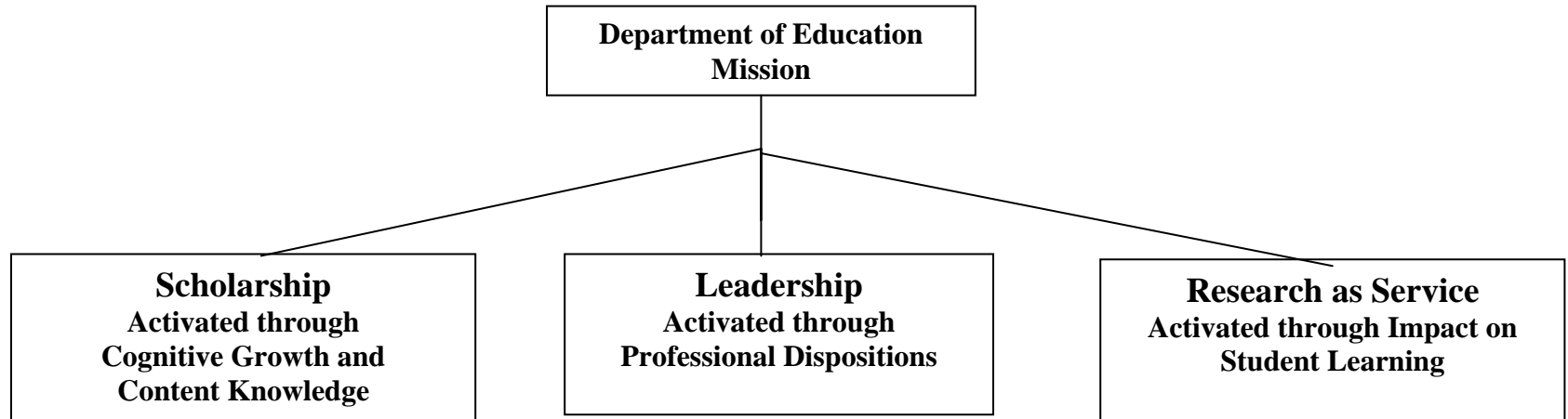


CONCEPTUAL FRAMEWORK ACTIVATES OUR MISSION

The Millsaps College Department of Education's mission is grounded in the institution's mission, designed around best practices defined by national professional standards, and professional dispositions. The Department's conceptual framework activates the mission and is implemented, monitored, and assessed by the Assessment Continuum.



- Positive impact on all learners
- Diagnostic thinking
- Application of theory into practice
- Pedagogy infused with technology
- Double majors & supplemental licensure
- Best professional practices
- Differential diagnostic techniques
- Individualized candidate assessment and advisement
- Solid content knowledge base
- Meaning centered classroom & curriculum
- Field-based research
- Individualized remediation
- Brain Research & implications for teaching & learning
- Reflective practices

**MILLSAPS COLLEGE DEPARTMENT OF EDUCATION
CONCEPTUAL FRAMEWORK AND ASSESSMENT CONTINUUM**

GOALS

**To develop Leadership, Research As Service, and Scholarship by emphasizing and measuring
Professionalism, Impact on Student Learning, and Cognitive Growth/Content Knowledge**

Entry Level	SCHOLARSHIP Cognitive Growth/Content Knowledge	LEADERSHIP Professional Dispositions	RESEARCH AS SERVICE Impact on Student Learning
<p>IDS 1610 - The Human Experience</p> <p>EDUC 3200 - Classroom Methods & Management</p>	<p>❖ ACT, SAT or Praxis I Scores GPA</p> <p>* Instructional Design, Implementation, Management Plans & Papers</p>	<p>Special Topics Presentations & Summaries</p> <p><i>Student</i> Pre-Assessment Rubric</p> <p>*Faculty Assessment (by Field Site Teacher) of Students using the K-12 Field Performance Assessment Rubric</p>	<p>Student Interviews, Classroom Observations</p> <p>K-12 Field Performance Assessment Rubric</p> <p>❖ Management test & Student Personal Classroom Management Model</p>
<p>Middle Level</p> <p>EDUC 3850 - Field Research in Reading</p> <p>EDUC 3110 - Performance Assessment</p> <p>EDUC 3130 – Education of the Exceptional Population</p>	<p>College Writing Portfolio</p> <p>Course Grade</p> <p>Final Exam</p> <p>Initial & Final Self-Evaluation</p>	<p>Faculty Assessment of Students using the K-12 Field Performance Assessment Rubric</p> <p>Faculty Assessment of Students using the K-12 Field Performance Assessment Rubric</p>	<p>Assessment of K-12 Student Growth, Delta Kids, Site Data Reports or Final Reports</p> <p>Standards Aligned Student Assessment Research Projects</p> <p>* Best LRE (1 out of 3)</p> <p>❖ Final Exam</p>

<p>Final Level</p> <p>EDUC 4300 – Ed Theory or Core 10</p> <p>EDUC 4500 – Clinical Practice Student Teaching</p>	<p>Research Paper</p> <p>Portfolio Rubric</p> <ul style="list-style-type: none"> ❖ Written & Oral Comprehensives ❖ Praxis II PLT & Special Area Exams <p>* Portfolio Work Samples</p>	<p>Student Reflective Essay & Rubric</p> <p>Clinical Practice Video & Self-STAI</p> <p>Supervising Teacher’s Eval</p> <p>Faculty Formal STAI</p> <p>*Faculty Assessment of Students using the K-12 Field Performance Assessment Rubric</p>	<ul style="list-style-type: none"> ❖ Grade assigned by cooperating teacher in Clinical Practice with supporting STAI <p>Student Teaching grade assigned by college supervisor in Clinical Practice</p>
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- ❖ Used as assessments for SPA Program Reviews & in Documents Room
- * In Documents Room