

**College of Saint Mary**  
**Rule 24 Section 3:**  
**Use of Related Data and Information for**  
**Continuous Program Improvement of Endorsement Program**

**Endorsement Program: Mathematics 7-12**

The Program Director for the Math Program at College of Saint Mary indicates that a course titled Discrete Mathematics was added to the CSM curriculum because, as of three years ago, CSM did not offer enough classes for a math endorsement for our undergraduates. In theory, this addition would give undergraduate students more choices and would give MAT students more of an opportunity to take possible deficiency courses at College of Saint Mary, if they so choose.

Another course, titled Numbers and Geometry, has been changed from a two hundred level class (262) to a one hundred level course (162) with a new title, Math for Elementary Teachers. The course has an added component which includes more hands on activities and addresses more elementary classroom functions, in the hopes that it will be more attractive to students in teacher education.

Math is an area of high need in our local districts and students would qualify for the TEACH grant. With these minor program improvements, it is the hope that College of Saint Mary can attract more undergraduate and MAT students to math as an area of concentration.

**What future changes are planned?**

Going forward a new organizational structure will be implemented in which the Division of Professional Studies (includes education program) and Division of Arts and Sciences (includes biology program) will be combined into one division overseen by an associate dean. Consequently, faculty from these previously independent groups will meet together monthly for division meetings. The additional interaction will foster conversations between faculty, thereby increasing understanding programmatic needs and facilitating collaboration between programs.

**What are implications for overall unit improvement initiatives to the endorsement program?**

Several programmatic changes in the Unit have had an impact on the Mathematics endorsement program.

- These include use of the statewide Clinical Practice evaluation format, updated CSM Student Outcomes, the Case Study project requirement and changes in Praxis II requirements.
- The use of the statewide NDE Clinical Practice Evaluation had impact upon this endorsement program. The evaluation is built on InTASC Model Core Teaching Standards. The CSM Student Outcomes have been aligned with the InTASC standards.
- The Case Study project was developed to provide an authentic assessment tool in addition to the clinical evaluation. This additional tool provides opportunity to use multiple measures of

student performance in assessing, planning, implementing and evaluating students. Students complete the case study during Clinical Practice.

- The standard lesson plan template used by the program for many years was revised to two formats: a Lesson Plan with Analysis and Lesson Plan with Reflection. It was developed in fall 2013 to be used across methods courses program-wide when students are able to plan, implement and evaluate lessons in field experience settings. There have been limited opportunities for students to conduct lessons that allow for collection of data and detailed analyses. This has resulted from restricted opportunities for students to take leading roles in classroom instruction due to reluctance of classroom teachers to relinquish responsibility to students, because of the pressures of testing. The unit plans to solicit partnerships with specific schools and classrooms to allow students to complete at least one detailed Lesson Plan with Analysis as part of their preparation.
- The requirement that secondary education students must pass the Praxis II content exam for certification has had an impact on the Business Marketing and Information Technology Program. The Business Marketing and Information Technology Program Director and Teacher Preparation faculty collaborate to ensure that course content is consistent with the content of the exam.
- Teacher Preparation Faculty keep directors of secondary content areas informed of changes in endorsement requirements. Decisions will be made in collaboration between the content area program director and Teacher Preparation Faculty. Shared advising of students by content program faculty and Teacher Preparation Faculty ensures that students complete all requirements for both programs.
- There has been continual work on dispositional reflection by all individual Teacher Education candidates as well as faculty input on dispositions from across the coursework prior to clinical practice.
- Short and long form field experience evaluations have been adopted. The long form evaluation reflects standards used in the NDE Clinical Practice evaluation and also addresses professional characteristics/dispositions.
- The Clinical Practice application was updated and now includes disposition reflection and assessment of strengths and weakness in dispositional areas.