

OPSU Teacher Education Assessment Plan

Background:

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Marchese, 1987, 1997) The assessment system for the unit is modeled on Alexander Astin's I-E-O model (Astin, 1991). This model for assessment evaluates the inputs, the environment, and the outputs with the outputs being the key to the model. All inputs and the environments associated with the inputs and outputs are evaluated in terms of the outputs desired. Using the unit's mission statement and conceptual framework as a basis for preparing the teacher education candidates, the coursework those candidates participate in becomes the input for the unit, the environment is not only the college environment, but also encompasses the field experiences in different schools, and participation in extracurricular activities. The outputs for the unit are based upon the mission of the university and the mission of the unit, and state and national standards. From these sources, the conceptual framework and the assessment model for the unit were developed to ensure the progress, validity, and reliability.

Assessment activities of the unit begin at the course level, but assessment of students who will eventually enter the Teacher Education Program (TEP) actually begins prior to their admission to the institution. Although these activities are rightfully a part of the institution's assessment program, they also affect future teacher education candidates through assessment of their abilities in math, English, and reading. This information is used to determine if students need remediation or if they will be allowed to move directly into a degree program. Typically these assessments involve ACT scores, Computerized Placement Tests (CPT), and analysis of high school transcripts.

The unit's assessment plan or model is based on standardized templates. The model demonstrates how many different assessment activities can be unified into a single unit assessment plan designed to ensure the effectiveness of the TEP in preparing teacher education candidates at OPSU for their future careers as educators. The model identifies how goals and objectives flow down through the unit and how assessment data flows back up through the unit. The model also identifies the interaction between assessment activities, goal setting activities, course content, and pedagogy. Furthermore, the model ensures that specific outcomes, as identified in the conceptual framework, are not overlooked when assessment activities are carried out at any level of the unit.

Assessment of Candidate Knowledge, Skills, and Dispositions at the Course Level

Course assessment is clearly focused on the individual classroom, which is the ultimate site for improvements in teaching and learning. (Angelo, 1994) Course assessment is defined as those assessment activities that are conducted in association with, or are unique to a specific course. Under this unit plan, each course develops its own unique goals and objectives. Course goals and objectives become the foundation of course assessment by establishing the knowledge and skills the teacher education candidate will acquire.

All desired outcomes for the unit are expressed as a course objective somewhere within the unit. The faculty member for each individual course is responsible for developing multiple assessment measures within their own courses to ensure that students are in fact acquiring the desired knowledge, skills, and dispositions as defined in the conceptual framework.

Although each course has its own unique assessment methods, standardized assessment instruments for field experience activities that occur in different courses were developed in the fall of 2001. Upon analysis of the data, these instruments were revised and underwent pilot review during the spring 2002 semester. Standardization was undertaken to create consistency in assessment, to allow for benchmarking from course to course, and to revise the format in which assessment data is collected to allow for statistical evaluation and longitudinal tracking. Individual faculty members will summarize the data from the field placement forms, reflect on it, and use the information to make course changes as needed.

The teacher education programs at OPSU are based upon the following philosophical beliefs:

- All individuals have the ability to learn.
- Individuals are products of a variety of cultures and diverse school settings.
- It is possible to assist most individuals to complete a degree in teacher education.
- The practical application of theoretical concepts in a school setting is the basis for excellence in teaching.
- Teacher educators are responsible for providing learning experiences that assist candidates in developing attitudes, values, knowledge and skills that form the basis of competent educational practice and leadership.
- Future teachers must be encouraged to think critically and communicate effectively.
- The intelligent use of current and developing technological devices is essential to the practice of teaching in the twenty-first century.

The assessment system ensures that teacher candidates demonstrate competence in general education. These competencies include: communication skills, mathematics, United States history and government, science, behavioral sciences, and arts and humanities. The Oklahoma General Education Test (OGET) is required for admission into the Teacher Education program. This exam also provides information to the unit about competency in general education.

The assessment system ensures that teacher candidates demonstrate competence in areas of specialization. Teacher candidates must pass state-mandated Oklahoma Subject Area Tests (OSAT) in order to enter their teaching internship and to obtain a teaching license. The teacher candidate must maintain a 2.50 grade point average throughout the program to remain in the Teacher Education Program.

The assessment strategies utilized by the unit are varied and some of the instruments include: portfolios at Entry, Mid-level, and Internship, cooperating teacher surveys, residency program evaluations, and passing scores on the OGET, OSAT, and OPTE (Oklahoma Professional Teacher Education test). The objectives for the assessment system are directly related to the competencies required by state law (H.B. 1549), the Oklahoma General Competencies for Teacher Licensure and Certification, and to the Conceptual Framework. The unit has developed a conceptual framework, *Gateway to the Future*, which utilizes multiple assessment tools, state, institutional, and national standards to correlate the performance of the unit and the students. The unit has also developed a timeline for the program and identified all responsible participants involved with the development, assessment, and feedback loop associated with the program. All of the programs within the unit follow the standards set forth by the specialized professional associations (SPAs) and/or the state standards if the program is not associated with a SPA. The unit has developed a set of benchmarks based on the standards from the Oklahoma Commission

for Teacher Preparation (OCTP), institutional, state, national standards, and the conceptual framework of the unit.

OPSU Educational Unit Standards:

- The teacher candidate will acquire a comprehensive academic foundation in the liberal arts as provided by the general education curriculum.
- The teacher candidate will master the content knowledge and research base of specialty areas.
- The teacher candidate will display mastery in pedagogy of professional studies by meeting the “Oklahoma General Competencies for Licensure and Certification.”
- The teacher candidate will participate in mentorship opportunities within field studies.
- The teacher candidate will integrate multiple technologies into lesson planning.
- Through lesson plans, the teacher candidate will display an understanding and appreciation of diversity in cultures, learning, and environments.

Unit Assessment

Teacher candidates who demonstrate competencies at each level of assessment will progress through the program, resulting in recommendation for licensure.

Teacher candidates who are unable to demonstrate competencies at the Mid-Term review or the Final Review will implement a written plan of improvement and submit evidence of competencies prior to recommendation for licensure.

Information gained through the assessment of teacher candidate competencies will be used to review and revise the education programs at Oklahoma Panhandle State University. Assessment of the education programs at Oklahoma Panhandle State University will be a continuous process throughout the school year, and concerns and suggestions will be presented through the Teacher Education Committee.

Possible revisions may include:

- Requiring or removing requirements of certain items of evidence.
- Reconstruction of the process and/or rubrics of review of portfolios.
- Redesigning the sequence of suggested course work needed to complete required competencies.
- Creation of additional opportunities for teacher candidates to gain required competencies.
- Offering additional courses or modifying the content of existing courses.
- Offering supplemental workshops, training sessions, and other experiences.
- Offering other activities that would prove beneficial to teacher candidates.

Portfolio Requirements:

Teacher education candidates will demonstrate required competencies through the successful completion of a personal portfolio. Portfolio items must provide evidence of the ability to

perform the outlined competencies for the education programs at Oklahoma Panhandle State University.

Assessment Procedures:

The portfolio will be reviewed three (3) times prior to possible recommendation for licensure.

- Entry Level Assessment prior to admittance into the Teacher Education Program
- Mid-Level Review prior to the candidates' application for admittance into the professional semester
- Final Review following teaching internship experience and prior to applying for licensure

Each teacher candidate will be responsible for coordinating and/or scheduling portfolio reviews at all stages. The teacher candidates will initiate all scheduling through the office of the Dean of Education. The committees will be provided a rubric for evaluating the portfolios. The decisions of the committees will be based upon professional judgment of the materials included, the teacher candidate's written and oral defense of their ability to perform the stated program competencies, and the evaluation created by the use of the rubric. Each committee may make a variety of recommendations, including further course work or the inclusion of additional evidence. All decisions made by the committee are subject to due process.

1. Entry Level Review:

Each teacher candidate will initiate their portfolio in EDUC 2001 Education Seminar. Each teacher candidate will submit an initial portfolio and proof of having met program entry requirements to a professional committee prior to admission to the Teacher Education Program. The professional committee will consist of teacher education faculty and members of the Teacher Education Council. Based upon the letters of recommendation, the interview, the review of the portfolio, and a review of documentation verifying that entry requirements have been met, the professional committee will make recommendations concerning admission to the Teacher Education Program.

Those teacher candidates denied admission may appeal this decision to the Teacher Education Committee, or may reapply at a later date when all requirements have been met.

2. Mid-Level Review:

The Mid-Level Review is designed to assist the candidate in the compilation of his/her portfolio. A candidate wishing to enter the teaching internship must arrange to present his/her portfolio to the professional committee the semester prior to the anticipated teaching internship.

The professional committee will be composed of teacher education faculty and Teacher Education Council members with one member of the professional committee for secondary teacher candidates to be selected from the candidates' major field.

Based upon this review and completion of an application for the teaching internship, the committee may recommend the candidate for teaching internship, or may require a written plan of improvement.

Any candidate who is not approved for teaching internship will be given a written plan of improvement using a standardized form provided by the unit and will comply with the following:

1. A written plan of improvement required by the committee may include:
 - a. Additional course work
 - b. Additional items to be included in the portfolio.
 - c. Additional written defense and correlations to specific competencies.
 - d. Other items as determined by the committee depending upon the individual candidate and their deficiencies.
2. A written plan of improvement will identify a date for a follow-up review during which the committee will have the same options as stated earlier.
3. The date for a follow-up review for a required written plan of improvement will be no less than two (2) weeks, nor more than one (1) semester from the date of the previous review/interview, depending upon the requirements of the written plan of improvement. The candidate is advised that a required written plan of improvement may delay their admittance to the professional semester (including teaching internship) by a full semester. Failure to successfully complete the required written plan of improvement may result in the teacher candidate being assigned an additional written plan of improvement or dismissal from the Teacher Education Program.
4. Any candidate who is not approved for teaching internship may appeal the review committee's decision to the Teacher Education Council, or may reapply after completion of a written plan of improvement.

3. Final Review:

At the end of the professional semester, each candidate will present a completed portfolio to his/her professional committee. The professional committee will be composed of individuals selected from: the candidate's university supervisor(s), the candidate's major field (for secondary and elementary/secondary candidates), other teacher education faculty members, community leaders, and other educational professionals in the field.

Based upon a review of the portfolio and an interview, the professional committee may approve the candidate's completed portfolio, or may require a written plan of improvement.

Any candidate whose final portfolio is not approved will be given a written plan of improvement using a standardized form provided by the unit as outlined under mid-level review.

Implementation:

This plan is effective for teacher candidates who apply for admission to the Teacher Education Program of Oklahoma Panhandle State University after January 1, 2003.

Portfolio Guidelines: (see *Categories* below to determine at which stage items will be expected)

- Portfolio items must provide evidence of the ability to perform the outlined competencies for Oklahoma Panhandle State University Teacher Education Program, OCTP, NCATE, and SPAs.
- Required items must be included.
- Items may be added to the portfolio at any time during the candidate's enrollment in the Teacher Education program.

- An individual item may be used as evidence of performance of more than one competency.
- A written defense and correlation to specific competencies must be attached to each included item.
- The maintenance, storage, and submission of the portfolio are the responsibility of each individual candidate.
- Discretionary items listed below are not all-inclusive, and additional items may be added at the discretion of the individual.

Data Collection, Analysis, and Evaluation

In addition to data collected at the course and program level, the unit collects and utilizes data from a number of unit level assessment activities. These assessment measures are common to all candidates, regardless of program. Tables One and Two list these assessment activities and instruments.

Data from the various sources are collected, analyzed, and discussed by the Teacher Education Council and are also distributed to the candidate's advisor. Numerical data are maintained on computers for further analysis, while portfolio data are shared with the student and their advisor.

For the assessment tools utilized in the Unit Assessment Rubric, the candidate must meet the benchmark set by the unit. If the candidate does not meet the benchmark, then the candidate receives a plan of improvement (POI) from the Dean or the professional committee. It is then the responsibility of the candidate to make the changes set forth in the POI, or the candidate is dismissed or counseled out of the program. The unit has set an all or none standard on the benchmarks utilizing standardized testing, transcript requirements, recommendation letters, and course completion to evaluate the candidate. If the candidate fails to perform to the desired level of competence, deficiency in transcript, or has not completed all required course work, then the candidate status within the TEP is placed on "hold" until the deficiency is corrected.

Table One: Unit Assessment Rubric

Level	Benchmarks	Assessment Tools	Rubric
Entry Level-- Admission into the OPSU Teacher Education Program	40+ hours of general education with general education GPA=>2.50	Transcript /Degree Check Sheet	√
	Overall GPA=>2.50	Transcript /Degree Check Sheet	√
	“C” or better in the following courses	Transcript /Degree Check Sheet	√
	ENGL 1113		
	ENGL 1213		
	COMM 1113		
	“C” or better in content area	Transcript /Degree Check Sheet	√
	Disposition	Recommendations	√
	Writing samples	Interview	√
	TEP Application	“Why I want to be a teacher”	√
General Knowledge	Autobiography	√	
Portfolio Review I	Application	√	
	OGET	√	
	Portfolio Review Committee	√	
Mid-Level-- Entry to Clinical Practice (Internship)	“C” or better in Professional education and content area	Transcript /Degree Check Sheet	√
	Content Knowledge	OSAT	√
	Progress and on-track	Graduation check sheet	√
	Field Experience	Field Experience Logs	√
	Diversity	Field Experience Logs	√
	Writing samples	Research paper	√
		“Philosophy of Education”	√
	Portfolio Review II	Portfolio Review Committee	√
	Research	Research paper	√
	Dispositions	Interview	√
	Field experience evaluations	√	
Final--Exit from Clinical Practice (Internship) / Program Completion	Portfolio Review III	Portfolio Review Committee	√
	Dispositions	Disposition survey	√
		Interview	√
	Successful Completion of Internship	Cooperating teacher evaluations	√
	Degree Completion	Faculty evaluations	√
	Transcript /Degree Check Sheet	√	
Professional- After Program Completion	Professional Knowledge	OPTE	√
	Residency Program (for Oklahoma 1 st year teachers)	Principal’s evaluation	√
		University evaluation	√
		Mentor teacher evaluation	√
	Alumni survey	3 rd and 5 th year survey	

Table Two: Unit Assessment Tools

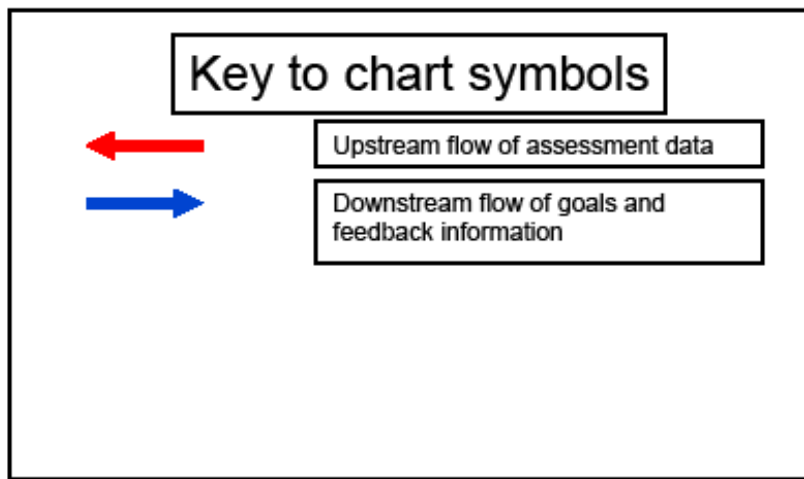
Level	Additional Program Assessment Tools	Outside Assessment Sources	Program Improvement
Entry Level-- Admission into the OPSU Teacher Education Program	Teacher Education Council Analysis of Portfolio Review One Course Evaluation Forms Analysis of Experiences dealing with children Analysis of Candidate Transcripts	North Central Association of Colleges and Schools Oklahoma Commission for Teacher Preparation University Assessment Committee Cooperating Teacher Evaluation Forms Analysis of OGET Annual Public Meeting NCATE	Alignment of Program Standards with OCTP and NCATE. Alignment of Program Standards with SPAs. Revised Portfolio Rubric Implemented. <u>LearnATest</u> for Early Identification of Potential Problems on the OGET. Increased Field Experience Hours in all Professional Courses. Added Field Placement Director. Addition of Practicum courses for elementary education.
Mid-Level-- Entry to Clinical Practice (Internship)	Teacher Education Council Analysis of Portfolio Review Two Course Evaluation Forms Analysis of Field Experiences Analysis of Candidate Transcripts	North Central Association of Colleges and Schools Oklahoma Commission for Teacher Preparation University Assessment Committee Cooperating Teacher Evaluation Forms Analysis of OSAT Annual Public Meeting NCATE	Changed Lesson Plan Format. Changed Portfolio Rubric Two. Modified Number of Artifacts Required for Mid-Level Portfolio Review.
Final--Exit from Clinical Practice (Internship) / Program Completion	Analysis of OSAT and OPTE Results. Analysis of Portfolio Review Three Results. Teacher Placement Data	North Central Association of Colleges and Schools Oklahoma Commission for	Revised Portfolio Rubric Three Revised Teaching Intern Evaluation Forms. Midterm Seminar for Interns and

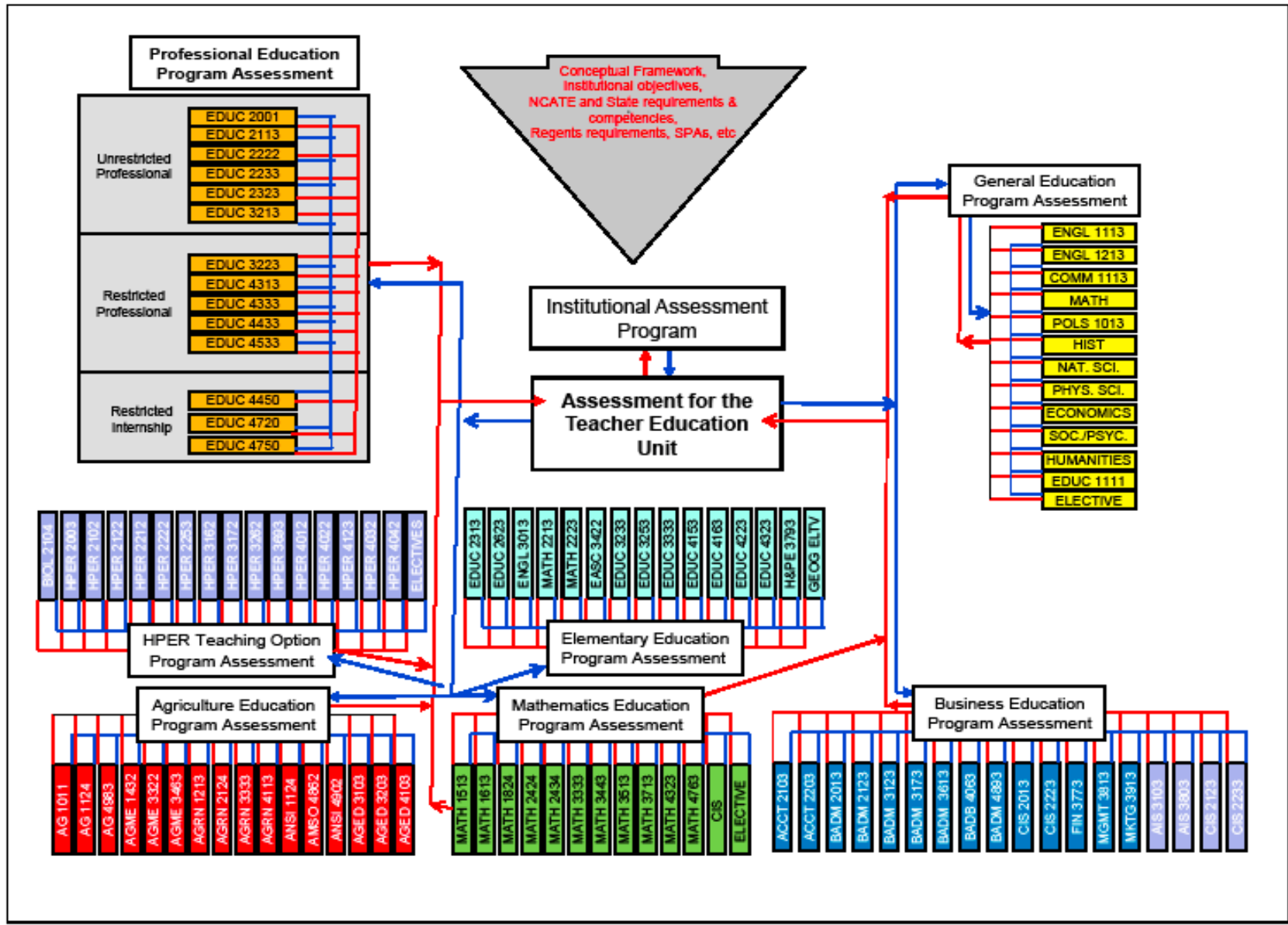
		<p>Teacher Preparation University Assessment Committee Cooperating Teacher Evaluation Forms Analysis of OGET, OSAT, and OPTE Annual Public Meeting NCATE</p>	<p>Cooperating Teachers Added.</p>
<p>Professional-After Program Completion</p>	<p>Analysis of Residency Year Teacher Data. Analysis of Alternative Certification Data.</p>	<p>OCTP Residency Team Committee Members TEC Assessment Committee</p>	<p>Created the Forms Necessary to Collect and Analyze this data.</p>

**Model for the Unit
Assessment Plan for the
Oklahoma Panhandle State
University Teacher
Education Program**

**ASSESSMENT PLAN FOR THE TEACHER EDUCATION PROGRAM OF OKLAHOMA
PANHANDLE STATE UNIVERSITY**

This diagram depicts the relationships between the different components of the teacher education program at Oklahoma Panhandle State University. The gray arrow at left center indicates the forces and organizations that influence the activities, goals and objectives of the unit. These include the Conceptual Framework which contains the units shared vision, beliefs, and philosophies. Additional influences come from the institutions goals and objectives, NCATE and state requirements, competencies, and requirements, Regents requirements, and Specialty Professional Associations.





ASSESSMENT PLAN FOR EDUCATION, METHODS AND COURSES SELECTED FOR DISPOSITIONS ASSESSMENT

This diagram shows how the Conceptual Framework which contains the unit's shared vision, beliefs, and philosophies, the institutions goals and objectives, unit and program goals and objectives, NCATE and state requirements, competencies, and requirements, Regents requirements, and Specialty Professional Associations impact and influence the individual course. The process works as follows:

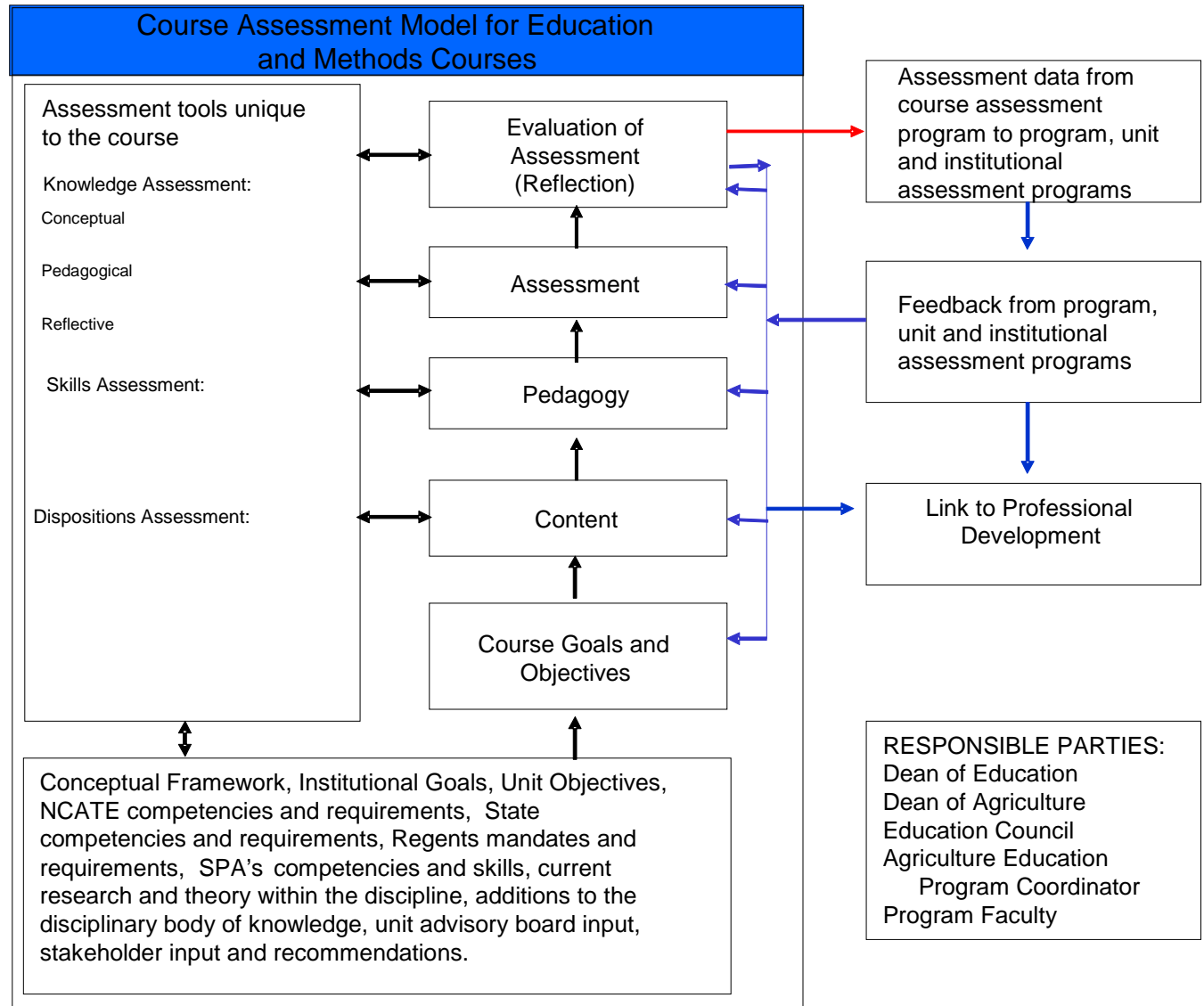
- Course goals and objectives are established.
- Specific course content is chosen to accomplish goals and objectives.
- Pedagogical methodologies are selected to best facilitate the presentation of course content and to best accommodate the diverse learning styles of candidates.
- The most appropriate assessment methodologies are selected to insure multiple assessments of the success or failure of candidates to achieve the desired outcomes.
- Assessment includes the following:
 - Knowledge assessment
 - Conceptual knowledge
 - Pedagogical knowledge
 - Reflective knowledge
 - Skills assessment
 - Dispositions assessment

Feedback is incorporated to insure the following:

- The appropriateness and validity of assessment tools
- The appropriateness of pedagogy
- The appropriateness of course content
- The appropriateness of course goals and objectives.

This model will be used for the following courses selected for the possible assessment of dispositions:

- EDUC 2001
- EDUC 2113
- EDUC 2222
- EDUC 2233
- EDUC 2323
- EDUC 2623
- EDUC 3213
- EDUC 3233
- EDUC 3253
- EDUC 3313
- EDUC 3333
- EDUC 3563
- EDUC 4173
- EDUC 4223
- EDUC 4273
- EDUC 4322
- EDUC 4313
- EDUC 4323
- EDUC 4333
- EDUC 4433
- EDUC 4533
- AGED 3103
- AGED 3203
- AGED 4103
- AGED 4362
- HPER 4032
- HPER 4042



ASSESSMENT PLAN FOR ALL OTHER COURSES IN THE UNIT

This diagram shows how the Conceptual Framework which contains the unit's shared vision, beliefs, and philosophies, the institutions goals and objectives, unit and program goals and objectives, NCATE and state requirements, competencies, and requirements, Regents requirements, and Specialty Professional Associations impact and influence the individual course. The process works as follows:

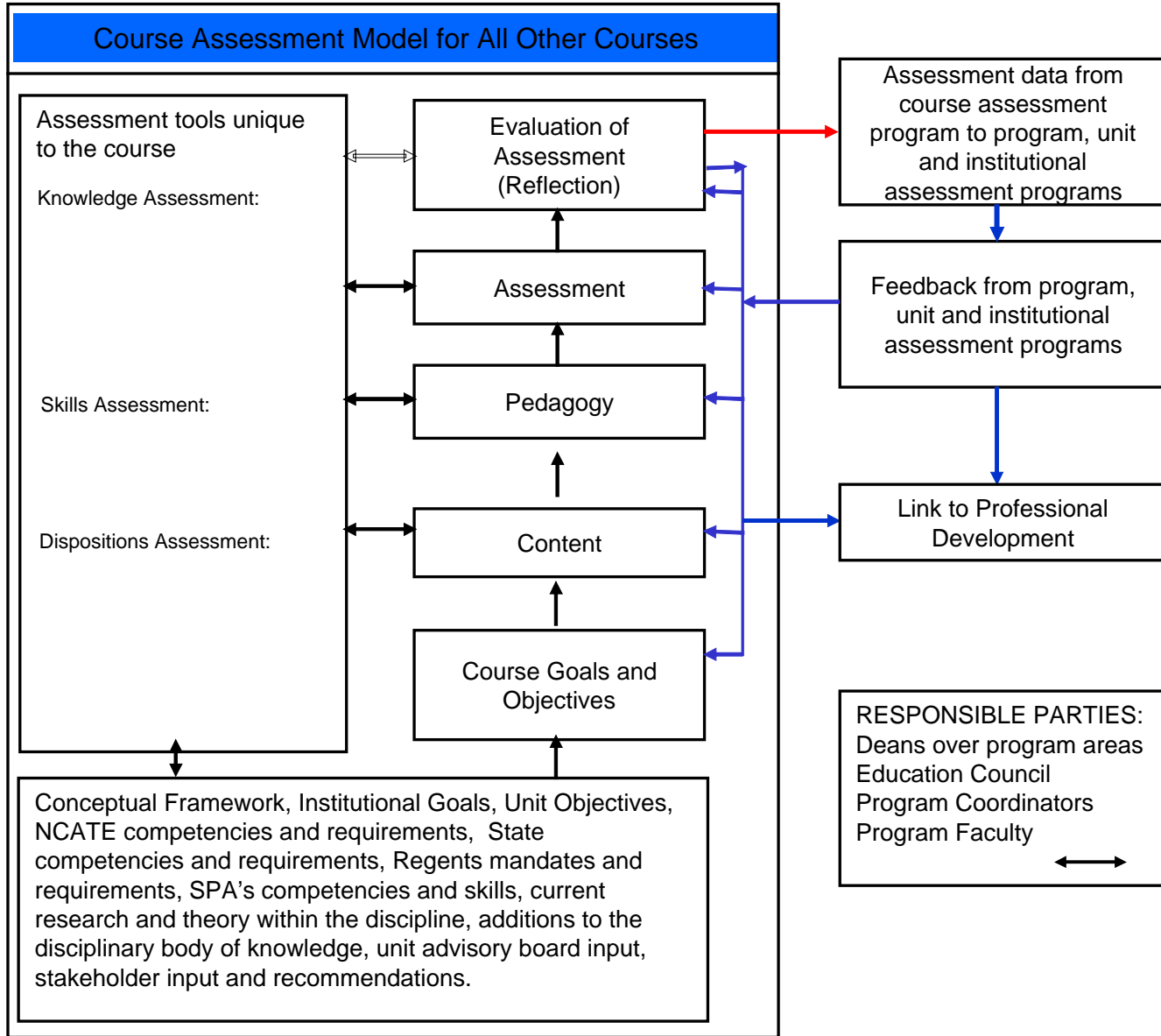
- Course goals and objectives are established.
- Specific course content is chosen to accomplish goals and objectives.
- Pedagogical methodologies are selected to best facilitate the presentation of course content and to best accommodate the diverse learning styles of candidates.
- The most appropriate assessment methodologies are selected to insure multiple assessments of the success or failure of candidates to achieve the desired outcomes.
- Assessment includes the following:
 - Knowledge assessment
 - Skills assessment

Feedback is incorporated to insure the following:

- The appropriateness and validity of assessment tools
- The appropriateness of pedagogy
- The appropriateness of course content
- The appropriateness of course goals and objectives.

Courses following this model are general education courses and subject area courses within the candidate's specific area of specialty

This model will be used for all other courses in the teacher education unit.



ASSESSMENT PLAN FOR THE PROFESSIONAL EDUCATION PROGRAM

This diagram shows how the Conceptual Framework which contains the unit's shared vision, beliefs, and philosophies, the institutions goals and objectives, unit goals and objectives, NCATE and state requirements, competencies, and requirements, Regents requirements, and Specialty Professional Associations impact and influence the Professional Education Program. The process works as follows:

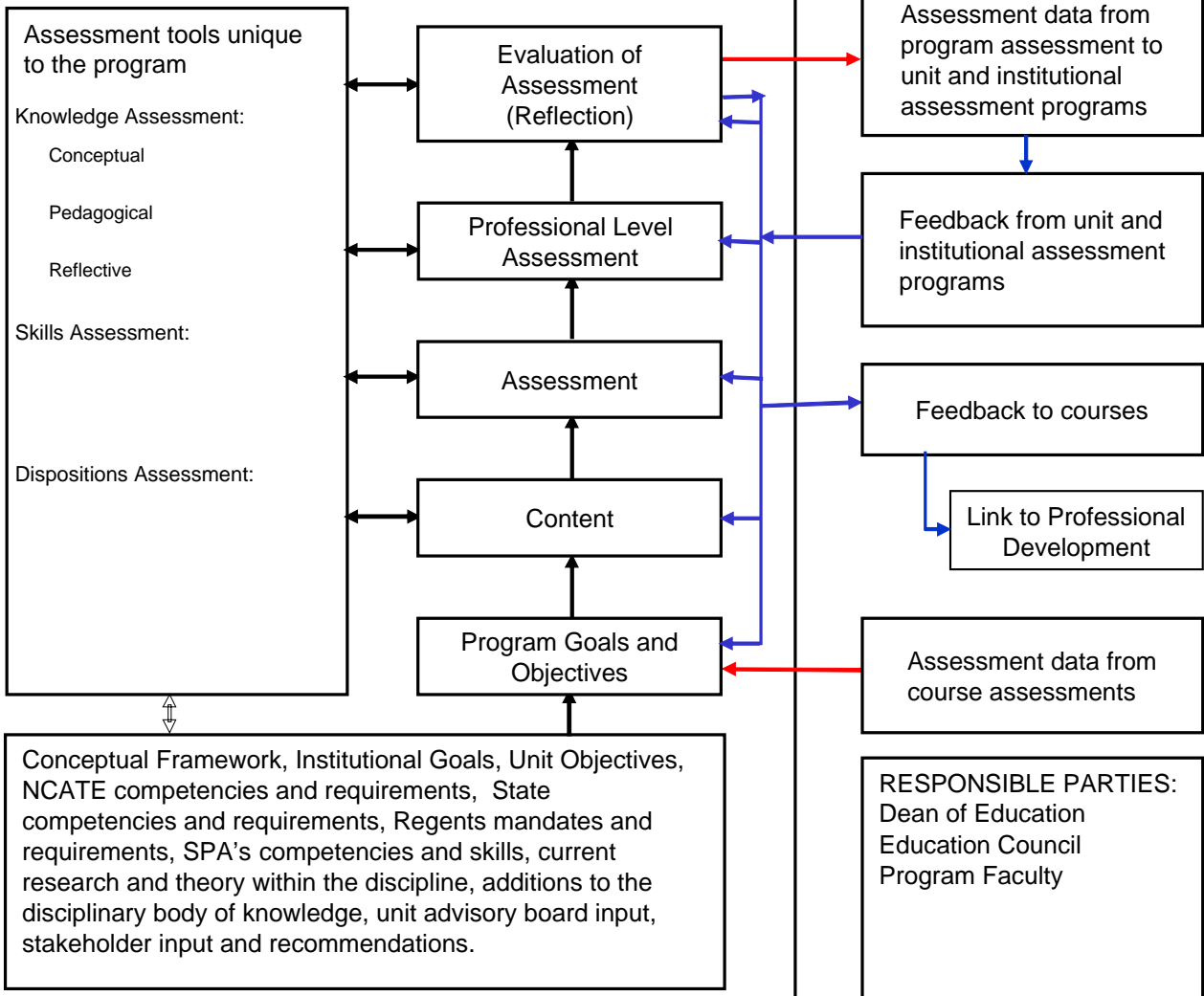
- Program goals and objectives are established.
- Specific courses are selected and degree plans created to accomplish goals and objectives.
- The most appropriate assessment methodologies are selected to insure multiple assessments of the success or failure of candidates to achieve the desired outcomes.
- Assessment includes the following:
 - Knowledge assessment
 - Conceptual knowledge
 - Pedagogical knowledge
 - Reflective knowledge
 - Skills assessment
 - Dispositions assessment

Feedback is incorporated to insure the following:

- The appropriateness and validity of assessment tools
- The appropriateness of course content
- The appropriateness of program goals and objectives
- The overall effectiveness of the program and its faculty in preparing candidates for careers as educators

Feedback from program assessment activities flows down to the individual course as input to the course assessment process.

Assessment Model for Professional Education Program



PROGRAM ASSESSMENT PLAN FOR ELEMENTARY, AG, AND HPE EDUCATION PROGRAMS

This diagram shows how the Conceptual Framework which contains the unit's shared vision, beliefs, and philosophies, the institutions goals and objectives, unit goals and objectives, NCATE and state requirements, competencies, and requirements, Regents requirements, and Specialty Professional Associations impact and influence the Elementary, Ag., and HPE Programs. The process works as follows:

- Program goals and objectives are established.
- Specific courses are selected and degree plans created to accomplish goals and objectives.
- The most appropriate assessment methodologies are selected to insure multiple assessments of the success or failure of candidates to achieve the desired outcomes.
- Assessment includes the following:
 - Knowledge assessment
 - Conceptual knowledge
 - Pedagogical knowledge
 - Reflective knowledge
 - Skills assessment
 - Dispositions assessment

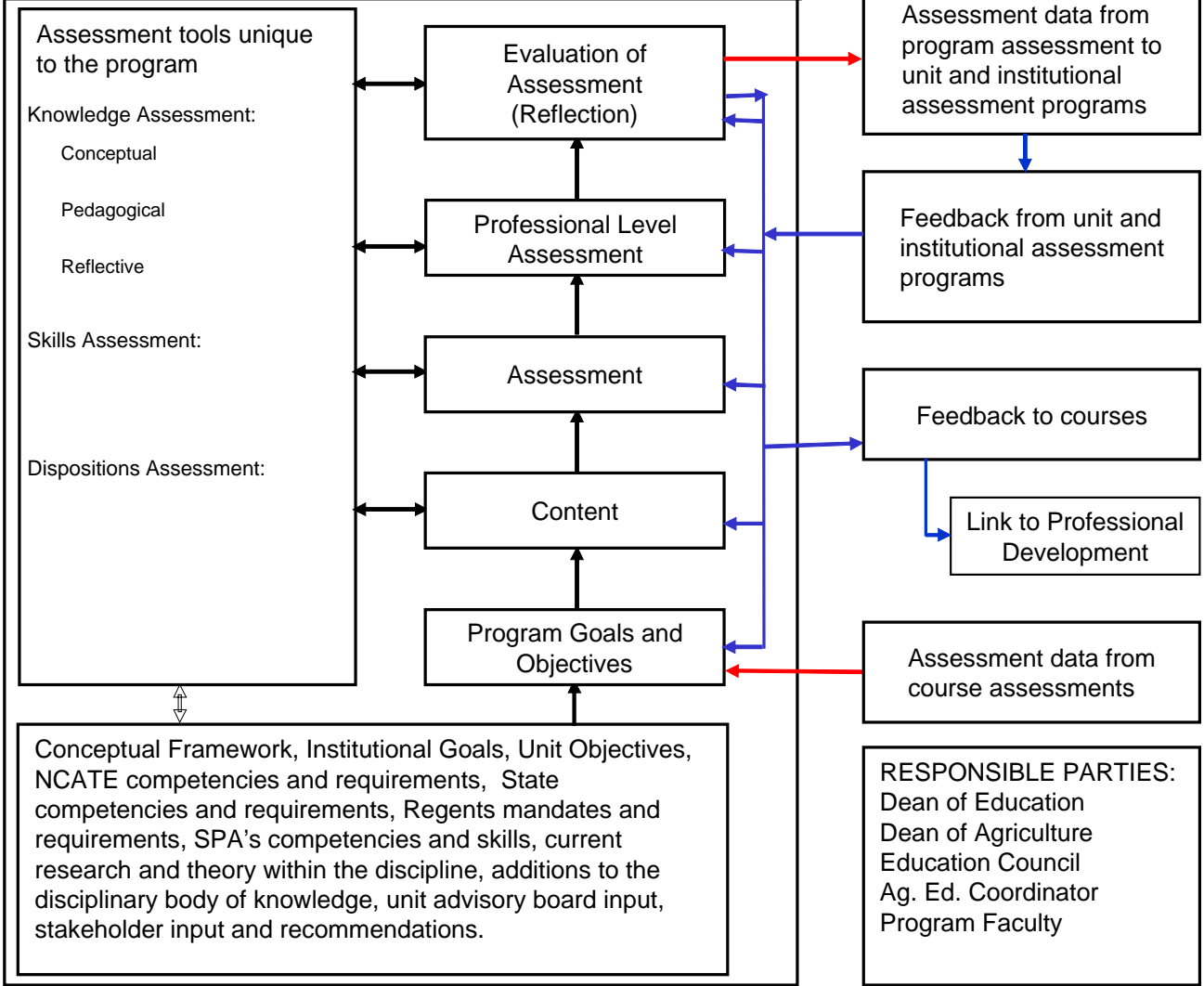
Feedback is incorporated to insure the following:

- The appropriateness and validity of assessment tools
- The appropriateness of course content
- The appropriateness of program goals and objectives
- The overall effectiveness of the program and its faculty in preparing candidates for careers as educators

Feedback from program assessment activities flows down to the individual course as input to the course assessment process.

These programs are distinguished from other programs because they include courses that have been identified as appropriate for the assessment of dispositions.

Assessment Model for Elementary, Ag, and HPER Education Programs



ASSESSMENT PLAN FOR ALL OTHER EDUCATION PROGRAMS

This diagram shows how the Conceptual Framework which contains the unit's shared vision, beliefs, and philosophies, the institutions goals and objectives, unit goals and objectives, NCATE and state requirements, competencies, and requirements, Regents requirements, and Specialty Professional Associations impact and influence all remaining teacher education programs Program. The process works as follows:

- Program goals and objectives are established.
- Specific courses are selected and degree plans created to accomplish goals and objectives.
- The most appropriate assessment methodologies are selected to insure multiple assessments of the success or failure of candidates to achieve the desired outcomes.
- Assessment includes the following:
 - Knowledge assessment
 - Skills assessment

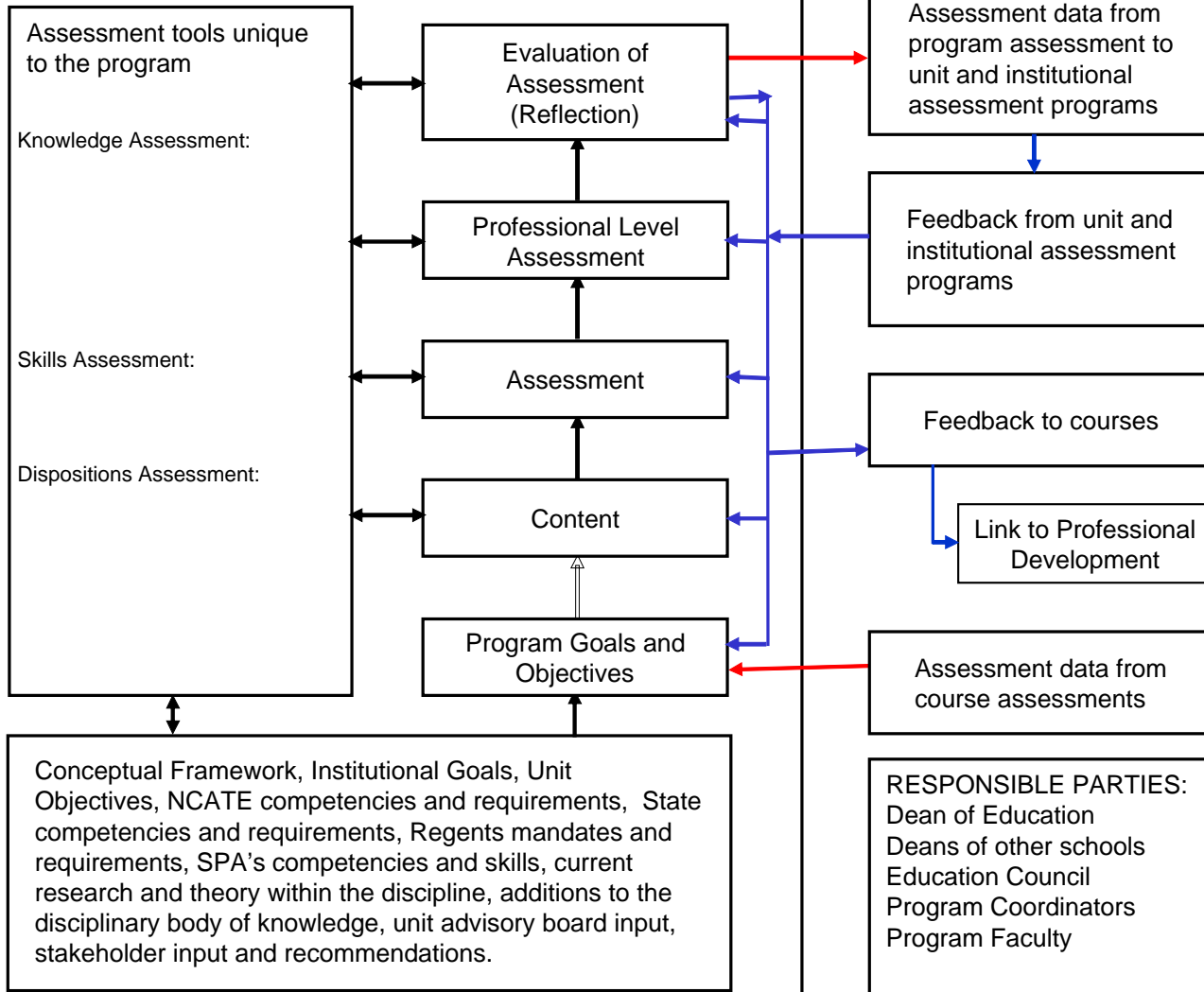
Feedback is incorporated to insure the following:

- The appropriateness and validity of assessment tools
- The appropriateness of course content
- The appropriateness of program goals and objectives
- The overall effectiveness of the program and its faculty in preparing candidates for careers as educators

Feedback from program assessment activities flows down to the individual course as input to the course assessment process.

These programs are distinguished from other programs in their content is primarily within the subject area of the respective specialties and include no courses that have been identified as appropriate for the assessment of dispositions.

Assessment Model for All Other Education Programs



ASSESSMENT PLAN FOR THE TEACHER EDUCATION PROGRAM

This diagram shows how the Conceptual Framework which contains the unit's shared vision, beliefs, and philosophies, the institutions goals and objectives, unit goals and objectives, NCATE and state requirements, competencies, and requirements, Regents requirements, and Specialty Professional Associations impact and influence the teacher Education Program. The process works as follows:

- Unit goals and objectives are established.
- Assessment methodologies for entry level candidates are established.
- Mid-level assessment methodologies are established.
- Exit level assessment methodologies are established.
- Professional level assessment methodologies are established.

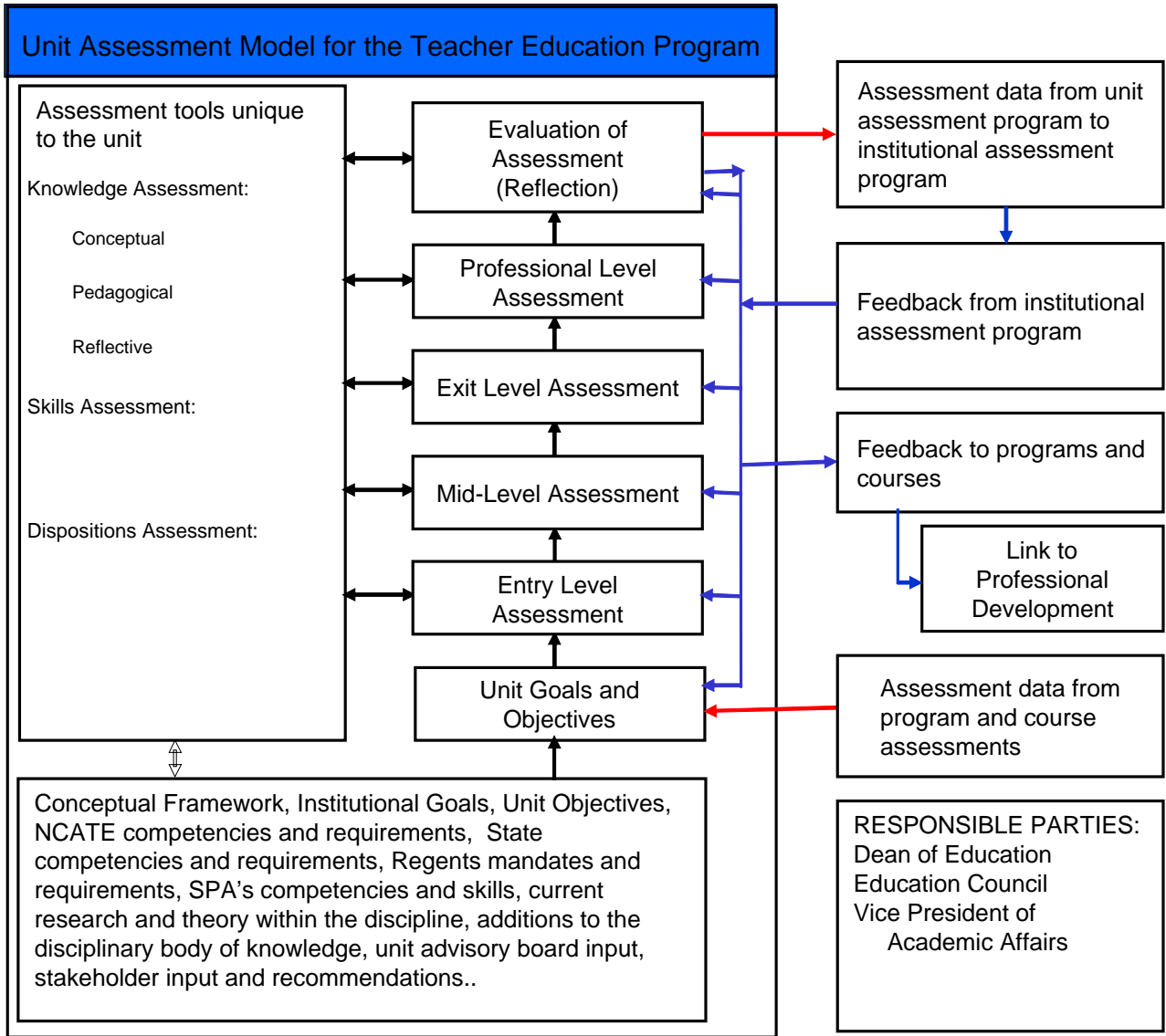
Assessment at the unit level includes:

- Knowledge assessment
 - Conceptual knowledge
 - Pedagogical knowledge
 - Reflective knowledge
- Skills assessment
- Dispositions assessment

Feedback is incorporated to insure the following:

- The appropriateness and validity of assessment tools
- The appropriateness of course content
- The appropriateness of program goals and objectives
- The overall effectiveness of the unit and its faculty in preparing candidates for careers as educators

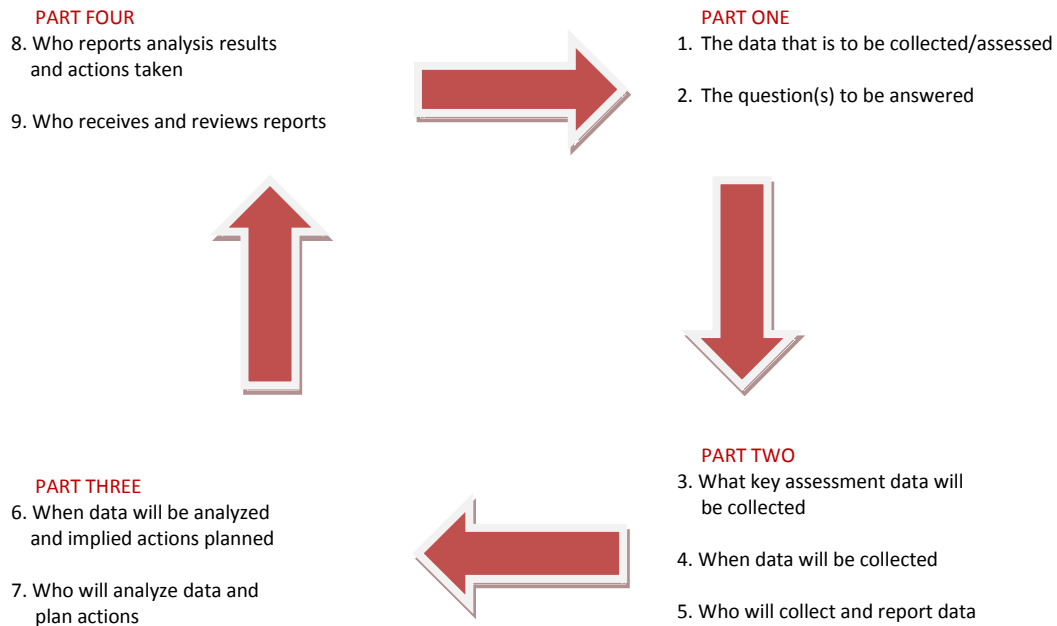
Data from unit assessment activities flows down to the program level as feedback to program assessment activities



Unit Assessment System Operations Model

The unit’s Assessment System operations model is organized in four parts as illustrated in the figure below.

- The first part focuses on the data, outcomes, values, or commitments being assessed—and is expressed typically as questions (e.g., What are the demographic data of our candidates, the public schools used for pre-service and clinical practice, etc.? , How do we know that our candidates meet program outcome standards regarding ability to apply knowledge of human development to professional practice?)
- The second part focuses on the assessment itself and specifies the data to be collected to answer the questions, when those data are collected, and who is responsible for the collecting and reporting the data.
- The third part of the operations model focuses on data analysis, results, and actions based on assessment results by specifying when the data is analyzed, who participates in analyzing the data, and what action occurs from the results of the data analysis.
- The fourth part focuses on communicating the assessment results and the resulting actions by specifying who is responsible for reporting the analyzed data and the actions taken, and who receives and reviews the reports—to whom are the assessment results and related actions communicated.



UNIT, STATE (OCTP), NCATE, SPA STANDARDS
CONCEPTUAL FRAMEWORK PROFICIENCIES

In sum, the unit operational model consists of four components:

- Unit, State (OCTP), NCATE, and Specialized Professional Association (SPA) standards that describe what candidates should know and be able to do, with benchmark indicators of unit and program operations and quality.
- Data generated by key assessments are used by unit faculty and administration to compare candidate performance to outcome standards, and to evaluate established indicators of unit operations and quality.
- An organizational structure for analyzing, summarizing, and examining data and making data-based recommendations and decisions about candidates' progress and program worth and quality.
- An organizational structure for communicating and reviewing recommendations and decisions for action.

Type of Data Collected	Frequency of Data Collection	Responsibility for Data Collection	Responsibility for Analyzing, evaluation, and monitoring Use of Data
<u>Candidate Information</u>			
<u>Demographics</u> (Age, Race, Gender, Contact Information, etc.) <u>Certification Test Scores</u> (OGET, OSAT, OPTE) <u>Grades and GPA</u> (General Education, Major, Professional Education, "4x12," Check Sheets, Graduation Evaluation, etc.) <u>Proficiencies</u> (15 Oklahoma General Competencies for Licensure and Certification, SPA competencies, dispositions, etc.) <u>Matriculation</u> (Admission to Teacher Education Program, Admission to Professional Semester, Student Teaching	Collection of this data is continuous and ongoing. Data are generated as candidates apply for admission into the OPSU Teacher Education Program, complete the required certification exams, fulfill course requirements, complete the Portfolio, perform the Internship, and apply for teacher licensure. Demographic data becomes available at candidates apply for admission into the TEP. Certification Test Scores are received six times per year. Grades and GPA calculation are entered at the end of each semester. Proficiency data are collected at the three Portfolio Reviews. Student Teaching evaluation data are collected at the end	The Field Placement Director has the primary responsibility of collecting this information as it becomes available and entering it into the OPSU Student Data Base. Candidates share responsibility for the collection of this data as they complete their portfolios using Foliotek. Unit faculty also share some responsibility for data collection as they serve on Portfolio Review Teams and enter scores on Foliotek. The Dean of Education/ Director of Student Teaching oversees the collection of all data.	The Field Placement Director and Dean of Education/ Director of Student Teaching have the primary task of analyzing all data as it becomes available. Data are then summarized into different reports and submitted to the respective parties including unit faculty, Teacher Education Council, various state and national agencies, department heads, university administration, and candidates. The Teacher Education Council has the responsibility of monitoring the use of the data as it affects the unit and candidates. Department heads monitor program data use, and the Dean of Education has the responsibility of monitoring

Type of Data Collected	Frequency of Data Collection	Responsibility for Data Collection	Responsibility for Analyzing, evaluation, and monitoring Use of Data
evaluations, Program Completion, Graduation, Recommendation for Licensure)	of each semester, as is Program Completion data and Recommendations for Licensure data.		data that affects accreditation.
<u>Public School and Cooperating Teacher Information</u>			
<p><u>Demographics</u> (size of school, socio-economic status, student population/race/ethnicity, percentage of special needs students, percentage of ELL/ESL students, percentage of students receiving free/reduce lunches, etc.)</p> <p><u>Qualifications of Public School Teacher</u> (years taught, degree, “Master Teacher” designation, willingness to supervise, previous use, previous evaluations, etc.)</p>	<p>At the beginning of each school year, the Field Placement Director updates this information using various sources. Oklahoma schools data is available through the State Profile Reports, while out-of-state schools data are collected through a survey sent to them asking for any changes in demographics.</p> <p>Surveys are also sent periodically to building principals in the public schools seeking input of public school teachers who would be willing and qualified to participate in pre-service field experiences as well as student teaching. Data are also collected from candidates following field experiences and student teaching to evaluate the public school teachers and recommend use/non-use in the future. Building principals are contacted prior to any pre-service field experience or student teaching.</p>	<p>The Field Placement Director is responsible for the collection of this data. Data are then entered into the OPSU Student Data Base.</p>	<p>The Field Placement Director is responsible for analyzing the data on public schools and making certain candidates have various placements including diverse students and settings.</p> <p>Final decisions about placements (pre-service and student teaching) remain with the Dean of Education/ Director of Student Teaching.</p> <p>The Teacher Education Council receives reports of all placements and has the responsibility of monitoring the use of this data.</p>
<u>Graduates’ Information</u>			
Reflection of student teaching/Teacher Education Program	Candidates submit reflections at the end of student teaching semester-both fall and spring.	Reflections are a part of the candidates’ Portfolio. Portfolio Review teams have initial responsibility of collecting and reviewing this data.	Data from these reflections and surveys are shared with the OPSU Teacher Education Council and are utilized only as anecdotal information.

Type of Data Collected	Frequency of Data Collection	Responsibility for Data Collection	Responsibility for Analyzing, evaluation, and monitoring Use of Data
Public school teachers' (cooperating teachers for Interns)evaluations of student teaching	End of each semester	Dean of Education/Director of Student Teaching enters this information into the OPSU Student Data Base.	modifications to the unit. See above in "Candidate Information." Also, aggregated data for all candidates is analyzed by Dean of Education/Director of Student Teaching and presented to OPSU Teacher Education Council who monitors and uses data for modifications to the unit.
Candidates' reflection papers on August Experience and OPSU Teacher Education Program	End of Each Semester	Candidates enter these reflections in their Portfolios using Foliotek. Portfolio Review teams have initial responsibility of collecting and reviewing this data.	Data from these reflections and surveys are shared with the OPSU Teacher Education Council and are utilized only as anecdotal information.
Title II Report	Yearly	Dean of Education enters this data and submits to State Regents	This data is used by the OPSU Teacher Education Program and the University Administration.
University survey of graduates	Yearly	Office of Institutional Research and Assessment	The Director of Institutional Research and Assessment collects and summarizes this data. It is then shared with all university faculty, again mainly as anecdotal information.
Faculty evaluations	End of Each semester	Office of Institutional Research and Assessment	This data is summarized by the Director of Institutional Research and Assessment, is presented to individual faculty members and respective Deans. It only has secondary importance in the operation of the unit.
Faculty Performance Summaries	Yearly	Dean of Education collects this information from all Professional Education faculty	This data is reflected in the yearly reports to NCATE and the state to fulfill the professional development and "10 hours of public school service" requirement.

Type of Data Collected	Frequency of Data Collection	Responsibility for Data Collection	Responsibility for Analyzing, evaluation, and monitoring Use of Data
SPA recognition of programs	Every 5-7 years	Dean of Education working with specific SPA representative from the OPSU Teacher Education Program	<p>This data also provides information for the TEC Professional Development Committee.</p> <p>Unit monitors use of this data to make any necessary changes in specific programs.</p>
Field Placement/Internship Reports	Every semester	Field Placement Director	Unit monitors use of this data to insure diversity in placements occurs.