Emporia State University Assessment System

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Section 1 Overview of Emporia State University Assessment

1.1 General Consideration:

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. While this effort initially included a campus-wide decentralized assessment program, in 2005, it expanded to a more centralized approach. That is, developing learning outcomes and decisions on using various direct and indirect measures are under the control of individual departments and programs, however, these efforts are judged by the Program Assessment of Student Learning (PASL) evaluation system. The PASL evaluates 13 assessment practices deemed necessary to build, maintain and effectively use assessment data to improve programs and individual student learning. These factors were adopted directly from the performance criteria listed under the NCATE standards. ATEC (Assessment and Teaching Enhancement Center) and TLAC (Teaching, Learning and Assessment Committee) oversee the University’s overall assessment program, contribute to the annual institutional assessment report, and is participatory in organizing speakers, roundtables and other assessment related events for the campus community.

The unit, The Teachers College, affirms the institution’s vision as a premier student-centered university. The mission of The Teachers College and personnel preparation unit of Emporia State University is to develop professionals who are critical thinkers, creative planners, and effective practitioners. Our graduates are skilled practitioners who are prepared with essential knowledge, skills and dispositions in fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. 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 unit developed the new conceptual framework titled “The Professional” with program goals, outcomes, and assessment procedures that build on our earlier program goals, outcomes and assessment procedures. This new conceptual framework captures the continuing philosophy that for educators to help all students learn, they must have a command of content, critical ideas and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. The unit embraces the idea that while successful professionals can be highly effective in different ways, common proficiencies draw on shared understanding of how to foster student learning.

This view of The Professional grows out of research by the Carnegie Foundation for the Advancement of Teaching, which investigates the fields of law, engineering, teaching, nursing, and the clergy. Drawing from several professions, Shulman (1998, p. 516) identified “six commonplaces” shared by all professionals (see also Gardner & Shulman, 2005). These six proficiencies inform the characteristics of our vision of The Professional: 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.

Our philosophy, expressed in this new framework, is built on a knowledge base about teaching and learning from A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve edited by Linda Darling-Hammond and Joan Baratz-Snowden (2005), and Preparing Teachers for a Changing World: What Teachers Should Learn and be Able To Do edited by Linda Darling-Hammond and John Bransford (2005), both sponsored by The National Academy of Education. In addition to professional consensus, contributors to these documents used four kinds of research evidence to support recommendations for preparing teachers: basic research on how people learn within social contexts; the influences of different conditions, including specific teaching strategies on what and how people learn; what kind of teacher learning opportunities are associated with teaching practices that, in turn, influence student learning; and how teachers learn (p. 10). Contributors utilized John Dewey’s
notion outlined in *The Child and the Curriculum* (1902) that the needs of the child and the demands of the curriculum are mediated by teachers to create a model that helps to organize vast amounts of information relevant to effective teaching and learning.

The Teachers College has developed guidelines for 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.

Except for the Alternate Route/Restricted License Program, 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 university documents. For teacher education purposes “initial” and “undergraduate” should be considered synonymous and “advanced” and “graduate” should be considered synonymous, with the one noted exception.

**Section 2 System for Performance Assessment of Initial Candidates**

**2.1 Overview of Initial/Undergraduate Program Assessments**

Candidates in Teacher Education for entry in the professional education component of their programs pass the Praxis I (Pre-Professional Skills Test/PPST) or Collegiate Assessment of Academic Proficiency (CAAP). A limited number, 10 percent, may be admitted through other alternatives, referred to as the "window" (see criteria 3 under Decision Point 1 or Appendix A)

Initial program candidates who have expressed an interest in pursuing an education degree are assigned advisors who are knowledgeable about teacher education upon entering the university. Once a candidate has met the requirements to be admitted to Phase I/Block 1 (admission to teacher education) 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. 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 PRAXIS I or CAAP, GPA in the Core General Studies Program, the cumulative GPA, and specific requirements in the major. Further, five faculty evaluations are required for entry into Phase II/Block 2, the student teaching component. Candidate progress is also monitored through assessments within each department. Entry into Phase II/Block 2 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, performance assessment where student teachers must demonstrate teaching proficiency and their impact on student learning by examining student learning gains and objective mastery. 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 2) will complete a simulated TWS and those doing student teaching (Phase II/Block 3) will complete a full TWS.

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

<table>
<thead>
<tr>
<th>Sequence of Program Decisions</th>
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<tbody>
<tr>
<td>Admission to the University</td>
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<tr>
<td>Admission to Teacher Education, Phase I/Block 1 (Decision Point 1)</td>
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<tr>
<td>Admission to Student Teaching, Phase II/Blocks 2 &amp; 3 (Decision Point 2)</td>
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<tr>
<td>Completion of Student Teaching (Decision Point 3)</td>
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<tr>
<td>Program Completion (Decision Point 4)</td>
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<td>Follow-up of Graduates (Decision Point 5)</td>
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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.

2.2 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/qualified_admissions](http://www.kansasregents.org/qualified_admissions) 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 if necessary, placed into developmental sections of English, and/or math or sent to the reading lab based on their ACT or an equivalent test that has a published concordance study.

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 Lab, Mathematics Lab, Reading Lab, Health Center, Multicultural Center, Student Life and Counseling Center, and Disability Services are available to candidates. Faculty advisors and the Office of Student Affairs provide further assistance.

2.3 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 advisor who is familiar with the program. 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 or CAAP, basic skills assessments in mathematics, reading, and writing. These 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 general education 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. In the ED/EL 220 field experience
candidates are either placed in area PK-12 schools or document an equivalent experience. It provides candidates with an opportunity to observe and tutor students 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 courses.

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 are 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 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**
- characteristics of diverse learners. 1K
- legal issues and ethical standards that apply to sound educational practices. 2K
- educational strategies that support the learning for students from diverse cultural and linguistic backgrounds. 3K
- general education within an intellectual framework. 4K
- subject matter content and content-specific pedagogy that inform the basis for entitlement to practice. 5K
- philosophical, historical, social, and theoretical foundations of education. 6K
- ever changing educational needs of students living in a global society. 10K
- theories of human physical, cognitive, social, and emotional development. 13K
- professional ethics and standards for practice. 16K
- effective communication techniques in order to develop a positive learning environment. 18K

**Practical ability to**
- use and support effective communication techniques in order to develop a positive learning environment. 10A
- respond respectfully to ideas and views of others. 16A

**Dispositions that exemplify**
- professionalism and ethical standards. 1D
- respect for cultural and individual differences by providing equitable learning opportunities for all students. 2D
- dispositions appropriate for teaching.1-12D

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 by the applicable department and demonstrate:

**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 the following courses EG 101, EG 102, SP 101, MA 110, and MA 225 (for Secondary) or MA 307 (for Elementary).
3. Meet Praxis I or CAAP requirements (PPST: Writing 172, Reading 173, Mathematics 172; or CAAP: Writing is sliding scale, Reading 57, Mathematics 55).
   or
   Meet the Praxis I conditional acceptance requirement (See Window Criteria: Praxis I in Appendix A).
Oral presentation skills
4. Earn a grade of "C" or higher in general education course SP 101.

Written communication skills
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. Meet content area course GPA or grade requirement.
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

Ability to work with PK-12 students.
11. Validate 100 hours working with children.
12. Successfully complete tutoring equivalent assignment (part of ED/EL 220)

Dispositions suitability for teaching.
13. Receive an acceptable rating on the dispositions assessment (Block 2 for elementary)

During Phase I/Block 1 candidates will be developing knowledge, skills, and dispositions that: *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*. 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 scenarios for which conditional acceptance is appropriate, and decisions are made on a case by case basis by an appeals committee. However, all conditions must be met for full acceptance.

For admission to Phase I/Block 1 candidates must be at least a junior. Some candidates complete the program as post graduates. Candidates will not be allowed to take Phase I/Block 1 education courses without being admitted to Phase I/Block 1.

2.4 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/internship. 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/internship (Phase II/Blocks 2 & 3) candidates are expected to have demonstrated at least at a beginning level the following conceptual framework outcomes:

**Knowledge of:**
- educational strategies that support the learning for students from diverse cultural and linguistic backgrounds. 3K
- on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment. 7K
- a repertoire of teaching and learning strategies, designed to help students increase power as learners. 9K
- a variety of assessment strategies to diagnose and respond to individual learning needs. 15K
- teamwork and practices for creating healthy environments for learning and teaching. 17K
Practical ability to:
- demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn. 2A
- implement non-biased techniques for meeting needs of diverse learners. 3A
- integrate knowledge across and within disciplines. 4A
- determine and assess what students need to know and be able to do in order to succeed. 6A
- create learning experiences commensurate with a student’s level of readiness. 8A
- apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving. 13A
- use and support effective communication techniques in order to develop a positive learning environment. 10A
- recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice. 17A

Dispositions that exemplify:
- professionalism and ethical standards. 1D
- a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment. 3D
- belief that educating children and adults requires the integration of multiple kinds of knowledge. 4D
- 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

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 evidence of meeting the following requirement:

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

Skills
4. Demonstrate technology competency (IT 325 or equivalent).
5. Satisfactorily complete Phase I field experience.
6. Secure five faculty evaluations.
7. Satisfactorily complete a teacher work sample assignment.
8. Receive approval of admissions committee.

Dispositions
9. Demonstrate successful completion of the diversity assessment.
10. Receive an acceptable rating on the dispositions assessment.
11. 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 by the applicable department and provide evidence of meeting the following requirement:

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

Skills
4. Demonstrate technology competency (IT 325 or equivalent).
5. Secure five faculty evaluations.
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 by the applicable department. Candidates’ applications are acted upon by an Admission Committee. The Committee considers candidates’ performances as well as the above requirements. Candidates provide evidence of meeting the following requirement:

Knowledge, Skills and Dispositions
1. Satisfactorily complete Block 2 field experience.
2. Satisfactorily complete a teacher work sample assignment.
3. Receive acceptable rating on departmental dispositions assessment, if applicable.

Elementary or secondary candidates who are not successful at this decision point will be advised out of the teacher education program or 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.

2.5 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.

Completion of student teaching requires that candidates demonstrate acceptable knowledge, skills and dispositions. The six major assessments used are:

4. Diversity Lesson Plan Assessment.
6. Final Student Teacher Evaluation.

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

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

**Practical ability to**
- integrate and use concepts from their general, content, and professional studies in educational environment. 1A
- implement non-biased techniques for meeting needs of diverse learners. 3A
- 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
- utilize creative planning and curriculum integration to promote learning of all students. 7A,
- 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
• 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
• utilize student learning standards to promote student learning and achievement. 18A

Dispositions that exemplify
• professionalism and ethical standards. 1D
• 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
• a commitment to challenge all students to learn and to help every child to succeed. 7D
• 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 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

Although many of these knowledge and skills are the same as Phase II/Block 3, the level of candidates’ performance by the end of their student teaching is expected to be at the level of a beginning teacher.

Student teachers are assisted and formally assessed by a student teaching team consisting of the cooperating/mentor teachers, university supervisors from The Teachers College, and university faculty from the content disciplines. If a candidate is having difficulty in student teaching, he/she is provided with individual assistance from the student teaching team. If a candidate is unsuccessful in student teaching, he/she may be permitted to repeat student teaching after completing additional preparation and experience in a school setting.

2.6 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 a grade of “C” or better in professional education courses, including student teaching/internship.
4. Received passing scores on the applicable Praxis II content exam and the Praxis II Principles of Learning and Teaching exam

Skills
5. Successfully completed 16-weeks of student teaching through Emporia State University with a grade of “C” or higher
6. Received a grade of “C” or higher in the ED/EE 431 Professional Relations of Teachers course
7. Received passing ratings on the Teacher Work Sample assessment

Dispositions
8. Received approval from the Teachers College or Licensure Officer after review of all disposition data
All aspects of the conceptual framework have been assessed at the conclusion of Decision Point 3. Comprehensive assessment of the conceptual framework is further validated at program completion with the eight Decision Point 4 assessments. Also, passing scores on Praxis II assessments will be required prior to the awarding of a bachelor’s degree and recommendation for licensure.

Passing scores on Praxis II assessments will be required prior to the awarding of a bachelor’s degree and recommendation for licensure.

2.7 Follow-up of Graduates, Decision Point 5

Candidate and program follow-up data are collected and reviewed by the Council on Teacher Education. Follow-up studies are conducted every three years.

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 evaluation of cooperating/mentor teachers and university supervisors
- Review of candidate admission data (traditional, non-traditional candidates, and transfer candidates)
- Performance of candidates on state exams (PLT and content area exam)
- Final assessment of candidate performance on knowledge, skills, and dispositions of the conceptual framework and KSDE Standards through annual program reports

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/Teachers College annual reports
- Advisor feedback
- Program Assessment of Student Learning.

Data is also collected from advisory groups:

- Emporia Teachers Council
- Teachers College/USD 253 Administrators Council
- Dean’s 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 associate 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
- Assessment and Teaching Enhancement Center
- Office of Professional Education Services
- Institutional Research
- Student Advising Center

Once summary data are available, faculty identify strengths and weaknesses 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, 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.

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 a change has been approved within the originating school/college it is submitted to the university Curriculum Committee and is 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. If there are no objections, changes are submitted to the Provost and Vice President for Academic Affairs and Student Life 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 Provost and Vice President for Academic Affairs and Student Life 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)
- Submission to University Curriculum Committee (if applicable)
- Council on Teacher Education
- Dean of The Teachers College
- Action by University Curriculum Committee (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
- The Teachers College 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
- University Policies and Procedures Manual
- 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:

- Cooperating/mentor teacher and university supervisors training is conducted to ensure fairness, consistency, etc. with regard to evaluating student teachers.
- Training, including on-bias training, is provided by The Teachers College for scorers of the teacher work sample.
- Candidate appeals process for teacher work sample scores.
- Conducted Crocker Validity Study of teacher work sample
- 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.
- Statements are placed on syllabi to encourage candidates with disabilities to seek accommodations when needed.
- 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.

- Statements regarding non-discrimination are included in student handbooks, to encourage fairness.
- 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.
- Candidates are provided due process both at the Unit and university levels.
- Assessments of Unit operation are conducted to assure fairness, accuracy, consistency, and non-bias.

Section 4 System for Performance Assessment of Advanced Candidates

4.1 Overview of Advanced/Graduate Program Assessments

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:

<table>
<thead>
<tr>
<th>Sequence of Advanced Program Decisions</th>
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<tr>
<td>Admission to Advanced Study</td>
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<tr>
<td>Admission to Program of Study (Decision Point 1)</td>
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<td>Admission to Field Experience Activity: internship, practicum, action research or other approved PK-12 school related activity (Decision Point 2)</td>
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<td>Completion of Field Experience Activity: internship, practicum, action research or other approved PK-12 school related activity (Decision Point 3)</td>
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<td>Program Completion (Decision Point 4)</td>
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<td>Follow-up of Graduates, (Decision Point 5)</td>
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</tbody>
</table>

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.

4.2 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.

4.3 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 are 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

4.4 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

4.5 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)
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)

### 4.6 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.

4.7 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.

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. This is done through annual reports submitted to the associate dean of The Teachers College. 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:

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.

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 or three years. These groups provide data to departments for their program review and evaluation.

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.

**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 advisory committees also 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.

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, summarize and/or review 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:

- Department – reviews data and recommends any program changes that are needed
- Academic Leadership Council – recommends approval/non-approval
- Committee on Advanced Programs – recommends approval/non-approval
- Graduate Office – recommends approval/non-approval
- University – program changes are sent out electronically for review and 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. If there are no objections, changes are submitted to the Provost and Vice President for Academic Affairs and Student Life office 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 Provost and Vice President for Academic Affairs and Student Life 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
- Submission to University Curriculum Committee (if applicable)
- Committee on Advanced Programs
- Dean of the Teachers College
- Graduate Council
- Approval of University Curriculum Committee (if applicable)
- Provost and Vice President for Academic Affairs and Student Life (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
- 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, KSDE, professional organizations, etc)
- Internal program reviews by departments, schools, colleges, and university
- *Faculty Handbook*
- *ESU Catalog*
UNIT ASSESSMENT
1. State/National Standards
   - External Review Data
   - Internal Review Data
   - Institutional Data
   - Conceptual Framework

2. Governance Councils:
   - Council on Teacher Education
   - Committee on Advanced Programs
   - Academic Leadership Council
   - Deans Council

3. Dean
   - The Teachers College
   - University Committees
   - University Administration

4. Departments with Initial/Advanced Educator Preparation Programs

5. Changes to Programs and Unit Operations
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.
- 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.
- Assessments of Unit operation are conducted to assure fairness, accuracy, consistency, and non-bias.

Section 6 Use of Information Technology

A web-based accountability management system (AMS) has been developed by the unit that includes initial and advanced candidate data. This data based system has continued to develop over the last several years and is very functional for initial candidates, but because advanced programs vary considerably, it has been difficult achieve the same level of functionality for these programs. Candidate information is downloaded from the university Banner system including Praxis scores for licensure programs, GPA, disposition data, advisor, major, race, and degree being sought for all programs. For initial candidates the system tracks candidate progress at each decision point and correlates with the Unit conceptual frame and state standards and also includes TWS scores and student teacher evaluations that are submitted electronically. We are continuing to develop the advanced candidate component. Until it is fully operational for advanced programs, departments are using electronic means to collect and analyze their own data and submitting annual assessment reports to the unit. The university is considering a campus-wide, commercial data management system. If that occurs, assessment data will be maintained on that system.
Appendix A: Window Criteria
Pre-Professional Skills Test (PPST)/Collegiate Assessment of Academic Proficiency (CAAP)

The window only applies if the deficiency occurs in one and only one test area: Mathematics, Reading, or Writing. A student who scores below the cut-off score in more than one test area will not be considered for the (PPST)/(CAAP) Window. A formal written appeal must be submitted by the candidate to the Appeals Committee for consideration of the PPST/CAAP Window. The candidate must have successfully met all other course requirements for admission to Phase I or Block 1.

A candidate who passes two test areas but scores below the cut-off score in one test area—mathematics, reading, or writing—may be considered for the PPST or CAAP Window. Window criteria are as follows:

- Candidates must have taken the PPST once or the CAAP once.
- Candidates must be within two points of the standardized PPST or CAAP cut-off score.
- If the above two criteria apply, then candidates may use alternative ways (see non-teaching degree options 2-6 to the competency examination requirement on the ESU website: http://www.emporia.edu/sem/newpol.htm) to meet the Phase I or Block 1 requirement for the Teacher Education Program at Emporia State University.

Teacher candidates should take the examinations during their sophomore or junior year. Standards for passing the examinations have been established by the Council on Teacher Education and are not necessarily the same as those for non-education majors. There is no limit to the number of times a candidate may take the examinations.

Questions regarding the University’s assessment policy may be directed to the Office of Assessment & Educational Measurements located in Morse Hall, room 023, (620) 341-5103. Secondary candidate questions regarding the PPST Window should be directed to Paul Bland, blandpau@emporia.edu 620-341-5753; Elementary candidate questions regarding the PPST Window should be directed to Sharon Brown, sbrown20@emporia.edu 620-341-5770.

Revised May 2005
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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.