

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical content knowledge, pedagogical, and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1a. Content Knowledge for Teacher Candidates

Teacher candidates at St. Cloud State University know the content they plan to teach and demonstrate their knowledge and abilities in a variety of settings. At the initial level, the unit fully endorses the Interstate New Teachers Assessment and Support Consortium ([INTASC](#)) Principles as the foundation for indicators of best practice in preparing teacher candidates. The [Minnesota Board of Teaching](#) established the [Standards of Effective Practice](#) (SEP) as the core standards for teachers that are directly aligned with the INTASC Principles. Both the INTASC Principles and SEP Standards are aligned with the conceptual framework and documented through [matrices](#). Within programs, the Minnesota Board of Teaching [Program Standards](#) are used as the foundation of course content and these standards are also directly aligned with the professional standards used by specialty organizations. [Syllabi](#) in the professional education unit are aligned with appropriate standards as well as the [conceptual framework](#).

During spring semester 2007, the unit submitted 36 [programs](#) to the Minnesota Board of Teaching for extensive program review. The program review process requires programs to submit evidence that candidates have the opportunity to learn and demonstrate the content standards. Data are also submitted to the review team to demonstrate that candidates have the knowledge, skills, and dispositions to be successful. This past year, 33 programs received full approval until 2014; two programs (English as a Second Language (ESL), Middle School) are still out with reviewers pending approval. The Health Education Program was initially submitted to the Board of Teaching, but was subsequently pulled from the review process. The Health Education Program was suspended fall semester 2007 and will be integrated into the Physical Education Program over the next several years.

All programs within the unit incorporate four to six [transition points](#) whereby performance can be monitored as candidates work to gain the knowledge, skills, and dispositions as outlined in institutional and professional standards. Transition points typically involve admission, assessments prior to clinical experience, assessments during clinical experiences, program completion, and post-graduation follow-up. Programs vary in the number of transition points; however, all programs include these basic benchmarks.

Candidates at the initial and advanced levels demonstrate content knowledge in a variety of ways throughout their program. The Minnesota Board of Teaching requires that all candidates successfully pass the Praxis I - Pre-Professional Skills Tests (PPST) for licensure. The [PPST](#) includes basic assessments of math, reading, and writing. Because of a focus on access and opportunity, Minnesota statute prohibits public institutions of higher education from requiring candidates to pass the PPST for admission into teacher education programs. As a result, programs require that candidates take, but not pass, the PPST as part of the admission transition point. A review of [Praxis I data](#) indicates that candidates are performing above the 80 percent standard; however, this is slightly lower than State pass rates. The three-year follow-up data indicate a pass rate equal to the State pass rate.

The Minnesota Board of Teaching also mandates that candidates successfully pass the [Praxis II](#) content exam before licensure is awarded. Candidates seeking an additional licensure or endorsement must also successfully pass the Praxis II content exam. A review of [Praxis II trend data](#) at the unit level indicates strong performance by candidates and pass rates exceed the 80 percent pass rate requirement of NCATE.

[Program pass rates](#) also remain high according to trend data. An exception to that rule is the pass rates within the elementary education program (Academic Content) that have dramatically declined across the State as a result of requiring teacher candidates to pass the Praxis II content exam in their specialty area (typically middle school). A specialty area is similar to a minor whereby candidates take three to five classes in the specialty area. Clearly, candidates do not have the knowledge of someone who majored in the content area; therefore, they are not passing the exam at high levels. Because this is a problem across the State, the Board of Teaching has made a commitment to change this requirement and has taken steps to initiate that [process](#). To provide support for candidates, the College of Education [Praxis Center](#) has provided additional resources and training.

Key assessments at the initial level used to measure content knowledge include course measures, [performance-based assessments](#), [cooperating teacher surveys](#), [follow-up studies](#), and [employer surveys](#). A review of content knowledge [trend data](#) at the unit level indicates strong, consistent performance over time.

Advanced Candidates

At the advanced level, the unit endorses the National Board of Professional Teaching Standards ([NBPTS](#)), which are aligned with the [conceptual framework](#). Advanced programs also use standards from specialty organizations (i.e., CEC) that are directly aligned with State content standards when candidates are pursuing a licensure or an endorsement.

Candidates pursuing licensure at the advanced level must successfully complete the Praxis II Content Exam. [Trend data](#) for candidates at the advanced level indicate strong performance over the past five years. Between 2002 and 2007, 620 Praxis II content exams were taken by advanced program completers. Advanced completers passed in 605 instances, yielding a pass rate across years and programs of 97.6 percent. By far, the largest plurality of post-baccalaureate completers proved to be special education majors, who took 307 of 620 Praxis II examinations (49.5%), with a pass rate 99.0 percent (304/307).

A variety of key assessments are used at the advanced level including portfolio assessments, clinical and field evaluations, comprehensive examinations, and course-based measures. An analysis of [data on advanced candidates](#) indicates that candidates do have the content knowledge to be successful.

Summary: Candidates at the initial and advanced levels have the content knowledge to be successful in enhancing student learning as evidenced by a variety of internal and external data sources. Pass rates of national exams are consistently high within the unit and feedback from cooperating teachers and employers validate the belief that candidates are prepared in terms of content knowledge.

1b. Content Knowledge for Other School Professionals

At the advanced level, the unit also prepares candidates to become school counselors, principals, superintendents, special education directors, and school library media specialists. The School

Counseling Program is accredited through [CACREP](#) and will complete a re-accreditation site visit in April 2008. The Education Administration Program, which includes the preparation of principals, superintendents, and special education directors, is approved through the [Minnesota Board of School Administrators](#) and completed their [program approval process](#) in 2005. Competencies have been developed by the Minnesota Board of School Administrators for [principals](#), [superintendents](#), and [special education directors](#) and are used for course development, assessment, and accountability. The School Library Media Specialist Program was [approved](#) by the Minnesota Board of Teaching in spring 2007 until 2014.

Candidates in the [School Counseling Program](#) are required to take the Counselor Preparation Comprehensive Exam to successfully complete the program and seek licensure. Candidates are allowed only two attempts at passing the exam. A review of [pass rates](#) over the past five years indicates an average pass rate of 91 percent for the first attempt; 100 percent pass rate for candidates making a second attempt. Candidates completing the School Library Media Specialist Program must complete the Praxis II content exam. Over the past three years, 43 candidates have completed the program and 43 (100%) have passed the required [Praxis II exam](#). Candidates in the Educational Administration and Leadership Programs are not required to take state or national exams for degree completion or licensure. However, data on content knowledge indicate strong performance related to Minnesota State Competencies.

Content knowledge is also assessed through a variety of measures within advanced programs including internship evaluations, course-based activities, portfolio evaluations, and follow-up studies from employers and graduates. A review of aggregated [data by program](#) indicates that candidates have the content knowledge to be successful in their professional fields.

Summary: Candidates preparing for other professional roles in the schools have a strong grasp of content knowledge as delineated in institutional, state, and professional standards. Internal assessments as well as pass rates on national exams provide evidence and documentation of content knowledge.

1c. Pedagogical Content Knowledge for Teacher Candidates

Beginning in 2002, the Minnesota Board of Teaching began requiring that all candidates seeking initial licensure successfully pass the Praxis II – Principles of Learning and Teaching ([PLT](#)) exam. [Trend data](#) at the unit level provide strong evidence of candidates' grasp of pedagogical content knowledge. From 2002 – 2007, our pass rates averaged 100 percent for early childhood; 98.4 percent for K-6; 94.6 percent for 5-9; and 98.8 percent for 7-12.

Candidates also develop pedagogical content knowledge as outlined in state, professional, and institutional standards through specific [courses](#) focused on pedagogy content as well as participation in [field and clinical experiences](#) throughout their program. The PLT data at the [program level](#) also provide documentation of adequate pedagogical content knowledge.

The unit also collects data on [pedagogical content knowledge](#) from key assessments including [performance assessments](#), [cooperating teacher surveys](#), [follow-up studies](#), and [employer surveys](#) at the unit level. Trend data support the fact that candidates do indeed have the pedagogical content knowledge to be successful; moreover, the data allow the unit to look at areas that need attention over time.

Throughout all programs, candidates gain knowledge and skills related to using technology in teaching and learning and are expected to integrate technology into their planning and

instructional strategies. An analysis of data indicates that candidates are proficient in using [technology](#) as evaluated by cooperating teachers; however, it appears that there is room for improvement within programs. While self-report data from candidates indicate improved skills over the past six years, data from cooperating teachers has remained steady.

Advanced Candidates

Candidates at the advanced level seeking initial licensure must also pass the Praxis PLT exam as required by the Minnesota Board of Teaching. [Trend data](#) for advanced candidates reveal that 230 candidates have taken the PLT exam since 2002; 220 candidates have passed, yielding a 95.6 percent pass rate. Pedagogical content knowledge is also assessed through course activities, student teaching or internship evaluations, portfolios and other related measures. [Aggregated data](#) indicate consistent strong performance related to pedagogical content knowledge.

Summary: Teacher candidates demonstrate strong pedagogical content knowledge allowing them to use effective instructional strategies including technology to meet the learning needs of all students. The data suggest that candidates possess the knowledge and skills to plan and deliver instruction that is clear and effective to reach teaching and learning expectations.

1d. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Professional and pedagogical knowledge and skills include the foundations of education, child and adolescent development; professional ethics, laws, and policies; using research to guide teaching practice; and the consideration of school, family, and community contexts and impact on learning. Reflection within the teaching and learning process is a high expectation that we hold for our candidates and is a hallmark of professional and pedagogical knowledge and skills. Candidates are expected to reflect on their teaching to enable them to create a supportive environment and learning experiences that are authentic and meaningful to enhance the learning of all students. Candidates understand the impact of factors such as family, community, and school on the individual student and work to improve student learning.

Assessments that address professional and pedagogical knowledge and skills are often course or field based; however, the unit is purposeful in seeking data in this important area through follow-up studies, performance-based assessments from cooperating teachers and university supervisors, surveys of cooperating teachers, and employer surveys. The unit has extensive data over the past five years indicating that candidates have the [professional and pedagogical knowledge and skills](#) to be successful.

Advanced Candidates

Candidates at the advanced level are also expected to know and be able to demonstrate professional and pedagogical knowledge and skills related to the core propositions of the National Board for Professional Teaching Standards (NBPTS) and other professional standards. Course activities and assessments typically include applied work that is authentic and can directly address professional and pedagogical knowledge and skills. Examples include the development of curricula, lesson plans, assessment tools, and action research. [Data](#) indicate that advanced candidates are proficient in their professional and pedagogical knowledge and skills.

Summary: Teacher candidates demonstrate professional and pedagogical knowledge and skills and are able to apply these skills in field and clinical experiences. Candidates are also able to assess the learning environment and consider the school, family, and community contexts in their planning process and teaching strategies.

1e. Professional Knowledge and Skills for Other School Professionals

Professional knowledge and skills are also essential for school counselors, educational administrators, and school library media specialists. Courses within these programs are aligned with professional, state, and institutional standards to ensure that professional knowledge and skills are taught and assessed. To be effective, other school professionals must have a deep understanding of their students, families, and communities, be able to use current research to inform their practice, and integrate technology into their practice to enhance their work with students.

Data are collected through a variety of internal and external sources including course-based measures, portfolio evaluations, internship evaluations and follow-up studies. Aggregated [data](#) by program indicate that our candidates do have the professional knowledge and skills to be effective.

Summary: Candidates preparing to become school administrators, counselors, or library media specialists have a broad understanding of their professional field, understand their role in creating a positive and safe environment for learning, and are able to apply research to increase student learning. Candidates learn to use data to guide their decision-making and work to involve families within the community to support the learning process.

1f. Professional Dispositions

Professional dispositions are valued by the unit and are systematically assessed to ensure that candidates develop and model dispositions including fairness and a belief that all students can learn. The unit has established a set of “[Unit Dispositions](#)” based on the Interstate New Teachers Assessment and Support Consortium ([INTASC](#)) and aligned the dispositions with the [conceptual framework](#) and the unit assessment system. All courses within the programs at both the initial and advanced levels are [aligned](#) with the unit dispositions. Programs within the unit may develop dispositions that are unique or specialized within the program of study; however, these dispositions clearly align with the unit dispositions. For example, the School Counseling Program has established a set of program dispositions that are aligned with the unit dispositions that counselor candidates are expected to demonstrate and are expected as part of the CACREP accreditation.

In fall 2006, the unit hosted a [retreat](#) whereby the unit dispositions were discussed and the alignment with the conceptual framework was examined. Faculty within programs discussed the dispositions and reviewed when and how dispositions were assessed within the transition points of their programs.

Dispositions are integrated and assessed within programs at various transition points. For example, candidates in the Department of Child and Family Studies (CFS) receive a copy of the dispositions when they meet with their advisors after filing an “intent to major” application. Candidates then complete a dispositions self-assessment during the admission interview process. This helps candidates become familiar with department expectations and encourages reflection upon their own professional attitudes and behavior. A faculty member who observes a regular pattern of candidate behavior that demonstrates a failure to meet disposition standards completes an [incident report](#) that is placed in the candidate’s file. The report is shared with the candidate, allowing the candidate the opportunity to work on changing his/her attitude/behavior related to the identified disposition. Advisors systematically review candidates’ files when an application for student teaching is submitted and discuss any disposition incident reports and progress the candidate has made before approving the student teaching application. Candidates who have not

made progress toward the disposition standards are not allowed to student teach. Candidates may appeal this decision through the CFS Appeals Process. The dispositions process in the CFS Department is similar to other programs within the unit depending upon the identified [transition points](#).

Key assessments of dispositions include performance-based assessments, follow-up surveys, and cooperating teacher surveys. A review of unit [data](#) indicates that dispositions are a strength for the unit and candidates have the dispositions to be successful in the professional education field.

The unit is especially interested in ensuring that candidates are developing dispositions related to fairness and the belief that all students can learn. To that end, the unit dispositions have been directly aligned with our major assessments allowing us to provide evidence on an ongoing basis. Even though several of our dispositions directly or indirectly address fairness and a belief that all students can learn, disposition 3.1 – *The educator believes that all students can learn at high levels and persists in helping all students achieve success* is most closely aligned. A review of the [disaggregated data](#) from several sources indicate that on average, 94.12 percent of our candidates are rated as prepared on that particular disposition.

Each department within the unit has also established a formal process to address issues often related to candidates who do not demonstrate the expected professional dispositions. For example, the Special Education Department has a “Professional Concerns Process” whereby a candidate can be referred by a faculty member, cooperating teacher, or university supervisor for a professional concern. A meeting is then scheduled with the candidate to develop a “professional improvement plan” to address the concern. A timeline is established, if appropriate, and the plan is placed in the candidate’s file for monitoring throughout the program of study. The professional concerns process is typically outlined in the program [handbooks](#).

Advanced Candidates and Other School Professionals

Dispositions are also important for other school professionals or candidates at the advanced level. The majority of programs at the advanced level work with program specific dispositions based on professional or state standards or competencies. However, as stated earlier, all programs are [aligned](#) with the unit dispositions.

Dispositions are introduced in a systematic manner within the transition points and are assessed through course related activities or clinical and field experiences. For example, advanced teacher candidates in special education are provided with information about dispositions during a formal admission interview. Dispositions are discussed throughout the program of study and integrated into course activities and application exercises. During the culminating student teaching/practicum experience, cooperating teachers evaluate the professional dispositions of teacher candidates using formative and summative evaluations that include a comprehensive Professional Behavior Observation Checklist. Candidates who do not meet the expectations related to dispositions go through the professional concerns process or are counseled out of the profession.

For candidates in the School Library Media Program, dispositions are introduced in IM 620, a course typically taken during the first semester. The dispositions are integrated throughout the program through course-based activities and assessed during the internship by the supervising library media specialist, the university supervisor, and the candidate.

Candidates in the Curriculum and Instruction Master’s Program are licensed teachers and have, therefore, demonstrated basic competency in the dispositions of effective teaching. Given that

dispositional foundation, the program focuses on development of dispositions related to teachers at the advanced level: professional communication, engagement in the profession, professional collaboration, consideration of multiple perspectives, willingness to challenge and analyze one's own perspective given alternatives, critical self-reflection, and attention to preparation and contributions to class. Assessments in each of the four core courses allow candidates to reflect on the development of dispositions; for example, students write a teacher identity essay, keep journals of their reflections/processing, create projects in small groups, write critical analyses of readings. Finally, the second transition point involves an oral presentation to a committee whereby candidates' dispositions are evaluated as part of the assessment of their understanding of core content.

Candidates in Educational Administration and Leadership are licensed teachers either with a minimum of three years teaching or for alternative licensure, are required to have a minimum of 1050 hours of documented teaching. Candidates have demonstrated fundamental competency in the dispositions of effective teaching. Dispositions of effective school administration and leadership are further developed through the program application essay, coursework, mentoring with educational administration faculty, field experience activities, and the completion of an electronic portfolio. Assessments of candidate dispositions occur formatively by the development of professional leadership and goal statements; reflective essays and journaling; a self-assessment validated by advisors, professional networking and collaborating with peers; and by attending professional conferences. Summative assessment of candidates' dispositions occur by means of a situational observation whereby the candidate is given a series of case studies and asked to respond to each situation orally with a university supervisor and on-site administrative supervisors. Rubrics are used to evaluate responses.

A review of program [data](#) indicates that our candidates have the professional dispositions to be successful and effective when working with students, parents, and other professional colleagues.

Summary: Candidates demonstrate a clear understanding of the professional dispositions expected within the education profession. Data from a variety of sources provide evidence that candidates demonstrate these dispositions when working in classrooms with students and interacting with parents and other professionals. The unit has also developed processes and support systems to address issues related to candidates who do not have the essential professional dispositions.

1g. Student Learning for Teacher Candidates

Through a deliberate and developmental process, candidates are expected to demonstrate their ability to systematically assess and analyze student learning, modify their instructional practice based on the analysis, and create learning experiences that meet the needs of *all* learners. For example, in the elementary education program, key assessments in each of the four blocks focus on assessment of student learning. Lesson plans required in blocks one and two must include assessments of student learning. While candidates do not actually teach these lessons (too early in the program), they are asked to reflect on how the assessments match learning objectives and how the assessments would guide their teaching. In block three, which involves eight weeks of student teaching, candidates are required to create a math unit that includes developing and using assessments to guide their teaching and also requires a discussion of how assessments help determine student learning and guide instructional practice. In block four, where candidates complete their final eight weeks of student teaching, candidates complete a reading assessment assignment that includes the administration and reporting results of an appropriate reading assessment tool. These different opportunities provide candidates valuable practice using student

assessment data to drive their teaching decisions. Finally, the [summative evaluation](#) completed at the end of student teaching by the cooperating teacher and the university supervisor, includes a rating of impact on student learning as observed in the classroom.

Teacher candidates who are completing their K-12 or secondary education program demonstrate their impact on student learning through a required unit of study they teach during the student teaching experience. One component of the unit is focused on assessment. The teacher candidates create pre-and post assessment tools that assist them in developing the teaching/learning process and document the results of their instructional choices respectively. A rubric is used to evaluate all components of the unit with the assessment component requiring reporting, analyzing, evaluating and reflecting on the results of the pre/post assessments.

The Early Childhood Program uses Teacher Work Sample (TWS) to help candidates make connections between assessment of student learning and effective teaching. Candidates are asked to summarize, interpret, and reflect through the TWS process to make meaning of their teaching as well as the student learning process.

During their final year of methods courses and clinical experiences, candidates prepare informed site descriptions, unit rationales and purposeful lesson and assessment plans. During their teaching experience, candidates conduct an extensive analysis of assessment as evidenced by student learning and work to modify their pedagogy based on data collected. The complete Teacher Work Sample process is evaluated by the university supervisor using an analytic-trait scoring guide.

The Special Education Program uses Generalized Outcome Measurement (GOM), also known as Curriculum Based Measurement (CBM), a system of monitoring student academic progress through direct measurement of academic skills. GOM can be used to measure reading, math, spelling, and writing; it can also be used to monitor readiness skills in these areas. When using GOM, teacher candidates give students brief, timed samples, or “probes.” The students’ performance on a GOM probe is scored for fluency and for accuracy. Because GOM probes are quick to administer and easy to score, they can be given repeatedly (for example, two or three times each week). The results are then graphed to give the teacher candidate, student, and parent a visual record of each student’s rate of academic progress. Results are also used to make instructional decisions and guide lesson development. Special Education candidates are required to monitor their students’ progress using GOM techniques during their clinical experience.

Trend data from key assessments of [impact on student learning](#) indicate that candidate performance is consistently strong based on feedback from cooperating teachers, employer surveys, performance-based assessments, and self-report instruments.

In October 2003, St. Cloud State University was awarded a [Teacher Quality Enhancement \(TQE\) Partnership](#) grant from the U.S. Department of Education. A primary focus of the TQE initiative was to develop a new approach to the preparation of future educators by implementing [co-teaching strategies](#) in student teaching. As a result, extensive [data](#) have been collected over the past four years related to the impact of teacher candidates on student learning, especially addressing [reading, math, student attendance, and discipline](#). The data are exceptional and provide direct evidence of the impact of our teacher candidates on student learning. As a result of the research related to co-teaching and the impact on student learning, the American Association of Colleges for Teacher Education (AACTE) awarded St. Cloud State University the 2008 Best Practice [Award](#) for Research on Teacher Education Quality and Accountability. In November 2007, the American Association of State Colleges and Universities (AASCU) awarded SCSU the [Christa McAuliffe Award for Excellence in Teacher Education](#).

Advanced Candidates

Impact on student learning is important for candidates at the advanced level. For example, in the Curriculum and Instruction Program, key assessments in two core courses provide evidence of candidates' ability to consider student learning and the educational environment in their teaching strategies. In ED 647 - Curriculum Development and Assessment, candidates are required to develop an interdisciplinary unit focusing on a service-learning project. Within their planning, candidates must include multiple assessment strategies throughout the unit of study that include pre-and post assessment tools and a discussion of how the assessments are used to determine student learning. In ED 654 - Instruction and Assessment, advanced candidates are required to develop three lesson plans, each involving a different teaching and assessment strategy. They are required to teach from one of the plans that involves a "new" strategy and then expected to reflect on the teaching strategy and the assessment as to the impact on student learning. In addition, one of the class projects involves the creation of an assessment tool that can be used while observing teaching. Such tools always include a focus/category related to student learning. Candidates are required to use the tool as they observe a colleague in their school and ask a colleague to observe them using the tool. A discussion of the tool and an individual reflection paper follow these observations. The final projects required for completion of the master's degree (a thesis, starred paper or portfolio) always include evidence of the candidates' understanding of their impact on the educational environment. In most cases, the projects include action research conducted by candidates in their classroom/school.

Advanced candidates in the Early Childhood Special Education Program (ECSE) are required to complete a notebook project of practical assignments aligned with the program competencies for ECSE teaching proficiency. Since ECSE teaching proficiency is intended to impact directly young children's learning, many of these practical assignments are directly focused on specific children's learning. Thus, while student teaching, teacher candidates are required to conduct individual child assessments, participate in developing Individual Educational Programs, use children's instructional objectives for developing and implementing lesson plans with child-specific curricular adaptations, and keep ongoing progress monitoring data that demonstrate children's daily learning progress. Ongoing assessment data are reviewed periodically for making necessary instructional changes under the guidance of the teacher candidate's cooperating teacher.

Special education teacher candidates at the advanced level document their impact on student learning in two major ways: portfolio artifacts and cooperating teacher evaluation. In their portfolios, teacher candidates assess student levels of performance and monitor student progress by providing a minimum of seven portfolio artifacts: behavior intervention plan, individualized education plan, assistive technology support plan, evaluation report of formal assessments, generalized outcome measurement report, individualized transition plan, and teacher work samples/curriculum projects specific to each licensure area. In addition to formative evaluations, cooperating teachers complete three comprehensive teacher candidate evaluations, two of which specifically address the candidate's impact on student learning.

Finally, a review of [program data](#) from a variety of measures provide evidence that candidates at the advanced level are able to have a positive impact on student learning.

Summary: Candidates are active in using assessments in instruction to develop authentic and meaningful learning experiences for students based on current levels of ability to enhance learning. Data at both the initial and advanced levels indicate strong performance over time.

1f. Student Learning for Other School Professionals

Candidates who are preparing to become school counselors, educational administrators, or school library media specialists are interested in creating positive educational environments to enhance student learning. For example, candidates in the School Counseling Program are required to assess the impact they have on those they serve during both on and off-campus clinical experiences. On-campus, candidates learn various methods of appraisal in their coursework and apply such methods during individual and group counseling skills training and practicum courses. During these courses, candidates conduct live sessions and then must reflect, keep case notes, and assess their own perceived impact on clients as well as receive classmate and supervisor feedback on their observations of the impact the candidate had on the client/s. Off campus, during their internship experience in a school setting, candidates are evaluated on their impact on the educational environment and the clients they serve. One required assignment is titled “Making a Difference” in which candidates must gather and analyze data to determine how their school counseling services impact students. Additionally, they are required to submit case reports and are evaluated by their field supervisors, who assess their ability to create positive student change.

In the School Library Media Program, candidates work to have a positive impact on the educational environment to enhance student learning. A rubric, based on the State competencies, has been developed to evaluate candidates during their practicum experience. Specifically, two competencies focus on student learning and the educational environment. Competency B states “A library media specialist develops and implements an information media program that is an integral part of the total curriculum.” Competency D states “A library media specialist initiates and maintains motivating environments that foster the continued professional growth of the learning community.” The rubric is completed by the supervising library media specialist and the candidate and discussed with the university supervisor during the practicum visits.

The Educational Administration and Leadership Program provides at its core, an intense emphasis in overall school improvement. Coursework and field experience outcomes not only align with the Minnesota licensure competencies for school administrators, but also reflect our own program mission to develop school leaders for the 21st century. Minnesota licensure competencies require that candidates demonstrate proficiency in data-based decision making and multiple evaluation and assessment practices for measuring a) student achievement; b) program merit or worth; c) school personnel performance; d) climate and culture; and e) both internal and external community perceptions of overall school effectiveness. Impact on student learning is difficult to capture for new and aspiring school leaders, changes in the school environment is also difficult to measure directly even during field experience activities. However, candidates do develop long-term projects that entail the development of knowledge, skills, and dispositions needed to effectively impact student learning, teacher effectiveness, and overall climate and culture.

[Data](#) on the impact our candidates have on their students or the educational environment indicate strong performance. A positive learning environment is critical to the enhancement and support of student learning; therefore, demonstration of strong skills in this area is critical to the success of our candidates.

Summary: Candidates in other professional roles clearly understand and demonstrate the ability to create positive learning environments that support the learning needs of all students. Candidates understand the infrastructure within the community, school, and family structure to be effective in planning and implementing policies and practices to increase student learning.

Standard 1 Summary: Teacher candidates and other school professionals clearly demonstrate the necessary professional knowledge, skills, and dispositions to help all students learn. Transition points within programs allow candidates to move through a developmental sequence of course and field-based experiences to develop the proficiencies to be successful.

