

Elementary and Secondary Education Programs

Five Column Assessment Model

<u>Extended Statement of Institutional Purpose</u>	<u>Program Intended Educational Outcomes</u>	<u>Means of Program Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<p><u>Mission Statement</u></p> <p>The principal focus of our University's curricular program is undergraduate education in the liberal arts and sciences.</p>	<p>Teacher candidates know the subject matter that they plan to teach as shown by their ability to explain important principles and concepts delineated in professional, state, and institutional standards.</p>	<p>Eighty-five percent of teacher candidates will score at or above the state or unit cut score on a PRAXIS Content Area exam in their major or minor area of study.</p>	<p>82.4% of the Elementary Education candidates and 80.2% of the Secondary Education candidates passed the state adopted content test in their area of study.</p>	<p>During AY 2005-2006, the Unit will conduct a study to closer align Unit content to the learning outcomes on which the content tests are based.</p>
<p><u>Goal Statement</u></p> <p>All graduates of the baccalaureate level will have developed a depth of understanding in their major field.</p>		<p>All programs offering content area preparation for teacher candidates and other school professional will meet the standards of the Utah State Office of Education and/or standards of appropriate Specialty Professional Associations (SPAs).</p>	<p>All programs are fully accredited by the USOE. All eligible programs with the exception of early childhood education, science, and social studies are nationally recognized.</p>	<p>Results of SPA and USOE reviews are used to ensure curriculum alignment with state and national standards. The Unit will submit program reports for approval by appropriate specialty associations (NAEYC, NSTA, and NCSS) prior to AY 2007-2008.</p>
		<p>Content knowledge and the ability to present content are addressed by indicators 1 and 30 of the Unit's clinical practice evaluation form. All teacher candidates will be judged by their supervisors as meeting these indicators.</p>	<p>98% of the candidates met the conditions of Indicator 1. 99% of the candidates met the conditions of Indicator 30.</p>	<p>Results of this assessment will be used to further refine the evaluation instrument.</p>
		<p>Content knowledge and the ability to present content is addressed in Criteria 1 of the Unit's scoring rubric for professional portfolios. All teacher education candidates will meet or partially meet Criterion 1 of the ePortfolio Scoring Rubric.</p>	<p>Of 81 candidates submitting portfolios for AY 2004-05, all met or partially met this criterion.</p>	<p>Results of this assessment were used to refine the Portfolio Assessment Rubrics. All program completers were required to submit an electronic portfolio during AY 2004-2005.</p>

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<p><u>Mission Statement</u></p> <p>The principal focus of our University's curricular program is undergraduate education in the liberal arts and sciences.</p>	<p>Teacher candidates know the subject matter that they plan to teach as shown by their ability to explain important principles and concepts delineated in professional, state, and institutional standards.</p>	<p>Content knowledge and the ability to present content are addressed in Criteria 7 of the Unit's scoring rubric for Teacher Work Samples (TWS). All candidates will meet or partially meet this standard.</p>	<p>99% of all teacher candidates performed at the "standard met" level on this criteria.</p>	<p>Results of the assessment were used to refine the TWS scoring rubric. The Unit is currently engaged in establishing correlations between the TWS and other performance assessments.</p>
<p><u>Goal Statement</u></p> <p>All graduates of the baccalaureate level will have developed a depth of understanding in their major field.</p>		<p>Content knowledge and the ability to present content is addressed in Item 1 of the Unit Exit Survey. All candidates will either strongly agree or agree that the Unit's program helped them develop content knowledge.</p>	<p>93% of the elementary and secondary candidates completing the Exit Survey either agreed or strongly agreed that the Unit's program helped them develop content knowledge.</p>	<p>The Unit will attempt to establish correlations between results of the Exit Survey and actual performance measures such as Clinical Practice evaluations, Work Samples and Professional Portfolios.</p>
		<p>Content knowledge and the ability to apply content is addressed in an ongoing survey of recent program graduates. Of the practicing teachers completing the survey, all candidates will either strongly agree or agree that the Unit[s] program helped them develop content knowledge.</p>	<p>The survey is conducted on a semiannual basis and is scheduled for AY 2005-06. It was not conducted during AY 2004-05.</p>	<p>Survey data is used to triangulate other, performance based, assessments.</p>
		<p>Content knowledge and the ability to present content is addressed in NBPTS Proposition 2, that is included in the Unit's ongoing survey of recent graduates for the Unit's M.Ed. Program. All candidates will meet or partially meet the conditions of Proposition 2.</p>	<p>The survey is conducted on a semiannual basis and is scheduled for AY 2005-06. It was not conducted during AY 2004-05.</p>	<p>Survey data is used to triangulate other, performance based, assessments.</p>

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<p><u>Mission Statement</u></p> <p>The principal focus of our University's curricular program is undergraduate education in the liberal arts and sciences.</p>	<p>Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and the integration of technology.</p>	<p>Candidates knowledge of and ability to use a variety of instructional strategies is addressed in Criterion 7 of the Unit's scoring rubric for Teacher Work Samples. All candidates will perform at the "standard met" or "standard partially met" levels.</p>	<p>99% of all teacher candidates performed at the "standard met" level on this criteria.</p>	<p>Results from assessments of Teacher Work Samples are used as criteria for program entry, advancement, and exit.</p>
<p><u>Goal Statement</u></p> <p>All graduates of the baccalaureate level will have developed a depth of understanding in their major field.</p>		<p>Criterion 4 of the Professional Portfolio scoring rubric (Instructional Variety) provides evidence of candidates' knowledge of instructional strategies. The mean score for Criterion 4 for all candidates will be 2.0 or above.</p>	<p>The mean score for Criterion 4 was 2.0.</p>	<p>The ePortfolio assessment protocol is used to gather evidence of mastery of INTASC standards across the entire professional education program. Assessment results are used to chart candidate growth for the purpose of program improvement.</p>
		<p>Self-rating items included on a follow-up survey of program completers address instructional strategies. Ninety percent of all program completers will report proficiency in utilizing a variety of instructional strategies.</p>	<p>The survey is conducted on a semiannual basis and is scheduled for AY 2005-06. It was not conducted during AY 2004-05.</p>	<p>Survey data is used to triangulate other, performance based, assessments.</p>
		<p>Items 2,3,4,5,7,9,12,17, and 31 of the Clinical practice Final Evaluation form relate to candidates' ability to utilize a variety of instructional strategies. All candidates will meet or partly meet the competencies addressed through these items.</p>	<p>98% of the elementary and secondary candidates met standards 2, 3,4, 5, 7, 9, 12, 17, and 31.</p>	<p>Results of Clinical Practice Evaluation forms are used to determine grades for the clinical practice portion of the teacher preparation program and for program review purposes.</p>

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<p><u>Mission Statement</u></p> <p>The principal focus of our University's curricular program is undergraduate education in the liberal arts and sciences.</p>	<p>Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and the integration of technology.</p>	<p>Self-rating items included on a follow-up survey of program completers address ability to present content in "clear and compelling ways." 90% pf all program completers will report proficiency in presenting instruction effectively.</p>	<p>The survey is conducted on a semiannual basis and is scheduled for AY 2005-06. It was not conducted during AY 2004-05.</p>	<p>Survey data is used to triangulate other, performance based, assessments.</p>
<p><u>Goal Statement</u></p> <p>All graduates of the baccalaureate level will have developed a depth of understanding in their major field.</p>		<p>Criterion 6 of the ePortfolio scoring rubric provides evidence of candidates' ability to use effective communication skills. The mean holistic score for Criterion 6 for all candidates will be at least 2.0.</p>	<p>The mean score for communications skills on the holistic scale was 1.9.</p>	<p>Candidates whose communications skills are identified ads deficient receive professional growth plans that address deficiencies.</p>
		<p>Item 16 of an exit survey administered to program completers provides evidence of the ability to communicate clearly. 90% of recent program completers will agree or strongly agree that the program helped them develop effective skills in communication.</p>	<p>91% of all candidates completing the survey either agreed or strongly agreed that the program helped them to develop effective communication skills.</p>	<p>Results of the exit survey are used for annual program review. The Unit has identified a need for a course to provide remediation for candidates with deficiencies in oral and written communication.</p>

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<p>Goal Statement</p> <p>All graduates of the baccalaureate level will have developed a depth of understanding in their major field.</p>	<p>Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and the integration of technology.</p>	<p>Indicators 16, 19, and 31 of the Clinical Practice Evaluation form relate to candidates' ability to present instruction in clear and compelling ways. All candidates will meet or partly meet the standards addressed by these indicators.</p>	<p>98% of all elementary and secondary candidates either met or partly met the conditions of these indicators.</p>	<p>Results from the Clinical Practice Evaluation are used to determine course grade for Clinical Practice and eligibility for licensure.</p>
		<p>Items 6 and 14 of an exit survey administered to program completers provide evidence of candidates' ability to integrate technology into classroom instruction. 90% of recent program completers will agree or strongly agree that the program helped them develop effective technology skills.</p>	<p>92% of the program completers agreed or strongly agreed that the program helped them develop skills in integrating technology into classroom instruction.</p>	<p>Results of the exit interview are used to evaluate the effectiveness of the Unit's SCED/ELED 3170 technology courses.</p>
		<p>The integration of technology is addressed in the "Design for Instruction" component of the Unit's scoring rubric for Teacher Work Samples. All candidates will either meet or partly meet this criterion.</p>	<p>96% of all elementary and secondary candidates met or partly met the criterion.</p>	<p>Results from the TWS are used to determine grades for courses that include field experience components. The TWS is also considered as a criteria for recommending licensure.</p>

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<p>Goal Statement</p> <p>All graduates of the baccalaureate level will have developed a depth of understanding in their major field.</p>	<p>Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and the integration of technology.</p>	<p>Self-rating items included on a follow-up survey of program completers address competence in the use of instructional technology. 90% of all program completers will report proficiency in integrating technology into their instruction.</p>	<p>The survey is conducted on a semiannual basis and is scheduled for AY 2005-06. It was not conducted during AY 2004-05.</p>	<p>Survey data is used to triangulate other, performance based, assessments.</p>
		<p>Indicators 4 and 6 of the Clinical Practice Evaluation form relate to candidates' ability to integrate technology into instruction. All candidates will meet or partly meet the standards addressed by these indicators.</p>	<p>98% of the elementary and secondary candidates met the conditions of Indicator 4. 99% met the conditions of Indicator 6.</p>	<p>Results from the Clinical practice evaluation are used to determine course grades for Clinical Practice and eligibility for licensure.</p>
	<p>Candidates use the professional and pedagogical knowledge and skills delineated in professional, state and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.</p>	<p>The Teacher Work Sample provides evidence of candidates' ability to apply professional and pedagogical knowledge. Elements of the standard are addressed by three components of the TWS methodology: (1) Learning Goals, (2) Design for Instruction, and (3) Instructional Decision Making. All candidates will meet or partially meet the conditions of these components.</p>	<p>96% of all teacher candidates met or partly met the conditions of the "Learning Goals" and "Design for Instruction" components. 92% met the conditions for the "Instructional Decision Making" component.</p>	<p>Results from the Teacher Work Sample assessment are used to determine course grades for Clinical Practice and eligibility for licensure.</p>

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<p>Goal Statement</p> <p>All graduates of the baccalaureate level will have developed a depth of understanding in their major field.</p>	<p>Candidates use the professional and pedagogical knowledge and skills delineated in professional, state and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.</p>	<p>Self-rating items included on a follow-up survey of program completers address ability to apply professional and pedagogical knowledge. Specifically, items 31, 32, 33, 34, 36, 37, 38, 40, 46, and 47 address this competency. 90% of all program completers will report proficiency in applying this knowledge.</p>	<p>The survey is conducted on a semiannual basis and is scheduled for AY 2005-06. It was not conducted during AY 2004-05.</p>	<p>Survey data is used to triangulate other, performance based, assessments.</p>
		<p>Criteria 2, 3, 4, 5, and 7 of the ePortfolio scoring rubric provides evidence of candidates' ability to apply professional and pedagogical knowledge. The mean holistic score for all candidates on these criteria will be 2.0 or above.</p>	<p>The mean holistic score for Criteria 2 was 1.9, for Criteria 3 the score was 2.1; for Criteria 4 the score was 2.0; for Criteria 5 the score was 2.0; and for Criteria 7 the score was 2.1.</p>	<p>Results of ePortfolio assessments are used to refine the ePortfolio prompt and scoring rubrics. Performance is expected to improve as candidates become more familiar with the ePortfolio assessment process.</p>
		<p>Items 2, 3, 4, 5, 7, 8, 9, 12, 13, 15, and 17 of an exit survey administered to program completers provides evidence of ability to apply professional and pedagogical knowledge. 90% of recent program completers will agree or strongly agree that the program helped them to develop effective skills in applying these types of knowledge in classroom settings.</p>	<p>Of the 101 candidates surveyed, 94% agreed or strongly agreed with item 2; 87% with item 3; 86% with items 4 and 5; 94% with item 7; 90% with item 8; 93% with item 9; 88% with item 12; 91% with items 13 and 15; and 92% with item 17.</p>	<p>Exit surveys and interviews are conducted at the end of every semester and results are used for program improvement.</p>

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<p>Goal Statement</p> <p>All graduates of the baccalaureate level will have developed a depth of understanding in their major field.</p>	<p>Candidates use the professional and pedagogical knowledge and skills delineated in professional, state and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.</p>	<p>The PRAXIS PLT test addresses the application of professional and pedagogical knowledge. All candidates will score at least 160 on the PLT test for their grade level.</p>	<p>86.34% of elementary candidates and 85.45% of secondary candidates scored at or above 160 on the PRAXIS Principles of Learning and Teaching test.</p>	<p>Candidates who score below the cur score of 160 are given professional growth plans to help them improve. A score of at least 160 is required for Level II licensure.</p>
	<p>Candidates have an adequate understanding of the professional knowledge expected in professional, state, and institutional standards. They know their students, their families, and communities; use current research to inform their practices; use technology in their practices and support student learning through their professional services.</p>	<p>Indicators 4, 21, and 32 of the Clinical Practice Evaluation form address candidates' ability to consider family and community contexts. All candidates will meet or partly meet the conditions of these indicators.</p>	<p>98% of the elementary and secondary candidates met the conditions of Indicator 4. 98% met the conditions of Indicator 20 and 99% met the conditions of Indicator 32.</p>	<p>Results from the Clinical Practice Evaluation are used to determine course grades for Clinical Practice and eligibility for licensure.</p>
		<p>The ability of candidates to consider school, family, and community contexts is addressed by Component 1 of the Unit's scoring rubric for Teacher Work Samples. All candidates will perform at the "Standard Met" or "Standard Partly Met" levels for these components.</p>	<p>97% of all candidates scored at the "Standard Met" or "Standard Partly Met" levels.</p>	<p>Results from the TWS are used to determine grades for courses that include field experience components. The TWS is also considered in recommendation for licensure.</p>

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<p>Goal Statement</p> <p>All graduates of the baccalaureate level will have developed a depth of understanding in their major field.</p>	<p>Candidates have an adequate understanding of the professional knowledge expected in professional, state, and institutional standards. They know their students, their families, and communities; use current research to inform their practices; use technology in their practices and support student learning through their professional services.</p>	<p>The ability of candidates to consider prior experiences of students is addressed in three components of the Unit's Teacher Work Sample methodology: (1) Contextual Factors of Learning, (2) Learning Goals, and (4) Design for Instruction. All candidates will perform at the "Standard Met" or "Standard Partly Met" levels for these components.</p>	<p>97% of the elementary and secondary candidates met the conditions of Component 1; 96% met the conditions of Component 2, and 96% met the conditions of Component 4.</p>	<p>Results from the TWS are used to determine grades for courses that include field experience components. The TWS is also considered in recommendation for licensure.</p>
		<p>Indicators 7, 9, 13, and 17 of the Clinical Practice Evaluation form address candidates' ability to consider prior experience of students when planning and delivering instruction. All candidates will meet or partly meet the conditions of these indicators.</p>	<p>98% of the elementary and secondary candidates met the conditions of Indicator 7; 98% met the conditions of indicator 9; 99% met the conditions of Indicator 13; and 98% met the conditions of Indicator 17.</p>	<p>Results from the Clinical Practice Evaluation are used to determine course grades for Clinical Practice and eligibility for licensure.</p>
		<p>Criteria 3 and 4 of the ePortfolio scoring rubric provide evidence of candidates' ability to consider prior experiences of students when planning and delivering instruction. The mean holistic scores for these criteria for all elementary and secondary candidates will be at least 2.0.</p>	<p>The mean holistic score for all elementary and secondary candidates was 2.1 for Criteria 3 and 4.</p>	<p>Results of ePortfolio assessments are used to refine the ePortfolio prompt and scoring rubrics. Performance is expected to improve as candidates become more familiar with the ePortfolio assessment process.</p>

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<p>Goal Statement</p> <p>All graduates of the baccalaureate level will have developed a depth of understanding in their major field.</p>	<p>Candidates are familiar with the dispositions expected of professionals and their work with students, families, and communities and reflect the dispositions delineated in professional, state, and institutional standards.</p>	<p>Indicators included on the Clinical Practice Evaluation form provide evidence of dispositions reflected in candidates' work with students, families and communities. Specifically items 11, 21, 22, 23, 24, 26, 29, and 32 relate to candidate dispositions. All candidates will perform at the "Standard Met" or "Standard Partly Met" levels for these indicators.</p>	<p>98% of the elementary and secondary candidates met or partly met Indicator 11; 91% met the conditions of Indicator 21; 98% met Indicator 22; 100% met Indicator 23; 98% met Indicator 24; 99% met Indicator 26; 98% met Indicator 29; and 99% met the conditions of Indicator 32.</p>	<p>Results from the Clinical Practice Evaluation are used to determine course grades for Clinical Practice and eligibility for licensure.</p>
		<p>All ten of the ePortfolio assessment criteria include indicators that address candidates' dispositions. Specifically, these indicators are 1.2, 2.2, 3.2, 4.2, 5.2, 6.2, 7.2, 8.2, 9.2, and 10.2. The mean scores for 11 candidates on these indicators will be at least 2.0.</p>	<p>Of 81 candidates who completed ePortfolios, mean scores on the disposition indicators were as follows: Indicator 1, 2.0; Indicator 2, 2.1; Indicator 3, 2.0; Indicator 4, 2.0; Indicator 5, 1.9; Indicator 6, 2.1; Indicator 7, 2.2; Indicator 8, 2.1; Indicator 9, 2.1; and Indicator 10, 2.0.</p>	<p>Results of ePortfolio assessments are used to refine the ePortfolio prompt and scoring rubrics. Performance is expected to improve as candidates become more familiar with the ePortfolio assessment process.</p>
	<p>Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience.</p>	<p>Components 3 and 6 of the TWS address assessment of K-12 student learning. All candidates will complete TWS Components 3 and 6 at the "Standard Met" or "Standard Partly Met" levels.</p>	<p>91% of the elementary and secondary candidates met the requirements for Component 3. 88% met the requirements of Component 6.</p>	<p>Results indicate that greater emphasis needs to be placed upon the use of assessment in planning and delivering instruction. The Unit will review the content of the Instructional Planning and Assessment courses in its elementary and secondary program and make necessary modifications.</p>

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		<p>Indicators 7,9, 17, and 31 included on the Clinical Practice Evaluation form are designed to assess candidates' ability to develop meaningful learning experiences. All candidates will perform at the "Standard Met" or "Standard Partly Met" levels for these indicators.</p>	<p>98% of the elementary and secondary candidates performed at the "Standard Met" or "Standard Partly Met" levels for Indicator 7, 9, 17, and 31.</p>	<p>Results from the Clinical Practice Evaluation are used to determine course grades for Clinical Practice and eligibility for licensure.</p>
		<p>Components 2, 4, and 5 of the Teacher Work Sample relate to the ability of candidates to develop meaningful learning experiences. All candidates will perform at the "Standard Met" or "Standard Partly Met" levels for these components.</p>	<p>96% of the elementary and secondary candidates performed at the "Standard Met" or "Standard Partly Met" levels for Components 2 and 4. 92% performed at these levels for Component 5.</p>	<p>Results from the TWS are used to determine grades for courses that include field experience components. The TWS is also considered in recommendation for licensure.</p>