessment(s); however, specific data is missing or pre-assessment and prerequisite skills do not align with stated learning objective(s).	from pre-assessment(s) that are aligned with stated learning objective(s) and uses that data to identify prerequisite skills and plan instruction.	assessment(s) that are aligned with stated learning objective(s) and uses that data to identify prerequisite skills and plan instruction to promote the learning of all students.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating Ability to Assess, Plan, and Implement Instructional Procedures InTASC Standards: 6, 7, 8 NYST Standards: 2, 3	**Beginning the Unit / Introducing New Content/Skills/ Guided Practice/ Independent Practice**	Procedures in this section do not align with stated learning objective. Does not demonstrate coherence	Procedures in this section align with stated learning objective but do not consider classroom/school context *and/or* pre-assessment data. Some element of guided practice evident	Procedures in this section align with stated learning objective *and* consider classroom/school context *and* pre-assessment data. Demonstrates coherence and provides differentiation to meet students' needs.	Procedures in this section align with stated learning objective *and* consider classroom/school context *as well as each individual student's background and* pre-assessment data. Demonstrates coherence and differentiation to meet the diverse needs of students and promotes higher order thinking or self-regulation strategies.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating Understanding of Assessment InTASC Standards: 1, 6 NYST Standards: 1, 5	**Formative Assessment**	Plans methods of assessment that do not measure student's developing understanding of skills and concepts related to learning objectives.	Plans methods of assessment that somewhat measure student's developing understanding of skills and concepts related to learning objectives.	Plans methods of assessment that align with and directly measure student's developing understanding of skills and concepts related to learning objectives.	Plans methods of assessment that align with and directly measure student's developing understanding of skills and concepts related to learning objectives *and* incorporates methods of student self-regulation.
MARK ONE →		1 Ineffective	2 Developing	3 Effective	4 Highly Effective
Demonstrating Understanding of Assessment InTASC Standards: 1, 6	**Summative Assessment**	Plans methods of assessment that do not measure student performance on the stated learning objectives.	Plans methods of assessment that somewhat measure student performance on the stated learning objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning objectives and incorporates methods of student self-assessment

Table 5 – Sample Minute Paper

FALL   2018

COURSE #_____

INSTRUCTOR_____

STUDENT MINUTE PAPER

(Do not write your name)

Please briefly answer the following three questions:

1. Which topic or subject area was most important for you in this course?

2. Which topic or subject area needs to be better explained?

3. What did you enjoy most in this course?

Table 6 – Sample Course Survey

END OF SEMESTER COURSE SURVEY

Course # <u>SpEd 310-2018</u> Instructor's Name: _____ Date: _____

<u>**To the Student:**</u> *Do you agree or disagree with the statements below which are based*

upon the course objectives found in the course outline of this course? Write a number

on a rating scale from 4 to 1 next to each course objective that shows how you feel about it. <u>All responses are anonymous. Do not write your name.</u>

Rating Scale: 4= strongly agree   3=agree   2=disagree   1=strongly disagree

_____ 1.   I am able to describe societal and cultural factors that impact on student behaviors.

_____ 2.   I am able to accurately describe the history of classroom management so they can view current and future trends in perspective.

_____ 3.   I can analyze and evaluate my own philosophy of education and apply those views/attitudes to theories of classroom management.

_____ 4. I am able to demonstrate an understanding of the impact school wide policies, classroom management, and instructional practices can have on the behavior, motivation and performance of students with disabilities.

_____ 5. I am able to demonstrate and understanding of the features of Teacher-Student-Environment interactions that impact on classroom management and the behavior of student, with disabilities.

_____ 6. I am able to analyze and evaluate specific behavior management approaches as applied to students with different disabilities in different environments.

_____ 7. I am able to demonstrate cognitive behavior management and how it's used in classroom management.

_____ 8. I can comprehend and apply the psycho dynamic approach to behavior management of students with disabilities.

_____ 9. I am able to prescribe specific strategies to enhance social skills competencies for students with disabilities.

_____ 11. I am able to describe the relationship between classroom management and differentiated instruction strategies in a classroom with students of varying abilities and backgrounds.

_____ 12. I can discuss the issues of control, learning, order, safety and motivation that impact on the decision making of teachers of students with disabilities.

_____ 13. I am able to comprehend and discuss the possibilities and limitations of the teacher as a role model for students.

_____ 14. I am able to formulate and present IEP goals and objectives related to behavioral/social prescriptions for students with specific diagnostic profiles.

Table 7 – Departmental Evaluation Review Form (DER)

<u>**MEMORANDUM**</u>

TO: **Online and in-class Education course instructors/all divisions**

FROM: **Dr. Avi Brezak, Chair of Undergraduate**

                 Education and Special Education

RE: **D.E.R. (Departmental Evaluations Review) of SPRING 2017**

                 Student Online COURSE EVALUATIONS

DATE: **March 22, 2018**

_____

<u>INSTRUCTOR:_____</u> <u>COURSE: _____</u>

Results of the FALL 2017 Course Evaluations completed online by students were emailed to all faculty members. They contain detailed quantitative and qualitative (written comments) about how students rated your course(s) and you as the instructor.

An analysis of the Evaluation results was conducted by the Undergraduate Education Program (UEP) and is contained in the DER form below. *Evaluation results are also considered by the Touro administration as an important factor in judging faculty performance and are carefully monitored each semester and kept on file.*

1. Course Evaluation Question #1, **"Overall, how would you rate this course?"** and Question #2, **Overall how would you rate this instructor?"** have been chosen as the focus questions that represent how the students generally felt about your course(s) and you, the instructor. Therefore, your division's (LAS or NYSCAS) mean ratings for Questions #1 and #2 were used as the benchmark numbers against which your actual individual ratings were compared. The benchmarks are the average of ratings for Questions #1 and #2 for all faculty members in your division.

_____

2. **The individual quantitative rating you actually received on Question #1 _____**

Benchmark average. for your division on Question #1: _____

The individual quantitative rating you actually received on Question #2 _____

Benchmark average for your division on Question #2 _____

3. If **box A** in the **CHECK-OFF RETURN SECTION** below is checked, it indicates that your ratings for Question #1 and Question #2 were in-step with the departmental benchmarks for your division. A check in **box B** indicates that the ratings you received for Question #1 and or Question #2 were **.5** or lower than the benchmark numbers. A check in box B requires completion of the Response Section below.

CHECK-OFF RETURN SECTION

A. Your ratings for Question #1 and Question #2 were in-step with division

benchmarks. Sign this form and submit electronically.

Review complete Course Evaluation results to determine

strengths and weaknesses as seen by your students. You may add

comments below (Optional).

B. Your ratings for Question #1 and or Question #2

were significantly (.5 or lower) than the

division benchmarks. You must complete the RESPONSE SECTION,

sign the form, and submit electronically.

_____ *Submit completed and signed DER form by May 1 to **arthurjb@touro.edu***

RESPONSE SECTION: If **box B** was checked, carefully review your ratings and briefly discuss your thoughts about why the lower ratings for either Question #1 and or Question #2 might have been given. Suggest a plan of action that can be implemented to bring future ratings into alignment with the devision benchmarks. If **box A** was checked, you may record your thoughts here (optional).

_____
_____
_____
_____

_____

4. **The number of students who responded out of the total registered for the course**. *Note: A* **LOW** *percentage of student responders indicates a need for the faculty member to take action to increase the percentage of student responders in future assessments.* **Give 15 minutes of class time for it.**

_____   LOW/UNACCEPTABLE_____

5. It is very important to READ THE QUALITATIVE STUDENT COMMENTS because they will give you specifics about the students' feelings and perceptions that contributed to their course ratings reflected in Questions #1 and #2.

.

If BOX B was checked call Dr. Brezak 917-715-9748. Make an appointment to discuss results before SEPTEMBER 8.

Signature: Course:

COURSE EVALUATIONS HAVE ONLY ONE PURPOSE: **TO HELP FACULTY MAINTAIN SUCCESSFUL INSTRUCTION AND, OR IMPROVE INSTRUCTION;** *AND TO IMPROVE STUDENT LEARNING.* <u>**USE IT FOR THAT**</u>.