

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	Dec/Summer
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

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

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

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> .

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)
3rd 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			

*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.

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