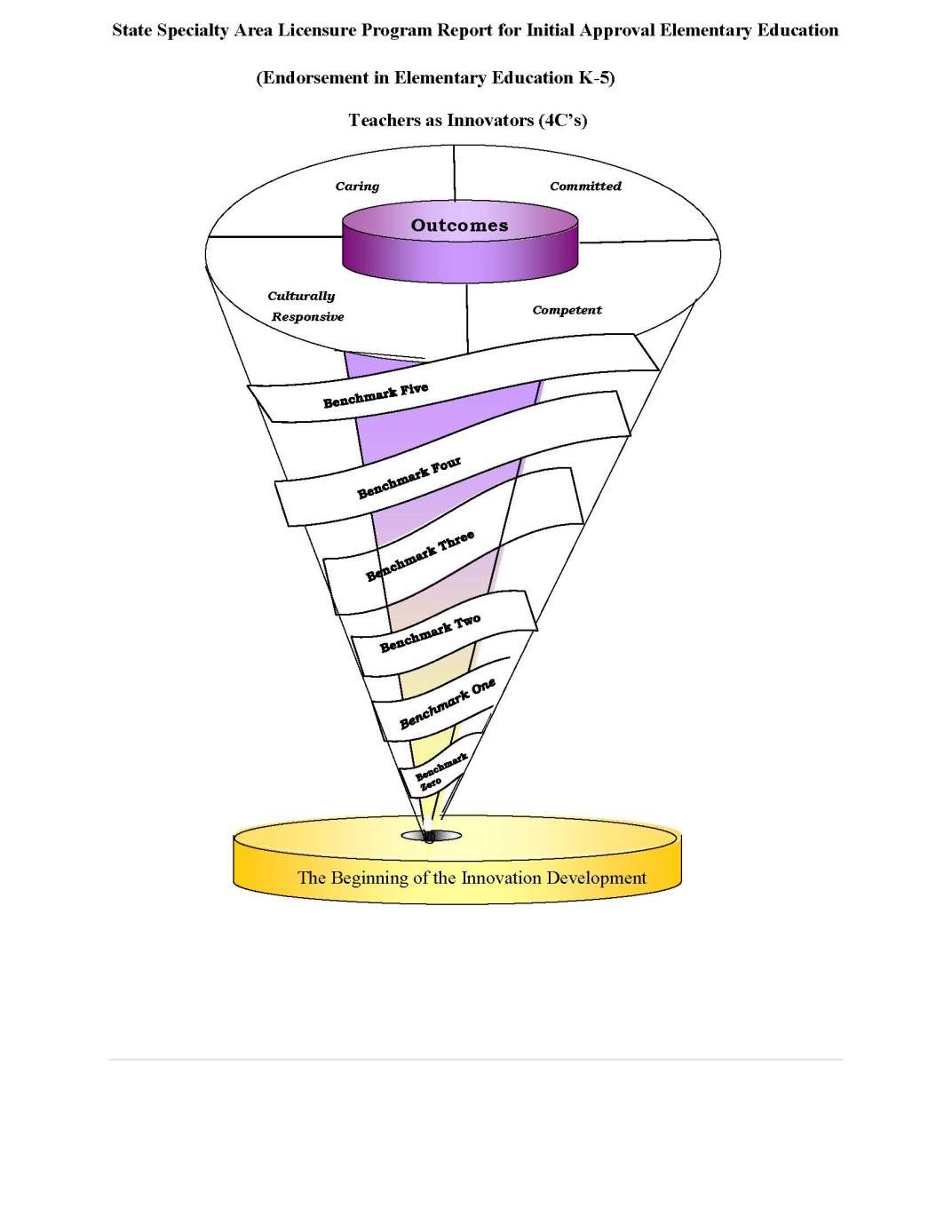
**Lane College**

**Department of Education**

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**Teachers as Innovators**

**Assessment Handbook**

**Draft 1: Fall 2017-2018**

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**Overview of Lane College**

**History and Mission**

Lane College, located in Jackson, Tennessee on approximately 55 acres, is a small, private, co-educational, church-related institution that provides a liberal arts curriculum leading to baccalaureate degrees in the Arts and Sciences. The College admits persons regardless of color, sex, religion or national origin.  
  
The future of Lane is intimately tied to its historic past. The College was founded by individuals who were committed to assuring that newly freed slaves would be able to "read, write, and speak correctly." The vocational goals of the first students to enroll at the College were in the areas of teaching and preaching. It was the view of the founders that neither group would be able to influence the more learned individuals in society unless they had academic, spiritual, cultural, and economic qualifications that were equal to their counterparts.

Lane College played a significant role in reducing the rate of illiteracy among blacks in the South in fewer than fifty years. The pool of Lane College graduates has expanded to include alumni who have entered a multitude of professional disciplines. The College is confident in its future because of its exceptional progress — due in large measure to the advocacy and commitment of its faculty and staff, alumni and friends — all of whom have supported an ambitious agenda of high academic standards, robust support services, new capital improvements, strong financial management, and strict administrative accountability.

While Lane enjoys the solid advantages accruing from a 133-year tradition of educational progress, the College is more confident in its future than ever before. The faculty and staff, under the leadership of President Logan Hampton, have employed a collaborative approach to establishing a revived culture of student-centered, technology-enhanced teaching and learning. This involves viewing students as clients, life-long learners and future leaders, and viewing faculty as life-long learning facilitators who utilize technology as an integral part of the teaching and learning process.

**Mission and Vision of the Institution.**

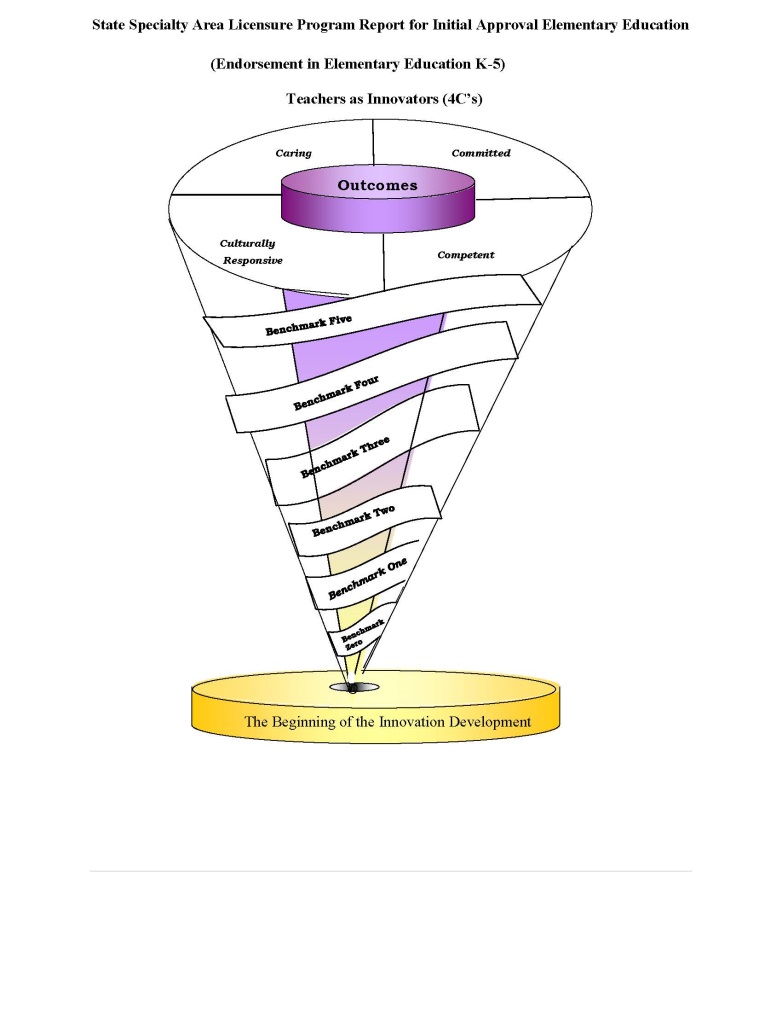
With strong ties to the Christian Methodist Episcopal Church, the College’s Mission is to develop the “whole student.” Academic excellence is the institution‘s top priority, and it is achieved through a student-centered and nurturing approach to learning supported by excellent teaching, teaching-related research, and service. The College believes that one’s intellectual capability coupled with social and spiritual growth is essential to the development of a well-rounded individual. In keeping with this Mission, the College offers creative and enriching academic programs to prepare students for their chosen careers; and encourages active student engagement to cultivate life-long learning.to prepare students for leadership roles in urban communities worldwide. In support of its mission, the University has recently adopted the following five points of vision to guide its immediate goals.

**Purpose for the College.**  Lane College provides a liberal arts curriculum leading to baccalaureate degrees in the Arts and Sciences. The College accepts persons regardless of race, color, gender, religion, age, or national origin. Founded in 1882 by Bishop Isaac Lane, a former slave, Lane College is proud to be one of the nation’s oldest Historically Black Colleges, and the first four-year institution established by the Christian Methodist Episcopal Church. Consistent with its tradition of providing educational opportunities for those who may not otherwise have the opportunity to attend college, Lane College is committed to preparing students, through its liberal arts curriculum, to assume meaningful positions in their chosen occupations or professions and/or to pursue graduate studies. Consistent with its history and tradition, the College has a particular interest in preparing professional educators.  
  
Lane College guides students through programs of intellectual experiences that enable them to identify and develop their *Power of Potential ®* to meet the demands of decision-making situations through thoughtful, rational, and creative thinking. Students are exhorted to continuously pursue their potential by becoming lifelong learners.   
  
Lane College develops the “whole student.” The College fosters academic excellence. The College is also concerned about the student’s spiritual, social, and ethical development. The College believes that spiritual growth is an important part of the development of the individual. Spiritual life at the College is viewed as a quality-filled experience rather than a specific and narrow range of separate activities. Spiritual programs of learning, worshipping, and service have the purpose of illuminating life and making life more meaningful.  
  
Students are encouraged and assisted in developing inner strengths and resources needed to follow through and complete tasks, fulfill responsibilities, and live by a workable system of values. The College seeks to help all students achieve self-discipline.  
  
Lane College offers a balanced liberal education and seeks to continue adding to the variety of its curricular offerings in order to become even more innovative in organization and methodology and continue to develop the mature, educated individuals needed in an ever-changing society.  
  
Lane College is grounded in the belief that improvement is a life-long endeavor. Furthermore, it believes democratic participation in American society in an intellectual manner is designed to improve society and its members’ opportunities. In a world of continuous change, the College offers programs that develop the attitudes and understandings necessary for leadership and effective participation in a democratic society. The College helps its students become open-minded and tolerant while developing sensitivity for, and commitment to, ways of improving the human condition.

**Conceptual Framework**

**Description of the Conceptual Framework**

A graphic schema was constructed to incorporate the department of education’s Conceptual Framework. The six ribbons in the schema symbolize our benchmarks. Each benchmark provides information regarding how our teacher candidates matriculate through the program. The top of the spiral represents the expectations held by faculty that graduates will be caring, committed, competent and culturally responsive urban educators. The faculty uses the acronym 4C’s to refer to the spiral construction model.

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**Vision Statement**

The Department of Education is committed to the preparation of 21st century teachers who understand the complexities of learning and teaching that encompass inclusion, equity, and social justice. This work is enhanced by a liberal studies foundation that encourages breadth of knowledge, interdisciplinary and international perspectives, engaged inquiry, and intellectual curiosity. We strive to prepare teacher candidates to possess the 4 C’s; Caring, Committed, Culturally Responsive, Competent and who possess the deep knowledge in their field of study and work collaboratively to achieve high quality education for all.

The organizing theme of the Department of Education is “teachers as innovators”. We strive to help our candidates build and construct new methods, ideas and strategies for meeting the challenging and diverse needs of today’s students.

**Overarching Unit Goals**

**Unit Operations Goals**

* Meet state and national standards for the Unit.
* Ensure the excellence of all licensure programs in the Unit.
* Respond to the needs of the regional and state-wide teaching community.

**Unit Program Goals**

* Meet the state and national standards relevant to the various programs.
* Meet the Unit Goals for candidates through the various programs.
* Continue to build strong partnerships with stakeholders.
* Unit Candidate Goals
* Candidates demonstrate knowledge of the depth, breadth, and interdisciplinary connections inherent in the specialty area discipline studied.
* Candidates are knowledgeable of subject matter in order to create meaningful learning experiences for all learners.
* Candidates develop skills necessary for self-reflection and uses this reflection to support student learning and development.
* Candidates demonstrate professional dispositions in varied educational settings with regard to a diversity of students and all members of the school community.

**Department of Education Learning Outcomes**

**Initial Programs**

**Expected Outcomes**

In developing the conceptual framework, the Conceptual Framework Committee identified four core outcomes that are significant to the development of a unique kind of professional who is specifically equipped to effectively serve urban populations. To this end, the DOE prepares *caring, committed, competent, and culturally responsive* professionals who will work effectively in all school settings, with a focus on the needs of *urban* communities. To assure that candidates meet these outcomes, the unit has developed a set of 21 proficiencies, which identify the knowledge, skills, and dispositions that candidates must show mastery upon exit from the programs. The proficiencies have been designed to ensure candidates meet the four unit-developed outcomes within the context of the state and national standards to which they are accountable.

Proficiencies are organized into three categories, with proficiencies for committed and culturally responsive educator combined in one category.

(K) Knowledge

(S) Skill

**A List of Candidate Proficiencies**

**A competent educator:**

* 1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; **(K)**
  2. demonstrates the capacity to problem solve, and to think critically and reflectively; **(K)**
  3. demonstrates an understanding of human development, and the ability to act on this understanding; **(S)**
  4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; **(S)**
  5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; **(S)**
  6. demonstrates an understanding of effective communication and collaboration strategies; **(K)**
  7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; **(K)**
  8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and **(S)**
  9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting. **(S)**

**A committed and culturally responsive educator:**

* 1. acts on the belief that *all* children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; (K)
  2. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; **(S)**
  3. demonstrates a commitment to high moral and ethical values; and **(K)**
  4. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. **(S)**
  5. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. **(K)**

**A caring educator (dispositions)**

* 1. understands the right of *all* students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect;
  2. maintains confidentiality;
  3. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
  4. demonstrates respect for the profession;
  5. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
  6. demonstrates the ability to compromise and to respect others’ opinions during group work;
  7. participates in professional development activities that were recommended.

**Unit Assessment** **Philosophy and Principles**

“Who dares to teach must never cease to learn.” This motto is consistent with our primary belief that “quality learning for all students depends on quality learning for all educators.” Based on this philosophy, the unit’s Conceptual Framework is the curriculum model which enhances the general and content education of our teacher candidates that emphasizes the application of knowledge, skills and dispositions to learning.

To guide its work in assessing student learning and also understanding that data drives instruction, the Unit developed a system that uses multiple measures to assess candidate performance based on national, state and program standards and is linked to P-12 student learning.

The Lane College Assessment System (LCAS) is based on the belief that assessment is both developmental and continuous. Candidates must have the opportunity to connect their own practice to the learning of P-12 students and through field experiences, reflect on the congruence between theory and practice. These learning opportunities must be at the core of our teacher education program and assessment is integral in the process. As candidates progress through the teacher education program, they engage in multiple assessments that allow faculty and candidates to reflect on their teaching and learning and to use this information for continuous improvement of both candidate performance and program implementation. As the Unit continues to examine data for evidence of candidate growth and program improvement, it also looks at the effectiveness of the assessment tools and makes revisions as necessary.

We continue to reflect on the philosophy and principles of our assessment system. They remain current through periodic analysis and review of our unit and program assessment tools and procedures. Below are examples of changes made in assessments based on our reflection and supported by our philosophy and principles of assessment.

|  |  |  |
| --- | --- | --- |
| Date | Item | Rationale |
| 2017 | College Assessment System | Systematic college wide system for collecting data, analyzing data, submission of data to Division Heads and the Office of Institutional Research. Documented program changes are housed in the Office of Research and changes are shared each semester. |
| 2017 | Systematic Benchmarks | Unit has developed a conceptual framework and model symbolizes benchmark for the program. |
| 2018 | Unit and Key Assessments | The Unit now has 2 assessments required of every program and 2 key assessments for content, field-based courses and clinical practice. |
| 2018 | Assessment Data Books | Each program will be required to submit Continuous Improve Plans.  Assessment coordinator will provide semester data to the each program. |

**Structure of the Unit’s Assessment System (LCAS)**

The assessment system was developed with input from the professional community through joint faculty and committee meetings with input and review from our Teacher Education Council (TEC) (with representatives from the PK-12 community, students, alumni, and faculty), and reflects both the conceptual framework and the candidate proficiencies outlined in professional and state standards. The Department of Education uses this information to evaluate and improve the Unit and its programs. The assessment system includes a comprehensive and integrated set of evaluation measures – closely aligned with our Conceptual Framework - that are used to monitor candidate performance and improve operations and programs. Decisions about candidate performance are based on multiple assessments made at admission, at appropriate benchmarks, and at program completion. These assessments are regularly reviewed to ensure they are accurate predictors of candidate success. Assessment processes and results are reviewed annually, and effective steps are taken to eliminate bias in assessments and to establish fairness, accuracy and consistency in assessment.

The knowledge, skills, and dispositions that form the framework for the Candidate Assessment System are derived from the Conceptual Framework and state and professional standards. Based on accepted standards and knowledge from educational research, these competencies were determined in collaboration with the professional community – through full faculty discussions, committee work, input from the Consortium and feedback from administrators and teachers in the broader community. Candidate competence on each outcome is assessed at multiple points, in both a formative and summative manner. In order to ensure that the assessment instruments are fair, accurate, and consistent they are reviewed periodically by the DOE Curriculum Committee; the aggregate results are reviewed annually by the DOE faculty and Teacher Education Council (TEC).

The process we have used to seek program reestablishment and national accreditation has pushed us to develop rigorous assessment instruments and a complete assessment system. Thus, data from candidate assessments, candidate review of their programs, feedback from alumni, and feedback from employers are gathered annually and used for assessing changes in the Initial Teaching Licensure Program.

The Department of Education at Lane College, through research, has identified key assessments, which demonstrate that candidates have met the 21 proficiencies that describe the outcomes of the Conceptual Framework (CF), and they are prepared to graduate from the Unit’s programs. LCAS utilizes a multifaceted assessment system linking the performance of Unit candidates to the Unit’s conceptual framework, national and professional standards, appropriate Specific Professional Association (SPA) standards, and PK-12 student learning

The assessment system has two functions. The first function is to monitor the progress of individual candidates through programs, as defined by the requirements at each transition point in a candidate’s program. This function makes it possible to ensure that all candidates meet the requirements that are expected of them before moving to the next stage of their program, and also ensures that all candidates can be efficiently and effectively advised of their progress and standing in their program.

A second function of the assessment system is to monitor overall Unit operations regarding effectiveness of programs. This involves monitoring and creating “feedback loops” for the review of assessment data, employer and graduate survey data, faculty resources, productivity and results of national and state program reviews. Reports, based on the compilation of data stored in the system, are developed by the Assessment Coordinator with support from the Office of Institutional Effectiveness and the Department of Education/Teacher Certification Office (These data are from the State Board for Educator Certification). Reports are analyzed by program faculty, members of the Assessment Committee, the Teacher Education Council (TEC), and the Leadership Team.

The assessment system has four major categories in which data are compiled as the basis for examining the Unit: teacher candidate performance, faculty performance, Unit productivity, and Unit resources. The model for the Unit assessment system is described more thoroughly in the LCAS design. Using the conceptual framework as the operational Unit vision, multiple assessments based on the framework collect data from internal and external sources. Internal sources include data from candidates’ benchmark assessments, course and field experience/clinical practices assessments, and from faculty input. External sources include assessments and/or surveys completed by field based instructors in the schools, principals, recent graduates, and external program reviews.

These data are systematically compiled, summarized, and analyzed annually by the Assessment Coordinator with support from the CAEP Coordinator and Leadership Team in making improvements, which have a positive impact on candidate performance, program quality, and unit operations. The process provides an empirical basis for informing, evaluating, and continuously improving the unit and the educator preparation programs.

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

1. Identifies benchmarks at the unit and/ or program level.
2. Identifies the major assessments to be used at the stated benchmarks.
3. Identifies a timeline for the development and implementation of the major assessments.
4. Identifies the design for the collection, analysis, summarization, and use of data.
5. Identifies aspects of the system that address unit operations.
6. Identifies how information technology will be used in the maintenance of the assessment system.

There are three components to the assessment system:

1. Unit Assessment
2. Program Assessment
3. Candidate Assessment

**Unit assessment** focuses on the systematic internal collection of information and data derived from candidate, program and unit-wide assessments that are useful in reviewing unit operations and programs.

Assessment data and reports that are examined include but are not limited to:

* Review of aggregated data from the Candidate Assessment System
* Review of program data collected and reported from each program in the Department
* Department of Education Strategic Plan and Annual Reports which include information such as progress toward goals and program changes based on these analyses
* Institutions of Higher Education Performance Reports
* Department of Education enrollment data, student evaluations, peer observations and faculty annual reports.

**Program assessment** uses three lenses to examine each professional preparation program with data collection, findings analyses and decision-making present within each lens. Assessments include:

* Program, standards, curriculum and best practice alignment audits (Annually)
* Review of aggregated data on candidates, program and unit from both internal and external sources (Annually)
* Strategic plan alignment and annual reports (Annually)

Based on findings, programs create ***“Action Plans”*** which include program goals and objectives, recommendations for program revisions, a plan for improving instruction and the redesigning of components as necessary.

**Candidate assessment** examines the progress of professional education candidates toward the exit outcomes delineated in our Conceptual Framework as well as professional content standards and licensing standards set for each program. Course-based assessments will occur every semester within every course. Benchmark assessments will occur as a part of Lane College Assessment Plan and require mastery of benchmarks before moving to the next level. Feedback will be provided to candidates on and on-going basis, with the goal of reflective practice and continuous progress toward excellent outcomes.

The three components to the assessment system:

1. Unit Assessment
2. Program Assessment
3. Candidate Assessment

**Department of Education**



**Unit Goals**

**Goal 1 –** Meet state and national standards for the Unit.

.

* Respond to the needs of the regional and state-wide teaching community.

**Goal 3 -** Respond to the needs of the regional and state-wide teaching community.

**Goal 2 –** Ensure the excellence of all licensure programs in the Unit.

**Dr. Coleman, Dean**

**Assessment Coordinator**

**Assessment System Flow Chart**

**Data Flow Chart Unit**

**Assessment System**

# *Preparing Effective Teachers to Provide*

# *Quality Instruction for All Learners*

##### Decisions

**Dean Reviews Data and**

**Takes Appropriate Action**

**Unit Admission Committee**

**Makes Admission Decision**

***Data Aggregated/Analyzed***

**Data Collected from Selected Artifacts at Each Benchmark**

**Teacher Education Committee**

**Reviews Data, Makes Decisions**

# **drive**

**Data Collection System**

**(Unit, Program, Candidates,**

**Follow-Up)**

**College Mission**

**Conceptual Framework**

**State and National Standards**

**Department of Education Mission**

***Faculty, Program Coordinators, Dean***

**Candidate Program Completers as Effective Teachers**

***Candidate Academic Progress Review***

***Faculty Advisors***

***Program Review and Improvement***

**Benchmarks**

**BO**

**Admitted to the College**

**Admission and Enrollment inEPP**

**Admission and Enrollment inEPP**

**Admission and Enrollment inEPP**

**B5**

**After Program Completion Follow-up**

**B4**

**Completion of Program**

**Program**

**B3**

**Admission to Clinical Practices**

**B2**

**Completion of Field Experience**

**Program**

**Admission to the**

**Program**

**B1**

**Admission and Enrollment**

**Admission and Enrollment inEPP**

**Admission and Enrollment inEPP**

**Admission and Enrollment inEPP**

**Candidate Retention Decisions**

**Unit Review and Improvement**

**Evaluation of Unit Assessment System**

**Department of Education**

Uniform assessment procedures, signature assignments, and established rubrics created and implemented by initial and advanced programs

Results of measure reviewed at program level for fairness, accuracy, consistency and freedom from bias

Results of measure reviewed at program level for fairness, accuracy, consistency and freedom from bias

College Assessment Committee

Program reviews and outcomes reports reviewed by the Leadership Team

Continuous Improvement

Unit Assessment Committee reviews results and recommendations and implements changes to Unit Assessment System as needed

Results and recommendations of fairness, accuracy, consistency and freedom from bias among assessment procedures are presented to the P-16 Advisory Council and all Stakeholders

Results and recommendations of fairness, accuracy, consistency and freedom from bias among assessment procedures are presented to the Teacher Education Council TEC

Program Reviews and Outcomes Reports reviewed by the College Assessment Committee

# Unit Assessment System for Educator Preparation Programs

# Department of Education

Data collected and analyzed at program and unit level

(Online System: LCAS )

Continuous improvement of the Unit candidates at transition points across all EPP programs

Candidate Assessment aligned with conceptual framework and state/national standards

(Alignment Charts)

Data reports disseminated to Department Chairs

Comprehensive data reports prepared by College Assessment Committee

(Dean’s Data Book)

Review and analysis of program and unit level reports

(SACS COC Reports)

Review of unit outcomes, operations, and resources allocation by Unit Assessment Committee/College Assessment Committee

Program Changes implemented and candidate assessment revised accordingly

Analysis of data reports and assessment outcomes by program faculty

**DEPARTMENT OF EDUCATIONASSESSMENT SYSTEM**

INITIAL PROGRAMS

PRAXIS Data

Employer Survey Data

Actions

TEC

New Course Development

Refining of Assessments & Data Collection

Review & Change Policies & Procedures

Monitor Recruitment &

Graduation Rates

Unit Mission & Outcomes

Program Improvement

Plan

Faculty Development &

DOE Retreats

New Program Development

Department/  
Program

Department/  
Program

Field Experience

Unit Data

Field Experience Data by Program

Perception Data

GPA Data

TWS Portfolio Unit Data

TWS Data by Program

Faculty Needs Assessment

Graduate Survey Data by Program

Faculty Evaualtion Analyasis

Disposition Data

Employer Survey

Program Review Data   
(6-8 Key Assessments)

DOE Chair

**Key Assessments –C & I Initial**

|  |  |  |  |
| --- | --- | --- | --- |
| **PROFESSIONAL CORE** | **Hours** | **Assessments** | |
| EDU 230 Foundations of Education (FE) | 3 | | * Disposition Instrument * Perception Instrument * Community Profile * Reflective Journal |
| EDU 231 Technology for Educators | 3 | | * eFolio Assignment * Digital Story Telling * Data Collection for Assessment Assignment |
| EDU 232 Elementary Curriculum & Instruction (FE) | 3 | | * Disposition Instrument * Perception Instrument * Six Level Unit Plan with Adaptations & Modifications |
| EDU 330 Classroom Management | 2 | | * Behavior/Intervention Plan * Classroom Management Plan |
| EDU 334 Teaching Elementary Science (FE) | 3 | | * Disposition Instrument * Perception Instrument * The Science Circus (collaborative) * Science Lesson Plan |
| EDU 333 Teaching Elementary Social Studies (FE) | 2 | | * Deposition Instrument * Perception Instrument * Lesson Plans- Teaching a Social Studies Reading Strategy Using Modeling and Guided Practice * Constructing Knowledge Through Social Studies Unit Project * Public Issues Exploration Lesson: Plan, Enactment, & Analysis |
| EDU 337 Teaching Elementary Mathematics (FE) | 3 | | * Disposition Instrument * Perception Instrument * Lesson Plans * Lesson Study Group Presentations & Participation Assignments * Individual Student Assessment -Performance Based Assessment for the Course |
| EDU 338 Reading and Writing (FE) | 3 | | * Disposition Instrument * Perception Instrument * Lesson Plans |

|  |  |  |
| --- | --- | --- |
| **ENHANCED STUDENT TEACHING Assessments** | | |
| EDU 420 Student Teaching Seminar | 3 | * Disposition Instrument * Perception Instrument * Lesson Plans * ePortfolio * Teacher Work Sample (TWS) * Action Research and Presentation * Reflective Journal |
| EDU 430 Enhanced Student Teaching | 9 |  |

**LCAS Data Collection Overview Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Initial Programs** | **Analysis of Data** | **Collection**  **Timeframe** | **Method** |
| **Admission** | (Admissions Committee Chair) | Number of Applicants who applied for the program.   * Apply * Admitted * Denied | Beginning of each semester | Paper Application  And Online Application  Annual Report |
| **PTAXIS I and II Scores** | Coordinator | The student’s scores on the PRAXIS when entering the program | Beginning of each semester | Documentation in the App.  Process  LCAS |
| **Program Completion**  **Graduates** | Department Chair | Number of Students who completed the program for Fall, Spring, Summer I & II | End of each semester | Paper  Graduation App.  Tennessee Reporting System |
| **Key Assessment Data** | Faculty\* | Number of students enrolled in the program by ethnicity\* on Transition Chart | Each Semester | Paper |
| **(Practice Exam Data)**  **Certification Seminar Course** | Faculty/Test Prep Coordinator | The total number of students who took the practice exam(pass and fail) | Continuously | Paper/  Scranton Data |
| **Certification/**  **Licensure Exam Data** | Faculty/ Certification Officer | The total number of students who took the exam(pass and fail) | Monthly | Electronically  (State) |
| **Enrollment** | Department Chair | The total number of students who are enrolled in the program | By Semester | Electronically |
| **Faculty Evaluations** | Department Chair/Division Head | The analysis of all faculty members by department.   * Student * Peers (3) * Division Chair * Self Evaluation | Annually | Electronically |
| **Clinical Practice**  **Observation** | Faculty/ Field Experience and Clinical Practice Coordinator | All students’ observation by Supervisor, Teacher Candidate, and ISD Teacher for the Fall and Spring Semester   * Lesson Plans * Unit Plans * Reflective Journal * Action Research * TWS * Exit Interview | By Semester | Paper  Electronically |
| **Field Experiences** | Faculty/Field Experience and Clinical Practice Coordinator | All field experiences (internship, practicum) by Area of Study. | By Semester | Paper  Electronically |
| **Unit Survey** | Faculty | Survey for DOE faculty and students to assess the DOE as a Unit | Annually | Electronically |
| **Disposition Survey** | Faculty | The analysis of student’s disposition/caring proficiencies in courses identify on the Transition Chart | By Semester | Paper  Electronically |
| **Perception Instrument (K,S)**  **Knowledge and Skills** | Faculty | The analysis of the student’s knowledge and skills in a selected course by semester or when course is offered | By Semester | Paper  Electronically |
| **Follow-Up Survey**  **Exit Survey** | Faculty/CAEP Coordinator | Candidate’s feedback on program | Annually | Paper  Electronically |
| **Employer Survey** | Faculty/CAEP Coordinator | Employer feedback on the performance of our candidates. | Annually | Paper  Electronically |

**Unit Operations Annual Evaluation Schedule**

|  |  |  |
| --- | --- | --- |
| **Unit Operations Annual Evaluation Schedule** | | |
| **Assessment Method** | When? | What? |
| **Teacher Education Council** | Fall- October  Spring- April | Unit presentation of updates, feedback and additional recommendations; attention to K-12 school needs and developments with school partnerships. |
| **Lane College -required full-time faculty and staff performance appraisal system** | February | Using College format based upon faculty/staff position types, and position duties. |
| **Weekly assessment/leadership meetings** | Every Thursday (unless  announced cancellation) | Department Chairs, assessment coordinator, program directors, and director of field and clinical assessment meet to plan, monitor, and examine data associated with the unit’s assessment system, and to manage progress toward meeting other accountability requirements, including State and CAEP. |
| **Program continuous improvement plans** | After each semester  (Fall, Summer, Spring) | Chairs with the Dean and CAEP meet regularly to update the program improvement plans to be uploaded on  Department Assessment Data Warehouse and LCAS. |

**Benchmarks**

**Benchmarks for Initial Programs**

Six benchmarks mark the progression of candidates through the Initial Program in the Department of Education at Lane College. The commonality of these benchmarks allow comparison across programs which facilitates program and department evaluation. In addition, programs within departments across the unit use similar benchmark assessments to facilitate unit evaluation. Multi-dimensional assessment techniques are used to determine the presence of broad-based, substantive behaviors needed by candidates to function successfully in today’s and future classrooms. At **benchmark zero**, the Unit identifies students at the freshman level in course ORN 110 Freshman Orientation who may be interested in majoring in education. Benchmarks one involves admission to the Teacher Educator Program. To be eligible for admission, candidates must complete an Educator Preparation Program application, submit a degree plan signed by an advisor, and provide evidence of completion of the forty-nine (49) credit hour for general education core requirements. An official transcript from each college and university previously attended is required as well. Also required for admission is a minimum overall grade point average of 3.00.

The **first benchmark** is called Admission. The Admissions Committee of the Teacher Education Council, which is housed in the Teacher Certification Office, makes all final decisions on admission to the EPP. Compilation of data from the program entry benchmarks provides important information for program and unit assessment by providing a snapshot of candidates’ skills, knowledge, and dispositions upon entering the teacher preparation program (See Benchmark Chart).

The **second benchmark** is called Field Experiences. Candidates are required to successfully complete a block of specific courses to advance to the next benchmark. These courses, which provide direct teaching of the 15 proficiencies needed to be successful in urban school environments, are the following: EDU 230, EDU 232, EDU 334, EDU 333, EDU 337, and EDU 338

Included in these courses are a set number of field-based classroom observations that each candidate must perform. To evaluate a candidate’s mastery of the 15 proficiencies, both rubric scoring and cognitive measures in the form of course grades are used. Course grades are determined based on assessments such as reflective journals, lesson plans, unit plans/development portfolio entries, and ability to develop cognitive sample tests. Candidates are required to maintain a Grade Point Average of 3.00 over the duration of these courses. Rubric scoring is designed to inform the faculty and candidates of developmental processes and needs of candidates in regard to acquiring the knowledge, skills, and dispositions required for professional educators. Support is available to all candidates through tutorial services, along with workshops provided by faculty and staff.

The **third benchmark** is the student teaching /Clinical Practice semester. At this stage, candidates are required to demonstrate their mastery of the 21 proficiencies. Candidates at this benchmark are assigned to a school for one semester. At the school candidates are required to engage in a range of activities including actual teaching of lessons, developing lesson plans and observing parent-teacher conferences. Each candidate is evaluated across several assessments listed in the Key Assessment Chart. Candidate success at this benchmark is determined by three independent evaluators, a School Based Representative, Department of Education Faculty Advisor, and a representative from the Office of Field Based Experiences.

The **fourth benchmark** is graduation. This benchmark includes a complete evaluation of each candidate’s performance in the Education Preparation Program. The Program coordinators and Lead faculty member use the program completion review process to assess each candidate’s success in completing the program and his/her readiness for assuming professional responsibilities. These assessments include satisfactory completion of field experience/clinical practice and related assignments, submitting a professional resume, and a review of current transcript and the development of a professional placement file, portfolio reviews, and assessment of appropriate dispositions.

The **final benchmark** is follow-up assessment collected on each candidate. Follow-up measures include employer surveys along with state required certification test scores. Upon graduating from the Educator Preparation Program candidates must successfully pass the state required content exam in their area to be certified in their teaching field. The passage rates on the state exam, along with employer evaluations, are used as an overall unit evaluation.

**Benchmarks**

**IV. Benchmarks Transition Points for Initial Program**

|  |  |  |
| --- | --- | --- |
| Benchmarks | Description | Requirements |
| **Zero** | Pre-Education Candidate | Classified as an Education Major by the College but have not been admitted to the Teacher Educator Preparation Program (generally freshmen and sophomore students)- Teacher candidates will be first identified in course ORN 110- Orientation |
| **One** | Admission and enrollment to Teacher Education Program | Completion of forty-nine (49) hour minimum core requirements   * submit an application, * have a 3.00 cumulative undergraduate GPA, * have completed all 49 hours of the General Core Courses * must pass all portions of the PRAXIS Core Academic Skills Test for Educators (CORE) unless the candidate has an Enhanced ACT score of 21 or above or a combined score of 1020 or above on the SAT.  **Note:**passing the CORE writing exam is a non-negotiable and cannot be appealed, and * have a cleared [**TBI background check**](http://www.memphis.edu/tep/clinical/background-checks.php)on file in the Office of Teacher Education. * Submit a Teacher Education application (Online) Form A * Submit written recommendations (Form B) from two full-time faculty members: either two from the major or one from the major and one from general education * Demonstrate proficiency in oral communication through a departmental screening interview |
| **Two** | Field Experience  EDU 230, EDU 232, EDU 334, EDU 333, EDU 337, and EDU 338 | Achieve a 3.0 GPA in the field experience courses.  (Sample Key Assessments)   * Lesson Plans * Unit Plans * Behavior/Intervention Plans * Community Profiles |
| **Three** | Clinical Practices  EDU 420  EDU430 | * Videotape of actual teaching lesson * Sample of Student Assessments * Reflective journal * Exams * School-based faculty evaluation * Summaries of meeting with school-based educators and parents * Professional résumé |
| **Four** | Completion of program | Current Transcript  Professional placement file  GPA with a minimum of 3.0 |
| **Five** | Follow-up | Candidates inform office of job placement  Employer survey |

**Department of Education Model Benchmarks**

**The DOE Model for Assessing Teacher Education**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Foundation Knowledge:**  **General Education Coursework or Baccalaureate Degree** | **Academic Major and Professional Education Concentration Program** | **Content Knowledge**  **Core Courses** | **Capstone Performance**  **Student Teaching, Internship** | **Beginning New Professional Roles:**  **Performing as a beginning teacher** | **Continuing Professional Development**  **Advanced continuing education, Graduate degrees, new professional roles** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Enroll at Lane College** | **EEP Admission** | **Content Knowledge**  **Field Experiences**  **Core Courses** | **Student Teaching** | **Program Completion, initial license** | **Professional**  **Practice** |  |
| Assessment Pont 0 | Assessment Point 1  = | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 | Assessment Point 5 | |

**ASSESSMENT SYSTEM TIMELINE**

**Prior to beginning of each Semester**

* Programs identify courses and assignments from which program and/or unit data will be collected

**During each fall and spring semester**

* Ongoing collection of programs and unit data according to dates specified

**During each fall and spring semester**

* Progress of initial and advanced program candidates is monitored at designated transition points

**Within one week after the end of each semester**

* All field experience assessments and key assessment data is submitted
* All program assessment data entered by data clerk and assessment coordinator

**Within three weeks after the end of each semester**

* All paper assessment data to be scanned, prepared and reports created
* All program data entered and reports created

**Within one month after the end of each semester**

* Aggregated unit data to Dean of College of Education
* Disaggregated unit and aggregated program specific data to department chairs/program coordinators

**February 1 for fall, June 15 for spring and September 15 for summer**

* Department chairs/program coordinator submits a report to the Dean of the Department Liberal Students and Education addressing disaggregated unit data and aggregated program specific data

**March 1 for fall, July 15 for spring and October 1 for summer**

* Dean of Department of Education prepares report addressing aggregated unit data

**Each March, September & October**

* Unit and program assessment reports presented by the Dean of the Department Liberal Students and Education at monthly Administrative Council meetings and with other college offices.

**October of each year**

* Dean of Department Liberal Students and Education prepares an annual report on candidate performance for the unit for the past academic year. Report is shared with faculty at annual COE meeting, with school districts through Network of Partnership Schools or Superintendent’s meetings and with the Field Experience Advisory Council.

**August of each year**

Faculty Retreat- to discuss data and the system

**ASSESSMENT SYSTEM TIMELINE**

Lane College

Department of Education

|  |  |  |  |
| --- | --- | --- | --- |
| **BEGINNING**  **AUGUST - OCTOBER** | **MIDPOINT**  **NOVEMBER -JANUARY** | **END ACADEMIC YEAR**  **FEBRUARY - MAY** | **SUMMER**  **JUNE – JULY** |
| B1 – All Data Sources  Admission to the College | B3 – All Data Sources  Admission to Student Teacher | B2 – All Data Sources  Admission to Unit  B4 – All Data Sources  Completion of Program | B5 – Data Courses Distributed – Follow Up Survey of Unit Graduates  One Year and Five Year Intervals  Analyses of Data  B1, B2, B3, B4  Dean/Chair Reviews Data and Takes Action |
| Teacher Education Committee Meets  Unit Faculty Meets  Unit Admission Committee Meets | Data Sharing and Policy Decisions  Data Sharing and Policy Recommendations For Unit, Candidate, and Programs  Takes Action Based on Data Review | |
|  | Analysis of B5 Data  (Follow Up of Graduates) | Reports Submitted Based on Aggregated Data  -Assessment Book Reports to College | |
| Data Entered Sys 4  (Unit Data Base System) |  |  |  |

**Ensure Fairness, Accuracy, Consistency, and Avoidance of Bias in the Assessment System**

* A validation process designed to systematically improve assessment tools are used in all programs to ensure fairness, accuracy, consistency, and avoidance of biases. Priority is given to ensuring the credibility of assessment tools used at major candidate transition points. Programs in the unit ensure fairness by including benchmarks assessment instruments in candidate handbooks. The Department reviews these assessments with candidates during orientation and within courses to outline program expectations and to ensure candidate understanding of the assessments. The unit ensures that unit and program assessments are linked to the unit’s conceptual framework and aligned with CAEP, state, and program standards. Also during orientation sessions, candidates are informed of dispositions requirements and dispositional assessment process. Expectations for professional dispositions are also revisited within courses.
* Upon review of the current process for insuring the accuracy, consistency, and avoidance of bias in assessment instruments, a determination was made that a more structured process should be established to control the development and use of assessments. The decision was recently made to require that all assessments used for benchmark assessments be submitted to the Department Assessment Committee and the College Assessment Committee for approval or recommendation for improvement. The Assessment Committee also provides assistance in determining the reliability and validity of assessments. This procedure provides more control regarding the development and use of assessments to monitor accuracy, consistency and avoidance of bias across assessments.
* Cooperating teachers and supervisors are trained every semester to increase consistency and reliability of evaluators. A high retention rate of supervisors also serves to increase the reliability of the data across time.
* Rubrics are used in assessing candidates’ competencies throughout unit evaluations and embedded program assignments and are shared with the candidates before the rubrics are used. Thus, candidates know in advance the method of assessment, 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 internships and 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.
* Unit faculty members periodically review the rubrics used for the Teacher Work Sample and for assessment of field experience competencies in small committees and in yearly DOE meetings and CAEP retreats. Rubrics are revised and clarified where needed. The revised field experience and TWS rubrics are updated and included in the associated handbooks.
* Data are triangulated wherever possible to enhance the reliability of findings. For example, many of the same questions are asked on the “Perception Survey,” “Graduate Follow-Up Surveys,” “Employer Surveys” and focus groups for initial.

**USE OF INFORMATION TECHNOLOGIES**

**IN ASSESSMENT SYSTEM**

LCAS collects and maintains institutional and candidate data, including but not limited to names, demographic information, ethnicity, GPA, transcript data (e.g., major, degree, non-degree seeking, course lists, grades) and test scores. For advisement and monitoring candidate’s progress at benchmarks, DOE faculty and staff can access student information via the LCAS System using a system of passwords for the protection and security of student data. Faculty can also access or request data through the system developer.

The unit maintains assessment information, handbooks, forms, rubrics and tutorials on several departmental websites.

LCAS system will maintain the database to track the placement, assessment and supervision of all initial field experience students, as well as student eligibility requirements for field experiences.

**DOE Alignment Chart**

**The assessment system also includes major assessments in every program. Major Assessments are aligned to the Lane’s Mission, Purpose, and conceptual framework outcomes. Major assessments are used to help make decisions about candidates at benchmarks, for systematic evaluation, improvement of programs and the unit.** **Each program listed below has Major Assessments of content, planning, clinical experience, impact on student learning, and dispositions aligned the conceptual framework, state and national standards, and to InTASC.**

# **Relationship between CF Outcomes and Institution’s Mission**

|  |  |
| --- | --- |
| **Communities of Learners: CF Outcomes** | **Lane’s College Mission and Purpose** |
| **ACompetent educator:**  Demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; | * With strong ties to the Christian Methodist Episcopal Church, the College’s Mission is to develop the “whole student.” Academic excellence is the institution‘s top priority, and it is achieved through a student-centered and nurturing approach to learning supported by excellent teaching, teaching-related research, and service. |
| Demonstrates the capacity to problem solve, and to think critically and reflectively; | * The College believes that one’s intellectual capability coupled with social and spiritual growth is essential to the development of a well-rounded individual. |
| Demonstrates an understanding of human development, and the ability to act on this understanding; | * “issues and prepare an ethnically diverse student population to become a force for positive change in a global society” |
| Demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; | * In keeping with this Mission, the College offers creative and enriching academic programs to prepare students for their chosen careers; and encourages active student engagement to cultivate life-long learning. |
| Demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; | * Academic excellence is the institution‘s top priority, and it is achieved through a student-centered and nurturing approach to learning supported by excellent teaching, teaching-related research, and service. |
| Demonstrates an understanding of effective communication and collaboration strategies; | * With strong ties to the Christian Methodist Episcopal Church, the College’s Mission is to develop the “whole student.” Academic excellence is the institution‘s top priority, and it is achieved through a student-centered and nurturing approach to learning supported by excellent teaching, teaching-related research, and service. |
| Demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; | * Academic excellence is the institution‘s top priority, and it is achieved through a student-centered and nurturing approach to learning supported by excellent teaching, teaching-related research, and service. |
| Demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; | * Academic excellence is the institution‘s top priority, and it is achieved through a student-centered and nurturing approach to learning supported by excellent teaching, teaching-related research, and service. |
| Demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting. | * Lane College offers a balanced liberal education and seeks to continue adding to the variety of its curricular offerings in order to become even more innovative in organization and methodology and continue to develop the mature, educated individuals needed in an ever-changing society. |
| **A Committed and Culturally Responsive educator:**  Acts on the belief that *all* children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; | * The College helps its students become open-minded and tolerant while developing sensitivity for, and commitment to, ways of improving the human condition. |
| Demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; | * Lane College is grounded in the belief that improvement is a life-long endeavor. Furthermore, it believes democratic participation in American society in an intellectual manner is designed to improve society and its members’ opportunities. In a world of continuous change, the College offers programs that develop the attitudes and understandings necessary for leadership and effective participation in a democratic society. |
| Demonstrates a commitment to high moral and ethical values; and | * Lane College is grounded in the belief that improvement is a life-long endeavor. Furthermore, it believes democratic participation in American society in an intellectual manner is designed to improve society and its members’ opportunities. |
| Assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. | * Lane College develops the “whole student.” The College fosters academic excellence. The College is also concerned about the student’s spiritual, social, and ethical development. The College believes that spiritual growth is an important part of the development of the individual. Spiritual life at the College is viewed as a quality-filled experience rather than a specific and narrow range of separate activities. Spiritual programs of learning, worshipping, and service have the purpose of illuminating life and making life more meaningful. |
| Values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. | * Lane College develops the “whole student.” The College fosters academic excellence. The College is also concerned about the student’s spiritual, social, and ethical development. The College believes that spiritual growth is an important part of the development of the individual. Spiritual life at the College is viewed as a quality-filled experience rather than a specific and narrow range of separate activities. Spiritual programs of learning, worshipping, and service have the purpose of illuminating life and making life more meaningful. |

**Relationship between CF Outcomes, CAEP Elements, InTASC**

|  |  |  |
| --- | --- | --- |
| **CF Outcomes** | Link to CAEP Elements **K-Knowledge**  **S-Skills**  **D-Disposition** | **InTASC** |
| **ACompetent educator:**  Demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; | **K** | 2. Teachers know the subjects they teach and how to teach those subjects to students. |
| Demonstrates the capacity to problem solve, and to think critically and reflectively; | **K** | 1. Teachers are committed to students and their learning.; 2. Teachers know the subjects they teach and how to teach those subjects to students. |
| Demonstrates an understanding of human development, and the ability to act on this understanding; | **S** | 1. Teachers are committed to students and their learning.; 2. Teachers know the subjects they teach and how to teach those subjects to students. |
| Demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; | **S** | 1. Teachers are committed to students and their learning. |
| Demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; | **S** | 1. Teachers are committed to students and their learning.;3. Teachers are responsible for managing and monitoring student learning. 4. Teachers think systematically about their practice and learn from experience. |
| Demonstrates an understanding of effective communication and collaboration strategies; | **K** | 4. Teachers think systematically about their practice and learn from experience. 5. Teachers are members of learning communities. |
| Demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; | **K** | 5. Teachers are members of learning communities. |
| Demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and | **S** | 1. Teachers are committed to students and their learning.;3. Teachers are responsible for managing and monitoring student learning. |
| Demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting. | **S** | 1. Teachers are committed to students and their learning.; 2. Teachers know the subjects they teach and how to teach those subjects to students. 3. Teachers are responsible for managing and monitoring student learning. |
| **A Committed and Culturally Responsive educator:**  acts on the belief that *all* children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; | **K** | 5. Teachers are members of learning communities. 3. Teachers are responsible for managing and monitoring student learning. |
| Demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; | **S** | 1. Teachers are committed to students and their learning; 2. Teachers know the subjects they teach and how to teach those subjects to students. |
| Demonstrates a commitment to high moral and ethical values; and | **K** | 1. Teachers are committed to students and their learning. |
| Assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. | **S** | 1. Teachers are committed to students and their learning. |
| Values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. | **K** | 5. Teachers are members of learning communities. |
| **Dispositions** |  |  |
| Understands the rights of all students and acts on the belief that all children can learn | **D** | 1. Teachers are committed to students and their learning.; 2. Teachers know the subjects they teach and how to teach those subjects to students. 4. Teachers think systematically about their practice and learn from experience; 5. Teachers are members of learning communities. |
| Demonstrates by appropriate behaviors during class settings and in work environment | **D** | 1. Teachers are committed to students and their learning.; 2. Teachers know the subjects they teach and how to teach those subjects to students. 3. Teachers are responsible for managing and monitoring student learning. |
| Demonstrates a respect for the profession | **D** | 5. Teachers are members of learning communities. 4. Teachers think systematically about their practice and learn from experience |
| Demonstrates punctuality with regard to arrival to class, practicum, student teaching, field experience, meetings | **D** | 1. Teachers are committed to students and their learning.; 2. Teachers know the subjects they teach and how to teach those subjects to students. 3. Teachers are responsible for managing and monitoring student learning. |
| Maintains confidentially | **D** | 1. Teachers are committed to students and their learning |
| Demonstrates the ability to compromise and to respect others’ opinions during work group | **D** | 1. Teachers are committed to students and their learning.;3. Teachers are responsible for managing and monitoring student learning. |
| Participates in professional development activities that were recommend | **D** | 5. Teachers are members of learning communities. |