SECTION IV – EVIDENCE FOR MEETING STANDARDS

Assessment #4

a. **Science Student Teaching Performance**

b. **Professional Dispositions Assessment**

a. **Description of the assessment**

Assessment 4 examines the candidates' pedagogical and professional knowledge and skills, with attention to evaluating whether candidates successfully demonstrate that content and pedagogical knowledge can be effectively used while teaching in the classroom. The assessments are associated with the full-time student teaching experience, which can take place in either the fall or spring of the senior year. The assessment is completed in two parts: part a. evaluates science-specific skills and teaching performance and part b. evaluates student teacher professional dispositions. The assessment instruments are completed by the candidate's faculty student teacher supervisor, with input also provided to the supervisor by the cooperating teacher.

b. **Alignment with NSTA Standards**

NSTA2012.1a Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.
NSTA2012.1b Understand the central concepts of the supporting disciplines and the supporting role of science specific technology.
NSTA2012.2a Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.
NSTA2012.2b Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.
NSTA2012.2c Design instruction and assessment strategies that confront and address naive concepts/preconceptions.
NSTA2012.3a Use a variety of strategies that demonstrate the candidates knowledge and understanding of how to select the appropriate teaching and learning activities â including laboratory or field settings and applicable instruments and/or technology to allow access so that all students learn. These strategies are inclusive and motivating for all students.
NSTA2012.3b Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.
NSTA2012.3c Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

NSTA2012.3d Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.
NSTA2012.4a Design activities in a P12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.
NSTA2012.4b Design and demonstrate activities in a P12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.
NSTA2012.4c Design and demonstrate activities in a P12 classroom that demonstrate ethical decision making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
NSTA2012.5a Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.
NSTA2012.5b Provide data to show that P-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.
NSTA2012.5c Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

c. **Analysis of data**

Biology

Since the Fall of 2016, these two assessments have been applied to ten teacher candidates in the Biology Secondary Education degree program. Each semester, 1-2 students have engaged in their student teaching, which is consistent with our long-term enrollment patterns. Considering the Science Teaching Performance Assessment, 100% of these students rated proficient or exceptional on all rubric elements, except for those in which assessors did not observe the relevant activities (e.g., unable to evaluate the ethical treatment of animals, because no animals were involved in the lessons). Several rubric items stand out as particular strengths, with 80% or more of our students being rated as "exceptional." These include the written lesson plan, choice and use of teaching materials, use of technology, questioning and responsiveness, and lesson reflections. Thus, our students are well prepared to deliver effective lessons, respond well to students during those lessons, and are able to reflect on their successes and shortcomings. Elements in which 30% or fewer of our students were rated as "excellent" are the use of science-specific technology, decision making and lesson closings. These are areas of proficiency that we should work on to bring to a higher level of excellence.

With respect to the Professional Dispositions Assessment, results indicate that our ten Biology students have positive dispositions to their role as learners and teachers, with 100% being rated as meeting expectations at least 80% of the time (acceptable = meeting expectations 80% of the time, target = meeting expectations at least 90% of the time). No assessment element had fewer than 70% of students

meeting the target expectations, and on eight of the assessment elements, all ten of our students met the target expectation.

Chemistry

Since the Fall of 2016, these assessments have been applied to three teacher candidates in the Chemistry Secondary Education degree program. Each year, 0-2 students have engaged in their student teaching, which is consistent with our long-term enrollment patterns. Considering the Science Teaching Performance Assessment, 100% of these students rated proficient or exceptional on all rubric elements, except for those in which assessors did not observe the relevant activities (e.g., unable to evaluate the ethical treatment of animals, because no animals were involved in the lessons). Many rubric items stand out as strengths, with 100% of our students being rated as "exceptional." These include the written lesson plan, subject content knowledge, role of science specific technology, differentiation for student learning, teacher presence, instructional effectiveness, choice and use of teaching materials, use of technology, developmentally appropriate practices/differentiated instruction, and lesson reflections. This therefore shows that our students can prepare and deliver effective lessons, differentiate instruction appropriately, choose excellent materials and appropriate technology, and are able to reflect on their successes and shortcomings. Elements in which only 1 of the 3 students were rated as "excellent" are managing transitions, assessments, and lab safety procedures. These are areas of proficiency that we should focus on to bring to a higher level of excellence.

With respect to the Professional Dispositions Assessment, results indicate that our three Chemistry students have positive dispositions to their role as learners and teachers, with 100% being rated as meeting expectations at least 80% of the time (acceptable = meeting expectations 80% of the time, target = meeting expectations at least 90% of the time). No assessment element had fewer than 2 out of the 3 students meeting the target expectations, and on nine of the assessment elements, all three of the Chemistry students met the target expectation.

Physics

Since the Fall of 2016, these assessments have been applied to four teacher candidates in the Physics Secondary Education degree program. Each year, 1-3 students have engaged in their student teaching, which is consistent with our long-term enrollment patterns, though it does represent a slight decrease in students compared to the previous accreditation cycle. Considering the Science Teaching Performance Assessment, 100% of these students rated proficient or exceptional on most rubric elements, except for those in which assessors did not observe the relevant activities (e.g., unable to evaluate the ethical treatment of animals, because no animals were involved in the lessons). One student showed "developing" still in lesson closing and in assessment technique. Several rubric items stand out as strengths, with 75% or more of our students being rated as "exceptional." These include Subject Matter Knowledge, Choice and use of teaching materials, and Use of technology. This data shows that the students entering student teaching in physics

can successfully prepare and deliver effective lessons, differentiate instruction appropriately, choose excellent materials and appropriate technology, and are able to reflect on their successes and shortcomings. As with the small programs in Biology and Chemistry, drawing program-level conclusions based on small data sets is a continuing challenge, but we can see from this limited data that students are succeeding in all primary aspects of the Student Teaching Performance Assessment.

With respect to the Professional Dispositions Assessment, results indicate that all four of our Physics students displayed positive dispositions to their role as learners and teachers. On 7 of the 13 measured dispositions, all 4 students (100%) met the target disposition; in the other 6 measured disposition 50-75% of the student met the target, and 25-50% were rated as acceptable. No concerning disposition characteristics were observed in any physics student teacher.

d. **Evidence of meeting standards**

Data from these assessments demonstrate that our students routinely succeed in effective science instruction during student teaching, and a 94% student proficiency (16/17 students in Biology, Chemistry and Physics) on this assessment demonstrates that our students are meeting the following NSTA standard elements: NSTA 2012.1a-b, 2012.2 a-c, 2012.3 a-d, 2012.4 a-c, and 2012.5a-c.

Science Teaching Performance Assessment 2015

by COE Administrator

Science Teaching Performance Assessment

Science Teaching Performance Assessment

Science Teaching Performance Assessment

School of Education The College of New Jersey

Undergraduate Programs: Junior and Senior YearsInstructions:

Please select the performance level in each criteria below that best describes the Teacher Candidate's (TC) teaching performance to date. If you feel you cannot fairly rate the TC on any item, please select "not applicable." Please note the evaluation system below includes:

Exceptional (Target)

Proficient (Acceptable)

Developing (Unacceptable for Student Teaching)

Needs Improvement (Unacceptable) Teacher candidate does not meet program expectations.**"NA" Not Applicable" or Not Observed**

Standards

NSTA-2012.1a Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fieldsas recommended by the National Science Teachers Association.

NSTA-2012.1b Understand the central concepts of the supporting disciplines andthe supporting role of science-specific technology.

NSTA-2012.2a Plan multiple lessons using a variety of inquiry approaches thatdemonstrate their knowledge and understanding of how all

students learn science.

NSTA-2012.2b Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.

NSTA-2012.2c Design instruction and assessment strategies that confront and address naÃ¯ve concepts/preconceptions.

NSTA-2012.3a Use a variety of strategies that demonstrate the candidatesâ knowledge and understanding of how to select the appropriate teaching and learning activities â including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students.

NSTA-2012.3b Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.

NSTA-2012.3c Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

NSTA-2012.3d Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.

NSTA-2012.4a Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.

NSTA-2012.4b Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.

NSTA-2012.4c Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and

comply with the legal restrictions on the collection, keeping, and use of living organisms.

Science Teaching Performance Assessment

	Exceptional(Target): (4.000 pts)	**Proficient (Acceptable)** (3.000 pts)	**Developing (Unacceptable):** (2.000 pts)
Written Lesson Plan	Lesson plans are consistently detailed and clear; have assessable performance based objectives, have a logical flow; are developmentally appropriate and build on student prior knowledge.	Lesson plans are typically detailed and clear; have assessable performance based objectives, have a logical flow; are developmentally appropriate and build on student prior knowledge.	Lesson plans inconsistent in detail and clarity; have assessable performance based objectives, have a logical flow; are developmentally appropriate and typically build on student prior knowledge.
Subject Matter Knowledge NSTA-2012.1a	Candidate lessons are informed by the major concepts, principles, theories, laws, and interrelationshipsof their fields of licensure and supporting fields as recommendedby the National Science Teachers Association.	Candidate lessons are generally informed by the major concepts, principles, theories, laws, and interrelationshipsof their fields of licensure and supporting fields as recommendedby the National Science Teachers Association.	Candidate lessons are weakly in explicating connections to major concepts, principles, theories, laws, and interrelationshipsof their fields of licensure and supporting fields as recommendedby the National Science Teachers Association.
Role of Science specific technology (1.000, 20%) NSTA-2012.2c	Candidate consistently integrates the central conceptsof the supporting disciplines and role of science- specific technology into lessons.	Candidate typically integrates the central conceptsof the supporting disciplines and role of science- specific technology into lessons.	Candidate inconsistently integrates the central conceptsof the supporting disciplines and role of science- specific technology into lessons.
Decision making NSTA-2012.3a	Candidate consistently selects the best learning activities	Candidate typically selects the best learningactivities –	Candidate inconsistently selects the best learning activities

	– including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students.	including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students.	– including laboratory or field settings and applicable instruments and/or technology- to allow access so that all students learn. These strategies are inclusive and motivating for all students.
Differentiation for Student Learning NSTA-2012.2a	Candidate consistently uses a variety of inquiry approaches that demonstrates the knowledge of how all students learn science.	Candidate typically uses a variety of inquiry approaches that demonstrates the knowledge of how all students learn science.	Candidate inconsistently uses a variety of inquiry approaches that demonstrates the knowledge of how all students learn science.
Teacher Presence	Candidate has a confident teaching presence. Exhibits an appropriate demeanor through tone of voice, body language and communicates effectively in standard English. Responds to students in a positive manner.	Candidate typically has a confident teaching presence. Exhibits an appropriate demeanor through tone of voice, body language and communicates effectively in standard English. Responds to students in a positive manner.	Candidate inconsistently has a confident teaching presence. Exhibits an appropriate demeanor through tone of voice, body language and communicates effectively in standard English. Responds to students in a positive manner.
Instructional Effectiveness	TC uses appropriate terminology and conveys accurate information; TC is able to respond accurately to students' questions and ideas. Uses language that is appropriately challenging.	TC uses appropriate terminology and conveys accurate information; TC is able to respond accurately to students' questions and ideas. Typically uses language that is appropriately challenging.	TC uses appropriate terminology and conveys accurate information; TC is able to respond accurately to students' questions and ideas. Is inconsistent in using language that is appropriately challenging.
Transitions	Transitions are	Transitions are	Transitions are

Closings	Closes lesson effectively to encourage student reflection and to assess student learning.	Typically closes lesson effectively to encourage student reflection and to assess student learning.	Is inconsistent in closing lessons effectively to encourage student reflection and to assess student learning.
Materials	TC uses materials effectively to support instruction.	TC typically uses materials effectively to support instruction.	TC is inconsistent in using materials effectively to support instruction.
Technology	TC uses technology and/or other materials effectively to support instruction.	TC typically uses technology and/or other materials effectively to support instruction.	TC is inconsistent in using technology and/or other materials effectively to support instruction.
Developmental Appropriate Practices/ Differentiated Instruction	Candidate checks students' understanding, adapts instruction, and makes accommodations based on observations. Instruction challenges all learners.	Candidate typically checks students' understanding, adapts instruction, and makes accommodations based on observations. Instruction typically challenges all learners.	Candidate is inconsistent in checking students' understanding, adapts instruction, and makes accommodations based on observations. Instruction rarely challenges all learners.
Questioning and Responsivenes	Candidate listens actively, acknowledges students' ideas, builds on students' answers and encourages higher order thinking.	Candidate listens, typically acknowledges students' ideas, builds on students' answers and encourages higher order thinking.	Candidate listens, typically acknowledges students' ideas, but is weak in building on students' answers and encourages higher order thinking.
Assessment NSTA-2012.3c	Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the	Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the	Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the

	learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.	learning goals are met. Assessment strategies are typically designed to evaluate preconceptions and ideas that students hold and the understandings that students have formulated.	learning goals are met. Assessment strategies are rarely designed to evaluate preconceptions and ideas that students hold and the understandings that students have formulated.
Treatment of Animals (1.000, 20%) NSTA-2012.4c	Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.	Design activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They address safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.	TC verbally address safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
Laboratory Safety Procedures (1.000, 20%) NSTA-2012.3d	Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.	TC explains chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.	TC is inconsistent at sufficient chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.
Laboratory Safety (1.000, 20%) NSTA-2012.4b	Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and	Demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance	Demonstrate activities are not sufficient for P-12 classroom to an ability to implement emergency procedures and the maintenance

	the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.	of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.	of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.
Materials Safety (1.000, 20%) NSTA-2012.4c	Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.	Demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.	Demonstrations for the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction are incomplete.
Lesson Reflections	TC consistently seeks feedback from cooperating teacher and supervisors, incorporates suggestions in future lessons, is able to identify what went well and what did not go well in terms of planning, management, and instruction.	TC typically seeks feedback from cooperating teacher and supervisors, incorporates suggestions in future lessons, is able to identify what went well and what did not go well in terms of planning, management, and instruction.	TC inconsistently seeks feedback from cooperating teacher and supervisors, incorporates suggestions in future lessons, is inconsistently able to identify what went well and what did not go well in terms of planning, management, and instruction.

This report is created by Matthew A Wund at 2019-07-20 13:09:42

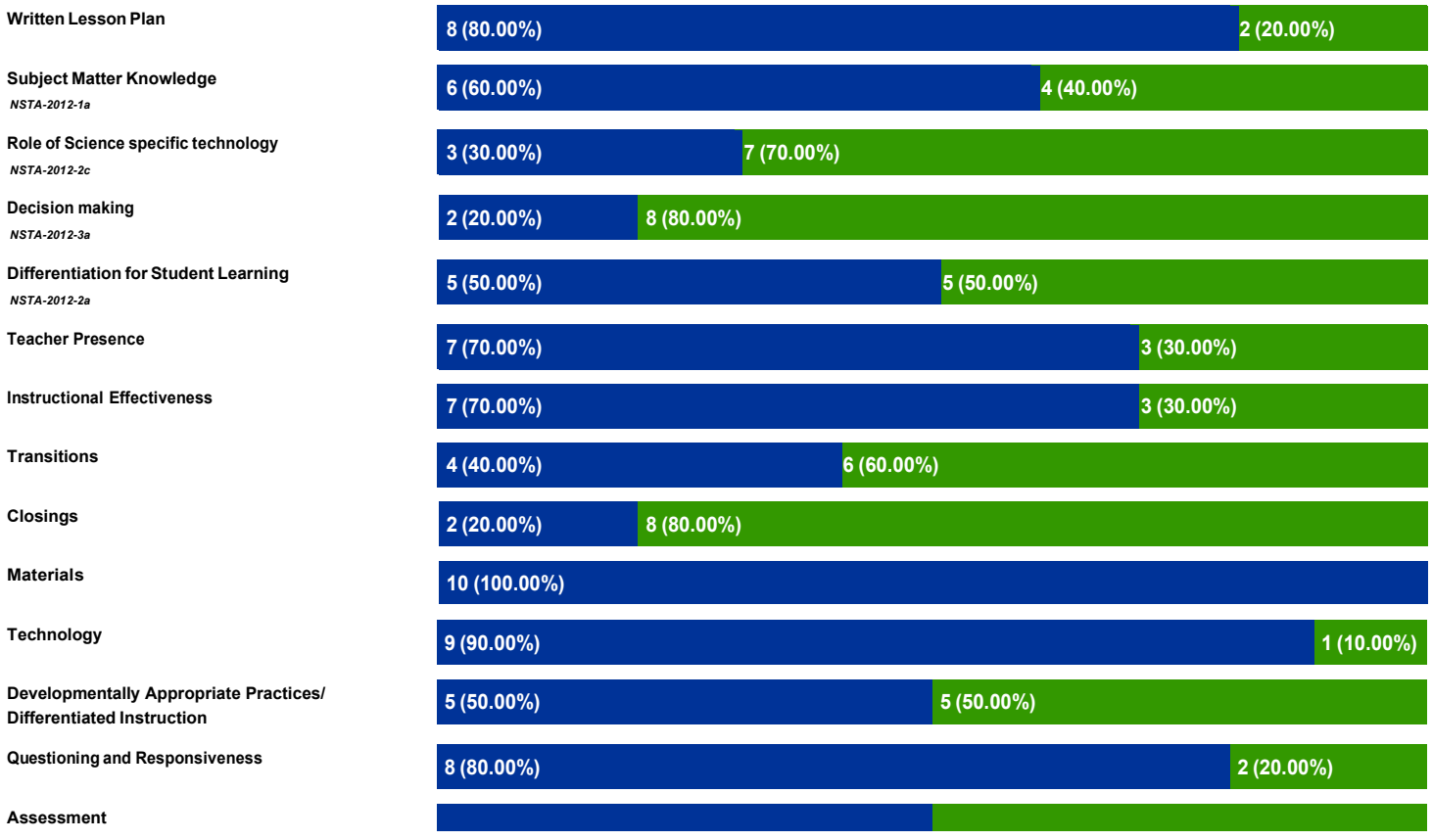
My Reports - Assessment Report

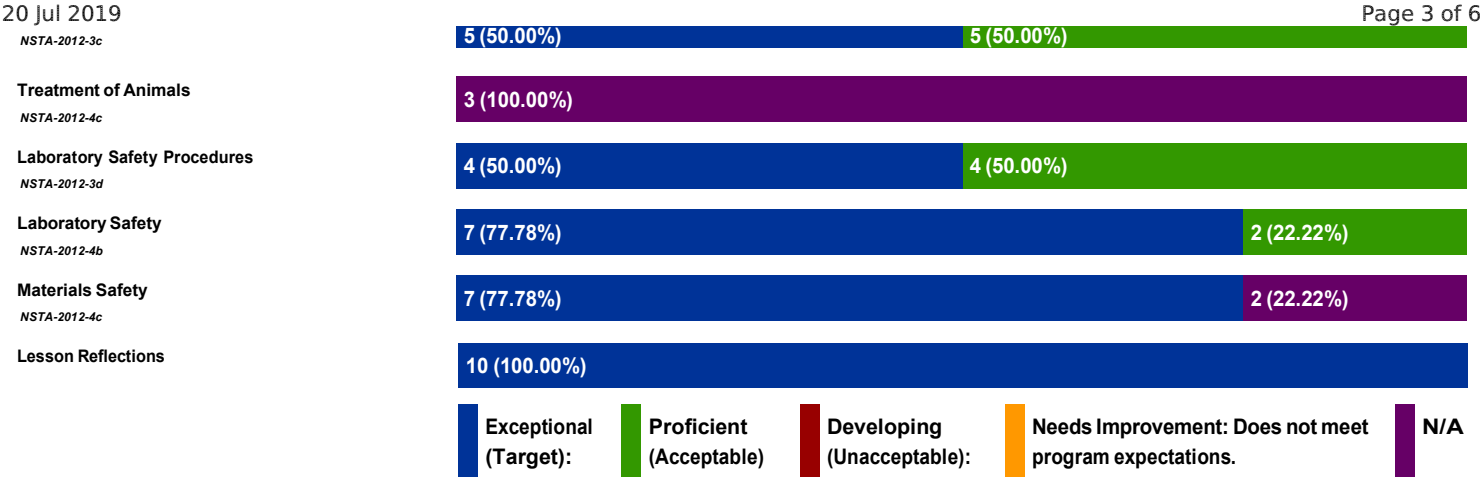
General Information

Title	Bio 490 Livetext Data 16-17 --> 18-19
Institution	NJ: The College of New Jersey
Course Section	2016 Spring - BIO490 - 1 2016 Spring - BIO490 - 2 2017 Fall - BIO490 - 1 2017 Fall - BIO490 - 2 2017 Spring - BIO490 - 1 2017 Spring - BIO490 - 2 2018 Fall - BIO490 - 1
Assessment Rubric	SOE Professional Dispositions Assessment (upd. Spring 2016) - SOE Professional Dispositions Spring 2016 (COE Administrator) Science Teaching Performance Assessment 2015 - Science Teaching Performance Assessment (COE Administrator) X_RETIRED_SOE Professional Dispositions Assessment (upd. Fall 2014) - SOE Professional Dispositions Fall 2014 (COE Administrator)
Assessment Type	Summative
Scoring Type	Final
Inter-Rater Summary	N

Rubric: Science Teaching Performance Assessment

	Exceptional (Target): *(4 pts)*		Exceptional (Target): *(4 pts)*		Proficient (Acceptable) *(3 pts)*	Proficient (Acceptable) *(3 pts)*	Developing (Unacceptable): *(2 pts)*	Developing (Unacceptable): *(2 pts)*	Needs Improvement: Does not meet program expectations. *(1 pts)*	Needs Improvement: Does not meet program expectations. *(1 pts)*	N/A *(0 pts)*	N/A *(0 pts)*	*n*	*Mean*	*Mode*	*Stdev*
Written Lesson Plan	8	80.00%	2	20.00%	0	0.00%	0	0.00%	0	0.00%	10	3.800	4.000	0.400
Subject Matter Knowledge	6	60.00%	4	40.00%	0	0.00%	0	0.00%	0	0.00%	10	3.600	4.000	0.490
Role of Science specific technology	3	30.00%	7	70.00%	0	0.00%	0	0.00%	0	0.00%	10	3.300	3.000	0.458
Decision making	2	20.00%	8	80.00%	0	0.00%	0	0.00%	0	0.00%	10	3.200	3.000	0.400
Differentiation for Student Learning	5	50.00%	5	50.00%	0	0.00%	0	0.00%	0	0.00%	10	3.500	3.000	0.500
Teacher Presence	7	70.00%	3	30.00%	0	0.00%	0	0.00%	0	0.00%	10	3.700	4.000	0.458
Instructional Effectiveness	7	70.00%	3	30.00%	0	0.00%	0	0.00%	0	0.00%	10	3.700	4.000	0.458
Transitions	4	40.00%	6	60.00%	0	0.00%	0	0.00%	0	0.00%	10	3.400	3.000	0.490
Closings	2	20.00%	8	80.00%	0	0.00%	0	0.00%	0	0.00%	10	3.200	3.000	0.400
Materials	10	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	10	4.000	4.000	0.000
Technology	9	90.00%	1	10.00%	0	0.00%	0	0.00%	0	0.00%	10	3.900	4.000	0.300
Developmentally Appropriate Practices/ Differentiated Instruction	5	50.00%	5	50.00%	0	0.00%	0	0.00%	0	0.00%	10	3.500	3.000	0.500
Questioning and Responsiveness	8	80.00%	2	20.00%	0	0.00%	0	0.00%	0	0.00%	10	3.800	4.000	0.400
Assessment	5	50.00%	5	50.00%	0	0.00%	0	0.00%	0	0.00%	10	3.500	3.000	0.500
Treatment of Animals	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	0.000	0.000	0.000
Laboratory Safety Procedures	4	50.00%	4	50.00%	0	0.00%	0	0.00%	0	0.00%	8	3.500	3.000	0.500
Laboratory Safety	7	77.78%	2	22.22%	0	0.00%	0	0.00%	0	0.00%	9	3.778	4.000	0.416
Materials Safety	7	77.78%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	22.22%	9	3.111	4.000	1.663
Lesson Reflections	10	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	10	4.000	4.000	0.000




NSTA-2012-3c
5 (50.00%)
5 (50.00%)
Treatment of Animals
NSTA-2012-4c
3 (100.00%)
Laboratory Safety Procedures
NSTA-2012-3d
4 (50.00%)
4 (50.00%)
Laboratory Safety
NSTA-2012-4b
7 (77.78%)
2 (22.22%)
Materials Safety
NSTA-2012-4c
7 (77.78%)
2 (22.22%)
Lesson Reflections
10 (100.00%)
Exceptional (Target):
Proficient (Acceptable)
Developing (Unacceptable):
Needs Improvement: Does not meet program expectations.
N/A

Rubric: SOE Professional Dispositions Fall 2014

	Target: Teacher candidate meets expectations at least 90% of the time. *(3 pts)*		Target: Teacher candidate meets expectations at least 90% of the time. *(3 pts)*	Acceptable: Teacher candidate meets expectations at least 80% of the time. *(2 pts)*	Acceptable: Teacher candidate meets expectations at least 80% of the time. *(2 pts)*	Unacceptable: Teacher candidate does not meet program expectations. *(1 pts)*	Unacceptable: Teacher candidate does not meet program expectations. *(1 pts)*	*n*	*Mean*	*Mode*	*Stdev*
Disposition Towards Own Learning	**5**	**100.00%**	**0**	**0.00%**	**0**	**0.00%**	**5**	**3.000**	**3.000**	**0.000**
Disposition Towards Own Initiative	**4**	**80.00%**	**1**	**20.00%**	**0**	**0.00%**	**5**	**2.800**	**3.000**	**0.400**
Disposition Towards Student Learning Needs	**4**	**80.00%**	**1**	**20.00%**	**0**	**0.00%**	**5**	**2.800**	**3.000**	**0.400**
Disposition towards Student Diversity	**5**	**100.00%**	**0**	**0.00%**	**0**	**0.00%**	**5**	**3.000**	**3.000**	**0.000**
Disposition Towards Learning Environment	**5**	**100.00%**	**0**	**0.00%**	**0**	**0.00%**	**5**	**3.000**	**3.000**	**0.000**
Disposition Towards Challenging Situations	**4**	**80.00%**	**1**	**20.00%**	**0**	**0.00%**	**5**	**2.800**	**3.000**	**0.400**
Disposition Towards Criticism	**4**	**80.00%**	**1**	**20.00%**	**0**	**0.00%**	**5**	**2.800**	**3.000**	**0.400**
Disposition Towards Ethics	**5**	**100.00%**	**0**	**0.00%**	**0**	**0.00%**	**5**	**3.000**	**3.000**	**0.000**
Disposition Towards Professionalism	**5**	**100.00%**	**0**	**0.00%**	**0**	**0.00%**	**5**	**3.000**	**3.000**	**0.000**
Disposition Towards Interpersonal Relationships	**5**	**100.00%**	**0**	**0.00%**	**0**	**0.00%**	**5**	**3.000**	**3.000**	**0.000**
Disposition Towards Social Interaction	**5**	**100.00%**	**0**	**0.00%**	**0**	**0.00%**	**5**	**3.000**	**3.000**	**0.000**
Disposition Towards Leadership	**2**	**40.00%**	**3**	**60.00%**	**0**	**0.00%**	**5**	**2.400**	**2.000**	**0.490**
Disposition Towards Self-awareness	**5**	**100.00%**	**0**	**0.00%**	**0**	**0.00%**	**5**	**3.000**	**3.000**	**0.000**

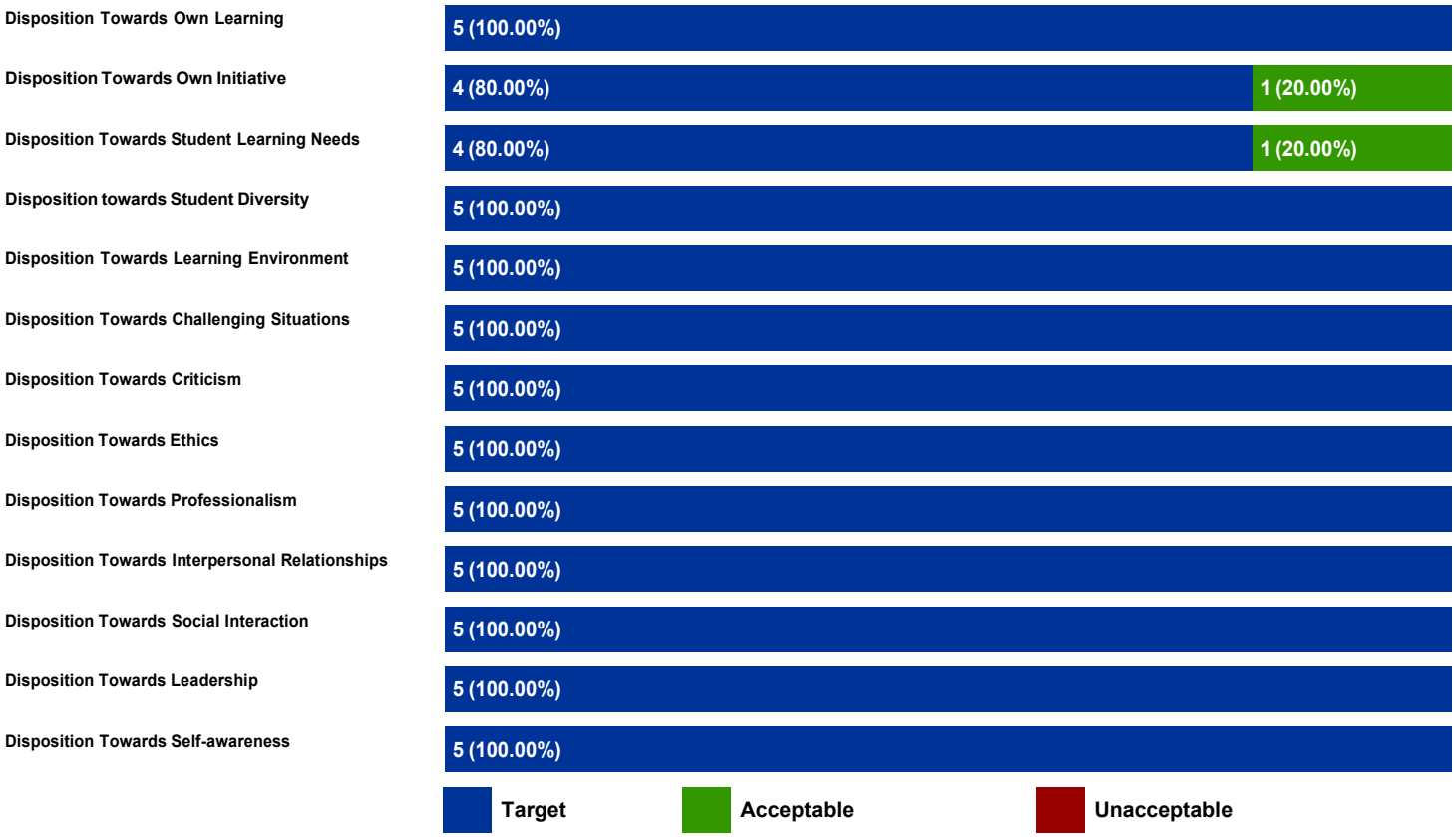
Target: Teacher candidate meets expectations at least 90% of the time.

Acceptable: Teacher candidate meets expectations at least 80% of the time.

Unacceptable: Teacher candidate does not meet program expectations.

Rubric: SOE Professional Dispositions Spring 2016

	Target (3 pts)	Target (3 pts)	Acceptable (2 pts)	Acceptable (2 pts)	Unacceptable (1 pts)	Unacceptable (1 pts)	n	Mean	Mode	Stdev
Disposition Towards Own Learning	5	100.00%	0	0.00%	0	0.00%	5	3.000	3.000	0.000
Disposition Towards Own Initiative	4	80.00%	1	20.00%	0	0.00%	5	2.800	3.000	0.400
Disposition Towards Student Learning Needs	4	80.00%	1	20.00%	0	0.00%	5	2.800	3.000	0.400
Disposition towards Student Diversity	5	100.00%	0	0.00%	0	0.00%	5	3.000	3.000	0.000
Disposition Towards Learning Environment	5	100.00%	0	0.00%	0	0.00%	5	3.000	3.000	0.000
Disposition Towards Challenging Situations	5	100.00%	0	0.00%	0	0.00%	5	3.000	3.000	0.000
Disposition Towards Criticism	5	100.00%	0	0.00%	0	0.00%	5	3.000	3.000	0.000
Disposition Towards Ethics	5	100.00%	0	0.00%	0	0.00%	5	3.000	3.000	0.000
Disposition Towards Professionalism	5	100.00%	0	0.00%	0	0.00%	5	3.000	3.000	0.000
Disposition Towards Interpersonal Relationships	5	100.00%	0	0.00%	0	0.00%	5	3.000	3.000	0.000
Disposition Towards Social Interaction	5	100.00%	0	0.00%	0	0.00%	5	3.000	3.000	0.000
Disposition Towards Leadership	5	100.00%	0	0.00%	0	0.00%	5	3.000	3.000	0.000
Disposition Towards Self-awareness	5	100.00%	0	0.00%	0	0.00%	5	3.000	3.000	0.000



This report is created by Matthew A Wund at 2019-07-20 13:12:04

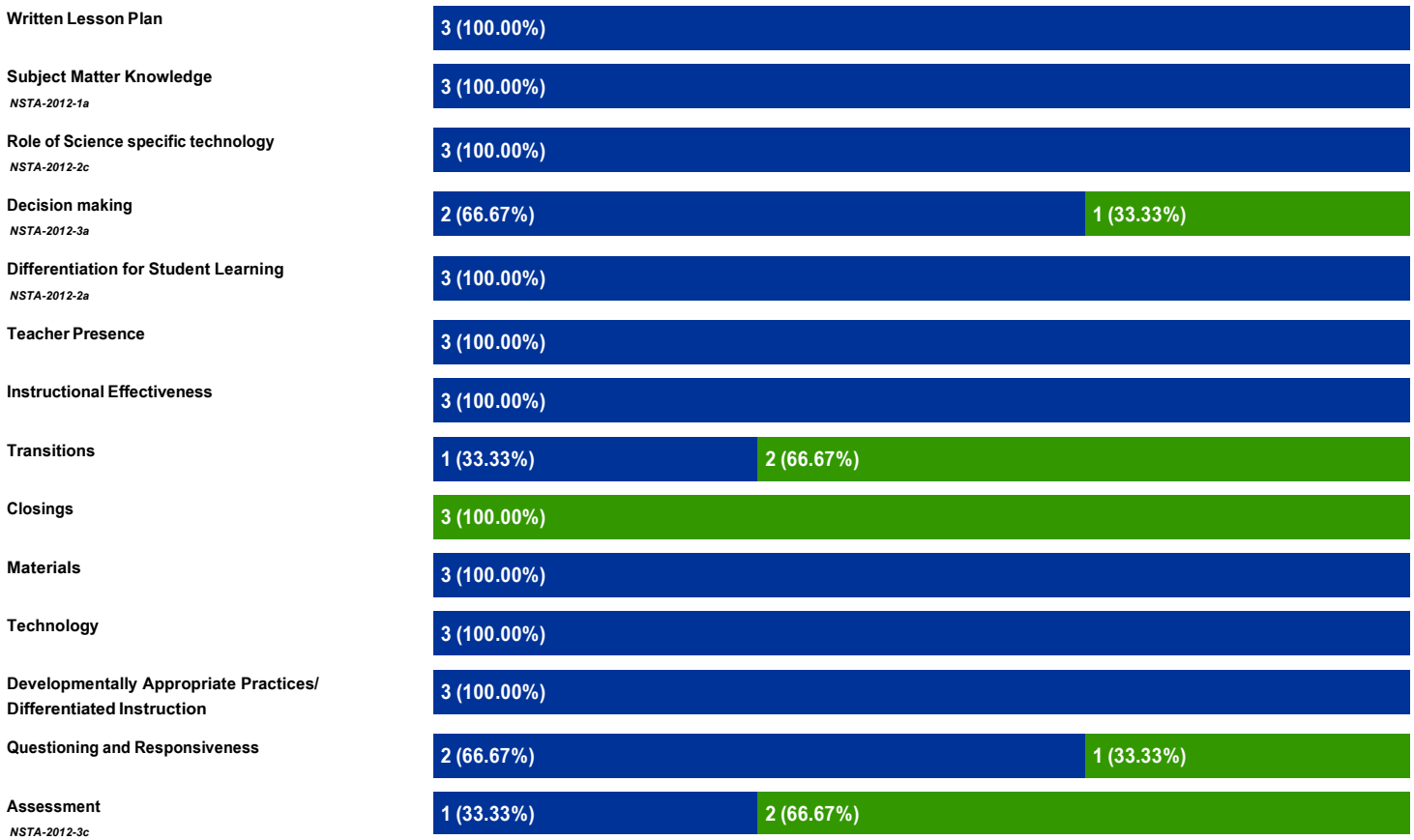
My Reports - Assessment Report

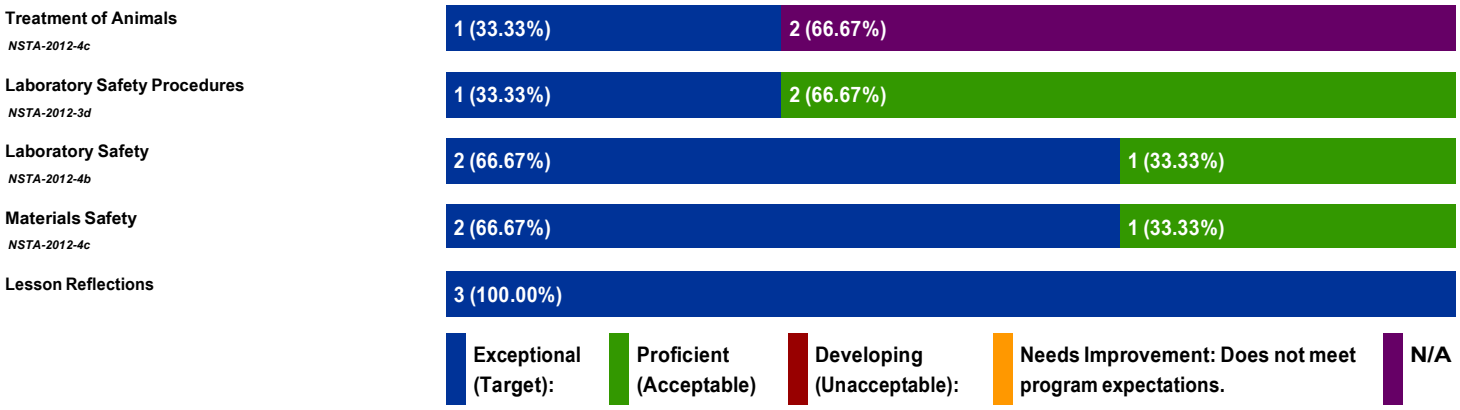
General Information

Title	Bio 490 Livetext Data 16-17 --> 18-19
Institution	NJ: The College of New Jersey
Course Section	2017 Fall - CHE490 - 1 2018 Fall - CHE490 - 1
Assessment Rubric	SOE Professional Dispositions Assessment (upd. Spring 2016) - SOE Professional Dispositions Spring 2016 (COE Administrator) Science Teaching Performance Assessment 2015 - Science Teaching Performance Assessment (COE Administrator)
Assessment Type	Summative
Scoring Type	Final
Inter-Rater Summary	N

Rubric: Science Teaching Performance Assessment

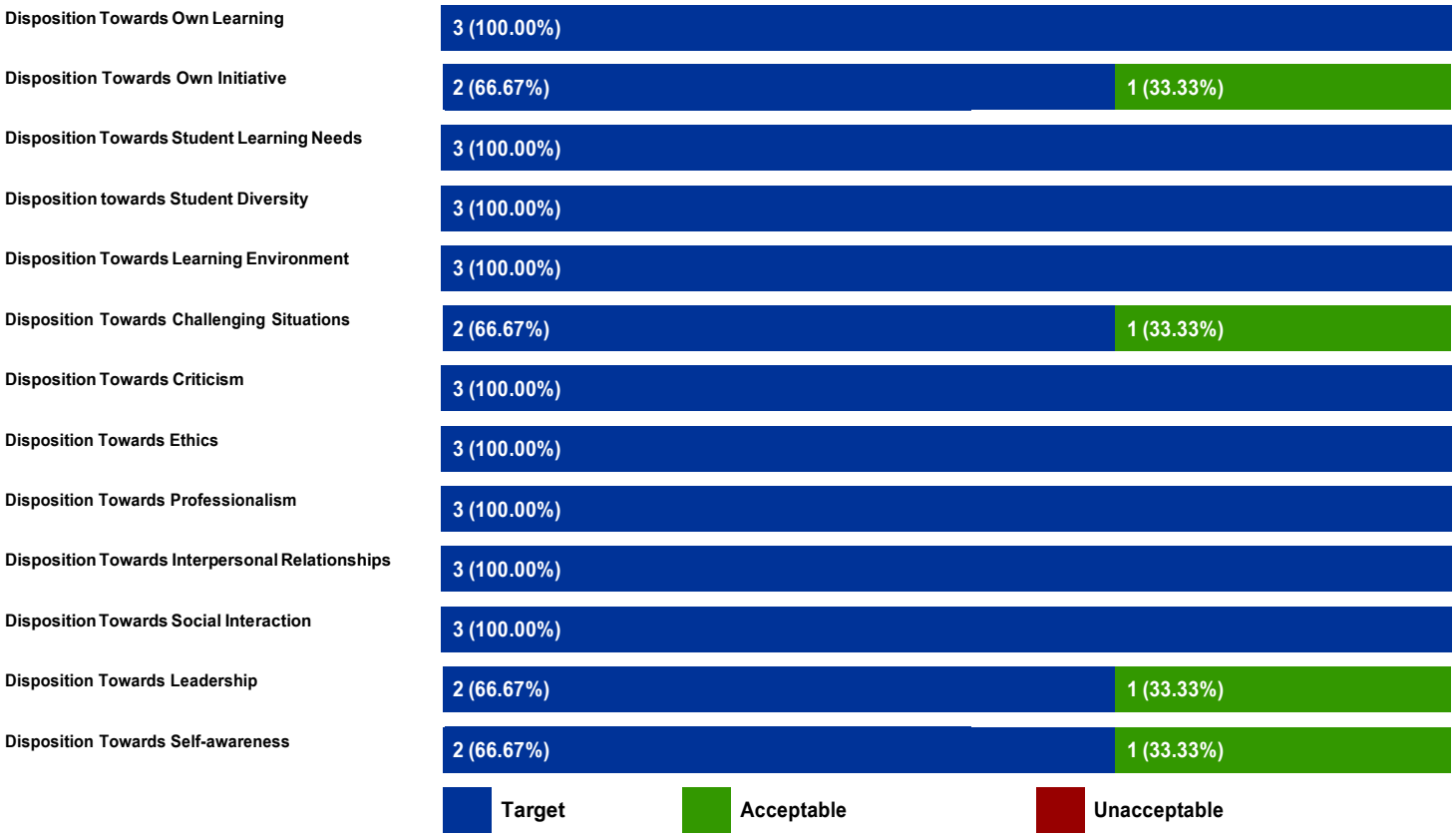
	Exceptional (Target): *(4 pts)*		Exceptional (Target): *(4 pts)*		Proficient (Acceptable) *(3 pts)*		Proficient (Acceptable) *(3 pts)*		Developing (Unacceptable): *(2 pts)*		Developing (Unacceptable): *(2 pts)*		Needs Improvement: Does not meet program expectations. *(1 pts)*		Needs Improvement: Does not meet program expectations. *(1 pts)*		N/A *(0 pts)*		N/A *(0 pts)*		*n*	*Mean*	*Mode*	*Stdev*
Written Lesson Plan	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	4.000	4.000	0.000
Subject Matter Knowledge	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	4.000	4.000	0.000
Role of Science specific technology	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	4.000	4.000	0.000
Decision making	2	66.67%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	3	3.667	4.000	0.471
Differentiation for Student Learning	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	4.000	4.000	0.000
Teacher Presence	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	4.000	4.000	0.000
Instructional Effectiveness	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	4.000	4.000	0.000
Transitions	1	33.33%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	3	3.333	3.000	0.471
Closings	0	0.00%	3	100.00%	0	0.00%	0	0.00%	0	0.00%	3	3.000	3.000	0.000
Materials	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	4.000	4.000	0.000
Technology	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	4.000	4.000	0.000
Developmentally Appropriate Practices/ Differentiated Instruction	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	4.000	4.000	0.000
Questioning and Responsiveness	2	66.67%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	3	3.667	4.000	0.471
Assessment	1	33.33%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	3	3.333	3.000	0.471
Treatment of Animals	1	33.33%	0	0.00%	0	0.00%	0	0.00%	2	66.67%	3	1.333	0.000	1.886
Laboratory Safety Procedures	1	33.33%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	3	3.333	3.000	0.471
Laboratory Safety	2	66.67%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	3	3.667	4.000	0.471
Materials Safety	2	66.67%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	3	3.667	4.000	0.471
Lesson Reflections	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	4.000	4.000	0.000




Treatment of Animals
NSTA-2012-4c
1 (33.33%)
2 (66.67%)
Laboratory Safety Procedures
NSTA-2012-3d
1 (33.33%)
2 (66.67%)
Laboratory Safety
NSTA-2012-4b
2 (66.67%)
1 (33.33%)
Materials Safety
NSTA-2012-4c
2 (66.67%)
1 (33.33%)
Lesson Reflections
3 (100.00%)
Exceptional (Target):
Proficient (Acceptable)
Developing (Unacceptable):
Needs Improvement: Does not meet program expectations.
N/A

Rubric: SOE Professional Dispositions Spring 2016

	Target (3 pts)	Target (3 pts)	Acceptable (2 pts)	Acceptable (2 pts)	Unacceptable (1 pts)	Unacceptable (1 pts)	n	Mean	Mode	Stdev
Disposition Towards Own Learning	3	100.00%	0	0.00%	0	0.00%	3	3.000	3.000	0.000
Disposition Towards Own Initiative	2	66.67%	1	33.33%	0	0.00%	3	2.667	3.000	0.471
Disposition Towards Student Learning Needs	3	100.00%	0	0.00%	0	0.00%	3	3.000	3.000	0.000
Disposition towards Student Diversity	3	100.00%	0	0.00%	0	0.00%	3	3.000	3.000	0.000
Disposition Towards Learning Environment	3	100.00%	0	0.00%	0	0.00%	3	3.000	3.000	0.000
Disposition Towards Challenging Situations	2	66.67%	1	33.33%	0	0.00%	3	2.667	3.000	0.471
Disposition Towards Criticism	3	100.00%	0	0.00%	0	0.00%	3	3.000	3.000	0.000
Disposition Towards Ethics	3	100.00%	0	0.00%	0	0.00%	3	3.000	3.000	0.000
Disposition Towards Professionalism	3	100.00%	0	0.00%	0	0.00%	3	3.000	3.000	0.000
Disposition Towards Interpersonal Relationships	3	100.00%	0	0.00%	0	0.00%	3	3.000	3.000	0.000
Disposition Towards Social Interaction	3	100.00%	0	0.00%	0	0.00%	3	3.000	3.000	0.000
Disposition Towards Leadership	2	66.67%	1	33.33%	0	0.00%	3	2.667	3.000	0.471
Disposition Towards Self-awareness	2	66.67%	1	33.33%	0	0.00%	3	2.667	3.000	0.471



This report is created by Matthew A Wund at 2019-07-20 13:13:27

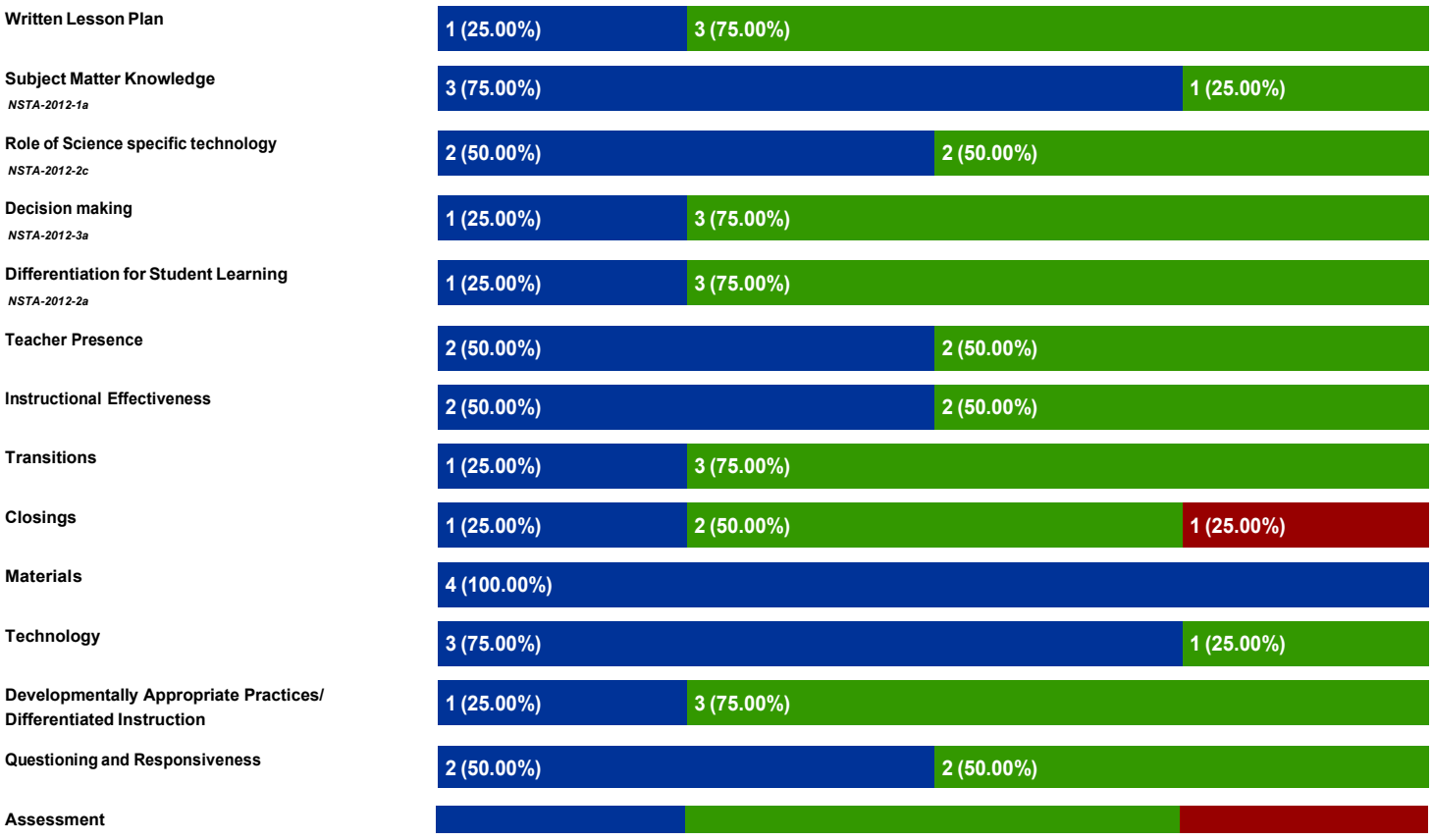
My Reports - Assessment Report

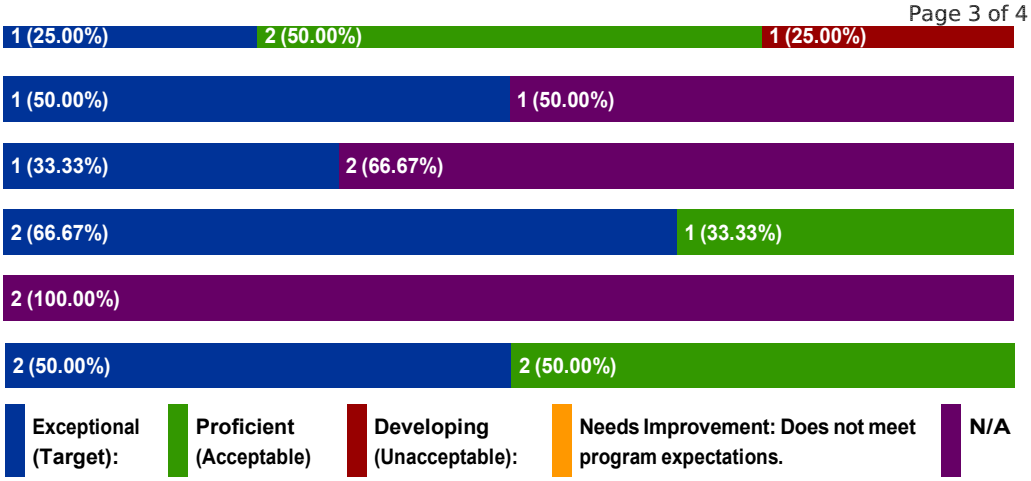
General Information

Title	Bio 490 Livetext Data 16-17 --> 18-19
Institution	NJ: The College of New Jersey
Course Section	2017 Fall - PHY490 - 1 2017 Fall - PHY490 - 6 2018 Fall - PHY490 - 1
Assessment Rubric	SOE Professional Dispositions Assessment (upd. Spring 2016) - SOE Professional Dispositions Spring 2016 (COE Administrator) Science Teaching Performance Assessment 2015 - Science Teaching Performance Assessment (COE Administrator)
Assessment Type	Summative
Scoring Type	Final
Inter-Rater Summary	N

Rubric: Science Teaching Performance Assessment

	Exceptional (Target): *(4 pts)*		Exceptional (Target): *(4 pts)*		Proficient (Acceptable) *(3 pts)*		Proficient (Acceptable) *(3 pts)*		Developing (Unacceptable): *(2 pts)*		Developing (Unacceptable): *(2 pts)*		Needs Improvement: Does not meet program expectations. *(1 pts)*		Needs Improvement: Does not meet program expectations. *(1 pts)*		N/A *(0 pts)*		N/A *(0 pts)*		*n*	*Mean*	*Mode*	*Stdev*
Written Lesson Plan	1	25.00%	3	75.00%	0	0.00%	0	0.00%	0	0.00%	4	3.250	3.000	0.433
Subject Matter Knowledge	3	75.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%	4	3.750	4.000	0.433
Role of Science specific technology	2	50.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	4	3.500	3.000	0.500
Decision making	1	25.00%	3	75.00%	0	0.00%	0	0.00%	0	0.00%	4	3.250	3.000	0.433
Differentiation for Student Learning	1	25.00%	3	75.00%	0	0.00%	0	0.00%	0	0.00%	4	3.250	3.000	0.433
Teacher Presence	2	50.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	4	3.500	3.000	0.500
Instructional Effectiveness	2	50.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	4	3.500	3.000	0.500
Transitions	1	25.00%	3	75.00%	0	0.00%	0	0.00%	0	0.00%	4	3.250	3.000	0.433
Closings	1	25.00%	2	50.00%	1	25.00%	0	0.00%	0	0.00%	4	3.000	3.000	0.707
Materials	4	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	4.000	4.000	0.000
Technology	3	75.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%	4	3.750	4.000	0.433
Developmentally Appropriate Practices/ Differentiated Instruction	1	25.00%	3	75.00%	0	0.00%	0	0.00%	0	0.00%	4	3.250	3.000	0.433
Questioning and Responsiveness	2	50.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	4	3.500	3.000	0.500
Assessment	1	25.00%	2	50.00%	1	25.00%	0	0.00%	0	0.00%	4	3.000	3.000	0.707
Treatment of Animals	1	50.00%	0	0.00%	0	0.00%	0	0.00%	1	50.00%	2	2.000	0.000	2.000
Laboratory Safety Procedures	1	33.33%	0	0.00%	0	0.00%	0	0.00%	2	66.67%	3	1.333	0.000	1.886
Laboratory Safety	2	66.67%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	3	3.667	4.000	0.471
Materials Safety	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	100.00%	2	0.000	0.000	0.000
Lesson Reflections	2	50.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	4	3.500	3.000	0.500




NSTA-2012-3c
1 (25.00%)
2 (50.00%)
1 (25.00%)
Treatment of Animals
NSTA-2012-4c
1 (50.00%)
1 (50.00%)
Laboratory Safety Procedures
NSTA-2012-3d
1 (33.33%)
2 (66.67%)
Laboratory Safety
NSTA-2012-4b
2 (66.67%)
1 (33.33%)
Materials Safety
NSTA-2012-4c
2 (100.00%)
Lesson Reflections
2 (50.00%)
2 (50.00%)
Exceptional (Target):
Proficient (Acceptable)
Developing (Unacceptable):
Needs Improvement: Does not meet program expectations.
N/A

Rubric: SOE Professional Dispositions Spring 2016

	Target (3 pts)	Target (3 pts)	Acceptable (2 pts)	Acceptable (2 pts)	Unacceptable (1 pts)	Unacceptable (1 pts)	n	Mean	Mode	Stdev
Disposition Towards Own Learning	2	50.00%	2	50.00%	0	0.00%	4	2.500	2.000	0.500
Disposition Towards Own Initiative	2	50.00%	2	50.00%	0	0.00%	4	2.500	2.000	0.500
Disposition Towards Student Learning Needs	3	75.00%	1	25.00%	0	0.00%	4	2.750	3.000	0.433
Disposition towards Student Diversity	4	100.00%	0	0.00%	0	0.00%	4	3.000	3.000	0.000
Disposition Towards Learning Environment	4	100.00%	0	0.00%	0	0.00%	4	3.000	3.000	0.000
Disposition Towards Challenging Situations	3	75.00%	1	25.00%	0	0.00%	4	2.750	3.000	0.433
Disposition Towards Criticism	4	100.00%	0	0.00%	0	0.00%	4	3.000	3.000	0.000
Disposition Towards Ethics	4	100.00%	0	0.00%	0	0.00%	4	3.000	3.000	0.000
Disposition Towards Professionalism	4	100.00%	0	0.00%	0	0.00%	4	3.000	3.000	0.000
Disposition Towards Interpersonal Relationships	4	100.00%	0	0.00%	0	0.00%	4	3.000	3.000	0.000
Disposition Towards Social Interaction	4	100.00%	0	0.00%	0	0.00%	4	3.000	3.000	0.000
Disposition Towards Leadership	3	75.00%	1	25.00%	0	0.00%	4	2.750	3.000	0.433
Disposition Towards Self-awareness	2	50.00%	2	50.00%	0	0.00%	4	2.500	2.000	0.500