



Department of Education
CONSTRUCTIVIST EDUCATOR
UNIVERSITY OF SOUTH CAROLINA BEAUFORT

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ASSESSMENT SYSTEM: Summary & Revisions 2012-2013

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Department of Education

Assessment System 2012-2013

The USCB Department of Education Assessment System has been modified slightly as a result of the evaluation of the system by faculty, staff, and candidates.

A. Introduction

The unit's assessment system is designed to assess the effectiveness and success of candidates and the unit. The purpose of the assessment system is to allow the University of South Carolina Beaufort [Department of Education](#) to collect data on the qualifications of all applicants, proficiencies of candidates, competence of graduates, performance of unit and clinical faculty, and effectiveness of unit operations, as well as curriculum design and instructional methodology for unit and program improvement and reflection. In order to do this, the unit assessment system 1) documents the knowledge, skills, and dispositions of candidates; 2) identifies areas of strength and areas of improvement in candidate and in program/unit operations; and 3) provides data necessary for analysis and use in the administration, programming, instruction, advisement, and planning for field experiences and clinical internships.

B. Transition Points, Key Assessments and Requirements

The Department of Education has an established plan in which candidates' progress through the unit via a series of progression levels.

Candidate Progression and Proficiencies Chart*

LEVELS	ASSESSMENTS	BENCHMARKS	CONSTRUCTIVIST EDUCATOR PROFICIENCIES
Level I Pre-Professional Open to all students meeting University entrance requirements.	1. GPA 2.75 2. PRAXIS I: <i>R 175, W-173, M-172</i> 3. "C" or better in all Education courses, English 101, 102, Speech, Math 221 & 222. 4. Background check 5. Professional Program Disposition Statement & Recommendations 6. Service Learning: 25 hours	1. Acceptance to the University 2. Completion of a minimum 46 hours of required General Education courses 3. Education majors must see program advisor two times per year. 4. Professional Program Application deadline: <i>February 1 and October 1.</i> 5. Verification of all assessment data by Education Advisor.	Nurturer N1, N2, N3 Communicator C1 Reflective Professional R4 Facilitator/Instructor F1
Level II Professional Program Open only to education majors who have been accepted to the professional program.	1. GPA 2.75/3.0 (Ed) 2. PRAXIS II: <i>#0021 ≥ 158</i> 3. Child Study 4. Family Study 5. Thematic Unit 6. Disposition Evaluations 7. Internship Interview 8. SLED Background Check	1. Maintain at least 3.0 GPA in education coursework. 2. Internship Applications deadlines prior to final semester: <i>January 15th and September 15th</i> 3. SC SDE Clearance 4. Appeals are considered when all requirements have been met. 5. Verification of all	Nurturer N1, N2, N3 Communicator C1 Reflective Professional R3 Facilitator/Instructor F1, F2, F3, F4, F5

		requirements by Field Experiences Coordinator	
Level III Internship Open to candidates who have completed all requirements for Level II.	1. GPA 2.75/3.0 (Ed) 2. ADEPT Lesson Evaluations 3. Dispositions Evaluation 4. Internship Portfolio 5. Video analysis and Self-reflection 6. Final ADEPT Summative Evaluation	1. Approval of Internship Application by Education Committee. 2. ADEPT Orientation for Interns and Cooperating Teachers 3. Participation in Professional Conference 4. Senior Seminar	Nurturer N1, N2, N3 Communicator C1 Reflective Professional R1, R2, R3 Facilitator/Instructor F1, F2, F3, F4, F5
Level IV Program Completion Open only to students who have completed all requirements for Level III.	1. GPA 2.75 2. Passing Scores on Praxis II: Principles of Learning and Teaching (PLT) 3. Program Completer Survey	1. Graduation Application 2. Recommendation for certification: University Supervisor 3. South Carolina Department of Education Application for Certification	Reflective Professional R2 Facilitator/Instructor F1, F2, F3, F4, F5
Level V Professional Educator	1. Alumni Survey 2. Employer Survey	1. ADEPT Professional Evaluation Report: IHE Portal	Nurturer N1, N2, N3 Communicator C1 Reflective Professional R1, R2, R3 Facilitator/Instructor F1, F2, F3, F4, F5

**Revised May 2011*

C. Unit Assessment System

The unit Assessment System Summary, a living document, was created collaboratively with all unit faculty and the Teacher Education Advisory Council (TEAC) which includes members of the professional education community. All members of the professional education community involved in development of teacher education candidates are given a copy of this document as well as information on the appeal process for decisions made regarding candidate status in the program. All documents related to the appeals process are also available in electronic format on the unit website (<http://education.uscb.edu>) as well as the unit's web-based information technology tool, [LiveText](#).

The assessment system, illustrated in the following series of charts, clearly delineate what data are collected, from whom, when and how; where data are compiled and who is responsible for collecting them; what instruments are used for data collection (key assessments and course artifacts); how data are aggregated and disaggregated; how data are summarized and analyzed and by whom; who receives the data report and how often; and how decisions are made. The unit's assessment system regularly and systematically collects, compiles, aggregates, summarizes, analyzes, and uses data for program modifications and unit improvement.

Currently, the unit has only one program, early childhood education, leading to South Carolina certification. Specific key assessments have been identified and are used to provide evidence that candidates can apply the four elements of the conceptual framework: nurture, communicate, reflect, and facilitate/instruct. Each key assessment is aligned with a specific standard (or standards) of the unit's conceptual framework, such as with South Carolina state (Economic and Education Development Act—[EEDA](#)) and Assisting, Developing, Evaluating Professional Teaching—[ADEPT](#)) and professional (Specialized Program Association-National Association Education of Young Children--[NAEYC](#)).

Artifact Alignment^

Performance Based Artifacts	Course Number/ Title	Transition Point	CE (CF)	SC EEDA Safe Climate Act (SCA)	NAEYC 2010 (new alignment)	ADEPT APS
Disposition Essay & Statement	BEDE 210 Observation & Analysis	1 *Professional Program Application	R-1 R-4	SCA TEP-5	1, 3, 6	7
Disposition Instrument* (Rubric or Form)	BEDC 210 FE Block 1 FE Block 2 BEDE 469	1, 2, 3, 5	R-4		1, 6	
Family Study**	BEDE 345 Family Life in Early Childhood	2	N-1-3, C-1, R-4	TEP-5	2, 6	1, 7, 10
Educational Philosophy Paper/ Presentation	BEDE 321 Dynamics of American Public Education	1	C-1 R-3	TEP- 3, 4	6	
Autobiographical Case Study	BEDP 333 Child Growth and Development	1	N-1-3, C-1, F/I-1-4	SCA	1, 2	7, 10
Microteaching Project: Lesson Plan, 10 minute videotaped instruction, and reflection.	BEDP 335 Introduction to Educational Psychology	1	C-1, R-3, F/I-1, 3, 5	TEP-5, 7	3, 4	2- 7
Class webpage	BEDC 243 Resources for Teaching	1	N-2, C-1, R-1, F/I -5		2, 4	1, 2, 3
Technology Integration Lesson	BEDC 469 Clinical Internship	3	N-3, C-1, R-3, F/I-2,3, 5	TEP 5, 6, 7	4	2,3

Exceptionality Research Multimedia Project	BEDX 300 Introduction to the Exceptional Learner	1	N-1, N-3, C-1, R-1,4, F/I 1-5	SCA	1, 3, 4	1, 10
Implement integrated math lesson plan	BEDR 435P Practicum in Math	2	N-3, C-1, R-1, 4, F/I 1-5	TEP 5,6,7	1, 3, 4, 5	4-9
Diagnostic Case Study	BEDR 420 Emergent Reading	2	N-3, C-1, R-1, F/I-1-5	TEP 5,6,7	1, 3, 4, 5	2- 6
Tutoring	BEDR 420P Practicum in Reading	2	N-3, C-1, R-1, 4, F/I 1-5	TEP 5,6,7	1, 3, 4, 5	4-9
Thematic unit	BEDE 444 Language Dev. & Comm. Skills	2	N-1, N-3, C-1, R-1, F/I 2-5	TEP 5,6,7	1, 3,4, 5	2, 3, 5, 6
Child Study**	BEDE 340 Education of the Young Child	2	N-1, 2, 3, C-1, R-1, 3 F/I-1, 2, 5	TEP 7 SCA	1, 2, 3, 4	
Classroom Management Plan	BEDE 342 Curriculum Planning & Development in ECE	2	F/I-1, 2	SCA	4	8, 9
Career Awareness Application	BEDE 436 Science & SS Experiences in ECE	2	N-1,3 C-1, R-1,2, F/I-1-5	TEP-3-7	1,5	1,2,4,5,6,8
Inquiry Unit	BEDE 436 Science & SS Experiences in ECE	2	N-3, C-1, F/I -2, 3, 5	TEP 4,5,6,7	1, 4, 5	2, 3

ADEPT Lessons*	BEDE 435P BEDE 436P BEDR 430P BEDE 469	2,3,5	N-1, N-3, C-1, R-1, 4 F/I-2-5	TEP 5-7	1, 4, 5	2-10
Clinical Internship Portfolio*	BEDE 469	3	N-1-3, C-1, R-1-4, F/I-1-5	SCA TEP 5-7	1-6	1-10
Field Experiences ≥150 hours	BEDE 435P BEDE 436P BEDR 420P BEDR 430P BEDE 210 BEDE 340 (B-3 Daycare)	1, 2	N-1, N-3, C-1, R-1, F/I-2,F/I-3, F/I-4, F/I-5	TEP 5-7	7	4-9
Clinical Internship ≥60 days ≥10 days full time responsibility	BEDE 469 Internship	3	N-1-3, C-1, R-1, 4 F/I-1-5	TEP 5-7	1-6	1-10
Professional Conference participation	BEDE 476 Senior Seminar	3	R-1-4		4, 5, 6	1- 3, 10

[^]Revised June 2012

Key Assessment:

***Unit**

****ECE Program**

Both formative and summative assessments are conducted. Unit faculty and candidates have access to data in LiveText, such as performance assessments. Candidate performance information is also available to the public through the publication of [Title II](#) reports. These data are also summarized and reported in various faculty meetings, committees, etc. The overall purpose of the assessment system is to examine the quality of programs, courses, and field experiences in order to make appropriate program modifications and unit improvements. In addition, the unit maintains a record of candidate concerns and complaints.



Key Assessment:
Unit** *ECE Program**

^Revised June 2012

The Early Childhood Education program’s artifacts are aligned with the four elements of the conceptual framework (nurture, communicate, reflect, and facilitate/instruct). Data is aggregated and aligned allowing the unit to summarize and analyze the program in relationship to the unit, state, and SPA standards. LiveText is an electronic tool used to compile disaggregated data, aggregate data by aligned standards, and summarize aggregated data in reports. This information is also used to assist the administration and unit faculty when making decisions regarding candidate and unit modifications and improvements. Other tools used in compiling and summarizing data include: Excel spreadsheets, SurveyMonkey, and anecdotal records.

The system is dynamic so that upon further review of the data, artifacts may be modified, added, or eliminated depending on what the data indicate. These reports are then analyzed by unit and program faculty and TEAC, and used to make data driven improvements to the unit and program. Over the past two years, many artifacts have been eliminated from the system and others have been added to replace them.

Assessment System Inventory*

Assessments	Progression Levels(s)	Course(s)
ADEPT Evaluations (Practicum, Clinical Internship, Professional)	2, 3, 5	Practica & Internship
Alumni Survey	5	

Application for Clinical Internship	2	
Application to Professional Program	1	
Candidate Profile Form	1, 2, 3	
Case Study	1	BEDR 420: Emergent Reading
Child Study	2	BEDC 340: EYC
Clinical Internship Portfolio	3	BEDE 476: Senior Seminar
Criminal Background Check (SLED)	1, 2, 3	
Disposition Statement & Rubric	1, 2, 3, 4	
Educational Philosophy Paper/Project	1	BEFN 321: Foundations
Family Study (ECE)	1	BEDE 345: Family Life
GPA	1, 2, 3, 4	
Graduation Audit	4	
Interview (Professional Program, Internship)	1, 2	
Letters of Recommendations	1	
License Application	4	
Lesson Plans	1, 2, 3	BEDP 335: Ed. Psych, Practica & Internship
PRAXIS I (PPST R,M,W)	1	
PRAXIS II (EYC, PLT)	2, 4	
Principal Survey (Employer)	5	
Teacher Dispositions Paper	1	BEDC 210: Observation & Analysis
TB Test	1, 2, 3	
Technology Integration Data	1, 3	Practica courses, BEDE 469
Thematic Unit Plan	2, 3	BEDE 435, BEDE 436, BEDR 430 & BEDE 469
Videotaped Instructional Analysis & Reflection	1, 3	BEDP 335: Ed. Psych., BEDE 469: Internship

**Revised May 2012*

An Assessment Calendar is used as a guide in the systematic collection and analysis of candidate and unit data.

Assessment Calendar*

<i>Program Evaluation Measure</i>	<i>Administration Date</i>	<i>Education Unit Review</i>
Key Assessment Rubrics	Continually as scheduled	Annually: Department Retreat
ECE: Child Study	Fall semester	Spring semester
ECE: Family Study	Spring semester	Fall semester
ECE: Reading Diagnostic Case	Under revision: Spring 2012	Annually: Department Retreat

Study		
ECE: CI Portfolio	Each semester	Annually: Department Retreat
Praxis Data (Praxis II, PLT)	Continually	Semi-annually, October and February
GPA	End of each semester and advisement	Semi-annually, October and February
Disposition Data	Progression Levels (Prof. Application, Internship Application, Internship Completion)	Progression Levels 1, 2, 3, 4
ADEPT Data (LiveText Rubric/Forms)	End of each practicum and internship	Annually: Department Retreat
<i>Unit Evaluation Measure</i>	<i>Administration Date</i>	<i>Review</i>
USCB Student Evaluation of Teaching	Fall, Spring and Summer Semesters	Department Chair reviews results at the end of each term and during annual reviews
Faculty Evaluations	Annually: Spring Semester	Department Chair conducts reviews at the end of each term and during annual reviews
Cooperating Teachers Survey (TI)	Fall and Spring Semester	Annually: Department Retreat
University Supervisors Survey	Fall and Spring Semester	Annually: Department Retreat
Intern Survey (clinical practice)	Fall and Spring Semester	Annually: Department Retreat
USCB Graduating Student Survey	Annually: Spring Semester	August Department meeting and Fall Advisory Council meeting
Budget Review	Fall and Spring Semester	February and November (or when budget set by University)
Pre-registration Reports	Fall and Spring Semester	Advisement and registration periods, and during course scheduling
Syllabi Review/Alignment	Bi-Annually: Summer/winter	Bi-Annually: Department Retreat
Candidate Advisement File Audit	Annually: Summer	August Department meeting
ADEPT Formal Evaluation	Post Graduation: 2-5 years IHE Portal	May or August Department meeting
Advisor Survey	Annually: Spring Semester	May or August Department meeting
Candidate Exit Survey	Fall and Spring Semester	January and May Department meeting
Principal (Employer) Survey	Every odd year (Fall Semester)	January Department meeting and Spring Advisory Council meeting

**Revised May 2012*

The review and summarization of the data is reported in a variety of ways at the institutional, state and national levels including: NCATE, SC State Department of Education, SPA (NAEYC), Title II, AACTE, Institutional (IE-OA), TEAC, Department of Education and ECE Program Faculty.

The current assessment calendar is a broad synopsis of the assessment schedule. A proposed improvement to the calendar is to create an Assessment Blueprint. The Assessment Blueprint would identify the assessment instrument, what courses in which unit and program assessment data were collected, the type of assessment instrument used (rubric or form), who was responsible for completing and submitting each assessment instrument, dates the instrument was available, and the date of the assessment report. The corresponding assessment reports will be submitted in the LiveText Exhibit Room. Assessment Responsibility LiveText Form Links will be generated by the assessment coordinator to communicate expectations to stakeholders and instrument completers regarding availability and due dates, and a link to the actual form or rubric required.

D. Program Review and Evaluation

In order to engage in continual program improvement, the Department of Education and the Early Childhood Education program continually monitors and assesses its curriculum, procedures, and pedagogical base of its candidates. To accomplish this, candidate representatives serve with faculty members, program graduates, and professional community members to serve on the Teacher Education Advisory Council ([TEAC](#)). Candidates, TEAC members, or faculty who would like to recommend curriculum revisions or program/unit changes should contact the appropriate representative to this committee.

The curriculum development and revision process is described below:

- A desired change, program revision, or new program can be submitted by candidates, TEAC members, or faculty of the Department of Education to the Chair when deemed appropriate.
- The Chair will review the submitted proposal and consult with appropriate parties (i.e. State Department of Education, public school administrators/teachers, professional organizations, USCB faculty and/or candidates).
- The chair will distribute a copy of the proposal to all Department of Education faculty and USCB administrators as appropriate.
- The proposal is read and discussed at the next regular Department of Education faculty meeting. No final vote is taken at this meeting; however, amendments may be proposed and voted upon.
- Amended copies of the proposal will be distributed to the faculty immediately following the initial reading.
- The Department of Education Professional Program Committee considers the proposal at the next Department of Education meeting and other appropriate parties are informed of the proposed changes and their comments are solicited for inclusion in the minutes of the Department of Education meeting.
- If the Professional Program committee approves the proposal, it is forwarded to the Chair for a signature. The proposal is then sent to the USCB Courses and Curricula Committee (C&C) as described in the by-laws of USCB.
- If the proposal is approved by the C&C Committee, then it is presented to the Faculty Senate for final approval. The Faculty Senate considers all curriculum revisions resulting in programmatic changes to the [USCB Bulletin](#). After final approvals, the curriculum revisions become part of the *USCB Bulletin*.

The Department of Education collects data from a number of sources including students' academic performance, portfolio assessment, and observation/evaluation of teaching using ADEPT criteria. In addition the Department of Education conducts a number of surveys in order to provide for continuous review determining strengths, growth areas, and needed revisions.

The unit and the Office of Institutional Effectiveness and Research ([IER](#)) conducts course surveys on each program, course and advisor. Both the unit and individual faculty members use the results of these evaluations to improve instruction and academic advisement.

The Surveys include:

- Course Evaluations: completed each semester immediately following courses to improve instruction.
- Intern Exit Survey: completed at the end of clinical internship to improve program and internship experience
- Principal (employer) Survey: conducted on-line every other year on program completers employed in schools to improve curriculum and field experiences
- Alumni survey: conducted every 3 years on-line to improve program
- Cooperating Teacher Survey: completed each semester after internship to improve collaboration with University Supervisor, field experience, and program (LiveText)

- University Supervisor Survey: completed each semester after internship to improve collaboration with Cooperating Teacher, field experience, and program (LiveText)

The unit Assessment Coordinator emails (or mails), collects, tabulates, interprets, and summarizes the information which is then reviewed by the Department of Education faculty and TEAC. At this point a plan including goals and objectives is submitted for unit and program improvement and included in the IE-OA Report.

Data Driven Changes for 2011-2012

1. A new Assessment System Manual was written in June 2012 in order to assist faculty to implement the Assessment System Plan.
2. According to the Praxis II subtest results, assessment still is an area of concern for our students. BEDE 340 added an assessment project to the Child Study, and 95% of students were successful at the Meets or Exceeds level.
3. The Reading Diagnostic course (BEDR 421) was dropped as a program requirement. Two new courses were developed: BEDE 430 and BEDR 430P (Intermediate Reading and corresponding practicum). Furthermore, the course BEDR 420 was revised and renamed Emergent Reading. Both of these courses now reflect a greater emphasis to assessment. The key assessment, Diagnostic Case Study, has been revised and should assist candidates in the area of assessment.
4. After surveying students with an interest in education and TEAC committee members, a new elementary education program has been proposed. The program review has been successful at the CHE level. Plans for implementation of the new program area for Fall 2013.
5. Due to new NAEYC Standards, all course rubrics and syllabi for the Early Childhood Education program have been realigned and updated. In addition, Key Unit Assessments have also been realigned and updated to reflect new standards.
6. BEDP 444P was dropped as a program requirement due to the addition of BEDP 430P which better reflects the objectives of the ECE program and student learning outcomes.
7. A two-week Intensive Field Experience requirement replaces the former 20 hour per practica requirement for all professional level field experiences. During this time, candidates participate in two full weeks (~60+ hours) of field work at an assigned school with a pre-selected cooperating teacher. Candidates experience this in their Professional Block 1 and Professional Block 2. Methods are integrated within the field placement, and candidates are required to teach at least one lesson for each methods course. This change has allowed candidates to have a more realistic experience of teaching prior to the clinical internship semester.
8. All ADEPT forms have been developed into LiveText Forms so that electronic submissions are possible. This increases both the reliability and validity of the assessment instrument since translation errors are reduced (manually submitting data).
9. Cooperating Teacher and University Supervisor surveys have been developed into LiveText Forms so that electronic submissions are possible. This increases both the reliability and validity of the assessment instrument since translation errors are reduced (manually submitting data).
10. New Assessment System procedures have been developed in order to reduce the error of using the incorrect rubric. The LiveText Implementation Coordinator is responsible for loading ALL key assessment rubrics into LiveText courses. Faculty have been instructed not to copy/tweak/or reload key assessment rubrics once they have been loaded into courses.
11. An Assessment Report Template has been developed on LiveText to assist with the consistency and organization of the Exhibit Center on LiveText.
12. Updated: *Clinical Internship Handbook, Education Majors Handbook, and Program of Study*