

Program Report for the Preparation of Journalism Teachers

Section I--Context

1. Description of any state or institutional policies that may influence the application of SPA standards.

The Journalism certification program at Angelo State University is not included among the SPA (Specialized Professional Associations) for NCATE. The certification program is aligned and approved by the Texas Education Agency and the Texas State Board for Educator Certification.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks of student teaching or internships.

Professional field experiences are a vital component of all the secondary certification programs at Angelo State. These field experiences enable teacher candidates to, successively, observe, assist, and finally teach individuals and groups of students. As candidates progress from observer to practitioner, the field experiences serve as an invaluable bridge between content and practice. Candidates seeking a mathematics degree with teacher certification are required to complete a minimum of four professional field experiences, in addition and prior to student teaching.

In the required course Educational Psychology 3303 *Child and Adolescent Development*, candidates observe a student three times during the semester, and then write a summative case study describing the cognitive, social, and emotional development of the student as part of their course grade. In each of Education 4321 *Secondary School Organization and Curriculum* and Education 4322 *Teaching Techniques in the Secondary School*, students must complete ten hours of guided observation. They are required to maintain a journal on their experiences, and in addition are evaluated on their observations at midterm and at the end of the semester. In Reading 4320 *Reading in the Secondary School Content Areas*, candidates also complete ten hours of classroom observation, in which they are assigned specific strategies and activities to watch for. The candidates keep a response journal, and must also summarize their field experience as part of their course grade.

Student teaching is the culmination of the candidates' learning experience in the Educator Preparation Program. Once a candidate applies for clinical practice, the Department of Teacher Education coordinates with area school districts to place the candidate with a suitable supervising teacher. The experience is carefully planned, involves careful guidance and supervision, and is assessed both formatively and summatively. The university supervisor and the supervising teacher collaborate to produce a series of interim evaluations along with a final evaluation.

The Journalism curriculum includes an internship at the San Angelo Standard-Times, daily newspaper, which requires the student to experience all facets of newspaper work (copy editing, reporting, headline writing, research, participation in editorial meetings, and planning for the daily paper). Students work at the newspaper for 100 hours during one semester. Students have a supervising faculty member who reads weekly reports from the student, and an on-site supervisor who is a professional journalism. Students must demonstrate sufficient skills in writing, interviewing, story research, layout

and design, photography, and small group discussion skills in editorial meetings in order to pass this internship. The rubric for successful completion is as follows:

Internship Evaluation
ASU Department of Communication, Drama, and Journalism
ASU Station #10895
San Angelo, TX 76909-0895

Thank you for supervising this student's internship experience. Please return this form by mail to the above address.

Student _____ Date _____ Course _____

Evaluator _____

Organization/Business _____

Please rank the intern on the scale below.

Consider 1 =outstanding; 2 =very good; 3 =average;

4 =mediocre; 5 =poor; NA =not applicable.

Dependability	t	2	3	4	5	NA
Creativity	1	2	3	4	5	NA
Initiative	1	2	3	4	5	NA
Appearance	1	2	3	4	5	NA
Self-Confidence	1	2	3	4	5	NA
Expressing ideas vocally	1	2	3	4	5	NA
Basic writing skills	1	2	3	4	5	NA
Speed	1	2	3	4	5	NA
Accuracy	1	2	3	4	5	NA
Attitude toward work	1	2	3	4	5	NA
Grasp of concept/ideas	1	2	3	4	5	NA
Relating to other workers	1	2	3	4	5	NA
Follow-through on projects	1	2	3	4	5	NA
Acceptance and constructive use of criticism	1	2	3	4	5	NA

Ability to organize	1	2	3	4	5	NA
Ability to work independently	1	2	3	4	5	NA
Overall Performance	1	2	3	4	5	NA

1. What do you consider the intern's most significant strengths?
2. How could this intern improve?
3. Hypothetically, if your firm had an opening for a person with the background of this intern, would you hire him/her? If no, why not?
4. What letter grade do you feel this intern should receive?

A. ____ B. ____ C. ____ D. ____ F. ____

5. Would you be interested in having another intern for a future semester? Yes ____ No ____

6. Do you have any suggestions for the improvement of the internship program?

B. Students are encouraged to write for the Ram Page student newspaper in all writing classes. Students are eligible to work on staff for the Ram Page, and we currently have one certification student in her sophomore year who is on the Ram Page staff and will be the editor of the paper in 2009-2010. The Ram Page is published weekly for the 15 weeks school is in session each fall and spring semester. The paper is a minimum of 8 pages weekly with all the sections in any newspaper (news, features, sports, editorials, editorial cartoons, photos, and significant news and features series each year). We compete in the Texas Intercollegiate Press Association competition (as an outside benchmark of our quality). We have had the following awards in sports, features, news, design and layout, and news and feature series given in our division for the following years:

2006 11 TIPA awards; 2007: 10 TIPA awards; 2008: 18 TIPA awards

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

Candidates must apply for admission to the Educator Preparation Program (EPP) when they have completed between 60 and 75 semester credit hours. At that point, they must have a cumulative grade point average of at least 2.50, and have completed a reading requirement (History 1301 and 1302, or Government 2301 and 2302), a writing requirement (English 1301 and 1302), a mathematics requirement (Mathematics 1302), and a communication requirement (Communication 2301 or 2331). The courses taken to satisfy the reading, writing, mathematics, and communication requirements must all be completed with a grade of C or better. In addition, candidates must possess sound physical and mental health, and be of acceptable moral character.

After admission to the EPP, a retention checkpoint occurs with the application for student teaching. At the time of such application, all candidates must have completed a minimum of 95 semester credit hours with a cumulative grade point average of 2.50, be of sound physical and mental health, and maintain acceptable moral character. A candidate's eligibility to student teach depends on additional accomplishments both in the mathematics major and also in advanced pedagogy and professional responsibilities courses. In their major, candidates must have: a cumulative grade point average of at least 2.50; a grade point average of at least 2.50 in their major classes taken in residence; no grade lower than a C in major courses completed; and at least 24 semester credit hours, including at least 9 advanced hours,

completed in their major. In the pedagogy and professional responsibilities, candidates must have completed Education 4321 and 4322, Educational Psychology 3303, and Reading 4320, with no grade lower than a C, and a grade point average of at least 2.50 both in courses taken in residence and also cumulatively.

Besides the degree requirements applied to all students, candidates seeking a degree leading to teacher certification must satisfy additional grade point average requirements. Candidates must have a 2.50 cumulative grade point average; a 2.50 grade point average with no grade lower than a C in their mathematics major; and a 2.50 grade point average with no grade lower than a C in their professional education courses. Candidates seeking degrees leading to teacher certification must also complete their student teaching in residence.

Additional steps, including a passing score on the Texas Examination of Educator Standards (TExES), are required for students to be recommended for certification by the university.

4. Description of the relationship of the program to the unit's conceptual framework.

The conceptual framework of the Educator Preparation Program at Angelo State University is based on a commitment to preparing professional education leaders who become reflective practitioners through developing content knowledge, pedagogical skills, and professional dispositions which lead to effective teaching; implementing defensible instructional decisions and technology applications; embracing active, engaged student-centered learning; teaching that is culturally relevant and responsive to the ever-changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.

The Program believes that candidates must be grounded in content knowledge. The secondary certification program in journalism embraces this belief, as well as a commitment to significant mastery of technology. The program also believes that candidates must be thoroughly grounded in pedagogical skills, exhibit a pattern of reflection upon their professional experiences, and develop as student-centered educators. Twenty-four semester credit hours of professional education courses, eighteen of which are in courses with a field experience component, ensure that candidates must display the skills and dispositions to design effective curriculum, utilize appropriate instructional strategies, and create, monitor, and assess supportive learning environments. In addition, a rigorous series of field experiences in the program offers ample opportunity for candidates to observe, model, and demonstrate these dispositions. Finally, the climate of assessment, both formative and summative, that permeates the program not only models effective assessment techniques for candidates, it also has candidates demonstrate the cycle of action, assessment, reflection, and reaction that is so important to the candidates' professional success.

5. Indication of whether the program has a unique set of program assessments and the relationship of the program's assessments to the unit's assessment system:

The Journalism certification program utilizes two program assessments in addition to the results of unit assessments. These are: a content portfolio presentation at the senior level and successful completion of the senior level capstone seminar.

JOURNALISM PROGRAM OF STUDY: SECONDARY CERTIFICATION

Journalism

Bachelor of Arts

(Journalism major with secondary teacher certification)*

Semester
Hours

ACADEMIC MAJOR

Journalism 1311, 1361,2305.2311,2321	15
Journalism 3311,3313,3314,4101,4314,4355, and 4379	19

OTHER REQUIREMENTS

Communication 2301 or 2331	3
English 1301, 1302, or Honors 1302, and one sophomore literature	9
Government 2301 and 2302	6
History 1301 and 1302	6
Journalism 2345	3
Mathematics 1302, 1303, 1311, 1312, 1321, 1332, 1361, 1362, 2331, or 2332	3
Natural Science (two lab sciences: biology, chemistry; geology, physical science, or physics)	8
Physical Activity	1

Social Science: Economics, 2300, 2301, 2302, Geography 2301, . Psychology 1303, 2301, 2304, 2305, Sociology 2301, 1303, 2305, 2307	3
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Visual and Performing Arts: Art 1301, 1302, 1305, 2301, 2302,

Drama 1311, 1321, 1351, 2331 2334,

Music 1310. 1341, 1342, 1351, 1361, 1375, 1376

Humanities (English-an additional sophomore literature, History 2331, 2332,

French 2372, German 2372, Philosophy 2301, 2311, or 2321, Honors 2301)3

Candidate Information

Subject	Certification	Year	Number of Candidates	Number of Completers
JOURNALISM	Journalism (8-12)	2008-2009	NR	
		2007-2008	3	
		2006-2007	1	1
		2005-2006	3	
		2004-2005	1	Changed to non-certification before graduation

Program faculty expertise and experience

Faculty Name	Highest degree earned, Field, University	Assignment	Rank	Tenure track	Contributions in Scholarship, leadership, or service	Teaching/prof. experience in P-12 schools
Dr. Cathy Johnson	Ph.D, Journalism Education, University of North Texas	Faculty	Associate Professor	Tenured	Ram Page (student newspaper) advisor Media Convergence research. Magazine Research paper judge for AEJMC	Over 20 years experience teaching at the university level. No experience in K-12
Dr. Jeff Boone	Ph.D., Communications, U. of Tennessee-Knoxville	Faculty	Associate Professor	Tenured	<ul style="list-style-type: none"> Teaches Journalism writing courses, desktop publishing, media management 	Directs the Univ. Interscholastic League Journalism events. Over 20 years experience teaching at the university level. No experience teaching K-12.
Ms. Tina Doyle	M.A.	Faculty	Sr. Instructor	no	<ul style="list-style-type: none"> Award-winning photographs in university publications Several articles in the International Photography Hall of Fame, Oklahoma City, OK. University photographer for ASU 	Over 15 years teaching experience at the university level. No experience teaching K-12.

Section II—Assessments and Related Data

	Name of Assessment	Type of Form of Assessment	When the Assessment is Administered
1	Licensure assessment	TExES	Sr. Year
2	Assessment of Content Knowledge	Senior Seminar Portfolio	Sr. Year
3	Assessment of Candidate ability to plan instruction	Ed 4322	Jr. Year
4	Assessment of Student Teaching	Final Evaluation/Content Specific Evaluation	Sr. year
5	Assessment of Candidate Effect on Student Learning	Student Teaching Evaluations	Sr.
6	Additional Assessment addressing standards	Senior Seminar Departmental Test	Sr. Year

Section III—Standards Assessment Chart

Standard I. The journalism teacher understands and applies knowledge of the historical development of journalism in the United States, the role of mass media in society, and the skills needed to evaluate mass media messages and to be a critical, informed consumer of mass media.	1. Content & Skills 2 Senior Portfolio 3 lesson plans 4 Field Experiences 5 in student teaching 6 other: department test
Standard II. The journalism teacher understands and applies knowledge of legal and ethical principles relevant to journalistic media.	1. Content & Skills 3 lesson plans 4 Field Experiences
Standard III. The journalism teacher understands skills for gathering information using journalistic research, interviews, and news judgment and develops students' ability to use these skills to create various journalistic products.	1. Content & Skills 3 lesson plans 4 Field Experiences 5 in student teaching
Standard IV. The journalism teacher understands various forms of journalistic writing and develops students' ability to use journalistic writing and editing to create journalistic products.	1. Content & Skills 2 Senior Portfolio 3 lesson plans 4 Field Experiences 5 in student teaching
Standard V. The journalism teacher understands principles, elements, tools, and techniques of publication design and develops students' ability to use publication design skills to create effective, aesthetically pleasing student publications.	1. Content & Skills 2 Senior Portfolio 3 lesson plans 4 Field Experiences 5 in student teaching 6 other: department test
Standard VI. The journalism teacher understands principles, procedures,	1. Content & Skills

and techniques of photojournalism and develops students' ability to create effective photographs for journalistic publications.	<i>2 Senior Portfolio 3 lesson plans 4 Field Experiences 5 in student teaching 6 other: department test</i>
Standard VII. The journalism teacher understands principles, procedures, and techniques of broadcast journalism and develops students' ability to create effective broadcast productions.	<i>1. Content & Skills 2 Senior Portfolio 3 lesson plans 4 Field Experiences 5 in student teaching</i>
Standard VIII. The journalism teacher understands the economics of student publications and develops students' ability to use business management skills and procedures to produce and distribute journalistic products.	<i>1. Content & Skills 3 lesson plans 4 Field Experiences 5 in student teaching</i>
Standard IX. The journalism teacher knows how to advise and mentor students; encourage students' development of organizational, collaborative,	<i>1. Content & Skills 3 lesson plans 4 Field Experiences 5 in student teaching</i>

Section IV--Evidence for Meeting Standards.

ASSESSMENT #1 TEXES TESTS

Description:

Texas Administrative Code (TAC) Section 230.5(b) requires every person seeking educator certification in Texas to perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools. **The Texas Examinations of Educator Standards (TExES)** program was developed for this purpose.

The TExES Educator Standards, based in the Texas Essential Knowledge and Skills (TEKS), form the foundation for the TExES tests. Developing the tests was a collaborative process involving classroom teachers and other educators from public and charter schools, university and educator preparation program faculty, representatives from professional educator organizations, content experts, and members of the community.

Each TExES test is a criterion- referenced examination designed to measure the knowledge and skills delineated in corresponding TExES test frameworks. The tests include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators.

Candidates complete a minimum of two examinations, a level-specific test of content knowledge and skills and a level-specific test of pedagogy and professional responsibilities (PPR). The test framework is based on the educator standards for a particular content field. The content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:

1. the competency statement, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do, and
2. the descriptive statements, which describe in greater detail the knowledge and skills eligible for testing.

State competencies for JOURNALISM (8-12) are identified in Section III of this report.

Scoring:

Educational Testing Service scores the examinations. A total test scaled score is reported on a scale of 100-300. The minimum passing score is a scaled score of 240. The passing standard is set by the State Board for Educator Certification (SBEC) and is approved by the State Board for Texas Education. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools. Scores are reported in the major content domains of the test and in the specific content competencies of the test. This information is useful in identifying candidate strengths and weaknesses in content preparation and/or in pedagogy and professional responsibilities preparation.

Data: TExES Results – Journalism (8-12)

Year	N= Test Takers	% Pass
2008-2009	NR	
2007-2008	0	
2006-2007	1	0% pass
2005-2006	0	
2004-2005	0	

TExES Results – Pedagogy Professional Responsibilities (PPR 8-12)

Aggregated Results: All Secondary Certification Candidates

Year	N= Test Takers	% Pass
2008-2009		
2007-2008	32	97% pass
2006-2007	33	97% pass
2005-2006	34	91% pass
2004-2005	53	92% pass

ASSESSMENT #2: Second assessment of Content Knowledge-Program Specific

Senior Seminar Portfolio

Description: All journalism majors in their last semester of classes are required to complete the Senior Seminar Portfolio assignment. These portfolios are web-based examples of their work as students in our program and are suitable for use in their employment search following graduation. Students will pull together all the significant projects, paper assignments, lessons prepared as part of their education program, and other work which will showcase their skills and knowledge in the field of communication to a prospective employer. Those items will be placed in a web site which may be recorded on a CD or DVD and mailed or brought to prospective employers.

Scoring Guide for Portfolio & portfolio presentation: Graded pass/fail. Passing = 70 - 100

CDJ 4101: Senior Seminar Critique Sheet for the Portfolio CD/DVD & presentation

Name _____

Portfolio:

Mechanics of the website: ___ pages open properly
 ___ navigation bar is consistent & on each page
 ___ navigation links work properly
 ___ audio file(s) work properly
 ___ portfolio info is well displayed
 ___ resume info is well displayed
 ___ everything is readable, good contrast, good font size, etc.

Notes:

Content of the website: ___ a variety of material displayed
 ___ style of portfolio fits with the career & personality
 ___ text is gracious and helpful in getting an interview
 ___ student talents/abilities are displayed well

Presentation:

Intro: attn getter purpose summary

Body: progressed through the website well
 Followed the summary order of material

Conclusion: summary purpose restatement reference to attn-getter

Portfolio Data from 2006-Present: Certification students' portfolio grades *#passed/#failed*:

YEAR	2006 Fall	2007 Spring	2007 Fall	2008 Spring	2008 Fall	2009 Spring
Student Data	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	1 / 0

Note: Only one journalism certification student has taken Jour 4101 in the past three years. However, it is useful to note that all journalism (non-certification) students who have taken the class have all passed the portfolio section of the class and they have a 60% overlap of journalism courses with the certification students.

ASSESSMENT #3: Candidate ability to plan instruction

Description:

The measurement of a candidate's ability to plan instruction is assessed in the coursework and experiences of ED 4322, *Teaching Techniques in the Secondary School*. Candidates complete a series of assignments designed to illustrate, develop, and implement plans for the delivery of instruction appropriate to secondary

education content. Technology is utilized in the planning process with formats from Lesson Builder and TaskStream. Candidates also complete demonstration teaching with their peers.

Lesson Builder allows candidates to follow a flow chart to develop the lessons. Each lesson has three parts: Basic Information, Standards and Objectives, and Individual Plans for Instruction. The candidate follows a step-by-step process to plan lessons. The section on Basic Information includes subject and grade level, time frame for unit, unit title, lesson summaries, and notes related to the planning process. Part two of the plan focuses on Standards and Objectives and includes Texas Essential Knowledge and Skills (TEKS) appropriate to subject and grade level, student learning objectives for the unit lessons, and a description of instructional resources and materials. Part three addresses individual lessons and follows a format of: Introductory focus activity, procedure for presentation of lesson including student assessment, closure, assignments for students, and accommodations for differentiated instruction.

Additionally, the technology platform, TaskStream provides another format for the development of instructional units and lessons. Candidates are required to subscribe to TaskStream and to utilize its format and resources. (This subscription continues through student teaching.) The structural format for lesson development using TaskStream is similar to Lesson Builder. Candidates are introduced to both formats.

Scoring Guide

Lesson plans and demonstration teaching are assessed with two levels of rubrics, one utilized to evaluate written units and lessons and one to evaluate demonstration teaching. The data generated from these experiences measures candidate proficiency in planning instruction. Examples of rubrics for lessons are attached.

Categories of evaluation are: Exceeds expectations, Satisfactory, Needs Improvement, and Unsatisfactory. Candidates are expected to reach the “satisfactory” level to have demonstrated competence in planning instruction.

Scoring Rubrics for Lesson Planning and Demonstration Teaching:

Lesson Plan Grading Rubric ED 4322: Teaching Techniques in the Secondary School Attachment B

<i>Levels:</i>	unsatisfactory-1	needs improvement-2	satisfactory-3	exceeds expectations-4
<i>Criteria:</i>				
submitted on time	More than 3 days late	one to two days late	Submitted on time	Submitted on time
Differentiated Instruction	No differentiation of instruction is mentioned	Lesson plan includes minimal differentiated instruction, limited to either gifted students OR students with special needs.	Lesson includes some differentiated instruction for gifted students and students with special needs	Lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels, including gifted students and students with special needs.

Instructional Activities	Activities are unrelated to objectives. Many activities are extraneous and irrelevant. No attempt is made to individualize activities for learning styles or strengths.	Activities relate peripherally to objectives. Some activities are extraneous or irrelevant.	Activities relate to objectives. A few activities may be extraneous or irrelevant. Activities are accessible to students of more than one learning style of strength	Activities provide a logical path to meeting objectives. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities
Teacher-Created Supporting Materials	No supporting materials are included.	Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson.	Supporting materials and student handouts are clear and complete. Materials enhance lesson	Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly.
Resources	Many resources needed for lesson are not included in plan.	Some resources needed for this lesson are not included in plan.	Resources needed for this lesson are included in plan.	Resources needed for this lesson are included in plan, and notes about assembling materials, contacting outside guests, or locating additional resources are included, as well.
Objectives	Objectives are missing, unclear, or are unrelated to standards.	Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to.	Objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards.	Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards.
<i>Levels:</i> <i>Criteria:</i>	unsatisfactory-1	needs improvement-2	satisfactory-3	exceeds expectations-4
submitted on time	More than 3 days late	one to two days late	Submitted on time	Submitted on time
Standards	No standards are mentioned in lesson. Lesson is not related to standards.	Standards are alluded to in lesson, and lesson is related to standards.	Some relevant standards are referenced. Lesson is influenced by standards. Too many or too few standards are included. (Lesson may name many standards instead of focusing on important, key standards; alternately, lesson may not name relevant key	Key standards are referenced. Lesson is guided by standards.

			standards).	
Assessment	Assessment is unrelated to objectives and standards.	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths.	Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths.	Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel.
Mechanics	Spelling and grammar are unacceptable.	The lesson plan contains many spelling and grammar errors.	The lesson plan contains few spelling and grammar errors	Spelling and grammar in lesson plan are flawless.
Grade Level Appropriateness	Objectives and activities are inappropriate for the intended grade level.	Some, but not all, objectives and activities are appropriate for the intended grade level.	Most objectives and activities are appropriate for the intended grade level.	All objectives and activities are appropriate for the intended grade level.
Time Allotment	Objectives are not accomplishable for most students in the time allotted	Objectives may not all be accomplishable for many students in the time allotted.	Objectives are accomplishable by almost all students in the time allotted.	Objectives are accomplishable in the time allotted

Teaching Demonstration Grading Rubric
ED 4322: Teaching Techniques in the Secondary School

<i>Levels:</i>				
<i>Criteria:</i> Instructional Activities	Try again No activities	Needs work - Revise Lecture only	Polish It! Activities relate to objectives	On target! Activities provide a logical path to meeting objectives. Age Appropriate and address different levels of ability
Teacher-Created Supporting material	No supporting materials included	Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Do not enhance lesson	Supporting materials and student handouts are clear and complete. Materials enhance lesson.	Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly
Objectives	Objectives are missing.	Objectives are not clearly stated or are not related to standards	Objectives provide some sense of what students will know and be able to do as a result of the lesson.	Objectives clearly stated and provide a sense of what students will know and be able to do as a result of the lesson.
Focus / Entry activity	No focus or entry activity	Focus or entry activity not related to lesson or not appropriate. Does not get students ready to learn.	Focus or entry activity only partially effective.	Focus activity gets students attention. Age appropriate. Related to lesson or gets students ready to learn.
Content	Content not appropriate to grade or subject. No content included	Content somewhat appropriate to grade and subject. Content not tied to objectives.	Content appropriate to grade and subject, but only loosely tied to objectives	Content appropriate to grade and subject. Tied to objectives.
Closure	No closure. Lesson just ended.	Some closure attempted. Not effectively tied to content or objectives.	Closure appropriate to lesson. Not tied to or loosely tied to objectives.	Closure effective. Related to both content and objectives.
Presentational style	Volume of voice inappropriate. No eye contact. No enthusiasm for subject. Major problems with content knowledge.	Some problems with volume and eye contact. Little enthusiasm for subject. Some problems with knowledge of content.	Few problems with vocal quality and eye contact. Held audience attention. Adequate knowledge of content	Vocal quality and eye contact appropriate. Obvious knowledge of subject and enthusiasm for topic.
Time allotment	Objectives are not accomplishable for most students in allotted time. Did not use time wisely. Lesson too long or too short.	Objectives only partially accomplished. Lesson did not fit time frame.	Objectives accomplished by almost all students in time frame. Good use of time.	Objectives are accomplished by all students in time frame. No wasted time.

Candidate Data

ED 4322 Lesson Planning: Journalism

1= unsatisfactory; 2= needs improvement; 3=satisfactory; 4= exceeds expectations

Term	1	2	3	4	Total N
Fall 09					
Spring 09					
Fall 08					
Spring 08				1	1
Fall 07				3	3
Spring 07		1			1
Fall 06					0

ED 4322 Demonstration Teaching Data

Journalism

1= unsatisfactory; 2= needs improvement; 3=satisfactory; 4= exceeds expectations

Term	1	2	3	4	Total N
Fall 09					NR
Spring 09					NR
Fall 08					NR
Spring 08					NR
Fall 07					0
Spring 07					0
Fall 06				1	1

ASSESSMENT #4: Evaluation of Student Teaching

Candidates are evaluated during student teaching using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards for preparing and licensing new teachers. The standards describe what every beginning education professional should know and be able to do. The standards include knowledge, dispositions, and performance statements representing a deep level of understanding and performance.

Candidates' student teaching field experience is evaluated using the *Interstate New Teacher Assessment and Support Consortium* (INTASC) standards. Ten principles are evaluated as unsatisfactory (0), basic (1), proficient (2), or distinguished (3). The principles are:

Understands Content; Understands Development; Understands Difference; Designs Instructional Strategies; Manages and Motivates; Communicates; Plans and Integrates; Evaluates; Reflects on Practice; and Participates in the Professional Community. Although interim assessments are recorded, averages computed using the final evaluation are used here.

Both formative and summative data are collected from candidates at decision points (benchmark

conferences) throughout their student teaching experience. The INTASC standards are the guiding force behind these assessments.

While observing the candidate teaching, the cooperating teacher and the university supervisor use rubrics to describe actual levels of performance. The rubric descriptors (distinguished, proficient, basic, and unsatisfactory) provide for consistency and standardization in expectations for all student teachers regardless of their placement or circumstances.

Additionally, candidates prepare a portfolio showcasing a “best evidence” collection of artifacts demonstrating competence on the standards. Candidates select artifacts for each INTASC principle demonstrating skills or growth over the student teaching semester. Each artifact includes a reflection on why that piece was selected and how the piece shows growth or competence. The summative assessment of the candidate’s student teaching experience incorporates evidence from the portfolio to determine the final evaluation.

Copies of instruments: Rubrics for Benchmark conferences and final evaluation of student teaching are contained in a separate document.

Data: Student Teaching Final Evaluation Journalism

Years	N=	Unsatisfactory	Basic	Proficient	Distinguished
2008-09	NR				
2007-08	0				
2006-07	1				1
2005-06	0				
2004-05	0				

Assessment #5: Effects on Student Learning Activities

Candidate effects on student learning are evaluated during student teaching through a performance product system, the Texas Beginning Educator Support System (TxBESS), that provides standards and reference points for evaluation. All candidates complete a sixteen-week student engagement in an accredited, public school classroom. Their work is documented through the use of an electronic performance evaluation where artifacts are aligned to the TxBESS standards’ rubrics. Candidates complete 3 formative conferences where they demonstrate that they have met the established standards with emphasis on student learning. A final summative conference is completed where the candidates present a final review of artifacts that demonstrate their effect on student learning in the classroom. Formative evaluation is based upon a Performance Based Assessment with Rubrics (PBAR). Candidates set conferences where the PBAR is presented with supporting artifacts. These conferences occur every 3 to 4 weeks throughout the 16 weeks of student teaching. The candidate, the public school cooperating teacher, and the university supervisor at a minimum attend the conference. The focus of the conference is on what effect the candidate has had on student learning and what short-term goals should be set for the period between conferences.

A final summative conference occurs during the last week of student teaching. Evidence of progress on all outcomes is presented. The candidates take the lead in the presentations and demonstrate how they have impacted student learning through evidence of student work completed.

For each of the TxBESS standards there are a number of elements that must be evaluated. Four distinct areas are evaluated: Planning for Learner Centered Instruction; Creating a Classroom Environment That Promotes Equity, Excellence, and Learning; Instruction and Communication; and Professionalism. The evaluation system is based on a 4-level rating: Developing, Beginning Competent, Advanced Competent, and Proficient. For formative assessment only three of the ratings are used: Developing, Beginning Competent, and Advanced Competent (See *Attachment B*). The summative evaluation adds the rating Proficient in all areas (See *Attachment B*). Any candidate receiving a final rating of “Developing” in any area must repeat student teaching.

The emphasis of evaluation during student teaching is the candidates’ effect on student learning. The candidate completes a background classroom study. Each evaluation point requires the candidate to add information to the classroom study that reflects the growing knowledge and understanding of how students learn in the assigned classroom. The background classroom study is used to create plans for learning in the classroom. Using the plans, the candidate prepares a standards-based lesson. Upon completion of the lesson, the candidate reflects on the lesson and the assessment conducted. All assignments may be found in *Attachment A*. Specific considerations concerning each student’s mastery of the content is used to plan the next step in classroom instruction. The final element of evaluation is professional involvement. This area evaluates how the candidate has contributed to the school and families of students.

Scoring: Rubrics for measuring candidate effect on student learning are contained in a separate document.

Data:

The unit is transitioning to this assessment during 2008-2009. Initial aggregated data on candidate effect on student learning based on an analysis of INTASC Principles is available in a separate document. Data from the newly implemented TxBESS assessments will be available at the conclusion of the 2009 Spring semester.

ASSESSMENT #6: Program Specific Senior Seminar TEST

Description: The capstone test sequence has students complete a battery of tests over material that should have been retained concerning their class work in the classes leading to the certification requirement. Tests are all on a 100-point scale, with 70 being a passing grade.

Capstone Test Score Data from 2006-Present: Certification students’ capstone test grades
#passed/ #failed:

YEAR	2006 Fall	2007 Spring	2007 Fall	2008 Spring	2008 Fall	2009 Spring
Student Data	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	1 / 0

Section V—Use of Assessment Results to Improve Candidate and Program Performance

Summary of the report: The Journalism program has a modest number of teaching certification students in our program at any one time. We graduate one student roughly every three or four years from the teacher certification program. However, we feel they are prepared to enter the high school classroom:

- We have the students play a major role in helping to run our annual UIL Regional 4-A Journalism headline writing and general writing competition each spring. They judge the writing events.
- Our curriculum is well aligned with the required certification requirements (the Texas Essential Knowledge and Skills listing from the Texas State Board of Educator Certification).
- Over the past three years, no journalism student has failed the senior capstone examination.
- Over the past three years, no journalism student has failed the senior capstone portfolio project
- As a part of the Senior Seminar course, students are required to complete a portfolio of their work suitable to send to prospective employers, and including for the certification students:
 - Lesson plans appropriate for approved high school classes
 - Demonstrations of their skill in writing, analysis, critical thinking, and in journalism education content
 - Work and volunteer experience on a professional resume
- Students are required to take a capstone test of content from their required courses in the program to give an indication of how well they have retained theory and application information from their coursework
- Students are also required to complete Jour 4379 (Internship) at the local daily paper for professional journalism experience.

Our faculty is well-trained to teach in both the certification program and in the general journalism program of courses. We have two tenured faculty and one senior instructor. So, while our program is small, we do care for our certification students and are committed to contributing to their success in gaining certification to teach in Texas high schools, and to improving the program for those students who wish to go into high school teaching.

Content Knowledge: Our journalism students tend to do well on the TExES state certification test. Our curriculum and extra-curricular experiences enhance their learning of journalistic practices.

Pedagogical/ dispositional knowledge and skills: Our students do well in the educator preparation portion of the TExES test and receive good marks concerning their work in the classroom from their supervising teachers.

Effects on P-12 Student Learning: Our student teachers complete student teaching successfully, which indicates that they are judged positively regarding effective student learning by their professional supervising teachers.