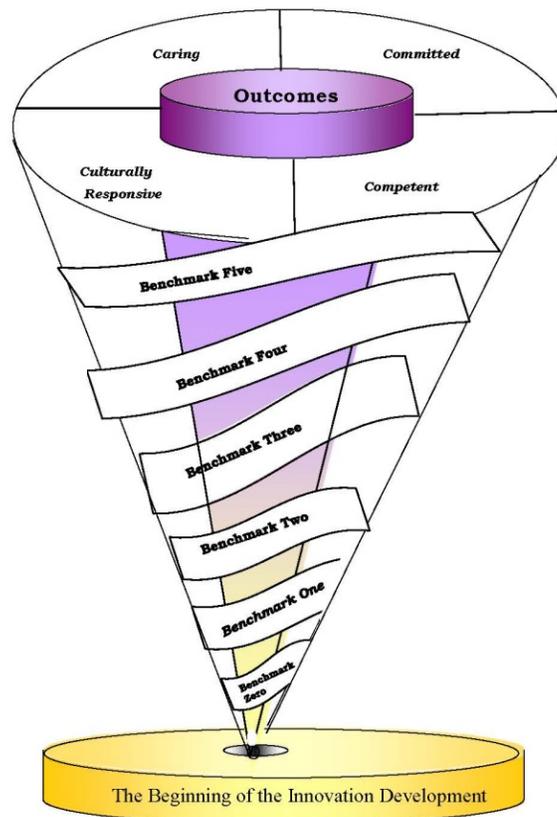


# Lane College

## Department of Education

State Specialty Area Licensure Program Report for Initial Approval Elementary Education

(Endorsement in Elementary Education K-5)



### Teachers as Innovators

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### 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

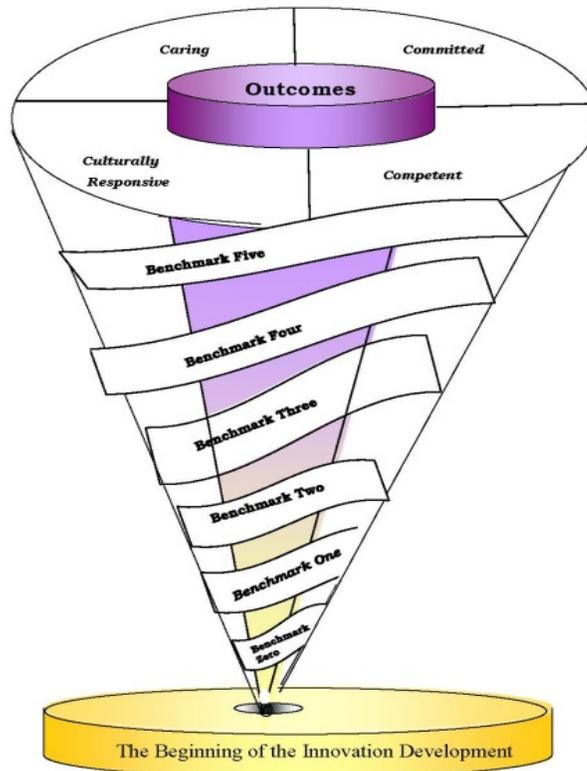
## Description of the Conceptual Framework

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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Teachers as Innovators (4C's)



## **Vision Statement**

The Department of Education is committed to the preparation of 21<sup>st</sup> 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:

10. 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)**
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; **(S)**
12. demonstrates a commitment to high moral and ethical values; and **(K)**

13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. **(S)**
14. 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)**

15. 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;
16. maintains confidentiality;
17. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
18. demonstrates respect for the profession;
19. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
20. demonstrates the ability to compromise and to respect others' opinions during group work;
21. 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 an 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

