

UAFS

UNIVERSITY OF ARKANSAS - FORT SMITH

School of Education

Quality Assurance System



PROFESSIONALS UNITED TO ENSURE
CONTINUOUS LEARNING AND SUCCESS

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I. Executive Summary:

- The University of Arkansas – Fort Smith (UAFS) School of Education (SOE) assessment system, based on the SOE conceptual framework (see SOE *Conceptual Framework Diagram Appendix A*), represents an ongoing process that uses authentic, comprehensive, and integrated assessment measures to evaluate the achievement of the SOE mission and goals. This system was created through the collaborative efforts of SOE faculty and school personnel. In developing the assessment system, university faculty and staff and the Pre K-12 community integrated ideas from their respective knowledge and experience backgrounds.
- The interdependent components of the system described in this document include:
 - Knowledge, Skills, and Dispositions for Candidates
 - Professional, State, and Institutional Standards
 - Multiple Assessment Measures
 - Data Collection, Analysis, and Data-Based Decision Making
- The SOE assessment system provides data for use in decision making to:
 - Determine applicant qualifications.
 - Interpret aggregated data to monitor, evaluate, and improve instructional programs.
 - Ensure and maintain the quality of candidates and graduate performance.
 - Manage and improve unit operations.
- The SOE assessment system is designed to monitor candidates as they progress through their approved programs. Monitoring is achieved through ongoing assessment of the content knowledge, pedagogical and other professional knowledge and skills, and core dispositions of the candidates throughout their enrollment at UAFS. Both qualitative and quantitative data related to candidate and graduate performance are utilized in making needed changes in all aspects of the teacher preparation program.
- Policies and Procedures: The purpose of the following policies and procedures is to establish a system for the review, analysis, evaluation and use of assessment data to help inform decisions about the UAFS SOE teacher education programs and overall unit improvement.
 - The Assessment Coordinator will create a semester report and present it to the Education Coordinators' Council (ECC) and the SOE faculty. The report will be reported by cohort (fall, spring). The Assessment Coordinator will meet with the Coordinators (ELEM, MLED and Secondary) and faculty of each program area to review the data from the previous semester to identify strengths and weaknesses. The Assessment Coordinator will document the strengths and weaknesses of the program in addition to the plans for improvement. The Assessment Coordinator will present a summary of each program's identified strengths, weaknesses, and goals for improvement to the ECC, SOE and Teacher Education Council (TEC) each fall.
 - The Assessment Coordinator will create an Annual Assessment report. A summary of the Assessment Report and all related data will be posted on

the School of Education website. The annual assessment report will be presented to the TEC each fall (previous year cohort).

- The Assessment System is reviewed each spring by ECC, SOE and TEC. Any changes will be noted by the Assessment Coordinator, and the Assessment Manual will be updated to reflect the changes. The Assessment Manual will be presented to the TEC each fall.

II. Definition and Purpose

- The SOE assessment system, based on the *SOE Conceptual Framework* is defined as an ongoing process that uses authentic, comprehensive, and integrated assessment measures to evaluate the achievement of the SOE mission and goals. This mission, as revised in fall 2003, is defined as: “.....to graduate professionals who are united in their commitment to ensure continuous learning, leading to both student and teacher success.”
- The SOE goals, when considered as a whole, contribute to the overall success of the SOE in achieving its mission. The SOE overarching goals are as follows:
 - To use inquiry and reflection as a means to initiate, analyze, and sustain change in teaching and learning.
 - To prepare educators in sound curriculum and instructional practices.
 - To recognize the linguistic and cultural diversity of the population as assets.
 - To use technology as a means of transforming teaching and learning, infusing it across the curricula.
- The interdependent components of the assessment system described in this document include:
 - Knowledge, Skills, and Dispositions for Candidates
 - Professional, State, and Institutional Standards
 - Multiple Assessment Measures
 - Data Collection, Analysis, and Data-based Decision Making
- The purpose of the SOE assessment system is to provide data for use in decision-making relative to:
 - Determining applicant qualifications.
 - Interpreting aggregated data to monitor and improve instructional programs.
 - Ensuring and maintaining the quality of candidate and graduate performance.
 - Managing and improving unit operations.
- During their tenure in the Educator Preparation Program, candidates will be exposed to a variety of internal and external assessment activities conducted at the course, program, college, university, and state levels. Data collected and aggregated from these assessment activities provide the basis for maintaining, strengthening, and revising each individual program offered within the Educator Preparation Program, strengthening the unit as a whole.

III. Assessment System Development

- The assessment system developed in stages beginning in 2002 and continued through to the final viewing of the document by the TEC in August, 2003. It was acknowledged that this is a “living” document that will be continually evaluated and revised annually if necessary. The following events comprise the historical timeline:
 - Spring 2002 – Fall 2002
 - Initial Unit conceptual framework revised and outcome competencies established.
 - Assessment system and framework established and infused into conceptual framework.
 - Unit faculty reviewed, modified and approved conceptual framework and draft assessment system and framework.
 - Spring 2003
 - Draft assessment system revised.
 - Assessment system presented to area school administrators for review and input.
 - Summer 2003
 - Final draft of assessment system developed.
 - Final assessment system presented to Teacher Education Council.
 - Fall 2003 – Fall 2004
 - Assessment data collected and analyzed.
 - Syllabi reviewed, modified and submitted.
 - Assessment system revised to reflect new assessments at gates.
 - Spring 2005 – NCATE BOE visit, with successful accreditation of SOE
 - Fall 2008-Spring 2009
 - NCATE committees met monthly.
 - Reviewed standards.
 - Reviewed 2005 Institutional Report.
 - Located data and other information related to individual standards.
 - Fall 2009-Spring 2010
 - NCATE committees met bi-monthly throughout the academic year.
 - 2010 Institutional Report was written and logistics for BOE visit were established.
 - 2010 – NCATE BOE visit with successful accreditation of SOE
- Major revisions in the Quality Assurance System began in 2013-2014:
 - Dispositions
 - New dispositions and a new rubric were created in the fall of 2013.
 - Implementation began in spring 2014.
 - Portfolio Defense
 - New format began in spring 2014.

- Old Assessment (2003-2013): Candidates completed assignments related to the understanding and implementation of the InTASC standards. Candidates aligned self-selected artifacts to illustrate their competencies in the ten InTASC standards and were asked to defend their selections before a committee of two faculty members and one administrator from K-12 public schools.
- New Assessment (2014-2015): The portfolio went through revisions to address concerns from the teacher candidates and secondary faculty members to begin in the spring 2014. However, based on the recommendation of accreditation consultant, Lance Tomei, the revised portfolio defense was determined to be ineffective: *In your new portfolio defense process, the combination of (1) the use of self-selected artifacts, (2) the use of a sampling approach (three questions), (3) the less than explicit alignment to InTASC Standards, and (4) the use of a generic (non-Standard specific) and relatively subjective grading scale poses a difficult challenge when it comes to ensuring the validity and reliability of associated assessment data.* Based on this feedback, the assessment was eliminated.
- edTPA
 - Exploratory phase in spring 2014.
 - Local evaluator training provided online.
 - Piloted for internship assessments.
 - On August 7, 2015, the SOE and Secondary Education faculty members who supervise interns in the disciplines were trained to be local evaluators for edTPA. They also participated in a Danielson inter-rater reliability exercise.
 - Interim assessments in Practicum courses were aligned to edTPA.
 - Internship edTPA portfolios were randomly selected at the end of the semester spring 2015, to be externally evaluated and establish inter-rater reliability with university evaluators.
 - UAFS SOE faculty members attended edTPA meetings at the Arkansas Department of Education, September 9, 2015.
 - After several of the randomly-selected internship portfolios failed to be accepted for external evaluation due to incomplete components, the process was revised for fall 2015 internship candidates. Internship edTPA portfolios have most recently been selected as examples of target products and submitted for external evaluation to establish inter-rater reliability.
- Danielson Framework for Teachers
 - Observation evaluations were transitioned from PathWise (2013) to edTPA (spring 2014) to Danielson Framework for Teachers (fall 2014) based on Arkansas Department of

- Education Legislation and changes in program leadership.
- Teacher Evaluation Support System (TESS) training was provided to faculty in fall 2014 to support implementation of the Danielson Framework for Teachers evaluation as required by Arkansas Department of Education.
- Danielson recalibration training is held each academic year, for faculty and supervisors. The scoring results are submitted for external evaluation to establish inter-rater reliability.
- Training is provided each semester for Clinical Supervisors/Mentor Teachers who have not completed Danielson.
- In spring 2015, accreditation consultant, Lance Tomei, was hired to prepare a proposed action plan for the unit. Following his recommendations, the SOE faculty members attended a three-day summer retreat to address his concerns. The faculty analyzed, revised and reconstructed the assessments and rubrics and made significant changes beginning in fall 2015.
 - Goal #1: Establish a master rubric template, using a common direction of flow and the same performance level labels and point values in all rubrics. Recommend a four-level design that includes two developmental levels for formative assessments at two mid-program transition points plus a single level of mastery reflecting programs' target learning outcomes.
 - The Master Template Design was developed during the faculty retreat.
 - All of the assessment rubrics will be updated to reflect the new rubric design.
 - Faculty will follow this template when constructing rubrics for courses, SPA assessments and unit assessments.
 - Goal #2: Revise Intended Candidate Outcomes (Form #7) to reflect the final target learning outcomes. This form then needs to be converted into rubric format with critical indicators identified for each standard (using InTASC standards indicators and, when desired, indicators based on the Danielson Framework) and performance descriptors written for each level of performance.
 - Executive Director of Education, Dr. Glenda Ezell, contacted CAEP officials to see if the unit could align ICOs (InTASC and ADE Standards) with Danielson, revising Form #7 as recommended. Dr. Ezell followed up with an e-mail to Dr. Stevie Chepko, Senior Vice President, Accreditation, who informed her that it would be acceptable to use the Danielson assessment and rubrics to assess the ICOs. Interpretation of the unit MOU with ADE to use the 2007 Danielson rubrics at the component level confirmed that the unit may use the components if uploaded in a secure, password protected location.
 - Faculty Committee aligned the rubrics and the observation form. The rubric was shared with the faculty at the fall 2015 edTPA

training. It is now loaded into LiveText and will be used in the Assessment for Form #7

- Goal #3: Critically review the quality of all existing rubrics and revise as needed, using the meta-rubric provided as a guide. Strongly suggest that you invite your P-12 partners to work with you on this review and revision work.
 - This work began on day two of the faculty retreat. The SOE P-12 partners began the work of reviewing the rubrics. Faculty members facilitated the discussion, but this task was not completed.
 - Great strides were made as all stakeholders voted on the use of edTPA in the UAFS SOE programs. Piloting of edTPA had begun in 2014 with the faculty members weighing the advantages and disadvantages.
 - Advantage – edTPA is a proprietary assessment to be used for CAEP.
 - Concerns – Costs to the teacher candidates and the lack of training for the faculty.
 - Concerns about the cost were minimized when faculty were informed that they could locally evaluate the candidates' work and submit selected work to be assessed by Pearson.
 - Faculty requested face-to-face training so they could interact and collaborate as they assessed the work.
- Goal #4: Ensure that all programs have curriculum maps in place, then expand all curriculum maps into curriculum and assessment maps that show not only where all applicable competencies are taught, but also where they are assessed—both formatively (twice) and summatively (reflect all key summative assessments, including Praxis).
 - This work began on day three of the faculty retreat but was not completed for all programs. Representatives from Secondary English, Secondary Mathematics and Music K-12 were in attendance.
 - The Secondary Education Coordinator will meet with the secondary faculty on a regular basis collectively by program. The Assessment Coordinator will also meet with them on a regular basis to review their assessment data.
- Goal #5: Once curriculum and assessment maps are completed for all programs, conduct a gap analysis to identify any additional assessments needed to ensure that all competencies are being assessed both formatively (twice) and summatively (with multiple summative assessments). Develop new assessments as needed to fill any gaps. This work is likely to be heavily, if not exclusively, focused on formative assessments.
 - This is an area that has been overlooked during the past 2-3 years. In the future, all programs will meet annually to review

- assessment data to identify gaps in the curriculum.
 - Faculty are encouraged to take the Praxis exams for their disciplines to identify the competencies addressed in the assessments and make programmatic changes as needed. The School of Education will pay for the assessments.
- Goal #6: Review and either eliminate or redesign your portfolio defense assessment. As currently designed, it is unlikely to offer much value-added since resulting data are unlikely to be valid and reliable for the purpose for which those data are used.
 - Faculty led the discussion on this task. Several faculty members “liked” this assessment very much and believed it served a purpose in the preparation of our candidates. However, by day three and with the input from the Secondary Education faculty, it was determined the assessment had outlived its value. The assessment and rubric design were flawed and provided little quality data.
 - The faculty unanimously voted to discontinue this assessment, particularly in light of using the edTPA Portfolio.
- Additional goals identified by faculty members during the summer 2015 faculty retreat:
 - Create a common syllabus format that will add all the additional components that NCTQ has identified as pertinent to quality teacher education programs:
 - The faculty began the common syllabus format and continued this work into the summer.
 - A syllabus template was submitted to the faculty for implementation during the fall 2015 semester.
 - Update the lesson plan template.
 - During the summer, the Coordinator of Field Experience contacted public school personnel for feedback concerning their expectations for lesson plans.
 - The Coordinator of Field Experience met with program level faculty to identify components for a common lesson plan template.
 - Combined feedback was used to create a lesson plan template that meets the expectations across disciplines and licensure levels.
- Fall 2015 Goals:
 - Ensure that all key internal formative and summative assessments for which rubrics are needed have high quality rubrics in place and are housed in LiveText™.
 - Establish well-documented policies and procedures for the review, analysis, evaluation, and use of assessment data to inform decisions about program and unit improvement.
 - The university supervisors used the revised Intended Candidate Outcomes form for the first time, after being trained to refine the use of

the instrument. Target levels of performance were identified at the two formative levels of Practicum I and II, as well as the summative levels of internship. There are two summative assessments during internship, to demonstrate inter-rater reliability.

- In spring and summer 2016, the UAFS SOE assessment system was completely updated, to address the final draft of CAEP standards requirements, released in March:
 - Created an alignment chart to align all key assessments (Danielson, edTPA, Disposition Assessment, Diversity Case Study) to INTASC Standards, SOE Intended Candidate Outcomes, Arkansas Teacher Standards, and CAEP Components.
 - Updated the Assessment Report to reflect all assessment data from spring 2013 – spring 2016. All data tables were aligned to CAEP Components, InTASC Standards and Danielson’s FFT Elements. The data collection now reflects expectations set forth by the CAEP Accreditation Handbook, March 2016.
 - Aligned all assessment rubrics to CAEP Components, InTASC Standards and Danielson’s FFT Elements.
 - Updated the LiveText Assessment System to show the alignments: All LiveText documents have been aligned to CAEP Components, InTASC Standards and Danielson’s FFT Elements.
 - Created a three-year Strategic Plan, documenting goals for 2016-2019.
 - Created a Retention and Recruitment Plan, providing documentation of the need to recruit a diverse and highly-qualified faculty and student population.
 - Created a plan for CAEP 4.1 Impact on Student Learning Case Study, gained IRB approval to follow the progress of teacher graduates for a three year period. Faculty members have agreed to continue providing mentoring and training to teacher graduates. In return, the novice teachers have signed on to provide the UAFS SOE their evidence of impact on student learning in their classrooms.
 - Trained faculty to be edTPA Local Evaluators and Conducted inter-reliability trainings
 - Sent teacher graduate edTPA portfolios to be externally-evaluated, ensuring that the various disciplines and programs were represented in the sample.
 - Revised the Employer and Graduate Surveys to collect data on Impact on Student Learning and Teacher Effectiveness.
 - Created and implemented an Intern Exit Interview and Clinical Supervisors/Mentor Teacher and University Supervisor survey, to investigate perceptions of professional experiences provided.
 - The Executive Director of the School of Education conducted inter-reliability trainings and activities for Danielson Framework for Teaching.
 - Faculty attended an ETS workshop with Kathy Pruner to become more proficient in assessment analysis.
 - Faculty attended a LiveText workshop to become more proficient in the use of the UAFS SOE assessment system.

- Partnership with the Guy Fenter Educational Cooperation for teacher recruitment, retention, and mentoring - teacher licensure.
- Updated the Assessment Manual to reflect the changes in the assessment system during the transition from NCATE to CAEP requirements.

IV. System Components

- A. Candidate Knowledge, Skills, and Dispositions: The SOE assessment system is designed to measure candidate knowledge, skills, and dispositions derived from professional, state, and institutional standards.
- B. Standards: Candidates are expected to demonstrate competency in all ten InTASC standards and the Danielson Framework for Teaching Domains and Components.
- C. Multiple Measures - Gates
 - i. The assessment system is represented by a series of gates that must be cleared by candidates as they move through the program. By successfully meeting the requirements at each gate (decision point represented by a gate), candidates meet designated standards and complete their programs. Candidates meet the program exit criteria and enter a continuous learning process. Professional, state, and institutional standards and multiple assessment measures provide the support for the process and provide multiple assessment measures which provide continual feedback data for analysis at each level.
 - ii. Tables 1-7 appear on the following pages and illustrate the decision points in the teacher education program. The gate decision points indicate how candidates' knowledge, skills, and dispositions are assessed at each decision point.

**Assessment System and Educator Preparation
Program Evaluation Gate 1:
University General Admission Assessment**

Assessment System Information/Benchmarks	Data Collection, Analysis And Evaluation	Evidence Skill/Knowledge Area Relationship	Link to InTASC Principles	Data Collector/ Role	Use of Results
Test Scores	ACT and placement tests used for advisement and placement. Must have a minimum 19 ACT score for unconditional admission.	Ability to do college work and to be a successful teacher.	#4 Content Knowledge	University Records Office	General admission criterion
Transcripts	Used for descriptive purposes and advisement.	Ability to do college work and to be a successful teacher.	#4 Content Knowledge	University Records Office	General admission criterion
GPA's Entering – Minimum 2.0 Transfer – Minimum 2.0	All entering freshmen or transfer students must have a GPA of 2.00.	Ability to do college work and to be a successful teacher.	#4 Content Knowledge	University Records Office	General admission criterion
<u>Assessment of Evidence and Use of Results:</u> Relationship between course history and knowledge of subject matter is used to design curriculum. There is some attempt to ensure that general studies and teaching field courses are complementary to the high school curriculum. Results are used to provide feedback to the unit and to the SOE partners in P-12. Test scores and other information is entered in the Student Information System and used for descriptive purposes only.					

Assessment System and Unit Evaluation
Gate 2: Pre-Professional Assessment – EDUC 2752, Introduction to Education

Assessment System Information/Benchmarks	Data Collection, Analysis And Evaluation	Evidence Skill/ Knowledge Area Relationship	Link to InTASC Principles	Data Collector/Role	Use of Results
Grade of “C” or better	Transcript record of C or better for EDUC 2752	Ability to do college work. Oral and written language skills. Know content and skills that teacher candidates should know.	#4 Content Knowledge	Administrative Specialist – SOE Admissions	Program admission criterion
DHS Maltreatment Background Check Form	The Arkansas Child Maltreatment Central Registry contained no record under the candidate’s name in a true report of child maltreatment.	Evidences no prior maltreatment of children.	#9 Professional Learning and Ethical Practice	Administrative Specialist – SOE Admissions	Program admission criterion
Completion of Self- Evaluation of Dispositions FORM #11	Candidates completed self- rating on program dispositions	Professionalism; has ideas for making a positive impact on learning.	#9 Professional Learning and Ethical Practice; #10 Leadership and Collaboration	Candidates are required to self-assess their dispositions four times throughout the teacher education program: Introduction to Education, Child Development/ Human Development, Diversity/Survey of Diverse Populations and Internship.	Provides evidence of professionalism and importance of appropriate dispositions in the classroom.
Assessment of Evidence and Use of Results: The results are used to monitor general education; provide feedback to institution and the SOE partners in P-12; to identify those who may have difficulty early and provide help; evaluate unit requirements; and monitor enrollment. Requiring the DHS Maltreatment Background Check Form at Gate 2 ensures that all SOE teacher candidates have been cleared prior to any field placements.					

Assessment System and Unit Evaluation Gate 3: Admission to Teacher Education Program

Assessment System Information/Benchmarks	Data Collection, Analysis and Evaluation	Evidence Skill/Knowledge Area Relationship	Link to InTASC Standards	Data Collector/Role	Use of Results
Formal application submitted	Signed “Verification Receipt of the Teacher Candidate Manual,” “Candidate Field Experience, Practica and Internships Waiver,” and “UAFS School of Education Affirmation Statement.” Application evaluated and information used to describe candidate demographics.	Evidences diversity in the program and professional dispositions of learning initiative and responsibility in submitting required documentation.	#2 Learner Differences #9 Professional Learning and Ethical Practice	Administrative Specialist – SOE Admissions	Program admission criterion
Cumulative GPA of 2.75	Transcript record evaluation	Knowledge of content.	#4 Content Knowledge	Administrative Specialist – SOE Admissions	Program admission criterion
Grade of “C” of better in all coursework on the degree plan	Transcript record of completion of required coursework at required criteria level	Grades demonstrate skills and knowledge in basic area; potential for leading student learning.	#4 Content Knowledge	Administrative Specialist – SOE Admissions	Program admission criterion
Praxis Core Scores for Tests of Reading, Writing, and Math; ADE cut scores or above or qualifying ACT	Basic skills scores from ETS	Basic skills knowledge and skills; potential for leading student learning.	#4 Content Knowledge	Administrative Specialist – SOE Admissions	State requirement for teacher licensure
Verification of professional Behavior	UAFS disciplinary record	Indicates the potential for being appropriate role model.	#9 Professional Learning and Ethical Practice	University Records Office	Results verify candidates’ appropriateness for teacher education
Satisfactory evaluation on structured team interview FORM #2	Extended open-ended questions; Candidate’s performance on dispositions and work to this point	Knowledge range of learning in the classroom; ideas on how to influence learning in the classroom.	#4 Content Knowledge; #9 Professional Learning and Ethical Practice	Faculty and School Administrators complete interviews and submit rubrics in LiveText.	Results verify candidates’ appropriateness for teacher education
Completion of Self- Evaluation of Dispositions FORM #11	Candidates completed self-rating on program dispositions	Professionalism; has ideas for making a positive impact on learning.	#9 Professional Learning and Ethical Practice; #10 Leadership and Collaboration	Candidates are required to self-assess their dispositions four times throughout the teacher education program: Introduction to Education, Child Development/ Human Development, Diversity/Survey	Provides evidence of professionalism and importance of appropriate dispositions in the classroom.

Assessment System Information/Benchmarks	Data Collection, Analysis and Evaluation	Evidence Skill/Knowledge Area Relationship	Link to InTASC Standards	Data Collector/Role	Use of Results
Disposition Rating Scale used by faculty to evaluate dispositions FORM #1	Faculty completed rating on dispositions of standards	Professionalism; has ideas for making a positive impact on learning.	#1 Learner Development; #2 Learning Differences; #8 Instructional Strategies #9 Professional Learning and Ethical Practice	Faculty begin assessing student dispositions in Introduction to Education, and continue in all education courses. Submitted LiveText.	Results are used to identify those who may have difficulty early and to provide guidance.

Assessment of Evidence and Use of Results:

The application provides evidence on each candidate's progress prior to admission to the Teacher Education Program. Provides evidence of professionalism and importance of appropriate dispositions in the classroom. Results verify candidates' appropriateness for teacher education; results are used to identify those who may have difficulty early and provide help (See SOE Policies and Procedures Manual for assistance process); evaluate unit requirements so appropriate changes can be made.

Unit Evaluation Gate 4: Interim Assessment

Assessment System Information/ Benchmarks	Data Collection, Analysis and Evaluation	Evidence Skill/Knowledge Area Relationship	Link to InTASC Standards	Data Collector/Role	Use of Results
GPA's checked at the completion of each grading cycle. Minimum 2.75 in the courses on the education degree plan must be maintained.	GPA to point in the program	Preparation in general studies, professional studies, and teaching field continues to be adequate.	#1 Learner Development; #2 Learning Differences; #4 Content Knowledge; #8 Instructional Strategies #9 Professional Learning and Ethical Practice	Administrative Specialist – SOE Admissions	Progression criterion
Verification of professional behavior	UAFS disciplinary record	Indicates candidate continues to be appropriate role model.	#9 Professional Learning and Ethical Practice	University Records Office	Results verify candidates' appropriateness for teacher education
Disposition Rating Scale used by faculty to evaluate dispositions FORM #1	Faculty completed rating on dispositions of standards	Professionalism; has ideas for making a positive impact on learning.	#1 Learner Development; #2 Learning Differences; #8 Instructional Strategies #9 Professional Learning and Ethical Practice	Faculty continues assessing student dispositions in all education courses. SOE Administrative Analyst oversees submissions. Submitted in LiveText.	Results are used to identify those who may have difficulty and to provide guidance.
Completion of Self-Evaluation of Dispositions FORM #11	Candidates completed self-rating on program dispositions	Professionalism; has ideas for making a positive impact on learning.	#9 Professional Learning and Ethical Practice; #10 Leadership and Collaboration	Candidates are required to continue self-assessing their dispositions throughout the teacher education program. SOE Administrative Analyst oversees submissions. Submitted in LiveText.	Provides evidence of professionalism and importance of appropriate dispositions in the classroom.
Candidate Reflection on Lesson during Practicum I & II FORM #12	Candidate completed self-rating on a lesson taught	Ability to self-analyze lessons to determine strengths, weaknesses, and plan for future instruction.	#2 Learning Differences; #5 Application of Content; #6 Assessment; #7 Planning for Instruction; #8 Instructional Strategies	Candidates are required to self-assess their lesson plans three times throughout the teacher education program. SOE Administrative Analyst oversees submissions in LiveText.	Provides evidence of being a reflective practitioner and ability to plan developmentally appropriate lessons.
Diversity Rubric used in ECED 3053 and SPED 3022 FORM #14	Instructors complete rubric on each candidate.	Indicates understanding of diversity and ability to make appropriate instructional modifications.	#2 Learning Differences	Instructors submit assessment via LiveText. SOE Administrative Analyst oversees submissions.	Provides evidence that teacher candidates satisfactorily analyze a case study for appropriate practices dependent upon the type of diversity presented.

Assessment System Information/ Benchmarks	Data Collection, Analysis and Evaluation	Evidence Skill/Knowledge Area Relationship	Link to InTASC Standards	Data Collector/Role	Use of Results
Satisfactory evaluation of field work with standards-based rubrics DANIELSON OBSERVATION INSTRUMENT	Completed evaluation of work in field experience	Ability to work with students; potential for effective teaching.	#1 Learner Development; #2 Learning Differences; #3 Learning Environments; #4 Content Knowledge; #5 Application of Content; #6 Assessment; #8 Instructional Strategies #9 Professional Learning and Ethical Practice; #10 Leadership and Collaboration	University supervisors submit Danielson-based observation instruments via LiveText. SOE Administrative Analyst oversees submissions.	Assist candidates who may be having difficulty in the field and to continue to encourage and support candidates who show promise in becoming capable teachers.
Intended Candidate Outcomes – InTASC Standards aligned with Danielson FFT Components FORM #7	Teacher candidates evaluated by Clinical Supervisors/ Mentor Teachers and University Supervisors	Ability to demonstrate elements of effective teaching as the teacher candidate's progress through the teacher education program.	#1 Learner Development; #2 Learning Differences; #3 Learning Environments; #4 Content Knowledge; #5 Application of Content; #6 Assessment; #7 Planning for Instruction; #8 Instructional Strategies #9 Professional Learning and Ethical Practice; #10 Leadership and Collaboration	Clinical Supervisors/mentor teachers and University Supervisors submit Danielson-based forms via LiveText. SOE Administrative Analyst oversees submissions.	Clinical Supervisors/mentor teachers evaluate the teacher candidates' abilities to demonstrate the components of effective teaching. Teacher candidates are assessed four times over the course of the teacher education program.
Practicum I edTPA Task I: Planning	Instructors complete rubrics on each candidate	Evaluation of teacher candidate's ability to plan a unit of instruction.	#1 Learner Development; #2 Learning Differences; #4 Content Knowledge; #5 Application of Content #8 Instructional Strategies #9 Professional Learning and Ethical Practice	Instructors in Practicum I submit rubrics via LiveText. SOE Administrative Analyst oversees submissions.	Results are used to assist candidates who may be having difficulty in their course work and to continue to encourage and support candidates who show promise in becoming capable teachers.
Practicum II edTPA Task II: Instruction	Instructors complete rubrics on each candidate.	Evaluation of teacher candidate's ability to implement a unit of instruction.	#1 Learner Development; #2 Learning Differences; #4 Content Knowledge; #5 Application of Content; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice	Instructors in Practicum II submit rubrics via LiveText. SOE Administrative Analyst oversees submissions.	Results are used to assist candidates who may be having difficulty in their course work and to continue to encourage and support candidates who show promise in becoming capable teachers.

Assessment System Information/Benchmarks	Data Collection, Analysis and Evaluation	Evidence Skill/Knowledge Area Relationship	Link to InTASC Standards	Data Collector/Role	Use of Results
ECED 3263, EDUC 4222 edTPA Task III: Assessment	Instructors complete rubrics on each candidate.	Evaluation of teacher candidate's ability to assess students' learning of unit objectives and to evaluate their impact on student learning.	#1 Learner Development; #2 Learning Differences; #4 Content Knowledge; #5 Application of Content; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice.	Instructors in Practicum II submit rubrics via LiveText. SOE Administrative Analyst oversees submissions.	Results are used to assist candidates who may be having difficulty in their course work and to continue to encourage and support candidates who show promise in becoming capable teachers.
<p>Assessment of Evidence and Use of Results: Information is used as an interim assessment to monitor candidate preparation in general studies, professional studies, and teaching field. Results are used to assist candidates who may be having difficulty in their course work or in the field and to continue to encourage and support candidates who show promise in becoming capable teachers. See SOE Policies and Procedures Manual for assistance process.</p>					

Assessment System and Unit Evaluation

Gate 5: Admission to Internship

Assessment System Information/Benchmarks	Data Collection, Analysis and Evaluation	Evidence Skill/Knowledge Area Relationship	Link to InTASC Standards	Data Collector/Role	Use of Results
Formal application submitted.	Internship applications are submitted. The information is checked relevant to admission criteria. Teacher candidates are notified of any deficiencies.	Potential for leading student learning is verified.	#1 Learner Development; #2 Learning Differences; #4 Content Knowledge; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice	Administrative Specialist – SOE Admissions	Internship admission criterion
A minimum of twelve (12) semester hours in residence at UAFS	Transcripts of completed work are evaluated. Status related to completion of professional and teaching fields.	Documentation that the candidate is ready to enter the classroom and take charge under supervision.	#1 Learner Development; #4 Content Knowledge; #6 Assessment #7 Planning for Instruction; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice.	Administrative Specialist – SOE Admissions	Internship admission criterion
Successful completion of all unit assessments at Target level	All unit assessments analyzed each semester to ensure that teacher candidates are performing at target level: Practicum I = Basic Practicum II = Basic/Proficient Internship = Proficient	Documentation that the candidate is ready to enter the classroom and take charge under supervision.	#1 Learner Development; #2 Learning Difference; #4 Content Knowledge; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice	SOE Administrative Analyst	Rubrics are used to evaluate knowledge, dispositions, and performances, and identify areas of strength and professional development plan needs.
Arkansas FBI background check/DHS Maltreatment Background Check Form	The Arkansas FBI background check/DHS Child Maltreatment Central Registry contained no record under the candidate's name in a true report of child maltreatment.	Evidences no prior maltreatment of children.	#9 Professional Learning and Ethical Practice	Administrative Specialist – SOE Admissions	State requirement for teacher licensure.
Minimum cumulative 2.75 GPA and Teaching GPA of 2.75.	Transcripts of completed work are evaluated.	Status related to overall preparation and preparation in professional education and teaching field are evaluated.	#1 Learner Development; #2 Learning Differences; #4 Content Knowledge; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice	Administrative Specialist – SOE Admissions	Internship admission criterion
Required coursework must be completed in professional and teaching fields. This includes all methods courses and appropriate reading courses.	Transcripts of completed work are evaluated. Status related to completion of professional and teaching fields.	Documentation that the candidate is ready to enter the classroom and take charge under supervision.	#1 Learner Development; #4 Content Knowledge; #6 Assessment #7 Planning for Instruction; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice.	Administrative Specialist – SOE Admissions	Rubrics are used to evaluate knowledge, dispositions, and performances, and identify areas of strength and professional development plan needs.
Praxis II Scores for Specialty Area Assessment and Principles of Learning and Teaching (PLT) as required by ADE.	Institutional score from ETS	Scores indicate teaching area knowledge and potential for leading student learning.	#4 Content Knowledge; #8 Instructional Strategies	Administrative Specialist – SOE Admissions	State requirement for teacher licensure.

Assessment System Information/Benchmarks	Data Collection, Analysis and Evaluation	Evidence Skill/Knowledge Area Relationship	Link to InTASC Standards	Data Collector/Role	Use of Results
A minimum grade of “C” will be earned in each teaching field and professional studies course prior to admission to the internship	Transcript evaluation related to teaching field and professional studies.	Evaluation reveals adequate teaching field and pedagogical knowledge.	#1 Learner Development; #2 Learning Difference; #4 Content Knowledge; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice	Administrative Specialist – SOE Admissions	Documentation that the candidate is ready to enter the classroom and take charge under supervision.
Verification of professional Behavior	UAFS disciplinary record	Indicates the potential for being appropriate role model.	#9 Professional Learning and Ethical Practice	University Records Office	Results verify candidates’ appropriateness for teacher education
Completion of Self- Evaluation of Dispositions FORM #11	Candidates completed self-rating on program dispositions	Professionalism; has ideas for making a positive impact on learning.	#9 Professional Learning and Ethical Practice; #10 Leadership and Collaboration	Candidates are required to continue self-assessing their dispositions throughout the teacher education program. SOE Administrative Analyst oversees submissions.	Provides evidence of professionalism and importance of appropriate dispositions in the classroom.
Internship Placement Interview with Field Experience Coordinator FORM #4	Rubrics completed by Field Experience Coordinator.	Professionalism; elaborates on ability to contextualize content knowledge and pedagogy.	#1 Learner Development; #2 Learning Differences; #4 Content Knowledge; #6 Assessment; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice	Field experience coordinator submits forms to administrative specialist. SOE Administrative Analyst oversees submissions.	Results are used to provide feedback to unit, institution, and SOE partners in P-12

Assessment of Evidence and Use of Results:

The application to the professional internship includes all transcripts documenting that the candidate is ready to enter the classroom and take charge under supervision. Results are used to provide feedback to unit, institution, and SOE partners in P-12; the evaluations of unit requirements are used to make appropriate changes to programs. Rubrics are used to evaluate knowledge, dispositions, and performances, and identify areas of strength and professional development plan needs.

Assessment System and Unit Evaluation

Gate 6: Internship Assessment

Assessment System Information/Benchmarks	Data collection, Analysis and Evaluation	Evidence Skill/Knowledge Area Relationship	Link to InTASC Principles	Data Collector/Role	Use of Results
Satisfactory completion of all coursework for the bachelor's degree.	Transcript record of completion of required coursework at required criteria	Grades demonstrate skills and knowledge in basic area; potential for leading student learning.	#4 Content Knowledge	Administrative Specialist – SOE Admissions	University graduation Criterion
A minimum 2.75 cumulative GPA and a minimum 2.75 GPA in the area of specialization.	Transcripts of completed work are evaluated.	Status related to overall preparation and preparation in professional education and teaching field are evaluated.	#1 Learner Development; #2 Learning Differences; #4 Content Knowledge; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice	Administrative Specialist – SOE Admissions	Program completion criterion
Successful completion of all required Praxis Core and Praxis II exams.	Institutional score from ETS	Scores indicate teaching area knowledge and potential for leading student learning.	#4 Content Knowledge; #8 Instructional Strategies	Administrative Specialist – SOE Admissions	State requirement for teacher licensure.
Score of “proficient” or above on the Professional Interview Packet assignment, as assessed by the Coordinator of Licensure and Field Placement.	Coordinator of Licensure and Field Placement assesses readiness for effective classroom instruction.	Teacher candidates demonstrate they have the knowledge, skills, and dispositions to be recommended for initial teaching licenses.	#1 Learner Development; #2 Learning Differences; #4 Content Knowledge; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice	SOE Administrative Analyst	Program completion criterion
Intended Candidate Outcomes – InTASC Standards aligned with Danielson FFT Components FORM #7	Teacher candidates evaluated by Clinical Supervisors/Mentor Teachers and University Supervisors	Ability to demonstrate elements of effective teaching as the teacher candidates’ progress through the teacher education program.	#1 Learner Development; #2 Learning Differences; #3 Learning Environments; #4 Content Knowledge; #5 Application of Content; #6 Assessment; #7 Planning for Instruction; #8 Instructional Strategies #9 Professional Learning and Ethical Practice; #10 Leadership and Collaboration	Mentor teachers and University Supervisors submit Danielson-based forms via LiveText. SOE Administrative Analyst oversees submissions.	Mentor teachers and university supervisors evaluate the teacher candidates’ abilities to demonstrate the components of effective teaching. Teacher candidates are assessed four times over the course of the teacher education program.
University supervisor evaluations and candidate dispositions FORM #1	Satisfactory candidate dispositions and evaluation by university supervisors. University supervisor evaluation forms.	Knowledge and skills related to all InTASC standards and Danielson’s Framework for Teaching	#1 Learner Development; #2 Learning Differences; #3 Learning Environments; #4 Content Knowledge; #5 Application of Content; #6 Assessment; #7 Planning for Instruction #8 Instructional Strategies; #9 Professional Learning and Ethical Practice; #10 Leadership and Collaboration	Supervisors submit Danielson-based forms via LiveText. SOE Administrative Analyst oversees submissions	University supervisors evaluate the teacher candidates’ abilities to demonstrate the components of effective teaching.

Assessment System Information/Benchmarks	Data collection, Analysis and Evaluation	Evidence Skill/Knowledge Area Relationship	Link to InTASC Principles	Data Collector/Role	Use of Results
Mentor Teacher evaluations FORM #1,7	Satisfactory evaluations by Clinical Supervisors/ Mentor Teachers during the Internship experience. Mentor teacher evaluation forms.	Knowledge and skills related to all InTASC standards and Danielson's Framework for Teaching	#1 Learner Development; #2 Learning Differences; #3 Learning Environments; #4 Content Knowledge; #5 Application of Content; #6 Assessment; #7 Planning for Instruction #8 Instructional Strategies; #9 Professional Learning and Ethical Practice; #10 Leadership and Collaboration	Mentors submit Danielson-based forms via LiveText. SOE Administrative Analyst oversees submissions	Mentor teachers evaluate the teacher candidates' abilities to demonstrate the components of effective teaching.
Candidate Reflection on Lesson Planning FORM #12	Candidate completed self-evaluation of a lesson taught	Ability to describe, analyze and reflect on lessons to determine strengths, weaknesses, and plan for future instruction.	#2 Learning Differences; #6 Assessment #7 Planning for Instruction #8 Instructional Strategies; #9 Professional Learning and Ethical Practice	Candidates are required to self-assess their lesson plans three times throughout the teacher education program. SOE Administrative Analyst oversees submissions.	Provides evidence of being a reflective practitioner and ability to plan developmentally appropriate lessons.
Exit Professional Portfolio Assessment	edTPA local evaluation rubrics and external scores	Overall evaluation of impact on student learning, as shown through planning, instruction and assessment of unit implementation.	#1 Learner Development; #2 Learning Differences; #4 Content Knowledge; #5 Application of Content; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice	Student portfolios are scored by university supervisors. Samples are sent to edTPA for external scoring. SOE Administrative Analyst oversees submissions.	Evaluations, test scores, disposition ratings, and the edTPA portfolios identify areas of strength and growth areas for future professional development.
Two Formative Observations, One Summative Observation and Summative Conference based on Danielson's Framework for Teaching DANIELSON OBSERVATION INSTRUMENT	Completed by university supervisor	Knowledge and skills related to all InTASC standards and Danielson's Framework for Teaching	#1 Learner Development; #2 Learning Differences; #3 Learning Environments; #4 Content Knowledge; #5 Application of Content; #6 Assessment; #7 Planning for Instruction #8 Instructional Strategies; #9 Professional Learning and Ethical Practice; #10 Leadership and Collaboration	University supervisors score teacher candidates' lesson observations in LiveText. SOE Administrative Analyst oversees submissions.	Teacher candidates demonstrate they have the knowledge, skills, and dispositions to be recommended for initial teaching licenses.

Successful completion of the application for teacher licensure, ADE required trainings, evaluation of transcript related to approved program.	Application for licensure. Transcript record of completion.	Courses completed, grades, and minimum GPA of 2.75 shows potential for being a successful teacher.	#1 Learner Development #4 Content Knowledge; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice	SOE Administrative Specialist tracks licensure data.	State requirement for licensure
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Assessment of Evidence and Use of Results:

The internship experience represents the capstone of the program. Teacher candidates demonstrate they have the knowledge, skills, and dispositions to be recommended for initial teaching licenses. Evaluations, test scores, disposition ratings, and the edTPA portfolios identify areas of strength and growth areas for future professional development. Results provide feedback to SOE unit, institution, and P-12 partner schools for evaluation of the unit and suggested changes needed.

Assessment System and Unit Evaluation
Gate 7: Post-Graduate Assessment

Assessment System Information/Benchmarks	Data Collection, Analysis and Evaluation	Evidence Skill/Knowledge Area	Link to InTASC Principles	Data Collector/Role	Use of Results
State report card. Title II report to state and Federal Department of Education.	Report to state on test results for completers	Knowledge and skills relevant to teaching; ability to plan, implement and assess student learning objectives.	#1 Learner Development; #2 Learning Differences; #4 Content Knowledge; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice	SOE Administrative Analyst	Reported to Arkansas Department of Education, for state EPP progress reports. Comparison to other state EPPs.
Teacher Evaluation and Support System (TESS)	Results of TESS Evaluations by principals	Knowledge and skills relevant to teaching; ability to plan, implement and assess student learning objectives.	#1 Learner Development; #2 Learning Differences; #4 Content Knowledge; #5 Application of Content; #6 Assessment; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice	SOE Administrative Analyst	Used to examine teacher graduates' impact on P-12 learning.
Teacher Education Program follow-up studies including graduate survey and employer survey FORM #5,6,9,10	Collected follow-up information	Knowledge and skills relevant to teaching; ability to plan, implement and assess student learning objectives.	#1 Learner Development; #2 Learning Differences; #4 Content Knowledge; #6 Assessment; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice	SOE Administrative Specialist	Results are presented to SOE faculty and the Teacher Education Council for discussion of possible changes in policy, procedures, or curriculum to address weaknesses.
Survey to Clinical Supervisors/Mentor Teachers and University Supervisor	Survey to determine Clinical Supervisors/Mentor Teachers' and university supervisors' perceptions about their collaboration in working with teacher candidates.	Relationship between the Clinical Supervisors/Mentor Teachers and the university supervisors is investigated to determine if they were able to create an environment in which the UAFS SOE teacher candidates were able to successfully complete all internship requirements.	#3 Learning Environments; #9 Professional Learning and Ethical Practice; #10 Leadership and Collaboration	SOE Administrative Specialist	Results are presented to SOE faculty and the Teacher Education Council for discussion of possible changes in policy, procedures, or curriculum to address weaknesses.
Impact on Student Learning graduate survey and employer survey	Surveys to examine perceptions of teacher graduates' impact on student learning in the P-12 classroom.	At the end of the first year of teaching, employers and graduates reflect on the impact UAFS teacher graduates are having in their classroom.	#1 Learner Development; #2 Learning Differences; #3 Learning Environments; #4 Content Knowledge; #5 Application of Content; #6 Assessment; #7 Planning for Instruction #8 Instructional Strategies; #9 Professional Learning and Ethical Practice; #10 Leadership and Collaboration	SOE Administrative Specialist	Results are presented to SOE faculty and the Teacher Education Council for discussion of possible changes in policy, procedures, or curriculum to address weaknesses.

Novice Teacher Survey Results (ADE)	Completed after first full year of teaching.	Survey is designed to collect information on how well the teacher graduates feel their EPP prepared them to teach.	#1 Learner Development; #2 Learning Differences; #3 Learning Environments; #4 Content Knowledge; #5 Application of Content; #6 Assessment; #7 Planning for Instruction #8 Instructional Strategies; #9 Professional Learning and Ethical Practice; #10 Leadership and Collaboration	Arkansas Department of Education	The evaluations are used to monitor the program and to document candidate mastery of the knowledge base in their field.
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Assessment of Evidence and Use of Results:

The evaluations are used to monitor the program, to document candidate mastery of the knowledge base in their field and to document graduate and employer perceptions of graduates' impact on student learning in the P-12 classrooms. Results are presented to SOE faculty and the Teacher Education Council for discussion of possible changes in policy, procedures, or curriculum to address weaknesses.

- D. Summary of Assessment Process for Program Improvement – Data Collection, Analysis, and Decision-Making: Data derived from GPA, course grades, interview rubrics, portfolio rubrics, internship exit surveys, graduate surveys, employer surveys, University Supervisor and Clinical Supervisors/Mentor Teacher evaluations, disposition rating scales, and Praxis results are compiled and formally reported by the Assessment Coordinator to faculty and administrators semi-annually (fall and spring semesters). Faculty and administrators make recommendations to the Executive Director regarding program changes based upon their analysis of the data. In addition, the Teacher Education Council analyzes the data semi-annually and makes formal recommendations to the Executive Director.