

Summary of School for Education Assessment Activities

2005-2007

Dr. Josephine Agnew-Tally, Associate Dean, School for Education

The School for Education has routinely been involved in the following additional assessment efforts:

- Each summer – Alumni Surveys
- End of Course Surveys – Each Term
- End of Program Surveys – For selected program (such as the EDAD)
- Portfolio Evaluation – Program Completion
- Capstone Evaluation (MED) – Program Completion
- GPA Monitoring
- Advisory Board Survey and Interviews for the 8 Certification Program Areas and 3 Non-Certification Program Areas
- Certification assessments (PRAXIS and SLLA)

In the 2006-2007 Academic year, the School for Education (SFE) formed an Assessment Committee, TAG or Teacher Assessment Group, for the purpose of aligning the Unit and Certification Programs with state and national standards in teacher education. In addition, a new infrastructure was developed to support continuous program assessment and improvement.

At each faculty meeting, the SFE will review data which has been collected and/or analyzed that month. Each summer, the School for Education has put an Assessment Retreat on faculty's calendars. This retreat will identify the areas to be assessed, analysis all data which has been collected and analyzed for the previous academic year, evaluate progress made to achieve specific goals, and set goals for the next academic year.

A chronological summary of the SFE Assessment activities follows:

Summer 05

- The UAC established three goals including 1.) establish common outcomes for courses taught by multiple faculty members; 2.) develop a common assessment to measure the outcomes; 3.) develop an on-going system to evaluate data collected through the common assessments
- The Director of Institutional Research and the University Assessment Committee developed a formalized process in which student learning could be assessed and compared across all three instructional delivery modes; i.e., sixteen week, accelerated (8 week), and online.
- The concepts of the Core Assessment and Core Assessment Rubrics were developed and expanded to all Park University course offerings. The School for Education faculty

developed Core Assessments and Core Assessment Rubrics for all fall education classes which is to include 70% of the Core Learning Outcomes of the class for implementation in the Fall of 2005

Fall 05

- The School for Education faculty implemented Core Assessments and Core Assessment Rubrics for all Fall 2005 education.

Spring 06

- The School for Education faculty implemented Core Assessments and Core Assessment Rubrics for all Spring 2006 education classes which included 70% of the Core Learning Outcomes of the class for implementation in the Spring of 2005
- Dr. Larry Ewing worked with the faculty on the development of the School for Education's Program Assessment Plan.

Summer 06

- The School for Education faculty continued to develop Core Assessments and Core Assessment Rubrics for all education classes.

Fall 06

- The School for Education formed an Assessment Committee, TAG or Teacher Assessment Group, for the purpose of aligning the Unit and Certification Programs with state and national standards in teacher education. In addition, a new infrastructure was developed to support continuous program assessment and improvement.
- Dr. Agnew-Tally worked with the faculty on updating the School for Education's Program Assessment Plan. Note: This report is attached to this document.

Spring 07:

- The School for Education TAG Committee with approval from the SFE faculty developed and adopted new assessment systems for undergraduate, graduate, Master of Arts in teaching, and advanced certification degree programs in the spring of 2007. Note: Examples of the undergraduate and graduate assessment systems are attached in the SFE Assessment Report document.
- The chair of the committee was allotted three credit hours of release time to work with the committee, University faculty and staff, and stakeholders to establish a new system. The assessment committee included faculty from the School for Education's

undergraduate, graduate and Master of Arts in Teaching programs, along with a faculty member from the University.

- During the 2006-2007 academic year, the School for Education developed an annual assessment system for continuous program improvement. The outcomes of the Park University teacher education and educational leadership programs were stated as abilities which students would exhibit when they completed their program of study. These outcomes were directly related to the mission and goals of Park University and the School for Education
- The chair of the assessment committee also interviewed students throughout the development of the plan to ascertain feedback upon the plan as it was being developed. In addition, the assessment committee met with University faculty and staff to ensure that the plan's evolution reflected the vision and mission of the University's assessment system (see Minutes of the Assessment Committee in Exhibits).
- At each faculty meeting, the School for Education will review data which has been collected and/or analyzed that month. Each summer, the School for Education has put an Assessment Retreat on faculty's calendars. This retreat will identify the areas to be assessed, analysis all data which has been collected and analyzed for the previous academic year, evaluate progress made to achieve specific goals, and set goals for the next academic year.
- The results of the assessment are shared with faculty, colleagues across campus, and public school practitioners, and the results are also posted on the website of the School for Education
- The School for Education's assessment system includes a systematic framework for gathering data from candidates, graduates, employers, and other stakeholders over time. For each program, a set of developmental "pathways" identifies key assessment tools used at each point in the student's educational journey, including the journey into teaching (Attached is a description of the SFE Assessment Systems). Each pathway includes the following elements:

1. **Instruments/processes:** How data on candidates and the program will be gathered.
2. **Monitoring:** Who is responsible for monitoring the collection of data?
3. **Assessment: KSD and Program Evaluation:** Which elements of the conceptual framework's Knowledge, Skills, and Dispositions are being assessed? In addition, which elements of the program are being assessed?

Each pathway concludes with a "gateway" with specific assessment criteria.

Summer 07

- The School for Education will hold its Assessment Retreat in August, 2007. The retreat will focus on identified areas to be assessed, analysis all data which has been collected and analyzed for the previous academic year, evaluation of progress made to achieve specific goals, and set goals for the next academic year

Park University
School for Education
Overview of the Unit Assessment Plan:
Undergraduate and Graduate Programs
November 6, 2007

General Considerations

The assessment plan for undergraduate and graduate education programs are based on the University and School of Education vision and mission statements as well as the Conceptual Framework tied to the goals and objectives of each individual program, which in turn are linked to standards defined by the State of Missouri and relevant professional organizations. It is designed to measure both initial and advanced teacher candidate competence in defined areas as well as provide an assessment of overall program effectiveness at the initial and advanced certification levels. The assessment plan also is designed to measure advanced certification candidates in the field of Educational Leadership.

The plan is multi-tiered. First, each candidate is evaluated on professional dispositions before admission into the undergraduate and graduate SFE programs and on teacher or instructional leadership dispositions at designated check points after admission and throughout their practicum, student teaching, and/or internship. Each course is assessed using measures designed to determine the mastery of course material, standards defined by the State of Missouri, and relevant professional organizations. Second, all programs use a portfolio for assessment purposes. For the portfolio, designated materials from each course are collected in a portfolio and are reviewed by a panel prior to graduation to determine growth in the program and evidence of competence in the related standards. For initial teacher education candidates in early childhood, elementary, middle school, secondary, and MAT programs and advanced teacher candidates in special education, candidates also complete a teacher work sample (TWS) which is evaluated on specific criteria tied to the ability of the teacher candidate to enhance and improve student learning as demonstrated by their ability to implement best practices in her/his educational environment. For candidates in Educational Leadership, an action research project, as well as, portfolio are assessed. Finally, all graduates from certification programs must successfully pass a standardized exam required by the State of Missouri for certification purposes. The results of these exams are analyzed to assist in determining program strengths and

weaknesses. This tiered system provides both formative and summative evaluation for both the program and program participants.

This plan is to be approved by the Assessment Committee, the Director of Institutional Research and Assessment, the Dean of Graduate and Professional Studies and the Vice President for Academic Affairs. The purpose of undergraduate graduate education programs is to be focused on the standards and competencies developed by the State of Missouri and related professional organizations. The standards and competencies are unique to the individual program to which they apply and fit the curricular design of Park University undergraduate and graduate education programs. Relevant standards are a part of the syllabi and curriculum for individual courses.

The overall intent of the undergraduate and graduate education programs is to guide the student through a course of study, which is related to the standards, while developing skills based upon experience, knowledge and research. The focus of these program is always on the candidate and his/her individual growth as a professional educator. The undergraduate and graduate candidates are expected to follow a rigorous course of study, exemplify quality academic work and develop a portfolio or action research project worthy of a professional. Park University is interested in the pragmatic business of serving as a teacher in schools or serving as the leader of schools but is equally interested in producing candidates who have high-level academic preparation and who will continue in graduate work as well as use research in developing exemplary classrooms and schools.

There are multiple measures incorporated in each course to ensure that the assessment of program undergraduate and graduate candidates correctly measure their competence in the various standards. These may include, but are not limited to, teacher work samples, case study analysis reports, research projects, oral reports, field experiences, and comprehensive examinations. Candidates enrolled in programs requiring a portfolio are required to produce a portfolio from course materials that exhibits competence in the standards as set forth by the Missouri Department of Elementary and Secondary Education (DESE). The portfolio contents must exhibit not only specific knowledge, but must also reflect student growth in higher-order thinking skills such as analysis, synthesis and evaluation. A team of faculty will review the portfolio. A satisfactory rating by all team members is required for the student to be cleared for certification. If the portfolio is incomplete or lacking in content mastery, a student will be

required to present missing materials and/or modified original submissions for team review before a recommendation for certification is granted by the Program Coordinator.

Candidates enrolled in programs requiring action research projects are required to apply an action research model in order to address an educational problem or need. In response to an educational problem, students are expected to research best practices, to develop and implement appropriate methodologies, to effectively analyze results, and to formulate conclusions and recommendations. Students are also expected to communicate their actions and findings in both verbal and written form. Both portfolio and action research project evaluation are used to assess program strengths and weakness.

All undergraduate and graduate programs in the School of Education are also evaluated both quantitatively and qualitatively. Each student has the opportunity to evaluate each course each term. The results are returned to the instructor and to the Director of Graduate Education, to become part of the formative information for course revision. Teaching is a high priority in Park University programs. Instructors are expected to model best practices. In addition, each alumnus is surveyed the first two years after graduation to determine if the program met his/her expectations and employment needs.

Overview of Initial/Undergraduate Program Assessments

Potential candidates, who have expressed an interest in an education major, are assigned education advisors upon entering the university and are made aware of the requirements from the beginning of their college career. Once a candidate has met the requirements to be admitted to Phase I, the first professional semester, the candidate is carefully monitored by the Unit faculty and advisor. Data are collected throughout this professional segment to support the faculty's assessment. During this time the DESE assessment requirements and standards for teacher candidates and Show-Me Standards for K-12 students are introduced and used. These have been aligned with the conceptual framework (Leaders in Education: Effective School Professionals, Reflective Change Agents, and Advocates for Equity and Excellence). Candidates provide evidence to meet the criteria and are engaged in self-reflection at various decision points of the program. Admission to the School for Education requires candidates to pass the C-BASE, Writing Competency Test, and SFE Professional Disposition Instrument.

Data Sources for Education Assessment of Initial/Undergraduate Certification Candidates

DATA SOURCE	GOAL	STANDARD (OBJECTIVE)
GPA	1	1.1, 1.2
C-BASE test	1	1.2
Writing Competency Test	1	1.2.7
Praxis score	1	1.2
Portfolio	1, 2, 3	All standards
Student Teaching Evaluations	1, 2, 3	All standards
Senior Survey	1, 2, 3, 4	All standards
Employer Survey	1, 2, 3, 4	
Alumni Survey	1, 2, 3, 4	All standards
Education Matrices	1, 2, 3	All standards
End of Course Evaluations	1, 2	1.1, 1.2
Projects and exams	1, 2, 3	1.1, 1.2,
Core Assessments	1, 2, 3, 4	

1.1 Overview of Initial/Graduate Program Assessments

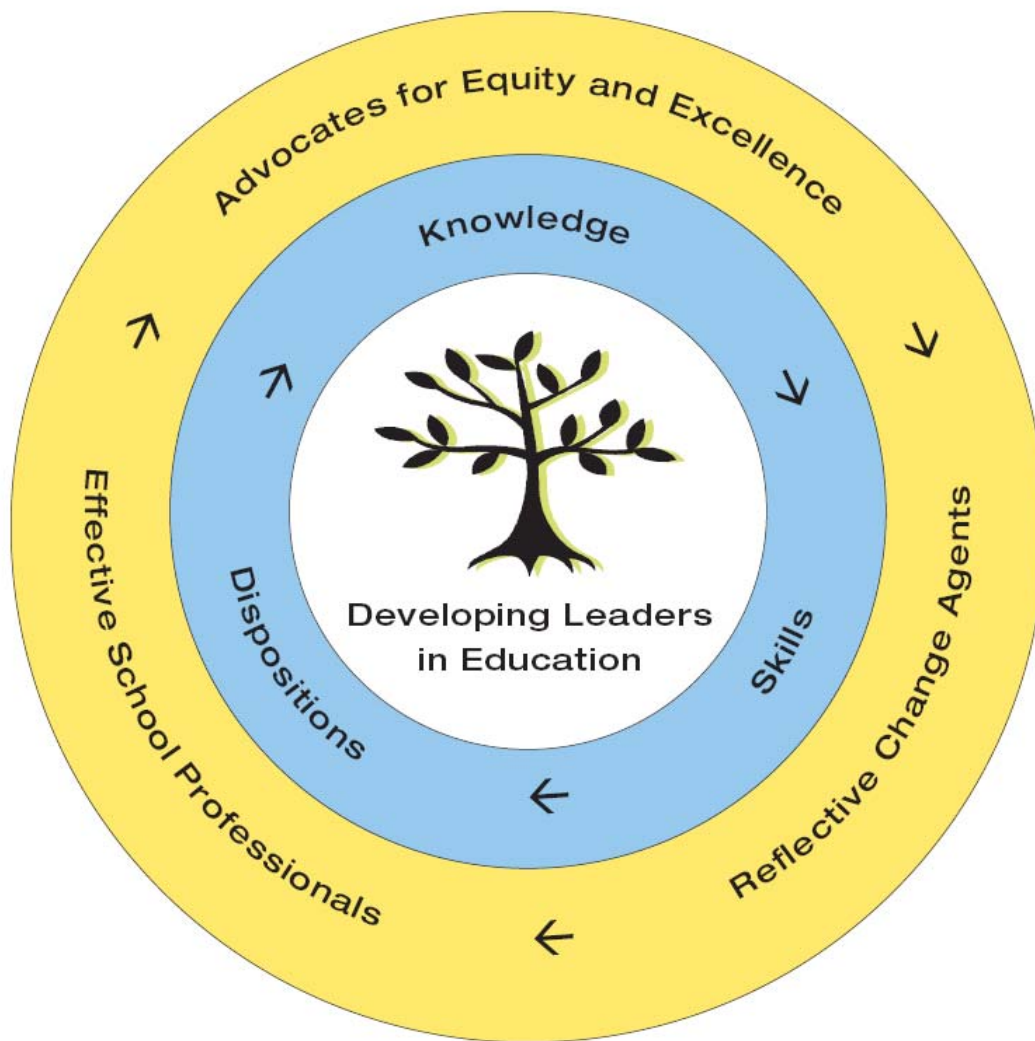
Data Sources for Education Assessment of Initial/Graduate Certification Candidates

DATA SOURCE	GOAL	STANDARD (OBJECTIVE)
GPA	1	1.1, 1.2
C-BASE test	1	1.2
Writing Competency Test	1	1.2.7
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Portfolio	1, 2, 3	All standards
Student Teaching Evaluations	1, 2, 3	All standards
Senior Survey	1, 2, 3, 4	All standards
Employer Survey	1, 2, 3, 4	
Alumni Survey	1, 2, 3, 4	All standards
Education Matrices	1, 2, 3	All standards
End of Course Evaluations	1, 2	1.1, 1.2
Projects and exams	1, 2, 3	1.1, 1.2,
Core Assessments	1, 2, 3, 4	

The Undergraduate and Graduate Education Frameworks are based on the School of Education Framework, Part I. The Framework defines the philosophy of the School of Education faculty in that it recognizes that the development of educational professionals is a developmental process. The institutional and school commitment to effective school professional, reflective change agents, and advocacy for equity and excellence for all learners is consistent with the Framework.

Conceptual Framework of the School for Education

The conceptual framework is focused on “Developing Leaders in Education: Effective School Professionals, Reflective Change Agents, and Advocates for Equity and Excellence for All Learners.” The School for Education’s model is built upon the idea that leaders in education develop over time, in an environment that nurtures that development. Just as a tree grows and flourishes in a supportive environment, so the developing leader in education grows, putting down progressively deeper roots, and increasing in strength and in influence with maturity. The concentric circles of the graphic symbolize the “rings” of a tree. The round shape of the rings symbolizes the holistic way that an educational leader grows. The elements that go into this growth process are not developed separately; rather, they develop together as a whole and eventually merge in a unique way for each educational leader. The first ring surrounding the core symbolizes the Knowledge, Skills, and Dispositions that an educator must develop over time in order to become a leader in education. The outer ring represents the roles the developing educational leader begins to take on as she or he matures as an educator: Effective School Professional, Reflective Change Agent, Advocates for Equity and Excellence for All Learners. These roles, when in evidence, represent the fulfillment of the School of Education’s mission as well as the attainment of the requisite Knowledge, Skills, and Dispositions. Just as healthy trees continue to grow and flourish, graduates of the School for Education will continue to grow and develop throughout their professional lives.



Park University School for Education

Leaders in Education:
Effective School Professionals, Reflective Change Agents,
Advocates for Equity and Excellence

Undergraduate Section:

The Undergraduate Education Program is built on the School for Education's conceptual framework which is grounded in the knowledge, skills, and dispositions which represent the interlocking, continuous levels of development. At the core is knowledge; knowledge is subsumed by skills, and skills are subsumed by dispositions. Knowledge is what one knows, but it is not enough on its own. Skills are the application of what one knows, but even these are not sufficient; they must be "lived out" in the context of who each teacher is as a person and as a professional. Dispositions are what one is, and how one lives; they represent the unique integration that makes each teacher what he or she is. The development of dispositions represents the ultimate manifestation of a teacher's development in the real world of teaching. Each course in the undergraduate program is designed to allow the student the opportunity to not only learn theoretical concepts, but to apply them in actual or simulated situations. Knowledge is developed through coursework that deals with general areas such as instruction, curriculum, classroom management, evaluation, diversity, social issues, and special topics related to each area of certification.

Because our Framework recognizes that developing educational professionals is a lifelong process, various professional standards are embedded in the various degree programs to ensure students continue to build and develop their skills to be reflective practitioners. The specific professional standards for each degree program follow.

- Early Childhood Education– *The NAEYC 2003 Initial Standards for Childhood Professionals and The Missouri Standards for Teacher Education Programs (MOSTEP)*
- Elementary Education – *The ACEI Standards for Elementary Education and The Missouri Standards for Teacher Education Programs (MOSTEP)*
- Middle School Education (Content Area Certification)– *The Missouri Standards for Teacher Education Programs (MOSTEP)*
 1. *Art- National Association of Schools of Art and Design (NASAD)*
 2. *Unified Science- National Science Teachers Association (NSTA)*
 3. *English- The National Council of Teachers of English (NCTE)*
 4. *Journalism- No specialty organization for accreditation*
 5. *Mathematics- National Council of Teachers of Mathematics (NCTM)*
 6. *Spanish- American Council on the Teaching of Foreign Languages (ACTFL)*
 7. *Social Sciences- National Council for the Social Studies (NCSS)*
- Secondary Education (Content Area Certification)-- *The Missouri Standards for Teacher Education Programs (MOSTEP)*
 1. *Art- National Association of Schools of Art and Design (NASAD)*
 2. *Unified Science- National Science Teachers Association (NSTA)*

3. *English- The National Council of Teachers of English (NCTE)*
4. *Journalism- No specialty organization for accreditation*
5. *Mathematics- National Council of Teachers of Mathematics (NCTM)*
6. *Spanish- American Council on the Teaching of Foreign Languages (ACTFL)*
7. *Social Sciences- National Council for the Social Studies (NCSS)*

This multi-faceted program results in well-rounded professionals who can think critically, integrate information, and make practical application in a thoughtful, reflective way in their own educational environment. Additionally, the program provides the opportunity for practitioners to become instructional leaders in the profession and to assist in developing effective solutions to educational problems.

Undergraduate Education Program Goals

Goals: The goals of the program are drawn directly from the Park University Mission and Vision Statements and the School for Education Mission and Vision Statements in the context of the Conceptual Framework. The linkage is indicated in parentheses.

- A. Candidates exhibit behavior that demonstrates respect for all individuals, advocacy for equity and excellence, and the belief that all can develop, learn, and make positive contributions to society. (diversity, accessibility, and advocates)
- B. Candidates possess the necessary content knowledge and professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, cultural, and intellectual contexts, as demonstrated by varied, evidence-based strategies, including technology. (academic excellence, best practice)
- C. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments and to use the information from assessments to develop and adapt instruction that meets learners' needs and maintains their engagement. (academic excellence, best practice, accessibility)
- D. Candidates exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice. (lifelong learning, change agents, and advocates)
- E. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, and communicating effectively with students and stakeholders. (lifelong learning, communication, develop leaders)

Sub-program goals: The goals of undergraduate education sub-programs are derived from the University and School of Education Mission Statement and the School of Education Conceptual Framework. The goal of each subprogram below is --

Early Childhood Education and Leadership Early Childhood Education

1. To meet the growing need for teachers in early childhood education to meet high professional standards in serving young children and their families.
2. To prepare early childhood teachers to be leaders, advocates, and lifelong learners in a dynamic and pluralistic society.
3. To prepare teachers whose theoretical orientation and classroom practice put learners first within developmentally appropriate environments inclusive of the increasingly diverse learners in B-3rd grade settings.
4. To prepare teachers who can evaluate a wide range of materials and programs for early childhood instruction, and can select those resources which best meet the needs of the learners with whom they work.
5. To prepare teachers who can use a wide variety of early childhood assessments, can reflectively and ethically interpret the results of those assessments based on an in-depth understanding of child development, can suggest instructional strategies on the basis of those results, and can communicate results to parents and key stakeholders in a responsible and effective manner.
6. To prepare teachers who can communicate and demonstrate early childhood education knowledge and practices to other professionals in the educational settings where they work.

Elementary Education and Education Studies

1. To meet the growing need for teachers in elementary education to meet high professional standards in serving 1st-6th grade children and their families.
2. To prepare elementary teachers to be leaders, advocates, and lifelong learners in a dynamic and pluralistic society.
3. To prepare teachers whose theoretical orientation and classroom practice put learners first within developmentally appropriate environments inclusive of the increasingly diverse learners in 1st-6th grade settings.
4. To prepare teachers who can evaluate a wide range of materials and programs for elementary instruction, and can select those resources which best meet the needs of the learners with whom they work.
5. To prepare teachers who can use a wide variety of assessments, can reflectively and ethically interpret the results of those assessments based on an in-depth understanding of child development, can suggest instructional strategies on the basis of those results, and can communicate results to parents and key stakeholders in a responsible and effective manner.
6. To prepare teachers who can communicate and demonstrate elementary education knowledge and practices to other professionals in the educational settings where they work.

Middle School

Major: English 5-9, Math 5-9, Science 5-9 or Social Studies 5-9

1. To meet the growing need for teachers in middle school education to meet high professional standards in serving 5th-9th grade children and their families.
2. To prepare middle school teachers to be leaders, advocates, and lifelong learners in a dynamic and pluralistic society.

3. To prepare teachers whose theoretical orientation and classroom practice put learners first within developmentally appropriate environments inclusive of the increasingly diverse learners in 5th-9th grade settings.
4. To prepare teachers who can evaluate a wide range of materials and programs for middle school instruction, and can select those resources which best meet the needs of the learners with whom they work.
5. To prepare teachers who can use a wide variety assessments, can reflectively and ethically interpret the results of those assessments based on an in-depth understanding of child development, can suggest instructional strategies on the basis of those results, and can communicate results to parents and key stakeholders in a responsible and effective manner.
6. To prepare teachers who can communicate and demonstrate middle school education knowledge and practices to other professionals in the educational settings where they work.

Secondary Education

Major: Art K-12, Unified Science 9-12, English 9-12, Journalism 9-12, Math 9-12, Spanish K-12 or Social Studies 9-12

1. To meet the growing need for teachers in secondary education to meet high professional standards in serving 9th-12th grade children and their families.
2. To prepare secondary teachers to be leaders, advocates, and lifelong learners in a dynamic and pluralistic society.
3. To prepare teachers whose theoretical orientation and classroom practice put learners first within developmentally appropriate environments inclusive of the increasingly diverse learners in 9th-12th grade settings.
4. To prepare teachers who can evaluate a wide range of materials and programs for secondary instruction, and can select those resources which best meet the needs of the learners with whom they work.
5. To prepare teachers who can use a wide variety of assessments, can reflectively and ethically interpret the results of those assessments based on an in-depth understanding of child development, can suggest instructional strategies on the basis of those results, and can communicate results to parents and key stakeholders in a responsible and effective manner.
6. To prepare teachers who can communicate and demonstrate secondary education knowledge and practices to other professionals in the educational settings where they work

Assumption Underlying the Undergraduate Model

The assumptions underlying the undergraduate education model place emphasis on the development of professional capabilities that enhance practice and promote leaders in education. Specifically, the assumptions underlying the model are as follows.

- A. To meet the growing need for teachers to meet high professional standards in serving children at B-12 levels and their families.
- B. To prepare teachers to be leaders, advocates, and lifelong learners in a dynamic and pluralistic society.
- C. To prepare teachers whose theoretical orientation and classroom practice put learners first within developmentally appropriate environments inclusive of the increasingly diverse learners in B-12 grade settings..
- D. To prepare teachers who can evaluate a wide range of materials and programs for effective instruction, and can select those resources which best meet the needs of the learners with whom they work.
- E. To prepare teachers who can use a wide variety of assessments, can reflectively and ethically interpret the results of those assessments based on an in-depth understanding of child and adolescent development, can suggest instructional strategies on the basis of those results, and can communicate results to parents and key stakeholders in a responsible and effective manner.
- F. To prepare teachers who can communicate and demonstrate knowledge and best practices in the field of education to other professionals in the educational settings where they work.
- G. Capstone courses give students the opportunity to explore problems in education, to develop a plan of action to resolve issues, and to implement actions in their own professional situation. Capstone courses vary by program and are listed below.
 - Early Childhood Education and Leadership – EDC 380 Advanced Practicum: Leadership in Education
 - Early Childhood Education– EDC 410 Directed Teaching and Seminar
 - Elementary Education – EDE 410 Directed Teaching and Seminar
 - Education Studies – EDE 360 (2+2+2)
 - Middle School Education –EDM 410 Directed Teaching and Seminar
 - Secondary Education – EDS 410 Directed Teaching and Seminar

The undergraduate program in education leads to a Bachelor's Degree and/or certification that demonstrates competence in the degree program and, with certification programs, demonstrates the graduate has met state of Missouri certification requirements. Specially, these degrees including certifications are as follows.

- Early Childhood Education and Leadership (Bachelor of Arts)
- Early Childhood Education (Bachelor of Arts with Teaching Certification) – content area and content knowledge as demonstrated by a passing score on the content area Praxis II Exam.
- Education Studies – Youth Emphasis (Bachelor of Arts)
- Elementary Education (Bachelor of Arts with Teaching Certification)
- Middle School Education (Bachelor of Arts in English, Bachelor of Arts in Math, Bachelor of Arts in Science, Bachelor of Arts in Social Studies with certification or in the content area without certification)
- Secondary Education (Bachelor of Arts in Art, Bachelor of Arts in Unified Science, Bachelor of Arts in English, Bachelor of Arts in Journalism, Bachelor of Arts in Math, Bachelor of Arts in Spanish, Bachelor of Arts in Social Studies with certification or in the content area without certification)

Data Sources for Undergraduate Education Assessment
(With associated sub-program goals)

Data Source	Early Childhood and Leadership	Early Childhood Education	Elementary	Middle School	Secondary Education	Education Studies
Advisory Boards	1, 2, 3, 4, 5, 6	Needed	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5
Alumni Surveys	1, 2, 3, 4, 5, 6	2, 4, 5, 6	1, 2, 3	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5
Authentic Assessments	1, 3, 5	1, 2, 5	4, 5	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	3, 4
Capstone Course(s)	1, 2, 3, 4, 5, 6	1, 4, 5, 6	4, 5	1, 2, 3, 4	1, 2, 3, 4, 5, 6	1, 2, 3, 4
Continue Undergraduate School	6	1, 2, 4, 5, 6	1, 2, 3, 5	6	6	3, 4, 5
Core Assessment	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5,	1, 2, 3, 4, 5, 6,	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5
Course Evaluations	1, 2, 3, 5	3, 4	4, 5	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	2, 3, 4

Course Matrices	1, 3, 5, 6	1, 2, 4, 5, 6	4, 5	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	3, 4
Cumulative Grade Point Averages	1, 2, 3, 5, 6	1, 2, 4, 5, 6	4, 5	6	6	3, 4, 5
Department of Elementary and Secondary Education	---	---	---	1	6	1,5
Journal Entries	1, 2, 3, 5	1, 2, 4, 5	2, 4, 5	2,4,5,6	1, 2, 3, 4, 5, 6	3,4
Portfolios Action Research Projects	1, 2, 3, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 4, 5	1,2,3,4,5,6	1, 2, 3, 4, 5, 6	1,3,4
PRAXIS II	---	---	---	1	---	3,4,5
Projects and Presentations	1, 2, 3, 5, 6	1, 2, 4, 5, 6	4, 5	2,3,4,5,6	1, 2, 3, 4, 5, 6	3,4

Explanation of Data Sources

Alumni Survey – Alumni will be surveyed periodically to determine the effectiveness of the program in achieving the objectives set forth.

Authentic Assessments – Authentic assessments (vignettes, case-studies, and problem-solving modules) are used extensively in classes to present situations to assist students in critical thinking, reflection, and the practical application of knowledge. Additionally, portfolio assessments are required for all programs leading to additional educator certification. Student portfolios are evaluated by two School of Education faculty.

Capstone Course(s) - The purpose is to require the student to reflect on the program and to evaluate, analyze, and synthesize what was learned in a practical situation. Courses require the development and implementation of a curriculum, instructional, or administrative plan in his/her work setting (action research), or the actual performance of learned competencies through directed field experiences and practicums. For students not involved in a practicum or directed field experiences, a major research paper dealing with a current issue in education is required. The student will research the topic, evaluate and synthesize the gleaned information, and present his/her findings to the class.

Continue Graduate School - One of the objectives of the program is to equip students to continue graduate study if they desire. An attempt to track this progress will be made.

Core Assessments – Core assessments are the ultimate measurement of the Core Learning Outcomes and is a required syllabus component. Core assessments must address at least three-fourths of the Core Learning Outcomes for the course including activities associated with the ability to think critically and communicate effectively. Core assessments should not occur before the last quarter of the course and will be uniform for all sections of a particular course. A relevant Core Assessment rubric will be included in all syllabi. CORE ASSESSMENTS-The School for Education’s Core Assessment approach enables the collection and analysis for a wide variety of direct student outcomes assessment. Since it is based upon a university-wide approach, it is consistent with assessment being conducted throughout the university and in each mode of delivery (e.g. traditional 16-week, Online and Accelerated courses). A yearly assessment report will be completed by the School for Education so that analysis may be done regarding this wealth of data.

Park University requires a core assessment with an associated core assessment rubric (CAR) for each class; each class syllabi must include the CAR. The purpose of the core assessment is to determine whether or not the student can demonstrate proficiency in the Core Learning Outcomes for the course.

Each core assessment rubric (CAR) also contains two core competencies/categories (Critical Thinking and Effective Communication) that allow for data to be gathered regarding the institutional mission. The School for Education has adapted this approach so that direct data may also be gathered regarding student learning of MoStep standards.

In summary, the School for Education’s Core Assessment approach enables the collection and analysis of data as it relates to: course learning outcomes, program competencies, program assessment plans, Park’s institutional mission/vision and MoStep standards.

Specific core assessment requirements are described below:

- Core Assessment must address at least three-fourths (75%) of the Core Learning Outcomes for the course including activities associated with the ability to think critically and communicate effectively.
- Core Assessment may not be due earlier than three-fourths (75%) of the way through the course.
- Core Assessment must be worth at least 20% of the final course grade.
- Core Assessment must be uniform for all sections of a particular course and must be included in all syllabi. Modifications of the defined Core Assessment activity are not permitted.
- A detailed Core Assessment Rubric (CAR) specific to the relevant Core Assessment must be included in all syllabi. Modifications of the defined Core Assessment Rubric are not permitted.
- Core Assessment must include a writing component.

Course Evaluation - Students complete course evaluations at the end of each term to assess the effectiveness of the course objectives, teaching, and instructional resources.

Course Matrices – Curriculum matrices are developed demonstrate how professional standards and program objectives are met.

Cumulative GPA - The graduation requirement is a 3.0, with no grade lower than a “C”, and with no more than two “C’s” allowed.

External Sources

1. Advisory Boards - Advisory Boards are used to provide feedback and direction related to subprogram goals and curriculum. Advisory boards currently exist for the following programs:
 - *Early Childhood Education
 - *Elementary Education
 - *Middle School and Secondary Education
 - *SFE Advisory Board

2. State Review - The Missouri Department of Elementary and Secondary Education periodically review all undergraduate education certification programs. The Department currently reviews the following programs.
 - a. Early Childhood Education
 - b. Elementary Education
 - c. Middle School Education
 - d. Secondary Education

Journals - Journals are kept in some classes to allow the student to reflect on what is learned and understood. Journals deal with both affective and cognitive learning and allow students to evaluate progress and understanding.

Portfolios – Student portfolios are used to assess program strengths and weaknesses related to student mastery of goals and competencies related to governing standards. Associated rubrics for the various programs are provided in an addendum.

Praxis – (Master of Arts in Teaching Only) Students must pass the appropriate PRAXIS II content area to be admitted to the program.

Projects & Presentations - Projects and presentation in the graduate program are related to the student’s educational situation whenever possible. The application of learned theory is stressed in classroom activities and in practicum and field experience activities. This practice also allows for demonstration of the ability to use technology.

Graduate Section:

The Graduate Education Framework is built on a praxis model that requires time for both action and reflection. Each course is designed to allow the student the opportunity to not only learn theoretical concepts, but to apply them in actual or simulated situations. Knowledge is developed through coursework that deals with general areas such as diversity, social issues, curriculum, and special topics. Students also have the opportunity to specialize in an emphasis area: general studies education, multicultural education, school law education, at-risk education, and special education, educational administration, early childhood education, adult education and content area certification. As advanced professional situations require educators to integrated and synthesized information, graduate education program provide additional opportunity to continue this process.

Because our Framework recognizes that developing educational professionals is a lifelong process, various professional standards are embedded in the various degree programs to ensure students continue to build and develop their skills to be reflective practitioners. The specific professional standards for each degree program follow.

- Master of Education (Generalist, School Law, Multicultural, and At-risk Education) – *(National Board for Professional Teaching Standards)*
- Master of Education (Administration) – *Missouri Standards for Teacher Preparation Programs* as derived from the *Interstate School Leaders Licensure Consortium Standards (ISLLC)*
- Master of Education (Special Education) – *The Council for Exceptional Children Standards*
- Master of Education (Early Childhood) – *The NAEYC 2003 Advanced Standards for Childhood Professionals*
- Master of Education (Adult Education) – *The Commission of Professors of Adult Education*
- Master of Arts in Teaching (Content Area Teacher Certification) – *The Missouri Standards for Teacher Education Programs (MOSTEP)*

This multi-faceted program results in well-rounded professionals who can think critically, integrate information, and make practical application in a thoughtful, reflective way in their own educational environment. Additionally, the program provides the opportunity for practitioners to become leaders in the profession and to assist in developing effective solutions to educational problems.

Assumption Underlying the Model

The assumptions underlying the graduate education model are consistent with the undergraduate program with the emphasis placed on the development of professional capabilities that enhance practice and promote leadership ability. Specifically, the assumptions underlying the model are as follows.

1. Graduate education is a continuation of a process begun in undergraduate education. (Graduate Education degrees require a Bachelor's Degree and/or certification that demonstrates competence in the relevant degree areas for admittance to the program. Specially, these requirements are as follows.
 - Master of Education (General, School Law, Multicultural, At-risk, Special Education, and Administration) – Bachelor's Degree in Education or a Bachelor's Degree and Teaching Certification
 - Master of Education (Early Childhood) – Bachelors Degree in Early Childhood and Family Studies or Elementary Education, or a related field.
 - Master of Education (Adult Education) – Bachelor's Degree and significant professional experience with adult learners.
 - The Master of Arts in Teaching (Content Area Teaching Certification) – Bachelor's Degree in the appropriate content area and content knowledge as demonstrated by a passing score on the content area Praxis II Exam.
2. Practitioners need to possess a general education, professional expertise (both theoretical and practical), and should be scholars in their area of endeavor. Graduate education should be an enhancement of these areas and allow for continued growth in the competencies addressed by their respective professional standards. (See the preceding section).
3. Knowledge and expertise should be integrated into practice. Assignments are usually related to the individual's professional experience.
4. Graduate education should encourage the educational professional to participate in lifelong learning that enhances practice. The introduction of new ideas and resources give educators the tools to accomplish this goal.
5. Graduate education should be an empowering experience that enables practitioners to empower those with whom they come into contact to become lifelong learners and citizens of a democracy. Knowledge in and of itself is power. Professional educators explore the issues of a democratic society, the impact on educational institutions, and possible alternative solutions.
6. Graduate education should enable practicing educators to develop a voice in the profession and to become leaders in educational improvement. Understanding is the beginning of wisdom. Equipped with the information and skills learned in the graduate education program, practitioners have the information to enable them to work for change and improvement in their setting.

7. Graduate education should empower practitioners to be problem solvers and change agents capable of addressing the complex issues present in the educational setting. Capstone courses give students the opportunity to explore problems in education, to develop a plan of action to resolve issues, and to implement actions in their own professional situation. Capstone courses vary by program and are listed below.
 - a. Master of Education (General, School Law, Multicultural, At-risk, Early Childhood and Adult Education) – ED629 (Critical Reflection Seminar) and ED630 (Action Practicum)
 - b. Master of Education (Administration) – ED634 (Directed Field Experiences)
 - c. Master of Education (Special Education) – ED 647 (Practicum)
 - d. The Master of Arts in Teaching (Content Area Teaching Certification) – ED600 (Field Experience) or ED602 (Mentorship)

Graduate Education Program Goals

Goals: The goals of the program are drawn directly from the Park University Mission Statement. The linkage is indicated in parentheses.

1. To meet the educational needs of our growing and culturally diverse community in Parkville, the Greater Kansas City area, the United States, and globally. (diversity, accessibility)
2. To conduct an accessible program of quality for working professional educators. (accessibility, academic excellence, best practice)
3. To prepare professional educators to work in a diverse and technological environment. (diversity, communication)
4. To develop well-rounded educators who will be prepared to address current social and educational issues in a professional and problem solving manner. (lifelong learning, develop leaders, change agents and advocates)

Sub-program goals: The goals of graduate education sub-programs are derived from the University and School of Education Mission Statement and the School of Education Framework. The goal of each subprogram below is --

Master of Education (General, School Law, Multicultural, At-risk)

1. To prepare teachers who demonstrate the ability to approach educational concerns critically to effectively solve problems. (Students demonstrate this ability through authentic activities including, vignettes, case studies, problem-solving modules, and in the capstone courses.)
2. To prepare teachers who understand and utilize the praxis model of action/reflection. (The capstone courses are designed to support the two parts of the praxis model, action and reflection).
3. The prepare teachers who are aware of societal issues that impact educational performance and will demonstrate attitudes and methods to effectively deal with these issues. (These

issues are addressed in specified program coursework and are designed to allow students to concentrate on societal and educational issues).

4. To prepare teachers who are empowered to assume leadership roles in their work setting and in the community. (Programs are designed to meet the professional standards associated with the respective programs. Additionally, the capstone courses are designed to allow practitioners to exert influence and leadership in their educational environment to bring about improvements and/or solutions.)
5. To prepare teachers who understand the diverse nature of our society and the implications of that diversity on education. (Curriculum projects and other assignments allow the student to demonstrate this understanding.)
6. To prepare teachers who are capable of applying technology to successfully participate in providing education for the future. (Presentations in classes allow students to demonstrate this ability).
7. To prepare teachers for continued graduate education should it be their desire. (The student's ability to continue graduate education demonstrate this capacity).

Master of Education (Adult Education)

1. To provide a program that embodies a progressive and coherent prospectus in the following fundamental areas: the theoretical and philosophical foundations of adult education; the underlying implications, characteristics, and broad scope of adult education; critical thinking toward social change in adult education; the leadership and facilitation needed for adult learning and development; and adult education research.
2. To encourage degree candidates to engage in active learning through critical thinking, not only to answer the questions, but to question the answers.
3. To instill in degree candidates the importance of experiential and lifelong learning, and the significance of serving as an adult learning facilitator.
4. To assist degree candidates in developing, questioning, and sustaining the essential competencies and knowledge base required for a career in adult education.
5. To promote experiential learning from participant interaction, dialogue, debate, and application of information.
6. To conduct reviews of research and theory in order to create original ideas that will expand the knowledge base in the field of adult education.

Master of Education (Early Childhood Education)

- H. To meet the growing need for accomplished teachers to meet high professional standards in serving young children and their families.
- I. To prepare early childhood teachers to be leaders, advocates, and lifelong learners in a dynamic and pluralistic society.
- J. To build a collegial learning community to support the continuing professional development of early childhood teachers.
- K. To provide in-depth study for experienced early childhood teachers to extend their knowledge, skills, and dispositions in the following domains: Promoting Child Development and Learning; Building Family and Community Relations; Observing, Documenting, and Assessing to Support Children and Families; Teaching and Learning;

and Growing as a Professional. (NAEYC 2002 Advanced Standards for Childhood Professionals)

- L. To provide meaningful, engaging opportunities for early childhood teachers to refine their competence in the following areas: Cultural Competence; Knowledge and Application of Ethical Principles; Communication Skills; Mastery of Relevant Theory and Research; Skills in Identifying and Using Professional Resources; and Inquiry Skills and Knowledge of Research Methods. (NAEYC 2002 Advanced Standards for Childhood Professionals).

Master of Education (Educational Administration)

1. To prepare educational leaders who are capable of promoting the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. To prepare educational leaders who are capable of promoting the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. To prepare educational leaders who are capable of promoting the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. To prepare educational leaders who are capable of promoting the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. To prepare educational leaders who are capable of promoting the success of all students by acting with integrity, fairness, and in an ethical manner.
6. To prepare educational leaders who are capable of promoting the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
7. To prepare educational leaders who are capable of continuing graduate education, demonstrating professionalism, and integrating the knowledge of the profession.
8. To prepare educational leaders who are capable of meeting Missouri's requirements for certification as principal (elementary, middle, and secondary)

Master of Education (Special Education)

1. To prepare teachers who are capable of meeting Missouri's requirements for certification in K-12 Cross-Categorical Disabilities.
2. To prepare teachers who are capable of demonstrating their competence of the knowledge and skills associated with the following areas: Foundations; Development and Characteristics of Learners; Individual Learning Differences; Instructional Strategies; Learning Environments and Social Interactions; Communication; Instructional Planning; Assessment; Professional and Ethical Practices; and Collaboration [Council of Exceptional Children's (CEC) Standards for Special Education Teachers].
3. To prepare teachers who are capable of becoming leaders, advocates, and lifelong learners in the education of students with special needs.

4. To prepare teachers who are capable of self-reflection to analyze and adjust education practices with the goal of improving student outcomes.
5. To prepare teachers to work in an ever-changing diverse and technological environment.
6. To prepare teachers who are capable of promoting their professional growth, continuing graduate education, and demonstrating ethical and professional practice Standards.

Master of Arts in Teaching

1. To meet the educational needs of our growing and culturally diverse community, both in Parkville and the greater Kansas City area.
2. To conduct an accessible program of quality for working adults employed in education or anticipating such employment.
3. To prepare teachers to work in an ever-changing diverse and technological environment.
4. To develop educators who will be prepared to address current social and educational issues in a professional problem-solving manner.
5. To prepare Missouri middle and secondary teachers, especially in the content areas experiencing shortages of teachers, in a comprehensive but alternative format.

Explanation of Data Sources

Alumni Survey – Alumni will be surveyed periodically to determine the effectiveness of the program in achieving the objectives set forth.

Authentic Assessments – Authentic assessments (vignettes, case-studies, and problem-solving modules) are used extensively in classes to present situations to assist students in critical thinking, reflection, and the practical application of knowledge. Additionally, portfolio assessments are required for all programs leading to additional educator certification. Student portfolios are evaluated by two School of Education faculty.

Capstone Course(s) - The purpose is to require the student to reflect on the program and to evaluate, analyze, and synthesize what was learned in a practical situation. Courses require the development and implementation of a curriculum, instructional, or administrative plan in his/her work setting (action research), or the actual performance of learned competencies through directed field experiences and practicums. For students not involved in a practicum or directed field experiences, a major research paper dealing with a current issue in education is required. The student will research the topic, evaluate and synthesize the gleaned information, and present his/her findings to the class.

Continue Graduate School - One of the objectives of the program is to equip students to continue graduate study if they desire. An attempt to track this progress will be made.

Core Assessments – Core assessments are the ultimate measurement of the Core Learning Outcomes and is a required syllabus component. Core assessments must address at least three-fourths of the Core Learning Outcomes for the course including activities associated with the ability to think critically and communicate effectively. Core assessments should not occur before the last quarter of the course and will

be uniform for all sections of a particular course. A relevant Core Assessment rubric will be included in all syllabi.

Course Evaluation - Students complete course evaluations at the end of each term to assess the effectiveness of the course objectives, teaching, and instructional resources.

Course Matrices – Curriculum matrices are developed demonstrate how professional standards and program objectives are met.

Cumulative GPA - The graduation requirement is a 3.0, with no grade lower than a “C”, and with no more than two “C’s” allowed.

External Sources

2. Advisory Boards - Advisory Boards are used to provide feedback and direction related to subprogram goals and curriculum. Advisory boards currently exist for the following programs:
 - *Master of Education and Master of Arts in Teaching
 - *Special Education
 - *Early Childhood Education
 - *Educational Administration

3. State Review - The Missouri Department of Elementary and Secondary Education periodically review all graduate education certification programs. The Department currently reviews the following programs.
 - *Master of Arts in Teaching
 - *Special Education
 - *Educational Administration

Journals - Journals are kept in some classes to allow the student to reflect on what is learned and understood. Journals deal with both affective and cognitive learning and allow students to evaluate progress and understanding.

Portfolios – Student portfolios are used to assess program strengths and weaknesses related to student mastery of goals and competencies related to governing standards. Associated rubrics for the various programs are provided in an addendum.

Praxis – (Master of Arts in Teaching Only) Students must pass the appropriate PRAXIS II content area to be admitted to the program.

Projects & Presentations - Projects and presentation in the graduate program are related to the student’s educational situation whenever possible. The application of learned theory is stressed in classroom activities and in practicum and field experience activities. This practice also allows for demonstration of the ability to use technology.

School Leaders Licensure Assessment – (Master of Education – Educational Administration only) Students desiring certification in the State of Missouri must pass the School Leaders Licensure Assessment. Student scores on this exam are monitored as they become available.

Data Sources for Graduate Education Assessment
(With associated sub-program goals)

Data Source	MED General, At-risk, Multicultural, Law	MED Adult Education	MED Early Childhood	MED Special Education	MED Education Admin
Advisory Boards	1, 2, 3, 4, 5, 6, 7	Needed	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8
Alumni Surveys	1, 2, 3, 4, 5, 6, 7	2, 4, 5, 6	1, 2, 3	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8
Authentic Assessments	1, 3, 5	1, 2, 5	4, 5	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8
Capstone Course(s)	1, 2, 3, 4, 5, 6, 7	1, 4, 5, 6	4, 5	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8
Continue Graduate School	7	1, 2, 4, 5, 6	1, 2, 3, 5	6	7
Core Assessment	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5,	1, 2, 3, 4, 5, 6,	1, 2, 3, 4, 5, 6, 7, 8
Course Evaluations	1, 2, 3, 5	3, 4	4, 5	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8
Course Matrices	1, 3, 5, 6	1, 2, 4, 5, 6	4, 5	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8
Cumulative Grade Point Averages	1, 2, 3, 5, 6	1, 2, 4, 5, 6	4, 5	6	7
Department of Elementary and Secondary Education	---	---	---	1	8
Journal Entries	1, 2, 3, 5	1, 2, 4, 5	2, 4, 5	2,4,5,6	1, 2, 3, 4, 5, 6, 7, 8
Portfolios Action Research Projects	1, 2, 3, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 4, 5	1,2,3,4,5,6	1, 2, 3, 4, 5, 6, 7, 8
PRAXIS II	---	---	---	1	---
Projects and Presentations	1, 2, 3, 5, 6	1, 2, 4, 5, 6	4, 5	2,3,4,5,6	1, 2, 3, 4, 5, 6, 7, 8
School Leaders Licensure Assessment	---	---	---	---	1, 2, 3, 4, 5, 6, 7, 8

Professional Education Program

Early Childhood Education

Elementary Education

Middle School Education

Agriculture Education

Art Education

Business Education

Drivers Education

English/Language Arts

English for Speakers of Other Languages

Family And Consumer Sciences

Foreign Language Education

Gifted Education

Health Education

Specialty Professional Association (SPA)

National Association for Education of Young Children (NAEYC) – NCATE Constituent

Association for Childhood Education International (ACEI) – NCATE Constituent

National Middle School Association (NMSA) – NCATE Constituent

No Specialty Organization for Accreditation

National Association of Schools of Art and Design (NASAD)

Association of Collegiate Business Schools and Programs (ACBSP)

No Specialty Organization for Accreditation

National Council of Teachers of English (NCTE) – NCATE Constituent

Teachers of English to Speakers of Other Languages (TESOL) – NCATE Constituent

American Association of Family and Consumer Sciences (AAFCS)

American Council on the Teaching of Foreign Languages (ACTFL) – NCATE Constituent

No Specialty Organization for Accreditation

American Association for Health Education, (AAHPERD alliance) – NCATE Constituent

Industrial Technology Education	National Association of Industrial Technology (NAIT)
Journalism	No Specialty Organization for Accreditation
Marketing Education	No Specialty Organization for Accreditation
Mathematics	National Council of Teachers of Mathematics (NCTM) – NCATE Constituent
Music	National Association of Schools of Music (NASM)
Physical Education	American Alliance for Health, Physical Education, Recreation and Dance/National Association for Sport and Physical Education (AAHPERD/NASPE) – NCATE Constituent
Library Media Specialist	American Library Association (ALA)/ Association for Educational Communications & Technology (AECT) – NCATE Constituents
Science: Biology Chemistry Physics General Science Unified Science	National Science Teachers Association (NSTA) – NCATE Constituent
Social Science	National Council for the Social Studies (NCSS) – NCATE Constituent

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2.3 The unit and its programs, have a clearly identified, valid, fair, and unbiased assessment system. The system provides for the collection, analysis and use of data from applicants, candidates' and graduates' performance, and program /unit operations to inform decisions with regard to improvement.

In the spring of 2007, the School for Education faculty developed and adopted a new assessment system which uses a systematic framework for gathering data from candidates, graduates, employers, and other stakeholders over time. The assessment framework consists of new assessment systems which were also developed and adopted by the faculty for our initial and advanced certification programs. The assessment framework includes an organized cycle of periodic programmatic evaluation of candidates as well as the unit and all of its programs.

A School for Education faculty assessment committee was established to review previous assessment systems and the University's assessment system in order to develop comprehensive, coherent assessment systems that reflect the school's conceptual framework. The chair of the committee was allotted three credit hours of release time to work with the committee, University faculty and staff, and stakeholders to establish a new system. The assessment committee included faculty from the School for Education's undergraduate, graduate and Master of Arts in Teaching programs, along with a faculty member from the University. The chair of the assessment committee also interviewed students throughout the development of the plan to ascertain feedback upon the plan as it was being developed. In addition, the assessment committee met with University faculty and staff to ensure that the plan's evolution reflected the vision and mission of the University's assessment system (see Minutes of the Assessment Committee in Exhibits).

In 2005, Park University's administration redesigned the University Assessment Committee (UAC) to better reflect the new requirements of the Higher Learning Commission. The UAC established three goals including 1.) establish common outcomes for courses taught by multiple faculty members; 2.) develop a common assessment to measure the outcomes; 3.) develop an on-going system to evaluate data collected through the common assessments. The interdisciplinary committee assisted programs in developing common core learning outcomes, common core assessments and a format for collecting data (see Minutes of University Assessment Committee in Exhibits).

The School for Education's new system for assessment reflects the UAC's commitment to a quality assessment system. The School for Education's assessment committee not only supported the common outcomes, common assessments and evaluation system, but the committee also developed an organized system to view all data related to the students' knowledge, skills, and dispositions. Furthermore, the School for Education's committee determined a system for analyzing programmatic evaluations.

The addition of these new systems is an important milestone for the School for Education since its last site visit. Assessment was a weakness cited in evaluations of Park University's certification programs in the past; however the new systems are more methodical and will better reveal areas for improvement. Many of the assessment tools were already in place, but the new system helps organize data sets.

In addition, to the assessment system, the faculty approved an assessment cycle as illustrated in Chart 2. 1. Chart 2.2 provides a more detailed description of the assessment cycle. Use of an assessment cycle ensures that data is used to continually evaluate the programs and the

School for Education. Evaluation of data, in turn, authenticates the decisions made in regard to improvement of the programs and the School for Education.

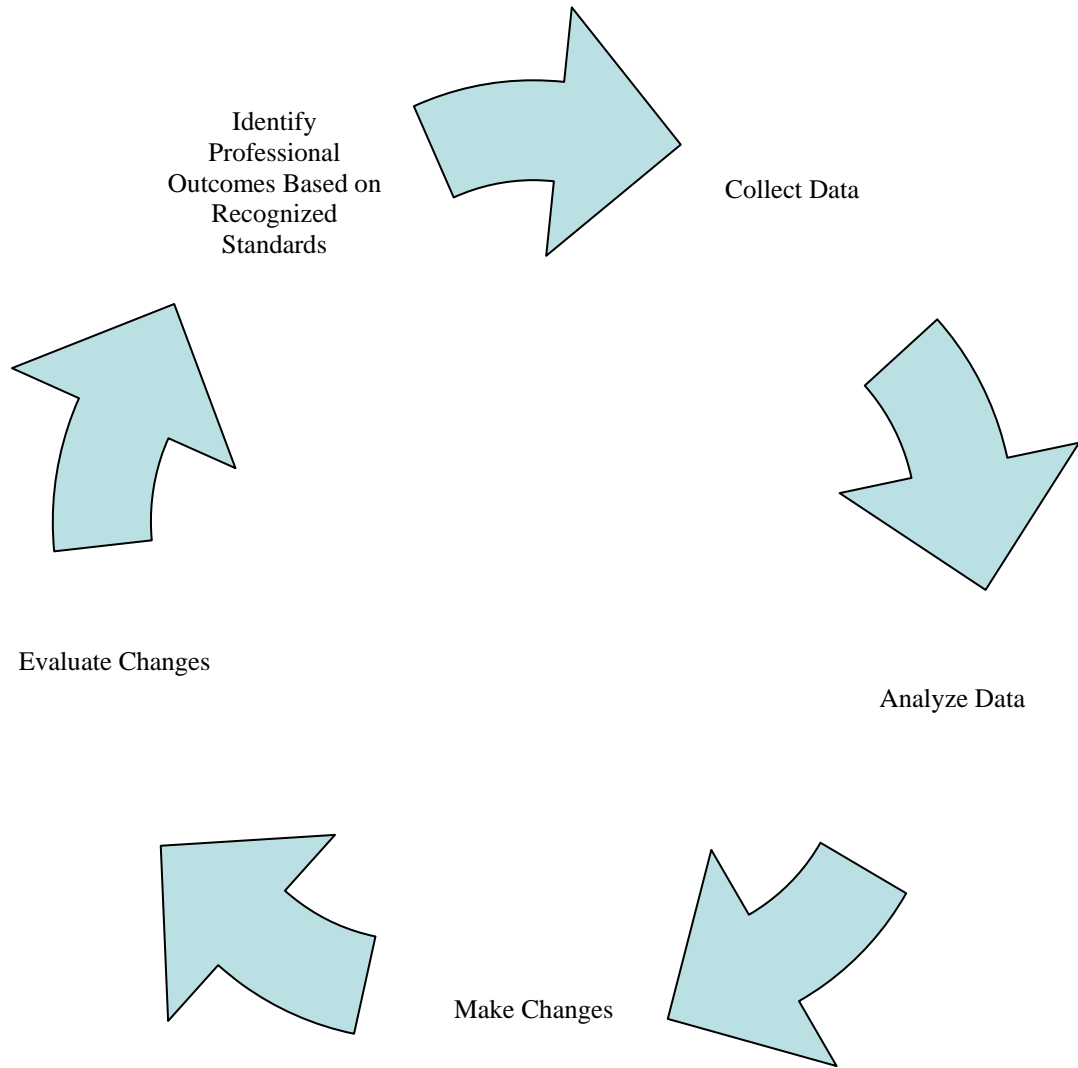


Chart 2.2

Park University School for Education Description of Assessment Cycle Sequence

DESCRIBE

1. Identify Professional Outcomes and Indicators
2. Use key documents to identify outcomes.
3. Key documents include: Conceptual Framework, Mission Statement, MoSTEP and NCATE Standards, SFE Advisory Boards, and Other
4. Develop, adopt, or adapt assessment instruments



COLLECT DATA

Collect data using assessment instruments



ANALYZE DATA

Analysis and explanation of data



MAKE CHANGES

1. Decide to continue plans to achieve exiting outcomes
2. If outcome is no longer significant, discontinue
3. Decide on new changes to achieve new outcomes



REFLECT & EVALUATE CHANGES

Evaluate changes to determine achievement on outcomes and to identify additional outcomes.

1. Outcomes Met
2. Outcomes Partially Met
3. Outcomes Not Met

Park University's administration is committed to maintaining the assessment system, as they have continued to offer three credit hours of release time for the assessment chair. In addition, University administration approved the appointment of a full-time data analyst, who is responsible for ensuring that data are input into the system properly. In addition, the data analyst provides the chair of the assessment committee with data requests throughout the assessment cycle. The School for Education's faculty now ensures that data collected are used in meaningful contexts, especially when issues regarding programming arise.

2.3.1 The unit and its programs engage in regular and systematic evaluations, including, but not limited to, information obtained through candidate assessment, (e.g., C-BASE, PRAXIS, course-embedded assessments, summative field experience evaluations, and impact on PK-12 student achievement) and collection of data from candidates, recent graduates, employers, and other members of the professional community.

The School for Education's assessment system includes a systematic framework for gathering data from candidates, graduates, employers, and other stakeholders over time. For each program, a set of developmental "pathways" identifies key assessment tools used at each point in the student's educational journey, including the journey into teaching (see Appendix: Assessment Systems). Each pathway includes the following elements:

4. **Instruments/processes:** How data on candidates and the program will be gathered.
5. **Monitoring:** Who is responsible for monitoring the collection of data?

6. **Assessment: KSD and Program Evaluation:** Which elements of the conceptual framework's Knowledge, Skills, and Dispositions are being assessed? In addition, which elements of the program are being assessed?

Each pathway concludes with a "gateway" with specific assessment criteria, which represents a milestone when data from the assessment instruments and processes for that pathway will be examined, and decisions will be made about a candidate's progression to the next developmental pathway.

Assessment instruments and processes in all pathways and gateways represent a range of data types, including traditional, quantitative assessments such as grade point averages, standardized tests (e.g., C-Base and PRAXIS), and surveys as well as performance-based, qualitative assessments such as portfolios, practicum and directed teaching site evaluations, and teacher work samples. All assessments are tied to MoSTEP standards for initial certification programs (see Appendix: Assessment Forms for Initial Certification Programs) and to national professional standards for advanced certification programs (see Appendix: Assessment Forms for Advanced Certification Programs).

The pathways also demonstrate the School for Education faculty members' collaborative work to develop instruments and processes to assess candidate dispositions. Since the last DESE visit, the faculty of the school for education developed protocols for assessing candidate dispositions developmentally across entire programs (see Appendix: Candidate Dispositions Assessment).

The pathways also demonstrate the School for Education faculty's dedication to the candidates' impact on student learning. The Teacher Work Sample (TWS) is a newer

project recently added to the repertoire of assessments tied to the pathways and gateways; it will be required of all candidates beginning in 2007-2008. In the Teacher Work Sample, candidates assess the impact of the project on the students' learning (see Appendix: Teacher Work Sample). Furthermore, projects in many upper division professional education classes are tied to standards or grade level expectations, including assessments tied to the outcomes (Exhibits). These projects, in turn, assess the impact of the project on student learning.

In addition to measuring the knowledge, skills and dispositions of the candidates, the assessment system reflects additional programmatic evaluation. Each pathway includes means for assessing only the programs; which are not tied to the candidate's progression through the gateways. Such programmatic evaluations include faculty evaluations, advisory board surveys (who include members of the professional community), etc.

The assessment cycle ensures that faculty members continually evaluate the program to ensure data driven decision making. Time is set aside at each School for Education faculty meeting to reflect upon data collected and make improvements upon programs. Furthermore, the faculty members meet each term at full-day retreats to discuss new data trends and propose further investigation into data (see School for Education Meeting Minutes in Exhibits).

2.3.2 Fair, accurate, and consistent assessment procedures are established and efforts are made to eliminate sources of bias.

The assessment systems (Appendix: Assessment Systems) provide for a systematic progression of data collection for each teacher candidate. The systems also

provide for multiple views of candidates, which promotes fair, accurate, and consistent assessment. Data “triangulation” is achieved in two important ways:

1. Multiple data sources provide several ways of looking at a candidate’s strengths and challenges (Instruments/Processes)
2. Multiple monitoring entities provide more than one viewpoint of a candidate (Monitoring)

The assessment system is demonstrative of the fact that the faculty members from the School for Education assess the candidate from multiple perspectives. The assessments include both quantitative (C-BASE, PRAXIS) and qualitative (portfolios, practicum and directed teaching evaluations, etc.) data sources collected throughout the educational journey of the candidates. All candidates must complete each assessment within the pathway in order to pass through the gateway. Many of the data sources are measured multiple times throughout the educational journey to recognize the growth of the teacher candidates.

The School for Education faculty members further ensure that biases are eliminated by establishing clear criteria through scoring guides and securing multiple reviewers for all qualitative data sources (see Appendix: Assessment Forms for Initial Certification Programs and Appendix: Assessment Forms for Advanced Certification Programs). Assessment is seen as a collaborative process that helps these multiple reviewers “check in” with one another to make sure the same criteria and procedures are being used for all candidates, that there is an acceptable degree of consistency in the ways that candidates are assessed, and that assessment criteria and procedures are still working to accurately describe and evaluate the progress of candidates. For example, candidates’

portfolios are always reviewed by at least two faculty members (three if these two do not achieve consensus), and candidates' field experiences are assessed using the same evaluation form by at least two reviewers (at least one university faculty member and at least one reviewer based at the school site). In both cases, reviewers meet to discuss the evaluations; part of the purpose of such meeting is to compare viewpoints and arrive collaboratively at the most accurate assessment possible.

The assessment system also reflects an interdisciplinary aspect in that faculty from across multiple disciplines evaluate candidates throughout the educational journey. The School for Education faculty established an admissions committee involving representation from the larger university community. The Council on Teacher Education (COTE) meets to review student data prior to admitting students to the school for education and prior to approving students to directed teaching (see COTE Minutes in Exhibits). The interdisciplinary approach to reviewing data is reflective of the School for Education's dedication to eliminating bias and ensuring consistency within the assessment of teacher candidates.

2.3.3 The unit and its programs have clearly identified schedules by which candidate, course, clinical experience, and program data are reviewed.

The assessment cycle ensures that coursework, clinical experiences and program data are reviewed throughout regularly scheduled intervals (see Appendix: Assessment Systems). Each semester, data are collected and analyzed. At the end of the semester, faculty members discuss data reports and determine necessary changes to the program. Throughout the next semester, faculty members continue to evaluate the changes as data reports are viewed again. Faculty members understand the complexity of some data

sources and recognize that some data must be collected over several semesters to ensure that accurate decisions are made.

The faculty's involvement in the assessment plans also make certain that data are collected as scheduled throughout the semesters of a candidates' journey into education. Each semester, data are collected during the pathways and gateways designated. The data are then placed into the assessment cycle as described above in order to review candidates, coursework, clinical experiences and programs.

In addition to the assessment cycle and assessment plans, the faculty set aside a portion of the monthly faculty meetings to discuss data and programmatic developments as a result of data collected or programmatic review (see School for Education Minutes in Exhibits).

Finally, the assessment committee meets monthly to discuss developments in data. The full-time data analyst generates reports for the committee to review at each meeting (see Assessment Committee Minutes in Exhibits).

2.3.4 The assessment system is effectively maintained through the use of information technologies.

Currently, the Office for Institutional Research and Assessment (OIRA) at Park University collects data for the entire University including the School for Education. Data are maintained in University databases. The assessment committee and chair of the assessment committee collaborate regularly with the OIRA to confirm that data are maintained. The OIRA generate reports and send to the assessment committee for review.

Over the past five years, the School for Education faculty and staff also collected data and maintained data in an ACCESS database. School for Education faculty typically input data by hand when reports are received.

With the guidance of the OIRA, The School for Education assessment committee members are working to develop all questionnaires and evaluations into scantron format to ensure that data are accurately input to the database in a timely manner. The result is a more effective and efficient system that tends to eliminate human error.

In the fall of 2006, Park University's School for Education hired a consultant to build an electronic database for the School for Education. In addition, Park University appointed a full-time faculty member to develop and maintain the databases for the School for Education in March of 2007.

With new systems in place and information technologies being used to their fullest extent, the School for Education has a system that is efficient, effective and well-maintained.

2.4 The unit assesses the impact of its candidates, faculty and programs on PK-12 education.

In the current political climate, teacher education institutions are increasingly being asked to demonstrate that what they do has an impact on the learners their candidates work with in PK-12 settings. Evidence of PK-12 student learning is seen as evidence of teacher effectiveness, and by extension, the effectiveness of the teacher education programs from which those teachers come. Although this causal chain seems outwardly logical, in reality the complexities of the teaching learning process (both in teacher education and in PK-12 education), including many contextual factors, mediate

the relationship between what happens in teacher education and what later happens in the classroom, and between what a classroom teacher intends for students to learn and what they actually demonstrate they have learned. Thus, assessing the impact of a teacher education program becomes a major challenge. Park University’s School for Education, like other teacher education institutions, is grappling with ways to demonstrate that impact.

As described under 2.2.2, undergraduate courses above the 350 level (taken only after formal Admission to the School) are all tied to field experiences, either practica or directed teaching. Assignments in these courses often involve planning and implementing instruction with learners, then assessing and reflecting upon student learning. Examples of typical assignments like this include the Literacy Instructional Module, which is the Core Assessment for EDE380 Literacy for Early Childhood and Elementary Teachers, and the Teacher Work Sample, which is required in the Directed Teaching experience. These assignments assess the impact on learning directly.

Table 4.3
Park University’s School for Education Assessment

UNDERGRADUATE ASSESSMENT SYTEM			
ENTRANCE INTO PARK →			Gateway 1
Instrument/Process	Monitoring	Assessment; KSD Program Evaluation	Criteria Admission to Park University
Official High School Transcript	Entry Advising/Admissions	Knowledge	<ul style="list-style-type: none"> █ High School GPA of 3.0 or above on a 4.0 scale █ OR students who qualify for A+ program █ IF GPA below 3.0, no lower than a 2.0 GPA on a 4.0 scale, class rank in the upper 50 percent of graduating class, █ minimum ACT composite score of 20 or SAT score of 940

			IF GED certificate must have a total score of at least 2500 (five areas) and no area less than 450, as well as a minimum ACT composite score of 20 or a combined SAT score of 940.
ACT/SAT Scores	Entry Advising/Admissions	Knowledge	ACT minimum composite score of 20 or SAT combined score of 940.

Pathway 1 →			NO GATEWAY
Instrument/Process	Monitoring	Assessment; KSD Program Evaluation	
Dispositions (self assessment)	EDU 105, Director of Practicum and Advisor	Dispositions	A disposition self-rating of 2.0 or higher on instrument
GPA Core and Cum	Instructor, Registrar and Advisor	Knowledge	Maintain 2.75 GPA
ACT/SAT (transfer students 22 years or younger)	Entry Advising/Admissions	Knowledge	ACT minimum composite score of 20 or SAT combined score of 940.
Advisory Board Survey	Program Chair	Program Evaluation	NA
Faculty Evaluation	Instructor/Chair	Program Evaluation	NA
Entrance Survey	Entry Advising Packet	Program Evaluation	NA

Pathway to Gateway 2 →			Gateway 2 →
Instrument/Process	Monitoring	Assessment; KSD Program Evaluation	Criteria Admission to Teacher Education
Initial Portfolio	Faculty Review, Director of Practicum, COTE	Knowledge and Dispositions	Score of 2.0 or higher on all areas measured
C-Base	Advisor, Director of Practicum, COTE	Knowledge	Minimum score of 235 on each subsection of C-Base Exam
Dispositions Survey	SFE Faculty, Director of Practicum, COTE	Dispositions	A score of 2 or higher. Any student receiving a 1 rating on any evaluation item will be referred to the Committee for Selection, Admission, Retention, and Appeals.
WCT	Director of Practicum, COTE, Registrar	Knowledge	Score of 8 or higher
GPA Core and Cum	Advisor, Director of Practicum, COTE	Knowledge	Minimum GPA of 2.75
Reference from faculty outside School for Education	Director of Practicum and COTE	Knowledge and Dispositions	Reference demonstrates the student is of good character and has the knowledge base to progress further. Rating no lower than a 2.
CABN Background Check	Director of Practicum	Dispositions	Clear check.
Faculty Evaluation	Instructor/Chair	Program Evaluation	NA
Advisory Board Survey	Chair	Program Evaluation	NA
Entrance Survey (transfer students only)	Entry Advising Packet	Program Evaluation	NA

Pathway to Gateway 3 →			Gateway 3 →
Instrument/Process	Monitoring	Assessment; KSD Program Evaluation	Criteria Acceptance for Directed Teaching
Mid-level Portfolio	Faculty Review, Director of Field Experiences, COTE	Knowledge and Dispositions	Score of 2.0 or higher on all areas measured
PRAXIS EXAM	Advisor, Director of Practicum, COTE	Knowledge, Skills and Dispositions	Early Childhood Education (Test 20021) Minimum score of 166 Elementary Education (Test 10011) Minimum score of 164 Middle School Language Arts (Test 10049) Minimum score of 163 Middle School Mathematics (Test 20069) Minimum score of 149 Middle School Science (Test 10439) Minimum score of 154 Middle School Social Studies (Test 20089) Minimum score of 160 Secondary Unified Science (Test 20124) Minimum score of 150, (Test 20245) Minimum score of 152, (Test 20571) Minimum score of 147, (Test 10265) Minimum score of 141 Secondary English (Test 10041) Minimum score of 158 Secondary Mathematics (Test 10061) Minimum score of 137 Secondary Social Studies (Test 10081) Minimum score of 152 Secondary Journalism (Test 30524) Minimum score of 160 Art K-12 (Test 10133) Minimum score of 153 Spanish K-12 (Test 10191) Minimum score of 158
Dispositions Survey	SFE Faculty/Supervisors, Director of Field Experiences, COTE	Dispositions	A score of 3 must be achieved. If the student receives a 2 or 1 on any descriptor, he will be referred to the Committee for Selection, Admission, Retention, and Appeals.
Practicum Evaluations (A, B, C)	SFE Faculty/Supervisors, Director of Field Experiences, COTE	Knowledge, Skills, and Dispositions	Minimum of 2.0 rating on the survey instrument
GPA Core and Cum	Advisor, Director of Field Experiences, COTE	Knowledge	Minimum GPA of 2.75
Cooperating Teacher Opinion Survey	Director of Practicum	Program Evaluation	NA
Faculty Evaluation	Instructor/Chair	Program Evaluation	NA
Advisory Board Survey	Chair	Program Evaluation	NA
Practicum Site Evaluation	Director of Practicum	Program Evaluation	NA

Pathway to Gateway 4 →	Gateway 4 →
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Instrument/Process	Monitoring	Assessment; KSD Program Evaluation	Criteria Acceptance for Directed Teaching
Final Portfolio	Faculty Review, Director of Field Experiences, COTE	Knowledge and Dispositions	Score of 2.0 or higher on all areas measured
Teacher Work Sample	Instructor	Knowledge, Skills and Dispositions	Score of 2.0 or higher on all areas measured
Dispositions Survey	SFE Faculty/Supervisors, Director of Field Experiences, COTE	Dispositions	A score of 3 must be achieved. If the student receives a 2 or 1 on any descriptor, he will be referred to the Committee for Selection, Admission, Retention, and Appeals.
Directed Teaching Evaluations	SFE Faculty/Supervisors, Director of Field Experiences	Knowledge, Skills, and Dispositions	Minimum of 2.0 rating on the survey instrument
Exit Survey	Director of Field Experiences	Program Evaluation	NA
Cooperating Teacher Opinion Survey	Director of Field Experiences	Program Evaluation	NA
Faculty Evaluation	Instructor/Chair	Program Evaluation	NA
Advisory Board Survey	Chair	Program Evaluation	NA
Site Evaluation	Director of Practicum	Program Evaluation	NA

Pathway 5→			No Gateway
Instrument/Process	Monitoring	Assessment; KSD Program Evaluation	
Alumni Survey	Associate Dean	Knowledge Skills and Dispositions	NA
Employer Survey	Associate Dean	Knowledge, Skills and Dispositions	NA
Advisory Board Survey	Chair	Program Evaluation	NA
Beginning Teacher Professional Development Series Evaluation	Chair	Program Evaluation	NA

The graduate formative and summative assessments follow: Graduate Assessment System

Pathway to Gateway 1 →			Gateway 1
Instrument/Process	Monitoring	Assessment; KSD Program Evaluation	Criteria Graduate School Admission
Official Transcript→	Graduate Admissions Registrar→	Knowledge	A Bachelor's degree from a regionally accredited institution
Official Transcript	Graduate Admissions SFE Faculty	Knowledge	Minimum GPA of 3.0 on a 4.0 scale
Letter of recommendation, GRE scores or Professional Portfolio	Graduate Admissions SFE Faculty	Knowledge	If GPA falls between 2.75 and 3.0 can be considered for admission if: <ul style="list-style-type: none"> • Four years successful employment experience (documented by a recommendation from supervisor based upon good evaluations. • Acceptable GRE score from verbal and quantitative tests. • Optional professional portfolio (to be evaluated by two full-time Teacher Education faculty members.

Pathway to Gateway 2			Gateway 2
Instrument/Process	Monitoring	Assessment; KSD Program Evaluation	Criteria Admission to the School for Education Move forward in Program
Initial Portfolio <ul style="list-style-type: none"> • Self assessment of Dispositions • Philosophy Statement 	Faculty Advisor	Knowledge and Dispositions	Rating of 2.0 or higher
Entrance Survey	Faculty Advisor (Admissions Packet)	Program Evaluation	NA

Pathway to Gateway 3 →			Gateway (18 credit hours) 3→
Instrument/Process	Monitoring	Assessment; KSD Program Evaluation	Criteria Move forward in Program
Mid-level Portfolio <ul style="list-style-type: none"> • Tied to NBS, INTSC, SPA • Dispositions Instrument tied to above 	Faculty	Knowledge, Skills and Dispositions	Rating of 2 or Higher
Faculty Evaluations	Instructor	Program Evaluation	NA
Board Evaluations	Chair	Program Evaluation	NA

Pathway to Gateway 4 →			Gateway 4 →
Instrument/Process	Monitoring	Assessment; KSD Program Evaluation	Criteria Graduation
Final Portfolio (presented to faculty / advisory board) <ul style="list-style-type: none"> • Dispositions Instrument included • Includes Action Research Project • When Applicable includes practicum evaluations 	Faculty	Knowledge, Skills and Dispositions	Rating of 2 or Higher on written and verbal
Exit Survey	Chair	Program Evaluation	NA
Faculty Evaluation	Instructor	Program Evaluation	NA
Board Evaluation	Chair	Program Evaluation	NA

Pathway 5 →			No Gateway
Instrument/Process	Monitoring	Assessment; KSD Program Evaluation	
Alumni Survey	Associate Dean	Knowledge, Skills and Dispositions	NA
Employer Survey	Associate Dean	Knowledge, Skills and Dispositions	NA
School professionals continuing development programs	Chair	Program Evaluation	NA

