

Fall 01

Midpoint Planning Assessment Task Data Summary
Fall 2001 First Pilot – Overall performance (EEd, PE, Hist., Sci) (n = 25)

	Guiding Questions	% of Candidates at "Not Proficient"	% of Candidates at "Satisfactory Proficiency"	% of Candidates at "Advanced Proficiency"
1.1	Describe how the candidate analyzes contextual information, lesson plan, and student work critical to planning the next lesson.	36%	52%	12%
1.2	Describe how the candidate uses content and knowledge about the students to establish expectations for learning (lesson objectives and rationale).	36%	48%	16%
1.3	Describe how the candidate provides a structure for learning (initiation and closure).	36%	52%	12%
1.4	Describe how the candidate develops the lesson (sequence of strategies, activities and/or questions) to support student achievement of lesson objectives.	32%	52%	16%
1.5	Describe how the candidate uses materials, equipment and/or technology to support students' learning.	32%	52%	12%
1.6	Describe how the candidate establishes a physically safe environment, addresses classroom management, classroom arrangements and standards of behavior and communicates expectations to students.	16%	72%	4%
1.7	Describe how the candidate plans modifications and accommodations to meet the needs of Student A and Student B.	68%	24%	8%
1.8	Describe how the candidate planned to assess students' learning and its alignment with lesson objectives.	52%	44%	4%
	Totals			

Goal of methodology level assessment is that the teacher candidates are able to demonstrate competence at a "2 - Satisfactory Proficiency Level" in order to be eligible to student teach.

Scoring Decision Guide:

The performance standard is a minimum passing cumulative score is 13 as follows:

- Score of "2" on Guiding Questions 1.2 and 1.4
- Score of "2" on at least 2 of the following Guiding Questions 1.1, 1.3, 1.8
- Score of "2" on at least 1 of the following Guiding Questions 1.5, 1.6, 1.7

Using the draft standard for pass/fail, 52% failed and 48% passed.

Midpoint Planning Assessment Task Data Summary
First Pilot – Fall 2001 History/Social Studies Education (n = 4)

	Guiding Questions	% of Candidates at “Not Proficient”	% of Candidates at “Satisfactory Proficiency”	% of Candidates at “Advanced Proficiency”
1.1	Describe how the candidate analyzes contextual information, lesson plan, and student work critical to planning the next lesson.	50%	50%	0%
1.2	Describe how the candidate uses content and knowledge about the students to establish expectations for learning (lesson objectives and rationale).	50%	25%	25%
1.3	Describe how the candidate provides a structure for learning (initiation and closure).	50%	50%	0%
1.4	Describe how the candidate develops the lesson (sequence of strategies, activities and/or questions) to support student achievement of lesson objectives.	50%	25%	25%
1.5	Describe how the candidate uses materials, equipment and/or technology to support students' learning.	25%	50%	25%
1.6	Describe how the candidate establishes a physically safe environment, addresses classroom management, classroom arrangements and standards of behavior and communicates expectations to students.	25%	75%	0%
1.7	Describe how the candidate plans modifications and accommodations to meet the needs of Student A and Student B.	75%	0%	25%
1.8	Describe how the candidate planned to assess students' learning and its alignment with lesson objectives.	50%	50%	0%
	Totals			

Goal of methodology level assessment is that the teacher candidates are able to demonstrate competence at a “2 - Satisfactory Proficiency Level” in order to be eligible to student teach.

Scoring Decision Guide:

The performance standard is a minimum passing cumulative score is 13 as follows:

- Score of “2” on Guiding Questions 1.2 and 1.4
- Score of “2” on at least 2 of the following Guiding Questions 1.1, 1.3, 1.8
- Score of “2” on at least 1 of the following Guiding Questions 1.5, 1.6, 1.7

Using the draft standard for pass/fail, 50% failed and 50% passed.

Midpoint Planning Assessment Task Data Summary
First Pilot – Fall 2001 Science Education (n = 4)

	Guiding Questions	% of Candidates at “Not Proficient”	% of Candidates at “Satisfactory Proficiency”	% of Candidates at “Advanced Proficiency”
1.1	Describe how the candidate analyzes contextual information, lesson plan, and student work critical to planning the next lesson.	50%	25%	25%
1.2	Describe how the candidate uses content and knowledge about the students to establish expectations for learning (lesson objectives and rationale).	25%	50%	25%
1.3	Describe how the candidate provides a structure for learning (initiation and closure).	0%	75%	25%
1.4	Describe how the candidate develops the lesson (sequence of strategies, activities and/or questions) to support student achievement of lesson objectives.	50%	25%	25%
1.5	Describe how the candidate uses materials, equipment and/or technology to support students’ learning.	75%	0%	25%
1.6	Describe how the candidate establishes a physically safe environment, addresses classroom management, classroom arrangements and standards of behavior and communicates expectations to students.	25%	75%	0%
1.7	Describe how the candidate plans modifications and accommodations to meet the needs of Student A and Student B.	50%	50%	0%
1.8	Describe how the candidate planned to assess students’ learning and its alignment with lesson objectives.	50%	50%	0%
	Totals			

Goal of methodology level assessment is that the teacher candidates are able to demonstrate competence at a “2 - Satisfactory Proficiency Level” in order to be eligible to student teach.

Scoring Decision Guide:

The performance standard is a minimum passing cumulative score is 13 as follows:

- Score of “2” on Guiding Questions 1.2 and 1.4
- Score of “2” on at least 2 of the following Guiding Questions 1.1, 1.3, 1.8
- Score of “2” on at least 1 of the following Guiding Questions 1.5, 1.6, 1.7

Using the draft standard for pass/fail, 50% failed and 50% passed.

Midpoint Planning Assessment Task Data Summary
First Pilot – Fall 2001 Physical Education (n = 8)

	Guiding Questions	% of Candidates at “Not Proficient”	% of Candidates at “Satisfactory Proficiency”	% of Candidates at “Advanced Proficiency”
1.1	Describe how the candidate analyzes contextual information, lesson plan, and student work critical to planning the next lesson.	0%	75%	25%
1.2	Describe how the candidate uses content and knowledge about the students to establish expectations for learning (lesson objectives and rationale).	38%	38%	25%
1.3	Describe how the candidate provides a structure for learning (initiation and closure).	38%	38%	25%
1.4	Describe how the candidate develops the lesson (sequence of strategies, activities and/or questions) to support student achievement of lesson objectives.	25%	50%	25%
1.5	Describe how the candidate uses materials, equipment and/or technology to support students' learning.	25%	63%	13%
1.6	Describe how the candidate establishes a physically safe environment, addresses classroom management, classroom arrangements and standards of behavior and communicates expectations to students.	13%	75%	13%
1.7	Describe how the candidate plans modifications and accommodations to meet the needs of Student A and Student B.	63%	25%	13%
1.8	Describe how the candidate planned to assess students' learning and its alignment with lesson objectives.	38%	50%	13%
	Totals			

Goal of methodology level assessment is that the teacher candidates are able to demonstrate competence at a “2 - Satisfactory Proficiency Level” in order to be eligible to student teach.

Scoring Decision Guide:

The performance standard is a minimum passing cumulative score is 13 as follows:

- Score of “2” on Guiding Questions 1.2 and 1.4
- Score of “2” on at least 2 of the following Guiding Questions 1.1, 1.3, 1.8
- Score of “2” on at least 1 of the following Guiding Questions 1.5, 1.6, 1.7

Using the draft standard for pass/fail, 63% passed and 37% failed

Midpoint Planning Assessment Task Data Summary
First Pilot – Fall 2001 Elementary Education (n = 9)

	Guiding Questions	% of Candidates at "Not Proficient"	% of Candidates at "Satisfactory Proficiency"	% of Candidates at "Advanced Proficiency"
1.1	Describe how the candidate analyzes contextual information, lesson plan, and student work critical to planning the next lesson.	56%	44%	0%
1.2	Describe how the candidate uses content and knowledge about the students to establish expectations for learning (lesson objectives and rationale).	33%	67%	0%
1.3	Describe how the candidate provides a structure for learning (initiation and closure).	44%	56%	0%
1.4	Describe how the candidate develops the lesson (sequence of strategies, activities and/or questions) to support student achievement of lesson objectives.	22%	78%	0%
1.5	Describe how the candidate uses materials, equipment and/or technology to support students' learning.	22%	78%	0%
1.6	Describe how the candidate establishes a physically safe environment, addresses classroom management, classroom arrangements and standards of behavior and communicates expectations to students.	22%	67%	11%
1.7	Describe how the candidate plans modifications and accommodations to meet the needs of Student A and Student B.	78%	22%	0%
1.8	Describe how the candidate planned to assess students' learning and its alignment with lesson objectives.	67%	33%	0%
	Totals			

Goal of methodology level assessment is that the teacher candidates are able to demonstrate competence at a "2 - Satisfactory Proficiency Level" in order to be eligible to student teach.

Scoring Decision Guide:

The performance standard is a minimum passing cumulative score is 13 as follows:

- Score of "2" on Guiding Questions 1.2 and 1.4
- Score of "2" on at least 2 of the following Guiding Questions 1.1, 1.3, 1.8
- Score of "2" on at least 1 of the following Guiding Questions 1.5, 1.6, 1.7

Using the draft standard for pass/fail, 67% failed and 33% passed.



Midpoint Planning Assessment Task Data Summary

Fall 2002 All Programs (n = 120)

(elementary, early childhood, history, science, spanish, special and physical education)

	Guiding Questions	% of Candidates at "Not Proficient"	% of Candidates at "Satisfactory Proficiency"	% of Candidates at "Advanced Proficiency"
1.1	Describe how the candidate analyzes contextual information, lesson plan, and student work critical to planning the next lesson.	28%	41%	31%
1.2	Describe how the candidate uses content and knowledge about the students to establish expectations for learning (lesson objectives and rationale).	33%	53%	14%
1.3	Describe how the candidate provides a structure for learning (initiation and closure).	36%	49%	15%
1.4	Describe how the candidate develops the lesson (sequence of strategies, activities and/or questions) to support student achievement of lesson objectives.	36%	48%	16%
1.5	Describe how the candidate uses materials, equipment and/or technology to support students' learning.	20%	64%	15%
1.6	Describe how the candidate establishes a physically safe environment, addresses classroom management, classroom arrangements and standards of behavior and communicates expectations to students.	30%	54%	16%
1.7	Describe how the candidate plans modifications and accommodations to meet the needs of Student A and Student B.	43%	46%	12%
1.8	Describe how the candidate planned to assess students' learning and its alignment with lesson objectives.	33%	49%	18%
	Totals	32%	51%	17%

Goal of methodology level assessment is that the teacher candidates are able to demonstrate competence at a "2 - Satisfactory Proficiency Level" in order to be eligible to student teach.

Scoring Decision Guide: The performance standard is a minimum passing cumulative score is 13 as follows:

- Score of "2" on Guiding Questions 1.2 and 1.4
- Score of "2" on at least 2 of the following Guiding Questions 1.1, 1.3, 1.8
- Score of "2" on at least 1 of the following Guiding Questions 1.5, 1.6, 1.7

Using the draft standard for pass/fail, 49% failed and 51% passed.

Midpoint Planning Assessment Task Data Summary
 Fall 2002 Elementary Education (n = 51)

	Guiding Questions	% of Candidates at "Not Proficient"	% of Candidates at "Satisfactory Proficiency"	% of Candidates at "Advanced Proficiency"	ACEI Alignment
1.1	Describe how the candidate analyzes contextual information, lesson plan, and student work critical to planning the next lesson.	33%	41%	25%	3a
1.2	Describe how the candidate uses content and knowledge about the students to establish expectations for learning (lesson objectives and rationale).	41%	41%	18%	2a 3a
1.3	Describe how the candidate provides a structure for learning (initiation and closure).	43%	45%	12%	3c
1.4	Describe how the candidate develops the lesson (sequence of strategies, activities and/or questions) to support student achievement of lesson objectives.	39%	47%	14%	3c
1.5	Describe how the candidate uses materials, equipment and/or technology to support students' learning.	22%	71%	8%	3c 3d
1.6	Describe how the candidate establishes a physically safe environment, addresses classroom management, classroom arrangements and standards of behavior and communicates expectations to students.	37%	47%	16%	3d
1.7	Describe how the candidate plans modifications and accommodations to meet the needs of Student A and Student B.	53%	41%	6%	3a 3b
1.8	Describe how the candidate planned to assess students' learning and its alignment with lesson objectives.	33%	47%	51%	4
	Totals	38%	48%	15%	

Goal of methodology level assessment is that the teacher candidates are able to demonstrate competence at a "2 - Satisfactory Proficiency Level" in order to be eligible to student teach.

Scoring Decision Guide: The performance standard is a minimum passing cumulative score is 13 as follows:

- Score of "2" on Guiding Questions 1.2 and 1.4
- Score of "2" on at least 2 of the following Guiding Questions 1.1, 1.3, 1.8
- Score of "2" on at least 1 of the following Guiding Questions 1.5, 1.6, 1.7

Using the draft standard for pass/fail, 59% failed and 41% passed.

Midpoint Planning Assessment Task Data Summary
Fall 2002 Early Childhood Education (n = 21)

	Guiding Questions	% of Candidates at "Not Proficient"	% of Candidates at "Satisfactory Proficiency"	% of Candidates at "Advanced Proficiency"	NAEYC Alignment
1.1	Describe how the candidate analyzes contextual information, lesson plan, and student work critical to planning the next lesson.	33%	38%	29%	
1.2	Describe how the candidate uses content and knowledge about the students to establish expectations for learning (lesson objectives and rationale).	43%	57%	0%	
1.3	Describe how the candidate provides a structure for learning (initiation and closure).	67%	33%	0%	
1.4	Describe how the candidate develops the lesson (sequence of strategies, activities and/or questions) to support student achievement of lesson objectives.	57%	43%	0%	
1.5	Describe how the candidate uses materials, equipment and/or technology to support students' learning.	19%	81%	0%	
1.6	Describe how the candidate establishes a physically safe environment, addresses classroom management, classroom arrangements and standards of behavior and communicates expectations to students.	43%	52%	5%	
1.7	Describe how the candidate plans modifications and accommodations to meet the needs of Student A and Student B.	53%	38%	0%	
1.8	Describe how the candidate planned to assess students' learning and its alignment with lesson objectives.	57%	43%	0%	
	Totals	48%	48%	4%	

Goal of methodology level assessment is that the teacher candidates are able to demonstrate competence at a "2 - Satisfactory Proficiency Level" in order to be eligible to student teach.

Scoring Decision Guide: The performance standard is a minimum passing cumulative score is 13 as follows:

- Score of "2" on Guiding Questions 1.2 and 1.4
- Score of "2" on at least 2 of the following Guiding Questions 1.1, 1.3, 1.8
- Score of "2" on at least 1 of the following Guiding Questions 1.5, 1.6, 1.7

Using the draft standard for pass/fail, 71% failed and 29% passed.

Midpoint Planning Assessment Task Data Summary
Fall 2002 Secondary Social Studies/History Education (n = 11*)

	Guiding Questions	% of Candidates at "Not Proficient"	% of Candidates at "Satisfactory Proficiency"	% of Candidates at "Advanced Proficiency"	Alignment
1.1	Describe how the candidate analyzes contextual information, lesson plan, and student work critical to planning the next lesson.	10%	50%	40%	NCSS 1 NCSS 6
1.2	Describe how the candidate uses content and knowledge about the students to establish expectations for learning (lesson objectives and rationale).	20%	60%	20%	NCSS 6
1.3	Describe how the candidate provides a structure for learning (initiation and closure).	10%	60%	30%	NCSS 5
1.4	Describe how the candidate develops the lesson (sequence of strategies, activities and/or questions) to support student achievement of lesson objectives.	0%	50%	50%	NCSS 5
1.5	Describe how the candidate uses materials, equipment and/or technology to support students' learning.	0%	50%	50%	NCSS 4 NCSS 5
1.6	Describe how the candidate establishes a physically safe environment, addresses classroom management, classroom arrangements and standards of behavior and communicates expectations to students.	0%	70%	30%	NCSS 4
1.7	Describe how the candidate plans modifications and accommodations to meet the needs of Student A and Student B.	0%	70%	30%	NCSS 1 NCSS 2 NCSS 3 NCSS 6
1.8	Describe how the candidate planned to assess students' learning and its alignment with lesson objectives.	0%	60%	40%	NCSS 7
	Totals	5%	59%	36%	

Goal of methodology level assessment is that the teacher candidates are able to demonstrate competence at a "2 - Satisfactory Proficiency Level" in order to be eligible to student teach.

Scoring Decision Guide: The performance standard is a minimum passing cumulative score is 13 as follows:

- Score of "2" on Guiding Questions 1.2 and 1.4
- Score of "2" on at least 2 of the following Guiding Questions 1.1, 1.3, 1.8
- Score of "2" on at least 1 of the following Guiding Questions 1.5, 1.6, 1.7

Using the draft standard for pass/fail, 20% failed and 80% passed.

* Data are reported for 10 participants as one response was incomplete and unscorable.

Midpoint Planning Assessment Task Data Summary
Fall 2002 Modern Language/Spanish Education (n = 9)

	Guiding Questions	% of Candidates at "Not Proficient"	% of Candidates at "Satisfactory Proficiency"	% of Candidates at "Advanced Proficiency"	Alignment
1.1	Describe how the candidate analyzes contextual information, lesson plan, and student work critical to planning the next lesson.	55%	22%	22%	
1.2	Describe how the candidate uses content and knowledge about the students to establish expectations for learning (lesson objectives and rationale).	11%	78%	11%	
1.3	Describe how the candidate provides a structure for learning (initiation and closure).	33%	67%	0%	
1.4	Describe how the candidate develops the lesson (sequence of strategies, activities and/or questions) to support student achievement of lesson objectives.	22%	67%	11%	
1.5	Describe how the candidate uses materials, equipment and/or technology to support students' learning.	22%	55%	22%	
1.6	Describe how the candidate establishes a physically safe environment, addresses classroom management, classroom arrangements and standards of behavior and communicates expectations to students.	22%	78%	0%	
1.7	Describe how the candidate plans modifications and accommodations to meet the needs of Student A and Student B.	44%	44%	11%	
1.8	Describe how the candidate planned to assess students' learning and its alignment with lesson objectives.	22%	67%	11%	
	Totals	31%	58%	11%	

Goal of methodology level assessment is that the teacher candidates are able to demonstrate competence at a "2 - Satisfactory Proficiency Level" in order to be eligible to student teach.

Scoring Decision Guide: The performance standard is a minimum passing cumulative score is 13 as follows:

- Score of "2" on Guiding Questions 1.2 and 1.4
- Score of "2" on at least 2 of the following Guiding Questions 1.1, 1.3, 1.8
- Score of "2" on at least 1 of the following Guiding Questions 1.5, 1.6, 1.7

Using the draft standard for pass/fail, 67% passed and 33% failed.

Midpoint Planning Assessment Task Data Summary
Fall 2002 Physical Education (n = 24)

	Guiding Questions	% of Candidates at "Not Proficient"	% of Candidates at "Satisfactory Proficiency"	% of Candidates at "Advanced Proficiency"	Alignment
1.1	Describe how the candidate analyzes contextual information, lesson plan, and student work critical to planning the next lesson.	8%	42%	50%	PE 1 PE 6
1.2	Describe how the candidate uses content and knowledge about the students to establish expectations for learning (lesson objectives and rationale).	21%	63%	17%	PE 6
1.3	Describe how the candidate provides a structure for learning (initiation and closure).	8%	67%	25%	PE 6
1.4	Describe how the candidate develops the lesson (sequence of strategies, activities and/or questions) to support student achievement of lesson objectives.	29%	54%	17%	PE 6
1.5	Describe how the candidate uses materials, equipment and/or technology to support students' learning.	25%	54%	21%	PE 4 PE 6
1.6	Describe how the candidate establishes a physically safe environment, addresses classroom management, classroom arrangements and standards of behavior and communicates expectations to students.	21%	63%	17%	PE 4
1.7	Describe how the candidate plans modifications and accommodations to meet the needs of Student A and Student B.	21%	58%	21%	PE 1 PE 2 PE 3 PE 6
1.8	Describe how the candidate planned to assess students' learning and its alignment with lesson objectives.	29%	58%	13%	PE 7
	Totals	20%	57%	22%	

Goal of methodology level assessment is that the teacher candidates are able to demonstrate competence at a "2 - Satisfactory Proficiency Level" in order to be eligible to student teach.

Scoring Decision Guide: The performance standard is a minimum passing cumulative score is 13 as follows:

- Score of "2" on Guiding Questions 1.2 and 1.4
- Score of "2" on at least 2 of the following Guiding Questions 1.1, 1.3, 1.8
- Score of "2" on at least 1 of the following Guiding Questions 1.5, 1.6, 1.7

Using the draft standard for pass/fail, 29% failed and 71% passed.

Midpoint Planning Assessment Task Data Summary
Fall 2002 Secondary Science Education (n = 2*)

	Guiding Questions	% of Candidates at "Not Proficient"	% of Candidates at "Satisfactory Proficiency"	% of Candidates at "Advanced Proficiency"	Alignment
1.1	Describe how the candidate analyzes contextual information, lesson plan, and student work critical to planning the next lesson.	0%	100%	0%	Sci 5e
1.2	Describe how the candidate uses content and knowledge about the students to establish expectations for learning (lesson objectives and rationale).	0%	100%	0%	Sci 6
1.3	Describe how the candidate provides a structure for learning (initiation and closure).	0%	50%	50%	Sci 3 Sci 5
1.4	Describe how the candidate develops the lesson (sequence of strategies, activities and/or questions) to support student achievement of lesson objectives.	0%	50%	50%	Sci 3 Sci 5
1.5	Describe how the candidate uses materials, equipment and/or technology to support students' learning.	0%	50%	50%	Sci 3 Sci 5 Sci 6
1.6	Describe how the candidate establishes a physically safe environment, addresses classroom management, classroom arrangements and standards of behavior and communicates expectations to students.	0%	0%	100%	Sci 9
1.7	Describe how the candidate plans modifications and accommodations to meet the needs of Student A and Student B.	50%	0%	50%	Sci 5 Sci 5e
1.8	Describe how the candidate planned to assess students' learning and its alignment with lesson objectives.	0%	0%	100%	Sci 8
	Totals	6%	44%	50%	

Goal of methodology level assessment is that the teacher candidates are able to demonstrate competence at a "2 - Satisfactory Proficiency Level" in order to be eligible to student teach.

Scoring Decision Guide: The performance standard is a minimum passing cumulative score is 13 as follows:

- Score of "2" on Guiding Questions 1.2 and 1.4
- Score of "2" on at least 2 of the following Guiding Questions 1.1, 1.3, 1.8
- Score of "2" on at least 1 of the following Guiding Questions 1.5, 1.6, 1.7

Using the draft standard for pass/fail, 100% passed.

* One response was unscorable due to missing portions, data are reported on 2 participants.

Midpoint Planning Assessment Task Data Summary
Fall 2002 Special Education (n = 3)

	Guiding Questions	% of Candidates at "Not Proficient"	% of Candidates at "Satisfactory Proficiency"	% of Candidates at "Advanced Proficiency"	Alignment
1.1	Describe how the candidate analyzes contextual information, lesson plan, and student work critical to planning the next lesson.	67%	33%	30%	SPED 4
1.2	Describe how the candidate uses content and knowledge about the students to establish expectations for learning (lesson objectives and rationale).	33%	33%	33%	SPED 4
1.3	Describe how the candidate provides a structure for learning (initiation and closure).	33%	0%	67%	SPED 3 SPED 5
1.4	Describe how the candidate develops the lesson (sequence of strategies, activities and/or questions) to support student achievement of lesson objectives.	33%	33%	33%	SPED 3 SPED 5
1.5	Describe how the candidate uses materials, equipment and/or technology to support students' learning.	33%	33%	33%	SPED 3 SPED 4 SPED 5
1.6	Describe how the candidate establishes a physically safe environment, addresses classroom management, classroom arrangements and standards of behavior and communicates expectations to students.	33%	33%	33%	SPED 5
1.7	Describe how the candidate plans modifications and accommodations to meet the needs of Student A and Student B.	33%	33%	33%	SPED 2 SPED 4
1.8	Describe how the candidate planned to assess students' learning and its alignment with lesson objectives.	67%	0%	33%	SPED 3
	Totals	42%	25%	33%	

Goal of methodology level assessment is that the teacher candidates are able to demonstrate competence at a "2 - Satisfactory Proficiency Level" in order to be eligible to student teach.

Scoring Decision Guide: The performance standard is a minimum passing cumulative score is 13 as follows:

- Score of "2" on Guiding Questions 1.2 and 1.4
- Score of "2" on at least 2 of the following Guiding Questions 1.1, 1.3, 1.8
- Score of "2" on at least 1 of the following Guiding Questions 1.5, 1.6, 1.7

Using the draft standard for pass/fail, 67% failed and 33% passed.