

**College of Saint Mary**  
**Rule 24 Section 2 – Artifacts 2 and 3**  
**Key Assessments and Findings**

**Endorsement: Religious Education K-12**

**Artifact 2:** Data tables with summarized data for each key assessment.

**Artifact 3:** Provide a narrative interpretation/summary of the assessment data from the institution's perspective.

**There were five or fewer completers for this endorsement during the last two years; therefore, to ensure candidate privacy, data are not provided.**

**Content Knowledge #1**

<b>Graduation GPA</b>	
<b>2014- 2015 2015-2016</b>	There were fewer than five completers for the Religious Education endorsement program during the years reported; to ensure candidate privacy, data are not provided. Portions of the narrative that apply to all CSM completers reported.

**Undergraduate**

The Graduation GPA for students seeking bachelor's degrees includes all program requirements including courses in General Education, the Religious Education major, the Professional Core Courses and Supporting Courses. All courses on the Program of Study are included in the final Graduation GPA.

**Graduate**

The graduation GPA of completers of the Master of Arts in Teaching Program is calculated on those credits earned at College of Saint Mary.

<b>Praxis II Test</b>	
<b>2014- 2015 2015-2016</b>	<b>There is no Praxis II requirement for Religious Education</b>

**Praxis II** No Praxis II exam is required in Nebraska for certification in Religious Education.

## Content Knowledge #2

Content GPA	
<b>2014- 2015</b> <b>2015-2016</b>	There were fewer than five completers for the Religious Education endorsement program during the years reported; to ensure candidate privacy, data are not provided. Portions of the narrative that apply to all CSM completers reported.

The Content GPA for Religious Education endorsement completers includes all courses in the Religious Education major. These courses identified on the Program of Study are included in the Content GPA.

NDE Clinical Evaluation	Standards 4 and 7.2
<b>2014- 2015</b> <b>2015-2016</b>	There were fewer than five completers for the Religious Education endorsement program during the years reported; to ensure candidate privacy, data are not provided. Portions of the narrative that apply to all CSM completers reported.

Final clinical practice evaluations assess student performance in classrooms. The College of Saint Mary Teacher Education Program began using the Nebraska Clinical Practice Evaluation in 2014-2015. The evaluation includes detailed sections on Student Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration and Impact on Student Learning and Development. The Performance descriptors are defined on the evaluation tool and include Consistent, Frequent, Occasional and Rare.

Standards 4: Content Knowledge and Standard 7.2: Planning for Instruction of the Clinical Practice Evaluation were identified as a Key Assessment for evaluating authentic student performance in classroom related to Content Knowledge and focus on each teacher candidate's ability to draw upon knowledge of content areas in planning.

## Learner/Learning Environments

Content GPA	Standards 1, 2, 3, and
2014- 2015 2015-2016	There were fewer than five completers for the Religious Education endorsement program during the years reported; to ensure candidate privacy, data are not provided. Portions of the narrative that apply to all CSM completers reported.

Final clinical practice evaluations assess student performance in classrooms. The College of Saint Mary Teacher Education Program began using the Nebraska Clinical Practice Evaluation in 2014-2015. The evaluation includes detailed sections on Student Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration and Impact on Student Learning and Development. The Performance descriptors are defined on the evaluation tool and include Consistent, Frequent, Occasional and Rare.

Sections of the **Clinical Practice Evaluation** were identified as a Key Assessment for evaluating authentic student performance in classroom related to Learners/Learning Environment. Standard 1: Student Development' Standard 2: Learning Differences' Standard 3: Learning Environments, and Standard 7.3 Drawing on Knowledge of Student and Community of the Clinical Practice Evaluation were identified as a Key Assessments for evaluating authentic student performance in classroom related to Content Knowledge and focus on each teacher candidate's ability to draw upon knowledge of content areas in planning. These standards were selected to determine how well program completers in the Religious Education endorsement program demonstrate knowledge of developmental characteristics of learners including knowledge of learning and cultural differences and how well they were able to create inclusive and positive learning environments using knowledge of learners.

Case Study	Sections 1,4, and 5
2014- 2015 2015-2016	There were fewer than five completers for Religious Education endorsement program during the years reported; to ensure candidate privacy, data are not provided. Portions of the narrative that apply to all CSM completers reported.

The Case Study assignment has been identified as one of the Key Assessments for evaluating candidates' understanding student characteristics including individual and context differences and evaluating candidates' ability to plan, implement and evaluate instruction including carrying out detailed data analysis.

Section 1: Contextual Factors; Section 4: Design for Instruction; and Section 5: Instructional Decision Making of the Case Study assignment were identified as a Key Assessment for evaluating authentic student performance in classroom related to Learners/Learning Environment. These sections were selected to determine how well program completers of the Religious Education endorsement program demonstrated knowledge of contextual features of the learning environment and how they used this knowledge to engage in intentional decision-making in designing instruction.

## Instructional Practices - Knowledge

NDE Clinical Evaluation	Standards 6.1 and 7.1
<b>2014- 2015 2015-2016</b>	There were fewer than five completers for the Religious Education endorsement program during the years reported; to ensure candidate privacy, data are not provided. Portions of the narrative that apply to all CSM completers reported.

Sections 6.1: Multiple of Assessment and Standard 7.1 Planning for Every Student of the Clinical Practice Evaluation were identified as a Key Assessment for evaluating authentic student performance in classrooms related to Instructional Practices: Knowledge. These standards were selected to determine how well program completers in the Religious Education endorsement program demonstrated understanding of multiple measurements of assessment and their ability to plan instruction that supports students in meeting learning goals.

Case Study	Sections 3 and 4
<b>2014- 2015 2015-2016</b>	There were fewer than five completers for the Religious Education endorsement program during the years reported; to ensure candidate privacy, data are not provided. Portions of the narrative that apply to all CSM completers reported.

The **Case Study assignment** has been identified as one of the Key Assessments for evaluating candidates' understanding student characteristics including individual and context differences and evaluating candidates' ability to plan, implement and evaluate instruction including carrying out detailed data analysis.

Section 3: Assessment Plan and Section 4: Design for Instruction of the Case Study assignment were identified as a Key Assessment for evaluating authentic student performance in classroom related to Instructional Practices: Knowledge. They were selected to determine how well program completers of the Religious Education endorsement program demonstrated knowledge of and use of assessment strategies and how this information was used in instructional design.

	Bachelors – Senior Research Paper (110 Points Possible)	Masters –HPT Paper (100 Points Possible)
<b>2014- 2015 2015-2016</b>	There were fewer than five completers for the Religious Education endorsement program during the years reported; to ensure candidate privacy, data are not provided. Portions of the narrative that apply to all CSM completers reported.	

The Senior Research Paper has been identified as one of the Key Assessments for evaluating completers Knowledge of Instructional Practices. The purpose of the research project is to provide an opportunity to demonstrate knowledge and skills and to present the results to a symposium in a genuine, meaningful and practical learning experience.

## Instructional Practices – Effectiveness

NDE Clinical Evaluation	Standards 5, 6.2, 8, and 11
2014- 2015 2015-2016	There were fewer than five completers for the Religious Education endorsement program during the years reported; to ensure candidate privacy, data are not provided. Portions of the narrative that apply to all CSM completers reported.

Standard 5: Application of Content; Standard 6.2: Using multiple methods of assessment; Standard 8: Instructional Strategies; Standard 11: Impact on Student Learning and Development of the Clinical Practice Evaluation were identified as a Key Assessments for evaluating authentic student performance in classroom related to Instructional Practices: Effectiveness. These standards were selected to determine how well program completers in the Religious Education endorsement program demonstrate understanding and use of multiple measurements of assessment, show ability to plan and implement instruction that positively impacts learners and to use technology for instruction and assessment.

Case Study	Sections 5, 6, and 7
2014- 2015 2015-2016	There were fewer than five completers for the Business Marketing and Information Technology endorsement program during the years reported; to ensure candidate privacy, data are not provided. Portions of the narrative that apply to all CSM completers reported.

Section 5: Instructional Decision-Making; Section 6 Analysis of Student Learning; and Section 7 Reflection and Evaluation of the Case Study assignment identified as a Key Assessment for evaluating authentic student performance in classroom related to Instructional Practices: Effectiveness. These sections were selected to determine how well program completers of the Religious Education endorsement program demonstrated the ability to make decisions about instruction, to implement instruction, analyze evidence of student learning and engage in reflection and self-evaluation.

## Professional Responsibility

NDE Clinical Evaluation	Standards 9 and 10
2014- 2015 2015-2016	There were fewer than five completers for the Religious Education endorsement program during the years reported; to ensure candidate privacy, data are not provided. Portions of the narrative that apply to all CSM completers reported.

Standard 9: Professional Learning and Ethical Practice and Standard 10: Leadership and Collaboration of the Clinical Practice Evaluation were identified as a Key Assessment for evaluating authentic student performance in classrooms related to Professional Responsibility. These standards were selected to determine how well program completers in the Religious Education endorsement program engage in professional development, demonstrate ethical practices and professional dispositions, assume responsibility for student learning and collaborate with students, families and colleagues as well as others outside of school settings.

Case Study	Section 7
2014- 2015 2015-2016	There were fewer than five completers for the Religious Education endorsement program during the years reported; to ensure candidate privacy, data are not provided. Portions of the narrative that apply to all CSM completers reported.

Section 7: Reflection and Self Evaluation of the Case Study assignment was identified as a Key Assessment for evaluating authentic student performance in classrooms related to Professional Responsibility was selected to determine how well program completers of the Religious Education endorsement program demonstrated the ability engage in reflection and self-evaluation.

## Overall Proficiency

	2015 Nebraska First Year Teacher Survey Religious Education Endorsement
2014- 2015 2015-2016	There were fewer than five completers for the Religious Education endorsement program during the years reported; to ensure candidate privacy, data are not provided. Portions of the narrative that apply to all CSM completers reported.

The Nebraska First Year Teacher Survey is distributed to principals who are supervising graduates from Nebraska teacher education programs. Building principals are asked to evaluate the teachers on 28 indicators using the rating scale of Consistent, Frequent, Occasional and Rare for each indicator. The 28 indicators are consistent with the Standards on the Nebraska Clinical Practice Evaluation.

As the statewide facilitation of the First Year Teacher Survey becomes standard practice, it is hoped that more complete data will be provided in the future. It is important to note that not all completers seek and gain employment in Nebraska and evidence of performance of those completers would not be accessible through the Nebraska First Year Teacher Survey.