Preparing teachers, leaders, and student services professionals who are... 

Reflective Practitioners 

to engage in... 

evidence-based practice. 

who can reflect on... 

actions, performances, and practice 

in the contexts of... 

planning and preparation, learning environments, professional practice, and professional responsibilities
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Overview
The University of Wisconsin-Stout School of Education (SOE) has gathered assessment data gathered from fall semester 2003 through December 2009. However, the BS in Technology and Science Education officially began in the fall of 2009. Consequently, no data has been collected. In the spirit of the Assessment in the Major report, a list of the tools used to collect future data will be assembled and described. Specifically, data gathered from these tools in future AIM reports is used to develop program goals, inform curriculum changes, and enhance course delivery in order to improve teacher education candidate learning. Future reports will use data from sources such as PRAXIS I: Pre-Professional Skills Test, PRAXIS II: Content Test, Student Artifact Reflections, Candidate Dispositions, Pre-Student Teaching and Student Teacher Performances, Benchmark Interviews, and the Educational Benchmarking Inventory (EBI). The report will also describe how assessment data is used to set programmatic goals, improve the program, program curriculum, and delivery of courses.

PRAXIS I: Pre-Professional Skills Test
The PRAXIS I: Pre-Professional Skills Test (PPST) is required for teacher certification by the Wisconsin Department of Public Instruction. Students are considered pre-Technical and Science Education majors until they have passed the PPST. Educational Testing Service (ETS) administers the three tests (reading, writing and mathematics) in either a written format or via computer. At this point in time, the School of Education was unable to disaggregate the BS in Technology and Science 2009 PPST data from all teacher education majors. Note that all candidates are required to pass the PPST to be admitted to the School of Education as part of Benchmark I so the pass rate is 100% upon Benchmark I approval.

PRAXIS II: Content Test Summary
Note that all candidates are required to pass the Praxis II to be admitted to student teaching as part of Benchmark II so the pass rate is 100% upon Benchmark II approval.

All students seeking a Wisconsin teaching license in Technology Education must pass a content test (Praxis II) in the area for which they will be certified. Future tables will summarize Technology Education students’ PRAXIS II results. Note that all candidates are required to pass the Praxis II in Technology Education and Broad Field Science to be admitted to student teaching as part of Benchmark II so the pass rate is 100% upon Benchmark II approval in 2009.

Benchmark Interviews
The UW-Stout School of Education Assessment System is designed to review candidates’ progress at three intervals during the program. Students are considered pre-education majors until they have passed the Benchmark I review. In this instance, the review determines a student’s readiness to become a teacher candidate in the Technology Education program. Later, candidates are reviewed again during the Benchmark II interview to determine whether they are equipped to proceed to the student teaching portion of the program. Benchmark III is completed at the end of student teaching and before a candidate is recommended for licensure. This includes the presentation of a capstone “Best Practices” unit for Technology
Education, artifacts from student teaching, and recommendations by cooperating teachers. Since the B.S. in Technology and Science Education program is a new major, Benchmark I data for students in this major were not available at the time of this report.

Benchmark II
In order to be considered for a Benchmark II review, Technology and Science Education majors must have completed or be currently enrolled in a pre-student teaching field experience; have completed or be currently enrolled in core education courses and obtained at least a “C” in these same courses which includes: Education Psychology, Multiculturalism, Cross-Cultural Field Experience, Secondary Reading and Language Development, Inclusion, and Lab and Classroom Management. In addition, students must have a cumulative GPA of 2.75 at UW-Stout.

Students are rated by two reviewers at an unsatisfactory, emerging, or basic level - with a rating of emerging or basic considered to be sufficient evidence for a student to be allowed to move forward in the program. Since the B.S. in Technology and Science Education program is a new major, Benchmark II data for students in this major were not available at the time of this report.

Benchmark III
Benchmark III is the culminating assessment for students in the Technology and Science Education program. Benchmark III must be completed before a pre-service teacher can be recommended for licensure. The assessment requires that all coursework is completed, that all program-specific requirements are met, a satisfactory student teaching assessment is achieved, and that a complete electronic portfolio receiving a basic or higher proficiency rating is submitted. In order to facilitate this, students complete a student teaching experience at both the middle school and high school level. Four portfolio artifacts (student teaching observations) with accompany reflections and evaluations of the reflections accompany evaluations from cooperating teachers. Student teachers also prepare and present a “Best Practices” unit that is evaluated on planning and preparation, knowledge of resources, use of instructional technologies, use of assessment systems, and reflection on instruction. These artifacts are combined with alignment summaries in the portfolio and disposition ratings from the cooperating teacher/university supervisor to demonstrate that the 10 Wisconsin teaching standards and four Danielson domains have been addressed. Since the B.S. in Technology and Science Education program is a new major, Benchmark III data for students in this major were not available at the time of this report.

Disposition Ratings
The School of Education is in the process of revising and improving upon our dispositional rating process. In the interim, we are gathering dispositional data (satisfactory/unsatisfactory) each spring on undergraduate students prior to their student teaching experience. If a student receives an unsatisfactory rating, he/she must remediate his/her disposition before allowed to progress in their program (through Benchmark I or II).

100% satisfactory disposition ratings are required at the time of Benchmark I and Benchmark II.

Starting in spring of 2010 a disposition form was implemented during student teaching with categories that align directly to our statement of values and disposition. These factors include: “Initiative, Preparedness & Continuous Learning”, “Academic Excellence through Critical Reflective
Thinking”, “Expression of Beliefs, Collaboration and Professional Communication”, “Adherence to Ethical and Legal Considerations”, and “Respect for Diversity”. Students are rated on a 3-point scale: Unsatisfactory/Emerging, Basic, and Proficient, by their cooperating teachers. A student would not be eligible for licensure if an unsatisfactory/emerging rating was reported during student teaching.

### Student Teaching Performance Ratings

Final student teaching evaluations are aligned with the School of Education’s conceptual framework (Danielson’s Framework for Teaching) and the 10 Wisconsin Teaching Standards. Teacher candidates finishing their student teaching experiences are evaluated by their cooperating teachers on a four point scale 1=Unsatisfactory, 2=Emerging, 3=Basic, 4=Proficient. Technology Education students’ rankings compared to the School of Education students’ ranks are compared below. Final student teaching evaluations are aligned with the School of Education’s conceptual framework (Danielson’s Framework for Teaching) and the 10 Wisconsin Teaching Standards. Teacher candidates finishing their student teaching experiences are evaluated by their cooperating teachers on a four point scale. A score of one indicates a lower ranking while a score of 4 indicates a higher ranking. Technology and Science Education students’ rankings compared to the School of Education students’ ranks are compared. Since the B.S. in Technology and Science Education program is a new major, student teaching assessment data for students in this major were not available at the time of this report.

### Educational Benchmarking Inventory (EBI)

The Educational Benchmarking Inventory (EBI) has been administered via computer to exiting student teachers during the fall and spring terms since 2003. Eighty-eight questions and fourteen EBI factors are collected for the purpose of unit assessment and are rated on a scale from 1 to 7 with 1= not at all, 4= moderately and 7= extremely). Since the B.S. in Technology and Science Education program is a new major, EBI data for students in this major were not available at the time of this report.

### Communicating Assessment Data with Constituencies

Communicating data with faculty members, advisory board members, and students within the program will be done using various methods. The report will be shared with faculty members during scheduled discipline area work group meetings (DAWG) designed to support ongoing program improvement. Program faculty and staff then discuss ways to better meet the needs of students throughout the program. Action plans for desired change result from work group meetings. The B.S in Technology and Science Education program advisory board, which includes students, will receive a copy of the *Assessment in the Major* report during the fall advisory meeting. Their comments and recommendations for improvement will be encouraged. University supervisors will be asked to share the AIM report with cooperating teachers and solicit feedback from them regarding improvements for the program. The report will be made available to students within the Technology and Science Education program and an opportunity provided for feedback. Data from the AIM report will also be used in program revision processes.

### Utilization of Assessment Data to Improve Courses and the Program
Articulated plans that informed by the results of the analysis above will be submitted in a narrative or bulleted format in future years. The primary objective will be to set up a system in which data the B.S. in Technology and Science Education program students can be disaggregated from School of Education majors for planning purposes.