Mississippi Valley State University

Teacher Education Department

Assessment System



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**University Mission**

Mississippi Valley State University, as a Carnegie Classified Master's University, provides comprehensive undergraduate and graduate programs in education, the arts and sciences, and professional studies. The University is driven by its commitment to excellence in teaching, learning, service, and research--a commitment resulting in a learner-centered environment that prepares critical thinkers, exceptional communicators, and service-oriented, engaged, and productive citizens. MVSU is fundamentally committed to positively impacting the quality of life and creating extraordinary educational opportunities for the Mississippi Delta and beyond.

**About the Department**

The Teacher Education Department is located in the Olympia Lowe Education Complex. Courses are offered at the off-campus location at the Greenville Higher Education Center (GHEC) and at Coahoma Community College.

At the undergraduate level, the Department of Education offers a Bachelor of Science degree in Elementary Education, Secondary Education, and Early Childhood Education. The Early Childhood Education degree is not designed for school-based early childhood education, and does not currently lead to licensure.

Through the coordination by the Department of Education, the department also oversees the B.S. degree in Biology Education, English Education, Health and Physical Education, Mathematic Education, Vocal Keyboard and Instrumental Music Education, and Social Science Education. These programs, all located in the College of Arts and Sciences, lead to K-12 licensure.

The department also offers a Master of Arts in Teaching, with emphasis in Elementary Education (4-8), Social Sciences, Science/Biology, Math, Music, English, and Physical Education. Students may receive alternate route "A" certification in any of the areas in which alternate route licenses are offered in the State of Mississippi.

**Mission and Vision of the Teacher Education Department**

The mission of Mississippi Valley State University, known as the “Valley of Scholars”, is to provide accessible, relevant and quality academic, and public services programs to citizens of the Delta and beyond, with a particular focus on the educational needs of the south and east areas of the region. “Mississippi Valley State University will serve as the catalyst for an enhanced quality of life and increased educational opportunities for the citizens of a revitalized Mississippi Delta”.

The Teacher Education Department has as its primary mission the preparation of teachers for the public schools in Mississippi and other states. This mission is achieved by offering a well-balanced program of general education selected from the sciences and liberal arts, specialized education, and professional education.

The aim of teacher education programs at Mississippi Valley State University is to produce teachers who are Holistic Transformers: scholars, facilitators and reflective thinkers, and responsible professionals.

The vision for the College of Education is to become a key producer of classroom teachers-and therefore as a critical agent of economic growth, hope, and change-for the Mississippi Delta region. Ideally, MVSU envisions itself as being the key producer of classroom teachers who are capable of not only teaching all students, but also serving as change agents by helping children to grow and giving them hope.

**Teacher Education Council**

The Teacher Education Council (TEC) is the primary governing/policy making body for all professional education programs at MVSU. The TEC has advisory responsibility for designing, approving, and continuous evaluation of all professional education programs, and monitoring the unit's assessment system. The Chair of the TED is the designated university official charged with the responsibility for and the authority to provide direction and leadership to the TEC. The TEC is composed of representatives from all departments and colleges of the university that have responsibility for the initial and continuing preparation of teachers, as well as school-based personnel and administrators, Teacher Education Department auxiliary departments, community persons and other stakeholders. Recommendations made by the TEC are taken by the Chair of the Teacher Education Department to the university’s Academic Policy Committee.

**NATIONAL ACCREDITATION**

Accreditation is a process used by higher education to evaluate colleges, universities, and educational programs for quality and to assess their efforts toward continuous quality improvement. The Council for the Accreditation of Educator Preparation (CAEP) has annual reporting measures which are used to provide information to the public on both program outcome and program impact.  Following is the list of CAEP measures with links to data tables that provide supporting evidence for each measure:

**CAEP 8 ANNUAL REPORTING MEASURES**

|  |  |
| --- | --- |
| **Annual Reporting measures** | **EPP Descriptors** |
| **1) Impact on**  **P-12 Learners** | Teacher Education Department at Mississippi Valley State University will host meetings with both faculty and stakeholders to plan review the proposed adoption of the Teacher Work Sample that is in progress by the state of Mississippi to address Impact on P-12 Learning. After reviewing the previous work sample, the EPP developed the following questions to assess its ability to impact P-12 learners:   1. Do our program completers contribute to expected levels of student learning growth, and 2. Can we document, in the words of CAEP Standard 4, “through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve?”   Presently, the TED, uses the Teacher Work Sample that moderately address this item.  **Source:** [**Teacher Work Sample**](https://www.mvsu.edu/sites/default/files/banner/tws_data2016-19.pdf) |
| **2) Indicator of Teacher Effectiveness** | **(CAEP Component 4.2)**  The purpose of the Teacher Intern Assessment Instrument (TIAI) is to provide a comprehensive assessment of the teaching practices of teacher interns. Classroom mentor teachers and university supervisors use the TIAI to conduct a formative assessment and a summative assessment of each teacher intern during each teaching internship field placement.  The TIAI indicators are aligned to INTASC Standards, CAEP Standards, and the Mississippi Educator Performance Growth System/Teacher Growth Rubric (TGR).  The TIAI consists of 25 indicators with individualized rubrics for each indicator. The 25 TIAI indicators are incorporated into five domains: Domain I - Planning and Preparation; Domain II -  Assessment; Domain III - Instruction; Domain IV - Learning Environment; and Domain V-  Professional Responsibilities.  Source: [**Initial TIAI data**](https://www.mvsu.edu/sites/default/files/tiai_data2016_19_initial.docx) **&** [**MAT TIAI data**](https://www.mvsu.edu/sites/default/files/tiai_data_2016-19_mat.docx) |
| **3) Satisfaction of Employers' and Employment** | The Satisfaction of Employers and Milestones provides the MVSU Teacher Education Department (TED) invaluable information from employers about their satisfaction with the TED’s initial teacher education graduates (completers) as they enter the teaching profession. The survey results provide information from employers about the knowledge, skills, and dispositions (preparedness) of the TED’s completers as they enter the workforce and assume the responsibility of teaching P-12 students.  This survey serves as a component of the TED’s overall plan to assess institutional effectiveness and compliance for the Council for the Accreditation of Educator Preparation (CAEP) Standard 4 (4.3-Satisfaction of Employers).  Source: **Initial Program Level-Satisfaction of Employers** |
| **4) Satisfaction of Completers** | The Satisfaction of Completers provides the Teacher Education Department (TED) at Mississippi Valley State University invaluable information from first and third year teachers about their satisfaction with the TED’s initial teacher education graduates (completers) as they enter the teaching profession. The survey results provide information from the TED’s teachers/completers about the knowledge, skills, and dispositions (preparedness) as they have entered the workforce and assumed the responsibility of teaching P-12 students.  This survey serves as a component of the TED’s overall plan to assess institutional effectiveness and compliance for the Council for the Accreditation of Educator Preparation (CAEP) Standard 4 (4.4-Satisfaction of Completers).  Source: [**Completer/Graduate Survey**](https://www.mvsu.edu/sites/default/files/banner/graduate_survey_3year_data2016-19.pdf)**– Initial &** [**Completer/Graduate Survey**](https://www.mvsu.edu/sites/default/files/banner/graduate_survey_report_format_3_year_out_completers.pdf)**-MAT** |
| **5) Graduation Rates of Completers** | Graduation Rates have been provided for students who were admitted into initial programs in the following cohort years 2016-17, 2017-18, 2018-19.  Source: [**Graduation Rates**](https://www.mvsu.edu/sites/default/files/banner/teacher_education_program_graduation_rates_0.pdf)-initial |
| **6) Ability of Completers to meet licensing** | TITLE II mandates annual reporting of enrollees officially admitted to the EPP teacher preparation program and completers of the program. The data is reported to the Federal Government in the Institutional Report Card (IPRC).  Source: TITLE II reports T**raditional and MAT**)  Licenses are issued by the Mississippi Department of Education (chart through August 2018) is attached.  Source: [**Initial Candidate License Praxis Subject Assessment Data**](https://www.mvsu.edu/sites/default/files/initial_completer_candidates_praxis_subject_assessment_data.pdf) **&** [**MAT Licenses Praxis Subject Assessment Data**](https://www.mvsu.edu/sites/default/files/mat_5_year_license_completer_candidates_praxis_subject_assessment_data.pdf) |
| **7) Ability of Completers to hired in Education** | The annual EPP placement rate is 100% of those licensed and seeking employment.  Source: [**Job Placement of Graduates Earning Certification in Education**](https://www.mvsu.edu/sites/default/files/job_placement_of_graduates_earning_certification_in_education.pdf) |
| **8) Student Loan Default rates & other consumer information** | MVSU Office of Financial Aid has provided the student loan default rates for the last 3 years available.  Source: [**Student Loan Default Rates**](https://www.mvsu.edu/sites/default/files/cohort_default_rates.pdf)  **Consumer :** <https://www.mvsu.edu/prospective-students/financial-aid-programs/protection>  Consumer Information discloses all of the requirements in accordance with the Higher Education Opportunity Act that was reauthorized in 2008 (<http://www.ed.gov/HEOA>). |

**Development of the EPP Assessment System**

The EPP has been committed to assessment. An initial EPP assessment plan was developed in response to the NCATE 2015 transition and will be in place at the time of the 2020 CAEP Accreditation on-Site visit. In review of the CAEP standards the Mississippi Association Council for Teacher Education (MACTE) in conjunction with the Educator Preparation Program Collaborative Committee(EPPCC) begin developing common key assessments to address CAEP standard 4: Impact on P-12 learners which will be universal for all Public and private institutions with EPPs. Following these committee meetings, plans immediately began for developing the assessment plan and to review a data management system to support the EPP. In the spring of 2019, the EPP Quality Assurance System Committee (QASC) was formed after the previous NCATE accreditation. This committee was formally the administrative staff committee developed by the previous Chair, Dr. Lula Collier in 2014. Members of the committee included the Department Chair, Assessment Coordinator, Director of Field Placement, Graduate Studies Coordinator, and Academic adviser. The committee is charged with discussing information pertinent to the Teacher Education program. The EPP Assessment System is continuously reviewed and it was determined that a formal revision would occur in Spring 2020 to reflect pertinent changes in the collection, analysis, distribution, and use of data. The continued revision of the assessment system in conjunction with the refinement of the conceptual framework has resulted in a comprehensive assessment system that is aligned with professional, state, and national standards. The current QASC and assessment plan developed Fall 2019, reflects the commitment to continuing development and continuous improvement of the assessment system. Several criteria have been used to guide the development, revision, and implementation of the EPP assessment system.

**The EPP assessment system must be:**

1. Comprehensive and reflect the Conceptual Framework;

2. systematic with multiple decision points;

3. aligned assessments with applicable knowledge and skill standards;

4. reflect a commitment to fairness, accuracy, consistency, and the avoidance of bias;

5. ensure stakeholder involvement; and

6. be continuously reviewed and revised.

**EPP Assessment Model**

The EPP assessment model is an incessant cycle leading to continuous program improvement. Data/information are collected, summarized, and analyzed as a basis for discussion and forming judgments. These analysis and discussions then form the basis for making decisions leading to continuous program improvement. Diagram 1 provides a graphic representation of the EPP assessment system and the flow of decision making. Ongoing development, implementation, and analysis of the assessment system itself, and of data collected by the system, is continually used to improve and refine EPP programs. A graphic representation of the Mississippi Valley State University Teacher Education Department Assessment Model can be seen in Appendix 1. The EPP model focuses on candidate performance, program and faculty effectiveness, and EPP operations. The operation of the assessment system is coordinated by a faculty member designated as the Assessment Coordinator.

**Diagram 1: EPP Assessment System Model and the Flow of Decision Making**

**FALL**

Annual data cycle begins. Complete analysis of previous academic year (beginning 2019-20 AY) and prepare Annual program Assessment report.

**SUMMER**

Assessment Coordinator collected and aggregates data-key assessments disposition data, and EPP data from fall and spring/ Prepares EPP, program and faculty data for fall data session. EPP meet in August to review data and make recommendation regarding priorities for upcoming year.

**SPRING**

Program faculty review fall candidate data and any EPP data available, candidate key assessments and disposition data collected in Spring.

**Continuous Review of the Assessment System**

The EPP has established and implemented a process for continuous review and improvement of the assessment system. This review process is focused on the assessments, the data collection process, how data are analyzed and aggregated, how data are used to guide implementation, and to ensure that data are appropriate and consistent. Continuous review and revision of the assessments occurs as data are aggregated and with state and national standard changes. This developmental approach allows not only continuous review and revision but also allows for collected data to be viewed and discussed by various stakeholders in a systematic, purposeful manner. The continuous review process includes an annual review focused on key assessments and updated changes to state and national standards.

Key stakeholders are involved in the development and continuous improvement of the assessment system. Assessment data is shared with internal and external stakeholders including Teacher Education Council (TEC), P-12 Cooperating Teachers and Administrators, and Unit Faculty.

The primary organizational vehicle for formal stakeholder involvement is the Teacher Education Council (TEC). This group as recently been re-established in 2018-19 and will meet each semester to discuss educational initiatives and issues, review the conceptual framework, courses, and revisions to the curriculum.

EPP data are compiled and reported to EPP faculty by the Assessment Coordinator. The Department Chair shares assessment reports with program Professional Education Unit (PEU) faculty. The Assessment Coordinator reports data and recommendations, then share data and recommendations at regularly scheduled faculty meetings to elicit faculty input and recommendations. Finally, data reports and recommendations are provided from stakeholder groups (TEC) to be shared the Department Chair and Field Placement Director where recommendations for program and/or procedural changes are made. Program and candidate assessment aligns EPP requirements with institutional, state and national standards leading to measured decision making.

The EPP uses continuous review to ensure continuous improvement. Data must reflect the information that the EPP wants to analyze and use. Additional areas of focus are graduate follow-up surveys, and employer follow-up surveys.

**EPP Assessment System and the Conceptual Framework**

The mission and goals of the EPP serve as the criteria for evaluation of the program, curriculum, and field experiences. These concepts are found in existing models of reflective teaching, cooperative learning, and collaborative relationships and form the framework for the design of the curriculum and the format for instructional delivery.

Candidates have specified courses and clinical experiences that are part of the requirements for licensure. A prescribed knowledge base and institutional, state, and national standards ground the program and each specialization to ensure all students learn; candidates are asked to reflect, analyze, plan and assess.

The QAS includes coursework assessment, a series of performance tasks during field placements, and assessments for field experiences. The performance tasks are embedded in the coursework and are related to what teachers know and are able to do in order to create a record of candidate progress. Disposition indicators that reflect each candidate’s understanding of each disposition are also assessed.

Assessment is both formative and summative, using strategies which evaluate candidate and faculty performance and program effectiveness. Collected data are reviewed and analyzed with the goal of continuous program improvement through course offerings, instruction, and candidate performance.

**Professional Dispositions**

Purpose of the disposition is to ensure the adherence to the Mississippi Educator Code of Ethics

(MCoE), university, and district policies which support the habits of professional action and

ethical commitments that underlie an educator’s performance (attitude and behavior) *.* The

disposition is administered at least three times: Domains I and II during pre-candidacy by

instructor, and Domains I, II, and III during candidacy by clinical educators (EPP- and/or P-12-

school-based one formative and one summative). The domains focus is: Domain I: Professional

& Academic Integrity Dispositions, Domain II: Character Dispositions, and Domain III:

Clinical/Field Experiences

The Council for the Accreditation of Educator Preparation (CAEP) requires that all teacher education programs assess their candidates’ knowledge, skills, and dispositions. Mississippi Valley State University Teacher Education Department integrates the development of professional dispositions throughout its teacher education curricula and regularly assesses in-service teachers’ progress through their programs using a proprietary Disposition survey (Fall 2019 implementation) developed by the state of Mississippi.

**Multiple Levels of Assessment**

The EPP assessment system is designed to collect and analyze data on candidate performance, program effectiveness, faculty effectiveness, and EPP operations. These processes and results are reviewed annually, and refined as needed. Multiple levels of assessment, analysis, and decision making are basic to the EPP assessment system. Assessment takes place at the candidate, program, EPP, and institutional levels.

**EPP Operations Assessment**

The QAS consists of multiple assessments (internal and external) and is designed to extend beyond the classroom and evaluate other elements that are important influences on teaching and learning. Evaluation of the EPP incorporates assessments by various institutional, state, and national entities. The system is designed to measure EPP and program effectiveness, candidate performance, and candidate impact upon K-12 students. Assessment results are then used to determine whether the programs and the EPP are meeting their goal of developing professional education candidates who have the knowledge, skills, and dispositions to become teachers who are reflective, innovative professionals who value diversity. Internal assessments such as enrollment data, budget, and faculty annual reports help inform decision-making about the needs of the EPP. External assessments such as Mississippi Department of Education (MDE) Process and Review Report, Specialized Professional Associations (SPA) reports, Title II reports, and employer surveys are likewise examined. Appendix 2 contains a list of internal and external assessments related to the assessment of EPP and program operations.

**Program Evaluation**

A variety of assessments, both internal and external, is used at multiple transition points and provides both formative and summative data. The system is designed to measure program effectiveness and results are used to guide and enhance candidate performance and data-based program development. Internal program level assessments include assessments of the candidate knowledge, skills and dispositions. Among the key internal assessments are grade point average, portfolio, student teaching evaluations with dispositions, and the teacher work sample.

**Program Faculty Evaluation**

Mississippi Valley State University EPP faculty engages in continuous reflection and assessment of candidate progress, program effectiveness, and their individual practice. EPP faculty members are evaluated each semester by students. These data are collected by the Institutional Research Office and shared with the EPP faculty to be used in the annual faculty reviews and for course improvement. Annual faculty evaluations are conducted on a calendar year basis.

The following data are included in the Faculty Performance Evaluations:

1. Teaching Effectiveness

2. Research and Scholarly Activities

3. University and Community Services

4. Goals for the next Academic Year

In order to receive promotion and/or tenure, faculty must meet established university criteria. The Teacher Education Department Promotion and Tenure Committees recommend promotion and tenure to the respective Chair who makes the decision regarding individual faculty to be sent to the Office of Academic Affairs with the final decision made by the Provost and President.

Department Chair Evaluations

Each year the faculty provides evaluation for the department chair. The evaluation is electronic based and is provided to faculty through the Office of Institutional Effectiveness and Research where data is analyzed, shared with the Provost and then the Chair. The survey consists of four areas to rate the Chairs Effectiveness .These areas include:

1. Leadership/Management style

2. Communication/Interpersonal Skills

3. Ability to Evaluate/Monitor Progress of People and Programs

4. Overall Effectiveness

**Program Candidate Evaluation**

Candidate assessments focus on performance assessments in course work and clinical settings. Course level assessments, field experiences, dispositions, admission rubrics, and capstone portfolios- are used to evaluate candidate performance. The transition points tables provides procedures for moving from one transition point to the next. Candidates are monitored by their academic advisors on a semester by semester basis to ensure they are meeting all requirements needed to progress from one transition point to the next. All candidates have a 180 hour evaluation form which lists all requirements, dates course are completed and the grades earned. The information is contained in student files.

**Using Assessment Data for Decision Making**

The EPP operates using an annual assessment cycle. Administration and collection of assessment data are necessary parts of the assessment cycle. Periodic updates on candidate performance are regularly shared at department meetings; however, the assessment coordinator pulls all assessment data from candidate’s files which are housed in the Office of Filed Placement at the end of each academic year for analysis and discussion during department meetings. Data will also be distributed to other pertinent faculty, stakeholders, and advisory groups for input and discussion. Utilizing the data collected as the basis for decision making about candidates, faculty, program, and EPP operations completes the cycle (Appendix 1). Data are generally summarized and analyzed at the end of the academic year (i.e., Internship evaluations, exit interviews) and will be presented at the fall assessment committee meeting (prior to the start of the school year). The EPP schedule for systematically collecting, analyzing, and reporting key assessment data is provided in Appendix 3.

Data are summarized and analyzed in written reports and tables by the assessment coordinator and presented to the EPP Chair. The results are then shared with EPP and program faculty members at the fall assessment and EPPAC committee meetings.

The initial teacher licensure program and each add-on endorsement program are focused on the collection of key assessments and disposition data, along with other program specific data elements .Key assessment data are collected each semester or year accordingly, summarized, and analyzed by program faculty in order to assess program requirements, and candidate performance. These key assessment data, combined with institutional or EPP data, provide the basis for annual program assessment reports (Appendix 4).

The data are also shared with the arts and sciences representatives for content area add-on endorsements. Data will also be shared with the Teacher Education Council (TEC)) for review and suggestions. The TEC advisory committee for teacher preparation is composed of education faculty, arts and sciences faculty, public school personnel, and candidates. The TEC will meet each semester to consider program changes, additions and deletions, and the assessment of clinical and field-based experiences, and other items of importance such as evaluation reports and new program proposals. Data on Praxis Pass rates for initial and MAT are also shared with the MVSU Office of Institutional Research and Effectiveness. These data are used for major reports presented to the Mississippi Institution of Higher Learning.

**Transition Points**

Several assessment points document candidate transition in the educator preparation program. These transition points with key assessments are provided below.

**MVSU Candidate Assessment Points—Undergraduate Programs**

|  |  |  |  |
| --- | --- | --- | --- |
| **Transition I:**  **Pre-candidacy**  **To**  **Candidacy** | **Transition II:**  **Entry to Clinical Practice**  **(Methods Courses)** | **Transition III:**  **Exit from Clinical Practice**  **(Teaching Internship)** | **Transition IV:**  **Induction & External**  **(Graduation)** |
| General Education Requirements\*  **Praxis I(1.A)** | **Praxis II & PLT** | **Unit Plan/Lesson Plan** | **Employer Survey** |
| Writing Sample:   * Autobiography * Philosophy of Teaching   (ED 280: Introduction to Teaching) | Methods Courses | **Professional Competency Assessment** | **candidate Survey** |
| Dispositions Survey |  | **Teacher Work Sample** |  |
| Field Experience Observation Form  Begin Field experience hours (ED 280: Introduction to Teaching) | Field Experience  Observation Form  Complete Field experience hours | **Teacher**  **Intern Appraisal Instrument (TIAI) (ALL)**  Complete Clinical hours |  |
| Personal Interview with Faculty |  | Teacher Intern Evaluation Form |  |
| Background Check (while enrolled in ED 280: Introduction to Teaching) |  | **Student Teaching Portfolio** (Hardcopy & PowerPoint Presentation) **(ALL)** |  |

\* A grade of C or better in each course serves as an indicator of knowledge proficiency.  1-Lesson Plans include components for standards, diversity, and technology.

**Key Assessments are in BOLD print**

**MVSU Candidate Assessment Points—MAT**

|  |  |  |  |
| --- | --- | --- | --- |
| **Transition I:**  **Candidacy** | **Transition II:**  **Entry to Clinical Practice**  **(Methods Courses)** | **Transition III:**  **Exit from Clinical Practice**  **(Teaching Internship)** | **Transition IV:**  **Induction & External**  **(Graduation)** |
| Admission criteria |  | **Action Research**  **TIAI** | **Graduate Exit Survey** |
|  |  | **Comprehensive Exam** |  |

\* A grade of C or better in each course serves as an indicator of knowledge proficiency.

**Key Assessments are in BOLD print**

**Procedures for Ensuring Fairness, Accuracy, Consistency and the Avoidance of Bias**

In order to assure fairness, the EPP uses curriculum mapping to show where students learn and practice what is assessed. To ensure students understand the expectations, syllabi containing information related to assignments are shared. Assessment rubrics and scoring guides, explanations of how assessments are scored, and explanations of how the results are utilized in the evaluation process, are regularly shared with candidates.

EPP faculty uses multiple strategies to ensure that assessments are accurate and measure what they indicate they are measuring. All assessments are aligned with state and national standards. Accuracy is documented through program faculty, cooperating teachers and committee review of standards, assessments, and rubrics. The alignment of assessments and rubrics is also reviewed as a content focus of the national (SPA) and state program review progresses.

To ensure consistency, rubrics are designed with descriptive language and all EPP faculty will be involved in discussions on the descriptors and understand the consequences of final scores (with EPP created Assessments). Interrater reliability is also developed through shared examination and discussion to ensure assessments are consistent.

Beginning Spring 2020, EPP faculty will review EPP created assessments to avoid and eliminate bias in assessments and the assessment process. Strategies include removing any contextual distractions and/or problems with assessment instructions including inappropriate noise, poor lighting, and lack of proper equipment. Additional strategies include looking for and updating assignments to include specific directions with concise and thorough directions with detailed easy to read rubrics, void of any racial or other form of cultural insensitivity.

**Technology in the EPP Assessment System**

Technology plays a vital role in the EPP’s development, implementation and maintenance of data. Assessment data are collected, stored, and analyzed in several technology systems: Banner data base, Blackboard/Canvas, MDE Share- point Folders, NSPARC system, the University of Mississippi Assessment system (used for state-wide data collection of employer and completer surveys) and Office365 Cloud.

The EPP uses the Banner data base for institutional and candidate data such as GPA, transcript data, and diversity information. Evaluation documents and data reports are stored in Office 365 Cloud folder so EPP faculty can access. Share point and NSPARC are used within the Department of Education to collect, maintain and share assessment with candidates and faculty. Additionally, candidates complete the completer survey using the provided link from the University of Mississippi.

**Summary of EPP Assessment System**

The Quality Assurance System has been created to systematically collect data on candidates, faculty programs and EPP operations. It is a flexible plan that allows for revisions and changes to strengthen candidate and faculty performance. Multiple sources of data are used and follow a continuum of development by candidates and are based on institutional, state and national standards. The data collected are used to improve candidate and faculty performance and program operations.

**Appendix 1: EPP Assessment Model**

Focused on: Candidate Performance, Program Effectiveness, and EPP Operations

**Appendix 2: Program Key Assessments aligned with CAEP Standards**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Key Assessment** | **CAEP Standard alignment** | **Type or form of Assessment** | **When assessment is administered** |
| Licensure Exam: Praxis Core/ACT/SAT | 1.2,1.3,3.5,5.2 | Summative | Pre-candidacy into the EPP program  Freshman through Junior year |
| Lesson plan (LP) | 1.1,1.4,2.3,5.1,5.3 Diversity | EPP/Formative | ED 380 Instructional Planning |
| Teacher Work Sample(TWS) | 1.1,1.2,1.3,1.4,1.5,3.4,3.5  5.2 Diversity and Technology | EPP/Summative | ED 409/405 Teacher Internship |
| Teacher Intern Assessment Instrument(TIAI) | 1.2,2.3,3.5,4.2,5.1,5.3 | Summative | ED 409/405 Teacher Internship |
| Licensure Exams: Praxis II, Foundations of Reading and PLT | 1.2,1.3,2.3,3.5,5.1,5.2 | Summative | Junior or senior year |
| Disposition Survey | 1.2,1.5,3.3,3.4,5.2, Diversity | Summative | ED 409/405 Teacher Internship |
| Teacher Intern Portfolio | 1.1,2.2,5.1 | Summative | ED 409/405 Teacher Internship |
| Completer survey | 4.1,4.3 | Summative | ED 409/405 Teacher Internship |
| Employer survey | 1.3,1.4,4.2,4.3 | Summative | ED 409/405 Teacher Internship |

**Appendix 3: Assessment Annual Cycle**

|  |  |  |
| --- | --- | --- |
| **Unit Operations** | | |
| **Assessment Task** | **Person/committee responsible** | **Time** |
| Faculty Annual Reports/evaluation | Department Chair | Annually |
| Course evaluation | Institutional Research and Effectiveness | Annually |
| Make retention, promotion, and tenure decisions | Department committee, department Chair, faculty committee and Provost | Fall Semester |
| Review fiscal and faculty resources | Chair and Provost | Annually |
| Review and report faculty workload | Chair and provost | Annually |
| Review faculty contributions to the institution via external grant funding and scholarly activity | Sponsored Program, Chair and Provost | Annually |
| Prepare summary of all Field Experience placements | Director of Field Experiences | Annually |
| Department Annual Report | Chair (with input from faculty) | Annually |
| Unit Assessment system report | Institutional Research and Effectiveness and Assessment Coordinator | Annually beginning 2019-20 academic year |
| Title II Report | Assessment Coordinator | Annually |
| MDE program process and review report | Director of Field Placement  Academic Advisement Coordinator | Annually |
| Admit and completer data | Director of Filed Placement and Academic Advisement Coordinator | Annually |
| CAEP EPP Report | Assessment Coordinator | Annually |
| Praxis ETS data | Assessment Coordinator | Fall and Spring |

|  |  |  |
| --- | --- | --- |
| **Candidate Data** | | |
| **Assessment task** | **Person/Committee Responsible** | **Time** |
| Review applications for admission | Academic Advisor Coordinator | Each semester |
| Interview for admission to the EPP | Academic Advisement Coordinator | Each semester |
| Review application for student teaching | Director of Filed Placement | Each semester |
| Student Teaching Evaluations during student teaching | Director of Field Placement | Each semester |
| Collect data for key assessments | Director of Field Placement  Course instructors | Each semester |
| Conduct one and three year employer surveys | Assessment Coordinator | Annually |
| Conduct one and three year completer survey | Assessment coordinator | Annually |
| Review completer admission and exit criteria | Program coordinators | Ongoing |

**Appendix 4: Assessment Plan Timeline**

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| **Frequency/Date** | **Assessment/ type of data** | **Data base** | **Responsible for submission/collection on(from whom)** | **Responsible for analysis/Evaluation/Reporting** | **Data Utilization** |
| August | Collect completer data | Share point | Field Placement Director  Academic Advisement Coordinator | Assessment Coordinator | Data is used for evaluation of enrollment and completion of candidates. The need if any for programmatic changes; and an indicator of program effectiveness |
| October and April | Candidate screening to EPP | Student folders in Field Placement Office | Candidates | Interview Committee/Academic Advisement Coordinator | Admissions to EPP |
| Monthly | TED faculty meeting | Available data | Department Chair/faculty | Assessment Coordinator/  faculty | Used to consider program changes, additions and deletions, and the assessment of clinical and field based experiences, additional items of importance such as assessment, advisement and professional development. |
| November and February | Application for graduation | Completed by candidates/submitted by program coordinators | Office of Registrar | Registrar | Student intent to graduate/ program completer data. |
| November | Statewide data retrieval | JSCAPE | Assessment Coordinator | Assessment Coordinator | Program review, analysis, needs, effectiveness |
| December and April | Hard copy for face –to face courses/ Electronically of on-line courses | Student evaluation of faculty | Submitted by candidates | Office of Institutional Effectiveness and Research | To assist faculty in improving course presentations. |
| October | Promotion and Tenure | Dossier submitted to Chair | Faculty | Promotion and Tenure Committee | Assurance of faculty competency |
| April | Annual Faculty Evaluation | Hard copy | Chair | Shared with faculty | Assurance of faculty competence |
| April | Annual Chair evaluation | Electronic | Faculty | Office of Institutional Effectiveness and Research | Assurance of Chair competence |
| Summer | Submission of admit and completer data | Electronic | Office of Field Placement and Academic Advisement | MDE | Program review, needs, effectiveness |
| February to March | 3year and 1 year completer and employer data | Electronic | Assessment Coordinator | Assessment Coordinator | Completer satisfaction |
| Every fifth year | Specialized Professional Assessment (SPA) | AIMS system | Assessment Coordinator | AIMS | Program review, needs, effectiveness |
| Spring/Annually | TED Program Evaluation | Electronic | Chair | Provost & Institutional Effectiveness and Research | EPP and program performance/progress of goals |
| Annually | Title II Higher Education Report | Computerized template | Assessment Coordinator | AACTE | Performance and completion rates |
| Annually/Spring | CAEP EPP report | AIMS | Assessment Coordinator | AIMS/CAEP | Performance review/progress of goals |
| Annually | EPP report/ State level | Share point | Field placement Director | Mississippi Department of Education (MDE) | Performance and completion rates |