GBC Teacher Education Program Review

2016 to 2021

Teacher Education Program Review

Spring 2021

Program Review Committee Members

~Program Supervisors~

Professor Brian Zeiszler - Secondary Education
Professor Denise Padilla - Elementary Education

~Teacher Education Committee Members~

Professor David Sexton
Instructor Dr. Nick Cooley

~External Reviewer~

Dr. Melissa Burnham, University of Nevada, Reno

Thursday, May 13, 2021
11:30 a.m.

Description of the Elementary and Secondary Teacher Education Program

The mission of the Teacher Education Program at Great Basin College is closely aligned with the College's mission which emphasizes the enrichment of the lives of rural Nevadans and to provide student-centered education. We offer our rural and urban areas distinctive early childhood, elementary, secondary, and special education programs. All programs are designed to develop competency, values, skills, and knowledge to promote lifelong learning and is distinctive in the following ways:

- We recognize and value diversity in the heritage and traditions of rural Nevada;
- Our partnerships are primarily focused on the ten rural school districts in the state and offer early and extensive clinical and field experiences throughout the programs;
- We utilize the professional expertise of school district master teachers and GBC faculty in most academic disciplines; and,
- We utilize technology for delivering education courses primarily to the rural areas of Nevada but also serve the urban areas.

Students can choose a Bachelor of Arts (BA) in Elementary Education or a BA in Secondary Education. The BA in Elementary Education requires students to choose either a content emphasis or an endorsement. Content emphases allow a person to be qualified to teach at a middle school setting in English, math, science, or social studies. Students may elect to earn an endorsement in Early Childhood or Special Education but are required to obtain the English Language Acquisition and Development (ELAD) endorsement. The BA in Secondary Education allows students to choose a major endorsement in English, Math, Biology, Social Studies, or Business Education. They can also add endorsements in Special Education or ELAD.

Student Learning Outcomes

The graduates of the program will consistently display the following skills in accordance with the **InTASC Core Teaching Standards**:

Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences - The teacher understands how children learn and develop, and can provide learning opportunities that support their cognitive, social, personal, and physical development.

Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

These performance standards are aligned with course outcomes and assessed through coursework, portfolios, reflections, observations, and performance-based rubrics.

Admission to the Teacher Education Program

The **Teacher Education Committee (TEC)**, comprised of department members, school district leadership, and faculty representatives from all content departments, are included in the process of reviewing student applications to the program each semester.

Prior to applying to the program, students must successfully complete the following:

- Background checks with school district partners;
- Praxis Core Academic Skills for Educators exam or CBEST;
- 40 college credits;
- ENG 102, EDU 250, and one college-level math course with a grade of C or higher;
- Overall GPA of 3.0 or higher or based on the student's most recent 40 credits; and,
- A review of conduct with the Student Conduct Officer.

Student applicants are required to interview with the TEC and rated on a 10 (high) to 1(low) for teacher disposition. Students must score a four or greater in the interview to be considered for the program.

Maintaining Good Standing

Once in the program, students will adhere to the rules of the current Teacher Education Program Handbook. Students who have been admitted to the Teacher Education Program must maintain their status as students in good standing to be allowed to student teach and graduate. The requirements are as follows:

- Maintain a cumulative 2.5 GPA at GBC;
- Receive no lower than a B- in all upper division education courses, and no lower than a C- in all additional baccalaureate program and emphasis/endorsement requirements;
- Maintain an ethical and professional standard of behavior; and,
- Receive satisfactory evaluations in all field work: EDEL/EDSC 311, 313, and 315.

Post-Baccalaureate Certification

Students with at least a bachelor's degree can complete the Post-Baccalaureate Certification program that leads to licensure in either elementary, secondary, or special education. The certificate requires the same admission criteria as the bachelor's degree program. The elementary certificate requires 58 credits, 17 of which are during the student teaching semester. The special education certificate requires 51 credits (17 during student teaching). The secondary certificate requires 44 credits (17 during student teaching) and all licensing coursework from their previous degree or from GBC.

Alternative Route to License

The GBC Teacher Education Program partners with all Nevada school districts to offer an alternative route to license program. The school districts are each in charge of mentorship, supervision, and evaluation. GBC offers the coursework and provides support through these courses, such as EDU 295. ARL programs are available in Early Childhood, Special Education, Elementary, and Secondary Education. Courses are completed within three years

and taken concurrently with full time teaching. With the teacher shortage issue in Nevada, and nationally, the ARL program continues to have the potential to grow significantly.

Instructors
Currently, there are 3 full-time instructors: Denise Padilla, elementary education, Kimberly Noah, elementary and special education, and Brian Zeiszler, secondary education. We have just hired another full-time instructor, Michelle Beecher, for the Pahrump campus using the capacity enhancement funds from the state legislature. Their focus will primarily be on the ELAD courses as well as the supervision of students in their practica or internships.

We currently have a total of 14 part-time instructors for both programs. Many of our part-time instructors currently work or have worked in the districts of rural Nevada and understand this unique dynamic10 in the Elementary program and 4 in the secondary program. We also have 4 college supervisors that oversee the student teaching internships in Clark County, Pahrump (Nye County), Carson City area, and the Winnemucca area. Kimberly Noah, before becoming one of our full-time instructors, was a fifth college supervisor for the Ely area.

Total Program Costs

Program	2017-18	2018-19	2019-20	2020-21
Elementary	$16, 777	$16, 983	$17, 771	$18, 847
Secondary (based on the social science endorsement)	$15, 509	$17, 361	$16, 854	$19, 325

Strengths and Weaknesses of the Programs
   Strengths
- **School District Partnerships**. Within our former "service areas" we have developed close partnerships with the school districts of each county. These partnerships have allowed for enriched practicum experiences due to the fact our instructors and college supervisors are currently or have worked for the districts in some capacity. Our instructors intimately know the policies of the districts and can communicate them to their mentees or GBC students. These partnerships also afford us access to our graduates, who are also utilized as lead or mentor teachers and in some cases part-time instructors.
- **Small Class Sizes**. Students have constant and convenient access to our education instructors due to the small classes and this in turn allows for more personal connections. Our full-time instructors and college supervisors are in the school sites on a regular basis and can check on students who are in a practicum and support them academically and personally.
- **Technology Emphasis**. Before the pandemic of 2020 and 2021, our department used a lot of technology to reach students who were unable to come to one of our many campuses. Of course, there was the use of the ubiquitous platform, Canvas, or what was termed WebCampus at GBC. A unique aspect

is GBC's use of IAV equipment to give students remote access to a live class and lecture. In some cases, where we did not have access to a room with IAV equipment, instructors would use Zoom software to allow students to interact with them and classmates during class from the convenience of their homes. Certain instructors that used a variety of manipulatives during class meetings would have the materials shipped or brought to another campus by staff so remote students would have access to these materials during class. Many of our courses were solely online, using only Canvas, and didn't necessarily need IAV equipment or the Zoom platform. We will continue to expand access to online courses as well as IAV access.

Weaknesses

- **Classroom Management Course Needed**. Since the last program review it has been a goal of our programs to add a course on classroom management. In the past, this content area has been embedded in other courses such as "Methods of Teaching" and "Educational Psychology". This has now been mandated by the state for the elementary program and will be implemented in the Fall of 2021. The secondary program will continue with embedding until it is required by the state or will remove one of the four ELAD courses to accommodate this course in the 120 credits for the degree.

- **Lack of Student Diversity**. Our primary enrollments for education courses tend to be "white, females" but as a program and institution we have seen an increase in minority populations. See specific ethnic program enrollments in the section entitled, "Student Enrollments" (page 15).

Graduation Rates by Ethnicity - Great Basin College					
Ethnicity	**2015**	**2016**	**2017**	**2018**	**2019**
American Indian/Alaskan Native	7.7%	18.2%	25.0%	27.3%	0.0%
Asian	0.0%	0.0%	100.0%	40.0%	-
Black	0.0%	0.0%	0.0%	14.3%	0.0%
Hispanic	**18.6%**	**34.3%**	**29.5%**	**47.5%**	**46.9%**
Native Hawaiian/Pacific Islander	50.0%	0.0%	-	0.0%	50.0%
Two Ethnicities or More	0.0%	66.7%	25.0%	40.0%	25.0%
Minorities Rate	**16.1%**	**28.6%**	**27.4%**	**39.1%**	**39.7%**
White	21.5%	23.4%	25.5%	34.0%	43.5%

Our programs have been particularly focused on increasing the number of Latinx students in our courses due to the fact that this is the prominent minority student population in rural Nevada. Our efforts have focused on scholarships, recruitment, and marketing that target this demographic. We have seen success of these efforts in West Wendover, NV where there is a high number of local Latinx students that are currently in the programs.

- **Lack of Centralized Student Data System**. We currently store student records in file folders in file cabinets that are housed in one of our vacant

offices. Because of turnover for administrative assistants we haven't been able to create electronic tracking of student files. It is our intent to have our student files converted to an electronic format using the NSHE software, "On Base".

- **Lack of Course Access**. Regular access to courses in some secondary content areas is restricted due to limited offerings on the long-term schedule as well as low enrollments. This is especially true for the math endorsement and we have been working on partnerships with other NSHE institutions in order to be able to offer upper division courses to these students on a more regular basis.

Challenges Since Last Review

There have been numerous challenges for both programs since the last review that have had to be overcome in order to provide the same level of program integrity and services to our students.

- **Loss of Key Instructors and Support Staff**. Over the course of the last 5 years we have lost Dean Tom Reagan, the former program supervisor for secondary education, Teresa Stauffer, the former department chair and program supervisor for elementary education, a long time administrative assistant (over 10 years of service), and three replacement administrative assistants. This overturn has led to numerous obstacles that had to be overcome by the current program supervisors: loss of program knowledge, loss of contacts at school districts and the state, increased clerical duties for program supervisors, and increased advising loads. We now have hired an administrative assistant who was formerly in Admissions and Records and she has already streamlined many of the inefficient processes in our offices due to her previous experience.

- **Enrollment Increases**. A steady increase in enrollment, over the last 5 years, has led to other challenges such as increased overload, grading, and a significant increase in advising load, mainly in the elementary program. With the recent hiring of two new instructors and using one of the academic advisors, we have helped to decrease the heavy advising load in our elementary program.

- **Praxis Testing**. Praxis tests, in particular the Praxis Core, have become an obstacle for some students, especially those who are or were English Language Learners. We have been working with identified students to find them help and resources for passing these tests. Changing the Math requirement to MATH 120 has helped since the content is better aligned to the exam. We are advocating at the state level for a reprieve from these exams for licensure or at least better alternatives. We've also experienced a lower pass rate for students taking the four elementary content exams rather than the pedagogy exam that was formerly required. Due to the addition of the ELAD courses, both programs have had to reduce content courses that may be a factor. We would also like to petition the state to reduce redundancy and return to a pedagogy-based exam.

- **Training and Hiring of Part-Time Instructors.** Due to increases in enrollment and retirements, we have also seen an increased need for more part-time instructors. This has placed a particularly high workload burden on program supervisors to hire and evaluate these instructors.

Five Year Plan

Five-Year Assessment Plan and Worksheet

Submit an updated five-year assessment plan with each Program Review. Plan to assess at least one outcome per year so that all program outcomes are assessed every five years. Completed assessment plans are to be sent to Brandis Senecal and to Cathy Fulkerson in Institutional Research and Effectiveness.

Degree/Certificate Program: Elementary and Secondary Education
Date: 2016 to 2021
GBC Mission: Great Basin College enriches people's lives by providing student-centered post-secondary education to rural Nevada. Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service and student support services in conjunction with certificates and associate and select baccalaureate degrees.
GBC Vision: While maintaining the strength of its community college mission, Great Basin College will remain an economically sustainable institution through growth, by increasing enrollment, expanding its service area, offering more laddered bachelor's degrees and becoming nationally known for its innovative distance delivery systems, all leading it to be recognized as an indispensable and evolving provider of post-secondary education in rural Nevada.

 Program Mission:

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- We utilize technology for delivering education courses primarily to the rural areas of Nevada but also serve the urban areas.

The graduates of this program will consistently display the following skills in accordance with the **INTASC Core Teaching Standards, 1-10**:

 Outcomes: INTASC Standards #1-10:

1. Learner Development	6. Assessment
2. Learner Differences	7. Planning for Instruction
3. Learning Environments	8. Instructional Strategies
4. Content Knowledge	9. Professional Learning and Ethical
5. Application of Content	Practice
	10. Leadership and Collaboration

Assessment year: 2016 to 2021. Each outcome was assessed during each academic year of the program

Assessment start Date: 2016

Assessment Measure: Describe what you will use to measure how well you're achieving this outcome? (Internal tracking, customer satisfaction survey, pre- and post-activity questionnaire, point-of-contact questionnaire, audit findings)

- Standard 1 from **Capstone Portfolio**.

- Standard 1 from **Student Teaching Performance Assessment**.

Criterion for success: How do you know you've achieved your outcome? What percentage are you looking for?

- **At least 80%** of Capstone students will score at the **Proficient or Exceptional levels** during the summative evaluation of the portfolio.

- **At least 80%** of student teachers will score at the **Proficient or Exceptional** levels for the summative evaluation of the student teaching placement.

Notes: What needs to be put into place for you to use this assessment measure to assess this outcome? Do you need to develop the questionnaire and administer it for a semester or a year? Do you need to put a process into place before you can assess it? Do you need to train your staff first?

- Teacher Education Department (TED) will update the **student-tracking database** to include students from each semester of EDEL/EDSC 491 Capstone, EDEL/EDSC 483 Student Teaching, and EDSP 495 Special Education Student Teaching.

Additional assessment measures and criteria for success:

- Indirect assessments for the program will include

  o Praxis II exams: **At least 90% of program completers** will earn state recognized passing scores on their respective exams during first-time administration.

Complete and submit your assessment report electronically to your VPAA or dean, and Cathy Fulkerson, Brandis Senecal by May. As needed, please add outcomes and/or assessment measures, attach supporting documents and/or a narrative description of the assessment activities. Assess at least one or more outcomes each year so that all are assessed within five years.

Program Outcomes	Assessment Measures	Assessment Results	Any Changes Made as a Result of Assessment
In the boxes below, summarize the program student learning outcomes assessed during the last year.	In the boxes below, summarize the methods used to assess program outcomes Include the criterion you used to judge whether or not students have achieved the expected outcome.	In the boxes below, summarize the results of your assessment activities. Include your judgement as to whether or not the criterion for student achievement has been met.	In the boxes below, summarize how you plan to use the results to improve student learning.
Outcome #1-10	**Assessment Measure:** • Standard 1 from Capstone Portfolio. • Standard 1 from Student Teaching Performance Assessment. **Criterion for achievement:** • At least 80% of Capstone students will score at the Proficient or Exceptional levels during the summative evaluation of the portfolio. •At least 80% of student teachers will score at the Proficient or Exceptional levels for the summative evaluation of the student teaching placement.	Results: Criterion Met: Yes/No	Action and Follow-up:
	Assessment Measure #2: Praxis II exams **Criterion for achievement: At least 90% of program completers** will earn state recognized passing scores on their respective exams during first-time administration.	Results: Criterion Met: Yes/No	Action and Follow-up:

Student Enrollment
Data and Recruitment Strategies

Program Enrollment

Student enrollments have been steadily increasing over the last 5 years which is indicative of our programs' and our communication department's efforts to recruit students (see graph below).

Recruitment efforts have focused on the following areas:

- Disseminating program information and scholarship opportunities to students in our partner school districts as well as substitute teachers and paraprofessionals.
- Working with Western Nevada College to provide our programs to their graduates in education.
- Creating a social media presence for all of our education programs. Currently, this consists of Facebook and Twitter.

Enrollment Increases Over the Last 5 years
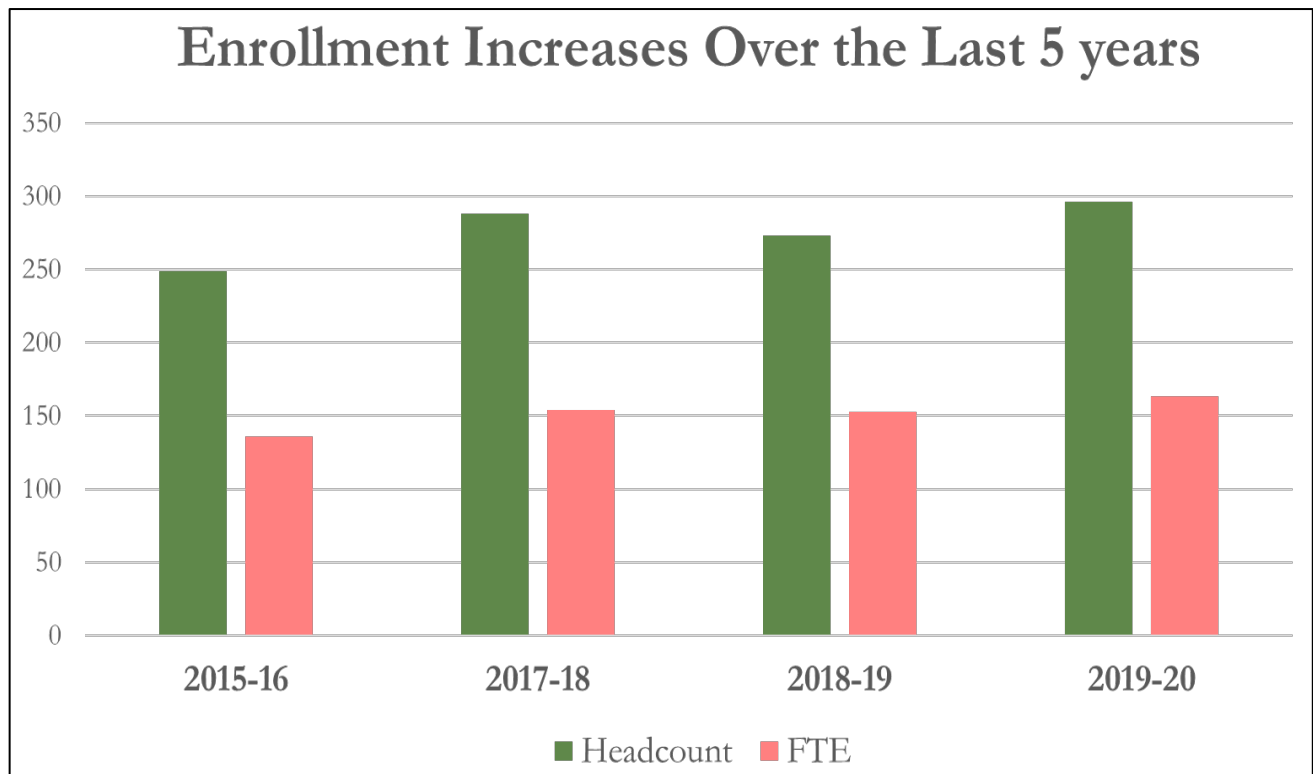
Student Retention and Completers.

We have also been focused on retaining students which has led to a steady increase in completers as evidenced by the degrees and certificates that have been awarded in the last 5 years. Efforts have been focused on doing more regular advising and using the Starfish Program to identify students in need of extra help in all areas of their lives.

Degrees and Certificates of Achievement Awarded, 2015 to 2020

Year	Count
2015	33
2016	45
2017	59
2018	47
2019	55
2020	61
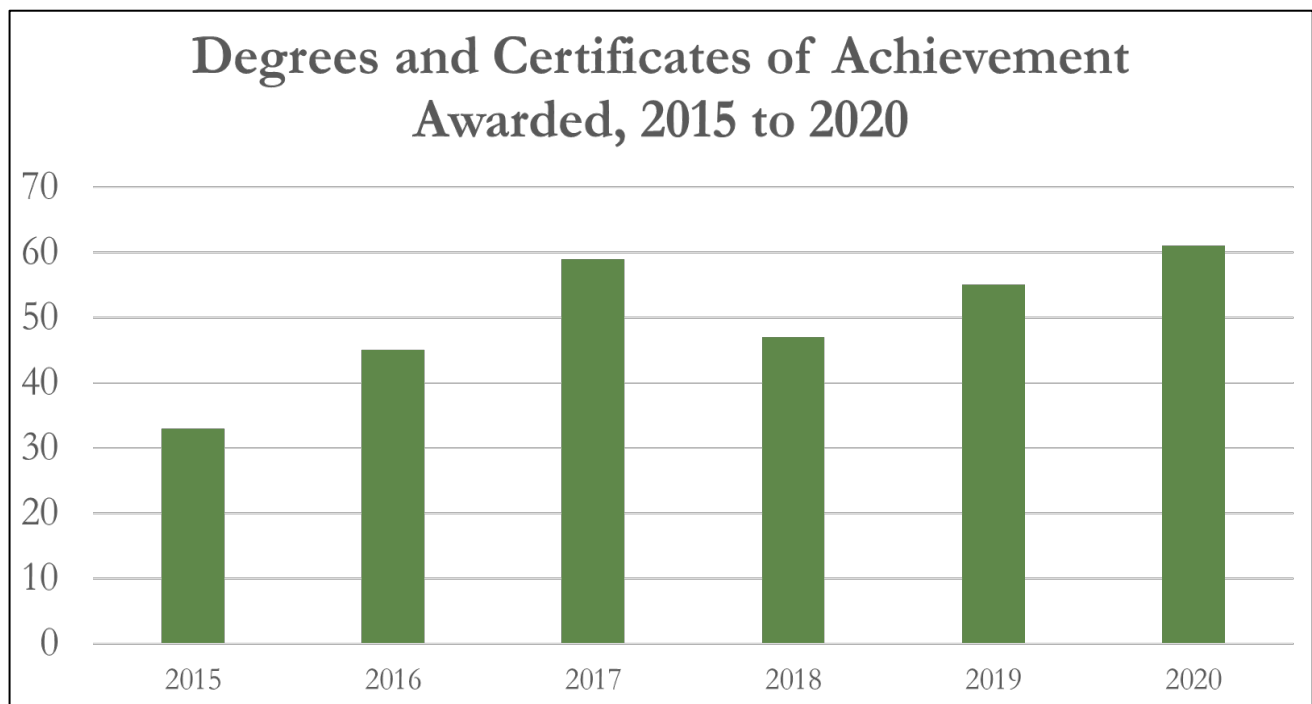
Applicants Accepted into the Teacher Education Program

Application Dates: Spring (March 1) and Fall (October 1)

Attribute	2016-17	2017-18	2018-19	2019-20	2020-21
Total Applicants	26	19	41	24	27
GPA, Traditional	3.47	3.48	3.42	3.57	3.45
GPA, ARL	3.48	3.49	3.30	3.44	3.71
Declared Elementary	18	16	31	21	19
Declared Secondary	8	3	10	3	8
Biology	1	1	0	0	0
English	2	1	5	1	3
Mathematics	1	-	1	1	1
Social Science	4	1	4	1	4
SPED	-	-	-	-	1
Ethnicity (all programs from IPEDS)					
2 or more	5	7	4	4	-
American Indian/Alaskan Native	6	4	6	5	-
Asian	3	5	4	2	-
Black	2	4	1	0	-
Hispanic	35	48	49	55	-
Pacific Islander	1	2	1	2	-
Unknown	17	16	16	17	-
White	181	202	273	296	-

Completer Data
Hiring Trends

We were unable to find any readily accessible sources for this information, institutional or program, other than the informal surveys sent to principals of partner school districts. It is our intent to address this aspect more thoroughly before our next program review. Our current administrative assistant will be looking at ways to do this over the summer of 2021 for graduates in at least the last three years.   We have also developed a newsletter that will be sent to graduates at least annually that could contain links to surveys.

Student Outcomes Assessment Process:
Student Teaching Internships

The Evaluation Process

Completing the Evaluation

Rubric scores should be based on consistent, overall performance and not on one specific incident. Formative evaluations should be ongoing. This rubric will be used formally mid-semester and again at the end of the semester. Specific examples should be provided to support the evaluation. The evaluation will be a collaboration of the lead teacher, the supervisor, and the intern.

Levels of Performance

Exceptional (4)
The student intern has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged. Students are assuming considerable responsibility for their own learning. **The student intern has the potential to be an outstanding first-year teacher.**

Proficient (3)
The student intern clearly understands the concepts underlying the principle and implements it well. This implementation is consistent and effective. **The student intern demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.**

Emerging (2)
The student intern appears to understand the concepts underlying the principle and attempts to implement its elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and experience, supported by lead teacher and college supervisor, may enable the teacher to become proficient in this area. **The student teacher will need significant guidance and ongoing skill development to be successful in the classroom.**

Unsatisfactory (1)
The student intern does not appear to understand the concepts underlying the principle. Work on the fundamental practices associated with the element is required to enable growth in this area. Students at the unsatisfactory level in any area should receive intensive modeling and assistance until they achieve an emerging level of competence. **The intern will not pass student teaching.**

Most student teachers will perform at the proficient and emerging levels. Outstanding student interns will perform at the exceptional level. The exceptional level should be reserved for performance that is above and beyond basic requirements. **Evidence must be documented or shown that indicates a student is at the exceptional level for a given standard**.

The Student Teaching Evaluation Rubric

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Standard 1 includes the development of all domains (social, emotional, cognitive, moral, and physical), addresses student interests and teaching to each student's developmental level.

	Exceptional (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
Cognitive Development	Teacher has learners engaged in **developmentally appropriate activities** to stimulate their critical thinking and to promote maximum **individual growth.**	Teacher designs developmentally appropriate activities and assignments and teaches in the **zone of proximal development**.	Teacher teaches at the **lower end of proximal development**.	Teacher teaches above or below zone of proximal development or is **unaware of students' zone of proximal development**.
Flexible grouping	Teacher utilizes flexible grouping based upon **student interests, learning profile, and readiness**. Grouping is maximized to meet both **student learning and curricular outcomes**.	Teacher utilizes flexible grouping based upon **student interests, learning profile, and readiness**.	Teacher utilizes whole group and small groups **based upon readiness**.	Teacher teaches to the **whole group**.
Differentiates instruction	Teacher appropriately implements a variety of respectful tasks to **promote individual growth**. Examples are curriculum compacting, orbital studies, individual contracts, student choice, tiered	Teacher designs a variety of respectful tasks to students **on occasion**. Differentiation is **demonstrated but not on-going**.	Teacher assigns different tasks to **specific groups of students.**	Teacher **assigns the same tasks to all students**.

	lessons, menus, tic-tac-toe, and layered curriculum.			

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Standard 2 includes respect for all learners, awareness of learning differences, and the creation and promotion of a diverse community of learners.

	Exceptional (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
Accommodates instruction for identified learners	Teacher implements accommodations for inclusion of individual students to learn grade level content with **full inclusion** into the classroom culture.	Teacher implements accommodations for **inclusion of individual students to learn grade level content**.	Teacher utilizes **non-grade level content** to implement accommodations for individual students.	All students receive **same delivery of instruction and assignments** or teacher alienates students.
Content comprehensible	Teacher utilizes nonlinguistic representations, learning strategies, purposeful interaction, varied scaffolding, and building background **based upon individual learning differences**.	Teacher utilizes nonlinguistic representations, learning strategies, purposeful interaction, varied scaffolding, and building background **based upon curriculum and group dynamics**.	Teacher is **aware of varied teaching strategies** and attempts to plan for individual learners with limited success.	Teacher plans curriculum instruction **without awareness of varied individual learners**.
Understanding your students	Teacher **seeks information about students' backgrounds** from a variety of sources, including the students, and strategically plans for addressing the uniqueness of each individual.	Teacher **gathers information about students' backgrounds** and utilizes information to plan for instruction.	Teacher is aware of school demographics and some students' backgrounds, but does not plan instruction based upon the information.	Teacher is unaware of students' backgrounds.

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Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Standard 3 includes promoting self-motivation, managing and organizing a classroom, creating a learning community, treating students in an equitable fashion, utilizing proactive management techniques, transitioning smoothly, anticipating potential problems, communicating expectations, and establishing procedures and routines.

	Exceptional (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
Expectations	Teacher welcomes all students. The teacher believes all students will succeed socially and academically. **Collaborates with learners, families, and colleagues** in order to be responsive to students' needs.	Teacher welcomes all students. The teacher believes **all students will succeed academically**.	Teacher permits all students to be included in the classroom. The teacher believes all students **will achieve in some way.**	Teacher does not hold all students to the same standards.
Procedures and routines	**Students take ownership** of procedures and routines.	Teacher has clear procedures and routines and consistently communicates and expects them to be followed.	Procedures and routines are defined but **used inconsistently.**	No procedures and routines have been defined.
Management	Teacher's monitoring is subtle and preventive. Students monitor their own behavior in appropriate ways. **"Withitness"** consistently used with a high degree of expertise in whole class setting.	Teacher is consistently alert to student behavior and uses redirection. Teacher anticipates potential problems.	Teacher is generally aware of students' behavior but may miss the activities of some students. Inconsistently addresses student behavior and does not use redirection.	Teacher is unaware of what students are doing, and/or student behavior is not monitored.
Motivation	Teacher utilizes **intrinsic motivation** to promote student	Teacher transitions between **extrinsic and**	Teacher primarily utilizes **extrinsic**	Teacher relies on rewards and discipline to motivate

responsibility and **goals**.	**intrinsic motivators** to promote student responsibility and student **goals**.	**motivators** to promote student responsibility. No student goals.	students. No student goals.
Nonverbal communication	Teacher's body language has become a deliberate tool in enhancing instruction in a very strategic fashion. He/she is **at "intuitive" level** in reading/responding to students' body language in order to make instructional decisions.	Teacher utilizes body language as a consistent tool in enhancing instruction. He/she often uses students' body language as prompts for instructional decision-making.	Teacher utilizes body language inconsistently. He/she begins to identify and utilize students' body language as prompts for instructional decision-making.	Teacher does not utilize body language in order to enhance the quality of instruction. He/she seldom stops and identifies students' body language in order to monitor teaching and learning.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 4 includes use of academic language by students and teacher, proactive understanding of misconceptions, and discipline specific content knowledge.

	Exceptional (4)	**Proficient (3)**	**Emerging (2)**	**Unsatisfactory (1)**
Content language	Teacher creates opportunities for students to learn, practice, and **master academic language** in their content.	Teacher's **oral and written language are correct and expressive** with well-chosen vocabulary that enriches the lesson.	Teacher's speech and written language are clear and correct. Vocabulary is correct but **limited or not appropriate to students' ages or backgrounds.**	Teacher's speech is **inaudible** or written language is **illegible**. Language may contain **grammar, syntax, or spelling errors**. Vocabulary may be inappropriate, **vague**, or used incorrectly.
Content knowledge	Teacher takes initiative to locate and teach **information beyond traditional text**.	Teacher displays **solid content knowledge** through provided texts.	Teacher displays **basic content knowledge**.	Teacher makes **content errors**. Does not correct errors of students or self.

	Seeks to keep abreast of new ideas and understandings in the field. **Effectively and spontaneously** responds to content questions.			
Misconceptions	Teacher **plans for** and **recognizes sources** of misconceptions.	Teacher **recognizes and corrects** misconceptions.	Teacher recognizes students' misconceptions but **does not address the misconceptions**.	Teacher does not recognize errors as misconceptions.

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Standard 5 includes ability to convey content, enthusiasm towards content, selection of materials appropriate for learners, and the understanding that subject matter knowledge is ever evolving.

	Exceptional (4)	**Proficient (3)**	**Emerging (2)**	**Unsatisfactory (1)**
Interdisciplinary connections	Teacher **incorporates interdisciplinary content** connections to teaching and learning on a regular basis to **enhance relevance**.	Teacher incorporates interdisciplinary connections to support literacy development across content areas.	Teacher displays limited awareness of interdisciplinary connections to teaching and learning; attempts to incorporate strategies with limited success.	Teacher does not attempt interdisciplinary connections to teaching and learning.
Supporting learner expression	Teacher has **students assume considerable responsibility** and allows flexibility in the active communication used for collaboration and interaction.	Teacher fosters collaboration and interaction through **varied uses of learner expression**.	Teacher dictates mode of learner expression.	Teacher does not encourage students to express their content ideas in a socially interactive setting in the classroom.
Inquiry	Creates experiences that	Engages learners in	Methods of inquiry are	Teacher does not attempt

		encourages learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. Promotes **divergent thinking**.	applying **methods of inquiry and standards of evidence** used in the discipline. Promotes **convergent thinking**.	attempted with limited success.	inquiry based learning with students.
Multi-media		**Interactive multi-media** is used to enhance conceptual understanding and/or relevance.	Lessons consistently **incorporate multi-media** to add instructional impact and increase learning.	Multi-media used **does not enhance the lesson**.	Teacher **does not use** multi-media as an instructional tool.

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. Standard 6 includes designing and utilizing pre-assessment, formative assessment, and summative assessment, providing meaningful and timely feedback.

	Exceptional (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
Formative assessment	Learners are involved in the **self-monitoring** of their learning.	Evidence of learning is collected in a variety of ways. Feedback is timely and includes qualitative comments. Results of formative assessments **drive instruction**.	Feedback is timely but minimal. Formative assessments are not considered in next steps of instruction.	Feedback is not provided in a timely manner and/or minimal.
Pre-assessment	Pre-assessments are used to **differentiate instruction**.	Pre-assessments are **used to determine instructional plan**. Pre-assessments are	Pre-assessments are given but results are not driving instruction. Pre-assessments are	Pre-assessments are not used or are not aligned with standards and objectives.

		aligned with standards and objectives.	not consistently aligned with standards and objectives.	
Summative assessment	Summative assessments are **created prior to lesson planning**. Summative assessments are analyzed and adjusted to **maintain balance among objectives**.	Summative assessments are **created prior to lesson planning**. Summative assessments **are aligned with standards and objectives**. Feedback is timely and includes qualitative comments.	Summative assessments are created after lesson planning. Summative assessments are **not consistently aligned** with standards and objectives. Feedback is timely but minimal.	Summative assessments are not created or are **not aligned** with standards and objectives. Feedback is not provided in a timely manner and/or minimal.
Data Analysis	Teacher analyzes results of assessments **and implements a plan of action** for students based on those results.	Teacher analyzes results of assessments and **reflects on those results**.	Teacher keeps students' records up-to date.	Teacher does not keep consistent student records.

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 7 includes creating lesson plans, utilizing standards and objectives, adjusting and adapting plans based upon learners' responses, recognizing long-term and short-term plans, linking learning objectives and activities, and organizing content for effective presentation.

	Exceptional (4)	**Proficient (3)**	**Emerging (2)**	**Unsatisfactory (1)**
Global planning May already include grade level or subject area curriculum maps done by teams in the district – focus on unit plans for evaluating this category.	Curriculum maps are **standards based** and developed for all subject areas, linked to unit plans that drive lesson progression.	Unit plans are standards-based and drive effective lesson progression.	Plans are standards-based, short-range, week-by-week	Plans are text book driven and short-range
Lesson Design	**Backwards**	Plans **include**	Plans include	Lessons not

	design, planned for **higher order questions and relevance.** Lessons have components that **exceed the minimum components** such as accommodations for individual students.	**all minimum components**, plan components are aligned with one another, and lesson execution aligns with plans.	all minimum components, but the components may not align to each other or with the execution	developed with all minimum components and/or on time.
Lesson adjustment	Teacher **immediately makes necessary adjustments** to lesson to meet student needs, interests, and motivation. The adjustment improves the lesson.	Teacher **makes minor adjustments to future plans** and the adjustments occur smoothly.	Teacher attempts to adjust a lesson but with mixed results.	Teacher adheres rigidly to an instructional plan even when a change would clearly improve the lesson.

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Standard 8 includes student engagement, teaching techniques, questioning techniques, lesson pacing, lesson execution, and metacognitive processes.

	Exceptional (4)	**Proficient (3)**	**Emerging (2)**	**Unsatisfactory (1)**
Questioning techniques	Teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners	Teacher's questions consistently reflect the goals of lesson. **Challenges students to justify response by probing for learner understanding**. Helps students to articulate ideas. **Asks varying levels of questions in regard to**	Teacher attempts questioning techniques but has a difficult time implementing them effectively. Is aware of Bloom's Taxonomy **but does not consistently utilize all levels of cognition**.	Teacher only utilizes the questions from the teacher's guide. Does not apply Bloom's Taxonomy to the classroom.

	to question.) **Wait time** is used appropriately. **Teacher scaffolds questions from learners' responses**.	**Bloom's Taxonomy**.		
Student engagement	Teacher plans for and utilizes student engagement strategies. The students are **engaged the majority of the school day**.	Teacher plans for student engagement strategies and **utilizes them consistently**.	Teacher is engaged in presenting lesson, **and learners are disengaged the majority of the time.**	Total disengagement by teacher and learners.
Strategies and techniques	Teacher deliberately adds new and varied instructional techniques to promote **metacognitive processes**. Students achieve the desired learning outcome. Lesson activities require students to be **cognitively active and construct their knowledge**.	Teacher designs a wide variety of instructional techniques. The techniques are useful in helping students achieve the desired learning outcome.	Teacher attempts a variety of teaching techniques but teaching techniques do not help students achieve the desired learning outcome.	Teacher relies heavily upon transmission models of instruction and does not help students achieve the desired learning outcome
Pacing	Teacher paces lesson to **maximize instruction**. Transition times are minimal.	Teacher paces lesson as planned. Lessons begin and end on time. Transition times are minimal.	Teacher does not pace as planned. Lessons do not begin or end on time. Transition times are too long.	Teacher is not able to plan for allotted time. Transition times are long and chaotic.

Standard 9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate

his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. Standard 9 includes accepting constructive feedback, implementing change, using a variety of professional resources, maintaining a positive attitude, knowing personal areas of strengths and weaknesses, and setting high expectations for self.

	Exceptional (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
Response to constructive feedback	Teacher **seeks out constructive feedback** and successfully implements suggestions into practice.	Teacher **listens to** constructive feedback and **tries to** implement suggestions into practice.	Teacher **listens to** constructive feedback **but does not always follow through** with recommendations.	Teacher **makes excuses** for teaching performance when given constructive criticism.
Self-reflection	Teacher is **able to critically analyze a lesson** for effectiveness and offer alternative actions complete with probable successes with different approaches.	Teacher can accurately determine whether a lesson has met the stated goals. Offers general suggestions for improvement or is **dependent on supervisors for ideas**.	Teacher's interpretation of whether or not a lesson has met the stated goal is not accurate.	Teacher does not know whether or not a lesson was effective or whether or not it achieved its goals. Profoundly midjudges the success of a lesson. Perceptions are often inaccurate.
Performs in a professional manner	Teacher participates in professional development **beyond mandatory requirements**.	Teacher participates in required professional development. Teacher consistently **demonstrates professionalism in appearance, manners and integrity.**		Teacher's attire, mannerisms, communication or promptness lacks in some manner.

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. Standard 10 includes communicating with parents and lead teacher, participating in collegial activities, and demonstrating involvement in learning activities outside of school.

	Exceptional (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)

Communication between lead teacher and student intern	Teacher takes professional dialog with lead teacher to high levels of critical thinking. Analyzes occurrences of the classroom day in partnership with lead teacher. Communication pattern is a **model of equality**.	Teacher consistently engages in dialog with lead teacher regarding occurrences of the classroom day. Communication pattern is a **mentor-mentee** relationship.	Teacher begins to generate specific questions regarding occurrences of the classroom day. Communication pattern is **professionally functional but limited**.	Teacher avoids and/or seldom participates in dialog with lead teacher. Communication is **dysfunctional and/or very limited**.
Collaborates with professional colleagues	Teacher **routinely** requests and shares materials, resources, and ideas with colleagues and is **an integral part of decision-making**.	Teacher **seeks opportunities** to work with colleagues to learn and grow professionally.	Teacher **maintains professional cordial relationships** with school staff and attends **required** meetings.	Teacher has little interaction with colleagues or relationships are negative or unprofessional.
Communicates with parents	Teacher establishes respectful and productive relationships with parents. **Actively seeks** to include and communicate with families within the classroom.	Teacher teams with the lead teacher to communicate with parents about their child's progress on a regular basis and **openly welcomes parents to the classroom**.	Teacher **provides required information to parents**. Minimal contact is established.	Teacher is insensitive to parent concerns about students. Does not make an effort to get involved with parents.
Participates within greater school community	Teacher **seeks out and volunteers** to participate in school or community activities outside of school hours and makes **substantial**	Teacher participates in school/district events **when specifically asked or required**. Participates as much as possible as a full faculty	Teacher participates in school/district events at a minimal level. Participates in **one required events**.	Teacher avoids becoming involved in school/district projects and/or community events.

	contributions.	member.		

Mid-Term & Summative Evaluation

Student Intern _____ Mid-term date_____ Summative
date_____

*Intern, lead teacher, and college supervisor complete the evaluation together at the mid-term mark
and the end of the internship. 40% of ratings at 4 with no rating of 1 = A.*
4=Exceptional   3=Proficient   2=Emerging   1=Unsatisfactory

STANDARD 1: LEARNER DEVELOPMENT

Mid-term:
4   3   2   1   Cognitive development
4   3   2   1   Flexible grouping
4   3   2   1   Differentiates instruction
Summative:
4   3   2   1   Cognitive development
4   3   2   1   Flexible grouping
4   3   2   1   Differentiates instruction
COMMENTS:

STANDARD 2: LEARNING DIFFERENCES
Mid-term:
4   3   2   1   Accommodates instruction for identified learners
4   3   2   1   Content comprehensible
4   3   2   1   Understanding your students
Summative:
4   3   2   1   Accommodates instruction for identified learners
4   3   2   1   Content comprehensible
4   3   2   1   Understanding your students
COMMENTS:

STANDARD 3: LEARNING ENVIRONMENTS
Mid-term:
4   3   2   1   Expectations
4   3   2   1   Procedures and routines
4   3   2   1   Management
4   3   2   1   Motivation
4   3   2   1   Nonverbal communication
Summative:
4   3   2   1   Expectations
4   3   2   1   Procedures and routines
4   3   2   1   Management
4   3   2   1   Motivation
4   3   2   1   Nonverbal communication
COMMENTS:

STANDARD 4: CONTENT KNOWLEDGE

Mid-term:

4	3	2	1	Content language
4	3	2	1	Content knowledge
4	3	2	1	Misconceptions

Summative:

4	3	2	1	Content language
4	3	2	1	Content knowledge
4	3	2	1	Misconceptions

COMMENTS:

STANDARD 5: APPLICATION OF CONTENT

Mid-term:

4	3	2	1	Interdisciplinary connections
4	3	2	1	Supporting learner expression
4	3	2	1	Inquiry
4	3	2	1	Multi-media

Summative:

4	3	2	1	Interdisciplinary connections
4	3	2	1	Supporting learner expression
4	3	2	1	Inquiry
4	3	2	1	Multi-media

COMMENTS:

STANDARD 6: ASSESSMENT

Mid-term:

4	3	2	1	Formative assessment
4	3	2	1	Pre-assessment
4	3	2	1	Summative assessment
4	3	2	1	Data analysis

Summative:

4	3	2	1	Formative assessment
4	3	2	1	Pre-assessment
4	3	2	1	Summative assessment
4	3	2	1	Data analysis

COMMENTS:

STANDARD 7: PLANNING FOR INSTRUCTION

Mid-term:

4	3	2	1	Global planning
4	3	2	1	Lesson design
4	3	2	1	Lesson adjustment

Summative:

4	3	2	1	Global planning
4	3	2	1	Lesson design
4	3	2	1	Lesson adjustment

COMMENTS:

STANDARD 8: INSTRUCTIONAL STRATEGIES

Mid-term:

4	3	2	1	Questioning techniques
4	3	2	1	Student engagement
4	3	2	1	Strategies and techniques
4	3	2	1	Pacing

Summative:

4	3	2	1	Questioning techniques
4	3	2	1	Student engagement
4	3	2	1	Strategies and techniques
4	3	2	1	Pacing

COMMENTS:

STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE
Mid-term:

4	3	2	1	Response to constructive feedback
4	3	2	1	Self-reflection
4	3	2	1	Performs in a professional manner

Summative:

4	3	2	1	Response to constructive feedback
4	3	2	1	Self-reflection
4	3	2	1	Performs in a professional manner

COMMENTS:

STANDARD 10: LEADERSHIP AND COLLABORATION
Mid-term:

4	3	2	1	Communication between lead teacher and intern
4	3	2	1	Collaborates with professional colleagues
4	3	2	1	Communicates with parents
4	3	2	1	Participates within greater school community

Summative:

4	3	2	1	Communication between lead teacher and intern
4	3	2	1	Collaborates with professional colleagues
4	3	2	1	Communicates with parents
4	3	2	1	Participates within greater school community

COMMENTS:

Mid-term overall comments:

_____
_____
_____
_____
_____
_____
_____

Initials: Intern_____ Lead Teacher_____ College
Supervisor_____

Summative overall comments:

_____
_____
_____
_____
_____
_____

Signatures:
Intern_____   Lead Teacher_____
College Supervisor_____

Student Outcomes

Assessment Data by Outcome

(InTASC Standards)

2017-18 Student Outcomes for the InTASC Standards:
EDEL/EDSC 483 Summative Assessment of the Student Teaching Internship

Standard	Number of **Exceptional Ratings**		Number of **Proficient Ratings**	
	ELEM	SEC	ELEM	SEC
1. Learner Development	8	3	5	2
2. Learning Differences	7	0	6	5
3. Learning Environments	4	0	9	5
4. Content Knowledge	6	2	7	3
5. Application of Content	3	0	10	5
6. Assessment	6	0	7	5
7. Planning for Instruction	5	1	8	4
8. Instructional Strategies	5	2	8	3
9. Professional Learning and Ethical Practice	12	3	1	2
10. Leadership and Collaboration	8	0	5	5

2018-19 Student Outcomes for the InTASC Standards:
EDEL/EDSC 483 Summative Assessment of the Student Teaching Internship

Standard	Number of **Exceptional Ratings**		Number of **Proficient Ratings**	
	ELEM	SEC	ELEM	SEC
1. Learner Development	8	1	8	2
2. Learning Differences	8	1	8	2
3. Learning Environments	4	1	12	3
4. Content Knowledge	5	0	11	4
5. Application of Content	4	1	11	2
6. Assessment	5	1	11	3
7. Planning for Instruction	8	1	8	3
8. Instructional Strategies	4	1	12	3
9. Professional Learning and Ethical Practice	12	2	4	2
10. Leadership and Collaboration	8	2	8	2

2019-20 Student Outcomes for the InTASC Standards:
EDEL/EDSC 483 Summative Assessment of the Student Teaching Internshi[

Standard	Number of **Exceptional Ratings**		Number of **Proficient Ratings**	
	ELEM	SEC	ELEM	SEC
1. Learner Development	4	1	12	2
2. Learning Differences	4	1	11	2
3. Learning Environments	6	0	10	3
4. Content Knowledge	5	0	12	3
5. Application of Content	4	1	13	2
6. Assessment	4	0	13	3
7. Planning for Instruction	6	0	11	3
8. Instructional Strategies	5	0	12	3
9. Professional Learning and Ethical Practice	13	3	4	0
10. Leadership and Collaboration	12	1	5	2

Student Outcome Assessment Process
Capstone/Portfolio

Portfolio Evaluation

Each student intern is required to complete a professional portfolio in which they provide evidence of meeting the InTASC standards as set forth in the Great Basin College education program. Along with that primary purpose, the portfolio is a means for students to demonstrate competency in the education field as prospective professionals seeking employment.

This portfolio will be created in Canvas, a web-based portfolio system, and will be evaluated by a team of GBC education department personnel and select members from the Teacher Education Committee. Each InTASC standard is given a score ranging from exceptional (4) to unsatisfactory (1). The entire portfolio is also judged as a whole, based upon a rubric including categories of overall appearance and organization, rationale statements, conventions, grammar and spelling, showing versus telling, and presentation. Student will submit his/her portfolio for formative feedback during student teaching. After qualitative feedback is provided, the student will rework and resubmit for a summative grade. Completion of the portfolio is part of the grade earned in the **capstone class**, **EDEL 491 or EDSC 491.**

Showcase Portfolio: Final Rubric

4 – Exceptional- Strong, convincing, and consistent evidence   3 – Proficient- Clear evidence
2 – Emerging- Limited evidence   1 – Unsatisfactory- No evidence

InTASC STANDARD	Score	Summative Comments
1: Learner Development		
2: Learning Differences		
3: Learning Environments		
4: Content Knowledge		
5: Application of Content		
6: Assessment		
7: Planning for Instruction		
8: Instructional Strategies		
9: Professional Learning and Ethical Practice		
10: Leadership and Collaboration		
TOTAL 40 points		

Overall Portfolio

	Score	Comments	4-Exceptional	3-Proficient	2- Emerging	1-Unsatisfactory
Overall appearance and organization			Colorful, creative, personalized, easy to follow and comprehend; includes graphics, a balance between space and material. Includes pictures of standard in practice and samples of student work; More visuals versus narrative.	Well-organized, easy to follow, some personalization of material, suitable to share with employer. Includes pictures and samples of student work; visuals are equal to the narrative.	Organization attempted not suitable to share with employer. Includes pictures and samples of student work. Lengthy narrative is present. Visuals may not be present.	No personalization, content is in disarray, difficult to follow and read. Visuals absent.
Rationale statements			Well-written, explicit and concise rationale of artifacts; rationale is linked to standards and explains clearly the reason for meeting the InTASC standard. NV Academic Content standards are also explicitly addressed.	Rationale is linked to standards and explains clearly the reason for meeting the InTASC standard, but may contain part of the artifact or be too wordy. NV Academic Content standards are addressed.	Rationale statements explain the artifacts but do not clearly link the artifact to the InTASC standard. NV Academic Content standards are implicitly addressed or do not align with the artifact.	Rationale statements do not explain the reason for the artifact and/or do not link to InTASC and/or NV Academic Content standards.
Conventions-grammar and spelling			No grammatical, usage, or spelling errors	Limited errors (1-4)	Limited errors (5-10) that distract from overall portfolio	Contains many errors
Reflective Practice			Explicitly understands the connection between the InTASC standard and practice. Explicitly and professionally articulates the importance of this standard in future practice.	Demonstrates understanding of the connection between the InTASC standard and practice. Articulates the importance of this standard in future practice.	Implicit understanding of the connection between the standard and practice. No indication of the importance of this standard in future practice.	No connection between the standard and current/future practice.

Student Outcomes Assessment Data:
Capstone/Portfolio by Standard

Elko Campus Student Teachers Fall 2018

Student Outcomes for the Capstone Course:

EDEL/EDSC 491 Portfolio Assessment

| Year	Number of Exceptional Ratings		Number of Proficient Ratings		Other Ratings or Withdrew		Total Student Teachers	
	ELEM	SEC	ELEM	SEC	ELEM	SEC	ELEM	SEC
1. **2017-18**	18 **81%**	4 **67%**	2 **9%**	2 **33%**	2	-	22	6
2. **2018-19**	13 **81%**	1 **25%**	3 **19%**	3 **75%**	-	-	16	4
3. **2019-20**	11 **64%**	2 **67%**	6 **35%**	1 **33%**	-	-	17	3
4. **2020-21**	In progress	In progress	In progress	In progress	In progress	In progress	In progress	In progress

Results:

As the transition between the previous program supervisors to the current supervisors happened, it became apparent that the rubrics needed to be updated and more explicit as well as the content for EDEL/EDSC 491 and the practicum courses: EDEL/EDSC 311, 313, and 315. As we've highlighted in the table above this has led to a drop in the number of exceptional ratings but an increase in the proficient ratings. Secondary sample size was too small to make any inferences. This was expected but didn't impact our overall goals of having 80% of students in these two rating categories. The changes were primarily in making the rubric more specific about what students should be constructing for "artifacts" that would comprise their portfolios. So, this meant that there would also be structure for the feedback that was given to students for artifacts. In turn, this increased the quality of the artifacts that were being presented for the capstone and monthly practicum meetings.

Next Steps:

We will continue to improve the content and meaningfulness of the practicum experiences by modifying some of what we've been experimenting with over the last couple of years. These have included a book study on classroom management, more diverse opportunities for placements in our school districts, and a continued training for use of technology platforms such as Google Classroom, etc. As a side note, we were able to take advantage of the online training opportunities that were presented to us during the pandemic. Students were able to be trained in Google Classroom as well as complete online modules on classroom management.

Student Outcomes Assessment Data:
Praxis Data from Title II Report
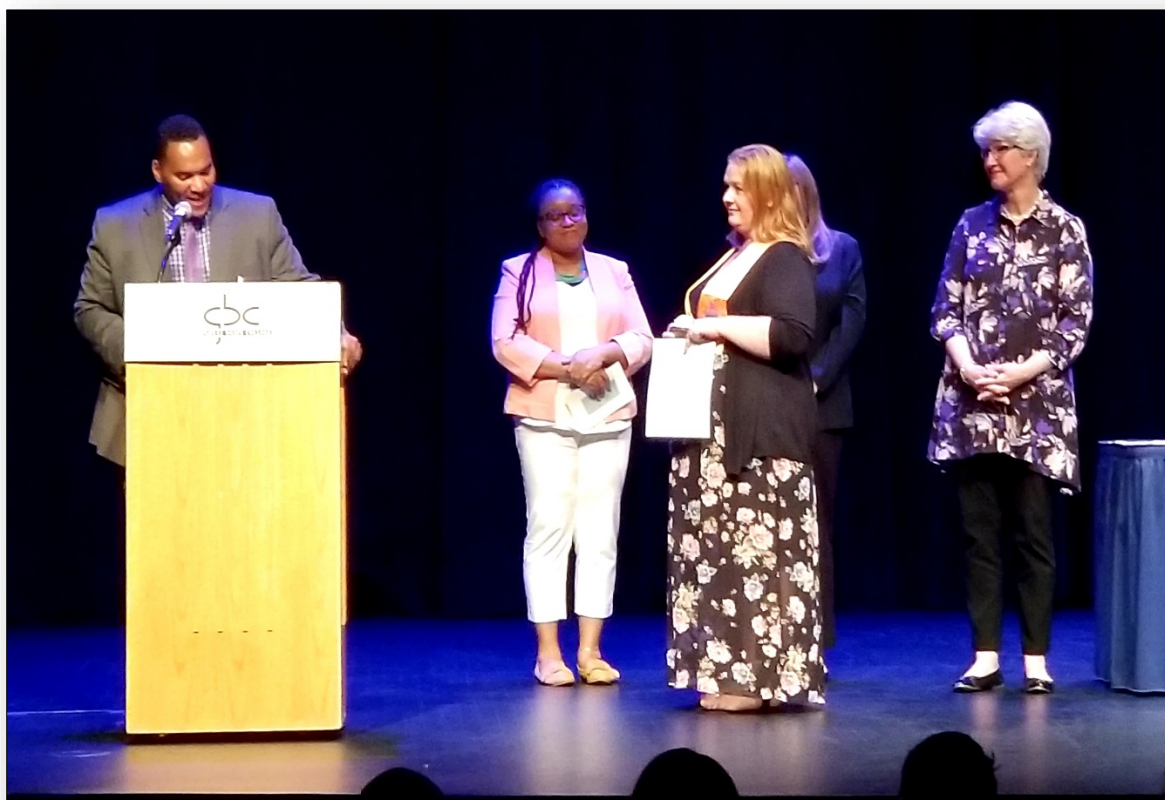
Traditional Title II Report for 2019-2020, 2018-19

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	20	14	70
All program completers, 2018-19	21	20	95
All program completers, 2017-18	17	16	94
All program completers, 2016-17	22	20	91
All program completers, 2015-16	13	12	92

Graduate Survey Data 2016-2020
Questions and Comments

Great Basin College Bachelor of Arts graduates await the start of the commencement ceremony.

Q1. Please indicate the degree or certificate you completed:
Answered: 41   Skipped: 0

ANSWER CHOICES	RESPONSES	
Elementary Education BA	63.41%	26
Secondary Education BA	9.76%	4
Elementary Education Post Bacc.	0.00%	0
Secondary Education Post Bacc.	7.32%	3
Elementary Education ARL	9.76%	4
Secondary Education ARL	4.88%	2
Special Education ARL	4.88%	2
Early Childhood ARL	0%	0
TOTAL	100%	41

Q2. Did you pass the Praxis II licensure examination on the first attempt?
Answered: 40   Skipped: 1

ANSWER CHOICES	RESPONSES
Yes	77.50% 31
No	22.50%
TOTAL	40

Q3. How soon following graduation, were you employed as a Licensed Teacher?
Answered: 23 Skipped: 18

	MONTHS:	TOTAL
1 month	100.00% 14	14
2 months	100.00% 2	2
3 months	100.00% 4	4
4 months	100.00% 1	1
5 months	0.00% 0	0
6 months	0.00% 0	0
> 6 months	100.00% 2	2
Prior to graduation	0.00% 0	0

#	IF OTHER, PLEASE SPECIFY:	DATE
1	I was employed as a full time for the open teaching position my last semester of course work (student teaching) as soon I had my license in hand, I signed the contract for that open position.	4/2/2021 2:20 PM
2	Native American unemployed	4/2/2021 8:59 AM
3	I was already in a classroom as a long-term sub. I got hired for that position after graduation.	4/2/2021 8:16 AM
4	I was Employed before I graduated.	4/1/2021 12:15 PM
5	I was employed before I was officially licensed on the contingency that I provided my license as soon as I graduated.	4/1/2021 12:14 PM
6	I was already employed since I was an ARL student.	4/1/2021 12:11 PM
7	Employed during student teaching	3/23/2021 6:43 AM
8	3 years. I had a child instead. :)	3/22/2021 6:07 PM
9	ARL-employed before graduation	3/22/2021 5:46 PM
10	already employed as licensed teacher	3/22/2021 3:22 PM
11	I was a long-term sub my final year of school, I kept my same position the following year as a licensed teacher	3/22/2021 1:38 PM
12	I was already hired when I graduated. I was a long-term sub.	3/22/2021 12:25 PM
13	Worked as a long-term sub while student teaching. I was hired right after graduation.	3/22/2021 11:38 AM
14	Starting in the Fall	3/22/2021 10:34 AM

15	I was in the ARL program so employed while taking classes.	3/22/2021 10:31 AM
16	ARL so hired as a teacher before graduation.	3/22/2021 10:25 AM
17	Attending interviews now	3/22/2021 10:06 AM
18	I was hired as a long-term sub prior to finishing my ARL	3/22/2021 10:05 AM
19	Got to take over a classroom while performing my student teaching, then took it over for the remainder of the year. Signed new contract in August.	3/22/2021 9:58 AM
20	I was employed as a teacher while in the program.	3/22/2021 9:58 AM

Q4. The GBC Elementary or Secondary Education Program adequately prepared me for my first position as a licensed teacher.

Answered: 41   Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	29.27%	12
Agree	51.22%	21
Neither agree nor disagree	12.20%	5
Disagree	4.88%	2
Strongly disagree	0.00%	0
Unable to evaluate	2.44%	1
Total		41

Q5. GBC's Elementary or Secondary Education Program resources were current, comprehensive, and available.

Answered: 41   Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	UNABLE TO EVALUATE	TOTAL
Textbooks	29.27% 12	58.54% 24	7.32% 3	4.88% 2	0.00% 0	0.00% 0	41
Practicum Placements	34.15% 14	31.71% 13	12.20% 5	7.32% 3	2.44% 1	12.20% 5	41
Praxis Study Materials	17.07% 7	19.51% 8	29.27% 12	14.63% 6	4.88% 2	14.63% 6	41
Technology	29.27% 12	46.34% 19	19.51% 8	2.44% 1	0.00% 0	2.44% 1	41

Q6. Please rate your level of agreement with the following statement: GBC's physical facilities met my learning needs.

Answered: 41   Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	UNABLE TO EVALUATE	TOTAL
Classrooms	53.66% 22	31.71% 13	2.44% 1	2.44% 1	2.44% 1	7.32% 3	41
Library	36.59% 15	14.63% 6	21.95% 9	4.88% 2	2.44% 1	19.51% 8	41
Computer labs	48.78% 20	17.07% 7	14.63% 6	2.44% 1	0.00% 0	17.07% 7	41

Q7. Overall, how would you rate your satisfaction with the Elementary or Secondary Program at GBC?

Answered: 41   Skipped: 0

	VERY SATISFIED	SATISFIED	NEUTRAL	UNSATISFIED	VERY UNSATISFIED	TOTAL	WEIGHTED AVERAGE
Your satisfaction:	56.10% 23	39.02% 16	2.44% 1	2.44% 1	0.00% 0	41	1.51

Q8. Are you currently enrolled in a Master's Program or other Education related program?

Answered: 41   Skipped: 0

ANSWER CHOICES	RESPONSES
Yes	39.02%
No	60.98%

Q9. Do you plan to enroll into a Master's Program or other Education related program within the next two years?

Answered: 40   Skipped: 1

ANSWER CHOICES	RESPONSES
Yes	45.00%
No	55.00

Q10. Please respond to each of the following questions related to your preparation to become a teacher by using the following scale:

Answered: 41   Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NA	TOTAL	WEIGHTED AVERAGE
My teacher education program prepared me for teaching students or diverse cultures and ethnicities.	31.71%	60.98%	4.88%	2.44%	0.00%		
me for teaching students of diverse	13	25	2	1	0	41	1.78
My teacher education program prepared me for teaching	29.27%	58.54%	12.20%	0.00%	0.00%		
me for teaching English language learners.	12	24	5	0	0	41	1.83
My teacher education program prepared me for teaching students with disabilities in a regular classroom or in the role of a special education teacher, if applicable.	19.51%	48.78%	21.95%	7.32%	2.44%		
	8	20	9	3	1	41	2.24
My teacher education program addressed the Nevada K-12 Academic Content Standards.	53.66%	46.34%	0.00%	0.00%	0.00%		
	22	19	0	0	0	41	1.46
My teacher education program prepared me to develop lesson plans.	47.50%	47.50%	2.50%	2.50%	0.00%		
	19	19	1	1	0	40	1.60
My teacher education program prepared me to use a variety of teaching methods appropriate to my students and age level.	46.34%	48.78%	0.00%	2.44%	2.44%		
	19	20	0	1	1	41	1.66

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NA	TOTAL	WEIGHTED AVERAGE
My teacher education program prepared me to use appropriate technology and/or media in my teaching.	41.46%	43.90%	9.76%	2.44%	2.44%		
	17	18	4	1	1	41	1.80
My teacher education program prepared me to address student behavior in my classroom.	17.07%	48.78%	21.95%	9.76%	2.44%		
	7	20	9	4	1	41	2.32
My teacher education program prepared me to manage my classroom and/or labs.	21.95%	56.10%	14.63%	4.88%	2.44%		
	9	23	6	2	1	41	2.10
My teacher education program prepared me to use formal and informal assessment strategies appropriate to the students and subject matter I am teaching.	47.50%	47.50%	2.50%	2.50%	0.00%		
	19	19	1	1	0	40	1.60
My teacher education program prepared me to use formal and informal assessment results to improve my teaching and student learning.	43.90%	46.34%	7.32%	2.44%	0.00%		
	18	19	3	1	0	41	1.68
My course work in the content area(s) (mathematics, English, sciences, social sciences, and other teaching areas) prepared me to teach my subject matter content and address the academic standards required of my school district.	36.59%	46.34%	7.32%	2.44%	7.32%		
	15	19	3	1	3	41	1.98
My teacher education program prepared me to work with parents and/or families.	29.27%	43.90%	17.07%	9.76%	0.00%		
	12	18	7	4	0	41	2.07
My teacher education program prepared me to develop an awareness and understanding of my school and community.	21.95%	60.98%	12.20%	4.88%	0.00%		
	9	25	5	2	0	41	2.00
My teacher education program prepared me to be a reflective educator.	34.15%	63.41%	2.44%	0.00%	0.00%		
	14	26	1	0	0	41	1.68

	SA	A	D	SD	N/A	Total	W Avg
My teacher education program prepared me for the legal and procedural requirements of my role (i.e., school law, standardized testing regulations, special education procedures).	34.15%	46.34%	19.51%	0.00%	0.00%		
	14	19	8	0	0	41	1.85
My teacher education program prepared me to provide developmentally appropriate instruction.	39.02%	58.54%	0.00%	2.44%	0.00%		
	16	24	0	1	0	41	1.66
My teacher education program prepared me to use effective communication skills in the school setting.	34.15%	56.10%	7.32%	2.44%	0.00%		
	14	23	3	1	0	41	1.78
My field experiences in schools prior to my internship prepared me for the supervised internship/student teaching.	34.15%	34.15%	7.32%	0.00%	24.39%		
	14	14	3	0	10	41	2.46
My supervised student internship/teaching prepared me to assume the role of a classroom teacher.	51.22%	24.39%	2.44%	0.00%	21.95%		
	21	10	1	0	9	41	2.17
I was prepared to be a teacher by my teacher education program.	42.50%	47.50%	5.00%	2.50%	2.50%		
	17	19	2	1	1	40	1.75

Q11. Please provide the following information about your current situation:

Answered: 41   Skipped: 0

ANSWER CHOICES	RESPONSES	
Teaching full-time	80.49%	33
Substitute teaching	7.32%	3
Teaching part-time	0.00%	0
Employed outside of teaching	7.32%	3
Attending college, obtaining more education	0.00%	0
In the military on active duty	0.00%	0
Not employed outside my home	2.44%	1
Not employed	2.44%	1

#	PLEASE PROVIDE COMMENTS IN SUPPORT OF YOUR ANSWER.	DATE
1	5th year in my position	4/2/2021 2:20 PM
2	Elko is not a racially diverse area for employment	4/2/2021 8:59 AM
3	I was offered a job immediately following graduation, I'm currently teaching and working on my masters.	4/2/2021 8:53 AM
4	The lessons that we are required to do during college are not a reality when you get into the classroom. I did not receive any education on classroom management and behavior as well as handling parents. My practicum classes gave me a general idea of teaching each subject but again the lessons were unrealistic for the classroom.	4/2/2021 7:16 AM
5	I am long term subbing for 5th grade for the remainder of the year and have already received a position for next school year 2021-2022	4/1/2021 12:17 PM
6	I am currently teaching 2nd grade with NNVA.	4/1/2021 12:14 PM
7	Special Education teacher for Nye County	3/24/2021 7:15 PM
8	I am currently employed as a sub-aide.	3/22/2021 6:34 PM
9	Currently, work as an online tutor for GBC. I have a contract to start teaching for the Elko district next school year.	3/22/2021 6:07 PM
10	I have been a full time teacher since I graduated.	3/22/2021 4:29 PM
11	I worked as a licensed teacher for six years. I have since moved on to ABA.	3/22/2021 12:25 PM
12	Working in a different field completely!	3/22/2021 10:22 AM
13	Working outside of classroom until fall.	3/22/2021 10:06 AM

Q12. Do you have any other comments/suggestions?

Answered: 12   Skipped: 29

#	RESPONSES	DATE
1	Don't allow ethnicities other than Caucasian in the program. It'll be easier than telling others there's no work for them in Elko.	4/2/2021 8:59 AM
2	Questions were asked about planning to get a masters degree. I have already obtained my masters degree since finishing school.	4/2/2021 7:16 AM
3	As I continue to teach, I am finding that I really lack the knowledge necessary to help students in special education programs in my classroom. I started the year very unsure of my role in their education and also how to help students with different disabilities. I have a strong grasp of the IEP process but a lack of knowledge in how to help them in the classroom.	4/1/2021 12:15 PM
4	Some of the grading was very delayed so it was impossible to fix an assignment or get feedback for the next assignment.	3/25/2021 1:36 PM
5	More information on how to grade students would have been helpful	3/23/2021 6:43 AM
6	I wish I would have learned more classroom management strategies. Especially for students who have adhd and tend not to work as much as they could.	3/22/2021 7:03 PM
7	You asked if I am or will enroll in a master's program. I already earned a master's degree, considering I graduated from GBC in 2017. Also, when I went through the program, I had Teresa Stauffer. She is the reason I am a successful educator.Her expectations were reasonable for one. As an after thought...I believe that the reading method class needs to focus more on teaching the students how to explicitly teach reading. I also, believe that extensive lesson plans they require from the students is unreasonable. Never have I ever made my lesson plans with useless details. That is just overwhelming to the human brain.	3/22/2021 4:29 PM
8	The best part of my education program experience was Teresa Stauffer. To have a leader who was so knowledgeable and experienced in the field was beyond helpful. There are just somethings that you cannot learn about teaching from a class, you just have to experience them in the classroom. Maybe texts which were required were written by a local author. While she is also knowledgeable and experienced, I do not think that it gave enough variety in content and educational technique. Since graduation I have obtained my Masters already. I did enjoy my experience through GBC	3/22/2021 1:38 PM
9	No suggestions at this time.	3/22/2021 10:31 AM
10	N/A	3/22/2021 10:25 AM
11	I would suggest adding a few more classes or resources to help teachers know how to teach students with different views and how to keep an open minded classroom.	3/22/2021 10:19 AM
12	This program was not suited for first year teachers with zero classroom experience. I entered into the program after three years of substitute teaching, however, I have personally seen the negative experiences other teachers have had after completion of course work at GBC and how unprepared they are to be in the classroom. Our district is unique in the instructional demands, and GBC does not accurately impress how to utilize limited resources or adherence to strict pacing guided materials. The people instructing the courses should spend more time at the schools of the students they are teaching. A disconnect could be addressed if they were more familiar with what their students needed to know.	3/22/2021 10:05 AM

Employer Survey Data
Questions and Comments
2016-2020

Q1. What level is your GBC graduate(s) teaching in?

Answered: 13 Skipped: 0

ANSWER CHOICES	RESPONSES	
Pre-school	0.00%	0
Elementary	69.23%	9
Middle/Junior High School	7.69%	1
High School	15.38%	2
If other, please specify:	7.69%	1
TOTAL		13

#	IF OTHER, PLEASE SPECIFY:	DATE
1	K-12	3/22/2021 10:31 AM

Q2. Please respond to each of the following questions related to your employee's preparation to become a teacher by using the following scale:

Answered: 13 Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED	TOTAL
The teacher education program prepared them for teaching students of diverse cultures and ethnicities.	23.08% 3	76.92% 10	0.00% 0	0.00% 0	0.00% 0	13
The teacher education program prepared them for teaching English language learners.	7.69% 1	53.85% 7	0.00% 0	0.00% 0	38.46% 5	13
The teacher education program prepared them for teaching students with disabilities in a regular classroom or in the role of a special education teacher.	15.38% 2	76.92% 10	0.00% 0	0.00% 0	7.69% 1	13
The teacher education program addressed the Nevada K-12 Academic Content Standards.	46.15% 6	53.85% 7	0.00% 0	0.00% 0	0.00% 0	13
The teacher education program prepared them to develop lesson plans.	53.85% 7	38.46% 5	7.69% 1	0.00% 0	0.00% 0	13
The teacher education program prepared them to use a variety of teaching methods appropriate for students and age level.	46.15% 6	53.85% 7	0.00% 0	0.00% 0	0.00% 0	13
The teacher education program prepared them to use appropriate technology and/or media while teaching.	38.46% 5	61.54% 8	0.00% 0	0.00% 0	0.00% 0	13
The teacher education program prepared them to address student behavior in the classroom.	38.46% 5	38.46% 5	0.00% 0	0.00% 0	23.08% 3	13

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED	TOTAL
The teacher education program prepared them with classroom strategies.	53.85% 7	46.15% 6	0.00% 0	0.00% 0	0.00% 0	13
The teacher education program prepared them to use formative and summative assessment strategies appropriate to the students and subject matter being taught.	38.46% 5	61.54% 8	0.00% 0	0.00% 0	0.00% 0	13
The teacher education program prepared them to use formative and summative assessment results to improve teaching and student learning.	38.46% 5	53.85% 7	0.00% 0	0.00% 0	7.69% 1	13
The course work in the appropriate content area(s) (mathematics, English, sciences, social sciences, and other teaching areas) prepared them to teach subject matter content and address the academic standards required by the school district.	53.85% 7	38.46% 5	0.00% 0	0.00% 0	7.69% 1	13
The teacher education program prepared them to work with parents and/or families.	15.38% 2	76.92% 10	0.00% 0	0.00% 0	7.69% 1	13
The teacher education program prepared them to develop an awareness and understanding of the school and its community.	38.46% 5	53.85% 7	0.00% 0	0.00% 0	7.69% 1	13
The teacher education program prepared them to be a reflective educator.	38.46% 5	53.85% 7	7.69% 1	0.00% 0	0.00% 0	13
The teacher education program prepared them for the legal and procedural requirements of their role (i.e., school law, standardized testing regulations, special education procedures).	23.08% 3	69.23% 9	0.00% 0	0.00% 0	7.69% 1	13
The teacher education program prepared them to provide developmentally appropriate instruction.	46.15% 6	53.85% 7	0.00% 0	0.00% 0	0.00% 0	13
The teacher education program prepared them to effectively communicate in the school setting.	38.46% 5	61.54% 8	0.00% 0	0.00% 0	0.00% 0	13

Q3. General Comments:

Answered: 4   Skipped: 9

#	RESPONSES	DATE
1	I am highly pleased with the skills my GB teacher possess. She is an asset to this school community.	3/22/2021 2:06 PM
2	Our teachers who studied with GBC do a wonderful job and are positive contributors to our school community	3/22/2021 10:31 AM
3	You have an outstanding program that rivals or betters any other schools in the West.	3/22/2021 10:26 AM
4	I think the teachers are more prepared than some other colleges and institutions. I think the lesson planning needs to be looked at.	3/22/2021 10:12 AM

Current Student Survey Data
Questions and Comments
2020-21

Q1. Please indicate the certificate/degree you are completing?

Answered: 13   Skipped: 0

ANSWER CHOICES	RESPONSES	
Elementary Education BA	46.15%	6
Secondary Education BA	30.77%	4
Elementary Education Post Bacc.	0.00%	0
Secondary Education Post Bacc.	0.00%	0
Elementary Education ARL	23.08%	3
Secondary Education ARL	0.00%	0
Special Education ARL	0.00%	0
Early Childhood ARL	0.00%	0
TOTAL		13

Q2 Please rate your level of agreement with the following statement: GBC's Elementary and Secondary Education Instructors provide a high level of instruction and support which proves to be valuable, rigorous, andcomprehensive.

Answered: 13   Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL	WEIGHTED AVERAGE
Textbooks/Res ourceMaterials	38.46% 5	61.54 % 8	0.00% 0	0.00% 0	0.00% 0	13	1.62
Classroom Instruction	38.46% 5	46.15 % 6	0.00% 0	0.00% 0	15.38% 2	13	2.08
On-Line Instruction	30.77% 4	53.85 % 7	7.69% 1	7.69% 1	0.00% 0	13	1.92
Student Support	46.15% 6	38.46 % 5	7.69% 1	0.00% 0	7.69% 1	13	1.85
Advisement	46.15% 6	38.46 % 5	7.69% 1	0.00% 0	7.69% 1	13	1.85

#	PLEASE PROVIDE COMMENTS IN SUPPORT OF YOUR RATINGS.	DATE
1	I think that everything has been good so far. I am not a fan of online zoom classes. Sitting in aclass for 3 hours is terrible. An hour at most, but a 3 hour class with homework and more readings on top of it is terrible.	4/1/2021 12:22 PM
2	There is always quick and informative information given whenever requested. I feel everything I am taught is applicable and relevant in regard to education. I do think the content or subject-based courses need refinement but overall enjoy my educational experience.	3/25/2021 10:06 AM
3	The education department always makes sure that students have the needed resources for ourinstruction time. The instructors make themselves available for support and guidance.	3/24/2021 4:07 PM
4	Mentors are always willing to answer any questions we have. They are flexible and usuallywork with you if you talk to them ahead of time.	3/24/2021 6:31 AM
5	It is rigorous and fast paced	3/22/2021 3:27 PM
6	Great Basin College's teacher preparation program is doing fine. I feel like what I've gotten outof the program is what I've put into it. I struggle with surveys like this because I don't want to sound disrespectful or unappreciative, but I could have achieved my degree much faster with more support.	3/22/2021 3:26 PM

| 7 | All good! | 3/22/2021 11:28 AM |
| 8 | Online work seems very mundane. Reading materials is unhelpful. Watching precorded lectures and completing assignments is more helpful. | 3/22/2021 11:02 AM |

Q3. Please rate your level of agreement with the following statements: As astudent of GBC's Elementary or Secondary Education Program:

Answered: 13   Skipped: 0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL	WEIGHTED AVERAGE
I am learning to understand how learners grow and develop, recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.	61.54% 8	38.46% 5	0.00% 0	0.00% 0	0.00% 0	13	1.38
I am learning to understand how children learn and develop, and can provide learning opportunities that support their cognitive, social, personal, and physical development.	61.54% 8	38.46% 5	0.00% 0	0.00% 0	0.00% 0	13	1.38
I am learning to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	61.54% 8	38.46% 5	0.00% 0	0.00% 0	0.00% 0	13	1.38
I am learning to understand the central concepts, tools of inquiry, and structures of the discipline(s) I teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	53.85% 7	38.46% 5	0.00% 0	0.00% 0	7.69% 1	13	1.69
I am learning to understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	53.85% 7	38.46% 5	0.00% 0	0.00% 0	7.69% 1	13	1.69
I am learning to understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide my decision making.	61.54% 8	30.77% 4	7.69% 1	0.00% 0	0.00% 0	13	1.46

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL	WEIGHTED AVERAGE
I am learning to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	61.54% 8	38.46% 5	0.00% 0	0.00% 0	0.00% 0	13	1.38
I am learning to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	53.85% 7	46.15% 6	0.00% 0	0.00% 0	0.00% 0	13	1.46
I am learning to engage in ongoing professional learning and use evidence to continually evaluate my practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community), and adapt practices to meet the needs ofeach learner.	46.15% 6	46.15% 6	0.00% 0	0.00% 0	7.69% 1	13	1.77
I am learning to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance my profession.	30.77% 4	69.23% 9	0.00% 0	0.00% 0	0.00% 0	13	1.69

Q4. Overall, how would you rate your satisfaction with GBC's Elementaryor Secondary Education Program?

Answered: 13 Skipped: 0

ANSWER CHOICES	RESPONSES	
Very Satisfied	30.77%	4
Satisfied	46.15%	6
Neither Satisfied nor Dissatisfied	23.08%	3
Unsatisfied	0.00%	0
Very Unsatisfied	0.00%	0
TOTAL		13

Q5. Are there specific areas of improvement that you would like to suggest for GBC's Elementary or Secondary Education Program?

Answered: 11   Skipped: 2

#	RESPONSES	DATE
1	Examine the coursework for ARL students. Although much of the reading is interesting it can be overwhelming for students in the classroom everyday.	4/2/2021 9:09 AM
2	The program is great and does not need improvement.	4/1/2021 1:23 PM
3	More advising help would be great but overall it's been good.	4/1/2021 1:11 PM
4	Work closer with content-based instructors (i.e. ENGLISH) to establish goals that align with the education of (English Language Arts) content rather than just exposure to content (i.e. literature) . I am often asked my opinion and seldom told wheater or not my analyses are valid. I feel that despite all I have read (and I have read a lot) I have learned very little about forming educated opinions or giving interpretations of literature. I feel this will be detrimental when it comes to instruction. I feel I will need to pursue a second degree in my content area with another institution due to the lack of connection the content-based classes have with relevant classroom instruction.	3/25/2021 10:06 AM
5	I personally prefer a self-paced education program because it is often overwhelming having to turn in assignments weekly or biweekly, especially when you are teaching while attention college but the professors have been great and made this learning experience less stressful by being flexible.	3/24/2021 6:31 AM
6	No	3/22/2021 3:27 PM
7	I would love to see: -Tutoring center -Action plans for advising -More live classes -More time in practicum courses to gain exposure to the classroom	3/22/2021 3:26 PM
8	A couple day leeway for student teaching applications due to busy lives and family emergencies	3/22/2021 1:41 PM
9	None at the moment!	3/22/2021 11:28 AM
10	No	3/22/2021 11:05 AM
11	For ARL, give opportunities to "test out" of classes that you feel proficient in. I've personally taken 3 classes that taught me things I already know how to do so I did not learn anything new. Also, don't do read material/quiz/assignment based classes. Provide opportunities to watch prerecorded lectures or do project-based learning.	3/22/2021 11:02 AM

2020-2021 Annual Review

Worksheet in Progress

THIS WILL BE ADDED TO THE FINAL
PROGRAM REVIEW.

Previous Program

Review Actions

and Future Projections

2011-2016

Recommendations for the Teacher Education Program from the 2011-2016 Program Review

Several changes have been made to the program over the last five years as a result of data from:
- Student teaching performance assessment rubrics;
- Portfolio assessment rubrics and presentations;
- Graduate surveys;
- Employer surveys;
- Feedback from school district leadership; and,
- State regulation changes.

Changes include:
1. Addition of EDRL 474 Methods and Curriculum for Teaching English Language Learners to all BA teaching degrees. Employer and graduate surveys, as well as discussions with district leadership, showed a weakness in preparation to work with English Language Learners. This impacts Standard 1 Learner Development and Standard 2 Learning Differences.

2. Increased the rigor of the general education math requirement for elementary and secondary BA degrees from three credits of MATH 120 College Algebra to six credits of either MATH 126/127 Precalculus I/II, or MATH 126/STAT 152. This was a result of weaknesses identified in the student teaching performance assessment in Standard 4 Content Knowledge.

3. Increased general education science requirements from 7 credits in biology and physics to 11 credits in life science, physical science, and Earth science for the BA in Elementary Ed. This was a result of a weakness in Standard 4 Content Knowledge in employer surveys and student teaching assessment.

4. Classroom management strategies were strengthened in field experiences and the Capstone based on feedback from graduate and employer surveys. An emphasis on building a community of learners through rigorous curriculum, relevance of activities, and relationships consistently supported throughout the program especially in field experience and Educational Psychology. The practice was commended and spotlighted in a national publication by NCTQ National Council of Teacher Quality.

5. Parental engagement practices were strengthened within EDUC 323 Curriculum Development for Family Engagement because of a change in state regulations. The course was approved by the Nevada Department of Education as meeting regulations for family engagement in Spring 2016.

6. Based on discussion and action taken by the Teacher Education Committee, the application process for the program was changed in Spring 2016. The minimum GPA over the last 40 credits was increased from 2.75 to 3.0. Each candidate will

still be interviewed by a panel of TEC members. The resume/recommendations, philosophy of education statement, and writing prompt were removed from the application process.

7. Increased models of instruction in EDUC 323 from four to ten within the instruction and assessment of the course. This pertains to Standard 7 Planning for Instruction and Standard 8 Instructional Strategies.

8. Renewed the suspended ECE endorsement in the Elementary Education degree during the 2015-16 academic year based on student and employer demand.

Potential changes to the program based on the program review process:

1. Align student teaching rubric with the standards and wording from the Nevada Educator Performance Framework. The student teaching rubric is based on the INTASC Standards, which align with the standards in the NEPF. To ease the transition into Nevada public schools, which now evaluate teachers using the NEPF, a greater alignment might be achieved by adding some wording to the rubric. Strengthening wording around specific evidence of student learning is recommended.

2. Edit and consolidate the handbooks. Currently, students pay lab fees for and receive three different handbooks for the program. The Teacher Education Program handbook, Field Experience I-III handbook, and the Student Teaching handbook can be updated and consolidated into one that given at the beginning of the program and more easily accessed and referenced throughout the program with online links. A more cohesive message about program requirements, expectations, and other information is recommended.

3. Build greater partnerships with school districts. With the teacher shortage and increased position openings, a need to complete teacher candidates faster is apparent. Districts are increasingly hiring our students as long term subs while completing the program. To expedite completion without compromising teacher quality, unique partnerships are recommended.

4. Provide courses in the summer when appropriate to facilitate completion. Two methods courses for Elementary ARL students will be piloted in Summer 2016.

5. Explore possibilities of implementing the UTeach model for Secondary Ed degree students, similar to what UNR is doing. The UTeach model allows a student to earn a content bachelor's degree while concurrently completing coursework that leads to initial licensure in secondary education. UNR has significantly increased numbers in the STEM areas by implementing the program this year. With the recent addition of bachelor's degrees in biology, English, and social science the college is only missing a degree in math to allow all secondary academic major endorsements to effectively earn a dual degree within 120 credits.

6. Improve program assessment around direct assessment of student learning. To better

show growth of students throughout the sequence of the program, it is recommended that data be tracked from field experience rubrics to midterm data from student teaching to summative data from student teaching.

7. Lobby for another full-time faculty member in the department. Until the dramatic drop in enrollment starting in 2011, the department carried three full time faculty in elementary and secondary ed. Over the last three years, enrollment numbers have rapidly increased. With the additional numbers from ARL programs, the department needs the third position filled again. The desired full time/part time split at the college is 60%/40%. The department has been operating at about 45%/55% the last couple of years with heavy overload for the two members of the department. An area of growth that needs to be cultivated is the Pahrump area.