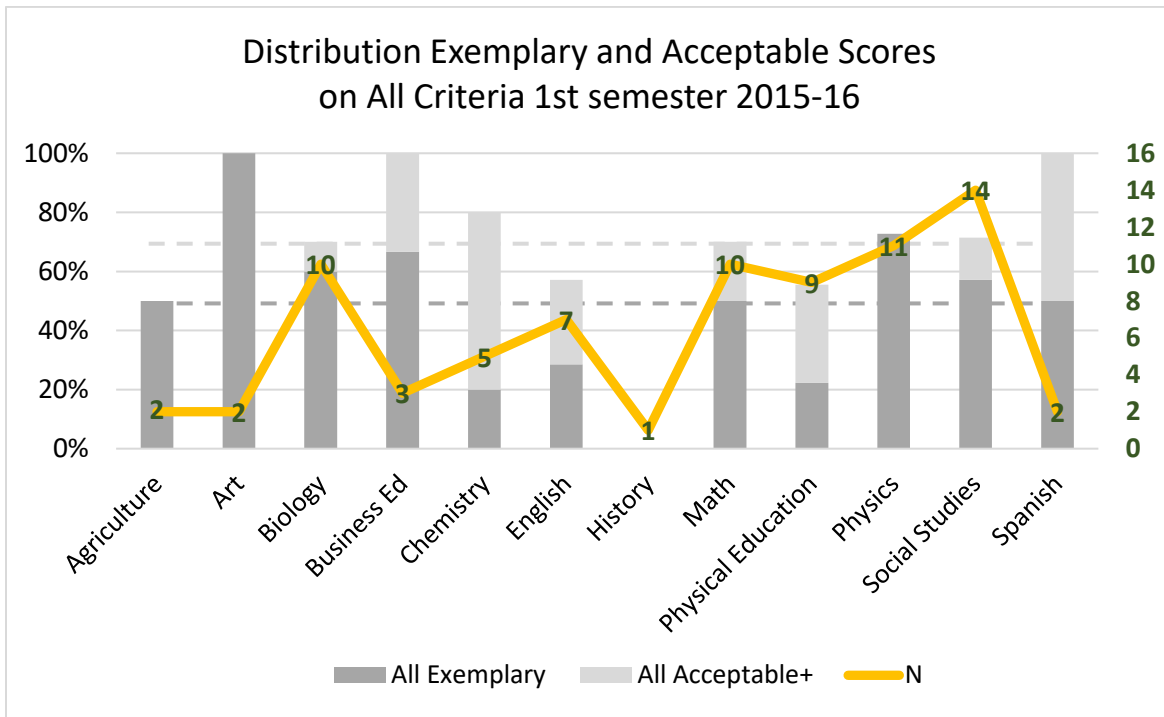


## EDPE 3129 Blog Assignment InTASC Performance Summary and Charts

During the first semester of the academic year 2015-16, 76 students completed the Using Microcomputers in the Classroom, EDPE 3129, course. Half (50% - - - ) were rated exemplary on all eleven criteria in the Blog Assignment rubric. Another 15 were rated acceptable or better on all criteria for a total of 70% ( - - - ) rated acceptable or better on all 11 criteria (see final three pages for rubric). The chart below shows the distribution of acceptable or better ratings on all criteria across various *expected teaching areas*.

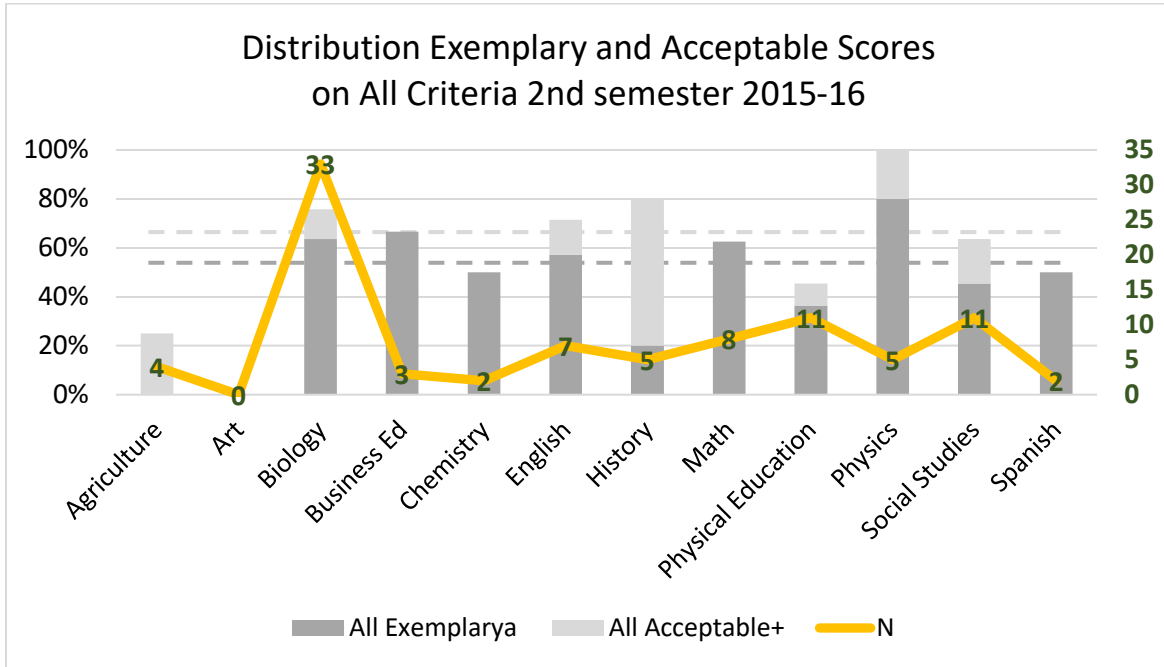
Due to the integrated nature of teacher preparation at UPRM, many of its future teachers are enrolled in and will complete non-education degree programs. Only 16 of the 91 students completing EDPE 3129 during the first semester 2016-17 were enrolled in an education program at the time. Some of the other 75 may enroll in and complete a teacher preparation sequence before or after completing their degree in a non-education program. Hence, the term *expected teaching area*. A student enrolled in a biology program (general biology, micro-biology, industrial biology, or pre-med) who chooses to complete a teacher preparation sequence may be *expected* to prepare to teach biology. A student enrolled in an electrical engineering program who chooses to complete a teacher preparation sequence may be *expected* to prepare to teach mathematics, but he or she might very well choose to prepare to teach physics. Those students who perform well in this and other introductory education courses are encouraged to enroll in and complete a teacher preparation sequence whether the student intends to become a teacher or to enhance his or her employability in another field. Those students who perform poorly in this or other introductory education courses are unlikely to meet teacher preparation sequence admission requirements.

The stacked columns represent percentages of all exemplary and all acceptable or better ratings in their expected teaching areas. Dashed lines percentages of these scores among all students. The orange line represents the number of students from expected teaching areas.

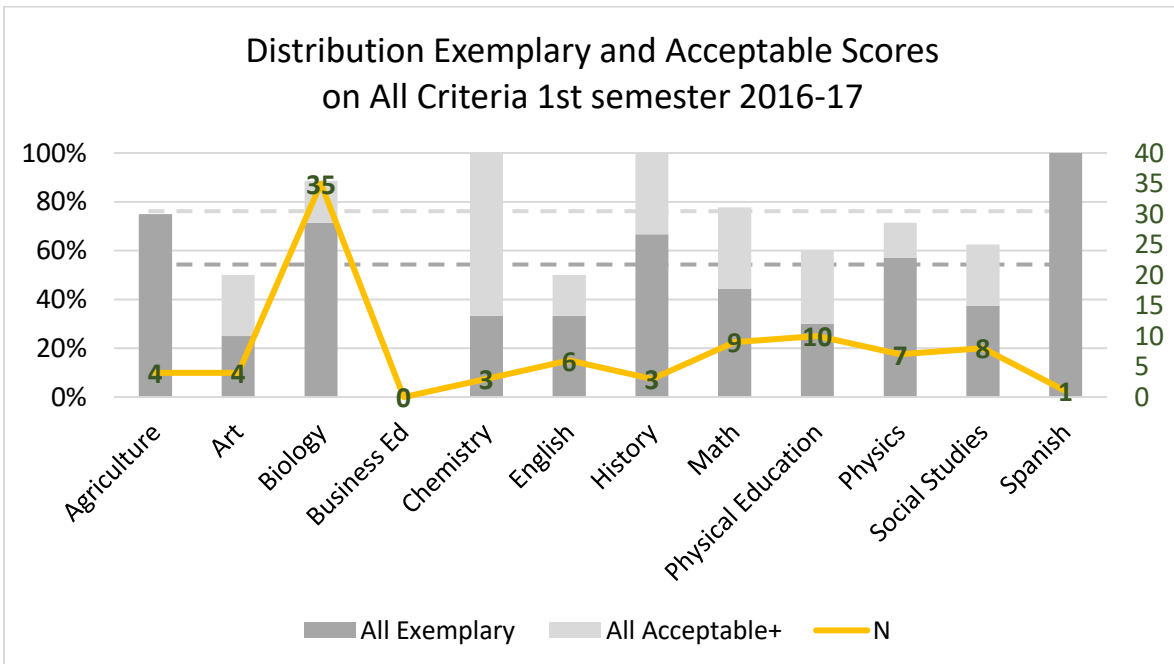


EDPE 3129 Blog Assignment  
InTASC Performance Summary and Charts

During the second semester of 2015-16, 91 students completed the EDPE 3129 course. Of these, 48 (53% - - - ) were rated exemplary on all Blog Assignment criteria. Another 13 were rated acceptable or better on all criteria. In total, 67% ( - - - ) rated exemplary or acceptable on all criteria. The next chart shows the distribution of all acceptable or better ratings across the *expected teaching areas* for the second semester of 2015-16.

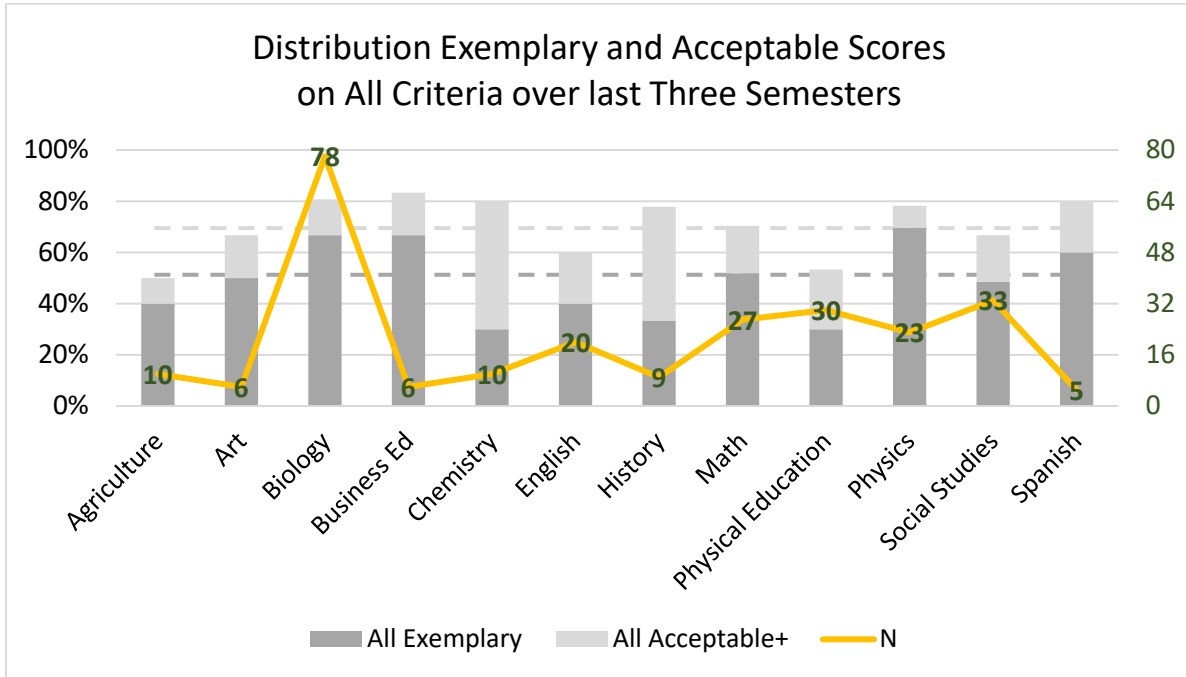


During first semester 2016-17, 91 students completed the EDPE 3129 course. Of these, 49 were rated exemplary on all Blog Assignment criteria. Another 20 were rated acceptable or better on all criteria. The next chart shows the distribution of the 69 (76%) that were rated acceptable or better on all criteria across the *expected teaching areas*.



## EDPE 3129 Blog Assignment InTASC Performance Summary and Charts

In total, 258 students completed the EDPE 3129 course over the past three semesters. Of these, 134 (52%) were rated exemplary on all Blog Assignment criteria. Another 49 were rated acceptable or better on all criteria. The next chart shows the distribution of the 183 (71%) that were rated acceptable or better on all criteria across the *expected teaching areas* over the past three semesters.



The three semesters of data consistently show that roughly 70% of the students who complete the EDPE 3129 course demonstrate an acceptable level of competency with respect to the 11 InTASC aligned criteria used to evaluate the Blog Assignment. That assignment requires each student to prepare and post a complete lesson including assessment in his or her blog. Each student is also required to do the lesson tasks prepared and posted by at least three classmates. In addition to completing preparing and posting a lesson in their discipline, students are required to share constructive comments with the lesson preparer regarding:

- 1) the strengths of the lesson;
- 2) how well were the characteristics for a good online lesson met; and
- 3) recommendations for improvements.

Given that only 57 (22%) of the 258 were officially enrolled in an education program or sequence when taking the course, the results are adequate. Those teaching areas in which less than 60% of the students are demonstrating acceptable competency levels bear watching. The students from Agriculture, English, and Physical Education may need some sort of differentiated instruction for the Blog Assignment. The overall and relative performance of education program and education sequence completers will be evaluated when there are a significant number of completers who have carried out this particular assignment.