

Unit Assessment System Manual

Becoming teachers who teach boldly in a changing world



through an ethic of care and critical reflection

**Education Department
Eastern Mennonite University**

2013

www.emu.edu/education

updated 9/18/2013

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UNIT ASSESSMENT SYSTEM MANUAL

Purpose

Eastern Mennonite University's Education Department collects, analyzes, and utilizes data for candidate growth and unit/program improvement. The Unit Assessment System is designed to measure candidate's knowledge, skills and dispositions as well as to ensure the alignment of instruction and curriculum with institutional, professional and state standards. The evaluations for both initial (undergraduate) and advanced (graduate) programs are purposeful and evolve from the conceptual framework, institutional outcomes, and professional and state standards.

The assessment of candidate performance, program effectiveness, and unit operation requires a highly coordinated and comprehensive system. Due to this comprehensive nature, a tri-fold approach was initiated to ensure that the UAS is maintained and provides information on a regular basis to the candidates and unit: (a) the outline of responsibilities, mechanisms and schedules in a Unit Assessment System Chart (Appendix A & B); (b) the formation of an Assessment Committee and the position of Assessment Coordinator; and (c) the creation of a Continual Action Plan to continually refine the UAS (Appendix C).

Description of the UAS

The UAS was designed to comprehensively assess the following three elements: (a) candidate knowledge, skills and dispositions; (b) program effectiveness; and (c) unit effectiveness, including field placements. Data is systematically collected at various points throughout the candidates' program. Data is systematically analyzed at different levels throughout the unit to provide a feedback loop for informed decision-making at the candidate, faculty, program and unit levels. By systematically evaluating candidate performance, program and unit effectiveness, and the UAS itself, data is used to improve the unit/program, which in turn improves candidate performance, providing a systematic feedback loop. Data is shared at numerous levels beginning with feedback to the candidate for professional growth and continuing through program. For example, the MidValley Consortium for Teacher Education's *Profile of Student Teaching Performance*, provides data to the candidate on his/her professional performance and on dispositions; it also provides further data for programs and the unit for evaluating which performance outcomes the teacher candidates are excelling or are in need of improvement. Thus, program and unit coursework, field experiences, and instruction can be improved accordingly.

Data Management

Data Collection and Analysis

The Assessment Committee (Appendix D), along with the Assessment Coordinator (Appendix E), oversee the data collection/summarization, analysis, and use for decision-making; the responsibilities for collection and analysis are delegated to the appropriate individuals or groups as indicated in the UAS Chart for undergraduate and graduate programs. Data are collected from candidates, alumni, employers, faculty, and members of the P-12 community. In addition, data is collected that provides analysis of the candidates' knowledge, skills, and dispositions; field experiences and performance tasks; faculty performance and program effectiveness; and the

effectiveness of unit operations as highlighted in the UAS Chart. The UAS Chart and the Data Use Report Form/Schedule of Data Review (Appendix F) provide a systematic cycle for collection, analysis, and use of data over the academic year. The data from the UAS undergo collective analysis by individuals and/or committees. The UAS Chart is used to ensure that all unit members are held accountable for their participation in the Unit Assessment System.

Candidate Data

Systematic data is collected and analyzed at various transition points throughout program. Undergraduate programs lead to completion of initial teacher licensure requirements as indicated by the *Virginia Licensure Regulations for School Personnel*. The teacher education program has three primary transition points where data is collected and analyzed and used to promote candidate growth and to inform program decisions (Appendix G). Decisions regarding candidate advancement through the transition points are made by the Teacher Education Admissions Committee (TEAC). Advanced degrees are offered as an MA in Education with three different concentrations: Literacy Agent, Diverse Needs Strategist, and Curriculum and Instruction Practitioner. The key transition points reflect the requirements of the MA in Education. All candidates are assessed on these major elements and assessment data is used to document candidate performance and to inform both candidate growth and program improvement (Appendix H).

Program/Unit Data

Program review requires systematic evaluation and use of data. The UAS includes a comprehensive system of instruments that evaluate faculty, curriculum, and instructional techniques, as well as the system for evaluating the candidates' knowledge, dispositions, and skills. Unit review also requires systematic evaluation and use of data. The UAS includes a comprehensive system of instruments that evaluates elements of the entire unit. The Schedule of Data Review on the Data Use Report Form outlines the cycle of review for the unit/program.

Reduction of Bias and the Establishment of Fairness, Accuracy and Consistency

The unit has implemented and continues to seek ongoing mechanisms for establishing processes that reduce bias and that establish fairness, accuracy and consistency. Fairness is established by communication of program requirements by which candidates are assessed through orientation sessions, discussion in courses, and the publication of expectations through course syllabi and program handbooks. In addition, fairness is addressed by the use of multiple evaluators and multiple assessments, both internal and external, for candidate advancement through program. In order to reduce bias, decisions for advancement of candidates through the program are made by a committee, the Teacher Education Admissions Committee, rather than by an individual. Further, the department signs a covenant for decision-making that aims to reduce individual bias. In addition, training sessions are conducted for the use of data management technologies in order to increase consistency. Rubrics, such as those used in evaluating assessments in the electronic portfolio, have been standardized to provide for consistency across raters. In addition, training sessions are conducted for raters who use the rubrics in order to identify shared expectations on assignments. Formal candidate complaints are reviewed by the chair or director through a formal process outlined by the university's grievance and open communication policies in the EMU Student Handbook. In addition, the *Problem Solving Process for Concerns Related to the Performance of the Student Teacher/Practicum Student* was developed to ensure fairness and

consistency with these placements. Finally, the unit adopted “Fist to Five” voting in order to standardize its process for allowing voice and dissent and to provide consistent opportunity for all members of a decision-making body to have input.

Information Technologies

The Unit Assessment System incorporates the use of information technology to enhance the candidates’ and unit’s ability to store, retrieve, and aggregate data more efficiently and frequently. The institution’s network system allows both students and faculty to individually store and retrieve files and data; faculty regularly use individual spreadsheets or the electronic course management system, Moodle. In addition, the database EX provides the ability to cross-reference, aggregate, and merge data within the unit and with the advanced program site in Lancaster.

Systematic Use of Data for Program/Unit Improvement

The unit has continued to use assessment data collected from a wide variety of sources to improve candidate performance and to inform decisions that increase program/unit effectiveness. Data from candidate assessments are regularly shared with the candidates through licensure examination scores, grade reporting, rubric data, field placement evaluations, advising sessions, interview follow-up sessions, and the electronic portfolio feedback system. Candidates also receive informal feedback throughout program as they interact in smaller classes and with faculty in small group and one-on-one settings.

The unit recognizes that the refinement of the UAS and its mechanisms is a continual process. The Continual Action Plan is a generative document that emerges from the ongoing cycle of data collection and analysis. Through systematic evaluation of candidate performance, program and unit effectiveness, and the UAS itself, the use of data improves the unit/program, which in turn improves candidate performance.

Appendix A: UAS Chart Undergraduate

Assessment Instrument	Transition Point	Who Submits data?/Where?	Who Reports data?/ Where?	Who Uses Data?	For What Purpose is Data Used?	Schedule for Data Review/Use
GPA	Admission to Teacher Education (TE)	Admin Asst/EX	Admin Asst/Teacher Ed Admissions Committee (TEAC)	TEAC	Admission to TE	March/Summer
	Admission to Student Tchg (ST)				Admission to Student Tchg (ST)	Dec/Summer
Basic Skills Assessment (PRAXIS I, SAT/ACT)	Admission TE	Student/Admin Asst into EX	Admin Asst/TEAC	TEAC	Candidate Admission to TE	March/Summer
VCLA	Admission TE	Student/Admin Asst into EX	Admin Asst/TEAC	TEAC	Candidate Admission to TE	March/Summer
Recommendation Forms for Admission	Admission TE	2 EMU faculty, Character Reference, / Admin Asst into EX	Admin Asst/TEAC	TEAC	Admission to Teacher Education (TE)	March/Summer
	Admission ST				Admission to Student Tchg (ST)	Dec/Summer
Philosophy of Education	Admission TE	Student/Taskstream electronic portfolio	Advisor/TEAC or ED 401/EDS 451 faculty	TEAC or ED 401/EDS 451 faculty	Admission to TE	March/Summer
	Program Exit				Program Exit	Semester
Field Experience <i>Profile of Performance</i> , Section E: Professionalism	Admission ST	Program Faculty/Admin Asst into EX	Admin Asst/TEAC	TEAC	Admission ST	Dec/Summer
Lesson Plan	Admission ST	Program Faculty/Admin Asst into EX	Admin Asst/TEAC	TEAC	Admission ST	Dec/Summer
PRAXIS II	Program Exit	Student/Admin Asst into EX	Admin Asst to Program Coordinator	Program Coordinator/Unit	Program Exit	Semester
RVE (PK-3/PK-6/SPED)	Program Exit	Student/Admin Asst into EX	Admin Asst to Program Coordinator	Program Coordinator	Program Exit	Semester
Final Student Teaching Evaluations (4)	Program Exit	Student/Taskstream electronic portfolio	University Consultant/ED 411 faculty	Program Coordinator/Unit	Program Exit	Annual (every other year for decision-making)
Documentation of Student Learning	Program Exit	Student/Taskstream electronic portfolio	ED 411 faculty/Unit	ED 411 Faculty/Unit	Program Exit	Semester

Program/Unit Assessment	Who Submits data?/Where?	Who Reports data?/ Where?	Who Uses Data?	For What Purpose is Data Used?	Schedule for Data Review/Use
SPAs/Biennial Measures	Program faculty/SPA spreadsheets	Program coordinator/Program meetings	Program Faculty	Program decision-making (to maintain, monitor, or change program)	May annual review (every other year for decision-making); Aug/Sept (Dept)
1 st /5 th year alumni survey	Admin Assistants/TE & MA spreadsheets	UG Chair/MA Director to faculty and COTE	Department/COTE	Program decision-making (to maintain, monitor, or change program)	October (Dept) November COTE
Unit Operations Survey	Student Survey/Admin Asst	Assessment Coordinator to department and COTE	Department/COTE	Program decision-making (to maintain, monitor, or change program)	Sept/October (Dept) November COTE
Course Evaluations of Faculty	Students/Institutional Research office designee	Chair/Director to Faculty	Professors & Clinical Supervisors	Professor/Supervisor professional growth	Annually
Clinical Performance Evals	Student Teacher & Cooperating Teacher/Adm Asst	Chair/Director to Faculty			

Appendix B: UAS Chart Graduate

Assessment Instrument	Transition Point	Who Submits data?/Where?	Who Reports data?/Where?	Who Uses Data?	For What Purpose is Data Used?	Schedule for Data Review/Use
GPA	Admission to Master of Arts in Education	Admin Asst/EX report	MA Director/Teacher Ed Admissions Committee (TEAC)	TEAC	Admission to MA program	rolling
	Admission to Candidacy (TE for TESL)				Admission to Candidacy	rolling
	Admission to Reading Specialist				Admission to Reading Specialist	rolling
	Admission to TESL Internship				Admission to TESL Internship	Dec/Summer
Basic Skills Assessment (PRAXIS I, SAT/ACT)	Admission to TESL Internship	Candidate/Admin Asst into EX	Admin Asst/TEAC	TEAC	Candidate Admission to TESL Internship	March/Summer
Praxis II: #0361	Admission to TESL Internship	Candidate/Admin Asst into EX	Admin Asst/TEAC	TEAC	Candidate Admission to TESL Internship	March/Summer
VCLA	Admission TESL Internship	Candidate/Admin Asst into EX	Admin Asst/TEAC	TEAC	Candidate Admission to TESL Internship	March/Summer
Recommendation Forms for Admission to MA Ed Program	Admission to Master of Arts in Education	Candidate submits two recommendation forms / Admin Asst to EX	Admin Asst/TEAC	TEAC	Admission to MA in Education program	rolling
Recommendation Forms for Admission to Candidacy/Internship	Admission to Candidacy (TE for TESL)	Faculty member submits academic recommendation / Admin Asst to EX	Admin Asst/TEAC	TEAC	Admission to Candidacy (TE for TESL)	rolling
	Admission to Reading Specialist				Admission to Reading Specialist	
	Admission to TESL Internship				Admission to TESL Internship	
Core Course Key Assignment	EDCC 501 Documentation of Student Learning (all concentration areas)	Instructor/Director	Director reports data to UAS	Instructor/Director	Program Improvement/Candidate Assessment	Course completion

Core Course Key Assignment	EDCC 521 Key Assignment (all concentration areas)	Instructor/Director	Director / UAS	Instructor/Director	Program Improvement/Candidate Assessment	Course completion
Core Course Key Assignment	EDCC 531 Key Assignment (all concentration areas)	Instructor/Director	Director / UAS	Instructor/Director	Program Improvement/Candidate Assessment	Course completion
Core Course Key Assignment	EDCC 551 Key Assignment (all concentration areas)	Instructor/Director	Director / UAS	Instructor/Director	Program Improvement/Candidate Assessment	Course completion
Concentration Area Key Assignment: Literacy Agent	EDLA 511 Literacy Assessment Key Assignment (Harrisonburg) OR EDPC 602 Clinic I (Lancaster curriculum redesign for PDE standards; 2013-14)	Instructor/Director	Director / UAS	Instructor/Director	Program Improvement/Candidate Assessment	Course completion
Concentration Area Key Assignment: Diverse Needs Strategist	EDDA 511 Teaching Diverse Learners Key Assignment (Diverse Needs concentration)	Instructor/Director	Director / UAS	Instructor/Director	Program Improvement/Candidate Assessment	Course completion
Concentration Area Key Assignment: Curriculum and Instruction Practitioner	EDCI 501 Curriculum & Instructional Strategies Key Assignment (C&I concentration)	Instructor/Director	Director reports data to UAS	Instructor/Director	Program Improvement/Candidate Assessment	Course completion
Exit Reflective Practice Assignment	EDPC 611 Action Research Project (field experience)	Instructor/Director	Director reports data to UAS	Instructor/Director	Program Exit	Course completion
PRAXIS II: Reading Specialist	Program Exit	Student/Admin Asst into EX	Admin Asst to Program Coordinator	Program Coordinator/Unit	Program Exit	Semester
RVE (Reading Specialist)	Program Exit	Student/Admin Asst into EX	Admin Asst to Program Coordinator	Program Coordinator	Program Exit	Semester

Final Internship Evaluations (4)	Program Exit	Supervisor/Director	Consultant/Director	MA Director/ Program Coordinator/Unit	Program Exit	Annual (every other year for decision-making)
Exit Interview	Program Exit	MA Director/Admin Asst/ UAS	MA Director/Unit	MA Director/Unit	Program Exit	Semester
Program/Unit Assessment	Who Submits data?/Where?	Who Reports data?/ Where?	Who Uses Data?	For What Purpose is Data Used?	Schedule for Data Review/Use	
Biennial Measures State Requirement: Literacy (advanced)	MA Director/State	MA director/Program meetings	Program Faculty	Program decision-making (to maintain, monitor, or change program)	May annual review (every other year for decision-making); Aug/Sept (Dept)	
3 rd year alumni survey	Alumni/Institutional Research	Institutional Research Director to MA Director to faculty to COTE	Department/COTE	Program decision-making (to maintain, monitor, or change program)	October (Dept) November COTE	
Unit Operations Survey	Student Survey/Admin Asst	Assessment Coordinator to department and COTE	Department/COTE	Program decision-making (to maintain, monitor, or change program)	Sept/October (Dept) November COTE	
Course Evaluations of Faculty	Student/Institutional Research office designee	Chair/Director to Faculty	Professors & Clinical Supervisors	Professor/Supervisor professional growth	Annually	
Clinical Performance Evals	Intern & Cooperating Teacher/Director	Chair/Director to Faculty				

Appendix C: UAS Continual Action Plan for 2012-13 and Beyond

UAS Action Plan #	Item	Forum for Task Completion (dept mtg, program coordinator, course instructor, etc.)	Person(s) Responsible	Date of Task completion	Implementation Date	Completed
1	Maintain no cut-offs for Admission to Teacher Education portfolio?	Assess't Comm; Department meeting	Assess't Comm; Dept.	Dept., Nov. 2012, COTE Nov. 2012	No change required to current practice	X
1	Develop feedback form for all practicum experiences (exclude S.T.)	Department Faculty & Assessment Committee & Dept. Mtg.	Field Placement Coordinator and PreK-6 Coordinator	Dept., Feb. 8, 2013	Spring 2013	X
2	Update UC/CT evaluation data procedures to address how chair data is handled	Administrative Assistant, Assessment Committee, and Dept mtg.	Assessment Committee and Dept. Faculty	Dept., Nov. 2012, COTE, Nov. 2012	Spring 2013	X
3	Determine procedures for handling dispositions data collection and analysis, and for presenting to TEAC for decision-making.	Administrative Assistant	Admin. Asst.	Dept., Nov. 2012; COTE, Nov. 2012	Spring 2013	X
4	Update Schedule of Data Review: Clarify guidelines to include data analysis aligned with SPA and state standards.	Assessment Committee	Assessment Coordinator			
5	Review of DOSL grading procedures	Department Faculty	Dept. Faculty			
UAS Continual Action Plan for 2014-2015						
1	Review of dispositions assessment and process (May 2014)	Assessment Comm.				
2	Comprehensive review of the UAS (UG and MA) including: intended outcome of each instrument, and effectiveness of procedures for data collection and use	Assessment Comm.				
3	Review of TaskStream assignments and rubrics	Assessment Comm.				
4	Review of MA key assignments	Assessment Comm.				

5	Revise Data Use Report Form: Align Schedule of Data Review with UAS chart, and review of data analysis questions to monitor effects of decisions	<i>Assessment Comm.</i>				
6	Review purpose and implications of student teaching program evaluation by cooperating teachers	<i>Assessment Comm.</i>				
7	Develop Student Growth Plan (Advanced level)	<i>Assessment Comm.</i>				
8	Adopt <i>Assessment of Student Learning</i> project as Adm to Candidacy assessment	<i>Assessment Comm.</i>				

Completed Items from UAS Continual Action Plan for 2010-12

UAS Action Plan #	Item	Forum for Task Completion (dept mtg, program coordinator, course instructor, etc.)	Person(s) Responsible	Date of Task completion	Implementation Date	Completed
-1-	Develop Unit Operations Survey	<i>Early Fall 2009</i>	<i>Assess't Comm</i>	<i>May 2010</i>	<i>2010-2011</i>	<i>X UG X MA</i>
2	Transfer Tech Std from self-assessment to professor assessment for ensuring reliability of data or deletion from UAS	<i>Removed from UAS and placed in ED 201 Computers in Ed and ED 411 Reflective Teaching Seminar</i>	<i>course instructors</i>	<i>N.A.</i>	<i>COTE 5/5/09 removed from UAS</i>	<i>X</i>
3	Discussion as to whether the creation of spreadsheets to keep standardized test data so actual scores can be analyzed statistically is a better method for collecting data	<i>Workday minutes 5/7/09, item 4. Department – remain as done currently until functionality of EX system is known.</i>	<i>Dept. Faculty</i>	<i>Re-visit in Oct. 2011</i>	<i>Spring 2012, if applicable, on hold until EX is implemented</i>	<i>X</i>
4	Insertion of C. Framework standards and sustainability as a requirement for one paragraph of Philosophy of Education assessment	<i>Don then Department, then COTE</i>	<i>Don</i>	<i>May 2011 workdays</i>	<i>Fall 2011</i>	<i>X</i>
5a	Development of rubric for assessing field placement (entrance to student teaching) Which courses? Cut-offs? Which criteria from ST Final Eval are common across practica?	<i>Assess't Comm to draft implementation guidelines</i>	<i>Assess't Comm to Aug. 2011 workdays</i>	<i>COTE May 2011 approved</i>	<i>Pilot 2011-12</i>	<i>X</i>

5b	Development of rubrics for assessing lesson (for program SPAs)	Assess't Comm to draft implementation guidelines	Assess't Comm to Aug. 2011 workdays	COTE May 2011 approved	Unit implemented in DOSL in Fall 2010; lesson plan implemented for May 2012 admission decisions	X
-6-	Focus group on Content Area & Character Reference forms to revise dispositions and admissions recommendation forms into more user-friendly instruments	Assessment Committee	Assess't Comm	Dept Spring 2012 COTE May 2012	Fall 2012 in application forms	X
-7-	Development of Data Use Report form ¹	Assessment Committee - early fall 2009	Assess't Comm	COTE May 2010	May 2010	X
-8-	Develop a Student Growth Plan to allow candidates opportunity to develop plan for growth in areas noted as deficient ²	Assessment Committee – early fall 2009	Assess't Comm	COTE May 2010	2010-2011	X
9	Discussion as to which assessments of candidate performance must be analyzed by program faculty, including the rationale [added column]	See UAS chart with column added today	Dept. decision 5/7/09	COTE Fall 2009	Fall 2010	X Addressed in Data Use Report Form
10	Discussion of whether ED 411 can remain as W.I. course without the reflection papers.	Keep as WI – making sure that all requirements are in syllabus	Dept. decision 5/7/09; ED 321 decision 5/12/10	To Core Curriculum Comm. fall 2010; COTE fall 2010	Fall 2011	X
11	Develop Assessment for MA Candidacy Gate (MA needs an assessment of impact on Student Learning)	CORP/MA faculty meeting	MA Director	Fall 2011	COTE Nov. 2011	X
Other?	Implications of revised UAS for TaskStream use? (with #3?)	Department Meeting	Dept. Faculty	Dept. decision, October 17, 2011	No change required. Will continue using TaskStream for admission and student teaching portfolio data collection.	X

	SPA data collection via TaskStream? When? By whom?	<i>Department Meeting</i>	<i>Dept. Faculty</i>	<i>Dept. decision, October 17, 2011</i>	<i>No change required. Data collection for CEC will continue with using technologies other than TaskStream.</i>	<i>X</i>
	Discussion of data review schedule/frequency/distribution of data when small sample	<i>Postponed</i>		<i>COTE May 2010 of Data Use Report Form</i>	<i>Immediately</i>	<i>X Completed now that this is addressed on Data Use Report form</i>
	Revise CT/UC performance forms	<i>Sandy & Cathy, then Dept.</i>	<i>Sandy & Cathy</i>	<i>Dept. 2010-11; COTE May 2011; Revised fall 2012, COTE Nov. 2012</i>	<i>Fall 2011 student teachers; Updated Fall 2012</i>	<i>X</i>
	Revisions of Conceptual Framework	<i>Dept., COTE</i>	<i>Chair & Director</i>	<i>Spring 2012; COTE May 2012</i>	<i>Fall 2012</i>	<i>X</i>

Appendix D: Assessment Committee

The Assessment Committee is charged with coordinating the development, implementation, and ongoing review of the Unit Assessment System (UAS). The Assessment Committee ensures that the unit collects and analyzes data in a manner that ensures the data are used to improve candidates, programs, and the unit. The Assessment Committee ensures that the UAS is aligned with the National Council for Accreditation of Teacher Education (NCATE) standards and creates proposals for revisions of the system. COTE approves policy revisions of the UAS.

Membership is composed of the Assessment Coordinator, a representative from the Institutional Research Office, one representative from the education department, and one other member of COTE. The chair of the Assessment Committee is the Assessment Coordinator of the Unit, as an appointed position with departmental load hours assigned (Refer to UAS manual for further details).

Working Assumptions and Principles

1. Evaluation measures assess candidate performance and unit operations/effectiveness.
2. Candidate assessments measure knowledge, skills and dispositions according to curricula and appropriate standards.
3. Candidate performance is measured through multiple assessments and at regular intervals, matching the candidate transition points.
4. Assessments are consistent with national, state, and unit standards, best practice, and research.
5. Communication concerning the assessment processes is regular and transparent.
6. Unit members work collaboratively with the Assessment Subcommittee to further articulate, implement and review assessments consistent with the Unit Outcomes, the Specialty Professional Association Outcomes and university, state and national standards.

Roles and Processes

1. *UAS Maintenance and Revision:* The committee is responsible for maintaining a UAS that is effective and in alignment with NCATE standards. The Committee may review suggestions for improvement of the system from anywhere within the unit, and may also receive feedback on such proposals from anywhere within the unit. The Assessment Committee references policy proposals with the education department for information and discussion prior to presentation to COTE for approval. Final proposals for revising the UAS are drafted by the Assessment Committee; such proposals are considered to be a change in policy and, therefore, require the approval of COTE.
2. *Oversight of the UAS:* The Assessment Coordinator, in conjunction with members of the Assessment Committee, provides each level of the unit with notification of the assessment cycle, assessment instrument(s) to be used, and reporting procedures for the use of data to make decisions. The coordinator/committee provides the appropriate mechanisms for storage and recording of the use of data for decision-making purposes. The Coordinator/Committee may also review data usage reports for trends that may affect the unit, and/or to determine if data should be shared for further analysis across parts of the unit. Final responsibility for ensuring that members of the unit carry out their responsibilities within the UAS rests with the Chair of Undergraduate Teacher Education and the Director of MA in Education, as a supervisory function.

Appendix E: Assessment Coordinator

Essential Duties and Responsibilities:

1. Assessment System Management & Coordination

- a. Assist the unit, with continued involvement of the professional community, in further defining the revised assessment system that is in line with its conceptual framework and performance outcomes of candidates.
- b. Ensure that the revised multiple assessments are used to make decisions about candidate performance, based on the approved gate system.
- c. Coordinate the procedures and mechanisms for collecting data, analyzing data and reporting data; ensure that such procedures are formally approved and lodged as policy in the appropriate policy manuals.
- d. Coordinate mechanisms for examining the validity of assessment instruments and the data they produce.
- e. Facilitate a process for studying the fairness, accuracy and consistency of the unit's performance assessment procedures.
- f. Chair the Assessment Committee of COTE through the preparation of agenda, coordination of meetings, reporting of Assessment Committee work, and facilitating necessary follow-up work.
- g. Ensures feedback loop for data collection, analysis and use for unit/program improvement.

2. Data Collection, Analysis and Evaluation Coordination

- a. Coordinate annual schedules for data collection, data analysis, and reporting of trends.
- b. Ensure that data are systematically collected, compiled, summarized, analyzed, and reported for the purpose of improving candidate performance and program/unit effectiveness.
- c. Coordinate schedule for evaluating the effectiveness of the assessment instruments.
- d. Facilitate the collection & analysis of data from unit assessments.
- e. Analyze data from the Institutional Research Office data and reports.

3. Use of Data for Unit/Program Improvement Coordination

- a. Facilitate mechanisms for unit, department, program, individual instructor, and teacher candidate use of data for enhancing student performance and unit/program effectiveness.
- b. Facilitate processes/mechanisms for documenting how the unit utilizes assessment data for decisions to enhance student performance and unit/program effectiveness.
- c. Coordinate the process for the development and implementation of action plans, based on analysis of data, for improving student performance and unit/program effectiveness.

4. Academic and Unit Planning using Electronic Portfolio Data

- a. Lead the department in selection, creation and revision of rubrics for each sub-section of the electronic portfolio system.
- b. Generate regularly scheduled reports summarizing data from the designated sub-components of the electronic portfolio system, as requested by the chair/director of Teacher Education, for analysis of trends and subsequent decisions for improving program and unit effectiveness.
- c. Perform, with the Assessment Committee, the necessary correlation studies of the subcomponent tools of the electronic portfolio to maintain validity and reliability of the electronic portfolio system as a viable Unit Assessment System tool.

Appendix F: Data Use Report Form
Teacher Education Unit, Eastern Mennonite University
 COVER SHEET

Group Reviewing the Data (Check one):

- ☐ Department
- ☐ Program Faculty
- ☐ Committee on Teacher Education (COTE)
- ☐ Assessment Committee

Date of Meeting: _____

Name of Person Submitting Report: _____

- ☐ UG Department Chair
- ☐ Program Coordinator
- ☐ COTE Co-chair
- ☐ Director of MA Education
- ☐ Unit Assessment Coordinator

Data Set/ Date Assessment was administered _____

(Example: Final Student Teaching Evaluations/Spring 2009)

Instructions: Data are reviewed in the unit to make three types of decisions: (1) to make changes in the unit/department/individually in order to increase effectiveness; (2) to continue with something that is working; and (3) to monitor over a longer period of time. This form is completed by one of the following leaders of data-driven decision-making: program coordinator, department chair, MA Director, assessment coordinator, or co-chair of the COTE.

1. Please complete the form.
2. Save an electronic copy or pdf to the appropriate Data Use Report Form folder under UAS on the network.
3. Insert paper copy into appropriate Minutes binder.
4. Send an e-copy or pdf to the Assessment Coordinator.

Schedule of Data Review

Reviewer Codes:

U=Unit (typically COTE) D=Department (UG or MA) P=Program faculty

Data Set: CIRCLE ONE	Schedule of Review (Reviewer): CIRCLE ONE	
Unit Operations Survey	Sept/Oct (D)	Nov by COTE (U)
1 st /5 th Year Alumni Surveys	Oct (D)	Nov by COTE (U)
Endorsement area data: Biennial measures (Praxis II, RVE, DOSL) and/or SPA data*	May (P)	August/Sept (D or U for curriculum change decisions)
Field Experience: Profiles of Performance, Part E*	May (P)	August/Sept (D or U for curriculum change decisions)
Final Student Teaching Evals*	May (P)	February (D of all programs)
Key Assessment Data (MA)	Sept (P)	Sept (D-MA or CORP for curriculum change decisions)

*Data will be reviewed every year; decisions will be made every other year to ensure that the sample size of data is large enough to be considering change.

Guidelines for Data Interpretation and Use:

1. Assess the quality and adequacy of the data. Considerations include:
 - a. *Sampling methods, representativeness of sample, and sample size.* Is this a large, random and representative sample from the appropriate population? If not, what biases, outliers, or other limitations have impacted the inferences drawn from these data?
 - b. *Reliability and validity.* Is there evidence of reliability (e.g., stability over time, internal consistency, inter-rater reliability)? Are the inferences drawn from these data supported by other evidence?
 - c. *Purpose of the data collection.* Is the decision congruent with the intended use of these data?
2. Maintain the anonymity and confidentiality of individuals; do not use names or other data that will reveal identity in this report.
3. Interpret data objectively, without regard to personal experience and knowledge of individuals, programs or the unit.
4. Consider alternative interpretations and solutions before proceeding with a course of action.

Data Use Report Form
REPORT SHEET

1. Based on the data reviewed today, what evidence or trends appear to indicate strengths of the program, department, or unit?
 - Strengths?
 - Describe the data that demonstrate these strengths.
 - Do any other data sets confirm or dispute these strengths? Explain.

2. Based on the data reviewed today, what evidence or trends appear to indicate that improvements are needed in the program, department, or unit?
 - Improvements needed?
 - Describe the data that demonstrate the need for improvement.
 - Do any other data sets confirm or dispute this need for improvement? Explain.

3. What type of decision is made, based upon this review? *Check one box and explain the decision and rationale.*
 - ☐ No change is needed: data indicate that program/department/unit is effective.
 - ☐ The following change is needed. . . because. . . (Describe the change and the data that support this decision.)

-
- ☐ The data will be monitored until _____ and reviewed at that point in time to further measure _____.
 - ☐ ***Need for more information.*** Additional data, information, or re-analysis that you need for decision-making:

4. Describe a prospective process for change, including timelines (if appropriate), and progress indicators.

5. Date that I saved this file/pdf to the *G-drive: UAS/Decision Doc Charts/year/your* folder:

6. Date that I sent an e-copy/pdf of this report to the Assessment coordinator:

Electronic or scanned SIGNATURE of REPORT WRITER:

Date of this Report: _____

Appendix G: Undergraduate Transition Points

	Candidates must:
Entrance Requirements for Admission to Teacher Education	1. Complete ED 101 Exploring Teaching, or its equivalent with a C or better.
	2. Pass the Virginia Communication and Literacy Assessment (VCLA). The VCLA test is a Virginia Licensure requirement designed to assess entry-level academic competency and must be taken in Virginia as identified in registration materials (http://www.va.nesinc.com). You must submit a copy of your examinee score report to the education department. You are responsible for all test fees.
	3. Pass the basic skills assessment in <u>one</u> of the following ways: • Pass the Reading, Writing, and Mathematics sections of the Praxis I Test with a composite score of 532 or higher. • Meet the Virginia SAT/ACT Qualifying Scores for Praxis I • Pass the Mathematics section of the Praxis I test with a score of 178 or higher AND pass the Virginia Communication and Literacy Assessment (VCLA) with a score of 470 or higher. When registering for Praxis I, you should select EMU as the institutional score recipient so ETS will forward test scores to the education department. You are responsible for all test fees.
	4. Submit a Teacher Education application by November 30.
	5. Read and acknowledge an understanding of the <i>Virginia Licensure Regulations for School Personnel</i> .
	6. Demonstrate dispositions of personal and professional responsibility, caring about relationships in learning communities, scholarship and inquiry, and reflective practice as evidenced by academic, teacher education, and character recommendations.
	7. Have physical and mental health sufficient for the tasks to be performed as indicated by the results of a health examination signed by EMU Health Center nurse or by a physician.
	8. Maintain a minimum cumulative grade point average of 2.5. (2.7 needed for student teaching)
	9. Achieve a C or better in all education courses (courses with an ED/EDS prefix) to be admitted to Student Teaching.
	10. Complete a Teacher Education Admission Portfolio by February 1. A fee for the portfolio is required.
	11. Complete a teacher education interview in February.
	12. Candidates are notified by the education department upon admission and must maintain a satisfactory academic standing prior to admission to student teaching. If their application is denied, they will be required to conference with the Chair of Undergraduate Teacher Education and a student growth plan will be completed if applicable.

	Candidates must:
Entrance Requirements for Admission to Student Teaching	1. Be admitted to teacher education and remain in good standing according to the Teacher Education admissions criteria.
	2. Achieve and maintain a minimum cumulative GPA of 2.7.
	3. Achieve a C or better in all education courses (with an ED/EDS prefix).
	4. Complete an application for admission to student teaching by November 30. Write and submit three copies each of an autobiography and a resume. A set will be given to each supervising teacher and one set will be placed in your permanent file.
	5. Demonstrate dispositions of personal and professional responsibility, caring about relationships in learning communities, scholarship and inquiry, and reflective practice as evidenced by academic, teacher education, and character recommendations.
	6. Meet with the Coordinator of Field Experience or the Chair of Undergraduate Teacher Education for a student teaching placement interview in January.
	7. Have physical and mental health sufficient for the tasks to be performed as indicated by the results of a health examination signed by the EMU campus nurse or a physician. Prior to the beginning of the student teaching semester, candidates must submit a copy of a negative Tuberculosis screening test.
	8. Take the Praxis II: Specialty Area Examination (Praxis II) required for Virginia Licensure and/or your EMU program prior to student teaching. • <i>Health & Physical Education</i> candidates student teaching in the spring may take Praxis II in January of their student teaching semester and must submit proof of registration prior to student teaching. • <i>Special Education</i> candidates student teaching in the spring may take the Praxis II in January of their student teaching semester, or may take the Praxis II in April of their student teaching semester if registered for the RVE in January and must submit proof of registration prior to student teaching
	9. PreK-3, PreK-6, and Special Education candidates who are student teaching in the fall must have taken the Praxis II: Reading for Virginia Educators (RVE) exam prior to student teaching. PreK-3, PreK-6 and Special Education candidates who are student teaching in the spring may take the January RVE during their student teaching semester and must submit proof of registration prior to student teaching.
	10. Achieve a score of 2 or higher on designated criteria in the lesson plan rubric from designated program courses. Students are given the opportunity within two designated courses to master the criteria at least once.*
	11. Achieve a score of “acceptable” or higher on each criteria in section E of the practicum evaluation from designated program courses. Students are given the opportunity within two designated courses to master the criteria at least once.**
	12. Complete the background check requirement of the school division(s) in which you will student teach by the date required (dates will vary depending on the school division).
	13. Complete certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross.
	14. You will be notified by the education department upon admission. As a transfer student, you are expected to be in residence one full semester in addition to the above requirements before being admitted to student teaching. Students must be admitted to teacher education by July 1, prior to the academic year they wish to student teach. At the discretion of TEAC, adjustments to the July 1 admission date may be considered.

*Designated courses for the lesson plan evaluation for admission to student teaching: ED 331, 333, 351, and 371-376; EDS 331 and 332; PE 402; ART 398; MUED 342; LING 450; THR 371

**Designated courses for the practicum evaluation for admission to student teaching: ED 252, 331-333, 341-343, & 361; EDS 331-332; ART 397-398; LING 450 & 460; MUED 341-342; PE 401-402; THR 370-371

	Candidates in addition to meeting the requirements for their academic major, must satisfy the following exit requirements:
Undergraduate Exit Requirements	1. Meet the Virginia State cut-off score requirements for the Praxis II: Specialty Area Examination and the Praxis II: Reading for Virginia Educators exam (if required).
	2. Maintain a minimum cumulative GPA of 2.7 through the final semester and achieve a C or better in all education courses (with an ED/EDS prefix).
	3. Successfully complete student teaching as determined by the cooperating teacher in conjunction with the university consultant.
	4. Submit a Student Teaching Portfolio including documentation of student learning during the student teaching semester and achieve a “2” or better on all criteria.
	5. Demonstrate proficiency in meeting Virginia Technology Standards for Instructional Personnel.
	6. Meet requirements for child abuse & neglect recognition & reporting curriculum guidelines of the Virginia Dept. of Educ. http://www.vcu.edu/vissta/training/va_teachers
	7. Complete certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross.
	8. Complete the application for a Virginia teaching license.

Appendix H: Graduate Transition Points

	Completed applications for admission into the graduate program are reviewed regularly throughout the year. The Teacher Education Admissions Committee (TEAC) makes admissions decisions and annually reviews admissions policies. A completed application includes the following:
M. A. in Education Admission to Program	1. Completed application to the Master of Arts in Education program with a nonrefundable application fee of \$25.00.
	2. Official transcripts from each college or university attended.
	3. Two academic recommendations on EMU provided forms: (a) building level administrator/supervisor and (b) someone qualified to speak to the applicant's academic ability and potential. (www.emu.edu/maed/forms)
	4. A bachelor's degree from an accredited institution with at least a cumulative 3.0 gpa (based on 4.0). If this condition is not met, graduate gpa of six or more credits will be considered.
	5. A valid teaching license, a copy of which must be submitted by the applicant for the graduate file. Applicants applying for the TESL emphasis with K-12 initial licensure in VA, and the At-Risk Populations emphasis, are exempt from the teaching license requirement.
	6. Evidence of one year of successful teaching in public or private school/agency setting. Applicants applying for the TESL concentration with K-12 initial licensure in VA, and the At-Risk Populations concentration, are exempt from the teaching experience requirement.
	7. A personal interview with the director or assistant director of the MA in Education program.
	<u>International Students:</u> In addition to the requirements above, please submit the following information:
	8. Nationality and country of birth. A financial certificate demonstrating the student's "ability to pay" is required in order for the program to issue a student visa application (I-20 form). International applicants currently residing in the U.S. must indicate status with the U.S. Citizenship and Immigration Services.
	9. For applicants whose native language is not English, one of three conditions may be used to satisfy English proficiency. (1) A score of 550 on the paper-based or 80 on the internet-based Test of English as a Foreign Language (TOEFL). EMU's institutional code is 5181. (2) A written recommendation from qualified personnel from EMU's Intensive English Program. (3) An assessment by the Teacher Education Admissions Committee (TEAC) based upon certificates and national examinations completed by the applicant indicating the applicant's English proficiency. Applicants who have studied and received a degree from a college or university where all instruction is in English are not required to submit English proficiency measures.
	10. Submit an EMU graduate student Health Evaluation www.emu.edu/studentlife/health/forms/
	11. Persons who do not initially meet all admission criteria may appeal in writing to the Teacher Education Admissions Committee for consideration of full admission.

	A completed application includes the following:
M. A. in Education Admission to Candidacy	1. Admission to Candidacy indicates potential to conduct Action Research. Application for admission to candidacy may take place when the candidate has successfully completed two of the following core courses (EDCC 501 Creating Cultures of Change, EDCC 521 Peacebuilding & Conflict Resolution, or EDCC 531 Social & Ethical Issues) plus six semester hours of the concentration area courses. An application form will be sent by the administrative assistant to the candidate after course requirements have been met. All applications are reviewed for admission by the Teacher Education Admissions Committee.
	2. A completed Application to Candidacy form.
	3. A rationale (1-2 paragraphs) stating the reason the candidate's concentration area was chosen.
	4. An academic recommendation form from an instructor of a core or concentration area course.
	5. Applicants seeking initial licensure in Virginia through EMU's MA in Education program are required to pass the VCLA <u>and</u> the basic skills assessment prior to candidacy. (See Required Licensure/Endorsement Exam Scores for equivalent basic skills assessment, p.44.) Applicants seeking initial licensure must be admitted to candidacy and take Praxis II #0361 prior to placement in an internship (student teaching).
	6. Admission to candidacy is required prior to enrollment in EDCC 551 Action Research in Educational Settings. Mentors will be assigned during the Action Research in Educational Settings course.

M. A. in Education Exit Requirements	1. An exit interview with the director or assistant director of the MA in Education Program.
	2. Have a minimum of a C or better in all EMU MA in Education courses to receive credit towards the MA in Education degree.
	3. Successful completion of the Action Research Project and other program requirements.
	4. Those completing initial Virginia licensure (TESL) must complete the EMU Technology Skills for Instructional Personnel (TSIP's), and complete the required Child Abuse Recognition and Intervention Training. A copy of the certificate issued by the Virginia Department of Education on the Child Abuse Recognition Training shall be submitted to the Education Department. http://www.doe.virginia.gov/teaching/licensure/child_abuse_training
	5. Those completing endorsement/certification requirements for ESL or Reading Specialist must pass the required state assessments. ESL in VA: Virginia Communication & Literacy Assessment: www.va.nesinc.com Reading Specialist in VA: Reading for Virginia Educators: Reading Specialist (Praxis #0304 or 5304) www.ets.org/praxis (EMU-Harrisonburg recipient code is 5181.) Reading Specialist in PA: PRAXIS: Reading Specialist #0300 www.ets.org/praxis (EMU-Lancaster recipient code is 2215.)
	6. Those completing initial licensure or an additional endorsement must submit the necessary licensure forms and fees.
	7. For the Reading Specialist Certificate with EMU Lancaster, candidates must complete the program with the following exit criteria: a) GPA of 3.0 or higher with no grade below a B; b) produce a passing score on the Praxis Reading Specialist Examination (#0300); and c) participate in an exit interview with the assistant director or director of the Master of Arts in Education program.

Appendix I: Procedures for Practicum Evaluation of Professionalism Used for Admission to Student Teaching

Description:

The Practicum Evaluation for Admission to Student Teaching is a measure of the pre-service candidate's demonstration of proficiencies in early field experiences (NCATE Standard 3, 2008). The instrument also measures the candidate's ability to demonstrate the professionalism necessary for entry into the student teaching experience. The *Practicum Evaluation* is administered in two sequential methods courses to allow for multiple reviewers and to allow candidates the opportunity to demonstrate growth over time.

Courses by program using the Practicum Evaluation:

Early Childhood and Elementary Programs

ED 331-333 Curriculum Block

ED 343 Literacy Block

Special Education Program

EDS 331-332 Special Education Block

ED 343 Literacy Block

Secondary Education (6-12) Programs

ED 252 LMA PFE

ED 361 Special Methods PFE

PreK-12 Education Programs

ART 397 Elementary School Art Methods

ART 398 Secondary School Art Methods

LING 450 Methods of Language Teaching

LING 460 Practicum in TESOL

MUED 341 Elementary School Music

MUED 342 Secondary School Music

PE 401 Elementary Physical Education

PE 402 Middle and Secondary Physical Education

THR 370 Elementary School Methods

THR 371 Secondary School Methods

Practicum Evaluation Instrument:

The *Profile of Performance* is an evaluation that is used for all practica at EMU. Section E (Professionalism) of the *Profile of Performance* serves as the *Practicum Evaluation* used for decision-making when admitting candidates to Student Teaching.

E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

Scoring:

Candidates must achieve a score of at least "acceptable" on each criterion to be admitted to student teaching. Candidates must receive this minimum score at least once out of the two practicum evaluations completed throughout their program.

A *Student Growth Plan* should be developed if a candidate receives a “not acceptable” score on any Practicum Evaluation criterion to ensure that the pre-service candidate is given opportunity and support for professional growth. The course instructor is responsible for developing the *Student Growth Plan*. In exceptional circumstances (eg. the course instructor is not a department faculty member), the Department Chair may complete the *Student Growth Plan* or appoint the faculty advisor or other department faculty member to do so.

Implementation and Fair Notice:

Data collection officially begins fall 2012. As of 2012-13, the Practicum Evaluation requirement for admission to student teaching will be stated in the Teacher Education handbook, in course syllabi (for courses using the practicum evaluation), and in all parallel documents.

The Practicum Evaluation will be used for admission to student teaching decisions beginning May 2013. To ensure fair practice and opportunity for the candidate, the Practicum Evaluation data will only be used for student teaching decision making if at least two sets of data have been collected by the time the candidate is ready to be admitted to student teaching. By fall 2014 all candidates applying for admission to student teaching should have at least two sets of data to be used for admission decisions.

Procedures:

1. In August and December:
 - a. A procedures document for using the Practicum Evaluation is distributed to course instructors via email (see course instructors document attached)
 - b. Course instructors place a copy of the practicum rubric in the syllabus along with the following fair notice statement:
“Section E “Professionalism” on the Profile of Performance evaluation instrument will be used for admission to Student Teaching decisions. A minimum score of “acceptable” on each criterion is required on at least one of the two practicum evaluations that have been selected for review for admission to student teaching. If you score a “not acceptable” on any criterion in Section E, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.”
2. Early in the semester the course instructors review the Practicum Evaluation with the practicum teachers and the pre-service candidates. The course instructors provide the practicum teachers with the following information
 - a. how the evaluation is used for admission decisions
 - b. the requirement to review the form with the pre-service candidate and for both the practicum teacher and candidate to sign the form
 - c. the deadline for returning the completed formCourse instructors will provide the practicum teachers with postage paid return envelopes to use when sending the evaluations back to the university.
3. In mid-November and mid-April:
 - a. Course instructors collect the completed practicum evaluation forms. Completed forms must be signed by both the practicum teacher and the candidate. In the event of a missing practicum evaluation, the course instructor completes the Profile of Performance practicum evaluation. A copy of the completed evaluation is given to the candidate.
 - b. The administrative assistant distributes the practicum evaluation data spreadsheet and procedural instructions to course instructors.
 - c. Course instructors record the evaluation data in the practicum evaluation data spreadsheet (see pg 2 of attached course instructors document) and submit the spreadsheet to the administrative assistant who will record the candidates’ scores in EX. Submission of data to the administrative assistant must be completed by December 1 for fall semester courses and May 1 for spring semester courses.
 - d. In the event of conflicting interpretations of the EMU pre-service candidate’s performance, EMU reserves the right to gather additional information on the candidate’s practicum experiences.

Practicum Evaluation Procedures for Course Instructors

The *Profile of Performance* is an evaluation that is used for all practica at EMU. Section E (Professionalism) of the *Profile of Performance* serves as the *Practicum Evaluation* used for decision-making when admitting candidates to Student Teaching. Data is collected from two consecutive courses in each program area. The candidate must receive a score of “acceptable” for each criterion on at least one of the two evaluations.

Courses in which the Practicum Evaluation is used for admission decisions:

Fall

ED 343 Literacy Block
ED 361 Special Methods PFE
ART 397 Elementary School Art Methods
ART 398 Secondary School Art Methods
LING 450 Methods of Language Teaching
LING 460 Practicum in TESOL (fall & spring)
MUED 341 Elementary School Music
MUED 342 Secondary School Music
PE 401 Elementary Physical Education
PE 402 Middle and Secondary Physical Ed
THR 370 Elementary School Methods
THR 371 Secondary School Methods

Spring

ED 331-333 Curriculum Block
ED 252 LMA PFE
EDS 331-332 Special Education Block
LING 460 Practicum in TESOL (fall & spring)

Directions for Course Instructors

1. In your syllabus, include a copy of the Profile of Performance evaluation and the following fair notice statement:
“Section E “Professionalism” on the Profile of Performance evaluation instrument will be used for admission to Student Teaching decisions. A minimum score of “acceptable” on each criterion is required on at least one of the two practicum evaluations that have been selected for review for admission to student teaching. If you score a “not acceptable” on any criterion in Section E, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.”
2. Review the practicum evaluation with the candidates and their practicum teachers.
 - a. Explain how the evaluation will be used for admission decisions
 - b. Explain that the practicum teacher needs to review the evaluation with the candidate and BOTH individuals must sign the form
 - c. Provide the practicum teacher with a postage paid envelope to return the evaluation (located in the education department – contact administrative assistant)
 - d. Communicate the date on which the evaluation is due (no later than December 1 in the fall, and May 1 in the spring)
 - e. In the event of a missing practicum evaluation, the course instructor completes the Profile of Performance practicum evaluation.
3. A spreadsheet template will be sent by email to you near the end of the semester for you to record the Practicum Evaluation scores for each student (see template on pg 2). Please complete the template and return to the education department administrative assistant ***no later than*** December 1 in the fall, and May 1 in the spring.

Practicum Evaluation Data for Admission to Student Teaching

Course: (ex. ED101 Exploring Teaching)

Semester & Year: (ex. Fall 2011)

Section E: Professionalism

Exemplary = 3; Acceptable = 2; Not Acceptable = 1

Instructions: Score of 3, 2, 1 is recorded per category per student for each criteria.

Minimum required for admission to student teaching: 2 in every category

Candidate	Is responsible and dependable	Shows initiative	Is punctual and regular in attendance	Exhibits the ability to make decisions	Sets appropriate priorities and meets deadlines	Displays mature judgment and self-control	Demonstrates enthusiasm for teaching	Has compassion for students	Dresses appropriately	Demonstrates professional behavior with students and school personnel	Maintains Confidentiality

Appendix J:
Procedures for
Lesson Plan Evaluation for Admission to Student Teaching

Description: The *Lesson Plan Evaluation for Admission to Student Teaching* is a measure of the pre-service candidate's demonstration of lesson planning in field experiences. The instrument also reflects the Education Department's emphasis on the candidate's ability to demonstrate the professional knowledge necessary for entry into the student teaching experience. The *Lesson Plan Evaluation* is administered in two sequential methods courses to allow for multiple reviewers and for candidate opportunity to demonstrate growth over time.

Courses using the Lesson Plan Evaluation (When possible the lesson plan used will be the field lesson plan):

- ED 331 Math in the Elementary School
- ED 333 Social Studies in the Elementary School
- EDS 331 Individualized Instruction in the Content Area
- EDS 332 Adapting Curriculum for LD, ED & MR
- ED 351 General Curriculum & Methods for Middle & Secondary Teaching
- ED 371, 372, 373, 374, 375, & 376 Special Methods for Middle & Secondary Teaching
- PE 402 Middle & Secondary Physical Education
- ART 398 Secondary School Art Methods
- MUED 342 Secondary School Music
- LING 450 Methods of Language Teaching (TESL)
- THR 371 Secondary Theater Methods

The *Lesson Plan Evaluation* standardizes the measure of 4 aspects of lesson planning over the unit's programs: lesson outcome/objectives, aligned assessment, planning for instruction, and differentiation. The *Lesson Plan Evaluation* is used for decision-making for admission to Student Teaching.

Scoring:

Candidates must achieve a score of at least 2.0 on each criterion at least once out of the two lesson plan evaluations completed throughout their program.

A score of less than 2.0 will result in the development of a *Student Growth Plan* to ensure that the pre-service candidate is given opportunity and support for professional growth. The EMU course instructor is responsible for developing the *Student Growth Plan*. In exceptional circumstances (eg. the course instructor is not a department faculty member), the Department Chair may complete the *Student Growth Plan* or appoint the faculty advisor or other department faculty member to do so.

Implementation and Fair Notice:

Data collection officially begins fall 2011. As of 2011-12, the lesson plan evaluation requirement for admission to student teaching will be stated in the teacher education handbook, in course syllabi (for courses using the lesson plan evaluation), in the application for student teaching, and in all parallel documents.

The Lesson Plan Evaluation will be used for admission to student teaching decisions beginning May 2012. To ensure fair practice and opportunity for the candidate, the Lesson Plan Evaluation data will only be used for student teaching decision making if at least two sets of data have been collected by the time the candidate is ready to be admitted to student teaching. By fall 2012 all candidates applying for admission to student teaching should have data from two courses to be used for admission decisions.

Procedures:

4. In August or December:
 - a. A procedures document for using the Lesson Plan Evaluation is distributed to course instructors via email (see attached course instructors document).
 - b. Course instructors place a copy of the lesson plan rubric in the syllabus along with the following fair notice statement:

Statement for 2011-12: "*The lesson plan criteria which includes Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation will be used for admission to student teaching decisions beginning fall 2012.*"

Statement for 2012-13 and beyond: *"The lesson plan evaluation will be used for admission to student teaching decisions. A minimum score of 2.0 is required on four criteria (Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation) at least once out of the two lesson plan evaluations that have been selected for review for admission to student teaching. If you score less than 2.0 on any of the criteria, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information."*

5. Early in the semester, course instructors review the lesson plan rubric with the candidates and highlight the selected rows from the rubric that are used for admission to student teaching decisions.
6. In mid November and mid March:
 - a. The administrative assistant distributes the lesson plan data spreadsheet and procedural instructions to course instructors.
 - b. Course instructors record data on the lesson plan data spreadsheets (see pg. 2 of attached course instructors document) and submit the spreadsheets to the administrative assistant who will record the candidate's scores in EX. Submission of data must be completed by December 1 for fall semester courses and May 1 for spring semester courses.

Lesson Plan Evaluation Procedures for Course Instructors

The *Lesson Plan Evaluation for Admission to Student Teaching* is a measure of the pre-service candidate's demonstration of lesson planning and the professional knowledge necessary for entry into the student teaching experience. The *Lesson Plan Evaluation* is administered in two sequential methods courses to allow for multiple reviewers and for candidate opportunity to demonstrate growth over time. When possible the lesson plan used will be the field lesson plan.

Courses in which the Lesson Plan Evaluation is used for admission decisions:

Fall

ED 351 General Curriculum & Methods for Middle & Secondary Teaching
ED 371, 372, 373, 374, 375 & 376 Special Methods for Middle & Secondary Teaching
ART 398 Secondary School Art Methods
LING 450 Methods of Language Teaching (TESL)
MUED 342 Secondary School Music
PE 402 Middle & Secondary Physical Education
THR 371 Secondary Theater Methods

Spring

ED 331 Math in the Elementary School
ED 333 Social Studies in the Elementary School
EDS 331 Individualized Instruction in the Content Area
EDS 332 Adapting Curriculum for LD, ED & MR

Directions for Course Instructors

1. In your syllabus, include a copy of the Lesson Plan Evaluation and the following fair notice statement:
"The lesson plan evaluation will be used for admission to student teaching decisions. A minimum score of 2.0 is required on four criteria (Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation) at least once out of the two lesson plan evaluations that have been selected for review for admission to student teaching. If you score less than 2.0 on any of the criteria, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information."
2. Review the Lesson Plan Evaluation with the candidates. Explain how the evaluation will be used for admission decisions. Candidates must demonstrate mastery learning until a score of at least a 2.0 on each criterion is achieved.
3. A spreadsheet template will be sent by email to you near the end of the semester for you to record the Practicum Evaluation scores for each student. Please complete the template and return to the education department administrative assistant ***no later than*** December 1 in the fall, and May 1 in the spring.

Lesson Plan Data Spreadsheet Template

Lesson Plan Data for Admission to Student Teaching

Course: *(ex. ED101 Exploring Teaching)*

Semester & Year: *(ex. Fall 2011)*

Instructions: Score of 3, 2, or 1 is recorded per category from each course rubric.

Minimum required for admission to student teaching: 2 in every category

Candidate	Lesson Outcome/Objectives	Aligned Assessment	Differentiation	Planning for Instruction

Appendix K:
GUIDELINES FOR DATA ANALYSIS
Unit Operations Survey
EMU Education Department

Purpose Statement for the Unit Operations Survey:

To measure the overall effectiveness of unit operations and services to determine decisions for making improvements. (The survey is available on page 2).

Aggregate Data Analysis Guidelines:

1. Data analysis will occur after two cycles of data collection, due to small sample size.
2. QUAN: For items that contain two scales (e. quality and importance), display the gap between the 2 scales using a paired t-test. The magnitude of the “meaningful gap” will not be determined until at least 2 iterations of data collection have occurred.
3. QUAL: Strip qualitative identifiers to protect the respondents and EMU employees. Very broad trends will be identified.
4. QUAL: Use *EXCEL* and *ATLAS* for qualitative data analysis to identify emerging themes, collected over a minimum of two years.
5. MIXED: Findings from the QUAN and QUAL analyses will be combined to identify strengths and weaknesses.

Report:

1. Executive summary of quantitative data and qualitative data.
2. Details: rank order, visual displays of QUAN data.
3. Appendix: include a frequency/mean table, a coding chart.

Note: Guidelines were developed, revised, and adopted by the Assessment Committee at November 2011 meeting.

Appendix L:

Procedures for Data Management of Clinical Performance Evaluations of University Consultants and Cooperating Teachers

Purpose of evaluations:

1. Field Placement Coordinator – To aid in determining high quality placements and suitable matches between candidates and cooperating teachers (eg. completion of paperwork, philosophical match with EMU's conceptual framework and endorsement program expectations, mentoring, quantity and quality of teaching opportunities, etc.).
2. University Consultants – To clarify expectations of the role and contribute to professional growth in role of student teaching supervision.
3. Department Chair – To maintain high quality student teaching placements and supervision.

Use of Data:

1. Reviewed by UG Dept Chair and Field Placement Coordinator (CT evaluations only).
2. Data will be collated each semester by administrative assistant and reviewed by the chair. Individual evaluations will not be released and departmental averages will not be calculated.
3. When concerns arise that need immediate attention, the Department Chair may provide collated data results to the university consultant prior to reaching a sample size of 10 and a two-year period.
4. Due to small sample size, collated data is released to University Consultants every two years and following 10 student teaching placements (each student teacher has two placements). The first distribution of data will be after the 2012-2013 academic year. Data will be distributed every other year as long as the university consultant has supervised 10 placements.
5. Due to an agreement with the Mid-Valley Consortium for Teacher Education, cooperating teacher performance data will not be released to the cooperating teacher in order to ensure the protection of teacher education candidates.

Administration of Data When Chair is University Consultant:

1. Documents containing raw data and data of the chair's performance will be password protected and accessible only to the administrative assistant until the cycle of data release determines the point at which the data is reported to the chair. The administrative assistant will forward the chair's performance data to the dean.

Approved by department, November 12, 2012

Approved by COTE, November 13, 2012