

Teacher Education Unit Assessment System: Initial Certification and Graduate Programs

Unit Assessment Systems

Candidate Assessment System: Candidate performance is assessed at four points in both the Initial Certification and Graduate Programs. The data is collected by candidates, faculty, and the Assessment Coordinator in an electronic portfolio system on *Blackboard*, the college classroom management system, and in *Academic Evaluation Records* produced by the Registrar's Office. The data is used for candidate improvement and determining program eligibility and completion.

Initial Certification Program

Tier I: Admission to the program

- Key Assignments: EDUC 102 and 202
- Technology Competencies
- Field Experience Evaluations: EDUC 102 and 202
- Statement of Commitment to Professionalism
- GPA: Core and Cumulative
- MTTC Basic Skills Test: Mathematics, Reading, and Writing
- Professional Growth Plan

Tier II: Continuation: Permission to Student Teach

- Key Assignments: EDUC 302-303; Pedagogical content courses
- Technology Competencies
- Major/Minor Competencies
- Field Experience Evaluations: EDUC 302-303; Pedagogical content courses
- GPA: Education, Major/Minor, and Cumulative
- MTTC Subject Matter Tests
- CPR and First Aid Training
- Professional Growth Plan

Tier III: Exit: Program Completion

- Key Assignments: EDUC 345/6; EDUC 398
- Technology Competencies
- Clinical Experience Evaluations: EDUC 345/6
- GPA: Education, Major/Minor, and Cumulative
- Recommendation of college supervisor
- Professional Growth Plan

Tier IV: Post-Graduation

- Employment/Continuing Education
- Follow-Up Survey of Candidates and School Administrators

Graduate Programs

Tier I: Admission to the program (A maximum of 3 courses may be completed as a guest prior to admission)

- Admission Essay
- Professional Recommendations
- Cumulative GPA of 2.8 in prior coursework;
- Counseling Form

Tier II: Continuation in the program (checked each semester)

- Key Assignments completed at a 2 or above on the assessment rubric
- GPA: Cumulative GPA of 3.0; only courses with a 2.3 or above will be applied to the requirements of the degree

Tier III: Exit: Program Completion

- Key Assignments completed at a 2 or above on the assessment rubric
- Integrative Master's Thesis: approved by two readers
- Technology Competencies
- Clinical Experience Evaluations (LD Program Only): EDUC 548 (recommended by college supervisor)
- GPA: Cumulative GPA of 3.0; only courses with a 2.3 or above will be applied to the requirements of the degree

Tier IV: Post-Graduation

- Employment/Continuing Education
- Follow-Up Survey of Candidates and School Administrators

Faculty Assessment System: Individual faculty performance review is the responsibility of Department Chairs, Academic Deans, and the Professional Status Committee following the guidelines in the *Calvin College Faculty Handbook*. Candidate Exit and Follow-Up Surveys and Cooperating Teacher Surveys may provide individual faculty performance data which will be shared with the appropriate faculty members and department chairs.

Program Assessment System: The following data is collected regarding program quality. The data is collected by the Assessment Coordinator from Blackboard, Colleague, the Education Program Database, and other college information sources and compiled for review by TEC, department chairs, faculty, and Advisory Councils. Data is used for program improvement.

- **Aggregated Candidate Characteristic and Performance Data:**
 - Characteristics-General statistics such as number of majors/minors (IC) or specialty areas (GR), gender, ethnicity, etc.
 - Employment and continuing education information (IC and GR)
 - Performance: Data will be aggregated according to the appropriate Program Goals
 - GPA's-Cumulative, Core, Education, Major/Minor (IC); Admission, Cumulative (GR)
 - Performance on key assignments (IC and GR)
 - Major/minor (IC) or concentration (GR) performance data (e.g. competency tests)
 - Completion of technology competencies
 - Evaluations of field/clinical experiences-EDUC 102, 202, 302-303, 345/346 (IC); 548 (GR)
 - MTTC Pass rates (Basic Skills and Subject Matter Tests: IC; Endorsement Areas: GR)
 - Professional Commitments/Student Support System (IC)
- **Aggregated Faculty Characteristic and Performance Data**
 - NCATE/AACTE and Title II annual reports include faculty characteristics and qualifications.
 - The Provost's Office collects data regarding faculty involvement in scholarship and service annually.
- **Surveys from:**
 - Candidates as they exit the program
 - All graduates of the program 3 years after program completion
 - School administrators of the 3rd-year-out graduates
 - Cooperating teachers (IC-All programs; GR-LD Program Only)
 - Entire unit faculty once annually.
- **Focus Groups/Feedback from:**
 - Faculty groups
 - P-12 Advisory Council
 - Student Advisory Council
- **Yearly reports** from major/minor departments (IC), the Education Department (IC and GR), and the Director of Teacher Education.
- **Reports from external reviewers** including the MDE Periodic Reviews, Title II Reports, and NCATE Annual Reports and Continuing Accreditation Reviews.

Unit Operations: The following data is collected regarding unit operations. The data is collected by the Director of Teacher Education with the support of the Assessment Coordinator and is compiled for review by the Academic Deans, TEC, and Advisory Councils when appropriate. Data is used to improve unit operations.

- **Surveys and focus group feedback** from faculty, candidates, and P-12 advisors.
- **Yearly reports** from major/minor departments (IC), the Education Department (IC and GR), and support services.
- **Yearly review** of unit governance, budget, personnel, facilities, and resources by Director of Teacher Education as part of the *Annual State of the Unit* report.
- **Reports from college reviewers** such as the Multicultural Affairs Committee and the Assessment Committee.
- **Reports from external reviewers** including the MDE Periodic Reviews, Title II Reports, and NCATE Annual Reports and Continuing Accreditation Reviews.

Data Collection, Analysis and Evaluation

The [Assessment Overview Chart](#) describes by whom, how, when, and where candidates, faculty, the program, and unit operations are assessed. The process of collecting, analyzing and using this assessment data for candidate and program improvement is described below:

Candidate Performance Data: Multiple forms of data on candidate performance from both internal and external sources are collected to determine if candidates are meeting program goals and state requirements. The data is collected and recorded in the following ways:

Key assignments, the integrated master's thesis (GR), technology competencies, field/clinical experiences, professional commitments (IC), professional growth plans (IC), and overall class performance are all evaluated by faculty in particular classes and are recorded in the *Master Education Portfolio* on Blackboard. Candidates also collect the artifacts that reflect their work in individual *Education Portfolios* on Blackboard. Faculty can review candidate work in these portfolios. These individual portfolios can also be accessed by the Assessment Coordinator to provide samples of work for program review.

Field/clinical evaluations are also collected from cooperating teachers and included in the *Master Education Portfolio*.

Completion of other program requirements such as the MTTC: Basic Skills and Subject Matter tests; CPR Training; Criminal Checks, TB tests; particular departmental requirements; commitment statements; applications (admission, student teaching, certification) and post-graduation data (employment and continuing education) are recorded by the Assessment Coordinator under *Education Program Requirements* in Blackboard.

Declaration of major/minor; course completion and GPA (Core, Education, Major/Minor, Cumulative-IC; course and cumulative-GR) are recorded in the Registrar's Office for individual students on an *Academic Evaluation Report*. This data is also compiled by the Registrar's Office as needed for candidate or program review.

Use of data for candidate improvement: Candidates have electronic access to the *Master Education Portfolio* and *Academic Evaluation Report* at all times. In addition to receiving assessment feedback from faculty, candidates are required to assess their own progress and set learning goals in a *Professional Growth Plan* at the end of EDUC 102, 202, 302-303 and as the culminating reflective activity in EDUC 345/6. This *Professional Growth Plan* is evaluated by the faculty teaching each of these classes. In addition, student progress in meeting all program requirements is monitored by the Assessment Coordinator at the three evaluation points in the program: Admission to the Program; Continuation (permission to student teach); and Completion (recommendation for certification). If a student has not completed any of the requirements appropriately at these evaluation points or if concerns about professional commitments have been noted by any faculty members, he/she is notified immediately and is provided support in meeting the requirements if needed. (See [Student Support System](#).)

Faculty Performance Data: Data from candidate and cooperating teacher surveys is compiled by the Assessment Coordinator in an electronic spreadsheet format and shared with appropriate faculty members and department chairs annually. All individual faculty performance data is used for faculty improvement according to the college system described in the *Faculty Handbook*.

Program Performance Data: Data regarding candidate performance is collected and compiled annually by the Assessment Coordinator using Colleague, the Blackboard Classroom Management System, and the Education Program Database. Faculty performance data is gathered from NCATE/AACTE Annual Reports and the Annual Faculty Activity Report. Appropriate data from these reports will be compiled by the Assessment Coordinator and included in the *TEC Program Improvement System*. (See description below.) Candidate exit surveys, cooperating teacher surveys, and faculty surveys are administered by the Assessment Coordinator and compiled in Excel. Follow-up surveys are administered and compiled by the Social Research Center. Feedback from focus groups and advisory committees is also compiled by the Assessment Coordinator. All of this information is analyzed and evaluated in the *TEC Program Improvement System*.

Unit Operations Data: Data regarding unit operations (governance, budget, personnel, facilities, and resources including technology) are reviewed by the Director of Teacher Education annually and reported to

TEC and the Academic Deans in an annual *State of the Unit Report*. The Director of Teacher Education also reviews college, MDE, and NCATE reports for appropriate data to share with TEC and the Academic Deans as part of the *State of the Unit Report* and the *Program Improvement System*. The *State of the Unit Report* focuses in particular on how well unit structures are meeting program goals, promoting diversity and the integration of technology, and providing adequate resources to support the work of candidates and faculty.

Use of Data for Program Improvement

The Teacher Education Committee has developed the following *Program Improvement System*.

- Data regarding candidate performance, faculty performance, program performance, and unit operations will be collected at appropriate points throughout the academic year and stored electronically. It will be aggregated and compiled at the end of each academic year. The Director of Teacher Education and Assessment Coordinator (with support from Information Technology Services and the Registrar's Office) will be responsible for this collection, aggregation, and compilation process.
- TEC will examine the data in the fall of the following academic year. TEC will prepare a summary report that will include:
 - A summary of candidate, faculty, program, and unit operations data for the whole program as well as sorted data reports for the particular majors/minors (IC) or specialty areas (GR) when appropriate. (Performance data relating to specific majors/minors and specialty areas will be reported to the appropriate departments and administrators only.)
 - A description of program strengths and growth areas with a particular focus on alignment of the current curriculum with standards, the efficacy of the different programs in guiding candidates in meeting the standards, and the effectiveness of program structures and support systems.
 - An analysis of progress in meeting program improvement goals from the prior academic year.
 - New program improvement goals and a plan for implementing those goals.
- Major/minor departments, the Elementary and Secondary Advisory Committees and the Education Department will be asked to respond to the summary report with the following information:
 - A summary of major/minor, pedagogical content, or education sequence strengths and growth areas including additional information not included in TEC report if appropriate.
 - An analysis of progress in meeting program improvement goals from the prior academic year which are particularly relevant to their areas.
 - Feedback on program improvement goals and implementation plan proposed by TEC including additions, deletions, and suggestions for accomplishing the goals.
- TEC will share evaluation data with other programs that support the work of the Teacher Education Program, including Career Services, Student Academic Services, the Broene Center, the Service Learning Center, and the Curriculum Center. Feedback on progress in meeting program improvement goals from the prior year or setting new goals will be solicited. Program improvement goals may include support services as well as academic divisions.
- The P-12 and Student Advisory Committees will review appropriate data and provide recommendations to TEC regarding program improvement goals and the annual program improvement plan.
- TEC will use the feedback from departments, advisory committees and support services to design an annual program improvement plan. TEC will be responsible for monitoring the implementation of this plan.