

**Newberry College**  
**Teacher Education Program**  
**Unit Assessment System**

Prepared by Cindy Johnson-Taylor, Chair of the Department of Education  
Jennifer Morrison, Program Assessment Coordinator

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Knowledge, skills, and dispositions that form the foundation for the Unit Assessment System are derived from the Conceptual Framework and state and professional standards. All unit assessments from program admission to post-graduation are aligned with the appropriate standards that facilitate the acquisition, application, and implementation of appropriate knowledge, skills, and dispositions in the Teacher Education Program (TEP).

The main purpose of the TEP Unit Assessment System is to evaluate and improve the Unit and its programs through ongoing, data-informed program reviews. The description of the assessment system provided here represents current implementation of the Unit Assessment System at Newberry College.

The Unit recognizes the impact of both unit and candidate performance in student learning, and incorporates the assessment of these results into the system.

## **Unit Performance**

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The TEP's mission is to provide each candidate the opportunity to become a highly qualified teacher who is a caring, reflective, life-long learner with the knowledge, skills and dispositions necessary to instruct future generations of students. Unit performance plays a primary role in making certain the TEP is providing candidates with the maximum and targeted opportunities to achieve its vision of the teachers they will become.

### *Academic Assessment Committee*

In a revised assessment system started in 2010, the TEP Unit Assessment System is overseen at the college level by the Academic Assessment Committee (AAC). On an annual basis, the unit is required to submit documentation and evidence of program learning outcomes aligned to the Newberry College Mission and Goals, plan for assessment and set criteria for success, collect and summarize data, and reflect on needed changes. The TEP has designated a Program Assessment Coordinator (PAC) who works as a liaison between the AAC and TEP. The PAC

has made certain to align TEP Program Learning Outcomes and associated assessments with data needed for accreditation requirements and review for all ten unit programs. 2010-11 Program Learning Outcomes are as follows.

After graduation, TEP candidates will be able to...

1. Demonstrate content knowledge appropriate in intended subject area(s) and grade level(s).
2. Plan effective instruction for diverse students in intended subject area(s) and grade level(s).
3. Implement instruction effectively for diverse students in intended subject area(s) and grade level(s).
4. Analyze and reflect on effects of instruction on student learning.
5. Create a well-managed, learning-focused classroom environment.
6. Exhibit dispositions outlined in the Newberry College Teacher Education Program Dispositions for Teaching.

The AAC evaluates the TEP unit assessment system and reports its data to Academic Affairs and the Office of Institutional Effectiveness (OIE) which maintains documentation of all data to be used in SACS reports and connects all individual administrative units within Newberry College.

### *Professional Community*

In addition to the unit review by the Newberry College AAC, unit performance is also reviewed by committees whose members represent the TEP's professional community: the Teacher Education Committee (TEC), the Continuous Improvement in Teacher Education (CITE) team, and the Education Student Advisory Committee. The Associate Vice President of Assessment, Accreditation and Institutional Research for Newberry College (institution-wide responsibility) and his Assistant Director of Institutional Research hold seats on both the TEC and CITE.

The Teacher Education Committee (TEC) includes public school partners; teacher education colleagues in Education, Arts and Sciences, Visual and Performing Arts, and Physical Education; and teacher candidates. This decision-making body helps guide the direction of the assessment system and the unit overall. TEC minutes capture these discussions as well as the approval of critical documents such as revised conceptual frameworks, revised dispositions criteria, transition points, and the common rubric. TEC typically meets three times each academic semester (Fall and Spring) for a total of six times per year. During the 2009-10 academic year, TEC made a number of important recommendations based on data, including starting a program to recruit minority males into the teacher education program, piloting the NCATE Continuous Improvement Model for the 2011 NCATE visit, and sending out an employer survey to evaluate performance of TEP graduates.

The Continuous Improvement in Teacher Education (CITE) team, formerly known as the Teacher Education Advancement Team (TEAT), is a group that includes all members of the professional education faculty as defined by NCATE. This group met for the first time in May 2007 and meets monthly and as needed. The CITE team works at a detailed level and makes recommendations to TEC for enactment. Recent recommendations from CITE included revising the Conceptual Framework to place more emphasis on content and making major changes in field experiences to better prepare candidates and assessments to be used for SPA reports.

The Education Student Advisory Committee was formed in August 2006 and meets three times per academic year. The Chair of the Department of Education meets with one representative from each major as a group and discusses all proposed changes with the candidates to gain their input.

### *Clinical Faculty and Sites*

Optimizing candidates' clinical experiences is a vital part of unit performance.

Data are collected on clinical faculty (mentor teachers and college supervisors), who work with field experience and internship candidates. Demographic information such as the mentor and supervisor certifications (including National Board status), years teaching in the content area, and degrees held are maintained by the assessment system. Candidates evaluate mentors and college supervisors each semester. In turn, the mentor and the supervisor evaluate each other. This information is used for improvement of field experiences for the candidates and establishes a basis for training and selecting mentors and supervisors. Mentors that receive negative evaluations for more than one semester are no longer used as mentors. The Department Chair addresses issues involving negative evaluations of supervisors.

Field experience sites are assessed in multiple ways. A database is maintained on the diversity of the clinical site. Field sites are rated as diverse vs. non-diverse using an index reflecting the most current state statistics available on the site's poverty index and percentage of minority enrollment. Beginning in Fall 2006, all candidates were required to have at least one diverse setting for the 100-hour field experience or one diverse setting for the internship. Beginning in Fall 2007, a diversity formula containing six levels of diversity (high poverty, high ethnic diversity, high special needs, high academic diversity, non-diverse and out of district) was developed and implemented by the faculty with the commitment that each teacher candidate will have placements in all six levels of diversity during their time in the TEP.

### *TEP Faculty*

For every course each semester, teacher education faculty members are required to administer a student evaluation of the course and the faculty member. These data are stored in the assessment system and faculty are required to reflect in detail on the data in their annual reports. In addition, an extensive database on all full-time faculty has been created that includes data on highest

academic degree, years of experience, P-12 experience, ethnicity, gender, and courses taught. Similar data are kept on part-time and clinical faculty regarding earned degrees, P-12 experience, and course evaluations.

### *Complaints, Compliments, and Suggestions Procedure*

Students and candidates are able to submit formal written complaints to the Department Chair using a form available in the Education Department Office. Before submission, students are encouraged to discuss any problems with the individual faculty or staff member involved, but if a result satisfactory to the student is not obtained, the student is supported in submission of a formal written complaint and suggested solutions to the Department Chair, who resolves the complaint as appropriate. Any follow-up needed to bring closure to the matter is pursued and included on the closed complaint form.

Every effort is made to address candidates' concerns and/or build on candidates' suggestions for program improvement. To that end, general compliment and suggestion forms are located in the main hallway. Students are able to complete these forms and submit them to a locked box which can only be accessed by the Department Chair.

Summaries of student issues and concerns are discussed with department members, the TEC, and the CITE team as needed for the purpose of improving unit operations.

## **Candidate Performance**

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The TEP envisions that Newberry College candidates and graduates will be recognized as models of life-long learning, service, leadership, and professional behavior in the campus, public school, local, state, and global communities. Assessment of our candidates' performance is central to making sure this vision is achieved.

### *Key Assessments*

Key assessment data are entered into LiveText for review by Specialized Professional Associations (SPAs) and/or state organizations. Programs accredited by other bodies (e.g., Music Education) also collect data on candidate performance.

Key program assessments are designed to meet professional and state standards. All SPA and state-reviewed programs collect assessment data on candidate planning, instruction, classroom management, professionalism, and content knowledge. All assessments must align with the TEP Conceptual Framework. Data on candidate performance are collected and used to monitor candidate progress at four Stages of Progress in each program.

### *Stages of Progress/Gates*

The Unit has set up four transition points called Stages of Progress to allow for appropriate and multiple assessments of candidates throughout the program. These Stages of Progress and corresponding gates are provided below.

<u>Stages of Progress</u>	<u>Gates</u>
Emerging as a Teacher	Admission to Teacher Education
Developing as a Teacher	Admission to the Internship
Practicing as a Teacher	Exit from the Internship
Becoming a Professional	Program Completion

During the first stage of progress, Emerging as a Teacher, candidates explore the teaching profession by completing the first three education classes (EDU 224, EDU 230, and EDU 232), taking core classes and exploring introductory classes in their respective majors. Every candidate in this stage spends a minimum of 36 hours in the field. Every candidate maintains a 2.5 GPA and either passes or exempts PRAXIS I. When a candidate applies for admission to the TEP, he or she is asking to move from the emergent stage to the developing stage. Before allowing a candidate to do so, faculty make thoughtful decisions about whether or not the candidate is ready to proceed.

During the second stage of progress, Developing as a Teacher, candidates who have already been admitted to the Teacher Education Program have the opportunity to participate in methods classes and field experiences designed to prepare them for actual classroom teaching. During this stage, all teacher education candidates experience a minimum of 72 hours in the field prior to entering the next stage.

The third stage of progress, Practicing as a Teacher, is the internship semester and candidates are placed in two different placements for seven weeks each. Exiting this stage and progressing to the final stage involves successful completion of the internship. The internship involves multiple assessments. In order to complete the internship semester, the candidate must have received passing scores on the internship final evaluation, the Unit Work Sample, and the Culminating Portfolio.

At the fourth stage of progress, a candidate exits the program and becomes a professional teacher. At Newberry College, exiting from the program requires completion of all courses and degree requirements, passing the internship semester, passing required PRAXIS II exams for the major, maintaining positive dispositions, and having a 2.5 GPA.

Multiple assessments are used to evaluate candidate performance at each gate.

## Required Candidate Performance at Each Gate

Admission to TEP	Admission to the Internship	Exit from the Internship	Program Completion
<p>2.5 GPA</p> <p>Must pass all three parts of PRAXIS I</p> <p>45 hours completed</p> <p>C or better in EDU 224, EDU 230, and EDU 232</p> <p>Essay Rubric Score of 3 or higher (scored by faculty) required to proceed</p> <p>Application approved by Education Department Chair and two members of the Teacher Education Committee</p> <p>Dispositions assessed in EDU 224 for all students and when concerns arise. Self assessments and instructor assessments are conducted.</p>	<p>2.5 GPA</p> <p>C or better in certain courses determined by major faculty</p> <p>Resume showing growth over time and approved by advisor</p> <p>Application approved by Education Department Chair and two members of the Teacher Education Committee</p> <p>Dispositions assessed in EDU 341/EDU 342 for all candidates except music majors and when concerns arise. Music majors are assessed in MUS 470. Self-assessments and instructor assessments are conducted.</p>	<p>2.5 GPA</p> <p>C or better in EDU 480 – Internship and EDU 483 – Seminar</p> <p>Rubric score of 3 or higher on Unit Work Sample</p> <p>Rubric score of 3 or higher on Culminating Portfolio</p> <p>Dispositions assessed by mentor teacher</p> <p>Passing final evaluation scored by both mentor teacher and college supervisor</p>	<p>2.5 GPA</p> <p>Successful completion of the internship semester</p> <p>Successful completion of all courses and degree requirements</p> <p>Passing scores on all PRAXIS II tests required for South Carolina</p> <p>All requirements for certification in South Carolina have been met.</p> <p>* A candidate can graduate without being a program completer. One is not designated as a program completer until all required PRAXIS II tests are passed.</p>

## Multiple and Varied Data

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The TEP recognizes the importance of examining multiple and varied sources of data in order to make valid judgments related to unit and candidate performance. All efforts are made to collect useful data from both internal and external sources as well as data of all types: student learning, demographics, perceptions, and process. In addition, most data are analyzed longitudinally.

### *Internal Sources*

Internal assessments provide important information on candidate mastery of institutional, state, and national standards. Important internal data for candidate retention and progression in the program are (a) GPA, (b) rubric scores on key assignments, (c) scores on course or program level assessments, and (d) assessments of candidate dispositions. For all programs, candidate data are available to all faculty advisors on-line through the student information system called Jenzabar. Candidates not maintaining the appropriate GPA are placed on probation.

Internal assessments of data related to unit performance are used to inform changes and improvement. Important internal data for unit improvement are generated by (a) clinical surveys from interns and mentors, (b) student complaints, compliments, and suggestions, and (c) supervision by the AAC.

### *External Sources*

In regard to candidate performance, multiple external sources of data include standardized tests such as Praxis I and II series tests, field experience evaluations, and internship evaluations which are completed by mentor teachers and college supervisors. These evaluations provide key performance evidence that is considered at program transition points for candidate retention and program continuation.

The TEP also collects multiple external sources of data on program graduates: (a) ADEPT scores on first year teachers, (b) postgraduate surveys, (c) employer survey, and (d) focus group data. Using the IHE portal, Newberry College can see and analyze graduate performance in the field using the ADEPT system. Beginning in Fall 2006, a postgraduate survey was administered asking candidates whether their preparation at Newberry College had enabled them to have a positive impact on student learning. Beginning in Spring 2008, employers of our graduates from 2006-2007 were sent surveys which asked them to rate graduates' skill levels on key conceptual framework items.

## Schedule for Distribution and Analysis of Data

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Summarized Data	Date(s) of Collection	Reviewers	Date(s) of Review
Intern performance <ul style="list-style-type: none"> <li>• PRAXIS II content</li> <li>• PRAXIS PLT</li> <li>• Internship Evaluation (disaggregated by five domains)               <ul style="list-style-type: none"> <li>– Planning</li> <li>– Instruction</li> <li>– Classroom Management</li> <li>– Professionalism</li> <li>– Content Knowledge</li> </ul> </li> <li>• Culminating Portfolio (disaggregated by CF Principle)</li> <li>• Lesson Plan (disaggregated by component)</li> <li>• Unit Work Sample (disaggregated by component)</li> </ul>	Fall: December Spring: April	• AAC	May of current cycle
		<ul style="list-style-type: none"> <li>• DOE</li> <li>• TEC</li> <li>• CITE</li> </ul>	August
Clinical survey data <ul style="list-style-type: none"> <li>• Interns re mentor teachers</li> <li>• Interns re College supervisors</li> <li>• Mentors re College supervisors</li> <li>• College supervisors re mentors</li> </ul>	Fall: December Spring: April	<ul style="list-style-type: none"> <li>• DOE</li> <li>• TEC</li> <li>• CITE</li> </ul>	August
Dispositions self-assessment data (EDU 224 and EDU 232)	Fall: December Spring: April	<ul style="list-style-type: none"> <li>• DOE</li> <li>• TEC</li> <li>• CITE</li> </ul>	August
Dispositions faculty assessment data (EDU 341/342)	Fall: December Spring: April	<ul style="list-style-type: none"> <li>• DOE</li> <li>• TEC</li> <li>• CITE</li> </ul>	August
Dispositions Concerns Forms (submitted by faculty and public school partners)	ongoing	<ul style="list-style-type: none"> <li>• DOE</li> <li>• TEC</li> <li>• CITE</li> </ul>	August
Complaints, compliments, and suggestions	ongoing	• Dept Chair	as needed



		<ul style="list-style-type: none"> <li>• Other groups as needed</li> </ul>	
Post-graduate ADEPT performance (posted by State Department after second year of teaching)	July	<ul style="list-style-type: none"> <li>• DOE</li> <li>• TEC</li> <li>• CITE</li> </ul>	August
Assessment of TEP by graduates after first year	May	<ul style="list-style-type: none"> <li>• DOE</li> <li>• TEC</li> <li>• CITE</li> </ul>	August
Assessment of graduates by employers after first year	May	<ul style="list-style-type: none"> <li>• DOE</li> <li>• TEC</li> <li>• CITE</li> </ul>	August
TEP faculty survey data and individual faculty reflections	April	<ul style="list-style-type: none"> <li>• Dept Chair</li> </ul>	May
TEP Unit Assessment System	ongoing	<ul style="list-style-type: none"> <li>• AAC</li> </ul>	May
Grant budget and progress reports	ongoing	<ul style="list-style-type: none"> <li>• Internal and external grant committees</li> <li>• Paid external evaluators</li> </ul>	ongoing
TEP databases <ul style="list-style-type: none"> <li>• Clinical mentor attributes</li> <li>• Clinical supervisor attributes</li> <li>• Field experience/clinical site attributes (focus on diversity)</li> <li>• TEP faculty attributes</li> <li>• Candidate field and internship placements</li> </ul>	ongoing	<ul style="list-style-type: none"> <li>• Dept Chair</li> <li>• Coordinator of Clinical Experiences</li> </ul>	ongoing

The assessment cycle at Newberry College is annual and runs from August to May. Almost all data included in the unit assessment system are reviewed annually by a variety of stakeholders.

One can see from the data schedule that many data from a single assessment cycle are often reviewed in August, at the start of the next assessment cycle. The assessment schedule is designed in this way to make certain that the work of each reviewing body (the DOE, TEC, and CITE) is informed at the start with relevant information, so that any decisions made are more valid and have a greater chance of success. It is important to note, however, that if a relevant and time-sensitive piece of data is revealed during the assessment cycle, it is reviewed by the appropriate bodies immediately.

Reviewing bodies make appropriate changes to their programs or procedures based on reviewed data, including changes to assessment procedures and/or instruments to ensure reliability and validity. Any proposed changes must be submitted to governing bodies as outlined in the Unit's governance structure. Unit and program changes are recorded in committee minutes and reflected in the reviews of Newberry College curriculum committees.

### **Procedures for Ensuring Assessment Reliability**

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The TEP works constantly to ensure reliable assessment of both the Unit and candidate performance, as well as to ensure accurate interpretation of data. Measures to ensure TEP assessments are fair, accurate, consistent, and free of bias include the following.

- Beginning in Fall 2007, the use of common rubrics was established and all key assignments are now scored this system. Criteria on common rubrics are discussed and aligned with the Conceptual Framework as well as appropriate state and SPA standards.
- Faculty, clinical supervisors, and mentor teachers engage regularly in training related to internship assessments.
- Each TEP course with multiple instructors has a designated Lead Teacher who coordinates the base course content, associated materials, and assessments. Lead Teachers work closely with course instructors to ensure consistency across course sections.
- Multiple raters are used at important gates in the TEP including assessment of teacher application essays and internship evaluations. Inter-rater reliability tests are conducted periodically on the rubrics being used.