

Standard 2

Using assessment system to improve performance of candidates, the unit, & programs

The Teacher Education Program (TEP) in the College of Education and Behavioral Sciences at UT Martin has a fully integrated Unit Assessment System (UAS) that systematically collects and analyzes performance data for candidate and program improvement. The TEP UAS, provides regular and comprehensive assessment of three key domains - [*Knowledge, Skills, and Application, Reflective Practice, and Professional and Ethical Behavior*](#) at the initial level (B.S. Education and M.S. Initial Licensure) and four key domains, [*Knowledge, Skills, and Application, Human Relation, Inquiry, and Professional and Ethical Behavior*](#) at the advanced level (M.S. Teaching: Curriculum and Instruction, M.S. School Counseling, M.S. Educational Leadership, M.S. Interdisciplinary). The UAS is also designed to monitor the TEPs commitment to [*diversity, technology, and assessment*](#). The established checkpoints of the UAS at both the initial and advanced levels are structured to monitor applicant and candidate qualifications and professional growth. Data is also collected at these check points to examine the efficacy of the curriculum and all programs leading to improving unit and program operations and quality.

[*Table 2.1 Overview of Key Assessments and Transition Points*](#) outlines the key assessments and transition points that are used to monitor candidate performance in knowledge, skills, and dispositions as candidates progress through the Initial and Advanced TEP. Program-specific assessments are more fully described in the preceding response to [Standard 1](#). Additional information detailing the key assessments and transition points is also provided in the [Unit Assessment System Decision-Making Model](#) reporting structure diagram. [Admission to the TEP](#) requires appropriate scores on standardized tests (ACT/GRE/PRAXIS I), a GPA of 2.75 on a 4-point scale, a positive criminal background check, and an entry level portfolio prior to

interviewing before a professional panel for initial licensure programs at both the undergraduate and graduate level. Candidates enrolling in the graduate program for initial licensure (M.S. Initial Licensure) must meet all of the above requirements; however, the graduate GPA must remain at a minimum of 3.0. [Examples](#) of transition point data is being used to design and implement programmatic changes are described in [Standard 1](#).

The first transition point includes Field Experience I with revised [rubrics](#) to better identify dispositions in a consistent and non-biased manner. Candidates who continue through the program and meet program-specific course requirements, appropriate portfolio development and maintain a 2.75 (UG)/3.0 (G) minimum GPA are ready to apply to student teach. Field Experience, academic, and dispositional data are examined to monitor the development of the candidates while also identifying programmatic strengths and deficiencies.

Successful completion of student teaching, internship, or clinical supervision, is followed by an exit interview and [diversity survey](#), both administered online. In the initial and advanced programs, exit interviews were moved online to increase response rate and ease of data manipulation. The portfolio evaluation process was revised as a result of [exit interview data](#). Other exit requirements include a student [teaching notebook](#) for initial licensure candidates. In addition, MSIL candidates are required to submit a [five-page reflective paper](#) addressing questions specific to their experiences to satisfy the comprehensive exam requirement for the MSIL major.

Candidates not meeting TEP admission requirements may be allowed to [appeal](#). Undergraduate candidates who are unsuccessful may be advised into a non-licensure program that leads to graduation with a Bachelor's degree in education but not a teaching license.

Candidates in Advanced Programs are also expected to have a minimum 3.0 GPA and complete an online orientation to enroll in required program coursework. This requirement was introduced in 2009 as the result of graduate advisee feedback indicating lack of clarity and understanding of requirements by all candidates. The [online orientation](#) is the candidates' first interaction with the Education Graduate Program. Candidates must become familiar with the orientation content and successfully complete a quiz to begin the course registration process and access program requirements and information. In Fall 2009 the Education Graduate Program [Blackboard \(Bb\) course](#) was developed to provide a means of consistent and ongoing dissemination of general and specific program information, allowing all candidates direct access and communication with the Office of Education Graduate Programs. Each advanced program as well as MSIL has its own portal for candidate access and, as a result, establishes a means of consistent communication by programs. Feedback from candidates and faculty will be used to improve the Bb course and expand its application.

Unit operations and programs are routinely monitored and evaluated using multiple internal and external [assessment data](#) gathered at various points of the TEP. Data that are regularly compiled, summarized, analyzed, and used are maintained through information technologies including [BANNER](#) student information system and [Excel](#). Sources, collection, analysis, and use of data are identified in the [Decision-Making Model diagram](#). Assessments include evaluations of key assessments, candidate exit interviews, and electronic exit surveys. University supervisors complete evaluations of [cooperating teachers](#) and [candidates](#) that are compiled each semester which are reviewed by Director of Student Services. [Alumni](#) and [Employer Satisfaction](#) Surveys are collected on 2-year cycles for both Initial and Advanced

Programs by the Director of Assessment. Candidate passage rates on PRAXIS exams are reported to the institution by ETS for [Title II](#).

[Assessment data reports](#) are generated and disseminated to the [Professional Education Committee](#) (fall and spring) and [Teacher Education Effectiveness Committee](#) for review and recommendations (spring only). This information is then sent to appropriate program/department faculty and staff to be considered for program improvement plans. Reports are also reviewed by the Professional Education Committee (PEC), which functions as an advisory board and sends its recommendations/comments to program/department faculty and staff for consideration. Curricular changes by departments as part of their improvement plan are processed through the CEBS Undergraduate and/or Graduate Committees. If approved, changes are forwarded to the Dean of CEBS for approval and are then submitted to the University [Undergraduate](#) and/or [Graduate](#) Councils for review. Approved requests are forwarded to the [Faculty Senate](#) with final approval ending with the Chancellor. The Dean of CEBS is responsible for overseeing the implementation of the approved changes/revisions.

The [process and content](#) of the comprehensive exams was revised in spring 2008. Review of comprehensive exam test questions data necessitated revisions to guarantee the exam is fair and free from bias. Newly revised comprehensive exams were administered spring 2009. [Data](#) from the comprehensive exams is used to assess program effectiveness and candidates' practical knowledge and its application.

Continuous Improvement Initial Programs

Since the last NCATE visit, there have been numerous revisions to both the initial and advanced programs as a result of data collection and analysis at all transition points. Beginning with entrance requirements, the minimum GPA was raised from [2.5 to 2.75](#). Examination of field

experience data resulted in a [revision of the Field Experience I](#) evaluation rubrics to more closely match the TEP candidate expectations as *Facilitators of Learning*. Revisions also resulted in a more fair and unbiased evaluation of all candidates particularly relating to [dispositions](#). Data from candidate [exit interviews](#) indicated a need for expanded field experiences at the secondary level as well as revisions in [TCED 302 and 305](#).

A fourth major change involved a revamping of the [TCED interview rubric](#) and process. Interview survey data collected from candidates and faculty indicated inconsistency in the interview questions and scoring process. Thus, a list of [specific questions](#) was developed to be presented by two or more faculty/members of the professional community. A more specific [scoring rubric](#) was also developed and implemented in spring 2008. As a result, [data](#) indicated this process to be more discriminating allowing for recommendations for improvement.

M.S. Initial Licensure Programs for Elementary, Secondary and Comprehensive K-12 has undergone significant revisions in course requirements and sequencing. For example, [Comprehensive K-12](#) has been revised to include content and pedagogy-specific courses for special education modified and physical education.

Advanced Programs

Substantial changes in comprehensive exam procedures have provided consistency across [programs](#). Review of comprehensive exam [data](#) indicated major weaknesses in validity, consistency, fairness and bias in grading. Program analysis also indicated a low pass rate with little information being obtained regarding candidate knowledge and skills based on the questions. Graduate faculty developed new questions appropriate to each degree program and the conceptual framework. A more consistent and comprehensive scoring rubric was also developed. Beginning Spring 2008, candidates are provided a [study guide](#) and the scoring rubric one month

prior to the exam date. Data analysis over the next year revealed no significant changes in candidate performance. The comprehensive exam process was further revised incorporating a “blind” grading system using random number assignments known only by the Education Graduate program Staff Assistant. In addition, faculty were requested to grade only in the discipline in which they taught. Use of scenario-type questions proved to be more successful in assessing candidate application of knowledge.

M.S. in Education-Teaching: Curriculum and Instruction candidates have [entry and exit requirements](#) with a [disposition check](#). This is a revised program formerly offered as [Advanced Teaching](#) for licensed elementary and secondary professionals. The [revised program](#) includes a Level I Field Experience ([TCED 705](#)) with a dispositions check. An oral [presentation and defense](#) of the Master’s Research Project and a grade of B or higher in the course, satisfies the comprehensive exam requirement. Candidates receiving a [C or lower](#) are required to take and complete the written comprehensive exam scored by a faculty committee with departmental approved [rubric](#).

In Fall 2007 the Unit began offering the [M.S. in School Counseling](#) entirely online. Online evaluation data has indicated an increase in instructor/candidate interaction as the result of the online delivery. Other [program revisions](#) and [comprehensive exam requirement](#) changes are discussed in detail in the linked documents.

M.S. in Educational Leadership candidates have similar course level key assessments including dispositions and maintenance of a 3.0 GPA prior to applying to the culminating clinical supervision experience taken in the candidate’s final semester. Candidates are required to submit a [portfolio](#) containing key assessments from each course charting the candidate’s development as an integral part of the [EDLD 780-Clinical Supervision](#) course. The

[comprehensive exam requirement](#) for these candidates is to take and pass the [School Leaders Licensure Assessment](#) (SLLA) PRAXIS exam which must be taken in the graduating semester.

This degree program has been offered on line since Fall 2006.

Candidates enrolled in the [M.S. Teaching: Interdisciplinary](#) option complete 19 credit hours of coursework in education and 18 credit hours in their selected content area while maintaining a 3.0 or higher GPA. Similar to the Curriculum and Instruction program, candidates also complete a Masters Research Project and oral [presentation and defense](#) as the [comprehensive exam](#) ([TCED 791](#)). Candidates receiving a C or lower are required to take and complete the written comprehensive exam scored by a faculty committee with departmental approved rubric.