

Data Tables for Curriculum & Instruction Scorecard Fall 2007

Childhood and Early Childhood Curriculum and Instruction Scorecard

Narrative: Candidates for advanced professional certification must demonstrate their effectiveness at a professional level. This scorecard is a self-assessment and advisement tool to monitor student perceptions of professional growth and development along the five dimensions outlined in the National Board for Professional Teaching Standards. The National Board Standards outcomes based statements are listed in the left column. Selected courses in the 5 Elements of the advanced programs were listed in the column headings. In the final week of the fall semester, 2007, a pilot sample of advanced candidates were instructed to rate their accomplishments in the courses they had taken or were currently enrolled in using the rubric below. The tables that follow show the number of responses at each level 1-3 for the courses that respondents rated on their scorecards. Because this is a brand new assessment, it was piloted in EDU 501 where the n=60. Number of responses varied in other categories since candidates were very early in their programs. We expect to evaluate these responses again each semester, keeping an ongoing tally to determine if the course objectives and requirements are meeting the standards at level 2 or 3 and to map the curriculum. It was hoped that most courses in the Advanced programs would be considered by students to provide content and assignments at levels 2 or 3, with the introductory courses receiving the highest number of ratings of 1. From the table below, that appears to be the case. **Red highlights show areas where the course may need improvement.**

Entry Level (1)	Developing (2)	Accomplished (3)
The content and assignments of this course confirmed my competence on this standard of professional teaching as an entry level practitioner.	The content and assignments of this course extended and strengthened my competence on this standard.	The content and assignments of this course have confirmed the knowledge, skills and dispositions of a professional teacher at the highest level for this standard.

National Board for Professional Teaching Standards (specific outcomes are articulated in scorecard table)

- 1. Teachers are committed to students and their learning**
- 2. Teachers know the subjects they teach and how to teach those subjects to students.**
- 3. Teachers are responsible for managing and monitoring student learning.**
- 4. Teachers think systematically about their practice and learn from experience.**
- 5. Teachers are members of learning communities.**

We hope to use this Scorecard to track individual student progress and map the C & I curriculum to insure the attainment of all standards by 100% of the candidates by the end of their programs.

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National Board Standards Teachers...	EDU 501: Seminar n=60	Multicultural Perspectives A EDU 620 n=4	Curriculum & Instructional Development EDU 513 n=24	CID II. EDU 672 n=4
1a. recognize individual differences in their students and adjust their practice accordingly.	1=7 2=40 3=13	1=0 2=3 3=1	1=0 2=5 3=19	1=1 2=2 3=1
1b. have an understanding of how students develop and learn	1=8 2=38 3=14	1=1 2=3 3=0	1=0 2=4 3=20	1=1 2=0 3=3
1c. treat students equitably	1=4 2=30 3=26	1=0 2=0 3=4	1=0 2=5 3=19	1=1 2=0 3=3
1d. mission extends beyond understanding the cognitive capacity of their students	1=9 2=42 3=9	1=0 2=0 3=4	1=0 2=7 3=17	1=1 2=1 3=2
2a. appreciate how knowledge in their subject is created, organized, and linked to other disciplines	1=11 2=32 3=17	1=1 2=2 3=1	1=0 2=6 3=18	1=1 2=1 3=2
2b. command specialized knowledge of how to convey a subject to students	1=10 2=36 3=14	1=0 2=3 3=1	1=0 2=3 3=21	1=1 2=1 3=2

Key: Each cell reports the number of respondents who selected 1, 2 or 3 for each course taken

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National Board Standards Teachers...	EDU 501: Seminar	Multicultural Perspectives A EDU 620	Curriculum & Instructional Development EDU 513	CID II. EDU 672
2c. generate multiple paths to knowledge	1=6 2=43 3=11	1=0 2=2 3=2	1=0 2=3 3=21	1=1 2=1 3=2
3a. call on multiple methods to meet their goals	1=4 2=39 3=17	1=0 2=3 3=1	1=0 2=4 3=20	1=1 2=1 3=2
3b. orchestrate learning in group settings	1=5 2=30 3=25	1=0 2=1 3=3	1=0 2=3 3=21	1=1 2=2 3=1
3c. place a premium on student engagement	1=8 2=31 3=21	1=0 2=1 3=3	1=0 2=3 3=21	1=1 2=0 3=3
3d. regularly assess student progress	1=16 2=36 3=8	1=0 2=4 3=0	1=0 2=7 3=17	1=1 2=1 3=2
3e. are mindful of their principal objectives	1=13 2=34 3=13	1=0 2=1 3=3	1=0 2=4 3=20	1=1 2=1 3=2
4a. are continually making difficult choices that test their judgment	1=14 2=39 3=7	1=0 2=3 3=1	1=0 2=8 3=16	1=1 2=1 3=2

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National Board Standards Teachers...	EDU 501: Seminar	Multicultural Perspectives A EDU 620	Curriculum & Instructional Development EDU 513	CID II. EDU 672
4b. seek the advice of others and draw on research and scholarship to improve practice	1=4 2=35 3=21	1=0 2=3 3=1	1=1 2=3 3=20	1=1 2=1 3=2
5a. contribute to school effectiveness by collaborating w. other professionals	1=10 2=35 3=15	1=0 2=2 3=2	1=1 2=4 3=19	1=1 2=0 3=3
5b. work collaboratively with parents	1=24 2=29 3=7	1=2 2=2 3=0	1=0 2=6 3=18	1=2 2=1 3=1
5c. take advantage of community resources.	1=23 2=30 3=6	1=0 2=3 3=1	1=0 2=9 3=15	1=2 2=0 3=2

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National Board Standards Teachers...	ELA EDU 612 n=4	Social Studies EDU 554 n=5	Math EDU 551 n=6	Science EDU 671 n=8	EDF 689 n=4	EDU 690 n=5
1a. recognize individual differences in their students and adjust their practice accordingly.	1=0 2=2 3=3	1=0 2=2 3=3	1=0 2=4 3=2	1=2 2=3 3=3	1=1 2=1 3=3	1=0 2=0 3=5
1b. have an understanding of how students develop and learn	1=0 2=2 3=2	1=0 2=3 3=2	1=0 2=4 3=2	1=2 2=2 3=4	1=2 2=0 3=3	1=0 2=0 3=5
1c. treat students equitably	1=0 2=2 3=2	1=0 2=2 3=3	1=0 2=4 3=2	1=2 2=3 3=3	1=1 2=1 3=3	1=0 2=0 3=4
1d. mission extends beyond understanding the cognitive capacity of their students	1=0 2=3 3=1	1=0 2=3 3=2	1=0 2=4 3=2	1=2 2=4 3=2	1=1 2=1 3=2	1=0 2=2 3=3
2a. appreciate how knowledge in their subject is created, organized, and linked to other disciplines	1=0 2=2 3=2	1=0 2=1 3=4	1=0 2=4 3=2	1=1 2=4 3=3	1=1 2=1 3=3	1=0 2=1 3=4
2b. command specialized knowledge of how to convey a subject to students	1=0 2=1 3=3	1=0 2=3 3=2	1=0 2=3 3=3	1=1 2=4 3=3	1=1 2=1 3=3	1=0 2=1 3=4
2c. generate multiple paths to knowledge	1=0 2=2 3=2	1=0 2=3 3=2	1=0 2=5 3=1	1=2 2=3 3=3	1=1 2=1 3=2	1=1 2=0 3=4

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National Board Standards	ELA EDU 612	Social Studies EDU 554	Math EDU 551	Science EDU 671	EDF 689	EDU 690
Teachers...						
3a. call on multiple methods to meet their goals	1=0 2=3 3=1	1=0 2=2 3=3	1=0 2=3 3=3	1=2 2=3 3=3	1=1 2=2 3=2	1=0 2=1 3=4
3b. orchestrate learning in group settings	1=0 2=3 3=1	1=0 2=3 3=2	1=1 2=4 3=1	1=2 2=2 3=4	1=1 2=2 3=1	1=0 2=2 3=2
3c. place a premium on student engagement	1=0 2=1 3=3	1=0 2=2 3=3	1=0 2=3 3=3	1=2 2=3 3=3	1=1 2=0 3=3	1=0 2=2 3=3
3d. regularly assess student progress	1=0 2=3 3=1	1=0 2=3 3=2	1=0 2=6 3=0	1=2 2=3 3=3	1=1 2=2 3=2	1=0 2=2 3=3
3e. are mindful of their principal objectives	1=0 2=2 3=2	1=0 2=3 3=2	1=0 2=5 3=1	1=1 2=5 3=2	1=1 2=2 3=2	1=0 2=1 3=4
4a. are continually making difficult choices that test their judgment	1=0 2=4 3=0	1=0 2=3 3=2	1=1 2=3 3=2	1=3 2=3 3=2	1=1 2=2 3=2	1=0 2=2 3=3
4b. seek the advice of others and draw on research and scholarship to improve practice	1=0 2=3 3=1	1=0 2=1 3=4	1=1 2=3 3=2	1=2 2=3 3=3	1=1 2=0 3=4	1=0 2=0 3=5
5a. contribute to school effectiveness by collaborating w. other professionals	1=0 2=3 3=1	1=0 2=2 3=3	1=0 2=3 3=3	1=2 2=3 3=3	1=1 2=1 3=3	1=0 2=2 3=3

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National Board Standards	ELA EDU 612	Social Studies EDU 554	Math EDU 551	Science EDU 671	EDF 689	EDU 690
Teachers...						
5b. work collaboratively with parents	1=1 2=2 3=1	1=1 2=2 3=1	1=0 2=2 3=3	1=1 2=5 3=1	1=2 2=1 3=1	1=0 2=3 3=1
5c. take advantage of community resources.	1=2 2=2 3=0	1=2 2=1 3=2	1=0 2=2 3=3	1=1 2=6 3=1	1=2 2=1 3=1	1=0 2=4 3=1