Emporia State University Assessment System Decision Points for Initial Program Candidates

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.

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 Pre-Professional Skills Test (PPST, Praxis I) or Collegiate Assessment of Academic Proficiency (CAAP), 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 purpose of the TWS is to evaluate the degree of impact student teachers/PDS interns have on all student learning.

The Student Teacher/PDS Intern Assessment Form is composed of 50 indicators keyed to the Conceptual Framework. The form is used by cooperating/mentor teachers and academic and education supervisors. Student teachers and PDS Interns are assessed several times during the Phase II/Block 3 semester. In addition, candidates complete assessments evaluating their knowledge about diversity through preparation of a multicultural lesson plan and the degree to which they believe they are prepared to teach.

Finally, candidates demonstrate their general pedagogical knowledge through passing the Praxis II Principles of Learning and Teaching Test and the Praxis II Content test for their teaching field.

System for Performance Assessment of Initial Candidates

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Decision Point 1 Admission to Teacher Education
Candidates applying 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 (Writing 172, Reading 173, Mathematics 172) OR CAAP (Writing, equivalent to PPST score), Reading 57, Mathematics 55) requirements

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 Professional, who provides service to society, applies interdisciplinary scholarly knowledge, engages in effective practice, responds to uncertainty and change, engages in self-reflection, and belongs to professional community. Critical. 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, a rubric 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.

Decision Point 2 Admission to Student Teaching
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

Secondary Phase II: Candidates applying for admission to secondary education student teaching must submit a completed Phase II application for 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

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

Elementary Block 3: Candidates for admission to elementary education student teaching must submit a completed Block 3 application 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.

Decision Point 3 Completion of Student Teaching
Completion of student teaching requires that candidates demonstrate acceptable knowledge, skills and dispositions. Performance skills developed and evaluated in previous courses and field experiences are 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 cooperating/mentor teacher assessments, university supervisor assessments, candidate self-rating (if required), midterm student teacher evaluation, diversity lesson plan assessment, diversity preparedness survey, and final student teacher evaluation. Most provide evidence for all three knowledge, skills and dispositions areas:

Knowledge
1. Cooperating Teacher Assessments
2. University supervisor Assessments
3. Midterm Student Teacher Evaluation
4. Final Student Teacher Evaluation

Skills
1. Cooperating Teacher Assessments
2. University supervisor Assessments
3. Candidate Self-rating, if required
4. Midterm Student Teacher Evaluation
5. Final Student Teacher Evaluation

Dispositions
1. Cooperating 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
7. Final Student Teacher Evaluation

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 Director of the Office of Professional Education Services jointly
conclude can be successful by spending additional time student teaching, will be permitted to repeat student teaching.

**Decision Point 4 Program Completion**
At this time all performance and outcome data have been collected and recommendation for teacher licensure 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 Content and Principles of Learning and Teaching tests

**Skills**
5. Successfully completed a 16-week student teaching through Emporia State University with a passing grade
6. Received a grade of “C” or higher in the ED 461 Professional Relations of Teachers course
7. Received passing score on the Teacher Work Sample assessment

**Dispositions**
8. Received approval from the Licensing Officer after review of all disposition data

**Decision Point 5 Alumni Performance**
Candidate and program follow-up data are collected, compiled, and reviewed by the Council on Teacher Education.