Emporia State University’s Assessment System for Advanced Programs
(Note: This is the revised assessment with outcomes from new conceptual framework)

Candidate assessment at the graduate level is based on a common set of evaluation procedures and assessments that are program specific. The conceptual framework is the basis for the program-specific assessments.

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 candidates’ programs to support program 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, internship, research project, or specialized project that provides performance assessment data. Data from these assessments plus GPA and departmental requirements are used for continuous program improvement.

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

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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.

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
- 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.
- Adequate preparation in the proposed area of specialization (to be determined by the department of specialization)
- Satisfactory completion of the entrance examinations if required by a department.
Admission to Program of Study

Once candidates have met the admission to advanced study (admitted to ESU graduate school) each department determines whether a candidate should be admitted to a program of study. These requirements vary by department and while this represents the first decision about candidates it is not based on coursework or performance data collected by the department and therefore is not considered to be Decision Point 1 within the advanced program assessment system.

- Meet department requirement such as content GPA, GRE, coursework, minimum content hours, or personal interview
- Adequate preparation in the proposed area of specialization (to be determined by the department of specialization)
- Submit letters of recommendations if applicable

Admission to Candidacy, Decision Point 1

Admission to candidacy (sometimes referred to admission to program) is Decision Point 1 for advanced program candidates. Admission to a degree candidacy 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. While completion of degree requirements varies among programs (e.g., School Counseling program is 48 hours and Master Teacher program is 36 hours), admission to a candidacy candidates are subjected to a screening process that includes:

- Complete the first 6 to 12 hours of coursework for the degree sought
- Maintain a B average or GPA of 3.0 as outlined by departmental requirements
- Earn a grade of at least a “B” in each course or a GPA of at least 3.0 in courses taken
- Meet department requirement such as content GPA, GRE, coursework, minimum content hours, or personal interview
- Meet departmental assessments such as those measured by rubrics, letters, or writing proficiency
- Demonstration of appropriate dispositions
- Submission of degree candidacy form

Knowledge ability, and disposition outcomes expected at each decision point have been identified. Within the conceptual framework document these are listed under the subsections: Provides Service to Society; Applies Interdisciplinary Scholarly Knowledge; Engages in Effective Practice; Responds to Uncertainty and Change; Relies on Self-Reflection; and Belongs to Professional Community. For convenience of identification and listing by decision point, the outcomes have been relisted by knowledge, ability, and disposition (See Appendix B). For decision point one and later decision points, outcomes have been coded according the list in Appendix B (e.g. 1K refers to the first outcome under knowledge, 3A the third outcome under ability, and 1D the first outcome under disposition.

At the time of admission to an advanced program candidates are expected to have demonstrated proficiency in the following outcomes from the conceptual framework:

Knowledge of:
- characteristics of diverse learners. 1K
- educational strategies that support the learning for students from diverse cultural and linguistic backgrounds. 3K
- general education within an intellectual framework. 4K
- philosophical, historical, social, and theoretical foundations of education. 6K
- on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment. 7K
ever changing educational needs of students living in a global society. 10K
professional ethics and standards for practice. 16K (used also for Ability)
effective communication techniques in order to develop a positive learning environment. 18K

**Practical ability to**
- integrate and use concepts from their general, content, and professional studies in their educational environment. 1A
- demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn. 2A
- assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills. 9A
- use and support effective communication techniques in order to develop a positive learning environment. 10A

**Dispositions that exemplify**
- the belief that educating children and adults requires the integration of multiple kinds of knowledge. 4D
- a willingness to learn from other professionals in the field. 12D

**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 advanced 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 to be demonstrated in Decision Point 3
- 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.

At the time of admission to the initial field experience candidates are expected to have demonstrated at least at a beginning level the following outcomes from the conceptual framework:

**Knowledge of:**
- legal issues and ethical standards that apply to sound educational practices. 2K
- subject matter content and content-specific pedagogy that inform the basis for entitlement to practice. 5K
- a repertoire of teaching and learning strategies, designed to help students increase their power as learners. 9K
- appropriate technology and how it may be used to enhance teaching and learning. 11K
- various instructional strategies that can be used to meet the needs and learning styles of individual students. 12K
- theories of human physical, cognitive, social, and emotional development. 13K
- appropriate techniques for teaching and using self-reflection strategies. 14K
• a variety of assessment strategies to diagnose and respond to individual learning needs. 15K
• professional ethics and standards for practice. 16K
• teamwork and practices for creating healthy environments for learning and teaching. 17K

Practical ability to
• integrate knowledge across and within disciplines. 4A
• use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate. 5A
• respond respectfully to ideas and views of others. 16A
• recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice. 17A (used also for Dispositions)
• utilize student learning standards to promote student learning and achievement. 18A (used also for Dispositions)

Dispositions that exemplify
• a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment. 3D
• a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed. 5D
• a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field. 6D
• an awareness of the larger social contexts within which learning occurs. 8D
• a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development. 9D
• a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners. 10D
• a willingness to learn from other professionals in the field. 12D

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 on-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)

At the conclusion of field experience candidates are required to demonstrate the following outcomes from the conceptual framework:

Knowledge of:
• teaching and learning as a dynamic, constructive, and metacognitive process. 8K

Practical ability to
• implement non-biased techniques for meeting needs of diverse learners. 3A
• determine and assess what students need to know and be able to do in order to succeed. 6A
• utilize creative planning and curriculum integration to promote learning of all students. 7A
• learning experiences commensurate with a student’s level of readiness. 8A
• make use of appropriate technology to support student learning. 11A
• integrate effective behavior management into all interactions with students. 12A
• apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving. 13A
• employ appropriate assessment techniques in order to measure student performance and growth. 14A
• develop a storehouse of learning strategies that help students understand and integrate knowledge. 15A
• recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice. 17A
• utilize student learning standards to promote student learning and achievement. 18A

Dispositions that exemplify
• professionalism and ethical standards. 1D
• respect for cultural and individual differences by providing equitable learning opportunities for all students. 2D
• a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field. 6D (used also for Ability)
• a commitment to challenge all students to learn and to help every child to succeed. 7D
• a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development. 9D (used also for Ability)
• a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning. 11D
• a willingness to learn from other professionals in the field. 12D (used also for Knowledge & Ability)

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 and pedagogical coursework with a GPA of at least 3.0
• Passing score on Praxis II, when implemented by KSDE and if applicable
• Complete requirements specified by department
• Successfully complete the field experience activity
• Earn a satisfactory score on the dispositions assessment
• Complete all degree/program requirements

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 to assess the candidates ability to: Provide Service to Society; Apply Interdisciplinary Scholarly Knowledge; Engage in Effective Practice; Respond to Uncertainty and Change; Rely on Self-Reflection; and Belong to Professional Community. Course syllabi and other assessment instruments reflect this conceptual framework.

All aspects of the conceptual framework have been assessed at the conclusion of Decision Point 3. Comprehensive assessment of the conceptual framework is validated at the completion of the program with the program specific assessments and a passing score on the PRAXIS II assessments. Candidates are then recommended for licensure.
Follow-up of Graduates, Decision Point 5

Advanced programs conduct focus group to collect follow-up program assessment data. Follow-up data along with candidate are reviewed by the department.

Appendix B: Conceptual Framework Competencies by Knowledge, Ability, and Disposition

Candidates exhibit knowledge of
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

Candidates demonstrate practical ability to
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

Candidates exhibit dispositions that exemplify
1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.