

Emporia State University

**The Teachers College
Unit Assessment System**

**Submitted to the Kansas State Department of Education
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**Emporia State University Assessment System
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Section 1 Overview of Emporia State University Assessment

1.1 General Considerations: Decentralized Approach

The quality of the individual teacher candidate and the quality of the program as an entity are determined through an assessment system first initiated in 1978 when the ESU Faculty Senate adopted minimum competency examinations of initial level candidates. That initial effort has expanded to include a campus-wide decentralized assessment program. Assessment in the various departments is decentralized so that decisions on using various direct and indirect measures are agreed to by those involved. Evidence for the ongoing development of assessment can be seen in at <http://www.emporia.edu/asem/reports.htm>. The table shows that between 1988 and 2000 the use of multiple measures has increased such that in the 2000 academic year a majority of programs employ six or more measures. For example, today some 40% use portfolios and 70% use a capstone experience. To that end, the same URL gives a listing of how data have been used to change programs and curricula (page #3) or to improve the assessment (page #4) process itself.

In 1998, The American Productivity and Quality Center cited ESU as a "Best Practice" organization in the assessment of student learning: "One of the most important lessons learned is to get grass-roots involvement ... pushing the assessment decisions to those who can use the results has been a critical factor in ESU's success."

The University's Assessment Task Force oversees the University's overall assessment program. This body contributes to the annual institutional assessment report, and is participatory in organizing speakers, roundtables, and other assessment related events for the campus community.

The Teachers College's primary mission is the development of each candidate as a professional educator. This mission also reflects the overall mission of the University. Yearly goals are developed and revisited periodically to ensure that the mission of the University and Unit are being met.

The Teachers College has developed guidelines for advanced candidate admission that reflect state laws and requirements of regulatory agencies. They are designed to help candidates gain a wide range of knowledge and skills so that they will become effective and successful professionals that reflect the Unit's conceptual framework. The revised conceptual framework (The Professional: Critical Thinker, Creative Planner, Effective Practitioner) was developed with input from the professional education community. The KSDE standards, specialty organization standards, Principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), and Core Principles of the National Board for Professional Teaching Standards (NBPTS) were the basis for its development.

Assessment is a major factor at all levels of study for initial candidates. Until a candidate enters a professional course of study, assessments are generic to all. This includes a pre-admission requirement to maintain a certain GPA to remain in good academic standing.

Except for the Restricted License Program that has not be implemented, all ESU initial teacher education programs are offered at the undergraduate level and all advanced teacher education programs are offered at the graduate level. The terms "initial" and "advanced" are used in this document but the terms "undergraduate" and "graduate" may be used in other documents and for teacher education purposes should be considered synonymous to "initial" and "advanced" respectively..

1.2 Overview of Initial/Undergraduate Program Assessments

Candidates for graduation must pass a junior level exam. Candidates in Teacher Education for entry in the professional education component of their programs take the PPST. Those in all other disciplines take a standardized examination, often the Collegiate Assessment of Academic Proficiency (CAAP) from ACT. Information on this assessment can be found at <http://www.act.org/caap/index.html>. There are alternatives for non-teacher education candidates that have been developed in the last two years to meet the competency examination. These can be found at <http://www.emporia.edu/asep/newpol.htm>. Essentially ESU students, except for teacher education, with high grade point averages can opt to use an upper division course or writing intensive course as a substitute for the required examinations.

In addition to the decentralized assessment elements inherent in various disciplines within the Unit and outside it, certain issues for the success of the learning outcomes of candidates in Teacher Education have been the focus of specific projects. For example, the Multicultural Diversity Assessment grant developed the instruments for determining the success of our programs, the ability of candidates to gain knowledge and attitudes about these topics, and drive program change. A Critical Thinking project is the focus for another group.

Initial program candidates who have expressed an interest in pursuing an education degree are assigned education advisors upon entering the university and are made aware of the requirements from the beginning of their college career. Once a candidate has met the requirements to be admitted to Phase I/Block 1, the first professional semester, the candidate is carefully monitored by Unit faculty and the advisor. Data are collected throughout this professional segment to support the faculty's assessment. During this time, the Kansas State Department of Education (KSDE) assessment requirements and standards are introduced and used. These have been aligned with the conceptual framework (The Professional: Critical Thinker, Creative Planner, Effective Practitioner). Candidates provide evidence to meet the criteria and are engaged in self-reflection at various decision points of the program.

Initial candidates in Teacher Education are evaluated during their junior or senior year to determine their capacity for continuance in the professional component of the program. This is based on the PPST (Praxis I), GPA in the Core General Studies Program, the cumulative GPA, and the GPA in the major. Further, letters of recommendation from five faculty are required for entry into Phase II/Block 3, the student teaching component. Candidate progress is also monitored through assessments within each department. Entry into Phase I/Block 1 is a collaborative process coordinated by The Teachers College, with input from departments/schools/colleges that help prepare future teachers. Appeals to this procedure go through a committee of faculty from the above listed colleges and school.

The Teacher Work Sample (TWS) is an accountability assessment where student teachers must demonstrate teaching proficiency and their impact on student learning by examining student learning gains and learning objective mastery. The TWS is part of The Renaissance Partnership for Improving Teacher Quality Project, a five-year initiative designed to advance the quality of graduates and the teachers in their respective partner schools by focusing attention on P-12 student learning. The purpose of the TWS is to evaluate the degree of impact student teachers have on ALL student learning by examining the student teachers' ability to: 1) construct and deliver an instructional unit with attention to student and classroom diversity; 2) align classroom learning objectives with state and/or local learning objectives; 3) construct challenging meaningful classroom assessments, both formative and summative; 4) promote actual learning gain in the classroom as demonstrated through pre/post formative and unit assessments and/or student mastery ratings of stated learning objectives; 5) analyze and reflect on their experience, make modifications for individual students, and to promote their own professional growth. All elementary and secondary teacher education candidates in early field experience (Phase I/Block 1) will complete an abbreviated form of the TWS and those doing student teaching (Phase II/Block 3) will complete a full TWS.

1.3 Overview of Advanced/Graduate Program Assessments

Candidate assessment at the graduate level is not based on a common set of evaluation instruments; most assessments are program specific. The one common basis for assessment is the conceptual framework.

Candidates who have expressed an interest in pursuing an advanced level program are assigned an advisor as appropriate or as needed. Since some programs and courses are online and because of the maturity level of advanced level candidates, they often prefer self-advising. Even in these cases, however, candidates are made aware of program requirements from the beginning and their progress is monitored to be sure that they complete their program in a timely and accurate manner. Data are collected throughout the candidate's program to support the faculty's assessment. Candidates provide evidence to meet program criteria and are engaged in self-reflection at various decision points of the program.

Advanced program candidates must initially meet University GPA, degree and entrance examination requirements for graduate study. To enter into a specific program of study candidates must meet GPA, credit hour, course, and other specific departmental requirements. Each advanced program includes a required practicum or internship, which provides performance assessment data. Successful completion of the practicum or internship, achieving the required GPA, and meeting departmental requirements are factors used to validate program completion.

Section 2 System for Performance Assessment of Initial Candidates

The sequence of the Unit's system for performance assessment of initial candidates includes four decision points:

| Sequence of Program Decisions |
|---|
| 2.1 Admission to the University |
| 2.2 Admission to Teacher Education, Phase I/Block 1 (Decision Point 1) |
| 2.3 Admission to Student Teaching, Phase II/Blocks 2 & 3 (Decision Point 2) |
| 2.4 Completion of Student Teaching (Decision Point 3) |
| 2.5 Program Completion (Decision Point 4) |

The Teachers College has and continues to assess its professional programs for alignment with the University's mission, the Unit's mission and goals, state and regulatory agencies, the Unit's conceptual framework, and research based best practices for preparing teachers of the future.

2.1 Initial Candidate Admission to the University

The first step of the assessment of teacher education candidates is at the time of admissions to the University. At this point of entry into the University, high school transcripts, college transfer transcripts (if applicable), college testing program scores (ACT or SAT, if applicable), and recommendations are required and reviewed by University personnel. Kansas Board of Regents Qualified Admissions Standards (<http://www.kansasregents.org/qa/standards.html>) for all Kansas high school students attending a public institution became effective with the Fall 2001 entering freshman class. Even though prior to Fall 2001, ESU had an open enrollment policy for undergraduate admissions, all entering candidates' reading, writing and mathematical skills were assessed. Candidates were evaluated and placed into developmental sections of English, and/or math or sent to the reading lab based on their ACT or ASSET test scores.

Candidates are advised into an appropriate beginning sequence of courses that is intended to lead to a successful college experience. In some cases, admission to the University is contingent on candidates completing one or more remedial courses. A number of instructional and personal support services including Student Advising Center, Writing and Mathematics Labs, Reading Lab, Health Center, Multicultural Center, Student Life and Counseling Center, Community Counseling Clinic, and Disability

Services are available to candidates. Faculty advisors and the Office of Student Affairs provide further assistance.

2.2 Initial Candidate Admission to Phase I/Block 1, Decision Point 1

Candidates may declare an education major upon admission to the University and are assigned an education advisor. During their freshman and sophomore years, teacher education candidates take an array of specific courses in composition, speech, mathematics, fine arts, history, literature and ideas, social and behavioral science, cultural diversity, life science, physical science, and physical fitness. Also during this time, candidates take the Praxis I (PPST), a basic skills test in mathematics, reading, and writing. Praxis I test scores provide guidance for candidate remedial work and indicate the quality of candidates who have been recruited to the University.

Since general education coursework is spread throughout candidates' college experiences, not just during the first two years, candidates begin their professional education preparation before completing general education. They do however have to complete a set of core courses with at least a 2.75 GPA. Transfer candidates start their professional preparation soon after transferring to the University. The introductory education course, ED/EL 220, Introduction to Teaching, and its corresponding field experience must be completed before admission to Phase I/Block 1, the final first step to acceptance into teacher education. In the ED/EL 220 field experience candidates are placed in area PK-12 schools. It provides candidates with an opportunity to observe in a PK-12 classroom and to evaluate their choice of education as a career. A grade of "C" or higher is required in all education and in all field experiences.

At the time of admission to the teacher education program (Phase I/Block 1) candidates are expected to have demonstrated at least at a beginning level the following conceptual framework outcomes:

- knowledge of general education.
- knowledge of essential concepts of their content studies.
- knowledge of philosophical, historical, social, and theoretical foundations of education.
- knowledge of characteristics and equitable treatment of diverse learners.
- knowledge of legal and ethical issues and practices in education.
- knowledge of foundations of education.
- ability to implement non-biased techniques for meeting needs of diverse learners.
- ability to use and support effective communication techniques in order to develop a positive learning environment.
- a commitment to professionalism and ethical standards.
- respect for cultural and individual differences by providing equitable learning opportunities for all.
- dispositions appropriate for teaching.

Candidates apply for admission to teacher education must submit a completed secondary education Phase I application or an elementary education Block 1 application by the date specified and provide the following evidence:

Knowledge of basic skills

1. Achieve a grade point average of at least 2.75 in general education core
2. Earn a grade of "C" or higher in general education courses EG 101, EG 102, SP 101, MA 110, and MA 225 (for Secondary) or MA 308 (for Elementary)
3. Meet PPST requirements (Writing 172 [CBT 318]; Reading 173 [CBT 321]; Mathematics 172 [CBT 317])

or

Meet the PPST conditional acceptance requirement (See Window Criteria: Pre-Professional Skills Test in Appendix A)

Demonstration of oral presentation skills in courses

4. Earn a grade of "C" or higher in general education course SP 101

Demonstration of written communication skills in courses

5. Earn a grade of "C" or higher in general education courses EG 101 and EG 102

Academic ability

6. Successfully complete 60 semester hours of college work
7. Achieve a cumulative grade point average of at least 2.50

Content knowledge

8. Achieve a grade of "C" or higher in content courses in the major
9. Meet requirements as specified by the candidate's department

Professional knowledge

10. Earn a grade of "C" or higher in the beginning education course

Evidence of a candidate's ability to work with PK-12 students

11. Validate 100 hours working with children
12. Successfully complete tutoring assignment (part of ED/EL 220)

Evidence of dispositions suitability for teaching

13. Receive an acceptable rating on the dispositions assessment (Block 2 for elementary)
14. Supply a disclosure statement
15. Supply a departmental recommendation

During Phase I/Block 1 candidates are expected to be developing knowledge, skills, and dispositions that are expected of a *critical thinker*, *creative planner*, and *effective practitioner*. At this early decision point, performance is demonstrated in the ED/EL 220 field experience, and further documented by departmental recommendations. If all criteria are not met, an Appeals Committee acts on appeals for candidates seeking conditional acceptance. There are numerous possible scenarios for conditional acceptance, and although decisions are made on a case by case basis, the Rubric below provides candidates and the Appeals Committee guidance for making decisions regarding conditional acceptance.

Admission to Phase I/Block 1 normally occurs during the sophomore or junior year for traditional candidates, but for transfer candidates and for candidates whose program extends beyond four years, admission to Phase I/Block 1 may not occur until they are classified as a junior or senior. Some candidates complete the program as post graduates.

Candidates are encouraged to discuss the teacher education program and teacher licensure with their advisors on a regular basis. They are also invited to discuss these issues with the Dean of The Teachers College. Candidates will not be allowed to take Phase I/Block 1 education courses without being formally admitted to Phase I/Block 1.

2.3 Initial Candidate Admission to Student Teaching, Secondary Phase II or Elementary Blocks 2 and 3, Decision Point 2

Phase II and Block 3 are 16-week student teaching experiences. Elementary education candidates are required to complete Block 2 requirements before being admitted to Block 3 student teaching. The admission requirements for elementary Blocks 2 and 3 together, are the same as the admission requirements for secondary Phase II.

At the time of admission to student teaching (Phase II/Blocks 2 & 3) candidates are expected to have demonstrated at least at a beginning level the following conceptual framework outcomes:

- knowledge of and ability to integrate general, content, and professional studies, including human development
- knowledge of teaching strategies that will meet the needs of all learners
- knowledge of a variety of assessment techniques

- knowledge and skills in the use of technology
- knowledge of classroom management techniques
- knowledge of KSDE and learned society standards as applicable at the grade level
- ability to prepare and teach lessons that will accommodate diverse learners
- ability to analyze teaching/learning strategies used by the teacher
- ability to analyze teaching and learning strategies
- appropriate written and oral communication skills
- ability to create assessments and evaluate student work
- commitment to teaching
- professional and ethical behavior

Decision Point 2 (Secondary Phase II): Candidates applying for admission to secondary education student teaching must submit a completed Phase II application by the date specified and provide the following evidence:

Knowledge

1. Maintain a cumulative GPA of 2.50 or higher
2. Attain grades of “C” or better in Phase I courses
3. Receive approval of the major department

Skills

4. Demonstrate technology competency (IT 125 or equivalent)
5. Satisfactorily complete Phase I field experience
6. Submit five recommendations; one each must be from general education instructor, Phase I instructor, and faculty advisor; the two additional recommendations may be from individuals of the candidates choice or from individuals specified by the department
7. Satisfactorily complete an abbreviated teacher work sample assignment

Dispositions

8. Demonstrate successful completion of the diversity assessment
9. Receive an acceptable rating on the dispositions assessment
10. Receive acceptable rating on departmental dispositions assessment, if applicable

Decision Point 2a (Elementary Block 2): Candidates applying for admission to elementary education pre-student teaching internship must submit a completed Block 2 application by the date specified and provide the following evidence:

Knowledge

1. Maintain a cumulative GPA of 2.50 or higher
2. Attain grades of “C” or better in Block 1 courses
3. Receive approval of the major department

Skills

4. Demonstrate technology competency (IT 125 or equivalent)
5. Submit five recommendations; one each must be from general education instructor, Block 1 instructor, and faculty advisor; the two additional recommendations may be from individuals of the candidates choice or from individuals specified by the department

Dispositions

6. Demonstrate successful completion of the diversity assessment
7. Receive an acceptable rating on the dispositions assessment

Decision Point 2b (Block 3 for Elementary): Candidates for admission to elementary education student teaching must submit a completed Block 3 application for by the date specified and provide the following evidence:

Knowledge, Skills and Dispositions

1. Satisfactorily complete Block 2 field experience
2. Satisfactorily complete an abbreviated teacher work sample assignment
3. Receive acceptable rating on departmental dispositions assessment, if applicable

Candidates' applications are acted upon by the Admission Committee; the Committee includes University-wide, candidate, and PK-12 educator representatives. The Committee considers candidates' performances as well as the above eight requirements.

Candidates who are not successful at this decision point will be advised out of the teacher education program; if an instructor feels that a candidate can successfully complete the program by spending additional time in a PK-12 classroom, the candidate will be allowed to repeat a field experience. A rubric for admission to Phase II/Block 3 is used and an appeals process is available.

2.4 Completion of Student Teaching, Decision Point 3

Performance skills are developed and evaluated in previous courses and field experiences and will be further refined and evaluated during Phase II/Block 3. University faculty and school supervisors provide feedback and assessment regarding candidate application of knowledge, skills and dispositions identified in the conceptual framework.

The Director of the Office of Professional Education Services provides University faculty, school personnel, and candidates with criteria, forms, specific requirements, and performance assessment techniques to be used for evaluation of candidates during student teaching. Instructors responsible for field experiences provide criteria, forms, specific requirements, and performance assessment techniques.

Completion of student teaching requires that candidates demonstrate acceptable knowledge, skills and dispositions. The seven major assessments used are: 1. cooperating/mentor teacher assessments, 2. university supervisor assessments, 3. candidate self-rating (if required), 4. midterm student teacher evaluation, 5. diversity lesson plan assessment, 6. diversity preparedness survey, and 7. final student teacher evaluation. Most provide evidence of all three areas--knowledge, skills and dispositions:

Knowledge

1. Cooperating/mentor Teacher Assessments (see form)
2. University Supervisor Assessments (see form)
4. Midterm Student Teacher Evaluation (see form)
7. Final Student Teacher Evaluation (see form)

Skills

1. Cooperating/mentor Teacher Assessments (see form)
2. University Supervisor Assessments (see form)
3. Candidate Self-rating, if required (see form)
4. Midterm Student Teacher Evaluation (see form)
7. Final Student Teacher Evaluation (see form)

Dispositions

1. Cooperating/mentor Teacher Assessments (see form)
2. University Supervisor Assessments (see form)
3. Candidate Self-rating, if required (see form)
4. Midterm Student Teacher Evaluation (see form)
5. Diversity Lesson Plan Assessment
6. Diversity Preparedness Survey
7. Final Student Teacher Evaluation (see form)

At the conclusion of student teaching Phase II/Block 3 candidates are required to demonstrate:

- knowledge of content
- appropriate written and oral communication skills
- ability to integrate general, content, and professional studies
- ability to use a variety of teaching strategies that will meet the needs of all learners
- ability to prepare and teach lessons that will accommodate diverse learners
- ability to assess classroom performance based on student learning
- ability to use appropriate technology
- ability to manage a classroom
- ability to analyze teaching/learning strategies used by the teacher
- ability to manage the classroom
- ability to do self-evaluation and reflect on that evaluation
- ability to work with parents
- ability to create assessments and evaluate student work to improve instruction
- ability to promote student learning in their classroom
- commitment to teaching
- professional and ethical behavior

Although many of these are the same as Phase I/Block 1, the level of candidates' performance is expected to be at the level of a beginning teacher by the end of their student teaching.

Student teachers are formally assessed by cooperating/mentor teachers, by University supervisors from the Teachers College, and by University faculty from the content disciplines. Candidates who successfully complete student teaching will receive a passing letter grade. Candidates who are unsuccessful in student teaching but the University supervisor, cooperating/mentor teacher, and Coordinator of Field Experiences jointly conclude can be successful by spending additional time student teaching, will be permitted to repeat student teaching.

2.5 Program Completion, Decision Point 4

At this time all performance and outcome data have been collected and recommendation for teacher licensure (program completion) is granted if the following requirements are completed successfully:

Knowledge

1. Earned a baccalaureate degree
2. Achieved a 2.50 or higher cumulative grade point average
3. Achieved 2.75 in professional education courses
4. Received passing scores on the applicable Praxis II exam(s), Principles of Learning and Teaching and when implemented by KSDE, passing score(s) on content assessment(s)

Skills

5. Successfully completed 16-weeks of student teaching through Emporia State University with a passing grade
6. Received a grade of "C" or higher in the ED/EE 431 Professional Relations of Teachers course(see objectives and form)
7. Receive passing ratings on the Teacher Work Sample assessment (see prompt and rubric and score sheet)

Dispositions

8. Received approval from the Teachers College or Licensure Officer after review of all disposition data

An exit exam, the Principles of Learning and Teaching (Praxis II), is required as a final evaluation of all candidates. Beginning in September 1, 2003 all candidates will be required to the Praxis II content exam as “no fault.” Beginning September 1, 2005 minimum required scores will have been set and passing scores on content assessments will be required prior to the awarding of a bachelor=s degree and recommendation for licensure.

Section 3 System for Initial Program Assessment

3.1 Data Collection (places where data are obtained)

Data from initial candidate assessments are a major source of data for program assessment. These include:

- Follow-up survey of graduates
- Evaluation of candidate field experiences by faculty, PK-12 supervisors, and administrators
- Evaluation of faculty and courses by candidates, including student teacher supervisors
- Candidate surveys
- Review of candidate admission data (traditional, non-traditional candidates, and transfer candidates)
- Performance of candidates on state exams (PLT and content area exam when applicable)
- Final assessment of candidate performance on knowledge, performances, and dispositions of the conceptual framework and KSDE Standards

Other University sources of data include:

- Yearly review of annual Teachers College goals
- University-wide assessment of programs
- Annual review of academic unit goals
- Evaluation of faculty by unit heads and faculty recognition committees
- University/Teacher College annual reports
- Advisor feedback

Data is also collected from local advisory groups:

- Butcher Children’s School Partnership (discontinued Fall 2003 due to school closing)
- Emporia Teachers Council
- Teachers College/USD 253 Administrators Council
- Deans Advisory Council

External sources of data include:

- National Accrediting Organizations
- Kansas Department of Education
- Kansas Board of Regents
- National Council for Accreditation of Teacher Education

3.2 Data Tabulation and Analysis (who reviews and tabulates data and recommend changes)

Once formal and informal data are collected in 3.1, various groups review, tabulate, and summarize the data. The assembly of data occurs under the supervision of the Dean's office of the Teachers College. The data undergoes collective evaluation, interpretation, and summarizing by the applicable councils/committees with the Council on Teacher Education having the primary oversight for the tabulation and analysis of data. The Council includes representatives of initial teacher education programs from across campus, PK-12 teachers and candidates.

Others that assist with data tabulation and analysis include:

- Teachers College Faculty
- General Education Council
- Academic Leadership Council
- Chairs Council of Liberal Arts and Sciences
- School of Business
- School of Library and Information Management
- Assessment Office
- Office of Professional Education Services
- Institutional Studies
- Student Advising Center

Once summary data are available, faculty identify strengths and weakness that need to be addressed. The department proposes changes that need to be made within a course, field experience, or other "in-house" requirements. Such things as adding new courses, deleting existing courses, program admission or exit requirements, and adding new programs require review of appropriate advisory committees. During the review process, NCATE accreditation standards and requirements, NBPTS principals, KSDE and national content area standards, Higher Learning Commission (formerly North Central Association) requirements, and specialty organization accreditation requirements are considered. Alignment with standards and requirements are validated in this process.

Any recommendations from the groups that analyze data are considered by the appropriate committees, unless the department involved had already instituted a change at an earlier date. All initial level program changes are submitted to the Council on Teacher Education. If approved, then the change continues through the official procedures of the University governance system--section 3.3 of the initial assessment system below.

3.3 Program Modification

Before initial level program changes such as adding new courses, deleting existing courses, program admission or exit requirements, and adding new programs become final they must go through the ESU Governance structure/sequence. Program modifications usually begin via respective departments or offices within a college or school needing to request the change. The department or office provides the justification and institutional paperwork for implementing the process to modify any existing policies or coursework. Once the change has been approved within the originating school/college it is then open for university wide comment including the Academic Leadership Committee and the Council on Teacher Education and other councils/committees having regular input on curricular matters. Curricular changes are submitted to the University Curriculum Committee. The changes are disseminated electronically to the entire faculty. If there are no objections, changes are submitted to the Vice President for Academic affairs for action. If there are objections that cannot be resolved, the University Curriculum Committee meets to discuss the issue and makes a recommendation to the Vice President for Academic Affairs who makes the final decision or if required, makes final recommendation to the President. New degree programs require Board of Regents approval, and eventually all changes must meet accreditation standards of program or professional societies or organizations. The overall sequence for program change/approval, including the above steps above, is:

- Departments
- Applicable School or College
- Academic Leadership Council (action)
- Council on Teacher Education
- Dean of The Teachers College
- University Curriculum Committee (if applicable)
- Vice President for Academic Affairs (if applicable)

President (if applicable)
Board of Regents (for addition of new programs)
Kansas Department of Education (if applicable)

3.4 Evaluation of Unit Operation

Direct assessment of candidates, data from program and student teaching applicants, recent graduates, faculty and other members of the professional community are used to evaluate unit operation. The evaluations and surveys used to gather information are revised, when necessary, to reflect the unit's mission and philosophy, and to be sure they reflect the extent to which the unit is meeting the learning expectations stated in the conceptual framework. Also effectiveness of advisement, record keeping, the admissions system, student teaching placement, and governance structures are assessed and modified as needed to improve unit operation. The following are reviewed to determine the satisfaction with the operation of the unit:

- Follow-up data from candidates
- Follow-up data from departments
- Performance of candidates in field experiences
- Candidate evaluation of instruction, courses, and field experiences including supervision
- Program and student teacher admission data
- Formal candidate complaints
- Due process policies
- *Unit Policies and Procedures* handbook
- Evaluation of faculty and administration
- Budget allocations
- Tenure and promotion policies
- External university and program reviews (Board of Regents, Higher Learning Commission, NCATE, professional organizations, etc)
- Internal program reviews by departments, schools, colleges, and University
- *Faculty Handbook*
- *ESU Catalog*
- *Student Teacher Handbook* (including the PRT Guidebook and the TWS Prompt and Rubric)

3.5 Evidence of Fairness, Accuracy, Consistency, and Non-bias

Programs and policies are reviewed by Departments, the Committee on Advanced Programs, and Dean's office to determine fairness, accuracy, consistency, and non-bias. Such policies, procedures and opportunities include:

- An appeals committee consisting of representatives from the College of Liberal Arts and Sciences, The Teachers College, and the School of Business review program applications that do not meet objective criteria.
- Opportunities are provided for candidates to correct gaps in skills and knowledge.
- Campus offices provide student assistance and accommodations for candidates with disabilities (reading lab, math lab, writing center, advising center, disability/non-traditional student programs).
- All candidates complete the multicultural intensive general education requirement and each program includes a multicultural component, to promote non-bias.
- Non-bias training is provided by The Teachers College for scorers of the Teacher Work Sample.
- Statements are placed on syllabi to encourage candidates with disabilities to seek accommodations when needed (as per required University policy).
- Cooperating/mentor teacher and University supervisors training is conducted to ensure fairness, consistency, etc. with regard to evaluating student teachers.
- Policies regarding accuracy and consistency are outlined in Unit handbooks and these documents are reviewed periodically.

- Candidates evaluate faculty.
- Formal candidate complaints are reviewed by department chairs. If not resolved through the appeals process, the Dean reviews and initiates appropriate action.
- Statements regarding non-discrimination are included in student handbooks, to encourage fairness.
- Candidates are provided due process both at the Unit and University levels.
- Candidate dispositions are assessed and data is being collected to check for fairness and non-bias.
- Assessments of Unit operation are conducted to assure fairness, accuracy, consistency, and non-bias.

3.6 Cycle for Initial Program Review

| Activity | Semester |
|---|--------------------------------------|
| Collect student performance data as described in the “System for Performance Assessment of Initial Level Candidates” | Fall and Spring (begin 2001-2002) |
| Identify successful practices in teacher education from current professional literature, conferences, PK-12 professionals, Unit faculty, etc. | Fall (begin Fall 2001) |
| Collect program data as described in the “System for Initial Level Program Assessment” | Spring (begin Spring 2002) |
| Analyze data and identify program changes that are needed, if any | Fall (begin Fall 2002) |
| Submit program changes for approval | Spring (begin Spring 2003) |

Section 4 System for Performance Assessment of Advanced Candidates

The sequence of the unit’s system for performance assessment of advanced candidates includes four decision points:

| Sequence of Advanced Program Decisions |
|--|
| 4.1 Admission to Advanced Study |
| 4.2 Admission to Program of Study (Decision Point 1) |
| 4.3 Admission to Field Experience Activity: internship, practicum, action research or other approved PK-12 school related activity (Decision Point 2) |
| 4.4 Completion of Field Experience Activity: internship, practicum, action research or other approved PK-12 school related activity (Decision Point 3) |
| 4.5 Program Completion (Decision Point 4) |

The Teachers College has and continues to assess its professional programs for alignment with the University’s mission, the Unit’s mission and goals, state and regulatory agencies, the Unit’s conceptual framework, and research-based best practices for preparing teachers of the future.

4.1 Admission to Advanced Study

The first step of the assessment of advanced candidates is at the time of admissions to advanced study at the University. At this point of entry into advanced study, the following are required:

- Submission of graduate application
- Completion of a bachelor’s degree from an accredited college or university
- Submission of official transcripts from all colleges/universities attended
- Adequate preparation in the proposed area of specialization (to be determined by the department of specialization)
- Grade point average of not less than 2.5 in the last 60 hours of undergraduate study or an overall grade point average of no less than 3.0 (2.75 for Special Education) for a completed master’s degree. Some academic department requirements may be higher.
- Satisfactory completion of the entrance examinations if required by a department.

Upon admission each candidate is assigned a faculty advisor. Candidates are initially advised into an appropriate beginning sequence of courses that is intended to lead to a successful University experience. In some cases, admission to a specific program of advanced study is contingent on candidates completing one or more prerequisite courses. A number of instructional and personal support services including Writing and Mathematics Labs, Health Center, Multicultural Center, Student Life and Counseling Center, Community Counseling Clinic, and Disability Services are available to candidates. The Office of Student Affairs also provides assistance.

Each semester the Graduate Office sends a record of the candidate's grades to the advisor. In case of insufficient progress, the advisor contacts the candidates. The admission requirements and the early warning procedures are helpful in correcting academic problems at their inception.

Assessment at the advanced level is much more program dependent than at the initial level. Although the following outlines the assessment system for all advanced programs, much of the data collection and decision making is done at the department level. Candidates are informed of assessments and criteria for making decisions regarding their progress in the program. The KSDE program reviews contain assessments for each program.

4.2 Admission to Program of Study, Decision Point 1

Candidates are required to maintain a B average or GPA of 3.0 as outlined by departmental requirements. Completion of degree requirements varies among programs (e.g., School Counseling program is 48 hours and Master Teacher program is 36 hours).

Programs are structured to meet the special and individual needs of candidates through personalized attention to course selection in the advisement process and in the degree emphasis. Each program requires a core of courses varying between 12 and 17 credit hours. A program of study approved by the candidates' advisor is filed with the Graduate Office upon admission to the department. For candidates seeking licensure, programs are designed to meet the licensure requirements as established by the Kansas State Department of Education. Candidates planning to seek licensure in other states should determine the specific requirements in those states and plan their program of study accordingly.

Upon satisfactory fulfillment of the admission criteria and completion of the first 6 to 12 hours, the candidate will be admitted to a program of study for the degree sought. Admission to a program of study is the formal approval by a department for pursuit of a graduate degree or program after it is determined that all specified admission criteria have been met. Candidates are expected to continuously demonstrate personal characteristics appropriate to the profession.

Admission to a program of study, candidates are subjected to a screening process that includes:

- Completed Graduate School application
- Achieve and undergraduate GPA of at least 3.0 in last 60 hours of undergraduate or at least 2.5 overall GPA
- Meet department requirement such as content GPA, GRE, coursework, minimum content hours, and personal interview
- Earn a grade of at least a "B" in each course or a GPA of at least 3.0 in courses taken
- Meet departmental assessments as measured by rubrics, letters, and writing proficiency
- Demonstration of appropriate dispositions

4.3 Admission to Field Experience Activity: Internship, Practicum, Action Research or Other Approved PK-12 School Related Activity, Decision Point 2

A field experience at the advanced level does not take the same form as one at the initial level. An advance program field experience might be an internship, a practicum, an action research project, or some other PK-12 school related activity.

To be permitted to do the advanced level field experience, candidates must:

- Successfully complete required preliminary coursework
- Earn a grade of at least a “B” in each course or a GPA of at least 3.0 in courses taken
- Complete the coursework that includes the technology component as specified in the technology matrix
- Gain approval of the department or committee of the placement experience and/or project idea
- Earn a satisfactory score on the dispositions assessment

Candidates may be placed at their own work site and supervised by an ESU faculty member designated as a university supervisor or may be placed at an approved site under the supervision of a designated off-campus supervisor with appropriate credentials. Off campus supervisors work with a university supervisor(s) to assure a quality field experience.

4.4 Completion of Field Experience Activity: Internship, Practicum, Action Research or Other Approved PK-12 School Related Activity, Decision Point 3

Candidates must successfully complete their field experiences before being assessed for program completion. Based on the candidate’s performance and input from the University supervisor and off-campus supervisor, if applicable, the University supervisor assigns a grade for the field experience activity. The candidate is required to have a minimum grade of “B” in the field experience before being allowed to proceed to the program completion decision point. During this time advanced field candidates:

- Work with diverse students
- Use technology in the teaching/learning process
- Model professional and ethical behavior
- Demonstrate knowledge, performances and dispositions related to the Conceptual Framework
- Use student work to evaluate a lesson and success of instruction, if applicable
- Evaluate their impact on student performance as applicable to the program
- Demonstrate subject matter competency (“B” average is required)

4.5 Program Completion, Decision Point 4

All advanced candidates must demonstrate a practical knowledge, grounded in theory, of key concepts and skills included in the curriculum pertinent to their field of study. Program completion assessments vary from program to program each require:

- Completion of all content coursework with a GPA of at least 3.0
- Passing score on Praxis II, when implemented by KSDE and if applicable
- Completion of all pedagogical coursework with a GPA of at least 3.0 (teaching programs only)
- Complete requirements specified by department
- Successfully complete the field experience activity
- Earn a satisfactory score on the dispositions assessment
- Complete all degree/program requirements
- Received approval of the department chair

Advanced fields of study sponsored by the Teachers College may require comprehensive examinations, oral examinations, or other final assessments. There is a review of previously stipulated requirements by the advisor, department chair, and/or the Graduate School to verify that degree/program requirements have been completed. Programs leading to licensure require verification of program completion by the licensure officer.

Attention is given throughout the program assess the candidates ability to be a *critical thinker, creative planner, and effective practitioner*. Course syllabi and other assessment instruments reflect this conceptual framework.

Section 5 System for Advanced Program Assessment

5.1 Data Collection (places where data is obtained)

The assessment systems for the advanced programs at Emporia State University are grouped into three categories. These categories include advanced candidate data, performance data, and other provided data. Data on the advanced candidates is regularly collected, compiled, analyzed, and reported in order to improve candidate performance, program quality, and unit operations. The focus of the ongoing assessment is to determine whether our advanced candidates are being prepared in their educational area for their future professional endeavors. The sources and methods of these assessments include:

Assessment Category – Advanced Candidate Data

Advanced candidate evaluations of the faculty and classes, including those completed on-line, are obtained through standardized teaching evaluations (TEVAL instrument). The TEVAL is administered each semester.

Departmentally created surveys are also conducted. Departments survey current candidates and alumni about the quality of the program and request ideas for changes to improve the program.

Focus groups or surveys of advanced candidates and alumni occur every two years. These groups provide data to departments for their program review and evaluation.

Assessment Category – Performance Data

Classroom assessment of candidates' academic performance enables faculty to continually assess and develop program standards.

Practica, internships, action research, and other PK-12 activities enable candidates to demonstrate achievement of program outcomes. Feedback about the advanced programs is continually provided and received from candidates, university supervisors and field based supervisors.

Comprehensive examinations, state exams, and final projects and/or thesis are required of advanced candidates. The exams or research-based projects assess the candidates' knowledge of content across the scope of the advanced curriculum.

Placement of graduates in their appropriate teaching areas is, perhaps, the most significant indicator of successful performance of an advanced teaching or other school personnel program.

Assessment Category – Other Data

Two university committees primarily govern the quality of advanced programs at Emporia State University. These committees include the Committee on Advanced Program and the University Graduate Council. Members of these committees meet each month to discuss advanced program concerns, vote on changes in advanced programs and provide quality control to all advanced programs in the Teachers College and across the University.

Several committees oversee the quality of teacher education at the advanced level. These committees include the Deans Advisory Council, the Emporia Teachers Council, and the ESU/USD 253 Administrators Council. These groups serve as advising bodies to the Teachers College.

Annual reports and reviews from each department, the Teacher College, and the University provide information about the number of candidates in various programs, the number of graduates from these programs and the success of each of these units related to specific yearly goals.

5.2 Data Tabulation and Analysis (those who review and tabulate data and recommend changes)

Once formal and informal data are collected in 5.1, various groups review, tabulate, and summarize the data. These groups include:

- Teachers College Faculty
- Academic Leadership Council
- Chairs Council Liberal Arts and Sciences
- School of Business
- School of Library and Information management
- Assessment Office
- Institutional Studies
- Student Advising Center

Summarized data are generated by Teachers College departmental faculty or subject area departments. Once summary data are available, faculty identify strengths and weakness that need to be addressed. Changes that need to be made within a course, program, field experience, or other “in-house” requirements are proposed by the department. Such things as adding new courses, deleting existing courses, program admission or exit requirements, and adding new programs require review of appropriate advisory committees. During the review process, NCATE Standards and accreditation requirements, NBPTS principals, KSDE and national content area standards, Higher Learning Commission requirements, and specialty organization accreditation requirements are considered. Alignment with standards and requirements are validated in this process. The review and approval sequence is:

- Academic Leadership Council – recommends approval/non-approval
- Committee on Advanced Programs – recommends approval/non-approval
- Graduate Office – recommends approval/non-approval

The ALC is composed of Dean, Associate Dean and department chairs of The Teachers College; OPES Director, and a faculty representative of The Teachers College. The Committee on Advanced Programs includes representatives of advanced teacher education programs from across campus and students. These groups recommend changes. If approved, changes are then submitted for official approval through the University governance system (see section 5.3 of the advanced program assessment system).

5.3 Program Modification (what/who affects final decision making)

Before advanced education program changes such as adding new courses, deleting existing courses, program admission or exit requirements, and adding new programs become final they must go through the ESU Governance structure/sequence. Program modifications usually begin via respective departments or offices within a college or school needing to request the change. The department or office provides the justification and institutional paperwork for implementing the process to modify any existing policies or coursework. Once the change has been approved within the originating school/college it is then open for University wide comment including the Academic Leadership Committee, the Committee on Advanced Programs and other councils/committees having regular input on curricular matters. All curricular changes are approved by the Academic Vice President provided no objections are raised during the University-wide comment period. If objections cannot be resolved, the University Curriculum Committee

meets to discuss the issue and makes a recommendation to the Vice President for Academic Affairs who makes the final decision or if required, makes a recommendation to the President. New degree programs require Board of Regents approval, and eventually all changes must meet accreditation standards of program or professional societies or organizations. The overall sequence for program change/approval, including the above steps above, is:

- Departments
- Applicable School or College
- Academic Leadership Council
- Committee on Advanced Programs
- Dean of the Teachers College
- Graduate Council
- University Curriculum Committee (if applicable)
- Vice President for Academic Affairs (if applicable)
- President (if applicable)
- Board of Regents (for addition of new programs)
- Kansas Department of Education (if applicable)

5.4 Evaluation of Unit Operation

Direct assessment of candidates, data from program and student teaching applicants, recent graduates, faculty and other members of the professional community are used to evaluate unit operation. The evaluations and surveys used to gather information are revised, when necessary, to reflect the unit's mission and philosophy, and to be sure they reflect the extent to which the unit is meeting the learning expectations stated in the conceptual framework. Also, effectiveness of advisement, record keeping, the admissions system, student teaching placement, and governance structures are assessed and modified as needed to improve unit operation. The following are reviewed to determine the satisfaction with the operation of the unit:

- Follow-up data from candidates
- Follow-up data from departments
- Performance of candidates in field experiences
- Candidate evaluation of instruction, courses, and field experience supervision
- Program and student teacher admission data
- Formal candidate complaints
- Due process policies
- Unit *Policies and Procedures* handbook
- Evaluation of faculty and administration
- Budget allocations
- Tenure and promotion policies
- External university and program reviews (Board of Regents, Higher Learning Commission, NCATE, professional organizations, etc)
- Internal program reviews by departments, schools, colleges, and University
- *Faculty Handbook*
- *ESU Catalog*

5.5 Evidence of Fairness, Accuracy, Consistency, and Non-bias

Programs and policies are reviewed by departments, the Committee on Advanced Programs, and Dean's office to determine fairness, accuracy, consistency, and non-bias. Such policies, procedures and opportunities include:

- Advanced level candidates may be admitted on probationary status.
- Opportunities are provide for candidates to correct gaps in skills and knowledge.
- Campus offices provide student assistance and accommodations for candidates with disabilities, including reading lab, math lab, writing center, advising center, disability/non-traditional student programs.

- Program includes a multicultural component in order to promote non-bias.
- Statements are placed on syllabi to encourage candidates with disabilities to seek accommodations when needed.
- Policies regarding accuracy and consistency are outlined in Unit handbooks and these documents are reviewed periodically.
- Formal candidate complaints are reviewed by department chairs. If not resolved through the appeals process, the Dean reviews and initiates appropriate action.
- Candidates evaluate faculty.
- Statements regarding non-discrimination are included in student handbooks, to encourage fairness.
- Candidates are provided due process both at the Unit and University levels.
- Candidate dispositions are assessed and data is being collected to check for fairness and non-bias.
- Assessments of Unit operation are conducted to assure fairness, accuracy, consistency, and non-bias.

5.6 Cycle for Advanced Program Review

| Activity | Semester |
|---|--------------------------------------|
| Collect candidate performance data as described in the "System for Performance Assessment of Advanced Candidates" | Fall and Spring (begin 2001-2002) |
| Identify successful practices in teacher education from current professional literature, conferences, PK-12 professionals, Unit faculty, etc. | Fall (begin Fall 2001) |
| Collect program data as described in the "System for Advanced Program Assessment" | Spring (begin Spring 2002) |
| Analyze data and identify program changes that are needed, if any | Fall (begin Fall 2002) |
| Submit program changes for approval | Spring (begin Spring 2003) |

Section 6 Use of Information Technology

Currently a computerized accountability system is being developed. It will track candidate progress at each decision point and will correlate with the Unit conceptual frame and state standards. The program for initial candidates is being written and it is expected that data will be enter Spring 2003 and Summer 2003. The program for advanced candidates will be written during 2003-2004 with data to be entered Summer 2004 and Fall 2004.