### COMPETENCY ASSESSMENT CROSSWALK

**Elementary Education**

Aligned with ACEI, and CAEP Standards

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Required Classes (Syllabi Linked to Class Number)</th>
<th>Key Assessment(s) Aligned with Student Learning Outcomes (SLO)</th>
<th>Benchmarks Aligned to Key Assessments and Student Learning Outcomes (SLO)</th>
<th>Program Adjustments/Improvements Based on Benchmarks</th>
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<tbody>
<tr>
<td><strong>TEAL Goal 1:</strong> Elementary Education candidates will be able to demonstrate content knowledge at admission to the internship/student teaching.</td>
<td>Junior II or Senior I semester</td>
<td>Praxis II Data</td>
<td>100% of Elementary Education candidates will attain a qualifying score, as determined by the South Carolina Department of Education, on the Praxis II examinations before admission to the internship/student teaching.</td>
<td>As in the 2011-2012 and 2012-2013 academic years, all candidates who took the Praxis II earned a passing score according to state requirements. In 2012-2013, the lowest scores for candidates were earned in the pedagogical content related to Science and Social Studies (6 out of 12 and 6 out of 12, respectively), suggesting that these methods instructors assist students in developing their pedagogical content knowledge. The goal for the program last year was for candidates to earn between 8-12 for each of these content areas, along with a continued 100% pass rate. For the 2013-2014 academic year, our candidates met both of these goals, earning a mean score in Science of 9 out of 12 and in Social Studies 10 out of 12, as well as maintaining a 100% pass rate. In the future, our goal will be to not only maintain these high scores, but to assist our students in raising their scores in the Applications section of the exam. In this</td>
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<td>Junior I, II, Senior I, II Semesters</td>
<td>Dispositions Rubric</td>
<td>100% of the candidates will meet the appropriate dispositions standard at each level of practice set forth by the Spadoni College of Education.</td>
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section, students are given four short answer responses in which they must analyze teaching situations, use their pedagogical and content knowledge to address the situations, and write a response. One way in which we will assist students in the Applications section is to provide them with more scenario-based problem solving in the classroom.

The Dispositions Rubric is currently being reviewed by the Spadoni College of Education Assessment Committee. It will be piloted in the spring of 2014 and checked for reliability and validity.

| TEAL Goal 2: Elementary Education candidates will be able to demonstrate content knowledge in English, Mathematics, Science and Social Studies. TEAL Goal 6: Elementary Education candidates will demonstrate adequate content knowledge in math and science by planning, teaching, and reflecting on a math lesson and a science |
|-------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------|
| Senior I Semester | Content Knowledge Review Form | 90% of Elementary Education Students will meet the standard/evidence in all content areas (Reading, Writing, Oral Language, Science, Social Studies, Mathematics, Arts, health, and Physical Education) |
| | | After piloting the Content Knowledge Review Form, the Elementary Program will be informed as to how to proceed concerning programmatic improvements. |
**lesson.**  
**2.1 Reading, Writing, and Oral Language**—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;  
**2.2 Science**—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;  
**2.3 Mathematics**—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data.

<table>
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<tr>
<th>EDEL 481</th>
<th>Teaching Mathematics Rubric</th>
<th>Elementary Education candidates will attain at least a score of 3 (Proficient) on both a math lesson and a science lesson that they have planned and taught to elementary students.</th>
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<tr>
<td>EDEL 488</td>
<td>Teaching Science Rubric</td>
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Candidate scores on the Math and Science Content Knowledge assessments fell well within the required parameters for Proficient work. However, our goal will be to increase the percentage of candidates earning a Level IV (Exemplary) to 50% for the year on both assessments. For the 2012-2013 academic year our goal had been to increase the number of candidates performing at a Level IV to 75%; however, given the noted decrease in candidate scores for the 2013-2014 year, we are better suited to identify key areas where candidates are struggling, target these areas for the 2014-2015 year, and hope to increase scores in smaller increments.  

In assessing candidate work in both mathematical and science content knowledge, one goal will be to assist students in creating more thorough, in-depth descriptions of the background content knowledge teachers must have in order to teach the submitted lesson. Candidate descriptions need to include more information regarding the misconceptions their students may have, and ways in which they will deal with those misconceptions. In addition, candidates need further support in identifying...
analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the ways to differentiate their lessons to meet the diverse needs of the students in their classrooms. While they may be limited, in a sense, to what they teach and when they teach it as per the school system’s directive, it is their responsibility (and thus, ours) to help them develop ways to “tweak” lessons to meet student needs.
subject matter of health education to create opportunities for student development and practice of skills that contribute to good health; 5-07 2

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.
ACEI: Standard 2  
CAEP: 1.1,1.3,1.4

| TEAL Goal 3: Elementary Education candidates will be able to plan instruction. | EDEL 486 | Integrated Unit Assessment, Lesson 1 Rubric  
Integrated Unit Assessment, Lesson 2 Rubric  
Integrated Unit Assessment, Lesson 3 Rubric  
Integrated Unit Assessment, Lesson 4 Rubric  
Integrated Unit Assessment, Lesson 5 Rubric |
| --- | --- | --- |
| TEAL Goal 7: Elementary Education candidates will attain at least a 3 (Proficient) on each of the seven aspects of the assessment. 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and | | Elementary Education candidates will attain a score of 3 (Proficient) on each aspect of instructional planning for the five lessons in the Integrated Unit assignment.  
Elementary Education candidates will attain at least a 3 (Proficient) on each of the seven aspects of the assessment. |
| | | Students scored at proficient to exemplary levels with regards to aligning the topic of their Integrated Unit with the relevant South Carolina Social Studies Standards and with the Common Core Standards for English Language Arts. They were also highly proficient in designing assessments to align with those standards and in presenting their units in a readable, error-free format.  
Students scored lower in writing objectives, planning procedures, and providing assessment. While students scored as proficient in planning... |
| 3.2 Adaptation to diverse students | Community; | 3.3 Development of critical thinking and problem solving | Given that candidates earned lower scores on their ability to write objectives (see the reason why above), it is unsurprising that their assessment scores were also the lowest of all mean scores. The candidates frequently provided broad, general assessments at the ends of the unit, rather than demonstrating how students would be assessed through the unit in its entirety. Often, when assessments were provided, they lacked critical information as to what types of responses teachers should look for when grading student work, what constituted “success” in the lesson, and clear indicators for student performance.

In the future, we plan to provide students more instruction on writing measurable objectives in all content area methods courses, not just Social Studies methods. In addition, we will provide more scaffolded procedures, they did receive a lower overall mean score in this area. A problem existed, in a few units, with a lack of variety of instructional strategies. In addition, candidates sometimes lacked detail in their procedures, leaving evaluators to infer what students and teachers would do for each lesson. |

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<th>3.4 Active engagement in learning</th>
<th>Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;</th>
<th>3.5 Communication to foster collaboration</th>
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<td>Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;</td>
<td>Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication procedures, they did receive a lower overall mean score in this area. A problem existed, in a few units, with a lack of variety of instructional strategies. In addition, candidates sometimes lacked detail in their procedures, leaving evaluators to infer what students and teachers would do for each lesson.</td>
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<td>3.6 Communication to foster collaboration</td>
<td>They did receive a lower overall mean score in this area. A problem existed, in a few units, with a lack of variety of instructional strategies. In addition, candidates sometimes lacked detail in their procedures, leaving evaluators to infer what students and teachers would do for each lesson.</td>
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techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ACEI: Standard 3
CAEP: 2.1-2.3

support in developing appropriate assessments that reflect these measurable objectives. Finally, we will emphasize the need for candidates to be clear and thorough in their lesson planning, so that we are able to see how they are addressing the selected topic with the students and working towards mastery of their learning objectives. Our goal for the 2014-2015 academic year is for candidates to earn at least a 3.25 for Assessment, a 3.5 for Procedures, and a 3.5 for Objectives, in addition to maintaining high scores in the other three categories.

For the 2012-2013 academic year our goal was to have candidate growth in demonstrating mathematical content knowledge; the goal of the program was to have no candidate scoring at a Level II for these criteria and for 60% to score at a Level IV. During the 2013-2014 year, 82% of candidates scored at a Level IV for this category, surpassing our goal. Additionally, another 2012-2013 goal was for at least 50% of candidates to score a Level IV in using reflection to guide instruction; we were able to meet this goal in 2013-2014. Our final goal for the 2012-2013 year was for 60% of
One goal that we did not meet was for no candidate to earn a Level II in demonstrating his/her content knowledge; unfortunately, one candidate earned a Level II in this category, one student earned a Level II in applying the mathematical development levels in his/her analysis of the student, and two students earned a Level II in explaining how reflection guides instruction. For the 2014-2015 academic year, our goal will be to again have no candidates earned a Level II in any category. This will be done through more explicit instruction on these areas in our mathematics methods class, as well as providing one-on-one guidance and more scaffolded support for candidates struggling to meet these goals.

| TEAL Goal 4: Elementary Education candidates will successfully complete the internship/student teaching experience. 4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to | EDEL 467 | ACEI Internship Summative Evaluation Rubric | Elementary Education candidates will attain at least a 3 on the Internship Summative Evaluation of knowledge of subject matter, pedagogy, and classroom management | The Internship Summative Evaluation provides evidence that Coastal Carolina University Elementary Interns in Academic Year 2013-2014 demonstrate proficiency in both their knowledge of subject-matter content and in the range of teaching skills and competencies expected of a beginning teacher. As alluded |
plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

ACEI: Standard 4
CAEP: 2.1-2.3

Similarly, we seek to have more candidates earn Exemplary ratings across the range of professional skills and competencies assessed by the SCOE Conceptual Framework Rubric. Specifically, in area 1.5 (Understand and use formal and informal assessment strategies...) we will strive to increase the percentage of candidates who earn an Exemplary rating from the current 15% to 25%. We will seek as well to increase the percentage of exemplary candidates from the current 7% to at least 25% on skill 2.2 (Apply technology to facilitate effective assessment...). Of course, we will also strive to gradually “move” more candidates from the Proficient to the Exemplary column on all...
Given that relatively high percentages of candidates have already been rated Proficient, this goal appears attainable.

| TEAL Goal 5: Elementary Education candidates will be able to demonstrate an impact on student learning. 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally. 5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school |
|---|---|---|
| EDEL 467 | Teacher Work Sample Section Descriptions and Prompts Teacher Work Sample Rubric | Elementary Education candidates will attain a score of 3 on each of the components of the Teacher Work Sample. Faculty will continue to emphasize the systemic nature of assessment in all coursework leading to the Internship (EDEL 467). Doing so will ensure that future cohorts will continue to meet the indicators for each competency, and thus each section of the Teacher Work Sample. Regarding the Contextual Factors subsections on which several candidates “partially met” the indicator, methods faculty will incorporate additional time early in the Senior 1 semester so candidates can conduct the necessary research on the schools and students with whom they will be placed in the extended (four-week) field experience prior to the Internship. The extra time should enable candidates to better understand the students’ skills, approaches to learning, and hence, the instructional and assessment implications. Methods faculty during the Senior 1 semester will also teach more specifically |
colleagues, and agencies in
the 5-07 3
larger community to
promote the intellectual,
social, emotional, physical
growth and well-being of
children.
ACEI: Standard 5
CAEP: 4.1,4.2,5.1,5.2

about appropriate adaptations
and provide class time for
candidates to develop these
adaptations. Finally, methods
faculty will emphasize in their
teaching the need for
candidates’ adaptations to
remain congruent, and
“aligned” with the learning
goals established for the unit
itself. Although methods
faculty bear much of the
responsibility for helping
candidates acquire these skills
prior to the internship,
University Supervisors and
Cooperating Teachers play a
role too. During the internship
they serve as the candidates’
primary source for information,
feedback, and support.
Methods faculty on campus
must therefore collaborate
with University Supervisors and
Cooperating Teachers to
provide a “united” team
whereby the candidates’
education and training remain
consistent.