

# **Greenville University**

## **School of Education Assessment Plan**

Teacher Education programs (graduate and undergraduate) in:

- . Elementary Education
- . Secondary Education
  - o Biology
  - o Chemistry
  - o English
  - o History
  - o Math
  - o Music (K-12)
  - o Physical Education (K-12)
  - o Physics
  - o Spanish (K-12)
  - o Special Education (K-12)
- . Master of Arts
  - o Teaching (Elementary Licensure)
  - o Reading
  - o Coaching
  - o Curriculum and Instruction
  - o English as a Second Language
  - o Special Education

**Greenville University School Of Education Assessment Plan  
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# Section 1: Teacher Education Program Overview

## Introduction

The Teacher Education Program at Greenville University is designed to prepare teachers in eleven initial certification areas including undergraduate offerings in elementary (traditional program and undergraduate teacher education partnership - UTEP), secondary, and special education. A parallel Master of Arts in Teaching (MAT) program for candidates already holding bachelor's degrees is available in elementary education on our UTEP campuses.

A distinctive feature of all our programs is the emphasis on preparation to serve in a culturally diverse world. Other non-licensure MAE programs are available for Coaching (MAE-C), Curriculum and Instruction (MAE-C&I), English as a Second Language (MAE-ESL), and special education (MAE-SPED). Greenville University also offers coursework, which may lead to an endorsement in LBS1, Middle School, and TESL. Candidates are required to present a form verifying necessary coursework to the ISBE in order to receive an endorsement.

In order to equip teachers for serving in a culturally diverse 21<sup>st</sup> century world, the GU Teacher Education Program develops candidates' knowledge base of content, students, and pedagogy. This knowledge base incorporates strategies for differentiation in response to diverse learners, including students with linguistic, cultural, and ethnic diversity as well as students with a broad range of abilities and background knowledge. It requires candidates to thoughtfully analyze student data, using this data along with knowledge of research-based practice to plan for instruction and accommodations.

We also recognize that educational systems are undergoing change in the 21<sup>st</sup> century. Greater emphases are being placed on critical thinking and problem solving, creative thinking and invention, interdisciplinary learning, collaboration and teamwork, and the use of technology as a tool for research and communication. We believe that teachers need to feel equipped to use technology in transformative ways that will enhance students' learning and prepare them to become effective, responsible, thoughtful members of a digital society.

## **Part I. VISION AND MISSION OF THE INSTITUTION AND UNIT**

### **College History**

Greenville University was founded in 1892 by the Free Methodist Church with the intent to provide a distinctive, Christ-centered college education for men and women. Faith and community are pillars of the learning process at Greenville University. Transformation occurs as students experience meaningful change – both in and out of the classroom. Greenville University provides a quality liberal arts education for over 1,100 students. We offer over [50 undergraduate majors](#) as well as [adult and graduate programs](#) available online or at partnership locations.

### **College Identity and Mission**

In its foundational documents, Greenville University expresses a vision of being known as a premier Christian liberal arts college, committed to high academic standards, welcoming and open-spirited in attitude and yet principled and passionate in its commitment to Jesus Christ. Our central purposes are embodied in statements reflecting the institutional identity, mission, and goals. These are as follows:

#### ***Greenville's Identity***

We are a Christian community committed to challenging and nurturing students. We are dedicated to excellence in higher education grounded in both the liberal arts tradition and a rich Wesleyan heritage. We provide an education characterized by open inquiry into all creation and guided by the authority of Scripture, tradition, reason, and experience.

#### ***Greenville University's Mission***

Greenville University empowers students for lives of character and service through a transforming Christ-centered education in the liberal arts, sciences, and professional studies.

#### ***Greenville University's Strategic Vision***

Greenville University believes that God created each of our students to uniquely shape the world! Therefore, we

- Offer a transformational Christ-centered educational experience that empowers, enriches, and endures;
- Focus on the development of the whole person so that each student thrives spiritually, intellectually, emotionally, relationally, and physically;
- Inspire our students to embrace God's Call; and,
- Give our work as worship and welcome the presence of the risen Christ to fill us, equip us, and send us.

## **Teacher Education Program**

The Teacher Education Program offers initial certification through eleven undergraduate programs, which lead to certification in elementary, secondary, and special education, and through a Master of Arts in Teaching degree, which leads to certification in elementary education. The elementary program is offered on the Greenville campus and, along with the MAT program, is also offered through our UTEP program at Lewis and Clark Community College, in Grafton, IL (LCC); Kaskaskia College in Centralia, IL (KC); Lincoln Land Community College in Springfield, IL (LLU); and Lincoln Christian University in Lincoln, IL (LCU). Greenville University also offers coursework which may lead to LBS1, TESL and middle school endorsements. These programs currently serve over 200 teacher candidates. A Master of Arts in Education (MAE) degree is also available for working professionals. The MAE-Reading program prepares students for certification as a reading teacher or reading specialist. Other non-certification MAE programs include English as a Second Language (MAE-ESL), Curriculum and Instruction (MAE-C&I), Coaching (MAE-C) and special education (MAE-SPED).

### **Program Mission Statement**

In addition to the institutional mission, the GU Teacher Education Program has thoughtfully considered its mission and purposes in order to provide a foundational framework for our programs. This statement demonstrates some key elements of our program, such as value for human dignity, the importance of community, and the responsibility that teachers have to foster meaningful learning.

Teacher candidates will create classroom environments that promote cooperation and responsibility, support self-worth, affirm the dignity of all students, and stimulate learning.

### **Program Vision**

The Greenville University Teacher Education Program has a specific vision of the attributes and skills that a teacher candidate will possess as a program completer:

We envision that the Teacher Education Program will produce teacher candidates who have a strong professional knowledge base of content, students, and pedagogy, and who will utilize this knowledge base to inform and assess their instructional decision-making and problem solving in a complex, dynamic classroom environment.

### **Teacher Education Program Theme**

“Preparing teachers to serve in a culturally diverse world”

## Part II. CONCEPTUAL FRAMEWORK AND PROGRAM OBJECTIVES

The program objectives listed below are based on and grounded in the Program's Conceptual Framework, which was originally aligned to NCATE Standards and underwent its last major revision in 2010, a portion of which is included here. These goals and objectives continue to provide a foundational basis for the claims that the faculty makes about Greenville University Teacher Education Program Completers, which are discussed in Section 2.

The conceptual framework provides the philosophical basis for the undergraduate and graduate professional education programs. The teacher education governing Unit is recognized as a Standing Committee by Greenville University and consists of: advisors of education majors, all full-time teacher education faculty, program directors, partnership liaisons, Director of Clinical Practice in Education, Director of Field Experiences in Education, Director of Assessment for Teacher Education, and a representative from the Library as voting members; and the Registrar, admissions representative, Associate Vice-President of Innovation & Technology, and the Dean of the School of Education as non-voting members. This group has governance responsibility for the Program and comprises the Committee on Teacher Education. Because membership in COTE is based on faculty and administrative roles rather than election or appointment, all members of COTE are *ex officio*.

All aspects of the conceptual framework, beginning with the mission statement and theme and progressing through the various Program elements with defined rationale and the knowledge base, represent a central thread of purpose for teacher candidates. It is readily available to all full time and adjunct faculty, professional practitioners, cooperating teachers, and candidates. Additionally, core elements of the framework are embedded in the language of courses and key assessments.

The framework components presuppose the program develops educators who:

- Understand the context of education
- Develop appropriate knowledge, skills, and dispositions
- Support diversity
- Integrate theory with practice
- Experience transformative learning
- Promote lifelong learning
- Foster 21<sup>st</sup> century skills

The conceptual framework provides the context, philosophy, and rationale for competencies (see 12 Program outcomes), which we expect the candidates will attain. It also specifies the dispositions necessary to promote equity, to integrate learning theories with practice, to thoughtfully incorporate emerging technologies into classroom instruction, and to promote life-long learning. Candidates are expected to show a commitment to these competencies and dispositions as they eagerly engage in a transformative journey while they progress through the Program.

## Program Objectives

The following 12 Program objectives are organized around the philosophical intent of the framework, and state and national standards. They reflect the faculty's desire to prepare candidates who are committed to diversity, technology, children and youth with special needs, the content area, and professional teaching standards. They communicate the Unit's intent that all Program completers will:

1. be able to state the concepts and structure basic to their subject matter specializations, articulate instructional outcomes, and use teaching styles, resources, and strategies appropriate for all learners;
2. be able to identify important characteristics of learners stemming from sociological, psychological, and cultural environments at various stages of growth and development, and implement appropriate teaching strategies;
3. be able to create positive learning environments for students from varied cultural milieus;
4. be able to develop and utilize teaching strategies based on tested psychological principles, learning theories, current research, and emerging technology appropriate for various teaching and learning environments;
5. be able to engage students in higher level thinking by using an array of technological and other resources, and a variety of written and communication techniques;
6. be able to use a variety of assessment strategies and techniques in order to assure positive student development;
7. be able to distinguish among different roles of students, parents, and school officials within diverse social contexts and to create positive learning experiences within school and community environments;
8. be able to state cognitive, affective, and psychomotor goals of education from historical, philosophical, social, cultural, and global perspectives and be able to use these goals in assessing personal attitudes and strategies, learning environments, and the profession;
9. assume responsibility for staying abreast of current professional developments and educational research with regard to theory and best practice;
10. exemplify in planning and demonstrate in practice the dispositions articulated by Unit faculty as necessary for all teacher education candidates;

11. be able to communicate effectively in both spoken and written modes with all constituents;
12. be a model of hope – consistent with the mission of Greenville University to be a “Christ-centered” college in the liberal arts, sciences and professional studies.

## **Section 2: Claims and Rationale**

Based on the Program’s conceptual framework and as an intentional outcome of the objectives stated above, the teacher education faculty at Greenville University makes the following four claims about School of Education graduates.

- 1) Professional Knowledge of Content (related to TEAC Quality Principle 1.1 – Subject matter knowledge): Graduates of the teacher education program demonstrate sufficient subject matter competence in order to positively impact student learning.
- 2) Professional Knowledge of Pedagogy (related to TEAC Quality Principle 1.2 – Pedagogical knowledge) Graduates of the teacher education program demonstrate current and appropriately researched knowledge of pedagogy, as well as evidence of the ability to practically apply this knowledge in diverse settings with a wide variety of learners.
- 3) Professional Knowledge of Students (related to TEAC Quality Principle 1.3 Caring and effective teaching skill, and 1.4.2): Graduates of the teacher education program demonstrate the ability to apply knowledge of student development theories and formal/informal assessment strategies to promote a positive, caring learning environment and to provide meaningful learning experiences for a diverse student population.
- 4) Operational Knowledge of Effective Teaching Dispositions (related to TEAC Quality Principle 1.3 and 1.4): Graduates of the teacher education program demonstrate dispositions, which are necessary to be a competent and caring teacher.

Evidence of these claims is demonstrated by: an acceptable GPA in overall course work, content-area course work and professional course work; successful completion of course-embedded assignments, which are aligned to the Illinois Professional Teaching Standards; successful completion of the six Key Assessments listed below; and observed evidence of the subsequent candidate dispositions, which relate specifically to Claim #4 and TEAC Principles 1.3 and 1.4. The key assessments are described in detail in the rationale section. Table 2.1 shows alignment of the faculty claims with evidence used to support each claim.



## **Greenville University Teacher Education—Key Assessments**

**Key Assessment 1—Illinois Content Area Test**

**Key Assessment 2—Content and Pedagogical Knowledge**

**Key Assessment 3—Assessment of Candidates' Ability to Plan Instruction**

**Key Assessment 4—Clinical Practice Assessment**

**Key Assessment 5—Candidates' Impact on Students' Learning**

**Key Assessment 6—Assessment of Professional Teaching**

### **Dispositional Statements**

A primary means of becoming successful as a teacher is demonstrating the personal predilections identified as follows:

#### **A Reflective Disposition**

Candidates who manifest this disposition are disposed to think deeply about the processes of teaching and how one's own attitude, values, beliefs, and behaviors influence teaching.

#### **A Cooperative Disposition**

Candidates manifest a spirit of cooperation and collegiality in their interpersonal relationships with colleagues.

#### **An Enthusiastic Disposition**

Candidates display energy and maintain positive attitudes toward their teaching assignments, their students, and their interactions within classrooms and the schools where they serve.

#### **An Accepting Disposition**

Candidates understand and value the unique contributions of students from a variety of backgrounds, abilities, and orientations in order to enhance learning.

#### **A Compassionate Disposition**

Candidates demonstrate concern for all students as they face the vagaries of physical, emotional, intellectual, and spiritual growth and development.

#### **A Confident Disposition**

Candidates manifest a sense of self-efficacy in order to foster effective learning in the classroom, and respond positively to the multitude of persons involved in school environments.

**A Creative Disposition**

Candidates demonstrate the innovative use of a multitude of pedagogical techniques and technologies.

**A Professional Disposition**

Candidates have a passion for their students to learn; they also manifest a positive work ethic and have a desire to be a “life-long learner.”

Table 2.1 – Claims and List of Evidence				
	Elementary Education		Secondary Education	MAE – Master of Arts
GU School of Education Claim	Traditional	MAT	Traditional	Reading
Claim #1 Professional Knowledge of Content	<ul style="list-style-type: none"> <li>- Key Assessment 1</li> <li>- Key Assessment 2</li> <li>- Content-area GPA (Implies successful completion of course-embedded assignments aligned to ILPTS)</li> <li>- Student teaching performance evaluation #16</li> <li>- Alumni surveys</li> <li>- Employer surveys</li> </ul>	<ul style="list-style-type: none"> <li>- Key Assessment 1</li> <li>- Key Assessment 2</li> <li>- Content-area GPA (Implies successful completion of course-embedded assignments aligned to ILPTS)</li> <li>- Student teaching performance evaluation #16</li> <li>- Alumni surveys</li> <li>- Employer surveys</li> </ul>	<ul style="list-style-type: none"> <li>- Key Assessment 1</li> <li>- Key Assessment 2</li> <li>- Content-area GPA (Implies successful completion of course-embedded assignments aligned to ILPTS)</li> <li>- Student teaching performance evaluation #16</li> <li>- Alumni surveys</li> <li>- Employer surveys</li> </ul>	<ul style="list-style-type: none"> <li>- Key Assessment 1</li> <li>- Key Assessment 2</li> <li>- Content-area GPA (Implies successful completion of course-embedded assignments aligned to ILPTS)</li> <li>- Practicum (EDU 575 and EDU 577)</li> </ul>
Claim #2 Professional Knowledge of Pedagogy	<ul style="list-style-type: none"> <li>- Key Assessment 2</li> <li>- Key Assessment 3</li> <li>- Key Assessment 5</li> <li>- Field experience and student teaching performance evaluation</li> <li>-Key Assessment 6</li> <li>- Alumni surveys</li> <li>- Employer surveys</li> </ul>	<ul style="list-style-type: none"> <li>- Key Assessment 2</li> <li>- Key Assessment 3</li> <li>- Key Assessment 5</li> <li>- Field experience and student teaching performance evaluation</li> <li>-Key Assessment 6</li> <li>- Alumni surveys</li> <li>- Employer surveys</li> </ul>	<ul style="list-style-type: none"> <li>- Key Assessment 2</li> <li>- Key Assessment 3</li> <li>- Key Assessment 5</li> <li>- Field experience and student teaching performance evaluation</li> <li>-Key Assessment 6</li> <li>- Alumni surveys</li> <li>- Employer surveys</li> </ul>	<ul style="list-style-type: none"> <li>-Key Assessment 2</li> <li>-Key Assessment 3 (Primary and Secondary Practicum EDU 575 and EDU 577)</li> <li>-Key Assessment 5 (Case studies EDU 575 and EDU 577)</li> <li>-Comprehensive exam (*New Fall 2013)</li> </ul>

Claim #3 Professional Knowledge of Students	-Key Assessment 2 -Field experience and student teaching evaluation forms -Alumni surveys -Employer surveys	-Key Assessment 2 -Field experience and student teaching evaluation forms -Alumni surveys -Employer surveys	-Key Assessment 2 -Field experience and student teaching evaluation forms -Alumni surveys -Employer surveys	-Key Assessment 2 (Case studies and lesson plans from practicum EDU 575 and EDU 577, EDU 510 – Lesson Plan) EDU 577 – QRI Assessment
Claim #4 Operational Knowledge of Effective Teaching Dispositions				
Quality Principle 1.4.1 – Learning how to learn	-Key Assessment 2 -Field experience and student teaching evaluation -Alumni surveys -Employer surveys	-Key Assessment 2 -Field experience and student teaching evaluation -Alumni surveys -Employer surveys	-Key Assessment 2 -Field experience and student teaching evaluation -Alumni surveys -Employer surveys	-EDU 575 (Case study) -EDU 579 (Leadership Self-Reflection and Goal Setting and Personal Professional Development Plan)*
Quality Principle 1.4.2. – Multicultural perspectives	-Key Assessment 2 -Field experience and student teaching evaluation -Alumni surveys -Employer surveys	-Key Assessment 2 -Field experience and student teaching evaluation -Alumni surveys -Employer surveys	-Key Assessment 2 -Field experience and student teaching evaluation -Alumni surveys -Employer surveys	-Primary and Secondary Practicum -Key Assessment 2 (prompt #16 – diversity paper and annotated bibliography)
Quality Principle 1.4.3 - Technology	-Key Assessment 2 -Field experience and student teaching evaluation -Alumni surveys	-Key Assessment 2 -Field experience and student teaching evaluation -Alumni surveys	-Key Assessment 2 -Field experience and student teaching evaluation -Alumni surveys	-EDU 508 (Critique of technology programs) -EDU 579 (Professional Development Presentation)*

## Rationale for Assessment

Beginning in May of 2007 the Illinois State Board of Education began to require that teacher education programs develop at least five and no more than eight key assessments to provide evidence that “specific outcomes or standards had been mastered by a candidate.” Beginning with 2009 – 2010 academic year, and with a modification of KA #2 in spring of 2016, the School of Education Faculty developed and approved the following documentation regarding the rationale for using these six “key assessments.”

The GU Teacher Education Program is required to have assessment data on all teacher candidates seeking initial certification and has specified 6 key assessments that are necessary to provide evidence that the program produces competent, caring, and qualified teachers. Two of the key assessments are state-developed and state-administered and the other 4 key assessments are GU-developed and GU-administered. The assessors include EDUC course instructors, clinical experience instructors, student teacher supervisors, and cooperating teachers.

**Key Assessment 1—Illinois Content Area Test**—This test is a state-administered test of content knowledge. Students take the content area test that is appropriate for the discipline in which they are seeking licensure. They must receive a passing score (240) on this test before they are allowed to student teach.

**Key Assessment 2—Content Knowledge -Education Exit Interview**—(GU-developed) The Education Exit Interview serves as one of the means by which teacher candidates will demonstrate their content knowledge. The exit interview looks at how the candidate uses their content knowledge in action as a teacher. In this way it addresses content knowledge practically and appropriately enhances Key Assessment 1 (rather than being “another standardized “pen and paper” assessment). Since the Exit Interview constitutes one of the methods of triangulating data concerning the content knowledge of our candidates, there is no “high-stakes” cut score. However, we would consider a candidate who scores, on average, below a 2.75 on the 5-point edTPA rubric to require some remediation efforts.

**Key Assessment 3—Assessment of Candidates’ Ability to Plan Instruction**—(GU-developed in concert with edTPA)-- Although our students write numerous lesson plans during their training, many of those lesson plans are done with limited knowledge of students. For Key Assessment 3, students prepare a complete lesson plan, which includes a pre-conference, a lesson observation, and a post-conference modeled after the edTPA assessment. This key assessment explores the teacher candidate’s ability to use a professional knowledge base of content, students, pedagogy, and appropriate technology to make instructional decisions. In particular, we are asking students to be thoughtful about the nature of the task, the learning environment, and the type of

discourse (teacher-student and student-student interactions), both in planning and administering the lesson. Because of the professional expertise required, it will be administered during clinicals. As with Key Assessment 2, there is no “high-stakes” cut score. However, we would consider a candidate who scores, on average, below a 2.75 on a 5-point edTPA rubric to require some remediation efforts.

**Key Assessment 4—Clinical Practice Assessment—**(GU-developed) This assessment allows us to collect information about the nature of the student teacher’s planned tasks/learning experiences, the learning environment that is fostered, and the discourse and interaction patterns that are utilized, in addition to examining elements of professionalism and dispositions. This assessment is based on observations of teacher candidates during student teaching and/or clinical experiences. The cut score for the final student teaching evaluation is 2.75 for the average score combining the Cooperating Teacher and the College Supervisor evaluations.

**Key Assessment 5—Candidates’ Impact on Students’ Learning—**(GU-developed in concert with edTPA) Key Assessment 5 requires the teacher candidate to submit work samples which demonstrate their ability to: (1) develop targeted, appropriate learning objectives; (2) plan instruction to use learner’s strengths, and content area appropriate tools and technology to address students’ needs (3) monitor student learning and use this as a source for reflection to inform subsequent instruction; and (4) use assessment results to ascertain the extent to which student learning was impacted. This assessment will be administered in methods courses, clinical courses, or student teaching (varies by program). Again administered during the clinical semester, students are scored using the edTPA rubric in preparation for submitting their own edTPA during the student teaching semester. Similar to Key Assessments 2 and 3, there is no “high-stakes” cut score. However, we would consider a candidate who scores, on average, below a 2.75 on a 5-point edTPA rubric to require some remediation efforts.

**Key Assessment 6—edTPA—**This is a nationally developed and scored, state required assessment that has replaced the Assessment of Professional Teaching. Teacher candidates must pass this test (currently 35 or above) in order to receive certification and be a program completer. It is completed during student teaching.

The SOE relies on multiple assessments of students. The faculty monitors students’ overall GPA throughout the program. Though GPA is not a highly reliable indicator, we are making attempts to run correlations with GPA and the State’s Content Area Test. Key Assessments 2, 3, 5, the Greenville University Dispositions, as well as alumni and employer questionnaires are used as additional evidence that our candidates meet the program claims. A detailed description of the assessments will be provided in Section 3. Furthermore, as a result of ongoing quality control and this internal audit, a number of changes have already been implemented and others are underway, which will be discussed in more detail in Section 5.

As will be evident in Section 3, the School of Education uses a wide variety of data as evidence that our candidates develop proficiency regarding the GU Teacher Education Claims and the related TEAC Quality Principle 1 themes. These include: state and nationally standardized tests; key assessments; overall GPA; content area GPA; observation and evaluation of field experiences in diverse settings; and evaluation of student teaching (or practicum for MAE-R) by both College Instructors and practicing public educators.

The Faculty and Staff of the School of Education believe that a candidate who completes the program has shown proficiency in our key assessments as well as the Illinois Professional Teaching Standards (ILPTS), and has adequately demonstrated dispositions which we believe are important to becoming a competent, caring and qualified educator.

### **Section 3: Methods of Assessment**

We will use an outline format in this section to discuss the assessment methods that are used for each of the faculty claims and the related themes from TEAC Quality Principle 1.

**Claim #1 – Knowledge of Content - Related to Quality Principle 1.1 – Subject matter knowledge** – Students are assessed regarding general education knowledge and subject matter knowledge at numerous points throughout the program, including admission checkpoints, during coursework and field experiences, prior to student teaching, prior to program completion, and after graduation by way of an alumni survey and employer survey.

#### ***Grade point averages***

As mentioned in the section above, students in the undergraduate program must have a 2.75 GPA for entry to the program and must maintain a 2.75 or higher overall, within the professional studies, and content area courses, 3.0 for MAT and 3.5 for MAE-R. Though GPA is not a reliable single indicator of proficient content knowledge, strict adherence to the policy does serve as a deterrent for those candidates who do not take their content-area courses seriously. Furthermore, data from a random sample of 60 students (20 each from the last three years) suggest there may be a correlation between content area GPA and the Illinois Certification Content Area Test scores, though more data needs to be examined.

#### ***Key Assessment 1--Illinois Certification Content Area Test(s)***

All Candidates must pass the appropriate content area test or tests prior to being admitted to the Professional Internship (student teaching experience). The ISBE and Pearson are responsible for verifying the validity and reliability of these tests.

Information from the Illinois Certification Testing System about reliability and validity of this test is available at [http://www.icts.nesinc.com/PDFs/IL\\_ICTS\\_AnIntroduction.pdf](http://www.icts.nesinc.com/PDFs/IL_ICTS_AnIntroduction.pdf)

### ***Key Assessment 2 – Education Exit Interview***

Students are assessed on a regular basis regarding their subject knowledge using course-embedded assignments. As part of the student's capstone experience (student teaching) they are required to complete Key Assessment 2 – Education Exit Interview. As evidence of the student's content knowledge, the student sits before a panel of at least one SOE faculty member and their student teaching supervisor and answers questions chosen from a bank of questions designed to address content knowledge and pedagogical knowledge. The student's responses are scored independently using a SOE designed rubric. The panel then discusses their scoring, without the student present, to create consensus. The student is then given feedback from the panel specific to the rubric. Reliability of Key Assessment 2 is determined by inter-rater reliability to ensure the consistency of the evaluation.

- Inter-rater reliability- a faculty member and the student teaching supervisor score student responses during the student's interview. The scores of the different raters are compared to ensure the consistency of the scoring. It also helps the confidence level of the faculty that the scores are reliable because all student teaching supervisors meet each semester to review expectations for scoring the portfolio and participate in calibration exercises. Random interviews are recorded for viewing during twice annual training sessions for faculty and supervisors.

### ***The Masters of Education-Reading (MAE-R)***

The undergraduate program has developed rubrics for the key assessments that fit the program well. However, the faculty believes that the expectation for the MAE-Reading students must be set higher than for the undergraduate student. Therefore, the MAE-R has assignments designated for each artifact, but the rubrics used to assess the artifacts are specific to the assignment and require more depth of knowledge and understanding than the undergraduate rubrics. See MAE-R mapping of assignments to the KA2 prompts on page 25.

### ***Evaluation of Student Teaching Performance***

The faculty seeks input from both the cooperating teacher and the student teaching supervisor to measure content knowledge during the student teaching experience. We use a 4-point scale for item #16 on the Evaluation of Student Teaching Form where 4=Exemplary, 3=Proficient, 2=Developing, and 1=Unacceptable. Item #16 states "Understanding of subject area content is evident in planning and responding to students." The TEAC Guide to



Accreditation suggests using a 75% heuristic in most instances. However, because our rating scale lists a 3 as proficient, and because we regularly remind our evaluators that 3's demonstrate quality work while 4's should be reserved for truly exemplary work and behavior, and to stay consistent with the 2.75 cutoff for GPA on a 4.0 scale, we use 2.75 as a "flag" score on these evaluations as well. A "flag" score, rather than signifying a rigid cut score, suggests that we should pay particular attention to this area and the advisor should be notified and plan some remediation with this candidate. Because the faculty is looking for how the student generally displays content knowledge in the planning and delivery of lessons, and because this is the only item on the form that addresses the topic specifically, we consider it to have high content validity.

In order to check inter-rater reliability, data from a random selection of 121 ratings on item #16 from the Evaluation of Student Teaching Performance was gathered and a Pearson's  $r$  correlation coefficient is computed to assess the relationship between the student teaching supervisor rating and the cooperating teacher rating.

#### **MAE-R Practicum**

In the Primary Practicum (EDU 575) and the Secondary Practicum (EDU 577), students tutor a struggling reader in a 1-1 setting. Additionally, in the primary practicum students each have a small group to instruct. During the primary practicum MAE-R students tutor and teach the small group daily. The supervisors are on-site the entire practicum. The Secondary Practicum takes place over a period of 8 weeks. The MAE-R students each have a supervisor who evaluates them. There are several supervisors for each practicum. The students have consistently scored at the proficient or exemplary level across all supervisors' ratings. We believe our candidates are demonstrating a proficient level of content knowledge in their practicum experiences.

#### ***Alumni surveys***

The faculty considers responses from graduates regarding their self-assessment of how the program prepared them for teaching in general and in certain content-specific areas.

From the most recent mailing of the survey in 2010 we received 73 fully completed forms from students who had graduated in the previous 10 years. This data is used as quality control information for the overall program. Individual programs may disaggregate the data for program review purposes. The full report, which can be broken down by program, is available upon request.

#### ***Employer surveys***

The faculty considers responses from employers regarding their assessment of how Greenville University Teacher Education graduates demonstrate the ability to make content meaningful to all students. From the most recent employer questionnaire in 2010 we received 13 responses from district administrators.

**Claim #2 – Knowledge of Pedagogy - Related to Quality Principle**

**1.2 – Pedagogical knowledge** – Students are assessed regarding pedagogical knowledge at numerous points throughout the program as well, which include Key Assessment 2, Key Assessment 3, Key Assessment 5, evaluations from field experiences prior to and including student teaching, Key Assessment 6 which involves passing the APT prior to program completion, and surveys of district personnel and alumni.

**Key Assessments 2, 3, and 5 – See table 3.2.A and 3.2.B for alignment of courses**

The faculty uses Key Assessment 2 (Education Exit Interview) as a primary source of evidence to demonstrate competence in both content and pedagogical knowledge. See Table 2.1 above for alignment of knowledge of pedagogy indicators to Claims and the related TEAC Quality Principle 1 themes. Key Assessments 3 and 5 (incorporated with the edTPA) also provide evidence of pedagogical knowledge. As noted above, Key Assessments 3 and 5 are both GU-developed assessments, which involve candidate work samples demonstrating their capacity to plan for instruction and to measure their own impact on student learning, that are modeled after edTPA.

The MAE-R program does not use the Exit Interview model, but rather measures the Key Assessment 2 prompts from the original Showcase Portfolio using appropriate rubrics via course-embedded assignments and practicum experiences (see below for KA2 mapping with all programs, including MAE-R assignments).

Table 3.2.B – MAE Reading Program - Key Assessment #2 – Mapping of courses and rubrics aligned to Showcase Portfolio KA2 prompts.

<b>Professional Knowledge of Content – Content and Knowledge and Base Artifacts</b>
<b>1. Content Area Knowledge Artifacts</b>
<b>A. (EDU 504 and 507) 1A. My Learning Theory &amp; Personal Theories and Beliefs Paper</b>
<b>B. (EDU 507) Research Paper: 1B. Chapter 1 and Chapter 2 &amp; 3</b>
<b>C. 1C. Comprehensive Exam</b>
<b>2. Choosing, Using, and Evaluating Curricula</b>
<b>A. (EDU 510) 2A. Content Text Analysis</b>
<b>B. (EDU 510) 2B. Lesson Plan</b>

C. (EDU 579) <i>2C. Data Analysis and Plan</i> (School Reform Proposal – as of Fall 2013)
3. Planning Instruction for Difficult Concepts and Skills
A. (EDU 510) <i>2B. Lesson Plan</i>
B. (EDU 575 & 577) <i>3B. Case Study 575 and 577, 3B. 577 Lesson Plan Rubric,</i>
<b>Professional Knowledge of Pedagogy – Lesson Planning and Implementation</b>
4. Planning for a Variety of Learners
A. (EDU 510) <i>2B. Lesson Plan</i>
B. (EDU 575 & 577) <i>3B. Case Study 575 and 577, 3B. 577 Lesson Plan Rubric, 3B. Lesson Plans &amp; Reflections</i>
5. Facilitating Student Connections
A. (EDU 509) <i>5A. Lit Circle Lesson Plan/Reflections</i>
B. (EDU 510) <i>2B. Lesson Plan</i>
6. Preparing Learners for the 21 <sup>st</sup> Century
A. (EDU 509) <i>5A. Lit Circle Lesson Plan/Reflections</i>
B. (EDU 510) <i>2B. Lesson Plan</i>
<b>Building Effective Learning Environments</b>
7. Social and Intellectual Climate
A. (EDU 509) <i>7A. Reading/Writing Workshop and Classroom Design</i>
B. (EDU 508) <i>7B. Analysis of Elementary Classroom</i>
8. Administrative Routines
A. (EDU 509) <i>7A. Reading/Writing Workshop and Classroom Design</i>
B. <i>1C. Comprehensive Examination</i>
9. Motivational Strategies
A. (EDU 510) <i>2B. Lesson Plan</i>
B. (EDU 509) <i>5A. Lit Circle Lesson Plan/Reflections</i>
10. Providing Effective, Growth-Oriented Feedback
A. (EDU 575) <i>3B. Lesson Plans &amp; Reflections</i>
B. (EDU 577) <i>3B. 577 Lesson Plan Rubric,</i>
<b>Professional Knowledge of Students – Assessing Students</b>
11. Using a Professional Knowledge Base to Foster Student Development
A. (EDU 510) <i>2B. Lesson Plan</i>
B. (EDU 575 & 577) <i>3B. Case Study 575 and 577</i>
12. Designing Assessments to Match Learning Goals
A. (EDU 575 & 577) <i>3B. Case Study 575 and 577</i>
13. Assessments Used to Identify Student Needs/Feedback for Instruction
A. (EDU 575) <i>3B. Case Study 575</i>
<b>Addressing Student Needs</b>
14. Fostering Content Area Literacy Skills
A. (EDU 510) <i>2B. Lesson Plan</i>
B. (EDU 577) <i>3B. Case Study 577</i>
C. (EDU 577) <i>14C. QRI Assessment and Miscue Analysis</i>
15. Making Accommodations
A. (EDU 510) <i>2B. Lesson Plan</i>
16. Working With Underserved Populations
A. (EDU 575) <i>3B. Case Study 575</i>
B. (EDU 508, 509, 510) <i>16.B Annotated Bibliography</i>

### **Key Assessment 3 – Candidate’s Ability to Plan Instruction - Description**

This assessment is modeled after the observation/evaluation process that in-service teachers undergo. There is a pre-conference, a lesson observation, and a post-conference. For initial certification teacher candidates, this assessment will occur during the clinical semester (EDUC 401) and the 401 Mentor will be the evaluator. The observation will typically occur on the 3rd or 4th visit. During the key assessment observation, the key assessment rubric (edTPA) will be used in place of the usual student teaching forms. The consultant will complete the key assessment rubric and give a copy to the EDUC 401 Instructor.

\*A key assessment handbook, which describes this experience in more detail for teacher candidates and student teaching supervisor, is available in the School of Education Office and/or the Community Resource page in D2L.

#### **MAE-R Program**

As evidence of the candidate’s ability to plan instruction, in the Primary and Secondary Practicum the MAE-R students assess and analyze records of student reading. This information becomes the basis (data) for developing the initial lessons. Each session the lesson plan is based on the original data as well as the collective data from previous lessons. The daily assessments and anecdotal notes provide additional information necessary for targeted instruction that uses student’s current strengths and support for student’s growth.

### **Key Assessment 5 – Candidate’s Impact on Student Learning - Description**

This assessment requires the teacher candidate to demonstrate the ability to use assessment to: (1) develop targeted, appropriate learning objectives; (2) plan instruction to use learner’s strengths and address students’ needs (3) monitor student learning and use this as a source for reflection to inform subsequent instruction; and (4) use assessment results to ascertain the extent to which student learning was impacted. This assessment will be administered in clinical courses and scored with the appropriate edTPA rubrics.

\*A key assessment handbook, which describes this experience in more detail for teacher candidates and student teaching supervisors, is available in the School of Education Office and/or the Community Resource page in D2L.

#### **MAE-R Program**

Key Assessment 5 is completed during the Primary and Secondary Practicums (EDU 575 and EDU 577 Case Studies).

## ***Evaluation of Student Teaching Performance and Field Experience***

The faculty also measures pedagogical knowledge by utilizing the expertise of our cooperating teachers and student teaching supervisors, looking at their ratings of individual items, including disposition statements on the following forms: #1, 2, 3, 5, 6, 7, 8, 9, 15, 18, 38 on the Evaluation of Student Teaching Performance; #2, 6, 8, 9, 11, 12, 14, 15, 16, 28 on Field Experience Evaluation; and #3, 4, 6, 7, 8, 9, 12, 29 on the Early Childhood Student Teaching Evaluation Form. See Appendix F for a copy of the Student Teaching Evaluation forms (Elementary/Secondary and ECE) and Field Experience Evaluation forms, with alignment of each item to TEAC Quality Principle 1 themes.

MAE- R

See Appendix F and the TEAC/CAEP Community Resource page for the rubrics used in the practicum evaluation.

### ***Key Assessment 6 - edTPA***

The edTPA consists of three tasks measured by a total of fifteen rubrics. All candidates must pass edTPA to be eligible for licensure. The ISBE (Pearson Co.) is responsible for the scoring as well as verifying the validity and reliability of these tests.

### ***Alumni surveys***

The faculty considers responses from graduates regarding their self-assessment of how the program prepared them for teaching in general and in specific pedagogical areas.

From the most recent mailing of the survey in 2016 we received 32 fully completed forms from the 62 students who had graduated in the previous year. This data is used as quality control information for the overall program. Individual programs may disaggregate the data for program review purposes. The full report, which can be broken down by program, is available upon request.

### ***Employer surveys***

The faculty considers responses from employers regarding their assessment of how Greenville University Teacher Education graduates demonstrate an understanding of instructional planning and model quality communication and instructional strategies. From the most recent employer questionnaire in 2014 we received 36 responses from district administrators.

### **Claim #3 – Knowledge of Students - Related to Quality Principle 1.3 - Caring and effective teaching skill and 1.4.2 – Multicultural perspectives and accuracy**

The faculty measures indicators of effective and caring teaching skill primarily by using disposition statements on the following forms: #12,14,17,19, 27, 33, 34, 36, 39 on the Evaluation of Student Teaching Performance, #1, 3, 4, 7, 10, 20, 23, 24, 26, 29 on Field Experience Evaluation, and the surveys of district personnel and alumni.

#### ***Key Assessment 2 – Professional Knowledge of Students***

Prior to the fall 2016 semester, Key Assessment 2 was measured with the previous Education Showcase Portfolio. Professional Knowledge of Students was assessed with one score for the entire portfolio.

Because this involved only one score by the evaluator and we found inconsistencies in the scoring, the SOE faculty decided to go to the Education Exit Interview. It is felt that during the interview we are able to discuss with the student at a deeper level and that training faculty will result in a more valid and reliable measure.

#### **MAE-R Program**

The score on Key Assessment 2 regarding professional knowledge of students has been measured through the MAE-R students' administration of a variety of assessments and their analysis of the results. These results are discussed in the Primary and Secondary Case Studies (listed previously).

MAE-R students in EDU 510 read a book by Lisa Delpit. This book provides many insights into the education of minority children. Upon completion of this book, students write a Diversity Paper. Additionally, in EDU 507 students complete an assignment examining factors that impact student learning.

#### ***Student Teaching and Field Experience Evaluation Forms***

Student teaching evaluation forms are completed by both cooperating teachers and student teaching supervisors at multiple points throughout the professional experience and include a final evaluation. Field experience forms are filled out regularly for each candidate as a part of the field experience requirement for several classes. The faculty has requested new query methods to be able to easily gather data from the evaluation forms for the purpose of checking inter-rater reliability more consistently.

### ***Alumni surveys***

The faculty considers responses from graduates regarding their self-assessment of how the program prepared them for teaching in general and in certain areas related to professional knowledge of students. From the most recent mailing of the survey in 2016 we received 32 fully completed forms from the 62 students who had graduated in the previous year. This data is used as quality control information for the overall program. Individual programs may disaggregate the data for program review purposes. The full report that can be broken down by program is available upon request.

### ***Employer surveys***

The faculty considers responses from employers regarding their assessment of how Greenville University Teacher Education graduates demonstrate an understanding of students' different development patterns and approaches to learning. From the most recent employer questionnaire in 2014 we received 36 responses from district administrators.

## **Claim #4 Effective Teaching Dispositions - Related to Quality Principle 1.3 – Caring and effective teaching skill and 1.4 – Cross-cutting themes**

The faculty believes that certain dispositions, which are most effectively modeled by having a personal relationship with Jesus Christ, are critical to be a competent and caring educator. For years we have assessed these dispositions on student teaching and field experience evaluation forms. Recently, as a product of our regular quality control system, we revised these dispositional statements and will continue to evaluate them on student teaching and field experience evaluation forms. Furthermore, the faculty believes that the TEAC Quality Principle Theme 1.4 – Crosscutting themes relates quite well with both our Claim #4 (including our previous and current dispositional statements) and Claim #3. Therefore, below we include a description of assessment measures related specifically to these TEAC crosscutting themes.

### ***Quality Principle 1.4.1 - Learning how to learn.***

The faculty assesses how our candidates “learn how to learn” using data from Key Assessment 2 and from the individual items on the following forms: #10, 11, 13, 32 on the Evaluation of Student Teaching Performance; #18, 21, 22 on Field Experience Evaluation; and the alumni and employer surveys.

### ***Quality Principle 1.4.2 - Multicultural perspectives and accuracy.***

To measure how candidates have developed multicultural perspective the faculty gathers data from the Key Assessment 2 interview, and from individual items on the following forms: #2, 30, 35, 39 on the Evaluation of Student Teaching

Performance; #5, 13, 17, 25 on Field Experience Evaluation, and from the alumni and employer surveys.

Table 3.3 - Alignment of Assessments to Quality Principle 1.4.2

Student Teaching Evaluation Items	Field Experience Evaluation Items	Early Childhood Student Teaching Evaluation Items	Alumni Survey Items	Employer survey Items
<p>2. Provides appropriate level of challenge for students of multiple abilities.</p> <p>30. Facilitates a learning community where individual differences are respected</p> <p>35. Models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning, as appropriate to the discipline</p> <p>39. Candidates understand and value the unique contributions of students from a variety of backgrounds, abilities, and orientations in order to enhance learning.</p>	<p>5. Understands development and role of culture and social settings on learning.</p> <p>13. Creates positive learning environment for students with varied cultures.</p> <p>17. Distinguishes different roles of diverse cultural context within community.</p> <p>25. Candidates understand and value the unique contributions of students from a variety of backgrounds, abilities, and orientations in order to enhance learning.</p>	<p>19. Demonstrates an understanding of individual differences of children and their families</p> <p>26. Candidates understand and value the unique contributions of students from a variety of backgrounds, abilities, and orientations in order to enhance learning.</p>	<p>The Teacher Education Program enabled me to:</p> <p>14) develop a cross cultural perspective</p> <p>24) work with students, parents, and community agencies within diverse cultural milieus</p>	<p>The Greenville University Teacher Education Graduate:</p> <p>understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students learning and well-being.</p>

### MAE-R Program

The Primary Practicum is held in a school district with high diversity and low SES status. The MAE-Reading students teach African American and Hispanic students as well as students from other countries. They bring the understandings gleaned from their coursework as a background for understanding the complexities and joys of teaching children from diverse backgrounds. The Secondary Practicum serves a wide variety of students. Many students have parents in prison, are identified as having Special Needs, or are several grade levels below (current grade placement) in reading.



### **Quality Principle 1.4.3 - Technology**

Prior to fall 2011, the School of Education required an “in-house” technology proficiency test be passed prior to admission to the program. Because the faculty was more concerned with how students use technology in the classroom and the degree to which it is integrated into the learning experience than with basic computer skills and knowledge, this admission checkpoint has been discontinued. Faculty assess candidates’ ability to integrate appropriate technology on a formative basis by using course-embedded assignments, and from individual items on the following forms: #4 on the Evaluation of Student Teaching Performance; #19 on Field Experience Evaluation; and alumni surveys.

See Table 3.1 and discussion under Claim #1 for reliability discussion of the evaluation forms. The faculty has requested new query methods to be able to more easily gather data from the evaluation forms for the purpose of checking inter-rater reliability more effectively and on a more regular basis. Because the faculty is looking for how the student generally displays these dispositions in the planning and delivery of lessons, and because there are targeted items on the form, which address each disposition or theme specifically, we consider it to have high content validity.

#### **MAE-R Program**

The MAE-R students review and evaluate current technology programs available in the area of reading during EDU 508. They learn about new assessments available for running records, intervention books, etc.

### **Quality Principle 1.5 – Evidence of valid assessment**

See discussion of trustworthiness of evidence under each assessment above.

#### **Student Teaching Evaluations**

Because content-area knowledge is assessed in multiple ways, we use only one item on the student teaching evaluation form to specifically target knowledge of content.

Ratings from cooperating teachers and consultants from the random sample of 121 students show both a high inter-rater correlation and consistent scores at the proficient or exemplary level. The faculty is pleased with the ratings on items #16 and #10 respectively and believes that our candidates are demonstrating a proficient level of content knowledge in their student teaching experience.

In gathering data for the internal audit, we have discovered that our data entry system does not allow for reporting scores from cooperating teachers and consultants separately or by program. We have changed the evaluation form

and have requested from our IT Department that a query be created to be able to disaggregate this data for future quality review processes.

We are working on a plan, using the new D2L system, to better collect, organize and analyze data from practicum evaluations for the MAE-R program. Evaluation tools for the comprehensive examination as well as the primary and secondary practicums have recently been revised to provide students more specific feedback. Additionally, these evaluation tools will better assess the quality of the program.

### Alumni Surveys

Overall, the faculty is pleased with the evaluation of alumni regarding their opinion of how the Teacher Education Program prepared them with content knowledge in their areas of specialization. As part of the quality control process, we continue to discuss the method and frequency of distributing surveys to alumni in order to increase participation.

### Employer Surveys

The employers who responded to our most recent questionnaire regarding our graduates who work in their building and/or district, rated our graduates exceptionally well on the item related to content-area knowledge. All thirteen respondents agreed or strongly agreed that the GU Teacher Education Graduate “understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.”

We also rely on anecdotal, qualitative feedback from employers. We consistently receive feedback from employers that they are happy with our graduates, or as a local employer recently commented, “the top two candidates for a recent opening were Greenville University graduates.”