

## Assessment Life-Cycle Charts

### Assessment Collection and Review Schedule & Assessment Uses for Program Improvement

#### Assessment Collection and Review Schedule

<u>Assessment</u>	<u>Template Needed?</u>	<u>Collection Time</u>	<u>Reporting Time</u>	<u>Review Process</u>	<u>End Results</u>
Tk20 Key Assessment Data	Scoring Rubrics	Each trimester, end	Annually, June, Unit Report	Rubrics can be reviewed at any time, results can be reviewed at ASET meetings and annual program reports	<ul style="list-style-type: none"> <li>• Annual Unit Report</li> <li>• MoSPE Performance Standards: Standards Based Assessment from Coursework and/or</li> <li>• MoSPE Process and Resource: Standards Evidence of Performance Evaluation</li> </ul>
Dispositions	Niagara/ Graduate Disposition	Each trimester, end	Annually, June, Unit Report	Dispositions can be reviewed at any time, results can be reviewed at ASET meetings and annual program reports	<ul style="list-style-type: none"> <li>• NCATE Exhibits 1.4.e Key assessments and scoring guides used for assessing professional dispositions</li> <li>• NCATE Exhibits 1.4.f Aggregate data on key assessments of candidates' professional dispositions</li> <li>• NCATE Exhibits 1.4.g Examples of candidates' assessment and analysis of P-12 student learning</li> <li>• NCATE Exhibits 1.4.h Samples of candidates' work (e.g., portfolios at different proficiency levels)</li> <li>• NCATE Exhibits 3.4.g Aggregate data on candidates entering and exiting from clinical practice for all programs</li> </ul>
Surveys, Student Teachers	CTE, USE, CMCE, CSE	Each trimester, end	Annually, June, Unit Report	Surveys can be reviewed at any time during ASET meetings, results can be reviewed at ASET meetings and annual program reports	<ul style="list-style-type: none"> <li>• Annual Unit Reports: TWS Survey Results</li> <li>• MoSPE Process and Resource Standards: Evaluation &amp; Feedback for Continuous Improvement – Cooperating Teachers, School Leaders, School Sites, and University Supervisors</li> <li>• NCATE Exhibits 3.4.d: Examples of support and evaluation of clinical faculty across programs</li> </ul>

FE pieces (practicum placements...)					<ul style="list-style-type: none"> <li>• MoSPE Performance Standards: Clock hours for field experiences</li> <li>• MoSPE Performance Standards: FE/clinical experiences</li> <li>• NCATE Exhibits 3.4.b: Aggregate data on candidate placement in field experiences and clinical practice (Data should be disaggregated by program, and for off-campus, distance learning, and alternative route programs.)</li> <li>• NCATE Exhibits 3.4.g: Aggregate data on candidates entering and exiting from clinical practice for all programs</li> </ul>
Background Check	None PSTs file with Family Care Safety Registry (FCSR)]	Each trimester, end	1 <sup>st</sup> practicum (and other practica as requested), student teaching, application for initial cert.	PSTs provide documentation to the TESS office. TESS Coordinator reviews 1 <sup>st</sup> ; Field Exper. Dir. reviews for stud. Teach, & cert. off. reviews for initial certification	<ul style="list-style-type: none"> <li>• NCATE Exhibits 3.4.g: Aggregate data on candidates entering and exiting from clinical practice for all programs</li> </ul>
Completion of program					
Retention Data					<ul style="list-style-type: none"> <li>• MoSPE Performance Standards: Retention in Education as a Profession at Years 1-3-5-10</li> <li>• NCATE Exhibits 1.4.i: Aggregate data on follow-up studies of graduates</li> </ul>
Banner (to Tk20)	*Reports need to be created in Tk20	3 times per semester	Annually, June, Unit Report		<ul style="list-style-type: none"> <li>• Annual Unit Reports: Praxis Scores</li> <li>• Provost Requests: Praxis passing rates</li> <li>• MoSPE Performance Standards: Gender, Race, etc</li> <li>• MoSPE Process and Resource Standards: Completion of General Studies Coursework and/or Competencies</li> <li>• MoSPE Process and Resource Standards: Meeting Certification Requirements</li> <li>• NCATE Exhibits 4.4.e: Data table on candidate demographics</li> </ul>
DESE GPA data	None	June	July 1	July, August ASET meetings,	<ul style="list-style-type: none"> <li>• Annual Unit Reports: Content, Prof Ed, and Cum GP</li> <li>• Provost Requests: Content, Prof Ed, and Cum GPA</li> </ul>

				Annual Unit Report	<ul style="list-style-type: none"> <li>• MoSPE Performance Standards Content Course GPA</li> <li>• MoSPE Performance Standards Exit content GPA</li> <li>• MoSPE Performance Standards Grade Point Averages – Middle, Secondary, and K-12 Content Areas</li> <li>• NCATE Exhibits 1.4.a State program review documents and state findings</li> <li>• DESE data</li> </ul>
Program Completer Follow up Survey	* Developed and being reviewed	TBA	TBA	TBA	<ul style="list-style-type: none"> <li>• Annual Unit Reports: Post Grad Survey Results</li> <li>• MoSPE Process and Resource Standards: Retention in Education as a Profession at Years 1-3-5-10</li> <li>• NCATE Exhibits 3.4.g: Aggregate data on candidates entering and exiting from clinical practice for all programs</li> </ul>
BTAP	Provided by DESE	Student teach. (NW), and first 2 years of profession (DESE)	Summer	July, August ASET meetings, Annual Unit Report	<ul style="list-style-type: none"> <li>• NCATE Exhibits 1.4.j: Aggregate data on employer feedback on graduates, BTAP</li> </ul>
Faculty Survey	*Developed	TBA	TBA	TBA	<ul style="list-style-type: none"> <li>• MoSPE Performance Standards: Faculty data</li> <li>• MoSPE Performance Standards: Demonstrate faculty collaboration within the univ</li> <li>• MoSPE Process and Resource Standards: Use of Technology as a Learning Tool</li> <li>• NCATE Exhibits 4.4.d: Data table on faculty demographics</li> <li>• NCATE Exhibits 4.4.f: Data table on demographics of P-12 students in schools used for clinical practice</li> <li>• NCATE Exhibits 5.4.a: Data table on qualifications of professional education faculty</li> <li>• NCATE Exhibits 5.4.b: Data table on qualifications of clinical faculty (i.e., P–12 school professionals and professional education faculty responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice)</li> <li>• NCATE Exhibits 5.4.d: Policies and samples of faculty scholarly activities</li> </ul>
Data Requested from DESE					<ul style="list-style-type: none"> <li>• NCATE Exhibits 1.4.k: Data collected by state and/ or national agencies on performance of educator preparation programs and the effectiveness of graduates in classrooms and schools, including student achievement data, when</li> </ul>

					available
Tk20 Diversity Data					<ul style="list-style-type: none"> <li>• NCATE Exhibits 3.4.g: Aggregate data on candidates entering and exiting from clinical practice for all programs</li> </ul>
Direct and Periodic					<ul style="list-style-type: none"> <li>• MoSPE Process and Resource Standards: Listing of Faculty Involvement on Campus and in PK-12 Schools</li> <li>• NCATE Exhibits 5.4.e: Summary of faculty service and collaborative activities in schools (e.g., collaborative project with school faculty, teacher professional development, and addressing the needs of low performing schools) and with the professional community (e.g., grants, evaluations, task force participation, provision of professional development, offering courses, etc.)</li> </ul>
Diversity Survey	Diversity Survey	Each trimester, end	Each trimester	Data will be included in annual program reports to each program coordinator during Professional Development Days, before the fall trimester begins	<ul style="list-style-type: none"> <li>• NCATE Exhibits 4.4.a: Aggregate data on proficiencies related to diversity that candidates are expected to demonstrate through working with students from diverse groups in classrooms and schools, including impact on student learning</li> <li>• NCATE Exhibits 4.4.b: Curriculum components and experiences that address diversity proficiencies (This might be a matrix that shows diversity components in required courses.) also survey for faculty on what do they do in their classes, there are some unit-wide items, and they have to get so many diversity hours, but we don't if there are other things</li> <li>• NCATE Exhibits 4.4.c: Assessment instruments, scoring guides, and data related to candidates meeting diversity proficiencies</li> <li>• NCATE Exhibits 3.4.d: Examples of support and evaluation of clinical faculty across programs</li> <li>• NCATE Exhibits 3.4.f: Assessment instruments and scoring guides used for and data collected from field experiences and clinical practice for all programs, including use of technology for teaching and learning</li> <li>• NCATE Exhibits 3.4.f: Assessment instruments and scoring guides used for and data collected from field experiences and clinical practice for all programs, including use of technology for teaching and learning (These assessments may be included in program review documents or the</li> </ul>

					exhibits for Standard 1. Cross reference as appropriate.) • NCATE Exhibits 3.4.g: Aggregate data on candidates entering and exiting from clinical practice for all programs
Title II Report (previous)	*Developing on Tk20 summer 2013	August	Previous academic year	Supplied to the Department of Elementary and Secondary Education as a federal requirement	• MoSPE Performance Standards: Annual Title II Report – Outcomes in Meeting Goals and Addressing Shortage Areas by Content and/or Regionally
See the following table that summarizes assessment uses for Program Improvement					

**See the Assessment Uses for Program Improvement on the next page**

## Assessment Uses for Program Improvement

All information that leads to policy revisions must go through the Council on Teacher Education (COTE).

Source	Process group	When it is used	Use
Retention Data (Banner)	ASET, Assessment Coordinator		
<ul style="list-style-type: none"> <li>GPA</li> </ul>	Assessment Coordinator	<ul style="list-style-type: none"> <li>Entry into Teacher Education</li> <li>Entering Student Teaching</li> <li>Graduation</li> <li>Recommend. for certification</li> </ul>	If minimum GPA is not met, students may not enter. (If GPA is not met, students are advised to supersede appropriate courses to improve GPA.)
Key Assessments	ASET, Assessment Director		
<ul style="list-style-type: none"> <li>ACT</li> </ul>	Assessment Coordinator, TESS Coordinator	<ul style="list-style-type: none"> <li>Entry into University</li> <li>Entry into Teacher Education</li> </ul>	<ul style="list-style-type: none"> <li>Minimum score of 21.</li> <li>If ACT is 20, a C-BASE score of 265 is required on three sub-tests and 235 on remaining sub-tests. If ACT is 21 or higher, a score of 235 is required on each sub-test. We ask advisors to use ACT scores as a predictor for how well students will do on other standardized tests.</li> <li>Alternate admission: if a student's C-BASE scores are really good AND the GPA is very high, students may petition TEAC for alternative admission.</li> <li>Beginning Aug. 2013, no minimum score will be required for admission to Teacher Education, but one does need to be on record.</li> </ul>
<ul style="list-style-type: none"> <li>CBASE</li> </ul>	Assessment Coordinator, TESS Coordinator	<ul style="list-style-type: none"> <li>Entry into Teacher Education</li> </ul>	<ul style="list-style-type: none"> <li>Minimum score of 235 on each subsection is required for admission. Certain courses, such as content methods, are blocked until students are admitted. Students may petition TEAC to enter blocked courses in subjects for which they have passed the sub-test, but all sections must be passed before the entrance to student teaching.</li> <li>Beginning Aug. 2013, a score of 235 on each sub-test will be required, regardless of ACT score.</li> </ul>
<ul style="list-style-type: none"> <li>PRAXIS</li> </ul>	Assessment Coordinator, TESS Coordinator	<ul style="list-style-type: none"> <li>Before licensure</li> </ul>	<ul style="list-style-type: none"> <li>Required for MO Licensure</li> <li>Beginning Aug. 2014, passing the PRAXIS will be a requirement for graduation with an education degree.</li> </ul>
<ul style="list-style-type: none"> <li>TWS</li> </ul>	Assessment	<ul style="list-style-type: none"> <li>The Elements of the TWS are</li> </ul>	<ul style="list-style-type: none"> <li>Used to evaluate programs. The TESS coordinator sends reports</li> </ul>

	Coordinator, TESS Coordinator, ASET	used throughout the education program as multiple measures tied to courses. <ul style="list-style-type: none"> <li>The final TWS is required for completion of student teaching.</li> </ul>	by Element to the departments so that they can look for areas of strength and of challenge and make plans for changes.
<ul style="list-style-type: none"> <li>Summative Student Teaching Evaluation</li> </ul>	Assessment Coordinator, TESS Coordinator	<ul style="list-style-type: none"> <li>End of Student Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Used to assign a final grade for Student Teaching, students must be proficient or nearing proficient on every item.</li> <li>We will do more with this since now that we have Tk20, so we can run appropriate reports to look for areas of strength and of challenge and make plans to address these areas.]</li> </ul>
<ul style="list-style-type: none"> <li>Each program may have up to 3 other key assessments</li> </ul>			<ul style="list-style-type: none"> <li>Department reviews these to analyze content or content methods courses.</li> </ul>
Dispositions	ASET, Assessment Coordinator		See page 15 in the PEU handbook
<ul style="list-style-type: none"> <li>Content Methods Faculty</li> </ul>	Assessment Coordinator, TESS Coordinator	<ul style="list-style-type: none"> <li>Content Methods Classes</li> </ul>	<ul style="list-style-type: none"> <li>We have been doing little to nothing with this data, unless a student is marked very low by at least two faculty.</li> <li>Now that we have Tk20, we have a way to keep track of this information. When Red Flag forms are completed the Assessment Director informs the Assistant Director of Teacher Education, who takes appropriate action (see section 2.2c) which may lead to the Education Guidance Committee advising the student out of the Education program. Regarding other dispositions, the practicum instructor and Director of Field Experiences check dispositions before students are placed for the next experience. Advisors may also access advisee dispositions data. ASET evaluates collective dispositions for trends.</li> </ul>
<ul style="list-style-type: none"> <li>University Supervisor</li> </ul>	Assessment Coordinator, TESS Coordinator	<ul style="list-style-type: none"> <li>Practicum I</li> <li>Practicum II</li> <li>Student Teaching</li> </ul>	
<ul style="list-style-type: none"> <li>Self</li> </ul>	Assessment Coordinator, TESS Coordinator	<ul style="list-style-type: none"> <li>Student Teaching</li> </ul>	
<ul style="list-style-type: none"> <li>Cooperating Teacher</li> </ul>	Assessment Coordinator, TESS Coordinator	<ul style="list-style-type: none"> <li>Practicum I (possibly)</li> <li>Practicum II</li> <li>Student Teaching</li> </ul>	
<ul style="list-style-type: none"> <li>Red Flag</li> </ul>	Assessment Coordinator	<ul style="list-style-type: none"> <li>When faculty notice extreme disposition problems</li> </ul>	
Surveys	ASET, Assess Coord.		
<ul style="list-style-type: none"> <li>Cooperating Teacher (1)</li> </ul>	Assessment Coordinator, Field Experiences Director	<ul style="list-style-type: none"> <li>The end of Student Teaching (or the end of a block before moving to a different cooperating teacher)</li> </ul>	<ul style="list-style-type: none"> <li>Determine if we keep this teacher. (confidential)</li> </ul>
<ul style="list-style-type: none"> <li>Cooperating</li> </ul>	Assessment	<ul style="list-style-type: none"> <li>The end of Student Teaching, if</li> </ul>	<ul style="list-style-type: none"> <li>Determine if we keep this teacher. (confidential)</li> </ul>

Teacher (2) (if 2 teachers)	Director, Field Exper. Dir.	there is a second placement.	
<ul style="list-style-type: none"> <li>• Content Methods Course</li> </ul>	Assessment Coordinator	<ul style="list-style-type: none"> <li>• The end of Student Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• ASET looks at this information and gives it to the program chairs and department chairs to see if changes are appropriate</li> </ul>
<ul style="list-style-type: none"> <li>• University Supervisor</li> </ul>	Assess. Coord., Field Exper. Dir.	<ul style="list-style-type: none"> <li>• The end of Student Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Determine if we keep this supervisor. (confidential)</li> </ul>
Post Grad Surveys			
<ul style="list-style-type: none"> <li>• BTAP from (1<sup>st</sup> year teachers)</li> </ul>		<ul style="list-style-type: none"> <li>• The end of first year of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Check for Retention (DESE)</li> <li>• Determine if our program prepared the students for teaching (We made classroom management and assessment changes.)</li> <li>• Part of the Annual Report to DESE.</li> </ul>
<ul style="list-style-type: none"> <li>• BTAP from (principal)</li> </ul>		<ul style="list-style-type: none"> <li>• The end of first year of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Determine if our program prepared the students for teaching (We made classroom management and assessment changes.)</li> <li>• Part of the Annual Report to DESE.</li> </ul>
Diversity			
<ul style="list-style-type: none"> <li>• Diverse Field Experiences</li> </ul>	Assessment Coordinator, Field Exper. Dir., TESS Coordinator	<ul style="list-style-type: none"> <li>• Introduction to Special Education</li> <li>• Practicum II</li> </ul>	
<ul style="list-style-type: none"> <li>• Diversity hours</li> </ul>	Assessment Coordinator, Field Experiences Director, TESS Coordinator	<ul style="list-style-type: none"> <li>• 30 hours throughout the program, verified by the TESS office</li> </ul>	<ul style="list-style-type: none"> <li>• There is an understanding from DESE that pre-service teachers should be exposed to diverse settings.</li> <li>• Document that it was done and put it in the annual report to DESE and Title 2 Report.</li> <li>• We will do more with this data now that we have Tk20 to help us glean data and look for trends and possible needs for change.</li> </ul>
Background Check	Assessment Coordinator, Field Exper. Dir., TESS Coordinator	<ul style="list-style-type: none"> <li>• Practicum I</li> </ul>	<ul style="list-style-type: none"> <li>• Students cannot be in a building until this is done.</li> </ul>
Completion of Program (Graduation retention data)	ASET, Assessment Coordinator	<ul style="list-style-type: none"> <li>• Spring each year</li> </ul>	<ul style="list-style-type: none"> <li>• Title 2 Report</li> </ul>