

# V5: Life Long Learning

## Teacher Education Capstone Course

Semester: Spring 2013 (\*\*fall data in process)

REPORT DATE: 1/15/2014

Students in Teacher Preparation programs at the bachelor's level are expected, as part of their teacher work sample in their capstone course, to demonstrate an understanding of professional development after completing their coursework and field experience. This reflection assignment is scored on a 1-5 basis as follows:

- 1 = Unacceptable (Not Competent) Teacher candidate demonstrates little or no competence.
- 2 = Beginning (Beginning Competence) Teacher candidate demonstrates competence with significant assistance and prompting
- 3 = Developing (Developing Competence) Teacher candidate demonstrates developing competence with some assistance and prompting.
- 4 = Capable (Competent) Teacher candidate consistently demonstrates competence without any assistance or prompting.
- 5 = Accomplished (Highly Competent) Teacher candidate consistently demonstrates a high degree of competence functioning independently

**Number of students:**

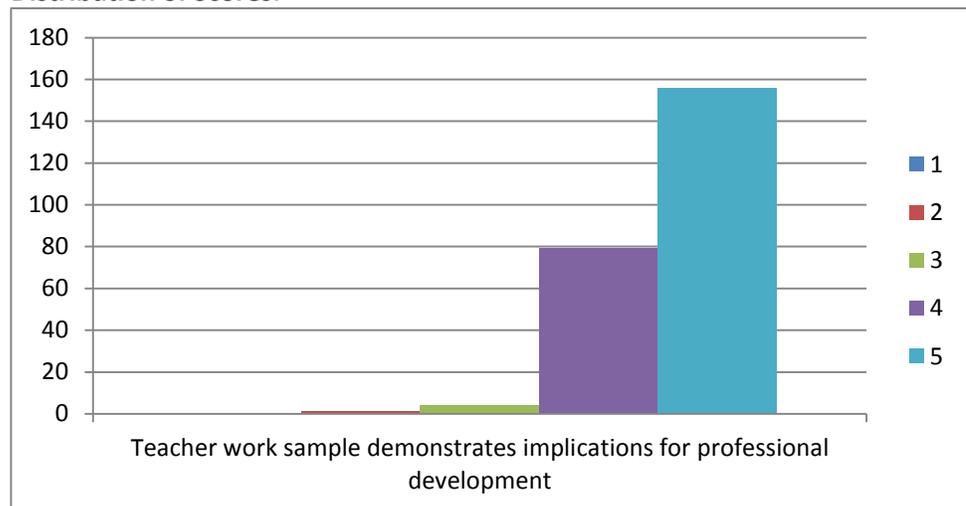
240

**Number of sections:**

17

Frequency by score		
	Teacher work sample demonstrates implications for professional development	%
1	0	0%
2	1	0%
3	4	2%
4	79	33%
5	156	65%

**Distribution of Scores:**



## **Discussion/Action/Closing the Loop:**

Teacher Work Sample data is reviewed and noted by Capstone instructors which is presented to department faculty and discussed twice a year at University-wide Assessment meetings organized by the program unit. In addition to the information gathered from the Spring 13 TWS data, cumulative data from all assessment/criteria points in the SPA and Unit are analyzed and brought to the COE retreats held several times over each semester. Managing classroom behavior has been consistently mentioned and is being addressed in the new conceptual framework of the COE.

A dedicated course will be developed for all general education majors (SPED majors currently take a dedicated course). Until this course is approved by the state of New Jersey through university protocols, interim steps to provide this information have resulted in semester seminars, embedded course modules and special forums.

Other professional development information gathered has been used by the SPED Department for the purpose of recruiting faculty and writing an additional graduate option in developmental disabilities.