

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 Profile of Performance, 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

Approved by COTE 5/5/09: Assessment Column, Headers of Columns, Action Plan. Contents of Columns 2-7 will be determined in 2009-2010.

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 and 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)
1st/5th 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			

*Note: "In the evaluation of unit operations and programs, the unit collects, analyzes, and uses a broad array of information and data from course evaluations and evaluations of clinical practice, faculty, admissions process, advising system, school partnerships, program quality, unit governance, etc." (Retrieved April 7, 2009 from <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>).

UAS Action Plan includes: development of Unit Operations Survey, transfer of Tech Std from self-assessment to a professor assessment for ensuring reliability of data or deletion from UAS, 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, insertion of Conceptual Framework standards as a requirement for one paragraph of Philosophy of Education assessment, development of rubrics for assessing field placement and unit/lesson, focus group on Content Area & Character Reference forms to revise them into more user-friendly instruments, development of Decision-making Report form¹, and develop a Candidate Performance Report to allow candidates opportunity to develop plan for growth in areas noted as deficient², discussion as to which assessments of candidate performance must be analyzed by program faculty, including the rationale, and discussion of whether ED 411 can remain as Writing Intensive course w/o the reflection papers.

¹ requires the systematic gathering, summarizing, and evaluation of data and using the data (Retrieved from NCATE standards, April 7, 2009 from <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>).

² provides candidates with ongoing feedback (Retrieved from NCATE standards, April 7, 2009 from <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>).