



Department of Education  
CONSTRUCTIVIST EDUCATOR  
UNIVERSITY OF SOUTH CAROLINA BEAUFORT

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# ASSESSMENT SYSTEM: Summary & Revisions 2014-2015

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# University of South Carolina Beaufort

## Department of Education

### Assessment System 2014-2015

*The USCB Department of Education Assessment System has been modified 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' progression through the program via a series of transition points is measured.

#### 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™ Core: <i>R 157, W-162, M-150</i> 3. "C" or better in all Education courses, English 101, 102, Speech, Math 221 & 222. 4. Background check 5. Professional Program Disposition Statement & Rubric 6. Professional Program Interview Questions 7. Service Learning: <i>25 hours</i> 8. Observation Play Report 9. Teacher Dispositions Evaluations 10. Philosophy of Education Paper 11. Interactive Whiteboard Lesson 12. Case Study Report	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	1. GPA 2.75/3.0 (Ed) 2. PRAXIS II: #0021≥166 3. Family Study 4. Diagnostic Reading Case Study 5. Integrated Lesson Plans	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 April 15<sup>th</sup></i>	<b>Nurturer</b> N1, N2, N3  <b>Communicator</b> C1

program.	6. Thematic Unit 7. Teacher Dispositions Evaluations 8. Internship Interview Questions 9. SLED Background Check 10. Practicum Midterm/Final Evaluations	3. SCDE Clearance 4. Appeals are considered when all requirements have been met. 5. Verification of all requirements by Field Experiences Coordinator	<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 (Education courses) 2. ADEPT Lesson Evaluations 3. Teacher Dispositions Evaluation 4. Teacher Work Sample 5. ADEPT APS 1 6. ADEPT APS 10 7. Video analysis and Self-reflection 8. Internship Midterm/Final Evaluations	1. Approval of Internship Application by Education Committee. 2. ADEPT Orientation for Interns and Cooperating Teachers 3. Attendance at a 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 Score on Praxis II 3. Program Completer Survey 4. To be recommended for licensure, candidate must obtain a passing score on the Principles of Learning and Teaching (PLT)	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. 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 2014

### 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 is comprised of school- and university-based representatives. TEAC members 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 offers two programs, early childhood (grades P-3) and elementary education (grades 2-6), leading to South Carolina certification. The elementary education program was fully approved by the South Carolina Commission on Higher Education and South Carolina Department of Education in Spring 2013 and

implemented in Fall 2013. Curriculum, courses, and key assessments for this program are in the development stage. Specific key assessments for the early childhood program 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 all students. 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)	2010 NAEYC	ADEPT APS
Disposition Essay*	<b>EDCI B210 Clinical Observation &amp; Analysis</b>	1. Professional Program Application	R-1 R-4	SCA TEP-5	1, 3, 6	7
Teacher Dispositions Instrument* (Rubric or Form)	<b>EDCI B210 Clinical Observation &amp; Analysis EDEC B430P Practicum in Intermediate Reading EDEC B440P Practicum II: Teaching Integrated Lessons in ECE EDEC B469 Internship in ECE</b>	1, 2, 3, 4	R-4		1, 6	
Philosophy of Education Paper*	<b>EDFO B321 Foundations of American Education</b>	1	C-1 R-3	TEP- 3, 4	6	
Case Study	<b>EDPY B335 Introduction to Educational Psychology</b>	1	N-1-3, C-1, F/I-1-4	SCA	1, 2	7, 10
Interactive White Board Lesson*	<b>EDCI B243 Technology Resources for Teaching</b>	1	N-2, C-1, R-1, F/I -5		2, 4	2, 3
Family Study** (#6)	<b>EDEC B345 Family Life in Early Childhood</b>	2	N-1-3, C-1, R-4	TEP-5	2, 6	1, 7, 10
Learning Environment Study ** (#8)	<b>EDEX B300 Introduction to Exceptional Learner</b>	2	N-1-3, C-1, R-1, R-3, F/I-2, F/I-5	TEP-	1, 3, 6	
Technology Integration Lesson (TWS)	<b>EDEC B469 Internship in ECE</b>	3	N-3, C-1,	TEP 5, 6, 7	4	2,3

			R-3, F/I-2,3, 5			
Exceptionality Research Multimedia Presentation	<b>EDEX B300 Introduction to the Exceptional Learner</b>	2	N-1, N-3, C-1, R-1,4, F/I 1-5	SCA	1, 3, 4	1, 10
Universal Design for Learning (UDL) Paper	<b>EDEX B300 Introduction to the Exceptional Learner</b>	2				
Integrated lesson Plans** (#3)	<b>EDEC B435 Math Experiences in ECE EDEC B436 Science and Social Studies Experiences in ECE</b>	2	N-3, C-1, R-1, 4, F/I 1-5	TEP 5,6,7	1, 3, 4, 5	4-9
Diagnostic Reading Case Study** (#2)	<b>EDECB420 Emergent Reading Methods and Assessment</b>	2	N-3, C-1, R-1, F/I-1-5	TEP 5,6,7	1, 3, 4, 5	2- 6
Tutoring	<b>EDEC B420P Practicum in Emergent 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>EDEC B444 Language Dev. &amp; Comm. Skills &amp; Critical Thinking</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
Observation Play Report** (#7)	<b>EDEC B340 Education of the Young Child</b>	2	N-1, 2, 3, C-1, R-1, 3 F/I-1, 2,	TEP 7 SCA	1, 2, 3, 4	
Classroom Management Plan	<b>EDEC B342 Curriculum Planning &amp; Development in ECE</b>	2	F/I-1, 2	SCA	4	8, 9
South Carolina EEDA Pre- and Post-Assessment	<b>EDEC B342 Curriculum Planning &amp; Development in ECE</b>	2	N-3, F/I-1, R-3, C-1	TEP 1-3	1, 4, 5	
Career Awareness Application	<b>EDEC B436 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
Science Inquiry Lesson	<b>EDEC B436 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 Evaluations*	<b>EDEC B440P Practicum II: Teaching Integrated Lessons in ECE EDRD B430P Practicum in Intermediate Reading EDEC B469 Internship in ECE</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

Teacher Work Sample** (#5) and *	<b>EDEC B476 Senior Seminar</b>	3	N-1-3, C-1, R-1-4, F/I-1-5	SCA TEP 5-7	1-6	1-10
Internship Midterm/Final Evaluation Report** (#4)	<b>EDEC B469 Internship in ECEE</b>	3	N-1, N-3, C-1, R-1, F/I-2,F/I-3, F/I-4, F/I-5	TEP 5-7	1-7	1-10
Field Experiences ≥300 hours	<b>EDCI B210 Clinical Observation and Analysis EDEC B340 Education of the Young Child EDEX B300 Introduction to the Exceptional Learner EDEC B440P Practicum II: Teaching Integrated Lessons in ECE EDRD B450P</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
Clinical Internship ≥60 days ≥10 days full time responsibility	<b>EDEC B469 Internship in ECE</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>EDEC B476 Senior Seminar ADEPT APS 10</b>	3	R-1-4		4, 5, 6	1- 3, 10

Revised May 2014

**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.

## Collect Data

Program Data  
Key Assessments\*\*

Course-Based Rubrics

Praxis II: Education of  
Young Children\*\*

Diagnostic Reading  
Case Study \*\*  
(EDRD B420)

Lesson Plans\*\*  
(EDEC B435, EDEC  
B436, & EDRD B430)

Internship Midterm &  
Final Evaluations\*\*  
(EDEC B469)

Teacher Work  
Sample\*\*  
(EDEC B476)

Observation Play  
Report\*\*  
(EDEC B340)

Family Study\*\*  
(EDEC B345)

Learning Environment  
Study\*\*  
(EDEX B300)

## Collect Data

Unit Data  
Program Requirements  
& Unit Key  
Assessments\*

Program  
Requirements

Grade Point Average  
2.75 overall  
3.00 major

Professional Program  
Application &  
Disposition Statement

Clinical Internship  
Application/Interview

SLED Criminal  
Background Checks

ADEPT Evaluations\*  
(Practica & Internship)

Disposition  
Instrument\*

Teacher Work Sample\*  
(EDEC B476)

Interactive White  
Board Lesson\*

Philosophy of  
Education Paper\*  
(EDFO B321)

Learning Environment  
Study (EDEX B300)\*

Disposition Essay\*  
(EDCI B210)

## Collect Data

Unit Data

Course Evaluations

Annual Faculty  
Evaluations Full-Time &  
Adjunct

Promotion and Tenure  
Review Process

Budget Review

Survey of Cooperating  
Teacher

Survey of University  
Supervisor

Principal Survey  
(Employer)

Graduation Audit

Praxis Core Data

Education Majors  
Graduate Exit Survey

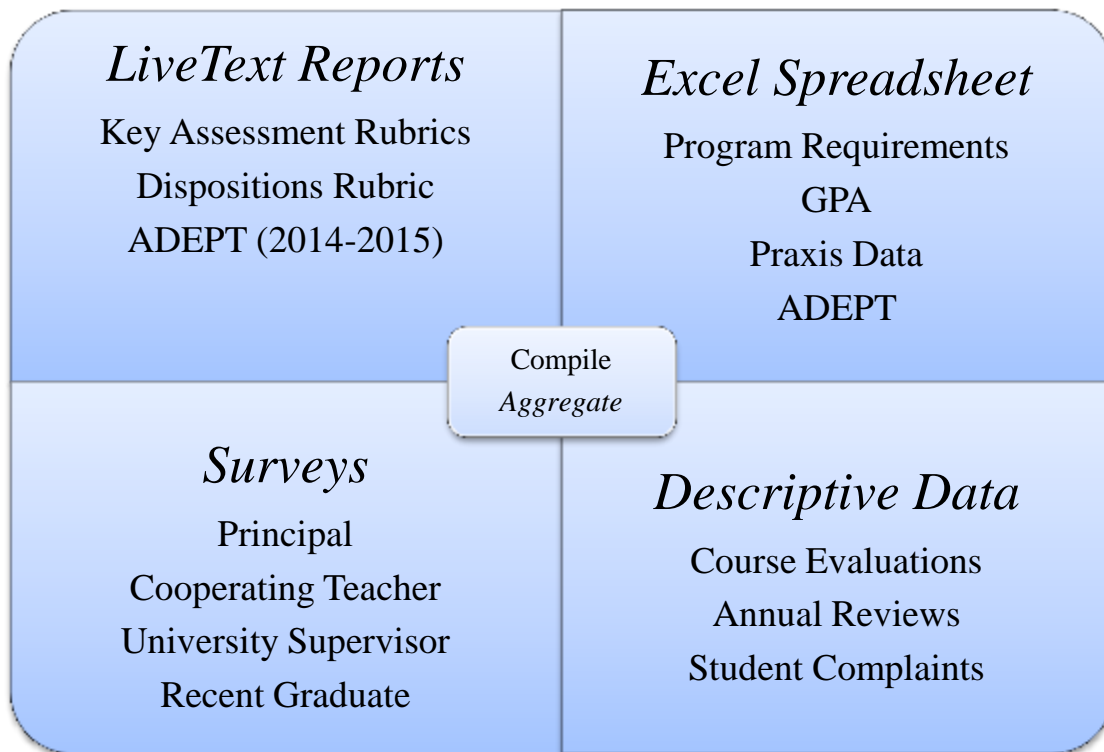
Registration &  
Enrollment Reports

Student Concerns  
Student Intervention  
Plan

**Key Assessment: \*\*ECE Program**

**\*Unit**

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 Specialized Professional Associations (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 performance and unit modifications and improvements. Other information technologies used in compiling and summarizing data include: Survey Monkey, Survey Tracker, Class Climate, Excel spreadsheets, Banner, summary reports, and data downloaded from ETS for Praxis scores.



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	
Reading Diagnostic Case Study	2	EDRD B420P: Practicum in Emergent Reading
Observation Play Report	1	EDEC B340: Education of the Young Child
Teacher Work Sample	3	EDEC B476: Senior Seminar
Criminal Background Check (SLED)	1, 2, 3	
Disposition Statement & Rubric	1, 2, 3, 4	Admission to Professional Program Application
Educational Philosophy Paper	1	EDFO B321: Foundations of American Education
Family Study (ECE)	2	EDEC B345: Family Life in ECE
GPA	1, 2, 3, 4	
Graduation Audit	4	
Interactive White Board Lesson	1	EDCI B243: Technology Resources for Teaching
Interview (Professional Program, Internship)	1, 2	
Letters of Recommendations	1	
License Application	4	
Lesson Plans	1, 2, 3	Practica & Internship
PRAXIS Core (PPST R,M,W)	1	
PRAXIS II (EYC, PLT)	2, 4	
Principal Survey (Employer)	5	
Teacher Dispositions Paper Rubric	1	EDCI B 210: Observation & Analysis
TB Test	1, 2, 3	
Technology Integration Data	1, 3	Practica courses & EDEC B469
Thematic Unit Plan	2	EDEC B444: Language Dev. & Comm Skills
Integrated Lesson Plans	2	EDEC B435, EDEC B436, EDRD B430
Videotaped Instructional Analysis & Reflection	3	EDEC B469: Internship in ECE

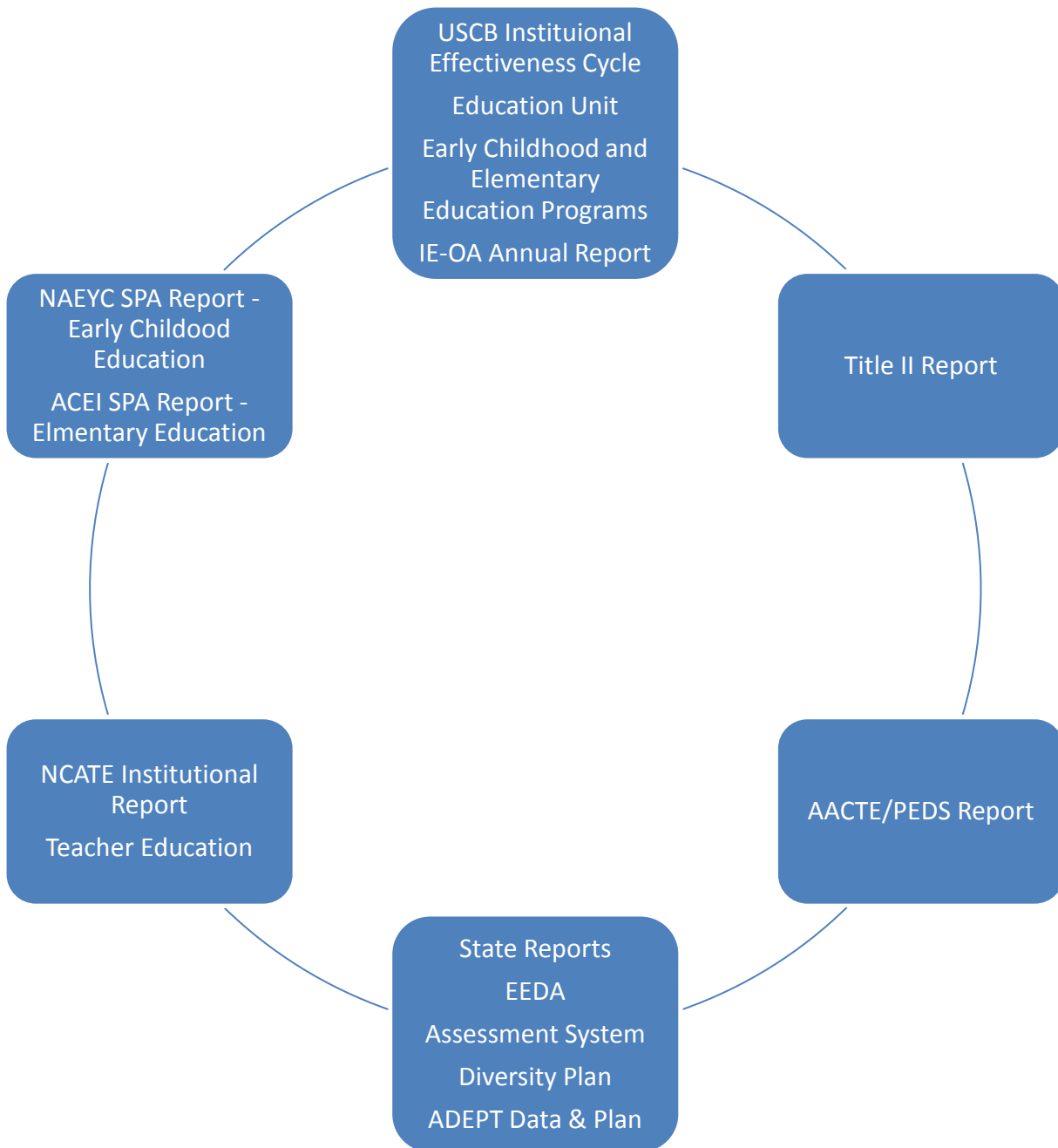
An Assessment Calendar is used as a guide in the systematic collection and analysis of candidate and unit data.

**Assessment Calendar (\*Revised May 2014)**

<i>ECE Program Evaluation Measure</i>	<i>Administration Date</i>	<i>Education Unit Review</i>
<b>Program Key Assessment Rubrics</b>	Continually as scheduled	Bi-Annually: Data Day
<b>ECE: Observation Play Report</b>	Fall semester	Bi-Annually: Data Day
<b>ECE: Learning Environment Study</b>	Each semester	Bi-Annually: Data Day
<b>ECE: Family Study</b>	Spring semester	Bi-Annually: Data Day
<b>ECE: Reading Diagnostic Case Study</b>	Spring semester	Bi-Annually: Data Day
<b>ECE: Integrated Lesson Plans</b>	Each semester	Bi-Annually: Data Day
<b>ECE: Teacher Work Sample</b>	Each semester	Bi-Annually: Data Day
<b>ECE: Internship Midterm/Final Evaluation (ADEPT)</b>	Each semester	Bi-Annually: Data Day
<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 Forms)</b>	End of each practicum and internship	Bi-Annually: Data Day
<i>Unit Evaluation Measure</i>	<i>Administration Date</i>	<i>Review</i>
<b>Unit Key Assessment Rubrics</b>	Continually as scheduled	Bi-Annually: Data Day
<b>Dispositions Essay</b>	Each semester	Bi-Annually: Data Day
<b>Philosophy of Education Paper</b>	Each semester	Bi-Annually: Data Day
<b>Interactive Whiteboard Lesson</b>	Each semester	Bi-Annually: Data Day
<b>Survey Instruments</b>	Continually as scheduled	Bi-Annually: Data Day
<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</b>	Fall and Spring Semester	Bi-Annually: Data Day
<b>University Supervisors Survey</b>	Fall and Spring Semester	Bi-Annually: Data Day
<b>Intern Survey (clinical practice)</b>	Fall and Spring Semester	Bi-Annually: Data Day
<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	August and December Department meetings
<b>Candidate Advisement File Audit</b>	Annually: Summer	August Department meeting
<b>ADEPT SAFE-T Formal Evaluation</b>	Post-Graduation: 2-5 years IHE Portal	May or August Department meeting
<b>TEAC Advisory 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 Spring TEAC Advisory Council meeting

The review and summarization of the data is reported in a variety of ways at the institutional, state and national levels including: NCATE, South Carolina Department of Education, SPA (NAEYC), Title II, AACTE, Institutional Effectiveness Council (IE-OA), TEAC, Department of Education, and ECE and ELEM Program Faculty. The flow chart below demonstrates these levels.



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 and posted in the LiveText Unit Assessment website. Assessment LiveText Form Links will be generated by the LiveText 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. Revision of LiveText Unit Assessment Report Website**

In 2013, the Department of Education LiveText Unit Assessment Report [site](#) was reorganized to more effectively collect and display aggregate and disaggregate data from unit and program assessments, annual data reviews, committee minutes, and various reports. The LiveText Coordinator manages this website and provides training to new faculty and adjunct instructors. Data reports are collected each semester via LiveText and are sorted into tables and graphs. Praxis I/Praxis™Core and Praxis II and Principles of Learning and Teaching (PLT) data are collected, analyzed, and disseminated annually within the unit.

#### **E. Program Review and Evaluation**

In order to engage in continual program improvement, the Department of Education and both education programs continually monitor and assess 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 (C3) 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, Teacher Work Sample, 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
- USCB Graduate Survey – completed at upon graduation from university
- Principal (employer) Survey: conducted on-line every other year on program completers employed in schools to improve curriculum and field experiences
- 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)

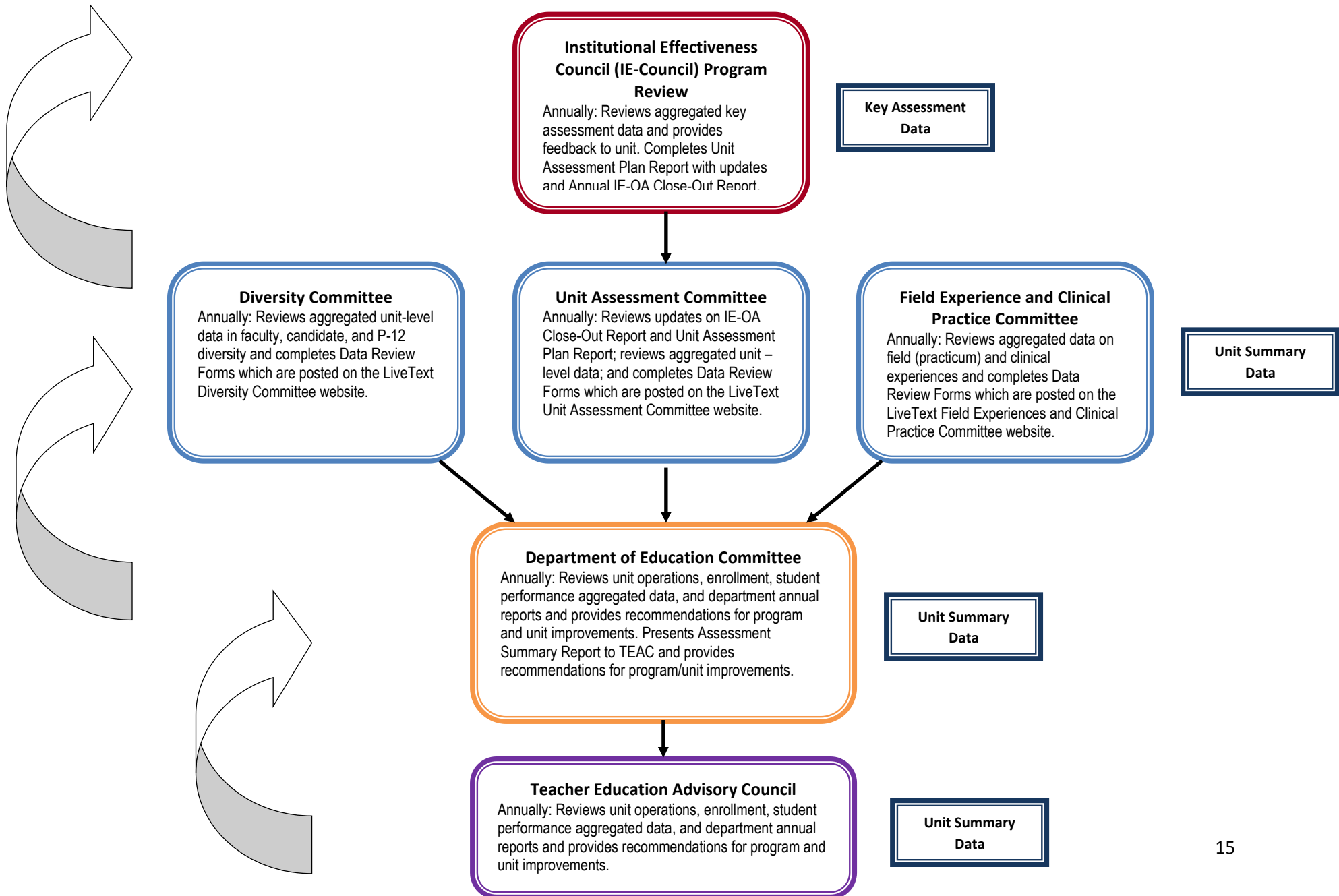
The unit Assessment Coordinator emails (or mails), collects, tabulates, interprets, and summarizes the information which is then reviewed by the Department of Education faculty and TEAC. At this point a plan including goals and objectives is submitted for unit and program improvement and included in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

#### **F. Development of NCATE Standing Committees**

In 2013, three standing NCATE committees were constituted and charged with evaluating the educator preparation programs overseen by the unit. The Assessment Committee oversees assessment within the unit, coordinates assessment practices among programs, and reviews aggregated unit-level data such as follow-up and employer surveys. The Diversity Committee reviews candidate, faculty, and P-12 diversity data along with candidate performance and progress on diversity proficiencies. The Field Experiences and Clinical Practice Committee reviews candidate performance on field/internship assessments and supervisor/cooperating teacher evaluations. Comprehensive information from the work of these committees is documented on the Department of Education's LiveText Unit Assessment [website](#). Current membership of these standing committees consists of unit faculty; however the unit plans to extend membership on these committees to include school-based administrators and faculty, graduates of the program, university administrators and faculty from across the university, and representatives from community agencies.

The flowchart below illustrates how data these committees are used for program and unit improvement.

## UNIT ASSESSMENT SYSTEM FLOW CHART



## ***Data Driven Changes for 2014-2015***

### **Literacy courses:**

- Developed new course, EDEL B434 Language Arts in the Elementary School (ELEM program).
- Emphasis on differentiation of instruction and assessment in EDRD B420 and EDRD B430

### **Admission requirements for Professional Program**

- Unit faculty will revise the admission questions and rubric to align with the CF and reflect concepts learned from general education courses and the 25-hour youth experience. These revised documents will be piloted in fall 2014.
- Unit faculty will develop a Professional Program Interview rubric that aligns with interview questions. This rubric will be piloted in fall 2014

### **Field Experiences, Technology, and Key Assessments:**

- Unit faculty will develop an Internship Interview rubric that aligns with interview questions. This rubric will be piloted in fall 2014
- Smart Board added to Education classroom
- Two half-days a week for EDEC B440P students
- Reading Tutoring Program (EDRD B420P) at HHI Boys and Girls Club
- Two full days a week for EDRD B450P students
- Modified Lesson Plan Description, Template, and Rubric (to include analysis of student learning and reflection of teaching)
- Developed new *Practicum Handbook*
- Developed new Practicum Midterm/Final Evaluation and Grading Rubric
- Updated: *Clinical Internship Handbook, Education Majors Handbook, and Early Childhood and Elementary Education Programs of Study*
- Developed new Internship Midterm/Final Evaluation and scoring Rubric
- Replaced e-Portfolio with Teacher Work Sample (includes technology lesson)
- Modified EDEC B340 Child Study assignment (Play Observation Report)
- Developed key assessment “The Learning Environment” (EDEX B300 )

### **Program Changes (Education Curriculum Changes Approved by the Courses and Curricula Committee [C3]):**

1. New course EDEC B440P Practicum II Teaching Integrated Lessons in Early Childhood Education in Grades P-3



Consequences of the introduction of EDEC B440P:

- EDEC B435P in abeyance
- EDEC B435 Co-requisites change
- EDEC B436P in abeyance
- EDEC B436 Co-requisites change

2. Changes in Pre-professional and Professional Courses

- EDEX B300: Moved from Pre-Professional to Professional in Early Childhood and Elementary Education
- EDEC B340: Moved from Professional to Pre-Professional in Early Childhood
- EDEC B342: Moved from Professional to Pre-Professional in Early Childhood

3. Deletion of SOCY 101 from Liberal Arts of Gen Ed in Early Childhood and Elementary Education

4. PSYC B209 or PSYC B321 replaces EDPY B333 (in abeyance)

5. Add EDCI B441 to Early Childhood Program

6. Outcome of changes:

- Early Childhood: New USCB 2014-2015 Bulletin
- Early Childhood Program Advisement Track
- Elementary Education: New USCB 2014-2015 Bulletin
- Elementary Education Program Advisement Track

### **New Programs:**

Curriculum was developed and approved by C3 for Elementary Education program:

- EDCI B441 Organization and Management in the Diverse Classroom
- (both programs)
- EDEL B432 Teaching Science in the Elementary School
- EDEL B443 Teaching Social Studies in the Elementary School
- EDEL B434 Language Arts in the Elementary School

Secondary Mathematics Education Certificate Proposal submitted to USC in April 2014

### **Events:**

- Education Club Events (Read Across America)
- Pi Lambda Theta Sorority – Increase in Membership