The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and the unit operations to evaluate and improve the unit and its programs.

Assessment System

Primary responsibility for development of the assessment system rests with the Department of Education faculty and the Department Chair, but many other professionals who are involved with the Gustavus teacher education programs have influenced the formulation of the system, as well as its ongoing revision. Included among these others are the following groups:

- Education Unit - Faculty representatives from other departments involved in the teacher education program.
- Teacher Education Advisory Council (TEAC) – P-12 professionals who are faculty and administrators at our cooperating schools.
- Candidates – 1) Candidate representatives at the meetings of the Department of Education who have full voting privileges and 2) Candidate representatives on TEAC.
- College faculty committees – To the extent that assessments affect program requirements and admission criteria, the normal faculty governance committees review the system.

Candidate assessments have been instructed by the following:

- Minnesota Standards of Effective Practice for Teachers (which are mandated for all teacher education programs seeking state approval and which reflect the INTASC principles)
- Conceptual Framework of the Gustavus Teacher Education Program
- Minnesota licensure examinations
- National content standards
- The College’s mission statement and academic standards.

Our conceptual framework has guided us in determining the ways that our students and faculty will accomplish these standards of effective practice. The standards are referenced in syllabi and are measured by criteria that have been created and are periodically revised by Gustavus faculty in collaboration with teacher education students and partners. Assessment of student knowledge, skills, and dispositions utilizes both internal and external instruments, including in-course content knowledge assessments, national standardized tests, performance assessments, self-reflections concerning teaching experiences across the program, portfolio development, interviews, and a variety of self-assessment instruments.

Candidates move through the program in cohort groups that are encouraged and instructed to reflect on their experience and openly provide feedback to one another. Candidates also reflect in journals, in class e-mail discussions, through peer editing,
within the process of portfolio construction, and in interviews that occur at the end of a course and at the end of their program. The formative assessment that occurs across the program and the summative assessments that occur at decision points (see below) include self-assessment by the candidate and supervision techniques that require candidate reflection and principled decision-making.

The assessment system is complimented by a strong advising system. Candidate progress is assessed formally at the program decision points and on a continuing basis through coursework and field experiences. The major assessments at completion of the professional semester (Student Teaching Performance Assessment and Portfolio Assessment) are aligned with the Minnesota Standards of Effective Practice for Teachers and with the goals of our teacher education program. Candidates assess their own teaching performance and professional behavior at three different points in their program (admission to program, admission to the professional semester, and completion of the professional semester). These self-assessments (available on-line) are also aligned with Minnesota Standards and the program goals.

Decision Points. The assessment system is based on five decision points in a candidate’s teacher education program: 1) Enrollment in Program, 2) Admission to Program, 3) Admission to Professional Semester, 4) Completion of Professional Semester, and 5) Completion of Program. All components of the assessment system, the unit’s schedule for collection, analysis, and evaluation of the assessments and the individuals responsible for these tasks are detailed in the Tables 2.1-2.6 as follows.

1. Enrollment in Program: Although the candidate is not formally assessed at this time, it is an important decision point for the candidate because this is the point where they are given guidance on how to begin their studies in our program. A candidate, who is interested in pursuing a teaching license, meets with the Coordinator of Admission and Field Experiences. The Coordinator explains the conceptual framework of the program, provides the candidate with an Enrollment Booklet, reviews all program and licensure requirements, and assists the candidate in planning a course of study at Gustavus that will qualify the candidate for the desired teaching license. The Student Handbook contains the Professional Dispositions and Technical Standards that candidates must meet in order to be recommended for a teaching license. The candidate is also assigned an education advisor who will remain the candidate’s education advisor throughout the their program. Table 2.1 summarizes the enrollment process.

Table 2.1: Decision/Transition Point 1

<table>
<thead>
<tr>
<th>DATA</th>
<th>PURPOSE</th>
<th>WHO COLLECTS, RECORDS</th>
<th>WHEN COLLECTED</th>
<th>SUMMARIZING SHARING</th>
</tr>
</thead>
</table>

Enrollment in Program
2. **Admission to Program.** The application process is reviewed for candidates in EDU 230. A maximum of 17 Elementary Education majors and 17 Secondary Education program candidates are admitted each semester. Applications are considered, using the criteria described below, by admissions committees which include the Chair of the Education Department, one Education Department faculty member, one faculty member who is not a member of the Education Department, and one upper division teacher education candidate. Each semester there is an elementary admissions committee and a secondary admissions committee.

Candidates who are admitted attend a reception at which time the Chair welcomes them and reviews the conceptual model for the teacher education program. Each candidate also meets with the Coordinator of Advising and Field Experiences to identify the semester s/he will begin the three-semester sequence of blocked education courses. Candidates move through these three blocked semesters as a cohort.

Candidates who are not selected for admission can petition the decision to the department and/or they can re-apply for admission in a later semester. Each candidate not admitted meets individually with the Chair, who explains the reasons for denial and assists the candidate in prescribing remediation in preparation for a subsequent application.

**Minimum requirements to apply:**
1. Completion of 8 courses, including EDU-230 and EDU-268/266.
2. No incompletes on record.
3. No unresolved Professional Behavior Plans or Academic Performance Plans.
4. No grades lower than C- in the major, in any Education course, or in any elementary concentration course.
5. Completion of at least one designated writing course with a grade of C or better.
6. Approval by the department chair of the candidate’s major.
7. Verification that the Pre-Professional Skills Test (PPST) has been taken.
8. A minimum GPA of 2.75 in the major.

**Criteria for which relative performance will determine admission rankings:**
9. Successful completion of a supervised field experience in an elementary or secondary school (EDU-268 or equivalent experience approved). Cooperating teacher submits an assessment of candidate’s performance.
10. A writing sample completed in a standardized session for all candidates.
11. For secondary education candidates, two recommendations are required, one from a professor who has had the candidate in a class in the major and one from another faculty member not in the department of Education. For elementary
education candidates, two recommendations are required from professors outside the department of Education who have had the student in class.

12. An overall minimum GPA of 2.75.

13. Personal interview with members of the Education Department admissions committee (described above). Table 2.2 summarizes the admission to the program process.

Table 2.2: Decision/Transition Point 2: Admission to Program

<table>
<thead>
<tr>
<th>DATA</th>
<th>PURPOSE</th>
<th>WHO COLLECTS, RECORDS</th>
<th>WHEN COLLECTED</th>
<th>SUMMARIZING SHARING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of 8 courses, including EDU-230 and EDU-268/266</td>
<td>General knowledge &amp; skills</td>
<td>Coordinator of Advising &amp; Field Placements to Dept. Admin. Coordinator</td>
<td>October/March</td>
<td>Department Chair shares information about each candidate with either the Elementary Education Admissions Committee or the Secondary Admissions Committee. These committees make recommendations to the Dept. faculty regarding admission/denial.</td>
</tr>
<tr>
<td>No incompletes on record</td>
<td>Knowledge &amp; dispositions</td>
<td>Coordinator of Advising &amp; Field Placements to Dept. Admin. Coordinator</td>
<td>October/March</td>
<td>With Dept faculty at meeting for admissions decisions.</td>
</tr>
<tr>
<td>No unresolved Prof. Behavior Plans or Academic Performance Plans</td>
<td>Dispositions</td>
<td>Coordinator of Advising &amp; Field Placements to Dept. Admin. Coordinator</td>
<td>October/March</td>
<td></td>
</tr>
<tr>
<td>No grades lower than C- in the major, in any Education course, or in any elementary concentration course</td>
<td>Knowledge</td>
<td>Coordinator of Advising &amp; Field Placements to Dept. Admin. Coordinator</td>
<td>October/March</td>
<td></td>
</tr>
<tr>
<td>Completion of at least one designated writing course with a grade of C or better</td>
<td>Knowledge &amp; skills</td>
<td>Coordinator of Advising &amp; Field Placements to Dept. Admin. Coordinator</td>
<td>October/March</td>
<td></td>
</tr>
<tr>
<td>Approval by the department chair of the candidate’s major</td>
<td>Content knowledge, skills, dispositions</td>
<td>Coordinator of Advising &amp; Field Placements to Dept. Admin. Coordinator</td>
<td>October/March</td>
<td></td>
</tr>
<tr>
<td>Verification that the Pre-Professional Skills Test (PPST) has been taken</td>
<td>General knowledge &amp; skills</td>
<td>Dept. Adm. Coordinator</td>
<td>As arrive</td>
<td></td>
</tr>
<tr>
<td>A minimum GPA of 2.75 in the major</td>
<td>Content knowledge</td>
<td>Coordinator of Advising &amp; Field Placements to Dept. Admin. Coordinator</td>
<td>October/March</td>
<td></td>
</tr>
<tr>
<td>Successful completion of a field experience, including cooperating teacher assessment of candidate’s performance.</td>
<td>Professional skills &amp; dispositions</td>
<td>Coordinator of Advising &amp; Field Placements to Dept. Admin. Coordinator</td>
<td>Course completion</td>
<td></td>
</tr>
<tr>
<td>A writing sample completed in a standardized session for all candidates</td>
<td>Professional skills</td>
<td>Department Chair to Dept. Admin. Coordinator</td>
<td>October/March</td>
<td></td>
</tr>
<tr>
<td>For secondary education candidates, two recommendations are required, one from a professor who has had the candidate in a class in the major and one from another faculty member not in the department of Education. For elementary education candidates, two recommendations are required from professors outside the department of Education who have had the candidate in class</td>
<td>Content knowledge, skills, &amp; dispositions</td>
<td>Coordinator of Advising &amp; Field Placements to Dept. Admin. Coordinator</td>
<td>October/March</td>
<td>Chair and Coordinator compile data on each applicant and share it with the Department faculty at the time of admission.</td>
</tr>
</tbody>
</table>
3. **Admission to Professional Semester:** Candidates apply for admission to the professional semester (student teaching and EDU 399) during the academic year prior to that in which they will student teach. If the Coordinator of Admissions and Field Experiences determines that the candidate has met all criteria, the Coordinator requests a placement at one of our cooperating schools. The cooperating school/teacher makes the final decision as to whether or candidate is placed at that school.

**Criteria for Admission to Professional Semester:**
1. Previous admission to Teacher Education Program.
2. Completion of the required sequence of courses in the licensure program.
3. An overall minimum grade point average of 2.75.
4. A minimum grade point average of 2.75 in the major.
5. No incompletes on record.
7. No grades of less than C- in the major, in any Education class, or in any elementary concentration course.
8. Approval by the department chair of the candidate’s major.
9. Approval by the Coordinator of Admissions and Field Experiences. Table 2.3 summarizes the processes for admission to the professional semester.

### Table 2.3: Decision/Transition Point 3

*Admission to Professional Semester*

<table>
<thead>
<tr>
<th>DATA</th>
<th>PURPOSE</th>
<th>WHO COLLECTS, RECORDS</th>
<th>WHEN COLLECTED</th>
<th>SUMMARIZING SHARING</th>
</tr>
</thead>
</table>
| Previous Admission to Program      | Knowledge, skills, & dispositions      | Dept. Admin. Coordinator | January-March | Information about each candidate is shared with prospective cooperating teachers, who then decide whether or not to accept the candidate as a student teacher in the following year.
| Completion of required courses     | Knowledge, skills, & dispositions      | Coordinator of Advising & Field Placements to Dept. Admin. Coordinator | January-March |
| Overall minimum GPA of 2.75        | Knowledge                              | Coordinator of Advising & Field Placements to Dept. Admin. Coordinator | January-March |
| Major minimum GPA of 2.75          | Content Knowledge                      | Coordinator of Advising & Field Placements to Dept. Admin. Coordinator | January-March |
| No incompletes on record           | Knowledge & dispositions               | Coordinator of Advising & Field Placements to Dept. Admin. Coordinator | January-March |
4. **Completion of Professional Semester:** The professional semester includes student teaching, the professional portfolio, and EDU 399.
   A. Assessment of the candidate’s teaching performance is the responsibility of the candidate’s Cooperating Teachers and College Supervisor; the Student Teaching Performance Assessment form is used for this purpose.
   B. Assessment of the professional portfolios is shared by all full-time faculty in the Department of Education; a detailed rubric has been developed for assessing the portfolio. Each required item in the portfolio is scored as satisfactory or “Revise.” Using the comments and suggestions from the portfolio reader, the candidate revises and re-submits until all items are approved. Table 2.4 summarizes completion of professional semester processes.

### Table 2.4: Decision/Transition Point 4
**Completion of Professional Semester**

<table>
<thead>
<tr>
<th>DATA</th>
<th>PURPOSE</th>
<th>WHO COLLECTS, RECORDS</th>
<th>WHEN COLLECTED</th>
<th>SUMMARIZING SHARING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teaching Performance</td>
<td>Knowledge, skills, &amp; dispositions</td>
<td>College Supervisor, Dept. Administrative Coordinator</td>
<td>December/May</td>
<td>Shared with department for purposes of informing the program and for the development of action plans.</td>
</tr>
<tr>
<td>Assessment by Cooperating Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teaching Performance</td>
<td>Knowledge, skills, &amp; dispositions</td>
<td>Dept. Administrative Coordinator</td>
<td>December/May</td>
<td></td>
</tr>
<tr>
<td>Assessment by College Supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio Approval</td>
<td>Knowledge, skills, &amp; dispositions</td>
<td>Ed faculty to EDU 399 Instructor to Dept. Admin. Coordinator</td>
<td>December/May</td>
<td></td>
</tr>
</tbody>
</table>

5. **Completion of Licensure Program:** In the academic year prior to graduation, Gustavus candidates submit their applications for graduation. The Coordinator of Advising and Field Experiences and the College Registrar review the applications. This process ensures that the candidate has made plans for all required courses and field experiences. A final review, conducted by the Education Department
Administrative Coordinator and the College Registrar, of the candidate’s licensure program occurs at the time of graduation. The candidate’s file is reviewed to verify that all program and graduation requirements have been satisfied, including coursework, field experiences, and Minnesota-required licensure examinations. Table 2.5 summarizes processes involved with completion of the program.

**Table 2.5: Decision/Transition Point 5**  
**Completion of Program**

<table>
<thead>
<tr>
<th>DATA</th>
<th>PURPOSE</th>
<th>WHO COLLECTS, RECORDS</th>
<th>WHEN COLLECTED</th>
<th>SUMMARIZING SHARING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory completion of course work (including field experiences) required for graduation &amp; licensure</td>
<td>Knowledge</td>
<td>Dept. Admin. Coordinator and College Registrar</td>
<td>December/May</td>
<td>Dept. Chair prepares a summary report on graduating class.</td>
</tr>
<tr>
<td>Passing scores on all Praxis tests required for licensure</td>
<td>Knowledge</td>
<td>Dept. Admin. Coordinator to College Registrar</td>
<td>December/May</td>
<td></td>
</tr>
</tbody>
</table>

When assessments indicate a candidate is not ready to proceed to the next stage of the program, the following steps are taken:

- Candidate is informed in writing of the decision.
- Candidate will usually meet with the Department of Education Chair or the Coordinator of Advising and Field Experiences who explains the reasons for decision.
- Candidate may appeal action taken by Coordinator and/or the Department by petitioning the Department. (See Evidence Room for policy).
- Candidates may appeal these decisions in writing to the Dean of the Faculty.
- Candidate is advised of steps to be taken if s/he wishes to reapply in a later semester.
- Candidate is referred to available resources to assist in remediation.

Interventions to assist the candidate in remediation are varied and specific to the candidate’s needs. The following are examples of intervention strategies that have been used in the past:

- Identification of study guides for the Praxis examinations.
- Referral to the College’s Writing Center
- Writing workshop sessions with education faculty
- Referral to the College’s Academic Center which provides academic advising, academic support, and disability services
- Referral to the College’s Counseling Center for psychological services
- Prescriptive recommendations for college courses, e.g., communication courses, mathematics courses, writing courses
- Extended or additional field experiences
- Repetition of a course

**Other Candidate Assessment**
In addition to the formal assessments described above for the decision points, informal assessment of a candidate’s progress occurs throughout the program:

- Education faculty monitor and assess candidate progress during the courses they teach and during the field experiences they supervise.
- Whenever a faculty member at the College has a concern about a candidate, the faculty member can submit a Communication of Concern to the Education Department Chair. This communication identifies the particular professional behavior or academic performance that is of concern. (See details below).
- Education advisors (and major advisors in the secondary program) review candidate progress when mid-term and final grades are posted by the Registrar.
- Each semester, at one of its department meetings, the Education faculty reviews progress of all candidates previously admitted to the programs, as well as other candidates in education coursework.

If any of these assessments reveal that a candidate is not progressing as expected, with respect to either academic performance or professional behavior, the candidate is asked to meet with the course instructor and/or her/his advisor and/or the Department Chair.

If appropriate, a Professional Behavior Plan (PBP) and/or an Academic Performance Plan (APP) is developed that includes specific academic and/or behavior requirements, along with a target date. The candidate’s progress with respect to the plan is monitored, and the plan is reviewed at the target date to determine if the candidate has satisfactorily completed it. If the candidate fails to satisfactorily complete the plan, another PBP or APP could be developed, or the candidate could be withdrawn from the program.

The assessment system used to determine admission to program, continuation in program, admission to student teaching, and completion of program has been a good predictor of candidate success. It is very rare that a candidate who has been selected for admission to the program does not satisfactorily complete the program. Selective admission began in the 1998-99 academic year. The education faculty reviews the process each year, and a college committee formally reviewed the selective admissions process during the 2002-03 academic year. It should also be noted that the success of our candidates is also due in no small part to the strong and supportive advising system in our department. Candidate progress is tracked from the time of enrollment; following admission to the program, candidates proceed through the blocked courses in cohort groups. Candidates who may be having difficulty receive support and assistance from their advisor and instructors. When needed, the department also assists the candidate in securing assistance from other college resources.

Beginning with the class of 1997, candidates in the teacher education program at Gustavus Adolphus College have been required to keep a professional portfolio. The requirements of this portfolio have evolved each year to reflect the goals of the program and the intended candidate outcomes. Although formal completion and assessment of the portfolio is not required until the student teaching semester, candidates are introduced to the process early in the program and continue to build their portfolios each semester in
other education courses and field experiences. Course instructors help candidates develop mastery level artifacts as evidence for the portfolio.

All full-time faculty participate in the review and approval of candidate portfolios. This process is coordinated by the instructor of EDU 399 and is distributed over the semester in which a candidate student teaches. The candidate’s portfolio must provide evidence and reflections for each of the Minnesota Standards of Effective Practice for Teachers. The assessment rubric for the portfolio has been revised several times, the most recent revisions following an informal reliability study of faculty scoring in Spring 2002 and Spring 2005. Description of the portfolio process and the current rubric used to assess the portfolio are available on-line and in the Evidence Room.

The assessment of candidate dispositions occurs throughout the teacher education program in a variety of ways. Students self-assess their professional dispositions at three of the program’s decision points (above). Candidate dispositions are a part of the assessment that occurs in the education courses through observations of a candidate’s work in the classroom and in group work; faculty concerns about a candidate become known in a Communication of Concern and/or at the department review of candidates that occurs near the end of each semester. Additional information about a candidate’s dispositions is gathered from faculty recommendations when candidates apply for admission to program and for admission to the professional semester, from evaluations by cooperating teachers and college supervisors during the candidate’s clinical experiences, and the candidate’s portfolio.

After candidates complete their programs of study, the unit administers a graduate survey for purposes of gathering data on how to improve the operations of the programs. The graduate surveys are described in detail in Standard One and Table 2.6 summarizes the process for the graduate survey.

**Table 2.6: After Completion Transition Point 6**

*Graduate Surveys*

<table>
<thead>
<tr>
<th>Data</th>
<th>Purpose</th>
<th>Who Collects, Records</th>
<th>When Collected</th>
<th>Summarizing/Sharing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Survey</td>
<td>Knowledge/Skills/Dispositions</td>
<td>Chair</td>
<td>Fall /January</td>
<td>Shared with Ed. Faculty at Spring Retreat.</td>
</tr>
</tbody>
</table>

**Program Assessment**

Summaries and evaluations of the candidate assessments are used to help determine the unit’s effectiveness. In addition, the unit gathers other data to assist in the management and improvements of its program. The Department Chair conducts an annual survey of graduates and their principals. Candidates contribute useful information by evaluating courses in their program, the schools used for clinical experiences, the cooperating
teachers, the college supervisors, and the portfolio process. Cooperating teachers are asked to assess our candidates’ preparation, as well as procedures in our field experiences. The members of TEAC (P-12 personnel included) are asked to provide evaluative feedback and program suggestions at the meetings held each semester. College committees and faculty also review major program changes. Table 2.7 found in the Evidence Room details the Gustavus Education Program Assessment System.

**Data Collection, Analysis, And Evaluation**

Management of the assessment system is under the direction of the Department Chair, and dissemination of assessment results to accrediting agencies and interested groups is the responsibility of the Department Chair. Two other individuals have key roles in the collection and maintenance of the assessment system.

The Education Department Administrative Coordinator maintains the data files for all enrolled candidates; hard copy files contain written documents concerning each candidate, and electronic files (*FileMaker Pro*) contain complete information concerning each candidate, including all assessment data. Hard copy files include copies of formal candidate petitions and complaints, as well as written Communications of Concern, Professional Behavior Plans, and Academic Performance Plans. The Administrative Coordinator also maintains copies of data summaries, reports, and analyses. When a candidate has completed the teacher education program, the Administrative Coordinator reviews the candidate’s application for licensure before forwarding it to the College Registrar for final approval.

The Coordinator of Advising and Field Experiences conducts the review of candidate files for the various decision points in the program. This review includes the collection and compilation of all data required for decisions regarding Admission to Program and Admission to the Professional Semester. Summaries of these data are given to the admissions committees and department faculty for their evaluation when making decisions about admission to program. The Coordinator of Advising and Field Experiences evaluates the data and makes the decisions for Admission to the Professional Semester. Candidates may appeal these decisions in writing to the Dean of the Faculty.

The Department Chair has primary responsibility for the collection, compilation, and analyses of data related to unit operations. On the basis of the summary data, the Department identifies strengths and areas in need of improvement. Minor changes within courses or field experiences can be made by Department decision. When major changes are involved, the Department seeks the counsel of the Education unit faculty and the Teacher Education Advisory Committee. Any changes to admission criteria or program requirements also require approval of the College governance committees.

**Use of Data for Program Improvement**

In line with our “principled practice” model, candidates and faculty are encouraged and supported in their efforts to reflect on their teaching and its impact on students. For
example, by using data from regular course evaluations completed by candidates, faculty assess and revise their teaching practice. All faculty are involved in team teaching which enables them to work together in developing ways to improve their teaching and the experience for candidates. Faculty carefully monitor and assess candidate performance and, when needed, make adjustments in a candidate’s program experience.

When program evaluation indicates needed change, the process usually begins in the Department of Education. When appropriate, proposed changes are discussed with the Education unit faculty and/or the Teacher Education Advisory Council. After the proposed change has been approved by the Department of Education, it is forwarded to the College’s Curriculum Committee for consideration and approval by the College faculty.

The following are examples of some changes that have been made in response to candidate performance assessment and program evaluation:

- Reviews of the portfolio process by faculty during the pilot years indicated that more specificity was needed in the description, requirements, and rubric in order to more effectively evaluate if candidates were meeting the Minnesota Standards of Effective Practice and the program goals. However, students wanted some choice in how they represented themselves and their teaching in the portfolio. The current portfolio process requires students to provide evidence for each of the standards, but students are free to choose which of three indicators they will address for each standard. A new rubric was developed to meet the revised portfolio requirements. An informal study conducted in Spring 2002 revealed a low reliability for the scoring rubric, which resulted in several revisions. An inter-rater reliability study was conducted again the Spring 2005.

- Graduate surveys – Education faculty review data from the survey at the annual Spring retreat and develop an action plan based on an analysis of the data. As an example, recent input from graduates resulted in minor changes to the pre-professional semester practicum for secondary students. The methods block practicum for secondary students was lengthened as a result of feedback from candidates, faculty, and cooperating teachers.

- No change in the admission criteria and procedures was deemed necessary after review by the Education unit faculty in 2002-03.

- Regular review of our candidates’ pass rates on the licensure tests required in Minnesota have not indicated any need for change.

- To ensure that all candidates are fully prepared to teach in middle school grades, the student teaching experience has been structured in two seven-week blocks. Elementary education candidates have one experience in lower elementary grades and one from grades 5-8. Secondary candidates have one experience in a middle school and one in a high school.

Minor changes have been made to programs as a result of regular and systematic review of the data. Several recent examples include modifications to the Senior Seminar (addition of .25 credit for the portfolio, and elimination of the service learning component), and the rejoining of the ART, Physical Education, and Health Education
courses. Other examples of recent changes include extending the secondary methods practicum, and modifying the Reading the Content Area course to include additional reading and ESL strategies. The processes of gathering and analyzing data, and subsequently modifying program are continual.