MOREHEAD STATE UNIVERSITY

COLLEGE OF EDUCATION

CONTINUOUS ASSESSMENT PLAN

February 28, 2003

INTRODUCTION

The Continuous Assessment Plan (CAP) is a system for both “assessing” candidates and “evaluating” the Professional Education Unit. Candidate assessment is only one means of evaluating the Unit.

Key to understanding candidate assessment is knowledge of the undergraduate and graduate transition points; these are articulated in the Undergraduate and Graduate Transition Points Documents which are included in Appendix A, pages 11 and 12.

Other means of evaluating the Unit include the both external and internal review and the implementation of some strategies and instruments not yet in place, such as the National Database for Teacher Education Program Follow-up (see detailed timeline, page 10).

MOREHEAD STATE UNIVERSITY

"Morehead State University was founded upon and continues to embrace the ideal that all persons should have opportunity to participate in higher education. With immense pride in its past and great promise for its future, the University intends to emerge in the first decade of the 21st century as an even stronger institution recognized for superb teaching and learning with exemplary programs in educator preparation, space-related science and technology, entrepreneurship, visual and performing arts, regional engagement, and international opportunity." (*Vision Statement* adopted by the MSU Board of Regents, June 2001)

Mission

The Morehead State University Mission (June 2001) is best expressed as answers to the following three questions:

Who Are We?

We are a community of learners that includes teachers, scholars, staff, and students, accredited as a comprehensive University serving the eastern region of the Commonwealth of Kentucky.

What Do We Do?

We offer quality higher education opportunities and training in a collegial environment of open inquiry and educational interaction. We continually pursue academic education, professional development, and research in the belief that learning is a life-long process. We are dedicated to serving as both an important educational resource and as a positive role model for our community.

Where Are We Going?

We commit to preparing ourselves for the challenges and opportunities of the 21st century, and to improving the quality of life for the community in which we live and work, while protecting and preserving the unique history and heritage of our service region and the Commonwealth of Kentucky.

Goals:

The institution has articulated five goal statements. It is the charge of each unit within the university is to specify objectives to help achieve each goal. The **goals** are:

1. Academic Excellence and Student Success
2. Excellence in Student Support
3. Enrollment Growth and Retention
4. Effective Administration
5. Enhanced Reputation and Productive Partnerships

COLLEGE OF EDUCATION

Professional Education Unit

Mission

The **Conceptual Framework** states that the aim of the Professional Education Unit is to prepare candidates who perform effectively in authentic school-based situations. More specifically, graduates are described as "Educators as architects: designing environments where students construct knowledge and develop skills." Therefore candidates must demonstrate the understandings, skills and dispositions that have been set forth by state and national learned societies as being critical to success as an initial or advanced teacher, school counselor, or administrator. To ensure quality preparation, a Continuous Assessment Plan has been developed and implemented to ensure the goals of the Professional Education Unit are met, consistent with the mission of the University.

Goals and Objectives

Since each unit must set forth objectives to help achieve the goals of the university, the Professional Education Unit has identified the following objectives for each of the five goals:

Goal 1. Academic Excellence and Student Success

- Deliver high quality initial teacher preparation programs (undergraduate, Masters of Arts in Teaching [MAT]).
- Deliver high quality advanced preparation programs: experienced teacher, school counselor and administrator programs at the graduate level.
- Set high standards for admission to and exit from the teacher education programs.

- Implement the goals and objectives articulated in the Transition Plan (compiled from input from the Teacher Education Task Force Groups for the purpose of reforming teacher education programs).
- Infuse technology throughout the curriculum so candidates can effectively use technology as a tool for learning and teaching.

Goal 2: Excellence in Student Support

- Improve communication with and support services for all candidates including non-traditional and candidates enrolled in programs at off-campus centers.
- Use technology to enhance advising and to extend access to education by increasing the number of courses offered through distance learning, the virtual university, and web-based instruction.

Goal 3: Enhance Enrollment Growth and Retention Gains

- Recruit and retain quality candidates who are representatives of a cultural minority in order to fulfill institutional diversity goals.
- Recruit, retain, and graduate quality students in sufficient numbers to meet the needs of the University's service region.

Goal 4: Effective Administration

- Continue to recruit, retain, and reward qualified and diverse faculty.
- Strengthen Faculty Evaluation Plan appropriate to the needs of all faculty in the College of Education.
- Encourage and reward quality teaching, scholarly productivity, and service.
- Continue support of the University Center for Teaching and Learning.
- Use continuous assessments and evaluation as the means by which to improve quality programs, delivery systems, faculty, and graduates.
- Use available technology to enhance all aspects of program development, implementation, and assessment.

Goal 5: Enhanced Reputation and Productive Partnerships

- Extend the number of collaborative efforts with public school systems, teachers, and students throughout the region.
- Enter into and support collaborative efforts and promote partnerships with other educational institutions, local, regional, and state community action agencies to expand educational opportunities.

ASSESSMENT SYSTEM AND UNIT EVALUATION

Continuous assessment is interwoven into curriculum and standards-driven instruction. It is also plays an important role in unit evaluation. While assessments occur at the individual level (pre-candidates, candidates), evaluation occurs at the program and Unit level (alumni, professional educational community). The Continuous Assessment Plan (CAP) provides for both the ongoing assessment of candidate achievement (knowledge, skills, dispositions) and the ongoing evaluation of program quality within the Professional Education Unit. Implementation of the CAP provides data used for decision-making focused on maintaining or extending the quality of programs as well as the performance levels of candidate's. Faculty, academic administrators, school-based personnel, and candidates are committed to, and invested in, the development and implementation of the Continuous Assessment Plan (EPSB CAP Guide indicator 1.1). Operationally, the plan is characterized by data feedback loops that ensure its on-going evolution.

Currently, the assessment of candidates is linked to the Conceptual Framework and state performance standards as articulated in the New Teacher Standards, Experienced Teacher Standards, New Counselor Standards, Experienced Counselor Standards, and Interstate School Leaders Licensure Consortium documents. Candidate assessments are comprehensive and integrated throughout the Teacher Education Program (EPSB generated Continuous Assessment Plan (CAP), guide indicator 1.3). Multiple assessments collected and used to determine candidate proficiency in relation to knowledge, skills, and dispositions performance scores are used to base decisions about the candidate (EPSB CAP Guide indicators 1.4 and 1.6). The Undergraduate and Graduate Transition Points Documents more explicitly articulate initial and advanced candidate assessment information (see Appendix A).

Program evaluation is based on successful completion of the Educational Professional Standards Board (EPSB) and National Council for the Accreditation of Teacher Education (NCATE) mandated Program Review process (EPSB CAP Guide indicator 1.2). Program review occurs in several ways: 1) External: Every five years, each educator preparation program undergoes a mandatory Program Review process by the EPSB and NCATE, 2) Internal: Each degree-program must complete the Annual Assessment Report (Nichols Five Column Model and Plan, and 3) Institutionally required program review. Each of these reviews serves a different evaluation function. Educator preparation Program Review reviews requires accountability for such things as an introduction to and integration of the units' **Conceptual Framework** to each educator preparation program; as well as accountability for state standards,

initiatives, national learned society standards, NCATE themes and candidate and program assessment. The Annual Assessment Report requires the use of candidate performance data to evaluate program quality and drives program change to ensure quality preparation experiences for all education program candidates. The internal 5-year evaluation of each program is to measure progress and ensure continued adherence to university, state, and SACS expectations.

All faculty members are evaluated annually, as required by the university, according to the process and framework set forth in the College of Education's Faculty Evaluation Plan (approved January 2003). This plan is in compliance with the policies that govern faculty evaluation, tenure, promotion, and post-tenure review. The annual review serves two functions: 1) To inform faculty about professional strengths and weakness and the need to pursue faculty development activities, and 2) to determine merit pay shares.

Evaluation of the progress of College of Education is ongoing and reflected in the annual review of the goals and objectives set forth, as a result of a self-study completed in 1999, to accomplish teacher education reform. These goals and objectives are identified in the **Transition Team Plan** (2000-2004). The Executive Committee for the Transformation of Teacher Education has been responsible for overseeing the implementation of the objectives and conducting an annual review of the progress that has been made. When appropriate, this group makes revisions, additions or deletions to the existing objectives. A copy of the current, Transition Team Plan is attached (See Appendix B).

The **Continuous Assessment Plan** (CAP) requires quantitative (e.g., Praxis II scores) and qualitative data (e.g., informal interview or focus group data) from faculty, candidates, alumni, and members of the professional community to triangulate measures of candidate and program success. As the system is refined, predictors of candidate success will be identified through descriptive and analytic analyses of both the quantitative and qualitative data (EPSB CAP Guide indicator 1.7).

The CAP is a procedural guide in accordance with NCATE Standard 2, which states, "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." In addition, the assessment and evaluation system is designed to be monitored ensure fairness, accuracy, and consistency as it is applied to all candidates (EPSB CAP Guide indicator 1.8).

Generalized Timeline of Continuous Assessment Plan (CAP)

Pre -Phase I (the CAP document)

The CAP was drafted by the Educational Assessment Committee (October-November 2002), and will move through several stages of review: 1) It is first to be reviewed by the Executive Committee for the Transformation of Teacher Education (concerns generated by this group will be addressed by the Educational Assessment Committee). 2) The CAP will then be presented to members of the Teacher Education Council (TEC; with faculty, candidates, professional community representatives) along with recommendations for approval. 3) Next, it will be presented to the P-16 council (superintendents, principals and business leaders from the region) for input; and simultaneously, posted on the COE website for faculty input review. A final version will be completed by May 2003

Phase I (early implementation)

The collection and analyses of numerous data points have been in place for many years (e.g., ACT scores of applicants, GPA of candidates, program assessment plans and reports). These data are maintained in the university-wide database maintained by Information Technology. Currently, several new or revised data collection instruments are either in-development or in the pilot-testing phase (details follow)*. These tools will allow the tracking of important variables related to both candidate performance (e.g., disposition rubric) and program quality (e.g., alumni survey). In addition, the Professional Education Unit (PEU) has recently created a database within its Educational Service Unit that will enable more timely collection, analysis, and distribution of candidate performance data. The assessment system as a whole is set up to allow for merging of existing data that is stored at the university level and the new database in the College of Education.

Phase II (implementation cycle)

The CAP, once fully in place, calls for cyclical evaluation (semester by semester, annually, or every five years). Oversight of the plan is the responsibility of the Educational Assessment Committee, which includes an assessment coordinator, a candidate, and faculty from each degree program. The implementation of the plan is carried out within the Education Service Unit where staff are responsible for data entry and the assessment coordinator is responsible for data analyses and data distribution.

Semester by Semester:

Candidate Assessment*

- Pre- Candidate: Data are entered into the database system upon application to the Teacher Education Program and analyzed and compared to admission criteria.
- Candidate data: Data are entered into the data base system each semester to reflect the dynamic nature of candidate achievement. These data are summarized and distributed to academic advisors and department chairs for use at each transition point.
- Candidate Decisions: All decisions regarding progression in the program are recorded and maintained in the Educational Service Unit.

* These data are entered into a newly created (Fall 2002) database in the Educational Service Unit by staff within the Unit, including an assessment coordinator.

Program Evaluation:

- Educator Preparation Programs Annual Assessment Review and Plan (Nichols Five Column Model).
  - Primary oversight for this review is from the Provost Office (as part of the university-wide strategic plan). One faculty member from each program is responsible for directing the review process and it involves, analysis, input, and decision-making from program faculty and the department chair.
- Data are pulled off the database and organized, analyzed and distributed in a variety of ways:
  1. Aggregated data for teacher education candidates occurs at each transition point to make it possible for the Assessment Coordinator/ Educational Assessment Committee to identify general trends or patterns linking one or more assessment variables to candidate performance.
  2. Program specific candidate data **is** collected and analyzed each summer and distributed to appropriate program faculty and department chairs or directors.
  3. Program review by faculty occurs each fall. Program faculty meet to review the data to evaluate progress toward fulfilling the goals articulated in the previous year's Program Assessment Plan. Data based decisions drive program improvement.
  4. Annual Assessment Report – Each October, a report articulating the outcome of the faculty review. In addition, the Annual Assessment Plan is developed and submitted to the Provost and it states the actions/changes identified and embraced by program faculty to improve candidate and/or program success during the upcoming year.

<u>Unit Annual Review</u>

- The members of the Executive Committee for the Transformation of Teacher Education Program annually review the status of the progress made toward fulfilling goals and objectives of the Transition Plan.
- Once the status of each objective has been determined the Executive Committee considers the status of the "whole" in light of emerging or continuing priorities and revises the plan to reflect decisions that have been made.
- The revised plan establishes the immediate and long-range objectives to be fulfilled to best ensure the transformation of teacher education.

<u>Annual Faculty Evaluation</u>:

- Is required for all tenured and tenure track faculty.
- Faculty members develop and submit a portfolio, which is evaluated according to the policies, procedures, and standards set forth in the College of Educations Faculty Evaluation Plan (approved 1-27-03)

<u>Five-Year Program Review</u> (and corresponding MSU and NCATE review):

- Timelines and Program Review Requirements are distributed by the Education Professional Standards Board (EPSB)
- EPSB information and additional Unit expectations, timelines, and reporting systems are shared with Program Review writers who have been selected by Program Chairs or faculty
- The EPSB conducts an evaluation of submitted materials for each program and determines eligibility for continued certif.

APPENDIX A

UNDERGRADUATE TEACHER EDUCATION CANDIDATE TRANSITION POINTS

TRANSITION POINTS	ASSESSMENT DATA CONSIDERED	Decision Maker(s)	OUTCOME OPTIONS
1) Admission to TEP	· ACT, PPST, or GRE Score(s) · Writing Sample · Recommendation Forms, Initial Dispositions · Overall GPA (2.5) · Successful completion ENG 100, 200, PSY 154, CMSP 108,EDF 207, and 211 · Department Interview Results	Teacher Education Council	· **Department/Program Committee** recommends students for admission to Program. · **Director of Educational Service Unit** compiles lists from each program and presents whole list to Teacher Education Council · **Teacher Education Council** approves or does not approve recommendation made and student informed in writing of the recommendation
2) Prior to Clinical Practice	· GPA (2.5), in all areas · Completion of Required Coursework · Completion of required PRAXIS Exam(s) · Disposition Evaluation	Director of Educational Services Unit (DESU)	· Eligible or not eligible for Enrollment in Student Teaching. Candidates informed in writing by DESU. When ineligible, deficiencies described in writing.
3) Clinical Practice Evaluation	· KTIP or Other Observation Feedback · Portfolio Documents that address each New Teacher Standard	· MSU Supervisor · Cooperating Teacher	· Successful completion of Student Teaching and Capstone
4) Program Completion	· Fulfilled all program requirements (transcript) · Fulfilled all certification eligibility requirements	· Office of the Registrar · Certification Officer (MSU) tracks · State	· Eligible for graduation, diploma. (Informed in writing if ineligible for graduation) · Notified, in writing, (at last meeting of 499c classes) of any deficiencies that need to be handled to be recommended for certification. · Letter of eligibility stating certification area(s)

GRADUATE DEGREE CANDIDATE TRANSITION POINTS

TRANSITION POINT	ASSESSMENT DATA	Decision Maker(s)	OUTCOME
1) Admission to program	Program specific requirements: · GRE Score · Undergraduate GPA · BA degree Certification or eligible for certification.	Department Chair or Department designated Graduate Program Coordinator	Informed in writing about admission Status (3 category options): · Unconditional Admission · Conditional Admission · Denied Admission Eligibility for financial aid determined
2) Eligibility for exam	GPA 3.0 Successful completion of Program specific requirements to determine eligibility to sit for department exam	Advisor	Signed permission to sit for the exam
3) Program Completion	Successful completion of required exam(s) Successful completion of all required course work and program exit requirements GPA 3.0	Department Chair Graduate Committee (Program) Coordinator of Graduate Programs	Candidates informed in writing of written and/or oral exam results. " ***Program Completion Form"*** filed upon successful completion of required Exam(s) Eligibility for graduation