

**Professional Education Unit Assessment System
School of Education and Child Development
Drury University**

Overview and Goals

The PEU assessment system is designed to facilitate collection and analysis of data specific to professional education candidate performances, program effectiveness, and Unit operations. The system is designed to provide data that will support the Unit in program improvement and ensure candidate outcomes aligned with the Unit's Conceptual Framework (CF, revised July of 2012), the Missouri Model Teacher and Leader Standards, or MoSPE standards (Missouri DESE, 2012), and the National Council for Accreditation of Teacher Education Standards (NCATE, 2010). Within the organizational structure of the PEU the Head of the Unit is also the Director of the School of Education and Child Development and the Professional Education Unit members include faculty within this department. An overview of the Drury PEU Unit assessment plan follows including goals and supportive actions.

Goal 1. The unit implements an assessment system that incorporates the Conceptual Framework (CF) and candidate proficiencies aligned to professional standards.

Actions to Support Goal 1

- The Unit's CF is reviewed systematically and updated to reflect research based practices with participation from PEU members and community partners.
- The Unit's mission and anticipated outcomes are clearly articulated within the CF.
- Candidate outcomes are clearly articulated within the CF and regularly assessed resulting in data to support program improvement.

Goal 2. The Unit implements an assessment system that provides data specific to program quality, unit operations, and candidate performances at each stage of the program and into professional practice.

Actions to Support Goal 2

- PEU programs develop and implement assessment plans that include multiple data sources for evaluation of candidate performance throughout the program of study, pre-admission to post graduation.
- The validity and reliability of candidate assessment is routinely evaluated to ensure fairness, consistency, and accuracy.
- Unit and program data are routinely reviewed with data used to support improvements.
- Faculty evaluation is routinely conducted with data used in the design of professional development and program improvement.
- The Unit has a formal mechanism for addressing student concerns and maintains records of concerns with data used as appropriate for program improvement.
- The Unit uses, evaluates, and refines technology systems in an effort to continually improve assessment.

Assessment Methods and Procedures

Candidate progress in each program of study is monitored throughout the respective program of study. Central to the Unit’s assessment is evaluation of candidate performances specific to professional standards. Multiple internal and external data sources are used to assess candidate outcomes related to expected knowledge (cognitive), skills (behaviors) and dispositions (affective). Subsequently, these data are used to guide program change and improvements.

Candidate Assessment

Table 1 that follows summarizes the scope and sequence of candidate assessment for the Professional Education Unit (PEU). These data are used to conduct ongoing planning, provide candidate support, and to guide program change. Note that in addition to ongoing review of program specific assessments, candidates in initial and advanced programs must maintain the minimum GPA requirements as indicated in the respective program of study preadmission through graduation.

Table 1. Scope and sequence of candidate and program assessment.

Timeline	Initial Certification Undergraduate		Initial Certification Graduate		Non Certification Advanced Programs	
	Internal	External	Internal	External	Internal	External
Preadmission	GPA of 2.50*, Grades of C or higher in oral and written communication courses. Completion of 21 hours of foundations of teaching courses and related program assessments. At least 12 hours completed at Drury. Establish Foliotek (portfolio) account.	Attempt C-BASE. Highway Patrol (HP) and Missouri Department of Health and Senior Services/ Family Care Safety Registry background checks initiated.	Baccalaureate Degree GPA of 2.50* or above, 2 letters of recommendation, and personal written statement. Alternative Certification DATSE and MAT interview with Director of SECD. DATSE: Completion of EDUC 606 or 340 or equivalent Introductory to Special Education.	Highway Patrol and Missouri Department of Health and Senior Services/ Family Care Registry Background checks initiated. GRE or MAT completed.	Baccalaureate Degree GPA of 2.75, 2 letters of recommendation, personal written statement.	MAT or GRE completed.

			MAT: Completion of 21 hours of content coursework.			
Admission Program Phase1/ Candidate Portfolio	Pre Assess- ment of Professional Dispositions: Faculty/ Cooperating Teacher Ratings. Candidates artifacts on Foliotek updated/ rubric analysis of program assessments.	Documen- tation of passing C-BASE score. HP and Family Care Registry background check completed.	Pre Assessment of Professional Dispositions: Faculty/ Cooperating Teacher Ratings. Candidates artifacts on Foliotek updated/ rubric analysis of program assessments.	HP and Family Care Registry background check completed. Praxis attempted. (Per MODESE mandate for alternative certification programs to take at program entry.)		
Program Phase 2/ Candidate Portfolio	Candidates artifacts on Foliotek/ rubric analysis of program assessments to include Teacher Work Sample 1.		Candidates artifacts on Foliotek/ rubric analysis of program assessments to include Teacher Work Sample 1.		Analysis of candidate performance on program/ course assessments.	
Program Phase 3/ Candidate Portfolio	Post- Assessment of Professional Dispositions: Faculty/ Cooperating Teacher Ratings. Rubric analysis of program assessments	Successful completion of Praxis. ** EDUC 475 Praxis preparation and S Grade	Post Assessment of Professional Dispositions: Faculty/ Cooperating Teacher/Faculty Ratings. Rubric analysis of program assessments to include Teacher Work Sample 2.	Successful completion of Praxis.	Capstone: EDUC 700 Successful completion of comprehen- sive exam within capstone. Degree Program Evaluation.	

	<p>to include Teacher work Sample 2.</p> <p>Satisfactory completion of program portfolio requirements</p> <p>Cannot earn below a C in any content area course. Overall above 2.5.</p> <p>Degree Program evaluation conducted.</p>		<p>Satisfactory completion of program portfolio requirements.</p> <p>3.0 GPA maintained throughout program of study.</p> <p>Capstones for MAT 699 (EDUC and DATSE (EDUC 654/655)</p> <p>Degree Program evaluation conducted.</p>		<p>Reflections.</p> <p>3.0 GPA maintained throughout program of study.</p>	
Alumni Survey of Second Year Teachers and Their Employers	Alumni Survey, Employer Survey		Alumni Survey, Employer Survey.			

*It should be noted that requirements for admission to the Teacher Education Program and Drury admission requirements vary. Admittance to the Teacher Education Program is required for initial state certification in Missouri. A 2.50 GPA is a Missouri Department of Elementary and Secondary Education (MODESE) requirement for teacher certification.

For admission to Drury as an undergraduate, the perspective student's overall performance to include cumulative GPA, ACT/SAT scores, class rank, high school curriculum, essay and recommendations are considered. For additional information on admission to Drury as an undergraduate: <http://www.drury.edu/multinl/story.cfm?id=5192&nid=28>

The Drury College of Graduate Studies requires for regular standing admission, an undergraduate grade point average of 2.75 or higher and a Miller Analogies or Graduate Record Examination test score; or, an undergraduate grade point average lower than 2.75 with a qualifying score on the Miller Analogies Test or Graduate Record Examination. Two letters of recommendation and a personal statement are also

required. For additional information on Drury Graduate Admission see the Graduate Program link at: <http://www.drury.edu/multinl/story.cfm?ID=12983&NLID=267>

****Students must attempt the appropriate Praxis II exam the semester prior to student teaching. If the Praxis is passed, students are not required to enroll in EDUC 475 Review for Teacher Certification Exam. If the Praxis is not passed, students will enroll in EDUC 475 Review for Teacher Certification Exam during the student teaching semester. EDUC 475 is intended to provide support and assistance to students as they prepare to take the Praxis for a second time**
Prerequisite: Admitted to the teacher certification program. S grade required.

It is important to note that Drury offers several endorsement options. Data specific to these options are primarily collected through analysis of course assessments with emphasis on candidate performances aligned to standards. Primarily data are available for selected cohorts. Data collection for endorsement options are under review.

External Program Review

Every professional education unit (PEU) in Missouri must be approved by the MODESE State Board of Examiners (MSBE) in order to recommend program completers for professional certification. Each program for certification also must comply with requirements established by the MSBE for required course work and field experiences. Missouri has implemented a performance-based program approval system (MODESE, 2008). The Professional education unit at Drury and each certification program undergo a process for initial approval and continuing approval, based on the Missouri Standards for Teacher Education Programs (MoSTEP). The Elementary Education initial certification program will undergo review by the Association for Childhood Education International (ACEI) in an effort to obtain National recognition.

Internal Program Review

Drury University conducts internal review of all programs. Annual reports specific to program goals and outcomes are submitted to the Dean of Academic Affairs. The University's Assessment Committee supports internal assessment activities. The University also conducts periodic review of alumni to support program improvements.

Assessment of Candidate Performances Aligned to Professional Standards

Candidates in Teacher Education complete program specific performance assessments aligned to the Missouri Standards for Teacher Education Programs (MoSTEP), the PEU CF, and when appropriate National standards. Each Teacher Education Program within the PEU has developed program matrices with course work aligned to standards. Performance assessments are identified within program syllabi.

All initial (undergraduate and graduate) certification programs require that candidates maintain a professional portfolio. Program specific artifacts aligned to professional standards are stored in a

web based system (Foliotek). Candidate progress through initial certification programs is assessed throughout the program of study with distinct checkpoints noted at three phases of the program.

Content Assessment

All applicants for an initial Missouri teaching certificate must successfully complete the designated Praxis II Content Knowledge examination corresponding to the subject area for which certification is being sought. Praxis data are maintained electronically with analysis conducted annually by Unit faculty. Data are used to support program improvement.

Faculty Evaluation and Professional Development

Faculty evaluation is routinely conducted with data used in the design of professional development plan. An annual faculty evaluation is conducted to review progress in teaching, scholarship, and service, as well as a review of faculty progress with regard to public school outcomes.

Community Involvement

The Teacher Education Alliance (TEA) is collaboration between the Drury PEU, three other IHEs offering teacher preparation programs in the city, and the Springfield R-12 Public Schools. This initiative includes a partnership with McGregor and Boyd elementary schools, Pipkin Middle School, and Central High School. All four of these schools have been identified as high need in terms of poverty and school improvement goals. Outcomes for this project are continually assessed via candidate performances in the field and through collaborative research efforts across the IHEs.

The PEU has a Community Advisory Board that meets at least annually. Program outcomes are presented with opportunities for members to provide feedback and make suggestions for improvements.

Alumni and Employer Survey

Graduates of all teacher education programs at Drury are routinely surveyed following graduation. In addition, employers are surveyed with data used to guide program change and candidate support.

Additional Information on Unit Operations

The Head of the Professional Education Unit is responsible for coordinating collection and analysis of all assessment data for the Unit. These data are stored in centralized databases with results used to support candidate outcomes and programs across the Unit. The validity and reliability of candidate assessment is routinely evaluated to ensure fairness, consistency, and accuracy. Faculty within programs are responsible for development of program assessments and ensuring alignment to effective practice. In addition, faculty evaluate the consistency of candidate performance through inter-rater review of the Teacher Work Sample.

The Unit uses, evaluates, and refines technology systems in an effort to continually improve assessment. Student electronic portfolios were implemented in 2010 and continue to be refined and updated to reflect program changes. Data management specific to all Unit assessment is reviewed in weekly Assessment Committee meetings and improvements are supported through a commercial web based system, as well as within the University structure.

The Unit is in the process of conducting formal review of all policies and procedures. A refined policy and mechanism for addressing student concerns is anticipated in 2012. At this time a record of student concerns are kept with the Head of the Unit and when appropriate, these data are used for program improvement.

Application of Data for Program Improvement

Unit and program data are routinely reviewed with data used to support improvements. Examples follow.

2010-2011 Academic Year

1. Based on data from previous years, several supports were put in place to assist students in preparing for the Praxis exam. These include but are not limited to the following:
 - Updated related library resources.
 - Review of syllabi to support changing research and effective practices.
 - Collaboration with Missouri State University in the implementation of a series of preparation workshops.
 - If the Praxis is not passed, students will enroll in EDUC 475 Review for Teacher Certification Exam during the student teaching semester.
2. Review of alumni survey data indicated a need for additional support for beginning teachers in classroom management. Based on these data, personnel changes were initiated in related coursework. Courses were redesigned to provide more discipline specific support to include emphasis on applied behavior analysis for candidates in the Drury Alternative Track in Special Education (DATSE) program and a focus on statewide initiatives related to positive behavioral support and intervention across classroom management coursework aligned to all initial programs.
3. Based on analysis of candidate performances on key program assessments, several changes were made to the Drury Alternative Track in Special Education program assessment plan. Assessments were aligned to MoSTEP, the CF as well as the Council for Exceptional Children Standards. Although data are collected throughout the program of study, greater emphasis was placed on performances in the initial and advanced practicum. It was determined from data collected from the first cohort in this program that DATSE students needed additional experiences in regard to implementation of Special Education process screening through placement. Therefore, related experiences and assessments were placed in the culminating program practicum for cohort one and

will be implemented with cohort 2. In addition, the web based folio system was revised to support these changes.

4. A faculty committee reviewed syllabi for EDUC 340 and EDUC 606, Education of the Exceptional Child, required for candidates across all programs of study. Several improvements were initiated based on this review. Model syllabi were developed and disseminated to all fulltime and per course faculty. In addition, Blackboard training was implemented to support access and use of a central course site and an effort to coordinate course content and support mastery of course objectives.
5. Improvements are ongoing in regard to data management. An additional staff member was hired to lead data management for the Unit. Data collection specific to Unit assessment has been ongoing; however, a vastly expanded web based management system is in the planning stages with initial implementation anticipated in the fall of 2011 and review and revision in 2012. The Head of the Unit and the Coordinator of Teacher Certification participated in training for management of Praxis data in the summer of 2011 and applications that allow expanded analysis of these data will be initiated starting in the fall of 2011.
6. The Unit collected multiple examples via video of candidate and faculty involvement in the community. These data support analysis of candidate performances within K-12 settings. Examples of these data and the alignment to program outcomes were presented in faculty meetings and to the Community Advisory Board. These video records support analysis of the effectiveness of community alliances, documents field experiences with diverse learners, and provide a means for teacher education candidates to reflect on their own performances. A public school student collected the video data with compilation supported by PEU faculty.

2011-2012 Academic Year

1. Ongoing review of library resources
2. The Unit reviewed annual survey data of candidates related to classroom preparedness based on the MoStep standards. Classroom management continues to be a concern for student teachers going into the first year of teaching. Continued monitoring of sections of EDUC 360 will take place in coming semesters.
3. Significant improvements were made to data collection for all advanced programs. New portfolio structures were set up in Foliotek to provide guidance in data collection for all graduate programs. Graduate faculty members were trained in using Foliotek with their students.
4. A new diversity form was developed for use in graduate and undergraduate programs to help students monitor strategies to use with students from diverse backgrounds. Artifacts in Foliotek are evaluated and aligned with the diversity rubric.

5. Data reports were run for the Elementary ACEI report for national recognition. Eight key assessments for the elementary program were identified and reported.
6. The unit continues to collect artifacts and evidence of community involvement and improvement. Our faculty remain active in efforts to reach the homeless population, underserved populations, and at risk children.

References

Updated CF

MoSPE Standards

Learned Society Standards (Council for Exceptional Children/CEC; ACEI others?)