



Department of Education  
CONSTRUCTIVIST EDUCATOR  
UNIVERSITY OF SOUTH CAROLINA BEAUFORT

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# ASSESSMENT SYSTEM: Summary & Revisions 2013-2014

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# University of South Carolina Beaufort

## Department of Education

### Assessment System 2013-2014

*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
<b>Level I</b> <b>Pre-Professional</b> 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.	<b>Nurturer</b> N1, N2, N3  <b>Communicator</b> C1  <b>Reflective Professional</b> R4  <b>Facilitator/Instructor</b> F1
<b>Level II</b> <b>Professional Program</b> 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 15<sup>th</sup> and September 15<sup>th</sup></i> 3. SC SDE Clearance 4. Appeals are considered when all requirements have been met. 5. Verification of all requirements by Field Experiences Coordinator	<b>Nurturer</b> N1, N2, N3  <b>Communicator</b> C1  <b>Reflective Professional</b> R3  <b>Facilitator/Instructor</b> F1, F2, F3, F4, F5

<b>Level III</b>  <b>Internship</b> 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	<b>Nurturer</b> N1, N2, N3  <b>Communicator</b> C1  <b>Reflective Professional</b> R1, R2, R3  <b>Facilitator/Instructor</b> F1, F2, F3, F4, F5
<b>Level IV</b>  <b>Program Completion</b> 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	<b>Reflective Professional</b> R2  <b>Facilitator/Instructor</b> F1, F2, F3, F4, F5
<b>Level V</b>  <b>Professional Educator</b>	1. Alumni Survey 2. Employer Survey	1. ADEPT Professional Evaluation Report: IHE Portal	<b>Nurturer</b> N1, N2, N3  <b>Communicator</b> C1  <b>Reflective Professional</b> R1, R2, R3  <b>Facilitator/Instructor</b> 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 members 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

<b>Performance Based Artifacts</b>	<b>Course Number/ Title</b>	<b>Transition Point</b>	<b>CE (CF)</b>	<b>SC EEDA Safe Climate Act (SCA)</b>	<b>NAEYC 2010 (new alignment)</b>	<b>ADEPT APS</b>
Disposition Essay & Statement	<b>BEDE 210 Observation &amp; Analysis</b>	1 *Professional Program Application	R-1 R-4	SCA TEP-5	1, 3, 6	7
Disposition Instrument* (Rubric or Form)	<b>BEDC 210 FE Block 1 FE Block 2 BEDE 469</b>	1, 2, 3, 5	R-4		1, 6	
Family Study**	<b>BEDE 345 Family Life in Early Childhood</b>	2	N-1-3, C-1, R-4	TEP-5	2, 6	1, 7, 10
Educational Philosophy Paper/ Presentation	<b>BEDE 321 Dynamics of American Public Education</b>	1	C-1 R-3	TEP- 3, 4	6	
Autobiographical Case Study	<b>BEDP 333 Child Growth and Development</b>	1	N-1-3, C-1, F/I-1-4	SCA	1, 2	7, 10
Class webpage	<b>BEDC 243 Resources for Teaching</b>	1	N-2, C-1, R-1, F/I -5		2, 4	1, 2, 3
Technology Integration Lesson	<b>BEDC 469 Clinical Internship</b>	3	N-3, C-1, R-3, F/I-2,3, 5	TEP 5, 6, 7	4	2,3
Exceptionality Research Multimedia Project	<b>BEDX 300 Introduction to the Exceptional Learner</b>	1	N-1, N-3, C-1, R-1,4, F/I 1-5	SCA	1, 3, 4	1, 10
Implement integrated mathematics lesson plan w/assistive technology	<b>BEDR 435P Practicum in Math</b>	2	N-3, C-1, R-1, 4, F/I 1-5	TEP 5,6,7	1, 3c, 4, 5	4-9

Diagnostic Case Study	<b>BEDR 420 Emergent Reading</b>	2	N-3, C-1, R-1, F/I-1-5	TEP 5,6,7	1, 3, 4, 5	2- 6
Tutoring	<b>BEDR 420P Practicum in Reading</b>	2	N-3, C-1, R-1, 4, F/I 1-5	TEP 5,6,7	1, 3, 4, 5	4-9
Thematic unit	<b>BEDE 444 Language Dev. &amp; Comm. Skills</b>	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**	<b>BEDE 340 Education of the Young Child</b>	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	<b>BEDE 342 Curriculum Planning &amp; Development in ECE</b>	2	F/I-1, 2	SCA	4	8, 9
Career Awareness Application	<b>BEDE 436 Science &amp; SS Experiences in ECE</b>	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	<b>BEDE 436 Science &amp; SS Experiences in ECE</b>	2	N-3, C-1, F/I -2, 3, 5	TEP 4,5,6,7	1, 4, 5	2, 3
ADEPT Lessons*	<b>BEDE 435P BEDE 436P BEDR 430P BEDE 469</b>	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*	<b>BEDE 469</b>	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	<b>BEDE 435P BEDE 436P BEDR 420P BEDR 430P BEDE 210</b>	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

	<b>BEDE 340 (B-3 Daycare)</b>					
Clinical Internship ≥60 days ≥10 days full time responsibility	<b>BEDE 469 Internship</b>	3	N-1-3, C-1, R-1, 4 F/I-1-5	TEP 5-7	1-6	1-10
Professional Conference participation	<b>BEDE 476 Senior Seminar</b>	3	R-1-4		4, 5, 6	1- 3, 10

Revised May 2013

**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**

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, Survey Monkey, 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\*

<b>Assessments</b>	<b>Progression Levels(s)</b>	<b>Course(s)</b>
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	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 2013*

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>
<b>Key Assessment Rubrics</b>	Continually as scheduled	Annually: Department Retreat
<b>ECE: Child Study</b>	Fall semester	Spring semester
<b>ECE: Family Study</b>	Spring semester	Fall semester
<b>ECE: Reading Diagnostic Case Study</b>	Under revision: Spring 2012	Annually: Department Retreat
<b>ECE: CI Portfolio</b>	Each semester	Annually: Department Retreat
<b>Praxis Data (Praxis II, PLT)</b>	Continually	Semi-annually, October and February
<b>GPA</b>	End of each semester and advisement	Semi-annually, October and February
<b>Disposition Data</b>	Progression Levels (Prof. Application, Internship Application, Internship Completion)	Progression Levels 1, 2, 3, 4
<b>ADEPT Data (LiveText Rubric/Forms)</b>	End of each practicum and internship	Annually: Department Retreat
<i>Unit Evaluation Measure</i>	<i>Administration Date</i>	<i>Review</i>
<b>USCB Student Evaluation of Teaching</b>	Fall, Spring and Summer Semesters	Department Chair reviews results at the end of each term and during annual reviews
<b>Faculty Evaluations</b>	Annually: Spring Semester	Department Chair conducts reviews at the end of each term and during annual reviews
<b>Cooperating Teachers Survey (TI)</b>	Fall and Spring Semester	Annually: Department Retreat
<b>University Supervisors Survey</b>	Fall and Spring Semester	Annually: Department Retreat
<b>Intern Survey (clinical practice)</b>	Fall and Spring Semester	Annually: Department Retreat
<b>USCB Graduating Student Survey</b>	Annually: Spring Semester	August Department meeting and Fall Advisory Council meeting
<b>Budget Review</b>	Fall and Spring Semester	February and November (or when budget set by University)
<b>Pre-registration Reports</b>	Fall and Spring Semester	Advisement and registration periods, and during course scheduling
<b>Syllabi Review/Alignment</b>	Bi-Annually: Summer/winter	Bi-Annually: Department Retreat
<b>Candidate Advisement File Audit</b>	Annually: Summer	August Department meeting
<b>ADEPT Formal Evaluation</b>	Post Graduation: 2-5 years IHE Portal	May or August Department meeting
<b>Advisor Survey</b>	Annually: Spring Semester	May or August Department meeting
<b>Candidate Exit Survey</b>	Fall and Spring Semester	January and May Department meeting
<b>Principal (Employer) Survey</b>	Every odd year (Fall Semester)	January Department meeting and



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 2012-2013***

**Literacy courses:**

- ELA CCSS
- Literacy by Design
- Increased emphasis on literacy for ELL learners.

**Field Experiences & Technology:**

- Two week intensive for methods practica
- Added 10 Practicum hours for Exceptional Learner course
- 5 Additional hours for Birth – Age 3 practicum  
(Daycare or Head Start setting)
- Assistive Technology → Mathematics Methods Practicum
- Mathematics CCSS → ECE Mathematics Methods Course
- Added “Initiative” to Dispositions rubric
- Added “Differentiation” to lesson/unit/rubric templates
- Course title change “Technology Resources for Teaching”
- Interactive White Board added to Education classroom

- Education Club Events (Read Across America)
- Pi Lambda Theta Sorority – Increase in Membership
- Updated: *Clinical Internship Handbook, Education Majors Handbook, and Program of Study*

**New Programs:**

- Elementary Education program received full approval in May to begin fall 2013
- Secondary Mathematics Education Certificate Proposal in progress