

WILLIAM PATERSON UNIVERSITY- ASSESSMENT SYSTEM



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College of Education

Assessment System Document

Conceptual Framework: Preparing Inquiring Educators for Diverse Settings: Developing Knowledge, Applications, and Dispositions

Abstract

William Paterson’s College of Education Conceptual Framework establishes the shared vision for the professional education unit as it prepares inquiring educators to work in diverse P-12 schools. The Conceptual Framework, originally approved by the professional education unit in 1999 and revised in 2005 and 2009, provides direction and coherence to curriculum, candidate proficiencies, field and clinical experiences, instruction and assessment.

Shared Vision

The shared vision of the Unit is based on three philosophical perspectives that guide all programs, experiences, and practices: socio-cultural constructivism, cognitive structuralism, and critical literacy. As these perspectives imply, William Paterson University’s initial and advanced professional programs are responsive to the rapidly changing needs of children and their families in a global diverse society while continuing to underscore an original purpose of education in a democratic society. Our Conceptual Framework is consistent with the federal and state commitment to ensure that “all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments” (No Child Left Behind, 2002). These goals and standards are linked through the College of Education’s Unit theme, Preparing Inquiring Educators for Diverse Settings. Candidates are encouraged to unleash their curiosity, explore new ideas, reflect on themselves and their teaching, and view the world from multiple perspectives. Inquiry and reflection are seen as continuing and spiraling processes that permeate all programs and practices.

Core Elements and Theme

Within the general theme of Preparing Inquiring Educators, we have identified three core elements that further define our Conceptual Framework; namely, Knowledge, Application and Professional Dispositions. The unit's goal is to enable candidates to fulfill their roles as school professionals by acquiring knowledge of the content, skills, strategies, techniques, and professional dispositions central to the practice of their craft. Additionally, the goal is to develop practitioners who can apply and model what they have learned in their programs when they are engaged in professional activities in diverse educational settings with diverse populations. And finally, an essential thread that connects knowledge and application is the presence of dispositions consistent with professional practice in candidates' behavior. These elements permeate all programs and partnerships in the Unit and constitute a spiraling developmental sequence of learning that occurs in all coursework and in candidates' field or clinical experiences.

William Paterson University's graduates are prepared to become architects of continuous growth and development through supportive collaboration. At the conclusion of their studies, graduates embrace diversity, equity, reflective inquiry, and ethical values that support relationships in caring, nurturing learning environments for all students. They also bring meaning, value, and focus to their school communities, leading them far beyond the ordinary!

Integrating Elements

Diversity, technology and assessment are essentials that permeate the core elements. William Paterson University is committed to educating individuals who are effective with all students and clients and who believe that all can learn and should be treated equitably and fairly. The COE re-commits itself to developing and sustaining a society in which all individuals have opportunities to achieve. At both the initial and advanced levels, the Unit's coursework and experiences are designed to insure that all candidates acquire the multicultural perspectives needed to be effective educators and counselors in diverse settings. As part of this commitment, the COE strives to recruit and retain a diverse faculty, has identified specific diversity competencies, and addresses the role of differences in cultural, linguistic, and cognitive abilities through candidate course work and field experiences. Specific course work in multicultural education at the initial and advanced levels is designed to provide knowledge about various ethnic/cultural experiences, and raise the level of sensitivity to and understanding of the educational needs and expectations of diverse groups. In addition, field experiences are intentionally designed through classroom placements or the Office of Field Experience to ensure that all candidates actively work with diverse populations.

Consistent with the Unit's goals for candidates' development of information and technological literacy skills, the College of Education is committed to teaching about the role and function of technologies in pedagogy and assessment, while also guiding candidates as they prepare their own P-12 students to utilize new digital tools in a rapidly changing world.

The College of Education has developed an assessment system for assessing candidates' competencies (see below) as well as unit operations. This assessment system, composed of external and internal measures, is designed to enhance candidate performance and improve the Unit's programs, policies and procedures. Grounded in the Unit's Conceptual Framework, the assessment system is organized around established transition points and is aligned with national, state, and institutional standards.

The development and implementation of the Unit's assessment system is an on-going process involving the Unit's faculty, candidates, and school partners. The assessment system is meant to be developmental and continuous: some assessments and rubrics are modified based on data, new assessments are developed as needed.

(Approved February 2010)

Candidate Proficiencies

Based on the Conceptual Framework, the unit has identified the competencies/proficiencies for initial and advanced candidates. These proficiencies or unit standards are assessed throughout the candidates' programs and are the basis for the improvement of programs as well as the enhancement of candidates' performance.

The Twenty Competencies for Initial Teacher Candidates

Knowledge

1. Adapts instruction to individual differences in needs, learning styles, and multiples intelligences.
2. Demonstrates mastery of content knowledge.
3. Translates NJCCCS into developmentally appropriate content.
4. Incorporates appropriate pedagogical knowledge in planning lessons.
5. Selects a variety of traditional and authentic assessments to evaluate student progress.
6. Employs the lesson planning process appropriately.

Dispositions

7. Holds high expectations for all students.
8. Respects diversity and cultural differences by treating all students equitably.
9. Demonstrates openness to learning new ideas and becoming a lifelong learner.
10. Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"
11. Exemplifies high professional and ethical standards.

Application

12. Demonstrates effective communication skills.
13. Creates a physically and psychologically safe environment.
14. Manages the learning environment.
15. Develops a sense of community in the learning environment.
16. Poses questions if it fits problems and issues which require inquiry and critical thinking.
17. Teachers for understanding.
18. Works collaboratively with colleagues and families.
19. Demonstrates resourcefulness.
20. Demonstrates an interest in applying new technologies to teaching and learning.

The Six Competencies for Advanced Candidates

1. Knowledge: Candidates will:

- a. demonstrate knowledge of contemporary trends and professional, state, national, and institutional standards in candidate's area of study
- b. demonstrate knowledge of theories in field related to pedagogy, learning, and practice
- c. utilize data, current research and policies related to schooling and best practices as applicable to field of study
- d. identify and apply a range of instructional strategies and technologies to promote student learning and faculty development
- e. pass state licensure exam where applicable and/or obtain acceptable mean course grades in major areas of study

2. Diversity: Candidates will:

- a. have experience in settings that include P-12 participants who are male and female, from different SES groups, are English Language Learners, have disabilities, and are from different ethnic/racial groups
- b. display professional behaviors that are consistent with the ideas of fairness and the belief that all students can learn
- c. demonstrate a commitment to high level success for all students

- d. incorporate and communicate multiple perspectives of subject matter being taught or services provided
- e. reflect on their own ability to work with diverse students, colleagues, and families

3. **Field Experiences & Clinical Practice** :Candidates will:

- a. assess P-12 student learning or program success
- b. apply coursework to field/classroom settings
- c. reflect on practice in the context of theories and research on teaching, learning, administration, or counseling
- d. engage in analysis of data, use technology and current research in applications to students, families, and communities in candidate's area of study

4. **Research & Assessment** Candidates will:

- a. critique and synthesize educational theories and prior research findings related to candidate's professional practices
- b. conduct research and assessment in applied contexts
- c. incorporate technology in the research process
- d. use research and engage in data-driven program evaluation to improve student learning and professional practices

5. **Dispositions** Candidates will:

- a. demonstrate the ability to work with students, families, colleagues, and communities in ways that reflect the ethical and professional dispositions expected of professional educators as delineated in professional, state, and institutional standards
- b. contribute to positive climate in university classroom or professional setting
- c. demonstrate competence in written and spoken language for multiple audiences

- d. exhibit responsive listening
- e. display a commitment to reflection and assessment
- f. demonstrate willingness to give and receive help
- g. exhibit sensitivity to community and cultural norms
- h. demonstrate respect for human diversity and varied perspectives
- i. engage in practices that indicate valuing of the development of critical thinking
- j. keep abreast of new ideas in field of study
- k. demonstrate professional responsibility**

6. **Leadership:** Candidates will:

- a. demonstrate readiness, through course assignments and participation, to take role as leader, mentor, and advocate who functions as collaborative agent of change
- b. implement roles as leaders, mentors, and advocates as collaborative agents of change in professional settings
- c. analyze and use educational research and policies in professional practices
- d. reflect on their own practices
- e. set instructional directions, engage in curriculum and staff development, and make organizational decisions
- f. create positive environments for student learning
- g. build on developmental levels of students and colleagues with whom they work (e.g., differentiate instruction and assessment)

The alignment of the Initial and Advanced Competencies with the Conceptual Framework appears in Appendix A.

ASSESSMENT AND THE PROFESSIONAL EDUCATION UNIT

Commitment to Assessment

The professional education unit at William Paterson University believes in developing a culture of assessment. This culture includes a significant focus in all our professional programs and is incorporated as part of candidates' professional learning experiences.

Development of the Assessment System

2000-2005

The Assessment System for the professional education unit at WPU has been strengthened and become more complex since it was first developed in 2000. At that time, most of the data available consisted of initial candidate performance evaluation from the Office of Field Experiences (OFE). OFE collected data in three areas only: practicum final reports, student teaching interim reports and a cooperating teacher honorarium survey. Data for advanced programs were collected by individual program directors in hard copy.

In 2004, the New Jersey Department of Education formulated new regulations for teacher preparation programs. The realignment and revision of initial and advanced programs provided a built-in opportunity for WPU to strengthen the assessment system with respect to programs and the unit and to ensure fair, accurate, and consistent use of assessments. Program faculty worked to revise programs to meet new NJDOE regulations.

The implementation of the revised Unit Assessment System began in fall 2005 as revised programs were implemented and new data were gathered. The first task of faculty in implementing a more comprehensive Unit Assessment System, also required by Middle States, was to align the *COE Global Student Learning Outcomes* for all programs with the WPU student learning outcomes and the NCATE standards. Initial programs were aligned with

the *COE Twenty Competencies*. Advanced programs were aligned to the *Six Competencies for Candidates in Advanced Programs* and appropriate SPA standards.

Initial and advanced programs then developed programmatic assessment plans with benchmarks or transition points and critical assessment pieces. Individual program assessment plans were available to the BOE team during the 2005 visit. The data available for that visit had increased significantly since 2000. By spring 2005, OFE collected the following additional data for initial programs: practicum and student teaching self reports; supervisor evaluations by cooperating teacher and students for practicum and student teaching, periodic principal surveys, supervisor surveys, and a survey of OFE operations. Over the years, these forms have been modified to refine the disaggregation of data. For example: a) we revised the *COE Twenty Competencies* form for the final practicum report to reflect a lower possible score for the practicum experience, b) we revised the *COE Twenty Competencies* form to allow us to disaggregate data by program, c) we revised the supervisor evaluation form to allow us to disaggregate data by program, and d) we revised the *COE Twenty Competencies* evaluation form by collapsing two competencies into one and adding a competency related to technology.

During this period, the unit adopted LiveText® with the expectation that an electronic portfolio process would provide us with a systematic approach for collecting and evaluating course-based and field-based evidence from candidates as well as the tools for aggregating the evaluation data. The e-portfolio requirement however, proved difficult to roll into the faculty and program practices at the time, in large part thwarted by technological problems, faculty and candidate reluctance, lack of support and resources, and the high fees charged to the candidates. As a result, the requirement for a unit-wide exit e-portfolio was phased out and the LiveText contract was not renewed. It should be noted however, that at this time the university agreed to continue to provide an e-portfolio tool through the Blackboard® system so that programs that wanted to require a developmental- or employment-based e-portfolio for their candidates could do so.

Continuous Improvement 2006-2010: Conceptual Framework, Outcomes, Professional Dispositions, New Assessments, and Process

From 2006 to 2010, the unit continued its efforts to improve the Assessment System. The following was accomplished:

Conceptual Framework Revisions

The Conceptual Framework (CF) Committee met for over a year and recommended the elimination of the COE Global Learning Outcomes as they did not seem operational. Initial Programs continued to be aligned to the CF 20 Competencies and Advanced Programs were designed around the newly revised Six Competencies/Outcomes for Advanced Candidates. The CF Committee reaffirmed and strengthened the unit's commitment to diversity and identified the diversity proficiencies for initial and advanced candidates. Leadership was added and emphasized as a competency to be assessed in all advanced programs and the technology expectations for all candidates were increased. In addition, the unit's theme was revised from Preparing Inquiring Educators to Preparing Inquiring Educators for Diverse Settings: Developing Knowledge, Application and Dispositions.

Professional Dispositions Assessment

During 2008 and 2009, the Retention/Dispositions Committee with representation of the Arts and Sciences and the unit's school partners studied and made recommendations regarding the assessment of candidates' dispositions. At the initial level, professional dispositions had up to this point been assessed as part of practicum and student teaching evaluations or when a faculty member identified a dispositional issue during course-work. The Task Force developed indicators; established a process for assessing dispositions beginning with the first education course; modified or created evaluation forms as needed; and revised the conference/feedback form. The recommendations of the committee were submitted to the College Council for approval. The Council recommended changes with the final products receiving approval by the entire professional education unit in June 2009. At the initial level, the new professional disposition assessment process was first implemented in January 2010.

At the advanced level, the Program Directors developed two assessment forms for collecting dispositions data on all candidates at three transition points within the programs. The categories for assessing dispositions are consistent with the unit's conceptual framework as well as aligned with NCATE standards. Beginning in 2008, dispositions data for advanced program candidates were collected and summarized.

New Assessments

In addition to the revision of the Conceptual Framework, the refinement of the professional dispositions indicators, and the adoption of the new process for assessing dispositions, the period between 2005 and 2010 was a most productive one as far as the development, adoption, and implementation of new assessments:

- A final supervisor and cooperating teacher student teaching assessment of the 20 Competencies was added to the final narrative evaluation.
- The Teacher Work Sample (TWS) was introduced in the Secondary Education programs after a series of professional development workshops for full-time and adjunct faculty in the fall 2008 semester. The Elementary, Early Childhood, and Special Education programs began implementation of the TWS during the fall 2009 semester.
- All initial programs created assessment forms aligned with the standards of their respective professional associations (SPAs) for evaluating these standards during the practicum and student teaching experiences. These evaluation tools were first used in spring 2009 semester.
- Surveys to assess alumni perceptions of program effectiveness were created and follow-up studies were conducted with the assistance of Eduventures.
- Surveys to assess employers' perceptions of program effectiveness were developed and focus groups as well as follow-up studies were conducted.

- Program specific assessments and rubrics aligned with the SPA standards were developed and implemented at both the initial and advanced levels

Data Collection, Aggregation, and Disaggregation

Advanced Level

An area for improvement at the Advanced Level in Standard 2 was cited as a result of the 2005 NCATE visit: “Few of the programs collect and analyze data at all of the benchmarks specified within the unit assessment system”. This AFI has been addressed continuously by the unit since 2006.

Program Directors for all Advanced Programs in the Unit (including master’s degree and endorsement programs for teachers and other professionals) have met regularly to develop and review cross-program assessment plans and instruments for systematically and reliably collecting, measuring the key learning outcomes and dispositions for all candidates. In addition, Program Directors have been meeting with program faculty to review assessment outcomes to improve programs. Below is a description of how these processes took place.

The first task accomplished by the Program Directors was to refine and align the 6 outcomes for advanced programs with the Unit Theme, NCATE and SPA standards, as well as New Jersey Professional Standards for Teachers and Leaders. As part of this development, multiple performances within each of the 6 outcomes were identified and defined (see Six Competencies/Outcomes, page 6).

The next task accomplished was to examine within-program critical assessments already in place at for all advanced programs to make sure they were aligned with assessments 1-5 used by all SPAs, with SPA-specific standards for programs making SPA reports, for consistency with the Unit Theme and Transition Points, and with the Six Outcomes for Advanced Programs. Programs that did not have specific SPAs to guide them were aligned with the Advanced Program Outcomes for content and pedagogical knowledge, planning, performance in the field or clinical practices, and evidence of P-12 learning.

As part of the process of aligning critical assessments with standards across programs, scoring rubrics were reviewed and revised to ensure that they followed a standard format for data collection. This format was based on the Waypoint format which had been adopted for the Unit during 2006-2008. After several semesters of data collection, the Program Directors obtained reliability data on rubric scoring systems and revised rubrics, assessments, and course assignments as needed to increase reliability and validity of the assessment instruments.

In addition, the Program Directors developed two assessment forms for collecting dispositions data on all candidates at three transition points within the programs. This system of data collection was consistent with methods used for all programs in the Unit. The categories for assessing dispositions were adapted from several models used by other institutions as well as aligned with NCATE standards. At the same time the Program

Directors developed several methods for documenting the diversity of field placements and clinical experiences as well as for assessing candidates' competence in supporting diversity in their work.

Beginning in 2008, data were collected for the critical assessments, dispositions assessments, and diversity assessments at appropriate transition points by the Program Directors and sent to the Advanced Programs Assessment Coordinator for recording in Excel charts that could be used to aggregate data within and across assessments. Beginning in 2009, the aggregated data on critical assessments were provided to Program Directors who conducted program-specific reviews with other program faculty for the purpose of program improvement. Data on dispositions and diversity were reviewed at meetings with Program Directors in order to make program improvements across all programs in these areas. This process is ongoing.

Beginning in 2008, surveys were conducted on alumni of all advanced programs to determine the extent to which programs were achieving the 6 outcomes for advanced programs and where graduates felt improvement was needed. In addition, in 2011 employer focus groups were held to determine the extent of satisfaction that school principals, content supervisors, and superintendents with graduates of our advanced programs.

Eduventures

The COE joined Eduventures in 2007. This organization assisted the unit in collecting, summarizing, and analyzing data. Follow-up studies of graduates and employers were conducted with this organization's assistance. In addition, at WPU's request, Eduventures conducted a study to compare the unit's diversity with sister institutions. The unit's cooperating teachers participated in the research entitled "Successful Management and Integration of Clinical Experiences".

In the period between 2006 and 2010, the unit continued to aggregate program and unit data. In addition, the unit began disaggregating data for undergraduate and post-baccalaureate/MAT initial programs and for off-campus sites and analyzing those results.

Process/Technology

During this period, the unit began restructuring data collection to be in line with the six to eight critical assessments that had been standardized by NCATE and the SPAs. The unit adopted Waypoint® as a tool for collecting, summarizing, and aggregating data for course-based critical assessments, since the Waypoint tool could be integrated into the university's Blackboard system that many faculty used in their courses. Once again, however, this software system proved incompatible with faculty and program practices at the time and its adoption was discontinued. The unit then developed its own process for collecting, summarizing, analyzing, and evaluating data from course-based assessments, as described in the section that follows. It was also during this time that many of the programs adopted the Teacher Work Sample assignment and were able to make use of the

rubrics and resources designed by this project. Field-based assessments such as the practicum supervisor evaluation continued to be collected on Scantron forms that are then aggregated by the university's Office of Institutional Research & Assessment.

Program Changes

During this period, the unit made substantial changes based on the analysis of data. Education became a major and the English and Social Studies education programs underwent substantial changes based on the outcomes of the Praxis II exams.

Summary of Changes in Standard 2 from 2000-2005

- Implementation of a unit assessment system
- Alignment and revision of field experience evaluation instruments
- Increased collection and analysis of candidate performance data
- Sharing data via shared drive, list-serves, and unit meetings
- Individual program changes based on data analysis

Summary of Changes in Standard 2 from 2006-2010

- Revision of the Conceptual Framework
- Major changes in the assessment system at the advanced level: revision of the Six Advanced Outcomes; alignment of assessments with the CF, advanced outcomes and SPA standards and assessments; collection and aggregation of data at all transition points; posting data on the shared network drive; sharing data with all constituencies
- Identification of diversity competencies to be assessed at the initial and advanced levels
- Refinement of Professional Dispositions indicators and adoption of a comprehensive process for assessing dispositions at both the initial and advanced levels
- Adoption of TWS
- Development and implementation of assessment forms for evaluating SPA standards in practicum and student teaching
- Implementation of follow-up studies of graduates and employers at initial and advanced levels
- Development and adoption of program specific assessments, e.g. OPI, case studies

- Major program changes based on analysis of data, e.g. Social Studies and English
- Disaggregation of initial data for undergraduate and post-baccalaureate/MAT programs and off-campus and on-site programs
- Development of the unit's process for collecting, summarizing, analyzing, and evaluating data at the initial and advanced levels

ASSESSMENT SYSTEM

The College of Education has developed an assessment system for assessing candidates' qualifications, candidate and graduate performance as well as unit operations. This assessment system, composed of external and internal measures, is designed to enhance candidate performance and improve the unit's programs, policies, procedures, and operations. Grounded in the unit's Conceptual Framework, the assessment system is organized around established transition points.

Data are collected, aggregated, and summarized at the program and unit level. Data are then analyzed and shared with faculty, administration, school partners, and utilized for candidates, program, and unit improvement.

The development and implementation of the unit's assessment system is an on-going process involving the unit's faculty, candidates, and school partners. The assessment system is meant to be developmental and continuous: some assessments and rubrics are modified based on data, new assessments are developed as needed.

The Unit's assessment system has the following characteristics:

- Candidates' knowledge, skills, professional dispositions and their impact on P-12 learning are assessed continuously at critical points.
- The system consists of unit-wide assessments as well as assessments that are program specific.
- The system consists of course-imbedded assessments as well as assessments that are not linked to course-work.
- Multiple assessments are used to assess candidate performance at initial and advanced levels.
- Data are collected, aggregated and analyzed to measure expected competencies of initial and advanced candidates.
- The expected competencies are based and derived from the unit's Conceptual Framework
- Assessments reflect the Conceptual framework and are aligned with professional, state, and unit standards
- Data from internal and external sources are used to make decisions about candidates' admission, retention, program completion, and graduation.
- Assessments and rubrics are developed, modified as needed, and utilized to determine candidates' levels of performance.
- Programs and Unit operations are evaluated and modified based on data collected and analyzed.
- Data is disaggregated for off-campus and on-site programs as well as for different levels of programs (undergraduate and post-baccalaureate/MAT initial programs).
- Data is shared with all stake-holders: administrators, faculty, candidates, and school partners through established mechanisms: annual reports, unit meetings, committees, Advisory Councils, orientation days, etc.

Assessment of Candidates.

Candidate performance is assessed at significant points in their professional preparation, using the standards and frameworks established by national professional organizations, the State of New Jersey, and the Unit. For example, the twenty competencies at the initial level used to assess candidates' teaching performance are aligned with the New Jersey Professional Standards for Teachers.

Candidate performance is assessed through unit-wide assessments as well as program specific assessments. At the initial level, unit-wide assessments include: Praxis II exams; the writing assessment; the speech and hearing evaluation; professional dispositions evaluations; assessment of practicum and student teaching by university supervisors and cooperating teachers using the 20 Competencies tool; self-assessment by candidates on the 20 Competencies; TWS; grades; GPA; and follow-up studies of graduates and employers.

Program specific assessments at the initial level include portfolios, lesson plans, case studies, and other assessments aligned with Specialty Professional Association (SPA) standards such as the Oral Proficiency Interview (OPI), assessment of practicum and student teaching using SPA standards, etc.

At the advanced level, unit-wide assessments include licensure examinations, dispositions assessment, thesis evaluations, grades, GPA, and follow-up studies of graduates and employers. As with the initial programs, program specific assessments are designed around SPA standards and measure knowledge, skills, and dispositions to insure advanced candidates impact on P-12 learning.

External measures utilized to assess candidates include: SAT exams, Praxis II exams, GRE and MAT exams, survey of employers, data from focus groups, and feedback from school and community partners. Internal measures used include: practicum, student teaching and internship evaluations; assessment of dispositions; Teacher Work Sample; course imbedded assessments; grades in selected courses; GPA; candidates self-assessment, etc.

All initial and advanced programs are aligned to the standards of their respective professional associations and have been approved by their respective association. These organizations include:

American Council on the Teaching of Foreign Languages (ACTFL), American Library Association (ALA/AASL), Association for Childhood Education International (ACEI), Council for Accreditation of Counseling and Related Education Programs (CACREP), Council for Exceptional Children (CEC), Educational Leadership Constituent Council (ELCC), International Reading Association (IRA), International Society for Technology in Education (ISTE), National Association for the Education of Young Children (NAEYC), National Association of Schools of Music (NASM), National Association for Sport and Physical Education –Initial Teacher Preparation (NASPE-ITP), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Science Teachers Association (NSTA), and Teachers of English to Speakers of Other Languages (TESOL).

Assessment of Programs and Unit Operations.

The assessment system includes not only the assessment of candidate performance, but also the monitoring and evaluation of programs and of the professional unit's operations. We collect data on admission procedures, enrollment trends, diversity of candidates, faculty and placements, faculty performance, library and other related services, advisement; degrees awarded, etc.

Data on program and Unit operations are collected analyzed and shared on a regular basis. Instruments utilized for this purpose include: surveys of candidates, advisement surveys, alumni follow-up studies, employers' feedback, studies conducted by WPU Institutional Research office, course and faculty evaluation data, enrollment and program completion data, etc.

All teacher and school personnel preparation programs have been reviewed and revised to meet evolving state regulations, and are approved to recommend candidates for certification through the state of New Jersey. These alignments and program changes, consistent with NCATE standards, have increased our emphasis on preparing highly qualified candidates who gain knowledge and dispositions which lead to an increased ability to apply expertise to serving diverse groups of students and clients.

Procedures to Ensure Fairness, Accuracy, Consistency, and Absence of Bias

The unit has developed and implemented strategies to ensure fairness, consistency, and freedom of bias throughout its assessment system. These strategies are organized following the suggestions provided in the SPRING 2009 NCATE UPDATE.

Developing and Reviewing Assessments

- The professional education unit ensures that when it develops or reviews unit and program assessments these are linked to the unit's conceptual framework: Preparing Inquiring Educators for Diverse Settings and are aligned with institutional (the 20 Proficiencies for Initial Programs and the Six Advanced Outcomes) as well as state, and national standards.

- Faculty periodically review the rubrics used for course-imbedded assessments as well as those that are not course imbedded (e.g. assessment of field experience competencies, dispositions, etc) in small committees and in yearly unit meetings and retreats. Rubrics are revised and clarified where needed.

Training of Faculty and School Partners

- Cooperating teachers, supervisors, full-time and adjunct faculty are trained every semester on rubrics and assessments to increase consistency and reliability of raters. A high retention rate of university supervisors and adjunct faculty at the initial and advanced levels also serves to increase the reliability of the data across time.
- Full-time and adjunct faculty members have received extensive training in the use of the Teacher Work Sample (TWS). The training was provided by national experts as well as by WPU faculty and administrators.

Multiple Assessors

- Multiple assessors are utilized for the following assessments at the initial level: Writing Assessment, Early Childhood Portfolio, Practicum, Student Teaching, and the TWS.
- At the advanced level, multiple assessors are utilized for internships (university and district supervisors) and all exit requirement assessments, e.g., Exit Interview in the Educational Leadership program; Portfolio in the Early Childhood, Learning Technologies, Bilingual Education, and School Library Media Specialist programs.
- Data are triangulated wherever possible to enhance the reliability of findings. For example, the assessment of the 20 Initial Competencies or of the Six Advanced Program Outcomes is part of the candidates' self-assessment reports (Program Completion Questionnaire), follow-up surveys of program graduates, employer surveys, and focus groups for both the initial and advanced programs. To insure triangulation of data at the initial certification level, the candidate, cooperating teacher, and college supervisor independently complete the 20 Competencies Assessment at the end of the semester. A conference is held to discuss the coherence in evaluation in terms of their agreements and disagreements, at understanding the variance and the reasons for the variance, and the steps that could be taken to prevent similar rating discrepancies in the future.
- For assessments not evaluated by multiple assessors, faculty members take three samples of each assessment in the program and score the samples independently using the scoring rubric for each assessment and utilizing a form developed for this purpose. Once the two or three

faculty members have scored the same samples, they come together to compare ratings. If there are inconsistencies they are discussed and reconciled by adjusting the ratings after discussion, making the rubric definitions clearer, or by changing the assessment or the assignment.

Alignment between Curricula and Assessments

- Course-imbedded assessments are derived from the candidate learning outcomes for each course. The learning outcomes, in turn, are derived from the course's goals and objectives. In this way, course-imbedded assessments are directed aligned with what is taught in the courses. Examples of course-imbedded assessments include lesson plans, grades, case studies, projects, etc.
- For external assessments that are not course imbedded such as the Praxis II exam, faculty has examined the content of the tests and aligned the expectations of the tests with the curriculum.

Candidate Knowledge about How Assessments Are Scored

- Initial undergraduate and post-baccalaureate/MAT candidates are informed of all requirements in the education program when they attend orientation sessions and when they initially meet with their education advisors at the program level. Additionally, they are also made aware of unit and program requirements in the application process orientation sessions for admission as well as during the orientations to practicum and student teaching experiences.
- Field experience handbooks outline required assessments and rubrics. Advanced candidates are informed of the requirements upon meeting with their program advisor. Information about program requirements, the conceptual framework, dispositions expected of candidates, transition points, key assessments are available on-line and through program guide sheets.
- Rubrics are used in assessing candidates' competencies throughout unit evaluations and course-embedded program assignments. Rubrics are shared with the candidates before the rubrics are used. Thus, candidates know in advance what they will be assessed on, what is expected of them, and the level of proficiency associated with each scoring decision. Rubrics that are used to assess candidates on field competencies are discussed by the director of the Office of Field Experiences at the beginning of each semester with the student teachers, cooperating teachers, and college supervisors. Rubrics that are used for program specific assessments are discussed with the candidates each semester by the program faculty members.

- In all field experiences, In order to show candidate progress during a semester, candidates are assessed twice– once at the midpoint and again at the end of the semester with suggestions provided for remediation by the instructor, and then for a final score or grade . The competency assessment is also used as a tool throughout the practicum and student teaching experience when the university supervisor observes the candidate and provides a narrative of the experience highlighting the strengths and weaknesses using the indicators for the required competencies.

Avoidance of Cultural Insensitivities

- Many of the assessments utilized by the unit are standardized, e.g. GREs, MATs, Praxis II, TWS. These assessments are regularly reviewed for cultural insensitivities and appropriateness by the agencies and organizations which develop them.
- Those assessments which are non-standardized are reviewed by the program faculty, the College Council, the Advisory Committees. Particular attention is paid during the review to the potential for bias relative to gender, disabilities, racial and ethnic identity, sexual orientation, language differences, and age.
- All newly hired faculty and staff are required to participate in equity and diversity training.

Assessment Process: Mechanisms for Data Collection, Summary, and Analysis

The unit has developed its own process for collecting, summarizing, aggregating, and analyzing data derived from unit and program assessments. The technology used includes SPSS, Excel (data files saved in a secure, backed-up directory space on a network drive), and Banner. The Banner® system (from SunGard Higher Education) is a university-wide/enterprise, web-accessible student information system that gives faculty and program directors easy access to stored candidate assessment data that are used for program transition points such as their academic transcript (e.g. GPA, which is routinely monitored), and scores on critical tests (e.g. writing, speech and hearing assessments). In addition, a web-accessible Recruitment Application system provides data such as SAT scores (or MAT or GRE scores for graduate applicants), high school or transfer GPAs, etc.) for Transition Point 1: Admission to WPU. All of this data is stored in secure, backed-up/redundant databases on the university's Storage Area Network maintained by the Information Systems department.

1. Admissions/Entry Assessment

- Every semester the Office of Education Enrollment and Certification reviews admission data (an appropriate Liberal Arts/Math/Science major in addition to their education major, successfully passing the College of Education Writing Assessment, successfully passing the Speech and Hearing assessment and maintaining a minimum cumulative grade point of average of 2.75) to ensure that candidates are progressing toward full matriculation.
- Additionally, candidates who no longer meet the minimum requirements for admission to the College of Education are notified that they will be removed from educational coursework for one semester while on probation to address grade point average issues or outstanding assessments. Candidates who do not satisfy the outstanding issues during their probation semester are then removed from the College of Education.
- The Office of Education Enrollment and Certification co-manages the College of Education Database. Profiles of each education candidate is maintained and updated frequently to reflect the progress of each candidate through full matriculation. Additionally, candidates have access to the information in this data by viewing a “Student Checklist” which provides real-time information about satisfied requirements and outstanding items yet to be addressed.

2. Course Embedded Assessments

- Each semester, at both the initial and advanced levels, scores (Target, Acceptable & Unacceptable) for course-based assessments (e.g. the TWS lesson plan) are entered into a Word table by the course instructor. The Word tables are forwarded to the NCATE undergraduate and graduate assessment coordinators, who transfer them to Excel spreadsheets which automatically aggregate the data.
- The spreadsheets are organized by program and semester in a directory structure on a network drive. For example, within the folder for the K-5 Initial Cert program, there is a sub-folder for Spring 2009, and within this sub-folder there is an Excel file (workbook) which has 6-8 worksheets – one for each critical assessment for that semester
- From Excel, data can be charted across the critical assessments for each semester (aligned by the SPA and/or the WPU CF Competencies) or charted across the semesters for each critical assessment (for example, showing the percentages of Target, Acceptable and Unacceptable for Fall 2008, Spring 2009 and Fall 2009 for Critical Assessment #3). These charts are then returned to the program directors for programmatic feedback, review, inclusion in the SPA reports, and possible program modifications.

3. Assessments Not Course Embedded

- At the initial level, assessments that are not course-based such as field-based assessments (e.g. practicum and student teaching evaluations) continue to be collected every semester on electronic forms by the Office of Field Experiences. The data are then aggregated by the university’s Office of Institutional Research & Assessment utilizing SPSS and posted on the shared network drive.

- At the advanced level, assessments that are not course-embedded such as capstone projects are collected by program directors/coordinators at Transition Points 2 and 3. These data are sent to the advanced assessment coordinator and posted in an Excel file with multiple worksheets organized by semester and stored in the network drive. For dispositions and diversity data, entries are made for all programs in one Excel workbook and aggregated across programs.
- At the initial and advanced levels, all data reports are posted on the shared network drive where they are available to all program faculty and staff. Data is shared with all stakeholders at unit meetings, department meetings, candidate orientations, Advisory Committee meetings, etc.
- Data are used to make program and unit modifications as well as to improve candidate performance.

Moving forward, the unit will continue to explore commercial system possibilities as well as investigate the creation of an in-house database that can be accessed through the university web-portal that faculty now use to enter attendance and final grades.

The College Assessment Committee.

The Assessment Committee of the unit is charged with the overall responsibility of overseeing the Assessment System. According to the College of Education By-Laws, the Assessment Committee shall:

- (a) Make recommendations to the COE as to how best to meet the assessment standards and data collecting requirements of NCATE and other accrediting agencies.
- (b) Make reports to the COE as to recent developments of best-practices in assessment.
- (c) Work with the University Assessment Committee to help develop overall assessment policy for the University.
- (d) Respond to requests for advice from the Dean and the various departments and programs.

(2) The members of the Committee shall be:

(a) The College Assessment Coordinator as Chair

(b) Each Department shall have one vote regardless of the number of assessment coordinators.

(c) The Director of the Office of Field Experiences as a non-voting member.

(d) The Director of the Certification Office as a non-voting member.

The Flow Charts in the Appendices explain how data are used for unit, program, and candidate improvement and how the professional education unit collects, analyzes and utilizes data.

Transition Points

The Assessment System for both initial and advanced programs is organized around transition points. Data from multiple sources is collected, summarized, and analyzed at these decision points.

The attached charts outline the transition points for initial and advanced programs as well as the evaluation measures utilized at the various decision points.

TRANSITION POINTS INITIAL PROGRAMS

	<u>Transition 1:</u>	<u>Transition 2:</u>	<u>Transition 3:</u>	<u>Transition 4:</u>	<u>Transition 5</u>	<u>Post-Graduate Info.</u>
	Admission to WPU	Admission to COE	Admission to Practicum	Admission to Student Teaching	Exit WPU and recommendation for Certification	
<u>UG</u> P-3 K-5 P-3/K-5 K-5/5-8 K-12	Academic index derived from SAT/ACT scores, HS GPA and class rank, essay evaluation, letters of recommendation.	Pass introductory course (CIED 203) Dispositions assessment 2.75 GPA Appropriate LAS major Completion of	Pass key assessments including dispositions assessments and education courses with C or better prior to practicum. 2.75 GPA overall 3.0 GPA in Education major Application checked and signed by advisor w/ written statement	Pass all assessments and prerequisites to student teaching and score of 60 points out of 80 on COE Twenty Competencies. Score acceptable or target in the SPA competencies assessment form Dispositions assessed using COE Twenty	Pass components of approved program (GE, major, COE program) with documentation on file for student teaching. Score of at least 80 out of 100 from coop. teacher and university supervisor on COE Twenty Competencies. Demonstration of competence in SPA standards assessment form. Dispositions assessed using COE Twenty Competencies	Follow-up studies: Employers Graduates of the program

		screenings: Speech Hearing Writing Assessment		Competencies form. 2.75 GPA overall 3.0 GPA in the Education major Passing scores on the appropriate Praxis II exam TWS-P-3,K-5, /5-8 All GE and major courses completed or plan for completing 1 or 2 final courses. Application signed by advisor w/ written statement.	form. TWS-K-12 2.75 GPA overall 3.0 GPA in the Education major Passing Praxis II scores	
<u>UG Special Ed.</u> K-5 TSD	See above	Appropriate LAS and Education major	Successful courses: SPED 255 for Practicum I; SPED 308, 309, and 310 for	Successful completion of all required assessments, course work, and practica.	Successful completion of NJDOE approved program with score of 80 out of 100 on COE Twenty Competencies.	Follow-up studies: Employers

<p>K-5/5-8 TSD</p> <p>K-12 TSD</p>		<p>Pass introductory course SPED 255</p> <p>As above</p>	<p>Practicum II & III.</p> <p>2.75 GPA overall</p> <p>3.0 GPA in the major</p> <p>Application signed by advisor.</p>	<p>Score of 60 out of 80 on COE Twenty Competencies.</p> <p>Demonstration of competency on the CEC standards assessment form.</p> <p>Dispositions assessed using COE Twenty Competencies form</p> <p>TWS.</p> <p>2.75 GPA overall</p> <p>3.0 GPA in Education major</p> <p>Passing scores in the appropriate Praxis II exam</p>	<p>Demonstration of competency in the CEC standards assessment form.</p> <p>Dispositions assessed using COE Twenty Competencies form.</p> <p>2.75 GPA overall</p> <p>3.0 GPA in Education major</p> <p>Passing Praxis II scores in the appropriate Education major</p>	<p>Graduates of the program</p>
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<p><u>POST-BAC</u></p> <p>K-5</p> <p>K-5/5-8</p> <p>K-12</p>	<p>Evaluation by program director in COE:</p> <p>BA/BS from accredited college/university</p> <p>2.75 UG GPA</p> <p>Appropriate LAS major</p> <p>Passing scores in appropriate Praxis II exam</p> <p>Two letters of recommendation</p> <p>Essay</p> <p>Interview</p>	<p>Admission to WPU is admission to COE</p>	<p>Completion of all assessments, pre-practicum courses, including CMAT 511 and 512 with field components</p> <p>3.0 GPA</p> <p>Application signed by advisor with written statement.</p> <p>Grades of B or better in Education courses</p> <p>Completion of key assessments</p> <p>Dispositions Assessment</p>	<p>3.0 GPA Completion of all assessments, pre-student teaching</p> <p>Program courses and practicum score of 60 out of 80 on COE Twenty Competencies.</p> <p>Demonstration of Competency in the SPA standards assessment form.</p> <p>Dispositions assessed using COE Twenty Competencies form.</p> <p>TWS-K-5,K-5/5-8</p>	<p>3.0 GPA</p> <p>Completion of all assessments, program courses, practicum, and student teaching score of 80 out of 100 on COE Twenty Competencies</p> <p>Demonstration of competency in the SPA standards assessment form.</p> <p>Dispositions assessed using COE Twenty Competencies form.</p> <p>TWS-K-12</p>	<p>As above</p>
<p><u>POST-BAC</u></p>	<p>Evaluation by program director in COE.</p>	<p>Admission to WPU is admission to</p>	<p>3.0 GPA in all courses prior to Demonstration</p>	<p>3.0 GPA and Completion pre-</p>	<p>3.0 GPA</p> <p>Completion of program</p>	

<p>SPED K-5/TSD</p>	<p>2.75 UG GPA</p> <p>BA/BS accredited college/university</p> <p>Passing score on Writing Assessment</p> <p>Passing score on Praxis II exam: Elementary Education Content Knowledge</p> <p>Two letters of recommendation</p>	<p>COE</p>	<p>Teaching</p>	<p>student teaching courses and practicum score of 60 out of 80 on COE Twenty Competencies.</p> <p>Demonstration of competency of CEC standards</p> <p>Dispositions assessed using COE Twenty Competencies form.</p> <p>TWS</p>	<p>courses and student teaching score of 80 out of 100 on COE Twenty Competencies.</p> <p>Dispositions assessed using COE Twenty Competencies form.</p>	
<p><u>MAT</u></p>	<p>Evaluation by program director in COE:</p> <p>2.75 UG GPA</p>	<p>Admission to WPU is admission to COE</p>	<p>Completion of all assessments, pre-practicum courses, including CMAT 511 and 512 with field components</p>	<p>Completion of all assessments, pre-student teaching</p> <p>Program courses and practicum score of 60 out of 80 on COE Twenty</p>	<p>Completion of student teaching with a minimum score of 80 out of 100 on COE Twenty Competencies.</p> <p>Dispositions assessed using COE Twenty Competencies form.</p>	

	<p>Appropriate LAS major</p> <p>450 GRE/ 35 MAT</p> <p>Letters of Recommendation</p> <p>Interview</p> <p>Passing scores on appropriate Praxis II exam</p>		<p>3.0 GPA</p> <p>Application signed by advisor with written statement.</p> <p>Grades of B or better in Education courses</p> <p>Completion of key assessments</p> <p>Dispositions Assessment</p>	<p>Competencies.</p> <p>Demonstration of Competency in the SPA standards assessment form</p> <p>3.0 GPA</p> <p>Application signed by advisor with written statement.</p> <p>Grades of B or better in Education courses</p> <p>Completion of key assessments</p> <p>Dispositions</p> <p>TWS</p>	<p>Successful completion of MAT teaching portfolio.</p> <p>3.0 GPA</p> <p>For MAT students, exit from program is not simultaneous with recommendation for certification. Candidates may begin teaching while completing the degree. Program exit requires successful completion of an MAT thesis.</p>	
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TRANSITION

M.Ed in Curriculum and Learning with concentrations in Bilingual/ESL, Early Childhood, Learning Tech., School Library Media, Teaching Children Mathematics

POINTS

Transition Point 1

Matriculation to WPU/COE

2.75 or higher GPA in UG degree;

450 Verbal GRE or 388 MAT;

2 letters of recommendation;

Essay Score of 12 or higher on scale of 6-18

Interview (if needed)

Review of Baseline Dispositions Ratings completed by candidates and faculty supervisor

ADVANCED

Transition Point 2

Interim Progress

Successful completion of one of the following gateway courses with a grade of B or higher: ELCL 616; ELCL 625; ELEC/CIEC 634; TBED 607; ELLM 621

Successful completion of required field/clinical experience in a diverse setting

Cumulative GPA of 3.0 or higher in 24 credits of required course work before enrolling in Research in Education I;

Review of completed Interim Dispositions Rating Forms by candidates and faculty supervisor

PROGRAMS

Transition Point 3

Exit Requirements

Completion of Concentration-Specific Exit Requirement (e.g., portfolio);

Completion of all 33 credits with cumulative GPA of 3.0 or higher; including ELCL 629 and ELCL 630;

Evidence of successful oral presentation of research related to ELCL 630;

Review of Final Dispositions Forms completed by candidates and faculty supervisor

Transition Point 4- Post Graduate

Follow-up surveys of alumni and employers

<p><i>M.Ed. in Reading/Literacy with concentration in Language Arts</i></p>	<p>Transition Point 1</p> <p><u>Matriculation to WPU/COE</u></p> <p>2.75 or higher GPA in UG degree;</p> <p>450 Verbal GRE or 388 MAT;</p> <p>2 letters of recommendation on philosophy/goals;</p> <p>Essay Score of 5 or higher;</p> <p>Interview (optional)</p> <p>Review of Baseline Dispositions Ratings completed by candidates and faculty supervisor</p>	<p><u>Transition Point 2</u></p> <p><u>Interim Progress</u></p> <p>All required courses must be completed with the exception of ELRL 624 before commencing Reading Practicum;</p> <p>Successful completion of field/clinical experience in ELRL 620; ELRL 621 (including Diagnosis and Remediation Case Study), and ELRL 623 (Practicum);</p> <p>Maintaining cumulative GPA 3.0 or higher in all courses (with minimum grade of B in all courses);</p> <p>Review of completed Interim Dispositions Rating Forms by candidates and faculty supervisor</p>	<p><u>Transition Point 3</u></p> <p><u>Exit Requirements</u></p> <p>Passing score of Acceptable on oral comprehensive exam;</p> <p>All 33 credits completed with cumulative GPA of 3.0 or higher;</p> <p>Successful completion of ELRL 627 (Research);</p> <p>Review of Final Dispositions Forms completed by candidates and faculty supervisor</p>	<p><u>Transition Point 4- Post Graduate</u></p> <p>Follow-up surveys of alumni and employers</p>

<p><i>M.Ed. in Educational Leadership</i></p>	<p>Transition Point 1</p> <p><u>Matriculation to WPU/COE</u></p> <p>3.0 or higher GPA in bachelor’s degree;</p> <p>475 Verbal GRE & 525 Quantitative GRE & 4.5 on written essay or 400 on MAT;</p> <p>2 letters of recommendation supporting leadership potential;</p> <p>Personal interview including written response to leadership question;</p> <p>Presentation of a portfolio documenting;</p> <p>5 years of successful teaching or related exp, the ability to write clearly,</p>	<p>Transition Point 2</p> <p><u>Interim Progress</u></p> <p>Review after 18 credits completed indicating cumulative GPA of 3.0 or higher;</p> <p>All required courses completed prior to entering EDLP 608 Clinical projects in Year 2.</p> <p>Satisfactory completion of 150 hours of clinical field experience;</p> <p>Completion of collaborative research proposal project in EDLP 603;</p> <p>Review of completed Interim Dispositions Rating Forms by candidates and faculty supervisor</p>	<p>Transition Point 3</p> <p><u>Exit Requirements</u></p> <p>Completion of a collaborative action research project in EDLP 608;</p> <p>Completion of 39 credits, including 6 credits in field experiences and completion of technology competencies in courses;</p> <p>Completion of electronic portfolio;</p> <p>Exit interview demonstrating ability to support final project and professional portfolio;</p>	<p>Transition Point 4</p> <p><u>Post-Graduate</u></p> <p>Follow-up surveys of alumni and employers</p>
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<p><i>M.Ed. in Special Ed with tracks in Learning Disabilities and Advanced Studies</i></p>	<p>2.75 GPA in UG degree (LD & AS);</p> <p>Standard Teaching Certificate or CEAS in general or special education(LD); Standard Teaching Certificate in special education (AS)</p> <p>Statement of educational philosophy relative to program of application (LD);</p> <p>450 verbal GRE or 388 on MAT (LD & AS)</p> <p>Review of Baseline Dispositions Ratings completed by candidates and faculty supervisor (LD & AS)</p>	<p>GPA of 3.0 or higher after completion of first 8 courses in program;</p> <p>Successful completion of field assignment requirement in a diverse setting</p> <p>Review of completed Interim Dispositions Rating Forms by candidates and faculty supervisor</p>	<p>Completion of the research courses and master’s thesis in SPED 632 and SPED 633 (LD)</p> <p>Completion of research course SPED 629 and action research project in SPED 633 (AS)</p> <p>Passing score on comprehensive exam (LD)</p> <p>Review of Final Dispositions Forms completed by candidates and faculty supervisor</p>	<p>Follow-up surveys of alumni and employers</p>
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<p><i>M.Ed. in Professional Counseling with tracks in Mental Health and School Counseling</i></p>	<p>Transition Point 1</p> <p><u>Matriculation to WPU/COE</u></p> <p>2.75 gpa in UG</p> <p>MAT or Verbal GRE of 400 or more</p> <p>Two letters of recommendations from professional sources on letterhead</p> <p>Essay</p> <p>Interview</p> <p>Writing sample (done at the time of interview)</p>	<p>Transition Point 2</p> <p><u>Interim Progress</u></p> <p>Completion of Techniques Evaluation in CSP 601</p> <p>Completion of candidate portfolio in February prior to entering practicum</p> <p>Completion of School Counseling Plan in CSP 620 for School Counselors or Comprehensive Program Plan in CSP 622 for Mental Health Counselors</p>	<p>Transition Point 3</p> <p><u>Exit Requirements</u></p> <p>Completion of research project in CSP 616, Research in Counseling</p> <p>Comprehensive Exam taken during Practicum administered by CCE</p> <p>Successful completion and clinical evaluation in CSP 686 Practicum in Counseling and CSP 687 Internship in Counseling</p>	<p>Transition Point 4</p> <p><u>Post-Graduate</u></p> <p>Follow-up surveys of alumni and employers</p>
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WILLIAM PATERSON UNIVERSITY

ASSESSMENT SYTEM: INITIAL LEVEL

TRANSITION POINT 1: ADMISSION TO THE UNIVERSITY

<u>ASSESSMENT</u>	<u>DATA COLLECTION</u>	<u>AGGREGATION/ANALYSIS Timeline</u>	<u>TECHNOLOGY</u>	<u>RECEIPTS/DISSEMINATION</u>	<u>USE OF RESULTS</u>
<p><u>Undergraduate:</u> Academic Index: HS GPA & SATs Essay Evaluation Letters of Recommendation</p>	<p>Undergraduate Admissions</p>	<p>Admissions Every semester</p>	<p>Banner</p>	<p>Vice-Presidents Deans Chairs Academic Senate</p>	<p>Feedback to candidates re. admission to university</p> <p>Feedback to programs & partners re. enrollments</p>
<p><u>Graduate(MAT/Post-Bac):</u> Praxis II GRE/MAT Essay Letters of Recommendation</p>	<p>Office of Graduate Studies</p>	<p>Office of Graduate Studies Every semester</p>	<p>Banner</p>	<p>Vice-Presidents Deans Chairs Program Directors</p>	<p>Feedback to candidates</p> <p>Feedback to programs & partners re. enrollments</p>

TRANSITION POINT 2: ADMISSIONS TO THE UNIT

<u>ASSESSMENT</u>	<u>DATA COLLECTION</u>	<u>AGGREGATION/ANALYSIS Timeline</u>	<u>TECHNOLOGY</u>	<u>RECEIPIENTS</u>	<u>USE OF RESULTS</u>
Introductory Education Course	Registrar	Registrar Every semester	Banner	Candidates Chairs Program Directors	Feedback to candidates Admissions to unit/program
Dispositions Assessment	Office of Field Experiences	Institutional Research Every Semester	SPSS	Dean Chairs Program Directors Candidates Partners	Feedback to candidates Conference/remediation Formal Admissions to unit
2.75 GPA	Registrar	Registrar Every semester	Banner	Candidates Chairs Program Directors Office of Certification	Feedback to candidates Advisement Formal Admissions to unit
Selection of Arts/Science Major	Registrar	Registrar Every semester	Banner	Chairs Program Directors Office of	Candidate Advisement

				Certification	
Writing Assessment	Writing Assessment Committee	Writing Assessment Committee On-going	Excel	Candidates Chairs Program Directors Office of Certification Liberal Arts faculty	Candidate feedback/advisement Program Admission Program changes
Speech/Hearing Assessments	Communication Disorders Department	Communication Disorders Department On-going		Candidates Chairs Program Directors Office of Certification	Candidate feedback/remediation Program Admission

TRANSITION POINT 3: ADMISSION TO PRACTICUM

<u>ASSESSMENT</u>	<u>DATA COLLECTION</u>	<u>AGGREGATION/ANALYSIS</u> <u>Timeline</u>	<u>TECHNOLOGY</u>	<u>RECIPIENTS/DISSEMINATION</u>	<u>USE OF RESULTS</u>
Successful	Registrar	Registrar	Banner	Deans	Candidate

completion of field work, coursework, assessments (including Dispositions Assessment)		Office of Field Experiences Fall & Spring		Chairs Program Directors Office of Certification Office of Field Experiences	advisement Admissions to Practicum
2.75 GPA	Registrar	Registrar Every semester	Banner	Candidates Chairs Program Directors Office of Certification	Feedback to candidates/ Advisement Continuation in program/ Admissions to Practicum
Application Advisor Signature	Office of Field Experiences	Office of Field Experiences Fall & Spring		Deans Candidates Chairs Program Directors	Candidate advisement And Placement Admissions to practicum experience

TRANSITION POINT 4: ADMISSION TO STUDENT TEACHING OR CLINICAL PRACTICE

<u>ASSESSMENT</u>	<u>DATA COLLECTION</u>	<u>AGGREGATION/ANALYSIS Timeline</u>	<u>TECHNOLOGY</u>	<u>RECEIPIENTS/DISSEMINATION</u>	<u>USE OF RESULTS</u>
Successful completion of all coursework and assessments	Registrar	Registrar Fall & Spring	Banner	Office of Field Experiences Chairs Program Directors Candidates	Candidate Advisement Admissions to Student Teaching
Assessment of practicum experience Practicum evaluations by cooperating teacher and supervisor (60 points out of 80 on unit's 20 Competencies form)— Target or Acceptable scores on SPA Addendum Dispositions Assessment	Office of Field Experiences	Institutional Research Fall & Spring	SPSS	Deans Chairs Program Directors Office of Certification Faculty Candidates School Partners	Candidate feedback Admissions to Student Teaching Program Modification
Assessment of Impact on K-12 Learning-Teacher Work Sample –Early	Seminar Instructor	Program Directors Fall & Spring	Excel K-drive	Chairs Faculty	Candidate feedback

Childhood/Elementary and Special Ed programs				Candidates School Partners	Program Modification
2.75 Overall GPA 3.0 GPA in Education Major	Registrar	Registrar Every semester	Banner	Deans Chairs Program Directors Faculty	Candidate Advisement Admission to Student Teaching
Content Knowledge Assessment: Praxis II Passing Scores	Office of Field Experiences Office of Certification	ETS Annually in February	ETS	Deans Chairs (Education & Arts & Science) Program Directors Faculty (Education & Arts & Sciences)	Candidate Advisement/ Admission to St. Teaching Program Modification
All GE and major courses completed or Completion plan for no more than 2 courses	Registrar	Registrar Fall & Spring	Banner	Chairs Program Directors Faculty	Candidate Advisement Admission to Student Teaching
Statement & Application signed by advisor	Office of Field Experiences	Office of field Experiences Fall & Spring	K-drive	Chairs University Supervisors	Placement of Candidates

TRANSITION POINT 5: PROGRAM COMPLETION AND RECOMMENDATION FOR CERTIFICATION

<u>ASSESSMENT</u>	<u>DATA COLLECTION</u>	<u>AGGREGATION/ANALYSIS Timeline</u>	<u>TECHNOLOGY</u>	<u>RECEIPIENTS</u>	<u>USE OF RESULTS</u>
Pass all components of approved program: GE, A&S major, Education major	Registrar	Registrar May, August, January	Banner	Office of Field Experiences Office of Certification Chairs Program Directors Faculty	Candidate Advisement Recommendation for Certification Graduation
Assessment of student teaching Assessment by cooperating teacher & college supervisor With minimum scores of 80 out of 100 in unit's 20 Competencies Scores of Acceptable or	Office of Field experiences	Institutional Research Fall & Spring Fall & Spring Fall & Spring	SPSS SPSS	Office of Field Experiences Office of Certification Deans Chairs Program Directors Faculty Candidates School Partners As Above	Candidate Feedback Recommendation for Certification Program Modification

Target on SPA addendum					
Dispositions Assessment	Office of Field Experiences	Institutional Research Fall & Spring	SPSS	Office of Field Experiences Office of Certification Deans Chairs Program Directors Faculty Candidates School Partners	Candidate Feedback Recommendation for Certification
Assessment of Impact on K-12 learning--TWS (Secondary programs)	Seminar Instructor	Program Directors Fall & Spring	Excel K-drive	Chairs Faculty	Candidate feedback Program Modification
2.75 Overall GPA 3.0 GPA in Education major	Registrar	Registrar May, August, January	Banner	Deans Chairs Program Directors Faculty	Program Completion Recommendation for Certification Graduation
Candidate Self-	Office of Field	Institutional Research	SPSS	Deans	Program and unit

Assessment/Exit Survey	Experiences	Fall & Spring		Chairs Program Directors Faculty Candidates	modifications/changes
Candidate Evaluation of University Supervisor	Office of Field Experiences	Institutional Research Fall & Spring	SPSS	Deans Chairs Program Directors Faculty University Supervisors	University Supervisors may be mentored as needed Staff Development

APPENDIX A: ALIGNMENT OF INITIAL AND ADVANCED COMPETENCIES WITH CONCEPTUAL FRAMEWORK

Alignment of the Initial 20 Competencies with the Unit’s Conceptual Framework, State, and National Standards

Unit’s Twenty Competencies for Initial Candidates	NJ Professional Standards for Teachers	NCATE Standards	Conceptual Framework Core and Integrating Elements
1) Adapts instruction to individual differences in needs, learning styles, and multiples intelligences.	Standard 2: Human Growth & Development Standard 3: Diverse Learners Standard 7: Special Needs	Standards 1, 3, 4	Core: Knowledge Integrating: Diversity
2) Demonstrates mastery of content knowledge.	Standard1: Subject Matter Knowledge	Standard 1	Core: Knowledge Integrating: Assessment
3) Translates NJCCCS into developmentally appropriate content.	Standard 1: Subject Matter Knowledge	Standards 1, 3, 4	Core: Knowledge, Application Integrating: Assessment
4) Incorporates appropriate pedagogical knowledge in planning lessons.	Standard 4: Instructional Planning & Strategies	Standards 1, 3, 4	Core: Knowledge, Application Integrating: Assessment

5) Selects a variety of traditional and authentic assessments to evaluate student progress.	Standard 5: Assessment	Standards 1, 2, 3, 4	Core: Knowledge, Application Integrating: Assessment
6) Employs the lesson planning process appropriately.	Standard 4: Instructional Planning & Strategies	Standards 1, 3	Core: Application Integrating: Diversity
7. Holds high expectations for all students.	Standard 11: Professional Responsibility Standard 3: Diverse Learners	Standards 1, 4	Core: Dispositions Integrating: Diversity
8. Respects diversity and cultural differences by treating all students equitably.	Standard 11: Professional Responsibility Standard 3: Diverse Learners	Standards 1, 4	Core: Dispositions Integrating: Diversity
9. Demonstrates openness to learning new ideas and becoming a lifelong learner.	Standard 10: Professional Development	Standards 1, 4	Core: Dispositions Integrating: Diversity
10. Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"	Standard 5: Assessment Standard 10: Professional Development	Standard 1	Core: Dispositions Integrating: Assessment
11. Exemplifies high professional	Standard 11: Professional	Standards 1, 4	Core: Dispositions

and ethical standards	Responsibility Standard 3: Diverse Learners		Integrating: Diversity
12. Demonstrates effective communication skills.	Standard 8: Communication	Standard 1	Core: Application Integrating: Diversity
13. Creates a physically and psychologically safe environment.	Standard 6: Learning Environment	Standards 1, 3, 4	Core: Application Integrating: Diversity
14. Manages the learning environment.	Standard 6: Learning Environment	Standards 1, 3	Core: Application Integrating: Diversity
15. Develops a sense of community in the learning environment.	Standard 6: Learning Environment	Standards 1, 3, 4	Core: Application Integrating: Diversity
16. Poses questions if it fits problems and issues which require inquiry and critical thinking.	Standard 8: Communication	Standards 1, 3	Core: Application Integrating: Assessment
17. Teachers for understanding.	Standard 4: Instructional Planning & Strategies	Standards 1, 3	Core: Application Integrating: Assessment

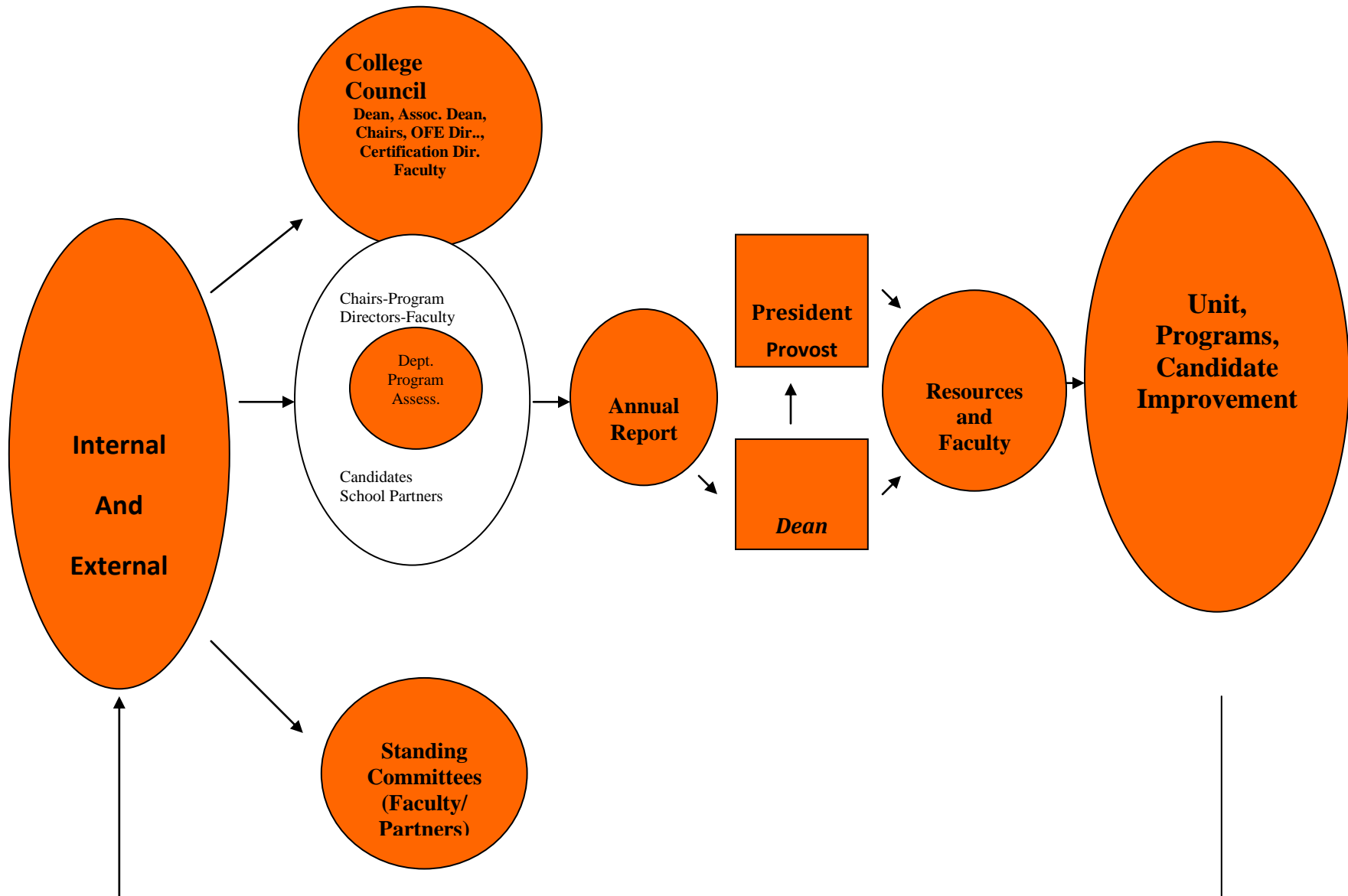
18. Works collaboratively with colleagues and families.	Standard 9: Collaboration & Partnership	Standards 1, 3, 4	Core: Application Integrating: Diversity
19. Demonstrates resourcefulness.		Standard 1	Core: Application Integrating: Technology
20. Demonstrates an interest in applying new technologies to teaching and learning	Standard 8: Communication	Standards 1, 3	Core: Application Integrating: Technology

Unit's Six Competencies for Advanced Programs Aligned with the Conceptual Framework, State, and National Standards

Unit's Six Competencies for Advanced Programs	NJ Professional Standards for School Leaders	NCATE Standards	Conceptual Framework Core and Integrating Elements
1. Knowledge	Standards 1, 2	Standard 1	Core: Knowledge Integrating: Diversity

2. Diversity	Standards 4, 5, 6	Standard 4	Core: Application Integrating: Diversity
3. Field Experiences	Standards 1, 2	Standard 3	Core: Application Integrating: Assessment
4. Research & Assessment	Standard 3	Standards 1, 2	Core: Knowledge Integrating: Assessment, Technology
5. Dispositions	Standards 2, 4, 5	Standards 1, 4	Core: Dispositions Integrating: Diversity
6. Leadership	Standards 1 through 6	Standard 1	Core: Knowledge, Application, Dispositions-Integrating: Diversity,

DATA FLOW CHART



How We Collect, Analyze and Use Data



