

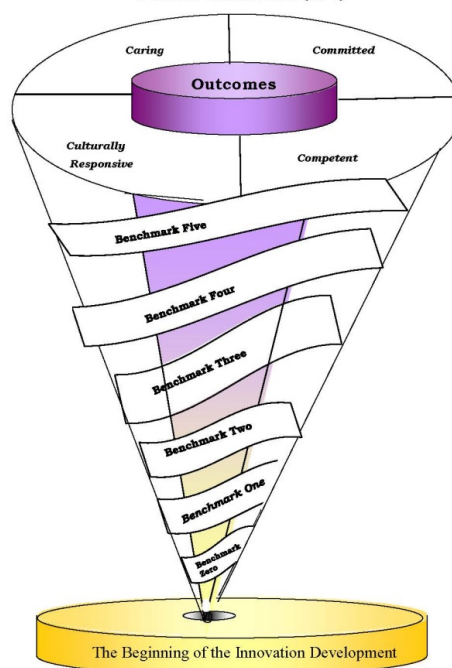
Lane College

Department of Education

State Specialty Area Licensure Program Report for Initial Approval Elementary Education

(Endorsement in Elementary Education K-5)

Teachers as Innovators (4C's)



Teachers as Innovators



QAS Handbook

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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 College 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

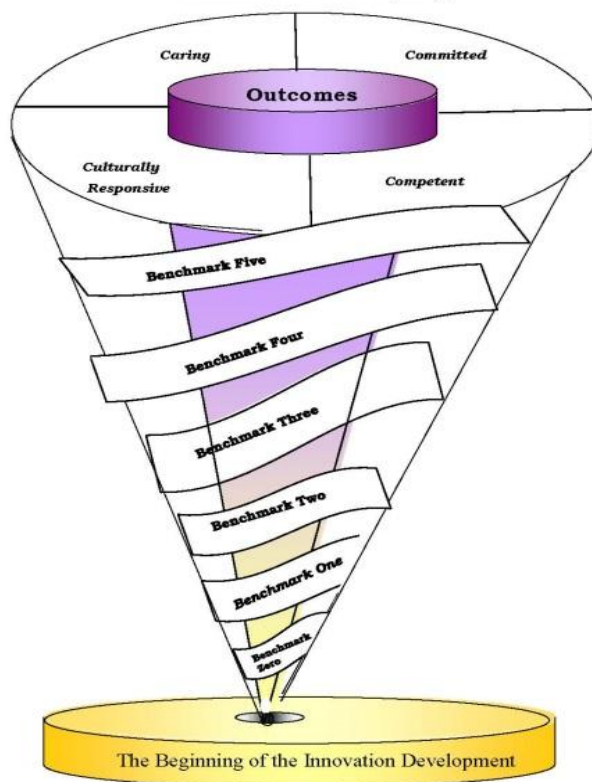
Description of the Conceptual Framework

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 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 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 use 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 educators 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 rights 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 K-5 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 K-5 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 the K-5 Program and 2 key assessments for content, field-based courses and clinical practice.
2018	Assessment Data Books	The K-5 Program will be required to submit Continuous Improvement Plans. The Assessment Coordinator will provide semester data to each program.

2019	EPP Assessments	Continuous development and collaboration among faculty and primary partners.
2020	Literacy Assessments	The department established the Literacy Block. Developed key assessments and Course Outlines Alignment to Program and Unit Outcomes and Goals Alignment to State Literacy Standards Alignment to CAEP Standards
2021-2022	Field Experience Instruments Revised Committee Meeting formalize Extensive Recruitment Admission of Students	Full faculty review
2022-2023		

Structure of the Quality Assurance System (LCAS)

The assessment system was developed with input from the professional community through joint faculty and committee meetings, input and review from our Teacher Education Council (TEC) (with representatives from the K-5 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) with collaboration with a primary partners.

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 K-5 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

Key Questions that are asked to drive the QAS:

1. Developing and Establish Goals (SLO)

What are our SLO’s?

Why are they needed for the success of the candidate?

2. Creation or Revision of Assessment

Is the assessment driven by the conceptual framework?

Is the assessment aligned to state and national standards?

Is the assessment fair and free of bias?
Does the assessment measure identified outcomes?

3. Assessment Administered

Who is responsible for conducting assessment?
When will the assessment be administered?
What is the most efficient manner for administering assessment?
Does the assessment process reduce inconsistencies and bias?
What technologies will be utilized in administering assessment?
Can the assessment be consistently administered?

4. Data analysis of assessments results

How are data entered into the database for analysis?
How are data summarized and reports generated?
What reports are needed by the review committee?
Is data aggregated or disaggregated as appropriate?

5. Review of analysis of data by committee and key stakeholders

What program or unit changes are needed based on the data?
What does the data say about the qualifications and proficiencies of candidates?
Are changes in the assessment instrument or process needed to ensure fair, consistent and unbiased treatment of candidates?
Can the assessment process be approved or made more efficient?
Did the assessment instrument give an accurate measure of outcomes?

6. Recommendation for changes to assessment, curriculum, program, etc

Who reviews recommendations and approves changes?
Who provides oversight to make sure approved changes occur?
How are findings by various committees shared with students, faculty and stakeholders?

“Closing the loop”

The purpose of assessment is to identify strengths and weaknesses in our practices, and to implement changes to improve our newly established program. Step #6 is critical to the lifespan of our program “closing the loop”.

After collecting and analyzing assessment data, decisions need to be made collectively to determine whether/what changes will be made. If the data suggest that the outcome is met, the plan for the subsequent year could either be to continue monitoring the outcome to ensure consistency in quality, or to celebrate and move on to another set of outcome(s).

If the data suggest that the outcome is not met, changes or improvement actions will be planned for the subsequent year. Implemented changes will be monitored as well to see if they actually lead to improvement. The department will compare the results to see if there is any difference. Within a multi-year assessment cycle, SLO's should continue to be assessed and improved until “the loop is closed” (i.e. the outcome is met).

Monitor Candidate Progress

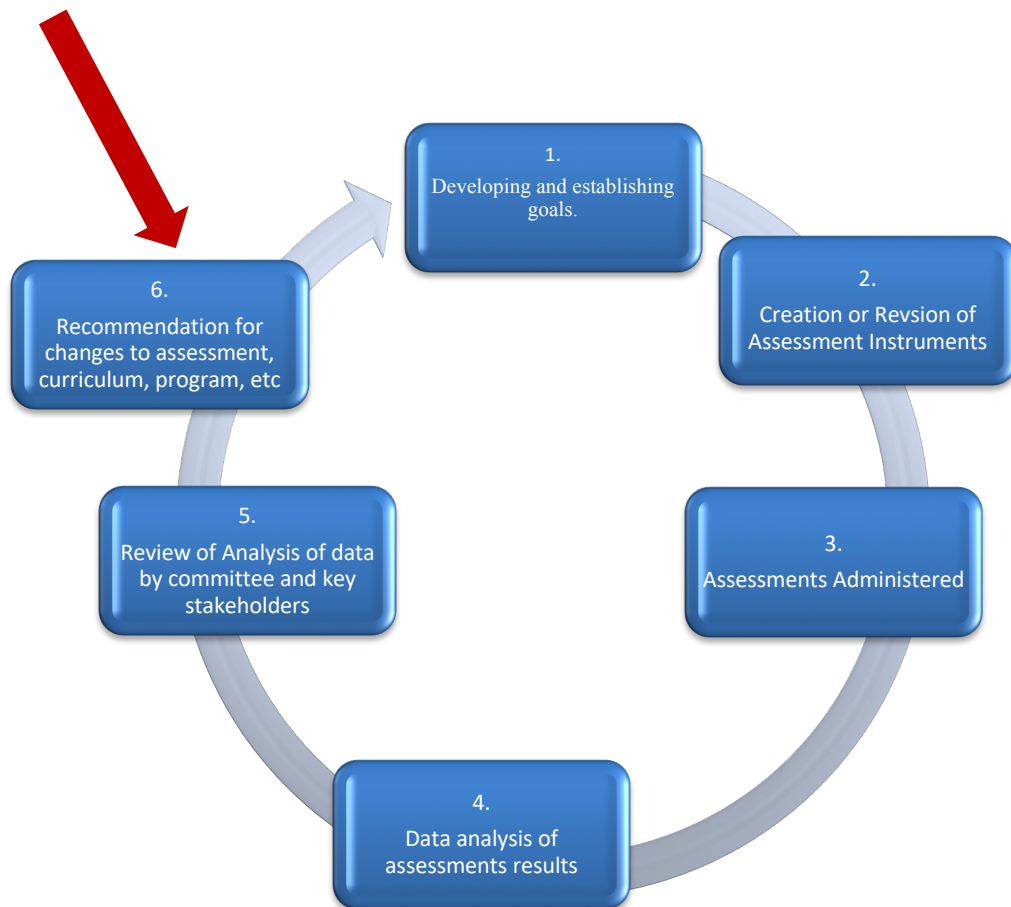
The Director of EPP, Compliance Coordinator, and Assessment Coordinator in concert with program faculty will collect, analyze, monitor and report measures for continuous program improvement and effectiveness. To inform program improvement, faculty will consider multiple formative measures of candidate development such as key course assessments and field experience evaluations. Summative measures of candidates' knowledge and skills include the PRAXIS series of exams and student teaching evaluations. Stakeholders' perceptions of program quality and candidate preparedness are gleaned through surveys, focus groups, and advisory councils. Data from these measures are described in the narratives of standards one and three.

For the initial preparation program, the Lane's EPP has identified key assessments, as well as other state mandated criteria to monitor candidate progress (see Table 1). Table 1 indicates how these and other data are reviewed at various transition points to make decisions about candidate progress and program quality.

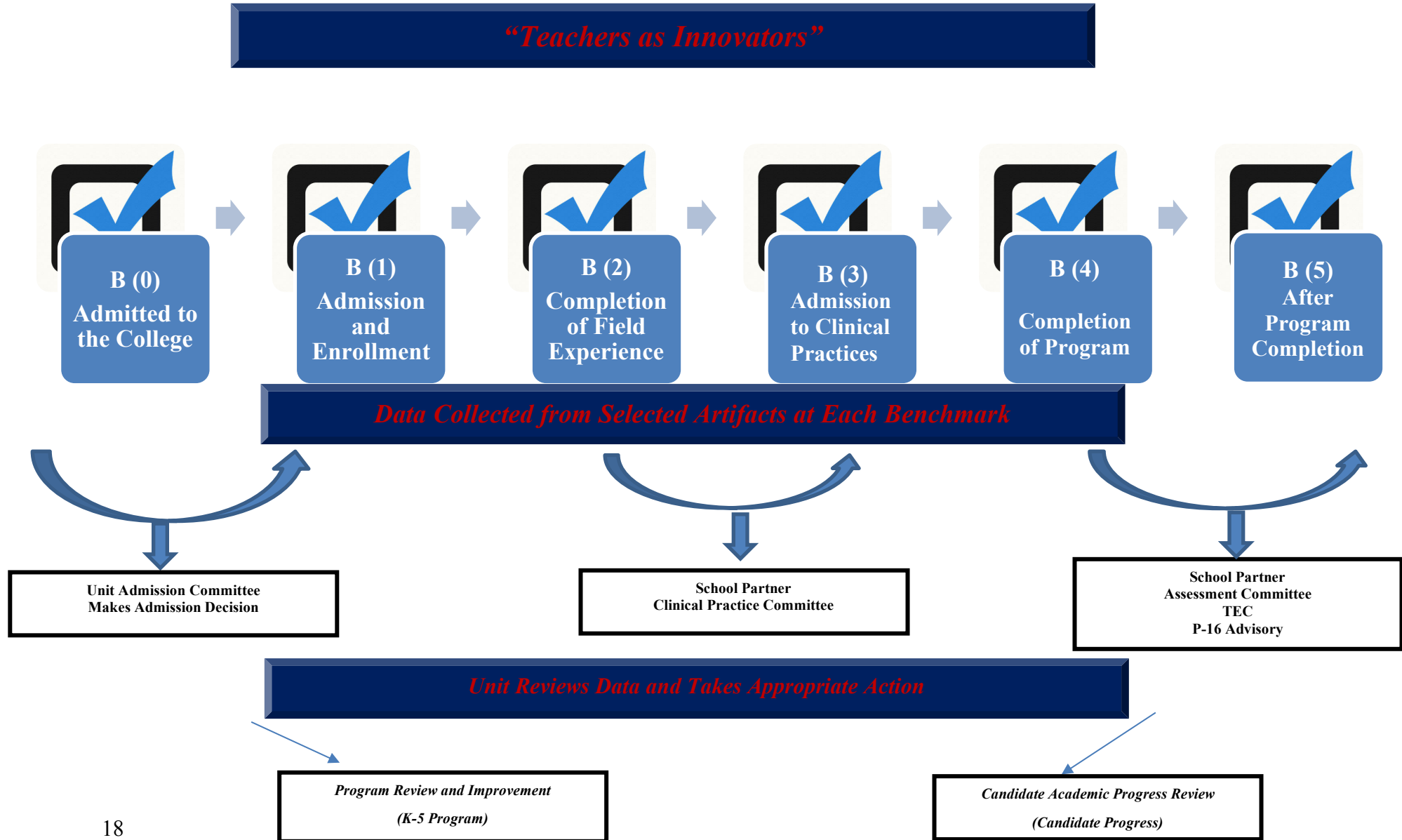
EPP data will be posted on the LCAS (Lane College Assessment System) exhibit center and analyzed by faculty each semester. Meeting minutes and program review items will document decisions which will be located in the Continuous Improvement Plan. The Continuous Improvement Plan focuses, in part, on the refinement and consistent implementation of the quality assurance process through the creation of a framework for reporting, analyzing and sharing data with the college, EPP, and all stakeholders.

Closing the Loop Flow Chart

Closing the Loop!

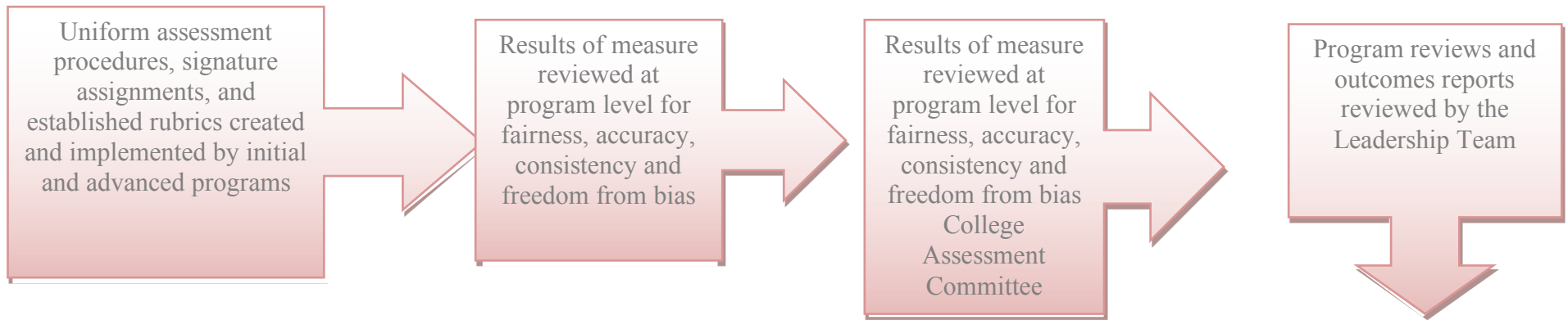


The QAS Flow Chart for Data Collection

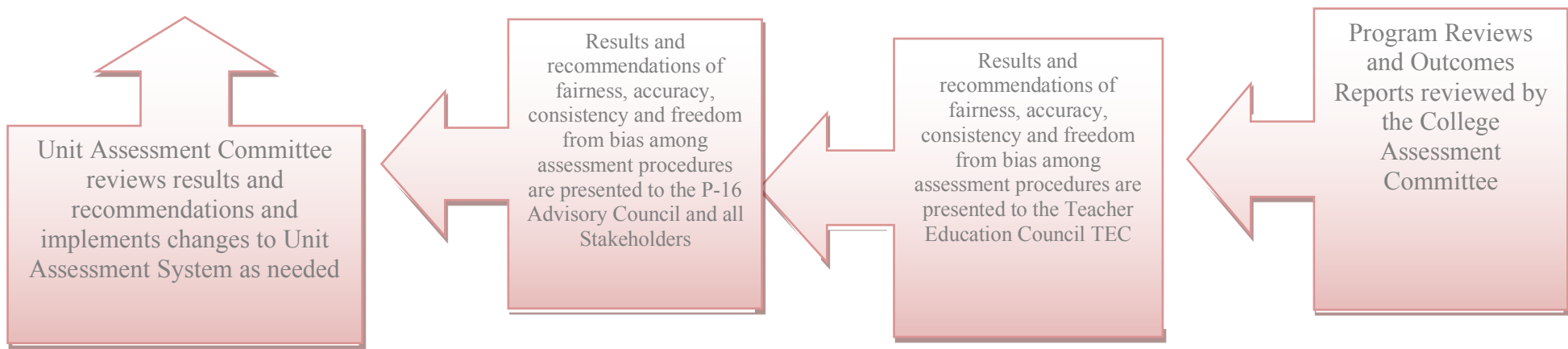


Evaluation of Unit Assessment System

Department of Education

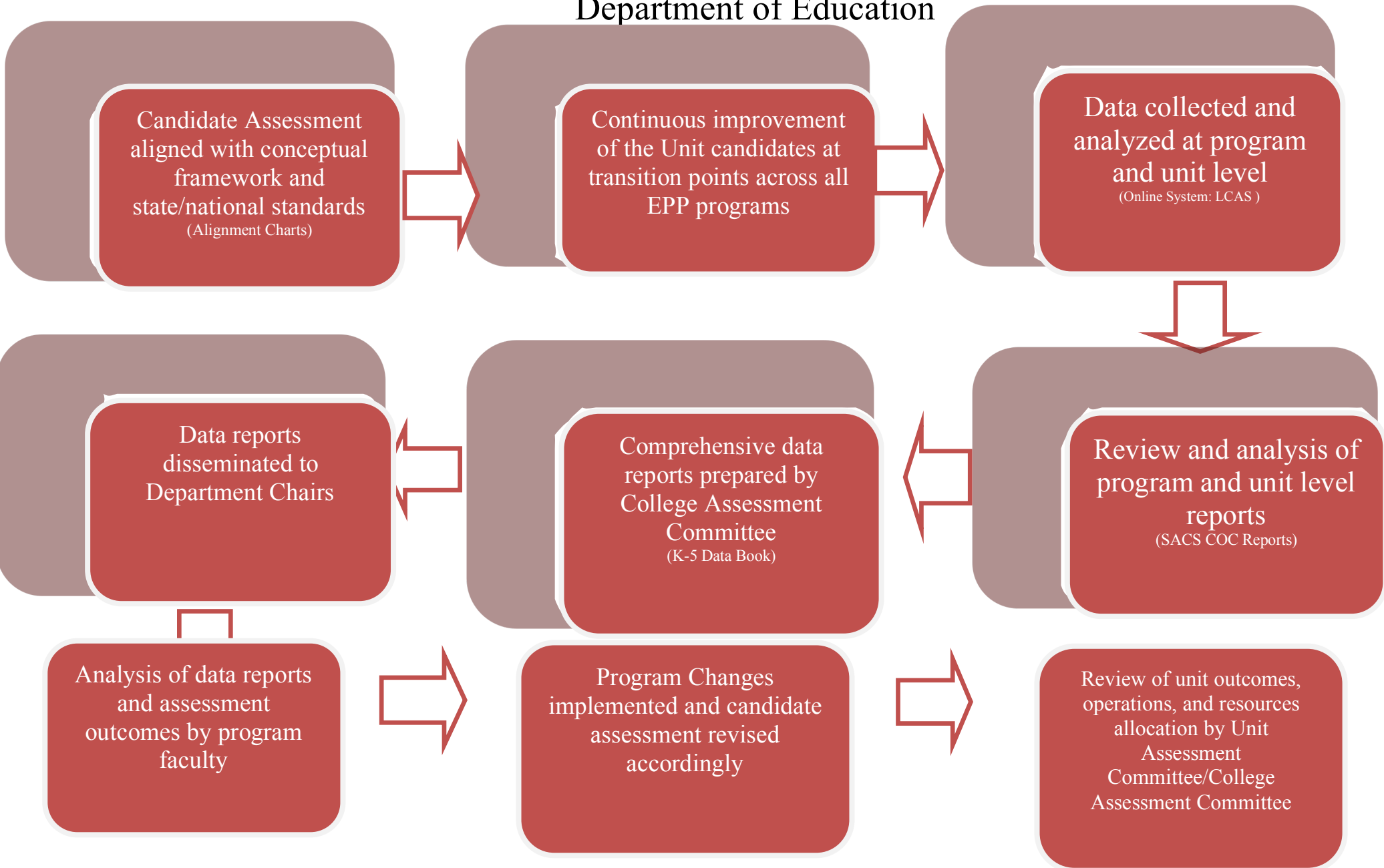


Continuous Improvement



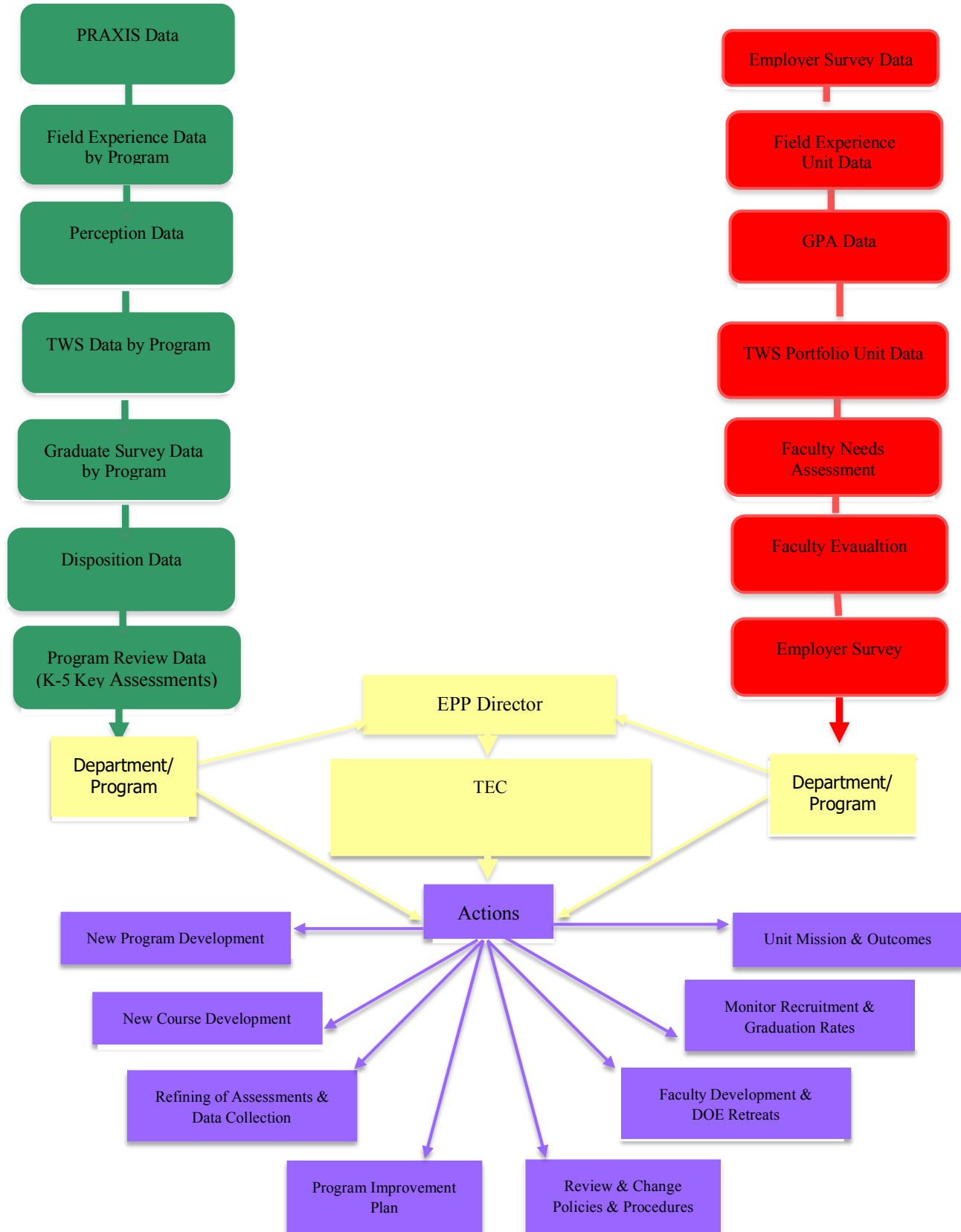
Unit Assessment System for Educator Preparation Programs

Department of Education



DEPARTMENT OF EDUCATIONASSESSMENT SYSTEM

INITIAL PROGRAM (K-5)



Assessments

Many of our assessments are in the pilot stages and we will be working on establishing validity and reliability for non-proprietary assessments. The Department has adopted four key assessments for its teacher preparation programs in addition to state required licensure testing and surveys. Table 1 indicates the nonproprietary assessments which are Benchmark I- Disposition, Benchmark II- Lesson Planning, Disposition and Perception and Benchmark III- Disposition and Student Teaching Evaluation. Table 2 below indicates the proprietary assessment for the department: Benchmark I- Praxis, ACT/SAT, GPA, Benchmark III- edTPA, GPA, and TEAM. Overall EPP proprietary assessments for the Unit are State Report Card and the Tennessee Department of Education Annual Report. In addition to EPP key assessments, the department has established content assessments for courses within the department. Table 3 indicates suggested content assessments for the courses; however, each assessment will be reviewed for content validity and reliability. While course assessments allow candidates to demonstrate their mastery of concepts learned in a particular course, candidates will be required to integrate knowledge and skills throughout the program with proficiency. Candidates will be required to meet with their education advisor every semester to ensure that they are progressing and meeting required benchmarks. In addition, candidates will be required to take EDU 435- Education Certification. Although Lane offers this course of support in passing state exams and edTPA, we believe this to be a shared responsibility between the candidates and the EPP.

Table 1 EPP Nonproprietary assessments

Assessment	Benchmark
Lesson Plan	II
Disposition Instrument	I, II, III
Perception Instrument	II, III, V
Student Teaching	III

Table 2: Proprietary Assessments

Assessment	Benchmark
Praxis	I, III
edTPA	III
ACT/SAT	I
GPA	I, III
TEAM Evaluation	III
State Report Card	Exiting
Tennessee Department of Education Annual Report	Exiting

Benchmark 1: Lesson Plan

The purpose of this rubric is to assess candidates' evolving skills in understanding learner development and differences, demonstrating and applying content knowledge, and planning for assessment and instruction. CAEP and InTASC standards guided the development of this rubric.

The rubric is primarily used by the faculty who teach methodology and field experience courses and college supervisors who evaluate student teaching. Portions of the lesson plan are introduced at designated stages in the programs, culminating in successful completion of the entire plan. Candidates are expected to achieve at the "target" level of performance at each point of evaluation.

Data from these rubrics will be aggregated and disaggregated by program and used biannually for two purposes:

- To discuss and evaluate candidates' strengths and needs in planning for instruction.
- To use the findings of this evaluation in the examination and adaptation of program curricula to improve areas of candidate need.

Content Validity

The first step the EPP took to design a new valid Benchmark I assessment was to review the InTASC, state and CAEP standards. The InTASC and CAEP standards were indicated on the appropriate indicators of the rubric. The EPP also relied upon the experiences of faculty and assessment committee to determine the appropriate indicators and the levels of proficiency. This is the initial development of this rubric, however, the department will conduct a content validity of the rubric. A pilot of the new rubric will be conducted and feedback from the instructional team, assessment committee and raters will allow us to make changes to the instrument.

Benchmark I, II, III: Deposition Assessment

Teacher candidates at Lane College are expected to demonstrate a satisfactory level of content area knowledge of which they are expected to teach their students; they must have the pedagogical, professional knowledge and skills to apply effective methods to teacher students who are at different developmental stages, and have different learning styles, and come from diverse backgrounds. Teacher candidates must also demonstrate an understanding of the rights of all students and act on the belief that all children can learn. In addition, teacher candidates must have appropriate dispositions to use their professional knowledge and skills to be effective educators.

Dispositions have been defined as "The habits of professional action and moral commitments that underlie an educator's performance" (InTASC Model Core Teaching Standards, p. 6-

CAEP). Dispositions can also be described as attitudes and beliefs about teaching and learning (e.g., fairness and the belief that all students can learn) and as professional conduct and behavior. Not all dispositions can be directly assessed, most aspects of professional behavior are assessed during classes and field experiences in school settings. Professional dispositions of **caring** are described below.

A caring educator (dispositions)

- understands the right of *all* students and acts on the belief that all children can learn;
- demonstrates appropriate behaviors during class settings and in the work environment. The candidate has consistently been alert and responsive;
- demonstrates respect for the profession;
- demonstrates punctuality with regard to arrival to class, practicum, student teaching, field experiences, meetings, etc.
- maintains confidentiality;
- demonstrates the ability to compromise and to respect others' opinions during group work;
- participates in professional development activities that were recommended

Multiple CAEP standards address the importance of dispositions and each institution that prepares teachers has an obligation to develop specific criteria and procedures for evaluating this dimension of beginning teacher competence. More importantly, it is necessary to send candidates into field placement knowing that they will exhibit the requisite behaviors.

Therefore, Lane College Department of Education has developed a plan to inform candidates of the requisite dispositions and professional behaviors identified in the InTASC standards, the CAEP standards, and the College's Conceptual Framework. These measures will assist the College in identifying problems early and also assist the college into taking actions regarding developing important teacher dispositions. To accomplish this, the following instrument and procedures have been developed to accomplish this goal.

The Department of Education has adopted the following procedures for the comprehensive evaluation of dispositions for its teacher candidates throughout their programs of study. All teacher candidates will be evaluated for continuous growth and development of dispositions. The disposition evaluation procedures will assist faculty in ensuring fairness for each candidate. Teacher candidates will understand what is expected of them, how they will be scored, the consequences of poor dispositions, as well as the requirements for satisfactory completion of the program.

The disposition instrument is administered in the field-based courses and during clinical practice. Each candidate will complete a self-assessment. The course instructor and/or field mentor teacher will each complete a separate assessment of the candidate. The candidate and instructor may discuss observations of behavior in coursework, fieldwork, and the candidate identified disposition development goals.

Procedures for Comprehensive and Systematic Assessment of Dispositions. Candidates enrolled in the Teacher Education program are introduced to the Teacher Education Dispositions

during orientation. In addition, information regarding dispositions will be articulated in specific classes as well as classes operating with a field-based/practicum/internship component in a school setting. Candidates will be assessed on dispositions at different assessment points prior to completing the program. Candidates will be assessed on admission to the Teacher Education Program (Benchmark I). Candidates will additionally be required to indicate by their signature that they have read and understand the disposition outcomes and policies.

Who does the assessment? Each candidate will complete a self-assessment. The course instructor and/or field mentor teacher will each complete a separate assessment of the candidate. The candidate and instructor may discuss observations of behavior in coursework, field work, and the candidate identified disposition development goals.

When and where is a candidate assessed? Each candidate will be reviewed for dispositional growth and development throughout their participation in the EPP. Formal documentation of assessments will occur a minimum of four times. The table below shows the course number in which a documented assessment will occur. Faculty may choose to use the assessment at other appropriate times.

Initial Program Elementary K-5						
B(0)	B(1)	B(2)	B(3)	B(4)	B(4)	Where do I Submit
Entry into College	Admission	Field Experience	Clinical Practices Before Admission During Course After Course	Completi n of program	Follow- up	
N/A	Admission's Application EDU 230	EDU 232 EDU 334 EDU 333 EDU 337 EDU 338 EDU350 EDU351	EDU 420 EDU430	N/A	N/A	Instructor , Portfolio, LCAS System

**The table also shows where the signed assessment form should be submitted. Once signed, keep a copy for on-going reflection throughout your program. Each semester, in addition to the course-based assessment, the Disposition Committee will review all completed assessments to determine whether there has been growth demonstrated over time. Any concerns will be addressed by this committee.*

What else should a teacher candidate know? It is the candidate's responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors. REMEMBER: Only those dispositions observed in the college classroom or field practicum can be measured, therefore it is up to the candidate to demonstrate these dispositions in all settings.

Candidate Understanding of Dispositional Expectations

Each candidate applying for admission to the Teacher Education Program will sign a disposition verification form indicating that they understand the dispositions that they are to demonstrate in all course work, field/clinical experiences and other activities associated with their becoming a licensed teacher or other support personnel. This form will be turned in to the Admissions Committee Chair and become part of her/his professional education file.

Faculty Reporting of Dispositional Deficiencies

Faculty will submit to both the chair of their department and the Admissions Committee documentation (i.e. Disposition Infraction Form) of any candidate's lack of proficiency about targeted dispositions. Prior to submitting the documentation, the faculty member must meet with the candidate, discuss the candidate's deficiency(s), and obtain a signature from the candidate. The signature does not mean that the student agrees with the decision of the faculty member; rather it is just an indicator that the candidate was informed. Before forwarding to the chair and Admissions Committee, the faculty member will summarize the conference with the candidate. Please note: if the deficiency is at a field/clinical site, then both the mentor teacher and college faculty mentor should meet with the candidate to discuss the candidate's deficiency(s) and follow the same procedure outlined above.

Retention Procedures: Candidates who have a dispositional deficiency reported will be required to meet with the Admissions Committee. The end result could be a recommendation from the Admissions Committee to allow the candidate to continue, the development of a required remediation plan and/or recommendation for dismissal from the program.

In cases of academic dishonesty (cheating and plagiarism), the candidate will follow appeal procedures as outlined in the Student Handbook. The Admissions Committee, following notification of the decision of the Judicial Affairs Office about the candidate's appeal will make a decision about disqualification from the teacher preparation program.

At the meeting, the candidate will be provided an opportunity to explain her/his position and provide the committee any additional relevant information concerning the candidate's performance in the program.

The committee will make a determination about the candidate's continuance in the program. The committee may prescribe a remediation plan in conjunction with area faculty or recommend disqualification from the program. The committee's remediation plan or disqualification recommendation must be submitted within seven (7) working days.

A meeting will be held with the candidate to clarify the action of the committee and have the candidate sign the remediation plan or disqualification recommendation as evidence that the candidate was informed. The candidate's signature does not indicate agreement with the committee's decision.

The candidate may appeal the committee's decision by scheduling a meeting with the Director of Teacher Education or representative within 14 days. Prior to this meeting all documentation will be provided to the Director's office so that a final determination may be made to either support

the committee's decision or rule in favor of the candidate, whereby the candidate will not have to complete the remediation plan and/or may be readmitted to her/his program.

Disqualification from Teacher Education Program

The Department of Education's desire to prepare highly qualified professional educators who exemplify the professional ethics and behaviors as discussed in the section on dispositions has led to the identification of some actions on the part of candidates that will result in disqualification from the program. They include:

- Failure to earn a minimum grade of "B" when repeating a professional education related course or course in major.
- Failure to earn a satisfactory grade in a methods course when repeating the course for an unsatisfactory grade.
- Failure to earn a satisfactory grade in two or more education related courses or courses in major.
- Professional/academic misconduct or dishonesty (i. e., cheating, plagiarism, inappropriate behavior in clinical settings, and submitting work products of someone else for a grade).
- Falsification of an academic or assessment record.
- Field/Clinical practice that results in a field/clinical site mentor or administrator recommending removal because of misconduct or inability to demonstrate the necessary knowledge/skill to teach children or youth.
- Field Experience/Clinical Experience while under the influence of alcohol or an illegal substance.
- Background check reveals either a felony or misdemeanor conviction.
- Name appears on State Registry for Sex Offenders.
- Failure to complete recommended counseling or complete successfully the remediation plan prescribed by the College Admission and Retention Committee.

Benchmark II, III, V: Perceptions Instrument

This instrument measures students' perceptions of their engagement and learning outcomes. Items on the instrument are indicators of the 4 overarching outcomes for the department: Caring, Cultural Responsive, Competent and Committed. The Perceptions instrument is a 21 item survey administered during Benchmark II, III, and V.

Benchmark III: Student Teaching Evaluation

During the last semester candidates will engage in a semester-long student teaching experience. The first student teaching experience is normally in a general education classroom while the second experience is at a different developmental level from the first experience. At the end of the first student teaching experience, mentor teachers (supervising teachers) complete the Student Teaching Final Evaluation for the student teachers assigned to their classrooms. The mentor teachers will share the evaluation with the student teachers during a three-way conference that will include the student teacher, clinical mentor teacher, and the clinical supervisor. Clinical Educators will be evaluated at the end of the student teaching experience.

Clinical Mentors will be evaluated by the Candidate and the Clinical Supervisor using the Clinical Mentor evaluation.

The Clinical Supervisor will be evaluated by the Candidate and Clinical Mentor using the Clinical Supervisor evaluation. The results will be shared with the Field Experience and Clinical Practice Committee. Two representatives from the primary partner (HCSD) will also sit on these committees to assist in the following two areas: one, to determine if Clinical Educators will be retained, and two, addressing lower performing areas among multiple Clinical Educators which in turn will drive growth opportunities and professional development/training for the following year. In addition to identified growth and professional development opportunities from survey data, a yearly professional development will be provided to support clinical mentors and supervisors in TEAM evaluation training. The department and Assessment Committee have created a rough draft of the student teaching rubric grounded in the InTASC standards. Modifications will be ongoing.

Content Validity, Reliability and Inter-rater Reliability

2017 – Present: Development and revision to the rubric
Mapping to the standard (content validity)

Fall 2021-

Training provided to faculty on the Inter-rater Reliability Process

Input and feedback from instructor using the rubric for the pilot (content validity)

- Expect panel review: experienced teacher educators from our school partners (content validity)
- Select cohort and complete the rubric to determine reliability
- Analysis ratings compared from each member of the instructional team and the consensus rating for each candidate with determine inter-rater reliability
- A correlation study with the candidates grades will aid in content predictive validity
- A correlation study with Student Teaching Final Evaluation will also aid in content predictive validity

Table 3: Program Level Key Assessments for Curriculum Alignment

PROFESSIONAL CORE	Hours	Assessments
EDU 230 Foundations of Education (FE)	3	<ul style="list-style-type: none"> ● Disposition Instrument ● Perception Instrument ● Community Profile ● Reflective Journal
EDU 231 Technology for Educators	3	<ul style="list-style-type: none"> ● eFolio Assignment ● Digital Storytelling ● Data Collection for Assessment Assignment
EDU 232 Elementary Curriculum & Instruction (FE)	3	<ul style="list-style-type: none"> ● Disposition Instrument ● Perception Instrument ● Six Level Unit Plan with Adaptations & Modifications
EDU 330 Classroom Management	2	<ul style="list-style-type: none"> ● Behavior/Intervention Plan ● Classroom Management Plan

EDU 334 Teaching Elementary Science (FE)	3	<ul style="list-style-type: none"> • Disposition Instrument • Perception Instrument • The Science Circus (collaborative) • Science Lesson Plan
EDU 333 Teaching Elementary Social Studies (FE)	2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Disposition Instrument • Perception Instrument • Lesson Plans • Lesson Study Group Presentations & Participation Assignments • Individual Student Assessment -Performance Based Assessment for the Course
EDU 231 Technology for Educators	3	<ul style="list-style-type: none"> • Disposition Instrument • Perception Instrument • Lesson/Unit Plans • Digital Storytelling Literacy Assignment

ENHANCED STUDENT TEACHING		Assessments
EDU 420 Student Teaching Seminar	3	<ul style="list-style-type: none"> • Disposition Instrument • Perception Instrument • Lesson Plans • Exit Presentation • Teacher Work Sample (TWS) • Action Research and Presentation • Reflective Journal
EDU 430 Enhanced Student Teaching	9	

Literacy Block	Hours	Assessments
EDU 350- Literacy I: Emergent Literacy Methods Courses (FE 10)	3	<ul style="list-style-type: none"> • Disposition Instrument • Perception Instrument • Word Recognition/Fluency Demonstrations. • Read Aloud • Emergent Literacy Screenings. • Written Reflection: Early Literacy Development
EDU 351 Literacy II: Literacy Instruction for Grades 2 nd – 5 th (FE 20)	3	<ul style="list-style-type: none"> • Disposition Instrument • Perception Instrument • Interactive Strategy Notebook • Text Complexity Rubric for Expository Text
ENG 237- Children's Literature (No Field Experience)	3	<ul style="list-style-type: none"> • Author's/illustrator's biography • Book Files • Research Paper

		<ul style="list-style-type: none"> ● Close Reading Lesson Plan Assignment and Rubric
EDU 338- Reading and Writing (FE 20)	3	<ul style="list-style-type: none"> ● Disposition Instrument ● Perception Instrument ● Lesson Plans ● Research Paper ● Article Critique

Unit Operations Annual Evaluation Schedule

The department unit operations for collecting, analyzing and reporting the *who*, *what* and *when* scheduled of assessments events are explained in Table 4 and Table 5. The Department will collect data each semester and will host meetings with the Assessment Committee and Teacher Education twice a year. Further, the department plans to host faculty and leadership meetings once a week, in which data will be shared-for example, admission's data, dispositional data, EPP generated assessments, Licensure data, etc. Table 5 indicates the assessment progression chart. Assessments are linked to the learning progression on the chart. The progression chart allows the EPP and all stakeholders to understand the type of assessment, who is going to take the assessment, who is going to collect the assessments, when, where in regards to benchmark and where the data is located. Student's data places them within the learning progression. Each assessment can identify which skills a student has learned or even mastered, the learning progression can provide us with data to determine the success of the student matriculation through the program.

Table 4: 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-5 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)	Director of Teacher Education, 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)	Division Chair, Director of Teacher Education and faculty meet regularly to update the program improvement plans to be uploaded on

		Department Assessment Data Warehouse and LCAS.
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Table 5: Assessment Progression

Benchmarks	Assessment	Assessment Category	Type of Assessment	Collection Timeframe	Method	Purpose of Assessment	Who Performs assessment?	Where is data located?
Zero	Lane College Two Week Initiative	Potential Teacher Candidate	Two Week Assessments for Freshmen	Data is collected every two weeks	Online Assessment	To monitor and track potential education majors	Freshman Faculty	LCAS
One Admission	3.0 GPA	Teacher Candidate Performance	GPA	Beginning of each semester (new candidates)	Paper Application And Online Application	Meet state required 2.75 GPA at admission in EPP Policy 5.504	Assessment Coordinator Certification Officer	Banner
	completion of general core	Teacher Candidate Performance	Transcript	Beginning of each semester (new candidates)	Paper Application	Lane EPP requirement for candidates to have taken 49 hours of general core	EPP Committee	Banner
	EPP interview	Teacher Candidate Performance	Interview Rubric	Beginning of each semester (new candidates)	Paper Application	Examine a student's oral ability, disposition, and desire to enter the teaching profession.	EPP Faculty and Staff Community Partners (Principals) Interview Team (whoever makes up this team)	Excel Spreadsheet LCAS
	completion of PRAXIS Core	Teacher Candidate Performance	ETS Data	Beginning of each semester (new candidates) Exiting Program	Electronically (State)	Meet state and EPP requirements	EPP Committee	Excel Spreadsheet LCAS
	Cleared background	Teacher Candidate Performance	Tennessee Clearance	Beginning of each semester (new candidates)	Paper Application	All candidates for admission to an educator preparation program must supply a fingerprint sample and submit to a criminal history records check to be conducted by the Tennessee Bureau of Investigation (TBI)	EPP Committee Certification Officer	LCAS Student Files

						and the Federal Bureau of Investigation (FBI) in accordance with T.C.A. § 49-5- 5610.		
Two	EPP generated Assessment EDU 230 EDU 232 EDU 334 EDU 333 EDU 337 EDU 338	Teacher Candidate Performance	EPP generated Assessment (See Assessment Handbook for full description) <ul style="list-style-type: none"> • Lesson Plans Rubric • Digital Storytelling • Journal Reflections • Self-Reflections • Classroom Management Assignment • Annotated Text Assignment • Mathematics Notebook • Science Teacher Portfolio • Perception Instrument • Disposition Instrument 	content blocks with field experiences	Paper	This data will allow the EPP to determine the candidate's readiness to sit for the licensure exam.	EPP Faculty and Staff Community Partners (Principals)	LCAS
Three	Clinical Practice Observations	Teacher Candidate Performance	Clinical Practice Instrument Teacher Work Samples Reflective Journals Action Research	Data is collected during clinical practice	Electronically	This data will allow the EPP to determine the candidate's readiness to sit for the licensure exam.	EPP Faculty and Staff Mentor teachers	LCAS
Four	EPP Interview	Teacher Candidate Performance	Interview Rubric	Exit Interview administered to teacher candidates near the	Paper Application	Examines candidates overall performance in the program	EPP Faculty and Staff Community Partners (Principals) Interview Team	LCAS

				completion of student teaching			(whoever makes up this team)	
Five	Employer Survey	Teacher Candidate Performance	The Employer/Completer Survey	After one year of teaching	Paper Application Electronically	The Employer/Completer survey asks our graduates how well they believe our program prepared them for their first year of teaching. The survey also asks superintendents and principals of schools that employ our graduates about their observations of our graduates' performance.	EPP Faculty Assessment Coordinator	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. Benchmark 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, EDU 338, EDU 350 and EDU 351.

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 members 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 a 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.

The Director of Field Experience will annually check on completers of the program by hosting forums or conducting P-16 Advisory Board meetings in which school leaders can discuss the performance of the teacher candidate from the EPP in their school. The EPP will also post accomplishments on our website and share information about our candidates. The good news about our candidates can be used as a great marketing tool to increase the enrolment of our program. Further, the EPP requires the Employer/Completer survey which asks our graduates how well they believe our program prepared them for their first year of teaching. The survey also asks superintendents and principals of schools that employ our graduates about their observations of our graduates' performance.

Benchmarks

Table 6: Benchmarks 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	<ul style="list-style-type: none"> • Candidates must first attend a majors meeting that will be held in August and in January to learn of the necessary requirements to be admitted. • 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 hours for general education core requirements • Students must maintain a 3.00 GPA. • 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 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 • Demonstrate proficiency on the writing prompt
Two	Field Experience EDU 230, EDU 232, EDU 334, EDU 333, EDU 337 Literacy Block EDU350, EDU351, EDU 338	Achieve a 3.0 GPA in the field experience courses. (Sample Key Assessments) <ul style="list-style-type: none"> • Lesson Plans • Unit Plans • Behavior/Intervention Plans • Community Profiles • Read Aloud
Three	Clinical Practices EDU 420 EDU430	<ul style="list-style-type: none"> • 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

ASSESSMENT SYSTEM TIMELINE

Data collection is of little value unless the data are shared at the program level and used to improve teaching and learning. The data will be used to reevaluate and/or revise the curriculum or individual courses to achieve program learning outcomes. The assessment process is complete only when the information has been used to improve student learning. Below is a timeline for our assessment system. Table 7 is a list of EPP college-level committees to provide an organized structure through which faculty can have an active role in the accomplishment of continuous improvement of the K-5 program. Table 8 is a template that will allow the EPP to discuss the assessment, the findings, what actionable changes are needed, who is responsible and the timeline for the action plan.

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 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 the EPP Director
- Disaggregated unit and aggregated program specific data to the EPP Director and Department Chair of Liberal Studies Education (LES) coordinators

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

- Director of Teacher Education /program coordinator submits a report to the Department Chair of Liberal Studies Education (LES) addressing disaggregated unit data and aggregated program specific data

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

- Compliance Coordinator of EPP Director prepare report addressing aggregated unit data

Each March, September & October

- Unit and program assessment reports presented by the Department Chair of Liberal Studies Education (LSE) and Director of Teacher Education at monthly Administrative Council meetings and with other college offices.

October of each year

- The Department Chair of Liberal Studies Education (LSE) and the Director of Teacher 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

EPP Standing Committees

Assessment Plan & Calendar

Table 7: EPP Standing Committees and Assessment Plan & Calendar

COMMITTEES

The purpose of college-level committees is to provide an organized structure through which faculty can have an active role in the accomplishment of the COE and the Lane College missions. All faculty will be encouraged to engage in college service on committees.

Key: Primary- this is data will be shared weekly during leadership meeting with the chair and monthly during Liberal Education Studies departmental monthly meetings

Licensure/State Reported Data – items in blue indicate licensure and state data. This data will also be shared **TN Report Card, TVASS, Praxis Scores (SO, PE) Exit, LEA, Alumni, Employer, Employment/Employer (PE, PI)**

Data Sharing- holistic – data will be shared in August and May during the TEC meeting. Data will also be shared during College Retreat which held in the summer.

Department of Education Standing Committees	Membership (Faculty Members)	Purpose	Meeting Schedule	Collection of Data Timeline/Agenda Student Outcomes (SO); Program Effectiveness (PE); Program Impact (PI) Primary , Licensure/State Reported Data , Data Sharing- holistic

<p>1. TEC</p>	<p>This committee is comprised of full and part time faculty within the Teacher Education program as well as faculty in the Liberal Studies Education Department.</p> <p>Dr. Cell Waller-Chair</p>	<p>The Teacher Education Council (TEC) shall exercise general oversight of all phases of the Educator Preparation Unit and its programs in the context of the existing academic governance structure at Lane College. Its responsibilities include the development and/or approval of policies and procedures related to state program approval and CAEP accreditation; educator candidate recruitment, selection, admission and retention; field experiences, clinical practice, candidate and program evaluation, and certification. It is located in the designated unit of the Division of Liberal Arts and Education. The Division Head for the Division of Liberal Arts and Education, Dr. Coleman will be the Chairperson for the Teacher Education Council.</p> <p>The Teacher Education Council, hereafter referred to as the Council, acts upon all course and program proposals related to educator preparation forwarded from academic departments in the unit and makes appropriate recommendations. It may also initiate or recommend academic or curriculum studies that result in proposed revisions to the Teacher Education Preparation Unit programs.</p> <p>Its actions become recommendations to the Director of Teacher Education,</p>	<p>August-May</p>	<p>August: Licensure Data</p> <p>September: edTPA, Enroll, Retention, Admissions, Grad, GPA</p> <p>October: May Grad Exit, TVASS, Clinical Evals</p> <p>November: Praxis, TN Report Card</p> <p>February: edTPA, Enroll, Retention, Admissions, Grad, GPA</p> <p>March: Dec. Grad Exit /Clinical Evals</p> <p>May: LEA, Alumni, Employer</p>
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		Division Heads, the Curriculum Committee/Council, and Leadership Council/Steering Committee. The Council may appeal certain decisions to the Director of Teacher Education, Division Heads of the Unit who may then take the issue to the Academic Vice President.		
2. Admission & Retention	Dr. Cell Waller-Chair Faculty PPA Representatives	<p>The purpose of this committee shall be to:</p> <ul style="list-style-type: none"> i. Promote the purposeful recruitment, support, and retention of high-quality candidates. ii. Guide development, implementation, and review of candidate recruitment plans to ensure candidate inclusion from a broad range of backgrounds and diverse populations. iii. Promote diverse clinical experiences iv. Review curriculum, handbooks, and all SOE publications to ensure equity (CAEP 3) 	Monthly	<p>August& January: Enrollment (SO) Retention (SO, PE), Completer Data (SO, PE, PI)</p> <p>November & April: ProCads Data (SO, PE)</p> <p>September & February: Admissions entry, GPA Data (SO, PE)</p>
3. Curriculum & Clinical Experience	Dr. Cell Waller-Chair Faculty PPA Representatives	<p>The purpose of this committee shall be to:</p> <ul style="list-style-type: none"> i. Review data from multiple sources to ensure that all programs prepare effective educators who understand, demonstrate, and apply content and pedagogical knowledge as appropriate to their discipline. 	Monthly	<p>August: edTPA Scores (SO, PE), Clinical Eval Data (SO, PE), Mentor Eval (PE)</p> <p>September: TN Report Card, TVASS</p> <p>October: Praxis Scores (SO, PE)</p> <p>November: SACSCOC</p> <p>January: edTPA Scores (SO, PE), Clinical</p>

		ii. Ensure that all candidates are engaged in high quality, diverse clinical experiences. iii. Disseminate (report) and share with appropriate EPP committees and stake-holders data findings & recommendations for programmatic improvement. (CAEP 1 & 2)		Eval Data (SO, PE), Mentor Eval (PE) February: Exit, LEA, Alumni, Employer
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School of Education Standing Committees	Membership	Purpose	Meeting Timeline	Logic Model Timeline/Agenda
4. Accreditation, Evaluation & Assessment	Dr. Cell Waller-Chair Dr. Ingrid Haynes, Compliance Coordinator Jones Mays, QAS Developer Faculty PPA Representatives	The purpose of this committee shall be to: i. Review the QAS (quality assurance system) data for purposes of ongoing programmatic and student effectiveness; programmatic impact; programmatic improvement. ii. Disseminate (report) and share data findings and recommendations with appropriate DOE committees and stakeholders. (CAEP 4 & 5)	Monthly	August: TN Report Card LEA Eval of Program (PE, PI) August & January: Exit Survey Data (PE, PI) edTPA Scores (SO, PE) September: October: January: Alumni Survey Data (PE, PI), Employment/Employer February: TN Report Card/Satisfaction Data

<p>5. Initial Licensure Program Committee</p> <p>K-5</p>	<p>Dr. Cell Waller-Chair</p> <p>Dr. Ingrid Haynes, Compliance Coordinator</p> <p>Jones Mays, QAS Developer</p> <p>Faculty</p>	<p>The Initial Licensure Program Committee is responsible for reviewing undergraduate curriculum activities within the K-5 Program.</p>	<p>Monthly</p>	<p>August: Curriculum Mapping (PE)</p> <p>September: edTPA Scores (SO, PE), Clinical Eval Data (SO, PE), Mentor Eval (PE)</p> <p>October: Praxis I & II, TN Report Card, TVASS</p> <p>November: ProCads I & II January: edTPA Scores (SO, PE), Clinical Eval Data (SO, PE), Mentor Eval (PE)</p> <p>February: edTPA Scores (SO, PE), Clinical Eval Data (SO, PE), Mentor Eval (PE)</p> <p>March: Alumni Survey Data (PE, PI), Employment/Employer (PE, PI)</p>
	PPA Representatives	<ul style="list-style-type: none"> • Review, approve, and transmit new programs to the next level of approval. • Make recommendations to the faculty concerning new program and course options. • Review course proposals and make recommendations concerning approval or improvement. • Evaluate the duties of the Undergraduate Program Curriculum 		

Teacher Preparation Program (K-5)

Table 8: Assessment Plan – Actions Planned Timetable

[Insert Academic Year] TEMPLATE

Assessment(s)	Findings	Actionable Changes Needed	Person or Group Responsible	Timelines for Action Plan



Table 1 indicates the faculty within the Unit. During the period of 2022- 2023 Lane TEP had five full faculty members and two part-time faculty members with total of 7. During the period of 2023 to present, Lane TEP has four full faculty members and two part-time faculty members with a total of six members.

Table 2 indicates the degree and program offered within the TEP. Lane TEP offers a BS in Interdisciplinary Studies with a concentration in Elementary Education K-5. The credit hours is 124 with current enrollment of four candidates.

Table 1
Professional Education Faculty (Unit)

	Professional Education Faculty	Part-time at the Institution & the Unit (e.g., adjunct faculty)	Total # of Professional Education Faculty
2022-2023	Number of faculty 5	2	7
2023- Present	Number of faculty 4	2	6

Degrees and Program Offered. This information is provided in Table 2.

Table 2 Programs and Degrees Offered through the Unit

Undergraduate Programs: Interdisciplinary Studies*

Concentration	Degree or Award Level	Program Type	Credit Hours	Current Enrollment	Reviewing Organization	Report Submitted	Current Status
Elementary Education- Grades K-5	B.S. in Interdisciplinary Studies	Initial Teacher Preparation	124	4	State	Yes	Approved

Benchmark ZERO

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.

Dr. Mayberry and Dr. Chism are activity providing majors meetings and meeting with school partners. The table indicates school, date and district information. In addition, the TEP conducts Major's meetings once a year. Sign-in sheets and agenda are located on LCAS.

Table 3: School Visits

Nova Pre-K	3/2023	JMCSS
Buckley Carpenter	3/2023	Fayette County
Haywood High School	4/2023	HCS
Southside High School	4/2023	JMCSS
Madison Academic High School	4/2023	JMCSS
Covington High School	9/2023	Covington, TN

Benchmark One

Lane TEP admission's committee admitted three candidates in the fall 2023. Two additional students have submitted applications for the Spring 2024 cohort. Table 4 indicates the student, gender and ethnicity. The data suggest two of the three are African American female and one African American male. In this cohort, there are students who are not natives of Jackson, Tennessee. Madison Moore is from Milwaukee, Wisconsin and Maia Thompson is from Duncanville, Texas. All three students will specialize in K-5 Elementary.

Based on the application data- one of the students (Kevin Hicks) has not taken the ACT exam. However, he has previous pre-ACT scores from his former high school, Jackson Central-Merry Early College. The remaining students (Ms. Thompson & Ms. Moore) do not have any ACT results on file as of yet. None of the students in this cohort have met the standards, nor passed the PRAXIS exam. Maia Thompson and Madison Moore took the PRAXIS exam in June of 2022, and scored a 148 in both Reading, and Mathematics & Kevin Hicks has not taken the PRAXIS exam as of yet. Listed below, you will find the results from students' Admission Data, Pre-Admission Interview Rating and Recommendation Form. On the Recommendation form, there are 3 options for the rating scale: *Above Standard (3)*, *At Standard (2)* & *Below Standard (1)*. Students were rated on the following characteristics: Knowledge, Skills & Disposition. Two students scored '*Above Standard*' on all the characteristics, and one student scored '*At Standard*' for their characteristics.

Table 5 indicates the results from the Pre-Admission Interview Questions. The data suggest scores- two of three students scored 100% on all items. Table 6 indicates the Teacher Education Program Recommendation Form data. Lastly, table 7 indicates the Teacher Education Program Pre-Admission Interview Rating Form

Table 4: Admission Data

	F 2023- S 2024
Total Admitted	N =3
Gender	Females, N=2 Percent: 67% Males, N= 1 Percent: 33%
Ethnicity	Black = 3 Hispanic = 0 Black/ mixed = 0 East Indian = 0 White = 0
AVG. GPA	?
PRAXIS	N=1/ 25% Reading 170 Math 132

Table 5: Admission Ratings Form Data Table**N = 3**

Student	Scores	Rating
Madison Moore	Scores of 3	40%
	Scores of 2	60%
Maia Thompson	Scores of 3	100%
	Scores of 2	0%
Kevin Hicks	Scores of 3	100%
	Scores of 2	0%

Table 6: Teacher Education Program Recommendation Form

Rating Criteria	Student	Total Knowledge	Total Skill	Total Disposition
3 = Above Standard	Madison Moore	10	10	9
	Maia Thompson	12	12	12
2 = At Standard	Kevin Hicks	12	12	12

1 = Below Standard

Table 7: Teacher Education Program Pre-Admission Interview Rating Form

Rating Criteria	Student	Total Rating for Teaching Standards	Total Rating for Disposition and Communication Skills
4 = Below Standard	Madison Moore	26	29
5 = At Standard	Maia Thompson	31	29
6 = Above Standard	Kevin Hicks	(Need Info)	(Need Info)
7 = ?			

Benchmark Two

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, EDU 338, EDU 350 and EDU 351.

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.