

**Unit Assessment Report: Assessment 4: Clinical Practice Evaluation 2011-2012**

**Description of the Assessment:** The chart below shows the results of the assessments that are administered during the culminating clinical/internship/practicum experience in each program. Unless otherwise indicated the scores are reflective of a 3 point scale with 3 points for Target performance, 2 points for Acceptable performance and 1 point for a performance that does not meet the standard of performance. In the Initial Programs a “target’ rating indicates the candidate’s readiness to assume responsibilities as a teacher in the field. In the Advanced Programs a Target rating indicates that professional readiness to assume the professional responsibilities of that role. Secondary education uses the Clinical Practice Evaluation and a Content evaluation during the student teaching experience. There is no clinical practice requirement for the Instructional Technology program and due to low enrollment the Graduate Field Based program in Elementary Education was unable to run. NA generally means that there are no candidates in a particular program that were assessed during the clinical practice.

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| **Initial Programs** | **Mean Score** |
| Elementary Education - Undergraduate | 2.70 |
| Elementary Education – Graduate Field Based | NA |
| Elementary Education – Graduate Evening Masters | 2.42 |
| Special Education Undergraduate | 2.40 |
| Special Education Graduate | 3.0 |
| Secondary Education – Mathematics undergraduate | 2.95 |
| Secondary Education – Mathematics graduate | 3.0 |
| Secondary Education – Science undergraduate | 3.0 |
| Secondary Education – Science graduate | 3.0 |
| Secondary Education – Social Science History undergraduate | 3.0 |
| Secondary Education – Social Science History Graduate | 2.86 |
| Secondary Education – Social Science Psychology undergraduate | NA |
| Secondary Education - Social Science Psychology graduate | NA |
| Secondary Education – English Language Arts undergraduate | 2.92 |
| Secondary Education - English Language Arts Graduate | 2.86 |
| Secondary Education Average of all undergraduate candidates | 2.96 |
| Secondary Education Average of all graduate candidates | 2.96 |

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| **Advanced programs** | **Mean Score** |
| Educational leadership | 2.97 |
| English as a Second Language ***Based on a 2 point scale*** | 2.0 |
| Instructional Technology | NA |
| Reading and Literacy | 2.83 |

**Interpretation and Findings:**  A review of the 2011-2012 results of the Clinical Practice evaluations once again indicates that candidates across programs meet the proficiencies to assume the role of teacher or administrator without substantial support and supervision. Improvement is noted in the overall mean scores of the elementary Education Evening Master’s candidates from 2.06 in 2010 to 2.40 in 2011. A slight decline in the Special Education undergraduate scores are attributed to some unacceptable and acceptable ratings from one candidate who was required to complete an extended clinical experience in order to meet proficiencies. A review of the Secondary Education data indicates a high majority of the candidates across all content areas as “target” on most all items as scores hover close to 3.0. Secondary education also uses a measure of delivery of content material as an observational tool during the candidate’s clinical experience.

Advanced program performance also indicates a high degree of proficiency with competencies measured during clinical/practicum experience. The reader is reminded that the ESL program measures clinical competence through hours in the classroom and completion of assignments and not through evaluation of performance by a university supervisor or clinical mentor teacher. Educational Leadership candidates also perform exceptionally well on all competencies measured in the practicum experience.

Overall, candidates across initial and advanced program demonstrate a high degree of competence on measures of performance in the clinical experience.