

## **Standard 2: Assessment System and Unit Evaluation**

*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 performance of candidates, the unit, and its programs.*

### **2.1 Assessment System and Unit Evaluation**

How does the unit use its assessment system to improve candidate performance, program quality and unit operations? [10,000 characters]

**The Assessment System and Unit Evaluation Team (ASET)** is a group of university faculty, student support staff and institutional research personnel, and P-12 administrators from the professional community. A subcommittee of the **Council on Teacher Education (COTE)**, ASET regularly evaluates the capacity and effectiveness of the assessment system as it analyzes data on applicant qualifications, candidate and graduate performance, and program and unit operations to evaluate and improve the performance of candidates, programs, and the **professional education unit (PEU)**.

Co-chaired by the assessment coordinator and a PEU faculty member, ASET meets according to a review-cycle calendar (Ex 2.4.d.1) of six meetings each year to review systematically all facets of the assessment system and to analyze data to make recommendations to COTE. ASET regularly examines the validity and utility of the data produced through assessments completed at the candidate, program, and unit levels.

Decisions about candidate performance are based on a variety of assessments collected at multiple transition points, made clear through the *initial* (Ex 2.4.a.2) and *advanced* (Ex 2.4.a.3) Assessment Flowcharts by Transition Points. These charts provide overviews of the data collected from the time candidates are admitted to the university through two years after they graduate. Multiple assessments inform decisions about the following:

- admission to the prof. ed. program;
- progress toward completion of coursework (content and pedagogical knowledge), development of professional behaviors (including using assessment and technology to improve student learning) and dispositions, and embracement of diversity in field experiences;
- readiness for student teaching and graduation; and
- changes needed at the program and unit levels to ensure assessments match the needs of graduates one and two years after graduation.

Data are collected from high schools, candidates, external tests/reviewers, university faculty, and P-12 faculty and administrators who we serve and with whom we collaborate.

To ensure openness and fairness, university policies allow candidates to lodge formal complaints, including grade appeals (Ex 2.4.e.1). The PEU also has policies for candidates seeking probationary entrance to the professional education program (Ex. 2.4.e.2) and for faculty concerns about candidates (Ex 2.4.c.2).

The Assessment Life-Cycle Charts (Ex 2.4.d.2) summarize both the assessment collection and review schedule and the assessment uses for program improvement. Lists of data-driven and

data-informed improvements (Ex 2.4.g.1) provide highlights of changes initiated by PEU teams, program coordinators and other faculty after reviewing data, talking with the P-12 community, and/or staying abreast of changes in external requirements.

Successful candidates complete each transition point (Ex 2.4.a.2 and 2.4.a.3). Retention data provided by the Northwest Career Services office shows that 93% of our initial program graduates and 100% of our advanced program completers from the 2011-2012 academic years are teaching or seeking further education (Ex 2.4.b.4 and 2.4.b.10).

Tk20 is the data management system of the PEU (not the entire university) providing a variety of functions. The artifact section serves as a digital storage area for students to keep drafts of any assignment. Candidates complete applications for student teaching, and candidates, supervisors, and faculty complete many surveys. Tk20 allows assignments to be sent online, uploaded by students and rated by faculty based on state and national standards. Candidates, faculty, and advisors also complete observation forms assessing dispositions. The portfolio feature allows instructors to bundle assignments and give them a single score. Tk20 creates reports on candidates, programs and PEU. To evaluate regularly its capacity and effectiveness, each semester a Tk20 survey is sent to faculty members, university supervisors, clinical faculty and student teachers. The assessment coordinator and ASET review this information to determine how Tk20 may be modified to maximize efficiency and effectiveness.

Tk20 allows us to use a variety of assessment instruments to assess performance at multiple levels.

### **Improve Candidate-level performance:**

Improving candidate-level performance involves both the changes faculty make to address candidate performance and the opportunities candidates take to self-assess, ask for and receive help, and make modifications for their own improvement.

The following are ways we monitor/support candidate performance via Tk20:

- Each candidate's development is tracked using multiple assignments, scored via consistent rubrics anchored by the state and national standards. When rubrics are updated to new standards or requirements, the change is consistent throughout the program;
- Dispositions observation (Ex. 2.4.c.3) forms provide a means of tracking each candidate's development of professional dispositions and related behaviors, providing feedback to guide this development, and when necessary, to guide the candidate out of professional education;
- During student teaching candidates receive guidance and feedback from various levels. Each university supervisor, cooperating teacher, and (if secondary ed.) content supervisor completes the following assessments—the Educational Candidate Disposition Inventory that measures candidate professionalism, a formative assessment, and a summative assessment—which candidates may view any time to inform their behavior;
- Artifact sections allow candidates to save/backup their work in progress, request and get feedback to improve their work, and review copies of submitted assignments;
- Surveys (Ex 2.4.a.9, 2.4.a.10, 2.4.a.11 and 2.4.a.12) require candidates to reflect upon their experiences and provide feedback to help improve programs. All student teachers

must complete surveys on how well they think their content methods courses prepared them for teaching, and how helpful the cooperating teachers, university supervisors, content supervisors and Tk20 were during student teaching.

In summary, the assessment system improves candidate performance by facilitating communication between candidates and instructors. Tk20 also provides a means for data to be placed into a report form and shared with appropriate audiences to assist in any decision making process regarding any candidate. PEU members then act upon this information to improve candidate performance.

### **Improve Program-level Quality:**

Each program coordinator has chosen to store and score on Tk20 1 to 3 program-specific key assessment(s) which are linked to state standards in each program, so faculty may assess each candidate's progress towards those standards.

The following are additional unit-level assessments that are also aggregated by program to inform program-level improvement decisions.

- There are unit-level key assessments—five for undergraduate and seven for advanced programs—which allow programs to be ranked among each other so that well-performing programs may advise those that are not. Using the same rubrics across all sections of the same course, and using cross-discipline scoring of student work, with the TWS for example, enhances the reliability of these measures.
- Program coordinators view disposition assessment results to inform program changes and to determine which candidates in their programs need more guidance.
- Student teachers provide survey feedback on how well they feel their content methods course prepared them for student teaching and how helpful their content supervisor was during that experience.

The results from the above are combined in a program report given to each prog. cord. annually. ASET reviews the aforementioned results and the assessment instruments' quality to establish fairness, accuracy and consistency in order to ensure quality.

### **Improve Professional Education Unit-Level Operations:**

All of the unit-level assessments in the initial (Ex 2.4.a.2) and advanced (Ex 2.4.a.3) Assessment Flowcharts by Transition Points, collected each trimester, are aggregated according to state standards. ASET analyzes the results to determine how well the unit is developing candidates who are able to teach, administer, or counsel at the expected levels required by the state of Missouri. The assessment coordinator shares these results with faculty during professional development days each trimester and when needed, advises COTE, which may vote to make changes at the program and/or unit levels.

The university earned renewal of AQUIP accreditation (Ex 2.4.c.4) by the Higher Learning Commission (HLC), a commission of the North Central Association. That review process included a review of the assessment systems on campus, including the PEU assessment system.

The assessment system of the Northwest Missouri State University PEU is comprehensive, using multiple measures that reflect the PEU's conceptual framework and state and professional

standards; **consistent**, using standards-based rubrics and a regular review-cycle (Ex 2.4.d.1) to analyze data and the validity and utility of assessment instruments, working to avoid bias; and **useful**, providing relevant information on which candidate-, program-, and unit-level decisions are made. The professional community is an indispensable part of the assessment system through their representation on ASET and their feedback via Tk20 during practicum and student teaching. Also, program completers provide feedback on how prepared they feel during their first and second years of teaching using the Beginning Teachers Assessment by Principal survey.

### **2.2a Standard on which the unit is moving to the target level [15,000 characters]**

- Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.
- Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

### **Areas of Standard Which the Unit is Currently Performing at Target:**

#### **2a. ASSESSMENT SYSTEM**

- To ensure the effectiveness of a new evaluation system, the **Council on Teacher Education (COTE)** created the subcommittee **Assessment System and Unit Evaluation Team (ASET)** comprised of faculty from the Dept. of **Professional Education** (6) and departments housing sec. ed. programs (7), data analysts from Institutional Research (2), administrators of the P-12 professional community (3), a representative of the library & **Talent Development Center (TDC)**, the certification officer, the assistant director of teacher education, the assessment coordinator (co-chair with a unit faculty member), the dean of the College of Education and Human Services, and the dean of the Graduate School.

All programs, including *advanced* and alternative certification programs, and the professional community have input and learn from the assessment process. Representatives from the TDC and those from institutional research offer expertise in writing valid, reliable assessments that avoid bias and help validate conclusions drawn via analysis of the data. ASET follows a review cycle calendar (see Ex 2.4.d.1) of six meetings each year to evaluate the effectiveness and capacity of assessment processes, including the data management system Tk20; assess the fairness, accuracy, usefulness and consistency of the instruments and processes; and analyze the data being collected. Assessment life-cycle charts (Ex 2.4.d.2) summarize the life of our PEU assessments, including who reviews the data and the assessment methodology.

- The comprehensive assessment system reflects the conceptual framework of Northwest Missouri State University's professional education unit (PEU) and incorporates candidate proficiencies outlined in professional and state standards. GPA data and candidates' assignments scored using standards-based rubrics measure the increase of content and pedagogical knowledge and candidates' abilities to use technology and assessment data to improve student learning. Faculty use these results to modify programs to improve learning. Disposition assessments (Ex 2.4.c.2) monitor growth in professional behaviors, cultivation of dispositions and embracement of diversity in field experiences. These data are collected from

high schools, candidates, external tests/reviewers, university faculty, and P-12 faculty and administrators in the professional communities with whom we collaborate. Surveys given to student teachers, supervisors, cooperating teachers and all faculty also collect data about how effective and efficient Tk20 is in meeting their needs.

- ASET analyzes both the results from and the methods of assessment for a variety of instruments used to collect data concerning diversity, dispositions, admissions, retention, key assessments, field experience, faculty involvement in P-12 schools, GPA, and the **Teacher Work Sample (TWS)**.
- Decisions are made about candidate performance at multiple transition points. Assessment Flowcharts by Transition Points illustrate the timing and flow of assessments in *initial* (Ex 2.4.a.2) and *advanced* (Ex 2.4.a.3) programs.

### **2.2.b Continuous Improvement [10,000 characters]**

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
  - Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.
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- Regular and comprehensive data collection and analysis of program quality is completed as part of ASET's review-cycle calendar (Ex 2.4.d.1).
  - **Beginning Teacher Assessment by Principals (BTAP)** survey results from the **MO Dept. of Elem. & Sec. Ed. (DESE)** are analyzed and reviewed to determine how well prepared our completers felt during the first and second years of their professional careers (Ex 2.4.b.5).
  - Assessment data on candidates, graduates, faculty and other professionals are collected from assessments using external and internal sources. Key assessment data is collected during transitions points (Ex 2.4.a.2 and 2.4.a.3) for candidates each trimester and reviewed during ASET meetings and among program coordinators on a semiannual basis. Faculty data is recorded on Tk20 through the evaluations of the Content Methods Course, the University Supervisor, and (if sec. ed.) the Content Supervisor, completed by candidates at the end of student teaching, as is the Cooperating Teacher Evaluation for other professionals (Ex 2.4.a.9, 2.4.a.11, 2.4.a.12 and 2.4.a.10, respectively).
  - Candidate-level assessment data is disaggregated by program when candidates are in the alternative certification program.
  - Candidates who do not meet the qualifications for admission to professional education may petition the Teacher Education Admissions Committee for probationary entrance (Ex 2.4.e.2). The Teacher Education Student Services Coordinator keeps these records. For grade appeals or other complaints, candidates must follow the university policies (Ex 2.4.e.1) written (pp. 42 - 47) in the 2012-2014 Undergraduate Catalog, including going to the Academic Appeals Committee. Records of petitions and decisions are stored in the president's office. The Education Guidance Committee (Ex 2.4.c.2) (p. 316) handles faculty concerns about education candidates at any level. The certification officer keeps these records.

## **2c. USE OF DATA FOR PROGRAM IMPROVEMENT**

The PEU has a variety of fully developed evaluations, such as the TWS, which has been consistently updated, placed on the Tk20 system since the Fall 2012 trimester, and revised in the Fall 2012 and Spring 2013. The surveys completed by student teachers at the end of their clinical trimester have been used continuously for years and were most recently revised by ASET for the Spring 2013 trimester. The disposition assessments used since the Fall 2012 trimester are either the Educational Candidate Disposition Inventory, developed in 2006 and based on substantial research, or a variant.

### **Activities and Their Impact on Candidate Performance and Program Quality:**

Data analysis informs changes made to the assessment system, data-driven changes for program improvements, and data-informed changes to address external mandates. The following is a summary of these activities.

#### Changes to the assessment system (Ex 2.4.g.2):

Based on data, lack thereof, and problems with the efficiency of collecting, analyzing, and sharing data, several changes were made to the assessment system. These include adding ASET, an assessment coordinator, and a robust data management system (Tk20) for the PEU; becoming more systematic about identifying key assessments for initial and advanced programs, and developing timelines to examine and share data (Ex 2.4.d.1) and trends; sponsoring unit teams at professional conferences; and being more intentional about acting on results.

#### Data-driven program changes based upon assessment data (Ex 2.4.g.1):

- Based upon survey results from principals and candidates, TWS data, and focus group responses of candidates, the Sec. Ed. program was redesigned. Previously a professional trimester of four weeks of NW classes was followed by 12 weeks of student teaching. Now the trimester before student teaching candidates take a new block of courses that prepare them for a new weeklong clinical experience, and Directed Teaching begins at the beginning of the P-12 trimester.

Follow-up data indicate that these changes were effective in improving candidates' preparedness in classroom management, assessment and the ability to make data-driven changes based upon that assessment, and overall feelings of preparedness.

- Based upon TWS Element 1 data, intentional instruction was added to first practica to help candidates understand *learning context*. Subsequent TWS scores for Element 1 have improved.
- Based upon feedback/demand from *graduate* candidates, the university established Outreach Centers in Liberty and St. Joseph to expanded delivery services and increase potential centers for field placements. Eighty percent of use of these centers is for professional education.
- A variety of changes have been made at the unit and program levels based upon input from the P-12 communities with which we collaborate. These include changing the technologies we use, addressing English-language learners, and co-teaching during student teaching.

#### Data-informed changes based upon assessment data to address new external requirements (Ex 2.4.g.1):

When the university, state, or other external entity mandates changes, the PEU uses data to inform *how* those changes will be implemented. For example,

- When the university added the university-wide Institutional Requirement in Technology, after looking at our BTAP (survey of principals) data, candidate survey data, and discussions with the P-12 community, we developed two new teacher directed courses that addressed the mandated technology competencies in the context of teacher education. The data indicate that this was a positive change.
- After the announcement of the new MO requirement of 3.0 GPA required for certification beginning Spring 2017, the Council on Teacher Education (COTE) voted to **raise the requirement for admission to prof. ed. starting Aug. 1, 2013**. Based upon our review of GPA data (by ed. major), COTE initiated a proposal that resulted in a **university-wide change to the supersede policy**; and pass-rate data for C-BASE and PRAXIS led to **increased educator support for assessments** (test preparation and testing seminars) in the library.
- After the new MO Standards for the Preparation of Educators were released, we aligned our TWS criteria and rubric with these standards (for Fall 2012) to better assess our progress toward meeting them. After the results from this TWS were discussed at the Spring 2013 professional development meeting for all PEU members, another TWS revisions committee revised the TWS rubric to make it more valid for students and to increase scorer reliability.
- Other changes include changing Introduction to Special Education from 2 credit hours to 3 credit hours to include autism and other spectrum disorders, redesigning Sec. Teach. Practicum I (fall 2013 pilot) to increase support and supervision for clinical experiences, and buying new software and a server to house candidate videos.

## **Plans and Timelines to Attain/Sustain Target Level Performance:**

### **2a. ASSESSMENT SYSTEM**

Modifications are made regularly to the assessment system to keep up with changes to the standards. All rubrics for key assessments have been modified since Spring 2012 to align with new state standards. The TWS rubric was modified both in the Spring 2012 and Spring 2013 trimesters more accurately to align with new standards, clarify expectations and attempt to increase scorer reliability and validity. The TWS has been used in some form by the PEU since the Fall 2002 trimester and is revised as needed.

Beginning Fall 2013:

- Surveys collecting feedback about the effectiveness of the Tk20 system will continue to be used regularly to gather data from student teachers, university supervisors and cooperating teachers.
- ASET will discuss the collection and analysis of data showing a strong relationship between performance assessments and candidate success throughout their programs and as professionals. ASET will analyze data for new trends and exceptions to existing trends and make data driven recommendations to COTE and the PEU concerning program or unit-level changes. ASET will study these changes to make sure the programs are strengthened with no adverse consequences related to the changes.

- The **Mo Dept. of Elem. & Sec. Ed. (DESE)** collects data on professional retention, as does the Northwest Missouri State University Career Services office. DESE also implements **Beginning Teacher Assessment by Principals (BTAP)**, which provides data on how well prepared our first- and second-year graduates feel they are doing as professionals. This data will be combined with key assessment data in order to determine links.
- Changes to practices will be made based on results from analysis and discussion during ASET meeting which will be presented to the entire PEU during the first few days of the Fall and Spring trimesters. These presentations will focus on disposition, survey, and key assessment results on a unit-wide level. Faculty will also separate to discuss program-level data so that they may review their data on a regular basis and determine changes needed to ensure program improvement.
- The Field Experience binder portion of Tk20 was created during the Fall 2012 trimester. This section acts as a shared space for student teachers, the supervisors, and cooperating teachers. All may use this area to upload clinical assessments, and candidates may view all of their results to determine if they need to make any changes. While used currently for student teachers, the Council for the Accreditation of Educator Preparation (CAEP) committee and field experience committee will determine if this section can be used for other courses that use field experiences.
- The Portfolio section of Tk20 offers a reliable area for faculty to bind groups of assignments together and to score anonymously. It has been used since the Fall 2012 trimester for TWS results and for selected graduate programs since the Spring 2013 trimester.
- A survey to evaluate the unit and programs is being developed for graduates at the end of their 1<sup>st</sup> and 3<sup>rd</sup> years after graduation.

## **2b. DATA COLLECTION, ANALYSIS, AND EVALUATION**

- In order to improve candidate performance, program quality and unit operations, data will be collected, compiled, aggregated, summarized, analyzed and reported publicly, according to the ASET review cycle calendar (Ex 2.4.d.1).
- An advisement section of Tk20 is planned to be completed by the end of the Spring 2014 trimester. This will allow advisors to view key assessment results of their advisees as the data is updated.
- Data collection and evaluation will be aided by ongoing training opportunities each trimester for candidates, faculty, university supervisors and cooperating teachers. These trainings have been placed online in both Power Point and video forms.
- Sweeping changes will be taking place in the PEU's assessment system beginning in the Fall 2013 semester. The **Mo Dept. of Elem. and Sec. Ed. (DESE)** will be mandating a variety of assessment changes among Educator Preparation Programs (EPP) throughout Missouri (Ex 2.4.a.14).

## **2c. USE OF DATA FOR PROGRAM IMPROVEMENT**

- Once DESE has set benchmarks for each assessment in the new Missouri Educator Gateway Assessments system, data will be reviewed on a candidate basis by the candidate and his/her advisor using Tk20. Also, data from each program will be reviewed at the annual professional development days meeting during each fall trimester.

- Student-teaching data from candidates in the new co-teaching model (beginning Fall 2012) will be analyzed (and compared to those not using that model) and used to inform changes.
- Data from the in-field pilot of the Sec. Teach. Pract. I (Fall 2013) will be used to inform changes. These changes may also suggest changes to Sec. Teach. Pract. II.

### **2.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review**

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard. [12,000 characters]

#### **1. The unit assessment system does not include a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance at all appropriate transition points.**

Concerning Standard 2, in fall 2007 the Northwest Missouri State University **Professional Education Unit (PEU)** selected five unit-wide key assessments to track the progress of each initial candidate. These key assessments are assigned to specific courses, including content methods courses, and scored at least twice (using the same rubric) during a candidate's program so that progress can be monitored. The PEU also decided on specific courses wherein candidates' professional dispositions are evaluated. Seven unit-wide key assessments for advanced program candidates were determined for first-time use in fall 2012.

In fall 2011 the PEU adopted the Tk20 data management system. Although Tk20 does not constitute an assessment system, it allows the PEU to facilitate data collection, aggregation for analysis, summation, and sharing in order to monitor candidate performance at all initial (Ex 2.4.a.2) and advanced (Ex 2.4.a.3) transition points. The assessment coordinator uses Tk20 to create reports on assessment activities at the candidate, program and unit levels. The Assessment System and Unit Evaluation Team (ASET) regularly (Ex 2.4.d.1) analyzes these data collected from multiple assessments in order to make data-driven and data-informed changes at the program and unit levels. Reports on individual candidates are shared with advisors and the assistant director of professional education to inform candidate decisions. Data is also available for advisement and to the candidates themselves so they may self-assess and adjust their behaviors. Also, program- and unit-level data can be analyzed using the Tk20 reporting feature and shared with program coordinators and the director of professional education to inform program and unit decisions.

Student assessment data were loaded into Tk20 beginning with the Spring 2012 trimester. A variety of activities set forth processes which have led to outcomes indicating the effectiveness of Tk20 and of the comprehensive assessment system.

#### **Activities:**

- Numerous NCATE committee meetings and program meetings have taken place in order to pinpoint transition points and how to develop comprehensive and integrated evaluation measures to assess candidates' performances at each level.
- Elementary program meetings were held in order to pinpoint key assessments that could be uploaded to and scored on Tk20, as well as observation field experience data.

- Secondary education program meetings also took place in order to determine which assignments should be used to assess transition-point performance, and how these should be uploaded.
- Advanced program meetings took place to determine how to arrange assessments that would gather advanced student data during key transition points.
- Field experience meetings were also held to determine what field experience assessments should be completed during transition points at the initial and advanced levels.
- Student teaching meetings reviewed all of the data that could be gathered during this important transition point for initial candidates.
- Numerous phone calls and emails with Tk20 staff took place in order to communicate these assessment requirements with the system programmers and to train the assessment coordinator on how to develop these assessments on the system.

#### **Processes:**

- Evaluation measures have been developed at transition points for undergraduate (Ex 2.4.a.2) and advanced (Ex 2.4.a.3) candidates that are both comprehensive and integrated at the unit level.
- All **initial** and **advanced** program candidates have assessments that they or faculty now upload to Tk20 according to the Assessment Flowcharts by Transition Points (Ex 2.4.a.2 and 2.4.a.3).
- Additional initial program points of review include a score of 235 on the CBASE test, along with a cumulative GPA of 2.5 as well as a 2.5 in both professional education courses and content area(s) courses. (Beginning fall 2013 the requirements will change to a cumulative GPA of 2.75 and a GPA of 3.00 in both professional education and content area(s). Candidates must take content area PRAXIS II exams in order to begin student teaching. All of these are gathered on Tk20, aggregated, summarized, and analyzed by ASET, program coordinators, and advisors.
- All assessment measures are now coordinated with an assigned purpose. The Assessment Life-Cycle Charts (Ex 2.4.d.2) summarize both the assessment collection and review schedule and the assessment uses for program improvement.
- Candidate, faculty and course data is taken directly from the university database, reconfigured and uploaded to Tk20 each fall and spring trimester.
- DESE will be instituting changes for evaluations collected during these initial program transition points, beginning in the fall of 2013 which will have far ranging effects on our assessments (Ex 2.4.a.14).

#### **Outcomes:**

The following initial program assessments are aligned with transition points and are completed and stored using Tk20:

- The ACT composite score is aligned with the first transition point of entry to the university. (See Ex. 2.4.b.1 for the 4666 scores.)
- From the second transition point, the Mini Disposition assessment for first practicum courses was completed by 44 students in the Spring 2013 trimester. The average item score was at least 3.25 on a 0-4 scale for every item on the assessment, with 0 being Strongly Disagree with a disposition assessment and 4 being Strongly Agree (Ex 2.4.b.2).

- The CBASE is included as the entry exam into the third transition point, where most of our programs in 2012-2013 averaged higher than a passing 265 score, counting 306 attempts during the 2012-2013 year (Ex 2.4.b.1).
- In the fourth transition point, students are assessed by clinical faculty, again using the Mini Disposition assessment. The average score for all items increased across all items with 27 students being assessed (Ex 2.4.b.2).
- The fifth transition point includes many assessments related to student teaching, such as the TWS. 215 students completed the TWS in the academic year of 2012-2013, and scores declined from the fall to the spring trimesters (Ex 2.4.b.3). The standard deviation on 25 items increased and decreased on 9 items, implying we need to continue our efforts to increase inter-rater reliability.
- The sixth and final transition point occurs post-graduation. Fifty-six graduates completed the Beginning Teacher Assessment by Principals self-assessment survey given by the Department of Elementary and Secondary Education in the spring of 2013. Of these, 100% indicated that they felt the quality of their teacher preparation program was fair to very good (Ex 2.4.b.5).

The following advanced program assessments are aligned with transition points as well:

- From 2010-2013, 453 GRE tests were taken by our candidates to gain entry to an advanced education program (Ex 2.4.b.6).
- From the academic year 2012-2013, 78 advanced program dispositions were completed at various points in students' careers. ASET and program committees will explore why the scores seemed to lower as the candidates continued in their programs (Ex 2.4.b.9).
- From the academic year 2012-2013, 13 candidates completed a midpoint advanced program survey to rate their perceived skills. All but two items in all three instruments scored an "Agree" or "Strongly Agree" average (Ex 2.4.b.7).
- 99% of 131 advanced program completers passed their comprehensive evaluation (portfolio or comprehensive exam) between fall 2010 and spring 2013 (Ex 2.4.a.15).

2. The technology infrastructure is insufficient to support the assessment activities at the candidate, program, and unit levels.

The infrastructure provided by Tk20 is now sufficient to support the assessment activities at the candidate, program and unit levels. All candidates in initial and advanced education programs are required to purchase a Tk20 subscription for seven years. All candidates are allotted 100 megabytes of storage, which can be increased if necessary. Furthermore, faculty members from all programs are now able to submit scoring rubrics for their assignments to the assessment coordinator who then configures the rubrics for the Tk20 system. Faculty can share rubrics or modify an existing rubric template and save it for their own program-specific key assessments. All instructors from all programs are able to send assignments with their rubrics using Tk20. Candidates in every education program can then upload their assignments, and faculty can score student work using Tk20. Also, all university supervisors, cooperating teachers, and content supervisors can use Tk20 to submit assessment results for their student teachers. Reports can be made from Tk20, aggregating data for candidate-, program-, or unit-level analysis and decision making.

**Activities:**

- Tk20 was purchased by the PEU in the summer of 2011.
- Candidates are sent instructions each trimester related to the requirement that they purchase a seven year subscription to Tk20. In addition, reminders from advisors are included in syllabi from courses requiring the use of the system.
- Candidates are offered trainings both in person and online. The assessment coordinator and student staff have offered in-class trainings at least six times each trimester since spring 2012. Power Point and video presentations are also available online.
- Faculty are provided in-person trainings as well as online slides and video trainings related to using Tk20.
- Data were uploaded from the university database to Tk20 three times each trimester since Spring 2012. This data includes student data, faculty data, course enrollment, and test scores.
- Cooperating teachers have been provided with in-person and online trainings, since the Fall 2012 trimester. These have been offered at the Liberty, Missouri Center, the Maryville campus, and at a high school in Omaha, Nebraska.

**Processes:**

- Key assessment rubrics are created by faculty and sent to the assessment coordinator via email or a campus-wide online course-management system (eCompanion). The coordinator then configures them on Tk20 in order to be used by faculty.
- Faculty use Tk20 to send key assessments, as assignments and the configured rubrics, to candidates.
- Candidates submit their assignments on Tk20, via the key assessment sent to them.
- Faculty score candidate work on Tk20 using the configured rubric attached to the key assessment.
- Key assessment data is reviewed by the assessment coordinator at the end of each trimester (using the reporting function of Tk20) and shared with advisors, program coordinators during professional development days, ASET according to our review-cycle calendar, and finally COTE, as needed.
- During student teaching, candidates are sent their TWS assignment using Tk20. They login to their accounts and upload their appropriate elements before submitting the TWS as a portfolio. Student teachers are trained on how to use Tk20 for this purpose during the previous trimester at a mandatory meeting.
- Tk20 support staff send candidates a field experience binder during their student teaching experience. Candidates complete assignments based solely on their student teaching experience using this binder, and then submit the binder using Tk20.

**Outcomes:**

- 231 candidates have received and completed a TWS portfolio on Tk20.
- 339 assignments were sent to courses in the Fall 2012 and Spring 2013 trimesters
- 19 surveys have been implemented using Tk20, with 1520 respondents

