

## **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 unit and its programs.**

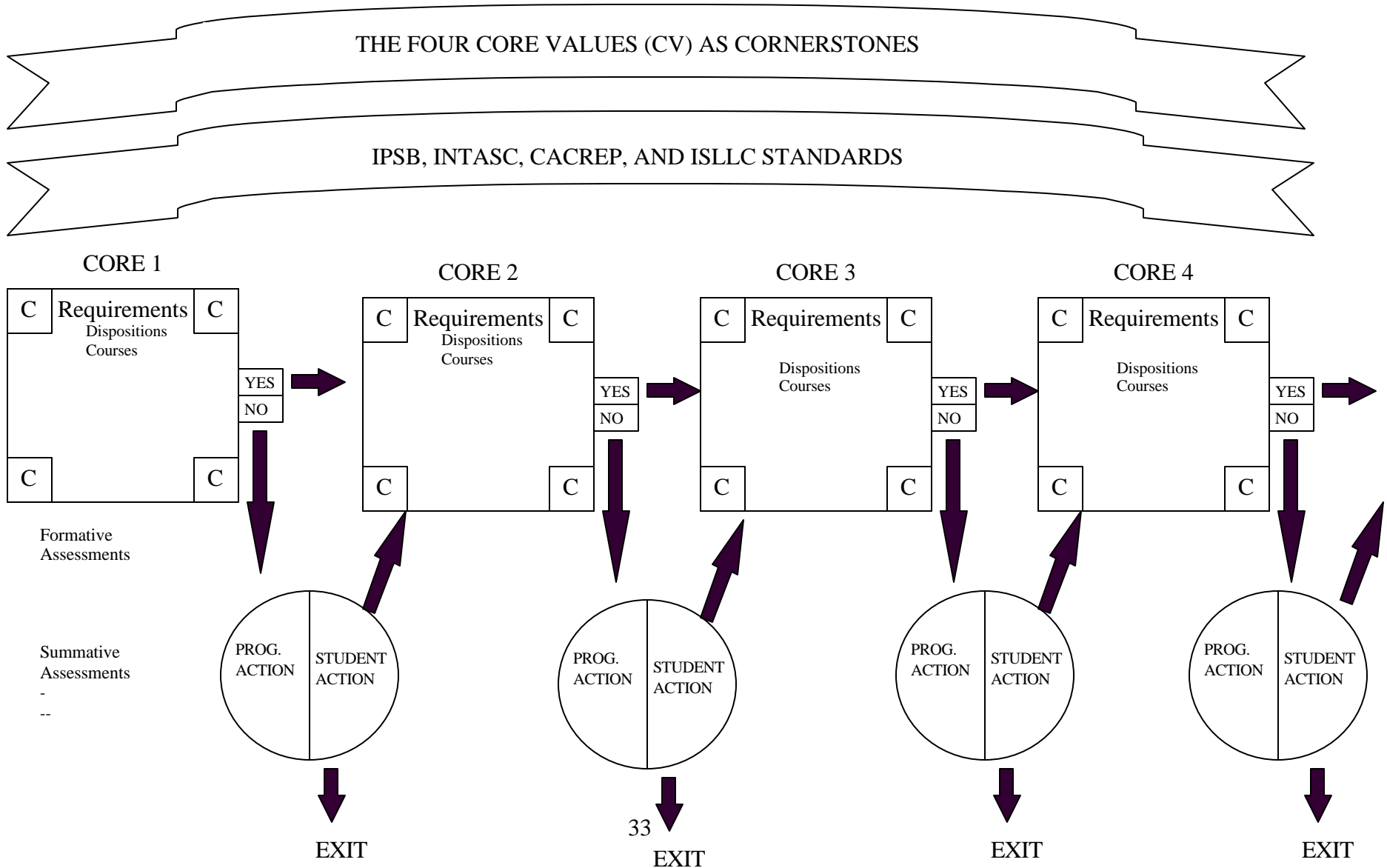
### **Assessment System**

The College of Education has developed a Unit Assessment System (UAS) based on the Essential Building Blocks of Learning (Figure 1) which illustrate the 4 transition points for each programmatic area (Exhibits). The College of Education internal five year review of the UAS will occur in 2007.

Program: \_\_\_\_\_

Figure 1. THE ESSENTIAL BUILDING BLOCKS FOR TEACHERS, SCHOOL COUNSELORS, OR SCHOOL ADMINISTRATORS

**CONCEPTUAL FRAMEWORK**



All Initial and Advanced Programs have “4 Transition Points” (Exhibits) which candidates must successfully complete in order to complete the program and licensure requirements. The transition points are entitled COE CORE I, COE CORE II, COE CORE III, and COE CORE IV. Specific requirements are listed for each CORE. Candidates are provided information regarding the transition points in their advising sessions and in selected courses. Information from each transition point is located in the Data Management System of the UAS Model. This information is analyzed and used to make appropriate decisions regarding candidate acceptance into each COE CORE. For example, at the Initial Level, only candidates who have successfully completed COE CORE I are permitted to remain in COE CORE II classes (Candidates are permitted to register for COE CORE II classes with the understanding that all criteria must be met before COE CORE II classes begin.) At the conclusion of each registration period, information regarding each candidate enrolled in a COE CORE I is sent to the Admission and Retention Committee (Exhibit). The Committee informs the candidate of any deficiency and the date by which the deficiency must be removed (Exhibits) The candidate does have the “right to appeal” the decision of the Admission and Retention Co.mmittee. The candidate must send a written request of appeal with appropriate rationale to the College of Education Appeals Committee (Exhibit). Prior to student teaching (COE CORE IV) audit letters are sent to each candidate approved by their respective program areas.

At the Advanced Level the Graduate Committee (Exhibit) serves the same function as the Admission and Retention Committee for the Initial Level. Candidate appeals with appropriate rationale are sent to the College of Education Appeals Committee.

### **Data Collection, Analysis, and Evaluation**

In early Summer 2001 the College of Education outlined data management needs and presented them to the Information Resources team at the University. The University was just converting to PeopleSoft as the data storage system and felt they would be unable to accommodate our needs. The services of a Filemaker Pro consultant were obtained. Effective with the 2002-2003 academic year the Data Management System of the Unit Assessment System was developed and implemented and shared with the College of Education Board of Visitors. (Exhibit).

Information is collected on candidates in all Initial and Advanced Programs. Data includes: grade point average, National Standardized Exams scores, field experience sites, Disposition assessment scores, and individual grades in selected courses. Data is collected at the conclusion of each of the 4 Transition Points. The “holistic” data is examined by members of the College of Education’s Administrative Council. Specific program data is sent to the respective program faculty for additional analysis and appropriate programmatic action, if needed (Exhibit). The Program Coordinator who is a member of the Administrative Council reports to the Council regarding the Program Area’s analysis (Exhibit). Through this process, the data is examined from both a Program and Unit perspective (Exhibit).

The data management system tracks candidates from program entry within the unit, through the transition points (benchmarks) and provides information on standard achievements. The unit

will use this data to recommend candidates for licensure, identify program gaps, and analyze admission and retention of candidates.

Policies have been established for gathering, usage, storage and reporting of candidate data. Initial level candidates whose primary college is Jordan College of Fine Arts or the College of Liberal Arts and Sciences are informed by the Dean of the College of Education that their data is being collected for NCATE accreditation assessment and they have the option to not participate in the data collection (Exhibit). [So far no one has chosen the latter option.]

Advanced Level program data is also a part of the data management system. The 4 COE CORES include grade point average, course grades, testing data, assessments, internship placements, and dispositions. EPPSP/TEP, METL and Transition to Teaching (See Appendix A) data is provided by the program areas and demographic data is imported from PeopleSoft. School Counseling data is provided by the faculty in the program and imported into the main COE database.

Prior to the 2002-2003 academic year, data was manually collected at three transition points for all Initial Programs (Exhibit). Data was used to determine candidates' completion of criteria for admission to teacher education, admission to student teaching, and completion of the program.

### **Use of Data for Program Improvement**

The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate its courses, programs, and clinical experiences. Based on faculty discussion, program focus groups, and analysis of Alumni surveys, the following changes have been made in the unit (Exhibits).

ED 112: Introduction to the Profession of Teaching was implemented in COE CORE I in Fall 2002 (Exhibit). The new course offers field experiences at all developmental levels. This course is the consolidation of ED 110: Initial Teaching Mentorship in Elementary/Early Childhood and ED 115: Introduction to Middle and Secondary Education.

In the Middle/Secondary program ED 424: Secondary General Methods was reinstated to cover the general methods component.

In the Middle/Secondary program one area of concern that surfaced in both informal discussions with graduates and formal comments from graduates as invited guests of the Teacher Education Advisory Committee (Exhibit) was the lack of Specific Methods instruction. As a result ED 433: Integrated Special Methods was changed to better address specific methods. Due to the size of the Butler University COE middle/secondary program, it is not possible to offer special methods courses on a yearly basis for each discipline area. As a result, several things have been done to help pre-service candidates become better equipped in special methods before they attain their own classroom. First biweekly debriefing/instruction is provided for all candidates to discuss issues that are commonly experienced among all candidates (e.g., motivation, classroom rules, management issues). Although each discipline might typically address some of these issues differently, it does help begin necessary

discussions. Further, each candidate is additionally paired with one mentor teacher within their content area with whom they meet biweekly to observe, teach, and discuss special methods and general methods issues that they are experiencing. Finally, all candidates meet with a master teacher within their discipline for 12 clock hours during the term to discuss and address special methods issues. These discussions look at how a professional within their discipline area excels within the classroom in terms of successfully modeling classroom management techniques, developing a strong learning environment, implementing appropriate and meaningful instructional techniques, and motivating all learners. The growth and experience that candidates experience are clear in their improved performance over the term and through evaluations at the end of the term (Exhibit).

Educational Administration surveyed candidate supervisors in the spring of 2003 (Exhibit) to make program improvements and share information with candidates in order to improve individual practices. After sending the survey, the following examples of program improvements were made:

- More information on Special Education – Current students and graduates of EPPSP have expressed the need for additional information on Special Education. During the summer of 2003, Dr. Chuck Dietzen from the St. Vincent's Hospital and founder of the Timmy Foundation shared his expertise with candidates. (Exhibit)
- Minority Recruitment – Minority candidates for building-level administrative positions are difficult to fill. A grant was written to recruit minority candidates into Educational Administration programs (Exhibit)

Ongoing efforts to improve educational administration include the formation of an Experiential Program for Preparing School Principals (EPPSP) Alumni Association. Several initial meetings began in 2003-2004. The purpose of the Alumni Association is to connect graduates to EPPSP and continuously review and evaluate the EPPSP program (Exhibit).

The school counseling program regularly collects course evaluation data for each instructor and uses it to modify course content and instructional methods. This data is also used by the Dean in the APR process to improve faculty performance. The program has conducted a survey of graduates and field supervisors and has initiated changes accordingly. For example, based on survey feedback, the program incorporated more special education information in the Appraisal class and offered a new workshop. The program has utilized data collected by the COE of all graduates and has presented an analysis to the COE Program Coordinators group. Candidate data is collected throughout the program and is used by the program faculty to improve the candidate's performance (Exhibits).

Responses received from the ad hoc METL Committee established in Fall 2003 (Exhibit) for evaluation and results of the 2003 Alumni Survey (Exhibit) recommended changing the standards base within each strand to more closely match that of National Board Standards. The newest strands, Middle Level Education and Early Childhood Education, are based on the National Board Standards. The Reading strand is preparing for possible submission of the strand for approval for licensing by the IPSB in November 2004, so it is moving to Indiana's adaptation

of the National Board Standards. The ad hoc group recommended that delivery of the educational research portions of ED 530/531: Foundations in Effective Teaching and Learning I and II be redesigned to better fit the needs of the candidates. In Summer 2004 the cohort focused first on the research component and then the leadership component (Exhibit). Written guidelines and a more formal process for sharing final projects across strands is being addressed as the program evaluation moves forward.

Evaluation of the final projects was identified as another area of concern in the METL program. The duties of the METL director include working with each strand's coordinator to maintain continuity with the work of the cohort group in setting guidelines and standards for the final project and attending some of the final project presentations to monitor the quality and consistency of the final projects. Written guidelines and a more formal process for sharing the projects across standards will be addressed as the program evaluation moves forward.