

North Carolina Central University
School of Education

*Comprehensive
Assessment
System*

School of Education Assessment & Evaluation Committee
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Developed 2001-2005, Revised 2005-2006, 2007

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School of Education Comprehensive Assessment System

The School of Education (SOE) assessment system (see Figure 1) is designed to collect and analyze data, report findings, and make judgments about candidate¹, program and unit performance and operations. On-going assessment of candidates' knowledge, skill and disposition, as well as candidates' perception of their impact on birth thru high school student learning is monitored across all teacher education programs. The expectations for candidates are based on the SOE conceptual framework, the standards of accrediting agencies and standards approved by the NC Department of Public Instruction.

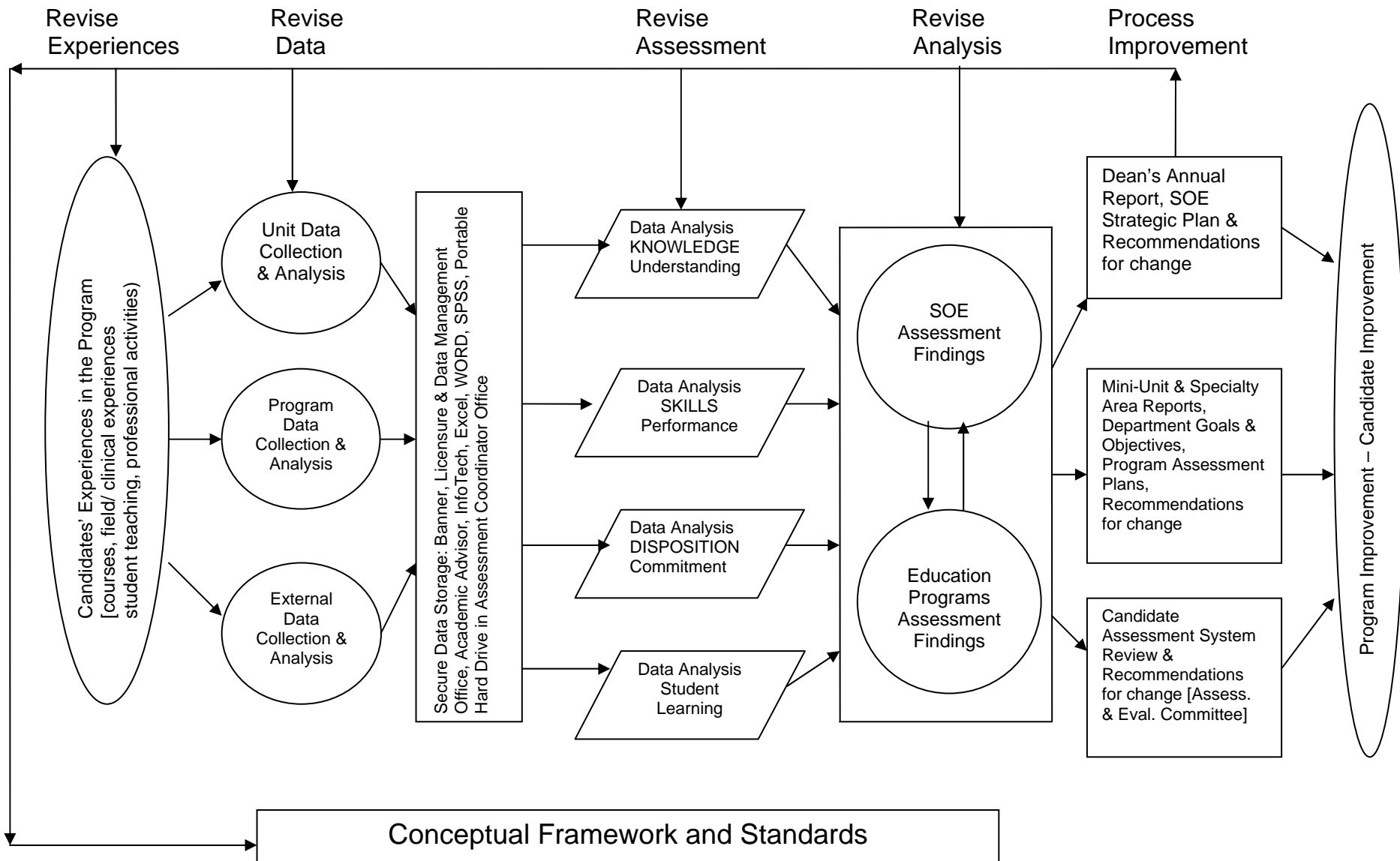
Data collection and related reviews focus on three levels of our SOE teacher education programs including candidate, program, and unit. Candidate assessments provide feedback to candidates, data to support faculty decisions about the candidate or graduate quality, and this data contributes to the rationale for curricula alignment and course modification. Programs are reviewed in the aggregate to revise assessment tools and scoring criteria for accuracy, consistency, fairness, and avoidance of bias. Also, programs are reviewed to monitor the effectiveness of curriculum and instruction. Unit level assessments monitor operations regarding unit effectiveness, and internal as well as external accountability mandates.

The SOE assessment system reflects best practices in teacher and professional preparation programs as specified in NCATE Standard 2: Assessment System and Unit Evaluation:

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

1. Identifies transition points at the unit and/or program level.
2. Identifies the major assessments to be used at the stated transition (gateways) points.
3. Identifies a timeline for the development and implementation of the major assessments.
4. Identifies the design for the collection, analysis, summarization, and use of data.
5. Identifies aspects of the system that address unit operations.
6. Identifies how information technology will be used in the maintenance of the assessment system.

¹ Candidate refers to a North Carolina Central University student in a teacher education program



Modified from the work of Gene E. Hall
Figure 1: SOE Assessment System

Revised 2006

Unit assessment and evaluation focus on the systematic internal collection of information and data stemming from candidate, program and unit-wide that are useful in reviewing SOE operations and programs. The unit also examines external data collected by the University System, State of North Carolina and national testing entities.

Assessment data and reports that are examined include but are not limited to:

- a. Review of aggregated data from the SOE assessment system
- b. Review of program data collected and reported from each teacher education program
- c. SOE strategic plan and annual report which include information such as progress toward goals and program changes based on these analyses
- d. North Carolina Institute of Higher Education Reports
- e. SOE enrollment data, student surveys, departmental reports

The unit annually reviews all data and makes recommendations for unit improvement. Findings are considered when modifying the five year strategic plan, and passed on as program recommendations as necessary and budgetary changes as needed.

Program assessment examines teacher education programs from data, findings, and decisions to ensure assessment tools are adequate and consistently used.

Assessments include:

- a. Review of aggregate data on candidates, program and unit from both internal and external sources (annually)
- b. Review of mini-unit and specialty area reports to ensure alignment to departmental and SOE strategic plans, as well as national and state standards (annually)
- c. Review of departmental and program enrollment, retention, and graduation data (annually)

Based on the findings, programs identify program strengths and program components that need adjustments. During the spring, departmental reports are prepared and at the beginning of the next academic year goals and objectives are reviewed for revisions. In addition, a plan for improving instruction and support services as necessary is implemented for that academic year.

Candidate assessments examine the progress of teacher and professional education candidate performance at gateways and exit outcomes delineated in our Conceptual Framework as well as teacher and professional content standards and licensing standards set for each program. Course-based assessments occur every semester within every course. Transition assessments occur as part of the SOE assessment system that requires candidates to demonstrate specific knowledge, skill and disposition expectations of minimal “at-standard” to meet gateway criteria and move to the next level of the program. Feedback is provided to candidates on an on-going basis, and support strategies including action plans for candidates performing “below standard” are available to ensure candidate performance reflect the standards.

Unit Assessment Function

At the unit level, the Assessment and Evaluation Committee make decisions regarding the assessment and evaluation plans and measurement instruments. Although the 2005-06 academic year marks the first cycle for developing and implementing a consolidated assessment and evaluation approach it is anticipated that at least two cycles (Scriven, 1992) are likely before we expect to have reliable data regarding the consequences to candidates. Meanwhile, the SOE reviews aggregate data on candidates, graduates, individual program and unit operations to improve its unit effectiveness. Annual assessment and evaluation reports are presented at faculty meetings. In addition, Sessions on how to collect, use, and interpret data were scheduled for all teacher education faculty and administration. Also, focus groups were scheduled to gather substantive information to support the quantitative analyses. These tasks are monitored by the Assessment and Evaluation Committee and adjustments to the system or any measurement instruments are conducted with the approval of the Teacher Education Council and Graduate Council.

Candidate assessments are collected each semester and analyzed yearly. Composite scores on individual candidate knowledge, skill and disposition at gateways are submitted by Program Coordinators on Excel spreadsheet to the Assessment Coordinator. In addition, data on candidate performance are aggregated by program and across programs by initial and advance licensure levels. Graduate follow-up data every three years and faculty satisfaction data every two years are collected and analyzed by the Assessment Coordinator with support from the Assessment and Evaluation Committee. In addition, data from the annual IHE reports including Praxis, employer, mentor, and graduate are reviewed each year. A set of Core Review Questions (Appendix 1) are used by the unit and programs to guide data review. The Assessment Coordinator meets regularly with the Teacher Education Council and serves as a member on the Graduate Council for the purpose of updating Program Coordinators and Administrators on assessment related matters. Recommendations for improving the effectiveness of the unit are developed by the Assessment and Evaluation Committee then presented to the Teacher Education Council, Graduate Council and faculty during the Fall of the academic year. During the spring semester, faculty members and department chairs/program coordinators develop goals and objectives based on assessment results from the prior academic year (refer to Appendix 7 for Timeline).

Data are also collected from SOE faculty as well as coordinators and methods faculty of the secondary, B-K, and library media programs. The survey measures faculty satisfaction with work life, programs, as well as campus and SOE environments against the importance of same factors. Two versions of FSS are currently being used one for SOE faculty, and another for the secondary B-K, and library media programs since it also includes statements regarding communications between them and SOE as well as assistance from SOE. The data results are reported at the SOE faculty meeting, Teacher Education Council, and Graduate Council.

The SOE is charged to implement and maintain an assessment and evaluation system articulated in both North Carolina Central University and School of Education goals as follows:

NCCU Strategic Plan Objective 8.3.2: Develop a system of assessing all units, which provides for accountability; draw on current practices of assessment in determining modification or replacement.

SOE Goal 2: Demonstrate effective systems of candidate assessment, program assessment, and unit assessment.

An evaluation of the unit assessment system is obtained annually on four indicators: a) commitment to accountability, b) authority and responsibility, c) processes for developing, implementing, and improving, d) and timeline. During the beginning of the academic year, faculty within programs respond to an Accountability, Data Management, and Systematic Decisions Questionnaire (Appendix 3). The 2005 – 06 results are included in the NCCU Teacher Education Programs Data Analyses Report disseminated to teacher education faculty during the Fall.

Program Assessment Function

The comprehensive assessment system contributes the structure for program assessments. We begin with the Generic Teacher Candidate Assessment Process (GETCAP) with procedures for gateways, or transition points; defined knowledge, skill, and disposition expectations. GETCAP provides rubrics and narrative profiles of candidate performance at gateways, and identifies multiple assessors. GETCAP, developed by elementary and assessment faculty in 2001, provided the model to guide other program areas in customizing their program gateway assessments. Currently, each teacher education program uses an adapted version of GETCAP as illustrated in select assessment plans (Appendices 8 - 16) and detailed in candidate performance rubrics. In addition, mini-unit reports (Appendix 4) are compiled to demonstrate continuing compliance to NCATE standards as well as meet SOE expectations and reviewed each year by the Director of Teacher Education. The NCATE standards are used to guide program reviews since each program is considered a mini-unit. In addition, two procedures guide faculty in contributing to an effective mini-unit including Core Review Questions (Appendix 1), and WHAT AM I TO DO? (Appendix 2).

Department chairs use data from the assessment system to plan for changes to programs, curriculum, and faculty in their annual reports, and with emphasis on how strategic goals were met. All departmental annual reports are reviewed by the Dean and compiled in the School of Education Annual Report. The university will require schools and colleges to use an updated set of procedures and format for strategic goals the next academic cycle.

Programs revise and/or add program specific assessments as needed to measure success with departmental objectives, SOE Conceptual Framework, and professional monitoring and accrediting agencies.

Comprehensive Candidate Assessment

Candidates' performances are assessed after completing approved education courses and pre-teaching experiences aligned with relevant gateways. Each semester a certain number of candidates seeking entry into the teacher education program, or completing course requirements in a phase of the program areas are ready to be assessed based on pre-determined rubrics that denote decision points or "gateways" of achievement along the curriculum. Undergraduate program gateways include Gateway 1: Admission to Teacher Education Program, Gateway 2: Mid-Program, Gateway 3: Pre-Internship, and Gateway 4: Program Completion. Graduate programs include Gateway 1: Admission to Program, Gateway 2: Admission to Candidacy, Gateway 3: Pre-Internship, Research/Thesis/ Portfolio, and Gateway 4: Graduate Requirements. Faculty and program coordinators play a key role in assessing the candidates and determining if they met the program expectations for growth in knowledge, skill, and disposition as detailed in the gateway rubrics and narrative profiles that map to specific NCATE and NCDPI standards. Faculty use a computerized system to input candidate assessment data recorded on gateway rubrics, at the end of each semester. Other important data collected from candidates include their perceptions of the relevant program's effectiveness, how well the program prepared them for a career, and their disposition at the end of teacher education training.

The SOE Teacher Education Program Assessments and Evaluations (Appendix 6) grid summarizes the comprehensive assessment system purpose, data source, and data use.

Data Use for Program Improvement

The School of Education systematically examines data to assess candidate performance, and program and unit operations to make improvements as needed. Data is collected at the scheduled intervals mentioned above, and analyzed by the Assessment Coordinator using descriptive statistics (e.g., mean, standard deviation, percent, etc.) and presented in table format at the unit, program levels. In addition, case summaries are provided on candidates that include GPA, gateway, rating at gateway, and student ID. The data results are reported during Graduate Council and Teacher Education Council meetings. Also, the assessment and evaluation committee schedules sessions for faculty to review data and focus group sessions to allow dialogue on issues related to data findings. The 2005-06 Data Analyses for NCCU Teacher Education Programs (Nov 06, Revised Mar 07) includes Part I: Candidate Assessment Data, Part II: Faculty Satisfaction Data, and Part III: Unit Evaluation. Department chairs and program coordinators discuss their data results during departmental meetings.

The SOE require all teacher education programs to use data from the assessment system to support program changes. Select program changes resulting from assessment data are in Appendix 8

Program Change Approval Process

Step I: **Collection, Analysis, and Action Steps.** Data are collected and analyzed and changes are recommended by the program.

Step II: **Approval Step.** Approval is sought through the following bodies on Campus

- 1 Department
- 2 School of Education Faculty or College Council (Arts and Sciences)
- 3 Teacher Education Council
- 4 Graduate Council (if appropriate)
- 5 Council of Deans
- 6 Academic Planning Council
- 7 NCCU Board of Trustees (if appropriate)
- 8 UNC Board of Governors (if appropriate)

Step III: **Implementation Step.** In an effort to complete the process and close the loop, implementation occurs which includes but is not limited to:

- 1 Dean works with Registrar to get information into Banner
- 2 All literature is changed to reflect new changes to include brochures, program sheets, catalogues.
- 3 Candidates are informed of changes and impact on their programs

Secure Storage of Assessment Data

In the fall 2004 semester, the SOE and teacher education programs housed in the other Colleges began using the Academic Advisor© (AA) as the data management system. This program was expected to provide each candidate access to his or her required curriculum, academic transcript, incomplete requirements (e.g., Praxis I, applying for admission to TEP, etc.). Also, AA is designed to facilitate the SOE assessment system with a major focus on compiling candidate assessments for decisions on their performances at relevant gateways.

For 2005-06, advisors pulled gateway ratings from AA, whenever possible, and supplemented with paper-pencil gateway rating forms. The Special Education Department began using Foliotek and the School Administration Program began using Task Stream. However, all program areas submitted an Excel spreadsheet summarizing the candidates GPAs, gateways, and gateway ratings for Fall 2005 and Spring 2006 to the Assessment Coordinator. While, not definitive at this time, it is expected that all program areas will choose a similar solution (e.g., Task Stream or Foliotek) if the AA issues cannot soon be resolved. Meanwhile, data are secured in several assessment drives including Banner, hard drive with Licensure & Data Manager, portable drive with Assessment Coordinator, Foliotek, and Academic Advisor©.

Governance and Leadership Responsibilities

The overall purpose of the Comprehensive Assessment System is to improve candidate, program and unit effectiveness. The Comprehensive Assessment System is collaboratively planned by the Assessment & Evaluation Committee, Graduate Council, and Teacher Education Council. Implementation of assessment activities is the shared responsibility of the Deans Administrative Council, Assessment & Evaluation Committee, Assessment Coordinator, and individual programs. A systematic change process to address a problem or need can be found on Appendix 8.

Assessment Committee

Purpose: To provide guidance and oversight to the Office of the Dean in implementing a comprehensive assessment system, and provide communication between the SOE and programs regarding candidate and program assessment efforts. Responsibilities include assisting in the development of assessments, planning data collection and data entry procedures, analyzing and interpreting assessment results, developing reports and disseminating assessment results to teacher education faculty, directors, clinicians and administrators.

Members

Dr. Ellen H Bacon, Special Education
Mrs. Sandra A Bryant-Yubwannie, Clinical Supervisor/Communication Disorders
Dr. Wanda B Coneal, Curriculum and Instruction
Ms. Chena' F Flood, Director, University & School Teacher Education Partnership
Dr. Helen M Jones, Educational Leadership, Research & Technology
Dr. Nicholas King, Principal, Josephine Clements Dobbs Early College High School
Dr. Laurell C Malone, School Administration
Dr. Laura L Onafowora, Assessment Coordinator
Dr. Chadwick W Royal, Counselor Education
Dr. Laura B Smith, Mathematics Education
Dr. Doris R Tyler, Education Technology

Assessment Coordinator

Purpose: To provide overall leadership and support for unit, program and candidate assessment programs.

Responsibilities:

1. Ensure unit, program and candidate assessments are in place and operational (coordinate electronic data management).
2. Provide support in the development, maintenance and redevelopment of candidate assessments instruments.
3. Support and monitor the development, maintenance and redevelopment of program assessment plans.
4. Collect candidate assessment and faculty satisfaction data.
5. Assist with program assessment data collection.

6. Provide assessment related technical support for program, faculty and unit leadership including the conducting of studies of the assessment instruments.
7. Facilitate the data analysis, input and report writing for unit and program assessments.
8. Report assessment results to Graduate Council, Teacher Education Council and faculty.
9. Organize and provide relevant professional development in the area of assessment as needed.
10. House official records of assessment plans and assessment & evaluation minutes and reports.
11. Facilitate the evaluation of the SOE Comprehensive Assessment System.

Core Review Questions for Assessment & Evaluation Committee and Programs

1. What are the knowledge, skills, and dispositions of candidates across the gateways?
 - a. Do our assessments get more challenging as a Candidate goes through our program?
 - b. Do our assessments give us useful data?
 - c. What happens when a Candidate does not meet the standard that has been set for the assessment?

2. Is the assessment system aligned to our Conceptual Framework, SOE and NCCU Strategic Plan, and professional standards?
 - a. Are our assessments evolving from our Conceptual Framework?
 - b. Are our assessments aligned with relevant SOE and NCCU goals?
 - c. Do the assessments cover the breath and depth of our Conceptual Framework and professional standards?

3. Are the assessment instruments fair, accurate, and consistent?
 - a. How do we know that our assessments are fair, accurate, consistent and free of bias?
 - b. Do we have detailed descriptors and instructions of our scoring instruments and are faculty trained in how to use the instruments?
 - c. Are there any apparent faculty development needs evident from assessment data?
 - d. Are our programs providing instruction so that Candidates will be successful on the assessments
 - i. Lesson plan format taught and practiced before a different lesson plan is scored (Note: Do students redo the lesson plan until it is mastered or do we take the score from the first lesson plan before it is corrected?)
 - ii. Do all programs have Candidates prepare an instructional plan before their teaching intern experience?
 - iii. Do we teach Candidates how to assess student learning prior to student teaching when they have to do it and how is it assessed in the teaching portfolio?

4. Does the assessment system provide useful and meaningful information to candidates, programs, and the unit?
 - a. Are assessment data being used to suggest changes in departments and teacher education programs?
 - b. Do faculty and administrators find the candidate data useful and meaningful?

5. Are programs using the data to make changes to improve candidates' learning?
 - a. We gather data but SO WHAT?
 - b. What do we do with it?

6. Are the programs and SOE evaluating the effectiveness of change in programs?
 - a. How do our assessments predict Candidate success?
 - b. Are there similarities among program reviews that suggest generalizations to the unit?
 - c. What changes, if any, do the assessment results suggest for programs, assessments, assessment criteria/rubrics and operations?

7. Does the SOE evaluate the effectiveness of its comprehensive assessment system?
 - a. Is there demonstrated unit-wide commitment to accountability?
 - b. Is there adequate authority and responsibility capacity for the assessment system?
 - c. Is there an adequate process for developing, implementing, and improving the assessment system?
 - d. Is there an operable timeline for assessment and evaluation in place?

COMPREHENSIVE ASSESSMENT SYSTEM
GUIDELINES FOR PROGRAM COORDINATOR

Appendix 2

WHAT AM I TO DO?

- ✓ Assess my students (candidates)
 - When? At critical times (gateways)
 - How? With interviews, survey instruments, observational rating forms, monitoring of their program checklist, and evaluation of other data sources, such as grade transcripts, grades, etc.

- ✓ Complete the gateways checklists on my students
 - When? At the four program gateway and follow-up; some graduate programs use three program gateways and a follow-up
 - How? By filling out the gateway rubrics or convening with appropriate faculty to do so

- ✓ Track the progress of my candidates through the program and assessment system
 - When? Continuously
 - How? By entering information on the technology supported data management system and software (Banner, Academic Advisor, InfoTech, Excel and WORD)

- ✓ Evaluate my program
 - When? Continuously and at critical times
 - How? Through aggregate analyses: Praxis results, program completer and candidate disposition surveys, candidate teaching/portfolios/thesis/mock interview/ etc. and other measures

- ✓ Examine the aggregate assessment data for my program
 - When? September – October
 - How? Prepare data summaries; then convene methods faculty and significant others to study and discuss the results and what they indicate

- ✓ Determine what changes should be made in the program, curriculum, courses, advisement, etc. on the basis of the findings
 - When? At the October meeting
 - How? Discussion and judgments based on evaluation results, available resources, timeframes, policies in place, etc. by the program faculty

- ✓ Participate in assessment of unit operations
 - When? In spring of designated year
 - How? By completing the SOE Faculty Questionnaire and a portion of the Faculty Satisfaction Inventory

Administrators, faculty, professional community,
Please rate and provide comments on the four indicators listed on the left side.

Appendix 3

May 06

SOE Unit Evaluation of Goal 2 [Demonstrate: commitment to accountability, data management, and systematic decisions]

SOE Goal 2: Demonstrate effective systems of candidate assessment, program assessment, and unit assessment				Rating		Comments
Indicator	1 = Unacceptable	2 = Developing	3 = Acceptable	ITP	ADV	
1. Unit-wide commitment to accountability	Unit commitment to accountability, data management, and use of data is nonexistent or limited to those administrators or faculty directly responsible for accreditation.	Unit commitment to accountability, data management, and use of data includes some unit administrators and faculty beyond those directly responsible for accreditation.	Unit commitment to accountability, data management, and use of data is shared by all unit administrators, faculty, candidates, and the broader professional community.			
2. Unit-wide authority and responsibility for assessment system	The unit has not assigned ultimate authority and responsibility for accountability, use of data, and data management to any individual or group.	The institution has appointed an individual to be responsible for an accountability system, but this role is added to an individual's present duties with no or limited release time.	The institution has appointed an individual to be responsible for an accountability system, and this role is an integral part of an individual's duties with appropriate release time.			
3. Unit-wide process for developing, implementing, and improving the assessment system	The unit has no process for making decisions about developing, implementing, and improving the assessment system. One-time assessment system decisions are made by individual administrators or programs.	Ongoing decisions about developing, implementing, and improving the assessment system are made by unit administrators and faculty as conditions indicate or concerns arise.	Systematic decisions about developing, implementing, and improving the assessment system are the shared responsibility of all unit administrators, faculty, candidates, and the external professional community.			
4. Unit-wide timeline for assessment-related activities	The unit has not timeline for conducting assessment-related activities. Activities	The unit has an informal, unwritten timeline for conducting assessment-related activities that is understood and	The unit's assessment-related activities occur systematically according to a written timeline that is understood and			

	occur sporadically or only in response to external needs and requests.	supported by unit administrators and faculty.	supported by all unit administrators, faculty, candidates, and the broader professional community.			
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?????? Education

<p>Conceptual Framework</p> <p>A conceptual framework establishes the shared vision for the program’s efforts in preparing educators to work effectively in P-12 schools. It provides direction for the program, courses, teaching, candidate performance, scholarship, service, and program accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.</p>
<p>Changes since last visit and descriptions of integration of framework throughout program area.</p>

<p>Standard 1: Candidate Knowledge, Skills, and Dispositions</p> <p>Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. This includes working with families to support student learning. Assessments indicate that candidates meet state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state-approved standards and indicators for the specialty area.</p>
<p>Description/data:</p>
<p>Changes:</p>

<p>Standard I A: Undergraduate Candidate Qualifications</p> <p>Teacher candidates have at least a minimum 2.50 cumulative grade point average at the time of admission to and completion of an initial teacher preparation program. Undergraduate degree-seeking candidates attain passing scores on the PPST (Praxis I) tests for admission to the teacher education program. Progression in the program is limited until formal admission to the program has been granted. Formal admission to the program occurs at least one semester prior to student teaching.</p>
<p>Description:</p>
<p>Changes:</p>

<p>Standard I B: Licensure-only Students</p> <p>Requirements for licensure-only candidates are clearly described. In determining requirements, consideration is given to alternative means of demonstrating the knowledge and competencies for licensure.</p>
<p>Description:</p>
<p>Changes:</p>

Standard 2: Assessment System and Evaluation

The program has an assessment system that collects and analyzes data on candidate and graduate performance. An annual review of the specialty area is conducted and the resulting data are applied, as appropriate, to program improvement.

Description:

Changes:

Standard 3: Field Experiences and Clinical Practice

The program and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Description:

Changes:

Standard 3 A: Field Experiences and Clinical Practice

Sequentially planned field experiences for undergraduate degree-seeking students begin early in a student's program and culminate in a continuous and extended minimum ten-week period of student teaching in the area in which the student is seeking licensure. All field experiences are supervised and formal evaluations involving university faculty, cooperating teachers, and students occur as appropriate. (Note: Service as a teacher assistant does not fulfill the requirements for student teaching.)

Description:

Changes:

Standard 4: Diversity

The program designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students, their families, and other significant adults in their lives in public school settings.

Description:

Changes:

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The performance of faculty teaching in the program is evaluated and the professional development of faculty teaching in the program is facilitated.

Description:**Changes:****Standard 5 A: Working Conditions**

Faculty members have sufficient time for teaching, service, and research as appropriate to the mission of the institution.

Description:**Changes:****Standard 5 B: Part-time Faculty**

The use of part-time faculty members does not detract from the quality of the program.

Description:**Changes:****Standard 6: Program Governance and Resources**

The program has the leadership, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Description:**Changes:**

Standard 6 A: Faculty Assignment

One appropriately specialized faculty member, full-time to the institution, is assigned major responsibility for teaching in and coordinating the specialty area. To ensure diversity, there must be a sufficient number of additional faculty, appropriately specialized, to deliver the level(s) offered; e.g., undergraduate, master's, doctorate. Each advanced degree program leading to the doctorate has at least three (3) full-time faculty who have earned the doctorate in the field of specialization for which the degree is offered.

Description:

Changes:

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	Aggregate assessment of university supervisor by cooperating teacher [Initial]	<ul style="list-style-type: none"> • Monitor progress and improvements needed for field/internship/clinical experiences
Unit Evaluation	Admission and graduation totals Time to graduation Percent of students applying for license Student ratings of instruction Candidate complaints and their resolutions Diversity of faculty and candidates External funding Faculty publications and presentations Program completer survey Post graduate survey Employer surveys SOE commitment to accountability and data management survey	<ul style="list-style-type: none"> • Monitor program progress • Increase unit effectiveness • Improve curriculum and instruction • Maintain faculty quality and productivity • Monitor faculty and candidate diversity • External and internal accountability reports

**SCHOOL OF EDUCATION
PROFESSIONAL PROGRAMS
Unit Assessment Timeline**

Revised 2/06

Appendix 6

AUG	SEP	OCT	NOV	DEC
Faculty examine assessment data at Faculty Institute	Program Coordinator reviews candidate and program assessment results (of previous year) with program faculty; recommendations for improvement are generated	DAC, CAS, LIS (deans, chairs, coordinators) and A&E committee meet in joint session to review program summaries and act on recommended program revisions	Program recommendations presented to SOE/CAS/LIS faculty	Program Completer and Candidate Disposition Surveys (graduates and licensure only completers) as well as individual program evaluation instruments
Employer ratings (and other measures) received from SPI as part of IHE Report Card	Update mini-unit assessment reports		Comprehensive Exams administered to graduate students	Individual course (formative) evaluations conducted by instructors .
Candidate Disposition Survey (entering TEP)			Students complete SRI	Candidate assessments and gateway Summary reports (all program areas)
			Mock interview for UG	Evaluations of candidate field and clinical experiences sent and received
			Portfolio review for G and UG	

JAN	FEB/MAR	APR	MAY	OTHER
Faculty submit annual review portfolios	Faculty members meet with dept chairs to develop goals/objectives-based on assessment results--for new calendar year	SOE/CAS/ LIS faculty complete Faculty Questionnaire and Faculty Satisfaction Inventory	SOE/CAS/ LIS Annual TEP Report submitted to University Provost; evaluation received from Provost	Pre and post measures conducted to evaluate faculty development training events
Follow-up Survey of graduates conducted in odd-numbered years	DAC, CAS, LIS and A&E committee meet to review unit operations assessment results (of previous year) and recommendations for improvement are generated	DAC, CAS, LIS and A&E committee meet in joint session to review unit summaries and act on recommended program, curriculum, or other revisions	Program Completer and Candidate Disposition Surveys (graduates and licensure only completers) as well as individual program evaluation instruments	
		Comprehensive Exams administered to graduate students	Faculty complete administrator evaluations	
		Students complete SRI	Evaluations of candidate field and clinical experiences sent and received	
		Mock interview for UG	Individual course (formative) evaluations conducted by instructors	

		Portfolio review for G and UG	Candidate assessments and gateway Summary reports (all program areas)	
			Assessment results discussed with faculty at spring retreat	

Assessment System Data and Program Changes

Data from student teachers' completer surveys were used to expand the student teaching seminars to include topics candidates deemed relevant and issues faculty felt were needed based on results from mock interviews.

- A **Portfolio Development Seminar** was added early in the semester, in which candidates at all levels (B-K, Elementary, Middle Grades, and Secondary) are presented with the same information about portfolio requirements. Previously, the seminar had immediately followed the Student Teaching Orientation Seminar, but the portfolio information was too overwhelming for the first week of the internship and needed an entire seminar devoted to it.
- The full-day **Professional Development Seminar** has been modified to include topics which the candidates can use immediately in their internship settings, including Cooperative Learning Strategies, [FISH! For Schools](#), and True Colors (which focuses on teaching and learning styles). These seminars are facilitated by faculty and staff in the School of Education.
- A seminar on **Résumé Writing** was added. Mr. Johnnie Southerland and Ms. Monica Stuckey of [NCCU Career Services](#) present this workshop in which candidates are advised on preparing resumé specifically designed for getting jobs in the teaching field. Candidates who are entering teaching as a 2nd career are provided with suggestions on how to incorporate skills and experiences from prior jobs into functional descriptions that are transferable to teaching jobs.
- A **Stress Management Seminar** was added in the middle of each student teaching semester. The seminar, facilitated by NCCU's Teacher Induction Coordinator, Mrs. Evalee Parker, assists candidates at all levels with strategies for dealing with stress and maintaining their physical and emotional health both during the internship and as they begin their teaching careers.
- **Guest speakers** were invited to attend and present information on topics relevant to the candidates. For example, media and technology specialists from Pathways Elementary School in Orange County, NC, spoke to the group about how teachers can effectively collaborate with the specialists in their schools. A representative from [Population Connection](#) provided a free workshop designed to give candidates the classroom tools and strategies for discussing population growth and related social, environmental, and economic issues. Also, in an attempt to attract new teachers to their area, a group of teachers and administrators from Plano, Texas, presented information on their school district and set up contact information for interested candidates.

Data from the surveys, which were distributed following the mock interviews, illustrated gaps in candidate curriculum knowledge. These issues were discussed during Curriculum, Instruction, and Professional Studies Department meetings. Faculty members agreed that changes needed to be made in the scope, sequence, and offerings of courses. Data from the Annual Review process was used to modify a course requirement in the Physical Education program. The student teaching seminar (EDU 4121) was modified to include a stronger focus on the development of the professional portfolio.

Ed Tech

1. Based on anecdotal information and a response to a program completer survey, it was noted that candidates had a feeling of disconnectedness due to the frequent changes in program coordination. In response to this, two major actions were taken:
 - a. The program coordinator met with candidates individually who were actively enrolled in the program and reviewed their status in the program.
 - b. A Blackboard course shell was created to facilitate communication among program faculty and candidates. It has evolved into a major communication vehicle.

Due to declining Praxis I and II pass scores 2003-04, teacher education faculty took steps to make candidates more aware of the demands of the tests, including content format, and timed response:

- Dr. Laurell Malone facilitated practice sessions and provided sample questions for candidates seeking individual help with both Praxis I and II
- Several faculty members developed and infused exam essay questions that mirrored those candidates might encounter on Praxis II
- Dr. Tom Scheft developed a Blackboard environment candidates could enroll in during the student teaching semester, in which they could take up to ten (10) multiple choice quizzes with questions that address the knowledge necessary for Elementary Education: Curriculum, Instruction, and Assessment (10011).
- Dr. Yolanda Dunston, seminar leader for Elementary Education candidates, reserved several seminar dates specifically for addressing Praxis II: Elementary Education: Content Area Exercises (20012). The seminars focused on areas which candidates in previous semesters found challenging, including timed response, responding to all parts of the question, and criteria for different levels of the scoring scale.
- Dr. Tom Scheft has also opened a Blackboard site for Praxis II test preparation, which includes sample quizzes designed for study (test 20012).
- Dr. Dunston has created electronic study groups on Blackboard which allow student teachers to prepare for the Praxis Specialty Area Exam (test 10011) by posting responses to sample questions and providing feedback for peers using the 0-6 scoring scale that accompanies the test.

The SOE made the following program changes in 2005:

- 1) Reviewed and revised the professional studies component based on new Core, Diversity, and Technology Standards:
 - EDU 3020: Foundations of Education (3 credit hours) and EDU 3130: Cultural Diversity (1 credit hour) merged into EDU 3030: Diversity, Pedagogy, and Social Change (3 credit hours).
 - EDU 3120: Exceptionalities (2 credit hours) was revised, renamed, and given increased credit hours as EDU 3120: Inclusive Teaching of Students with Special Needs in the Regular Classroom (3 credit hours).
- 2) Individual science licensure programs (Biology, Chemistry, Physics) were changed to a Comprehensive Science program.
- 3) Elementary Education added three new concentrations: Literacy, ESL, and Communication Disorders.

Assessment Plan for Elementary Education Program

EDPP & EDUC – Initial Licensure Program – BS					
Transition Points	Assessment	Data Source	Collection Instrument	Data Collected	Receives and Monitors Data
Gateway 1	knowledge	Grade point av. PPST/SAT/ACT Course grades GEC	Transcript NTE scores Transcript	Prior to admission to TEP	Certification officer Program Coordinator Academic Advisor
	skills	Technology skills Field experiences Reflections #1	Artifacts & grades Field logs Gateways sheets	Prior to admission to TEP	Academic Advisor Program Coordinator
	disposition	Reflection/essays	Instructor assessment	Prior to admission to TEP	Academic Advisor Program Coordinator
Gateway 2	knowledge	Grade point avg. Knowledge of instructional planning Knowledge of classroom mgmt. Knowledge of assessment strats. (traditional, alternative) Academic major/concentration courses	Transcript Test scores Reflections	semester	Program coordinator Course Instructors Academic Advisor
	skills	Lesson planning Test/assessment construction, use Microteaching, peer teaching	Instructor rubrics, checklists Gateway assessments	semester	Program Coordinator Course Instructors Academic Advisor
	disposition	Behavior at field site Cooperative skills	Host teacher evaluations Reflections	semester	Program Coordinator Course Instructors Academic Advisor
Gateway 3	knowledge	B in content & pedagogy, Knows instructional cues, knows state & national standards	Gateway assessment, Transcript evaluation	semester	Academic Advisor Program Coordinator
	skills	Appropriate teacher practices at field sites	Host Teacher evaluations Lesson plans Field Reports, logs Reflections	semester	Methods instructor Academic Advisor Program Coordinator
	disposition	Ability to teach diverse groups Willingness to accept feedback, make appropriate changes	Host Teacher Evaluations Appropriate responses to feedback Reflections	semester	Methods instructor Academic Advisor Program Coordinator

Gateway 4	knowledge	Maintain a B or better Teaching Portfolio Participation in Mock Interview	Transcript evaluation, Gateway assessments Portfolio Review Mock Interview Team Review Completer Surveys Form S	Final semester	Academic Advisor Program Coordinator
	skills	Results of formative eval. by cooperating teacher and supervisor Teaching Portfolio	Mid-Semester Evaluation STAS forms (formative, summative) Form S	Final semester	Principal Cooperating teacher University Supervisor Program coordinator
	disposition	Results of mock interview	Collective agreement of mock interview team rating scale Candidate disposition survey	Final semester	Program Coordinator Principal Cooperating
Follow-up	knowledge	National exam	Praxis II score		Program coordinator
	skills	Tenure or career status	Portfolio to school board	3 years experience	School board Principal Program coordinator
	disposition	Tenure or career status	Collective agreement of school board		

Assessment Plan for Mathematics Education Program

MASE – Initial Licensure Program – BA					
Transition Point	Assessment	Data Source	Collection Instrument	Data Collected	Receives and Monitors Data
Gateway 1	Knowledge	Cumulative 2.5 GPA minimum Minimum 2.5 GPA in content courses Praxis I, if required	Transcript TEP application form	Each semester prior to TEP admission	Program Coordinator
	Skills	Field experience	Field logs Transcript	Each semester prior to TEP admission	SOE instructor
	Disposition	Classroom observations	SOE faculty	Each semester prior to TEP admission	SOE instructor
Gateway 2	Knowledge	Minimum 2.5 GPA in content courses Plans for diverse learners Reflections of plans for diverse learners	Transcript Gateway assessments (SOE faculty)	Each semester	Program Coordinator SOE faculty
	Skills	Lesson design Construct & administer test; Analyze results	Gateway assessments	Each semester	SOE faculty
	Disposition	Self evaluation of lessons Willingness to meet needs of learners through varied instructional strategies	Gateway assessments Entry disposition survey	Each semester	SOE faculty
Gateway 3	Knowledge	Complete pedagogy with 2.5 minimum Complete MATH 3100 with C minimum	Transcript Gateway assessment	Semester Fall of senior year	SOE faculty Program Coordinator

	Skills	Design lessons, units Integrate technology Design appropriate instructional practices	Gateway assessment Lesson plan rubric	Fall of senior year	Program Coordinator
	Disposition	: Willing & able to teach diverse learners Willing to accept feedback/criticism	Field experience log completed by cooperating teacher	Fall semester of senior year	Program Coordinator
Gateway 4	Knowledge	Maintain minimum 2.5 GPA	Transcript	Spring semester	Program Coordinator SOE Assistant Dean
	Skills	Formative and summative observations of student teaching; Portfolio	MASE faculty Cooperating teacher	Final semester	SOE Coordinator
	Disposition	Mock interview results	Mock interview team	Last semester	Department Chair
Follow-up	Knowledge	Successful first-year teaching	Department chair/mentor report	End of first year of teaching	SOE Assessment Coordinator
	Skills	Tenure in teaching	School board action	Three years	SOE Assessment Coordinator
	Disposition	Tenure	School board action	Three years	School board

Assessment Plan for Physical Education Program

PETE/PEDU – Initial Licensure Program – BS					
Transition Points	Assessment	Data Source	Collection Instrument	Data Collected	Receives and Monitors Data
Gateway 1	knowledge	Grade point av. PPST/SAT Course grades Academic core	Transcript NTE scores Transcript	Prior to admission to TEP	Certification officer Program coordinator
	skills	Technology skills Field experiences Reflections #1	Artifacts & grade Field logs Gateways sheets	Prior to admission to TEP	Program coordinator
	disposition	Reflection/essays Interview responses	Rating sheet Instructor assessment	Prior to admission to TEP	Collective agreement of assessment comte
Gateway 2	knowledge	Grade point av. Knowledge of motor learning Knowledge in growth and development	transcript	semester	Program coordinator
	skills	Lesson planning Construct of tests Construct of fitness profile Microteaching, peer teaching	Gateway assessments	semester	Program coordinator
	disposition	Behavior at field site, Self assessment, Cooperative skills	Clinical questionnaire, Attitude rating	semester	Program coordinator
Gateway 3	knowledge	B in content & pedagogy, Knows instructional cues, knows state & national standards	Gateway assessment, Transcript evaluation	semester	Program coordinator
	skills	Appropriate teacher practices at field sites	Clinical questionnaire complete by cooperating teacher	semester	Methods instructor
	disposition	Ability to teach diverse groups, Shows a willingness to	Responses appropriate to feedback		Methods instructor

		make appropriate change			
Gateway 4	knowledge	Maintain a B or better	Transcript evaluation, gateways assessments by assessment comte	Final semester	Program coordinator
	skills	Results of formative eval. by cooperating teacher and supervisor, e-portfolio presentation	School of Education STAS forms	Final semester	Program coordinator Principal Cooperating teacher
	disposition	Results of mock interview	Collective agreement of mock interview team rating scale	Final semester	Program coordinator Principal Cooperating
Follow-up	knowledge	National exam	Praxis II score		Program coordinator
	skills	Tenure or career status	Portfolio to school board	3 years experience	School board Principal Program coordinator
	disposition	Tenure or career status	Collective agreement of school board		

Assessment Plan for Instructional Technology Specialist Education Program

ETEC – Advance Licensure Program--18077 –MA in Educational Technology					
Transition Point	Assessment	Collected During	Collection Instrument	Data Collected	Receives and Monitors Data Responsibility
Gateway 1	GRE scores Transcript Essay/Statement of Interest	Application to Graduate School	Application Folder	Prior to semester of admission	Program Coordinator
	Interview	Application to Graduate School	Informal Discussion with Program Faculty	Prior to semester of admission or shortly after	Technology Faculty
	Qualitative Assessment of Candidate	Application to Graduate School	Gateway 1 Form	Prior to semester of admission	Program Coordinator
Gateway 2	Completion of Prerequisite Courses	Completion of 18 hours of coursework	Banner	Semester	Advisor/ Program Coordinator
	Course Grades & 3.0 GPA	EDIT 5860 EDIT 5832 EDIT 5850	Banner	Semester	Advisor/ Program Coordinator
	Selected Field Experiences (podcasts, digital books, “action research”)	EDIT 5860 EDIT 5850	Instructor notes/grades	Semester	Advisor/ Program Coordinator
	Grades from Individual Assignments/Exams	EDGR 5910 EDGR 5465	Instructor notes/grades	Semester	Advisor/ Program Coordinator
	Research Project	EDIT 5860	Instructor notes/grades	Semester	Course Instructor
	Qualitative Assessment of Candidate	After 18 hours	Gateway 2 Form	Semester	Program Coordinator
Gateway 3	Course Grades & 3.0 GPA	EDIT 5826, EDU 4908, EDIT 5800	Banner	Semester	Advisor/ Program Coordinator
	Selected Field Experiences (digital storytelling, “action research”); and/or internship EDU 2800 and individual assignments	EDIT 5828/5990 EDIT 5840	Instructor notes/grades	Semester	Instructor/ Program Coordinator
	Research	EDGR 5920 or EDGR 5925	Banner	Semester	Advisor
	Qualitative Assessment of Candidate	Completion of 30 hours	Gateway 3 Form	Semester	Program Coordinator
Gateway 4	Course Grades & 3.0 GPA	Checked at end of every semester	Banner	Semester	Advisor/ Program Coordinator
	Written Comprehensive Exam	November or April-per University schedule	Comprehensive exam and rubric	Semester	Program Faculty
	e-Portfolio	Final semester	e-Portfolio and scoring rubric	Semester	Program Faculty
	Qualitative Assessment of Candidate	Final Semester	Gateway 4 Form	Semester	Program Coordinator
F o l l o w	Program Completer’s Survey	Final Semester	Survey Form	Semester	Candidate Advisor

	Graduate Feedback Survey	Once the program has 10-15 graduates	Survey Form	Every 2 years, after first administration	Program Coordinator
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Assessment Plan for Media Coordinator Education Program

LSIS & CERT – Advanced Licensure Program – MLS					
Transition Point	Assessment	Data Source	Collection Instrument	Data Collected	Receives and Monitors Data
Gateway 1	Knowledge	Undergraduate GPA, GRE scores	Application, transcript, GRE scores	Prior to admission to SLIS	Program coordinator
	Skills	Experience	Application, recommendations	Prior to admission to SLIS	Program coordinator
	Disposition	Admissions essay	Application, recommendations	Prior to admission to SLIS	Program coordinator
Gateway 2	Knowledge	GPA in core courses	Transcript	Semester	Program coordinator
	Skills	Assessment of instructors in core courses	Assignments	Semester	Program coordinator
	Disposition	Assessment of instructors in core courses	Assignments	Semester	Program coordinator
Gateway 3	Knowledge	GPA in content area courses	Transcript	Semester	Program coordinator
	Skills	Assessment of instructors in content area courses	Assignments	Semester	Program coordinator
	Disposition	Assessment of instructors in content area courses	Assignments	Semester	Program coordinator
Gateway 4	Knowledge	GPA in education/research courses	Transcript	Semester	Program coordinator
	Skills	Assessment of instructors in education/research courses	Assignments	Semester	Program coordinator
	Disposition	Assessment of instructors in education/research courses	Assignments	Semester	Program coordinator

Assessment Plan for Media Coordinator Education Program

(Continued)

LSIS & CERT – Advanced Licensure Program – MLS, Fast Track					
Gateway 5	Knowledge	Exit Criteria documentation and/or Exit Portfolio	Transcript, Exit Criteria documentation and/or Exit Portfolio	Semester	
	Skills	Exit Criteria documentation and/or Exit Portfolio	Exit Criteria documentation and/or Exit Portfolio	Semester	
	Disposition	Exit Criteria documentation and/or Exit Portfolio	Exit Criteria documentation and/or Exit Portfolio	Semester	
Follow-up	Knowledge	National exam	Praxis II scores		Program coordinator
	Skills	Tenure or career status	Portfolio to school board	3 years experience	School board, principal, program coordinator
	Disposition	Tenure or career status	Collective agreement of school board		School board, program coordinator

Assessment Plan for School Counselor Education Program

SCSC – Advance Licensure Program – M.A.					
Transition Point	Assessment	Data Source	Collection Instrument	Data Collected	Receives and Monitors Data
Gateway 1	Knowledge	GPA, GRE	Transcripts, GRE scores	Prior to admission	Admissions Office, Depart. Chair
	Skills	Writing and reasoning skills	Academic objectives	Prior to admission	Depart. Chair, Admission Committee
	Disposition	Interview responses	Interview rating sheet	Prior to admission	Admission Committee
Gateway 2	Knowledge	GPA, knowledge of counseling field	Transcript	Each semester	Dept. Chair
	Skills	Microcounseling skills	Transcript	Each semester	Dept. Chair
	Disposition	Self-assessment	Reflection papers	Each semester	Dept. Chair
Gateway 3	Knowledge	Grasp of phase 1 content	Transcript	Each semester	Dept. Chair
	Skills	Able to utilize basic counseling skills	Transcript	Each semester	Dept. Chair
	Disposition	Self-critique	Reflection papers, feedback	Each semester	Dept. Chair
Gateway 4	Knowledge	Advanced counseling knowledge	CPCE results	Near end of program	Dept. Chair
	Skills	Appropriate practice in the field	Interview rating sheet	Practicum and Internship	Practicum/Internship Coordinator
	Disposition	Self-reflection of competencies	Reflection paper, practicum and internship discussions	Practicum and Internship	Practicum and Internship instructors
Follow-up	Knowledge	Praxis II	Praxis II score		Dept. Chair
	Skills	Career status	Alumni Survey	3 years out	Dept. Chair

	Disposition	Career status	Employer survey	3 years out	Dept. Chair
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**Assessment Plan for Special Education Program-
Mild Disabilities [LD, BED, MD]**

SE – Initial Licensure Program – Gateways 1 & 2 Advanced Licensure Program – Gateways 1, 2, 3, & 4 – Learning Disabilities, Behavioral Disabilities, Mental Disabilities					
Transition Point	Assessment	Data Source	Collection Instrument	Data Collected	Receives and Monitors Data
Gateway 1	Knowledge	Undergraduate Transcripts, GRE scores, and Initial license in education or 15 credit hour pre-requisite	Application to Graduate School	Semester	Program Coordinator
	Skills	Recommendations	Application to Graduate School	Semester	Program Coordinator
	Dispositions	Essay and Interview	Application to Graduate School	Semester	Program Coordinator
Gateway 2	Knowledge	Academic review of courses G.P.A. \geq 3.0 EDEC 5621 EDEC 5628 EDEC 5671 EDEC 5622 EDEC 5623 EDEC 5630 EDEC 5634 EDEC 5690	Candidate Transcript	Semester	Advisor
	Skills	Written Observations/ Curriculum Based Assessment/Lesson Plans with adaptations/ Reading Intervention/Math Intervention/Oral Language Intervention/Learning Strategies Intervention in Written Language/FBA- BIP/PBS Classroom Management Plan/Administration of 3 norm-referenced	Assignments Completed in Coursework	Semester	Advisor/Instructor(3)

		tests/Parent-Teacher Collaboration/Transition Plan/Software Evaluation/Social Problem Solving Case Study/Lesson Plans with Diversity Infused/IEP/Co-teaching Collaboration Project			
	Dispositions	Exhibits ethical conduct as defined by CEC Code of Ethics and Standards for Professionals/Attends Class Meetings On Time to Maintain High Level of Success and Professionalism/Actively participates in class/Is considerate of others Ideas/Expresses Personal Ideas in a Professional Manner/Request Assistance Proactively/Schedules and attends meetings with advisor/Works cooperatively with instructors and school personnel/Respectively resolves differences following university policies/Uses and creates materials, lessons, assessments and learning environments that are reflective of students' diverse cultural communities and students' special needs/Engages parents, families, and community agencies from diverse communities and cultural groups in improving instruction	Course Attendance & Participation	Semester	Advisor

		and classroom environments for students/Observes and learns from experienced teachers/Conducts self-assessment and uses reflective skills to enhance teaching skills			
Gateway 3	Knowledge	Academic review of courses G.P.A. \geq 3.0 EDEC 5915 EDEC 5910 EDGR 5925 EDEC 5635 EDEC 5151, 5672, or 5651 EDEC 5641, 5681, or 5611 EDEC 5695	Candidate Transcripts	Semester	Advisor
	Skills	Integrated curriculum unit using a variety of instructional strategies/Case study which includes a variety of informal assessments/Workshop for classroom teachers based on research and interviews with parents, students, & teachers about teaching strategies for students with special needs/Teachers module for parents, colleagues or community groups presenting research related to instruction of exceptional children/Position paper advocating changing on an ethnical, advocacy or policy issue/Literature review or annotated bibliography on best practices in early intervention/Grant	Assignments Completed in Coursework	Semester	Advisor/Instructor(s)

		proposal based on a current issue or concern in special education/Analysis of case studies on ethical and legal issues			
	Dispositions	Exhibits ethical conduct as defined by CEC Code of Ethics and Standards for Professionals/Attends Class Meetings On Time to Maintain High Level of Success and Professionalism/Actively participates in class/Is considerate of others Ideas/Expresses Personal Ideas in a Professional Manner/Request Assistance Proactively/Schedules and attends meetings with advisor/Works cooperatively with instructors and school personnel/Respectively resolves differences following university policies/Uses and creates materials, lessons, assessments and learning environments that are reflective of students' diverse cultural communities and students' special needs/Engages parents, families, and community agencies from diverse communities and cultural groups in improving instruction and classroom environments for students/Observes and			Advisor/Instructor(3)

		learns from experienced teachers/Conducts self-assessment and uses reflective skills to enhance teaching skills			
Gateway 4	Knowledge	Written comprehension exam	Candidate Portfolio	Final Semester of Coursework	Advisor/Outside Reviewer
	Skills	Review of complete portfolio and reflections	Candidate Portfolio	Final Semester of Coursework	Advisor/Outside Reviewer
	Dispositions	Exhibits ethical conduct as defined by CEC Code of Ethics and Standards for Professional Practice/Exhibits academic honesty in all assignments and work/Maintains confidentiality of all students/Remains open and responsive to feedback/Observes and learns from experienced teachers/Conducts self-assessment and uses reflective skills to enhance teaching skills	Candidate Portfolio	Final Semester of Coursework	Advisor/Outsider Reviewer
Follow-up	Knowledge	Effective use of best practices gained during completion of the program	Survey	Post-Graduation	Unit/Program Coordinator
	Skills	Observations of teaching	Survey/Observation	Post-Graduation	Unit/Program Coordinator
	Dispositions	Ability to teach all students, including students from culturally and linguistically diverse backgrounds	Survey	Post-Graduation	Unit/Program Coordinator

Assessment Plan for Physical Education Program

PEDG – Advance Licensure Program – M. ED					
Transition Point	Assessment	Data Source	Collection Instrument	Data Collected	Receives and Monitors Data
Gateway 1	Knowledge	“A” licensure GRE	-copy of licensure -copy of GRE score	Prior to admission	Department chair
	Skills	writing sample	Timed computer generated essay	Admission criteria	Department chair
	disposition	Interview process	rating scale	Admission criteria	Department chair
Gateway 2	Professional knowledge	Oral skills Writing skills	Review of transcript	semester	Program coordinator
	skills	Samples of teaching	Audio/videotapes	semester	Program coordinator
	disposition	Essays, reflections	rubric	semester	Program coordinator
Gateway 3	Professional knowledge	Maintain a “B” or better	Transcript review		
	skills	Familiar with statistical packages, Conducts research, Analyzes data	Instructors rating on gateways	semester	Program coordinator
	Disposition - internship	Shows helping relations, Shows enthusiasm for teaching Teacher reflections	Ratings from cooperating teacher, ratings from principal, ratings from supervisor	During internship	Program coordinator
Gateway 4	Professional knowledge	Defense at portfolio hearing, Passes written comprehensives	Collective agreement of graduate committee	Final semester	Program coordinator
	skills	Creates hard copy portfolio, completes action research, defends research	Collective agreement of graduate committee		
	disposition	Teaching philosophy	Collective agreement of graduate		

			committee		
Follow-up	Graduation follow up survey	Graduating students beliefs about programs	Rating form	Exit survey	Department chair