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Introduction

The East Stroudsburg University Teacher Education Assessment Handbook was designed to provide a description of the assessment practices used within the Teacher Education Unit. It was written as a resource for the Teacher Education Unit faculty, students, and staff, as well as any agencies or organizations requiring information about the Unit’s assessment practices and policies.

I. COLLEGE AND UNIT ORGANIZATIONAL STRUCTURES AND PROGRAMS

Outlines of the organizational structures of East Stroudsburg University (ESU) and the ESU Teacher Education Unit (TEU) are presented in this section.

A. Organization of the University

East Stroudsburg University of Pennsylvania is organized into five colleges, each of which is directed by a dean who reports to the provost. Each department within the respective colleges (with the exception of the Graduate College) has a department chair who reports to the dean within that college. The specific colleges are:

- The College of Arts and Sciences;
- The College of Business and Management;
- The College of Education;
- The College of Health Sciences;
- The Graduate College.

B. Organization of the Unit

The professional education unit consists of the programs within the College of Education (COE), as well as the following programs that are located in departments outside the COE in the College of Arts and Sciences, and the College of Health Sciences. The following programs are supported by the departments identified:

- **Biology**, Department of Biology, College of Arts and Sciences;
- **Chemistry**, Department of Chemistry, College of Arts and Sciences;
- **Early Childhood**, Department of Early Childhood and Elementary Education;
- **Earth and Space Science**, Department of Physics, College of Arts and Sciences;
- **Educational Leadership**, Department of Professional and Secondary Education, College of Education;
- **Elementary Education**, Department of Early Childhood and Elementary Education; College of Education;
- **English**, Department of English, College of Arts and Sciences;
• **Foreign Language (Spanish & French),** Department of Modern Languages, College of Arts and Sciences;

• **General Science,** Department of Physics, College of Arts and Sciences;

• **Health Education,** Department of Health, College of Health Sciences;

• **Integrated Special Education and Elementary Education,** Department of Special Education and Rehabilitation and The Department of Early Childhood and Elementary Education;

• **Mathematics,** Department of Mathematics, College of Arts and Sciences;

• **Middle Level Education,** Department of Early Childhood and Elementary Education, and the Department of Professional and Secondary Education; College of Education;

• **Physical Education,** Department of Physical Education Teacher Education, College of Health Sciences;

• **Physics,** Department of Physics, College of Arts & Sciences;

• **Reading Education,** Department of Reading, College of Education;

• **Secondary Education,** Department of Professional and Secondary Education, College of Education;

• **Social Studies,** Department of History, College of Arts and Sciences;

• **Special Education,** Department of Special Education & Rehabilitation; College of Education;

• **Special Education and Early Childhood,** Department of Special Education & Rehabilitation and Department of Early Childhood & Elementary Education, College of Education;

• **Special Education and Middle Level Education,** Department of Special Education & Rehabilitation, Department of Early Childhood & Elementary Education, and Department of Professional & Secondary Education, College of Education.

The Teacher Education Council (TEC) is chaired by the unit head, the Dean of the College of Education. The Council is comprised of representative faculty members from each teacher preparation program in the TEU, as well as P-12 representatives, and student candidates.

The purposes of the TEC are to: 1.) coordinate existing policies and procedures related to teacher education; 2.) propose new policies for teacher certification programs; and 3.) review certification programs and their modifications as proposed by departments and faculties to insure compliance with the standards of the state and national accrediting agencies.
C. **Initial Programs**

The following initial professional education programs are offered that lead to the Bachelor of Science degree (BS) or certification only for students who already have an undergraduate degree (with the exception of Speech & Language Impaired which is a graduate program that may include initial certification).

- Biology (grades 7-12)
- Chemistry (grades 7-12)
- Early Childhood (N-3)*ending in December, 2012
- Early Childhood (Prek-4)
- Early Childhood and Elementary Education (N-6)*ending in December 2012
- Earth and Space Science (grades 7-12)
- Elementary Education (K-6)*ending in December 2012
- English (grades 7-12)
- Foreign Language (grades K-12); French and Spanish
- General Science (grades 7-12)
- Heath Education (K-12)
- Integrated Elementary (K-6) and Special Education (Birth-21 years)*ending in December 2012
- Math (grades 7-12)
- Middle Level (4-8)
- Physical Education and Health Education (grades K-12)
- Physics (grades 7-12)
- Social Studies (grades 7-12)
- Special Education (Birth -21 years)*ending in December 2012
- Special Education (Prek-8) and Early Childhood (Prek-4)
- Special Education (Prek-8) and Middle Level (4-8)
- *Speech and Language Impaired , M.S. and/or Initial Certification (graduate degree)

D. **Advanced Programs**

NCATE defines Advanced Programs as those “at post-baccalaureate levels for (1) the continuing education of teachers who have previously competed initial preparation or (2) the preparation of other school professionals. Advanced programs commonly award graduate credit and include masters, specialist, and doctoral degree programs as well as non-degree licensure programs offered at the post-baccalaureate level. Examples of these programs include those for teachers who are preparing for a second license at the graduate level in a field different from the field in which they have their first license; programs for teachers who are seeking a master’s degree in the field in which they teach; and programs not tied to licensure, such as programs in curriculum and instruction. In addition, advanced programs include those for other school professionals
such as school counselors, school psychologists, educational administrators, and reading specialists”.

The following advanced professional education programs are offered that lead to the Master’s degree and/or certification:

- Health Education, M.S. (*under revision)
- Health & Physical Education (K-12), M. Ed (*not admitting new candidates)
- Instructional Technology Specialist, M.Ed.
- Leadership (Principal), Certification and/or M.Ed.
- Reading (Specialist), Certification and/or M.Ed.
- Secondary Education, M.Ed.
- Special Education, M.Ed. and/or Supervisor Certification

II. The UNIT’S CONCEPTUAL FRAMEWORK

Reflective and Deliberate Decision Makers

The Conceptual Framework represents the Teacher Education Unit’s (TEU’s) values and beliefs. It provides direction for programs, curricula, instruction, assessment and evaluation. In the Conceptual Framework, candidate performance, program quality, and Unit operations are designed to promote continuous improvement. The Conceptual Framework is knowledge based, articulated, shared, coherent, and consistent with the Unit and the institutional mission. Our Conceptual Framework is comprised of five elements: Mission, Vision and Philosophy; Beginning Educator Outcomes; Knowledge Base and Learning Cycle; Assessment System; and Teacher Education Initiatives. These five elements are integrated into NCATE’s five Essential Elements of Vision and Mission; Philosophy, Purposes, Goals, and Institutional Standards; Knowledge Bases; Candidate Proficiencies; and Summary of the Unit Assessment System. The Conceptual Framework is continuously assessed and evaluated.

Developed in a joint venture by Unit faculty and members of the professional community, the TEU Conceptual Framework aligns with professional and state
standards, articulates the Unit’s professional commitments and dispositions, and provides a solid foundation for institutional standards, including institutional expectation and outcomes, commitment to diversity, preparation of educators who help all students to learn, and the integration of technology to enhance student learning.

Foundational Components

Element 1: Vision and Mission

A. Vision

The TEU will be recognized for excellence in educational leadership and teacher education at the local, state and national levels by:

• Expanding and sustaining partnerships with P-12 schools and families, as well as collaborative efforts with alumni, the community, and the university.

• Demonstrating theory and research-based pedagogy and cutting edge technologies that advance 21st century skills including: Communication, collaboration, critical thinking and creativity.

• Promoting an expanded understanding of diversity that meets the unique needs of every learner.

• Advancing safe, culturally responsive, prosocial learning environments that engage and challenge all learners.

• Cultivating learning communities that engage students and partners in scholarship, inquiry and service, while encouraging collaboration and life-long learning.

• Pursuing a diverse faculty and student body that reflect 21st century classrooms.
B. Mission

The TEU mission is to provide diverse learning experiences and dynamic collaborations that develop reflective, deliberate 21st century educators who support and extend the learning of all students in a global society.

Element 2: Philosophy, Purposes, Goals and Institutional Standards

A. Philosophy

The Teacher Education Unit is dedicated to developing **reflective and deliberate** decision makers at both the undergraduate and advanced levels. To accomplish this goal, the TEU offers a variety of courses and experiences in which students are challenged to become educators who link theory to practice, honor diversity, integrate technology, demonstrate appropriate dispositions, observe and teach in collaborative educational settings, and reflect on both their knowledge and their teaching in a global context. The Unit’s Philosophy, which is directly underpinned by the Vision and Mission, is detailed in TEU’s Commitments.

B. Purposes/Goals

The Unit’s goals integrate its vision, mission, and philosophy for the purpose of continuous improvement. This begins at the student level as candidates learn, plan, teach, assess, and reflect. Their reflections serve not only as insights, but also as stimuli for improvement. Candidates use their reflections to inform future teaching. (See Figure 1).
At the Department level, faculty members use both their reflections on their teaching and their analysis of department assessment data to improve teaching, course offerings, and programs. At the Unit level, the members analyze data and reflect on related outcomes. The members use this information to continuously improve the Unit’s structure and function. (See Figure 2.)
The philosophy and mission serve as the foundation for the unit’s continuous improvement process. For example, the essence of the unit’s philosophy is to develop highly effective professional educators. The College of Education’s principal goal illustrates how particular elements of the philosophy function in the unit’s continual quest for continuous improvement. The philosophy is further supported by the unit’s mission to serve a diverse community of professionals and to prepare lifelong learners in a global context.

C. Commitments

The TEU’s Commitments lay the foundation of the educational program. They delineate the philosophy in action and are organized into four categories: Content, Learner and the Learning Environment, Teaching and the Learning Process, and Professionalism.

a. Content

- Determine, articulate, and integrate essential content within and across disciplines.

- Use creative and critical thinking skills to pose problems, find solutions, and interpret information.

b. Learner and the Learning Environment

- Communicate effectively using written, oral, and nonverbal communication with students, colleagues, parents, and the larger community.

- Build upon the learners’ experiences, developmental levels, intelligences, learning styles, cultural backgrounds, abilities, and interests.

- Create positive, prosocial learning environments that honor, challenge, and engage learners.

c. Teaching and the Learning Process

- Plan, implement, and assess instruction that is congruent with the identified outcomes and differentiated according to the needs of learners.
• **Use a repertoire of appropriate strategies** to stimulate, refine, and promote student achievement.

• **Integrate a variety of effective teaching tools**, including instructional technology, to maximize learning.

**d. Professionalism**

• **Collaborate actively** with colleagues, families, and other educational advocates for the benefit of the learner.

• **Exhibit professionalism** through a coherent set of ethical behaviors, lifelong learning, and advocacy for the teaching profession.

**Institutional Standards** (see *Inspiring Leadership & Service, Strategic Plan: 2010-2015*)

**Element 3: Knowledge Base**

The Knowledge Base underpins the Proficiencies (Beginning Educator Outcomes). They address content, learner and the learning environment, the teaching and learning process, and professionalism. The Learning Cycle is the process through which students acquire the knowledge base. The Cycle guides learning on different levels, starting with an awareness of information and continuing until students can utilize new information in their own teaching experiences. This equips beginning teachers with the theory and the skills necessary to apply it in the classroom. The Beginning Educator Outcomes (BEOs) and the Learning Cycle comprise the content of and process for acquiring the Knowledge Base.

**A. Beginning Educator Outcomes**

**I. Content**

The essence of Content is the acquisition of knowledge, the development of creative and critical thinking skills, and the ability to effectively communicate. The general education, major, and concentration requirements contribute directly to the development of the identified content outcomes. The entire ESU community enhances student achievement of the content outcomes by providing multifaceted opportunities for personal and professional enrichment.
II. Learner and the Learning Environment
The learner and learning environment outcomes focus on both the defining characteristics of the learner and the creation of a prosocial learning environment. Over the last decade, many of the ESU Teacher Education Initiatives have directly impacted the learning environment on this campus. These outcomes are met through a variety of on and off campus experiences that provide opportunities for educators to explore diversity in its broadest context.

III. Teaching and Learning Process
The core of the Teaching and Learning Process is effective instruction. Through faculty modeling, engaging instructional activities, and field experience opportunities students learn and practice planning, implementing and assessing instruction. The process maintains its integrity and vitality through faculty development, ongoing research, assessment, and scholarly activity, and use of technology.

IV. Professionalism
Professionalism focuses on collaboration and ethical behaviors. Throughout the program at ESU students are given multiple opportunities to interact with other stakeholders in the educational process. Beginning educators must also demonstrate a pattern of ethical behavior before completing the program in order for them to become true advocates for the teaching profession.

B. The Learning Cycle
The Learning Cycle is the process that learners use as they acquire new knowledge. This process is used for development of the skills and knowledge that ESU beginning educators will experience as they proceed through the teacher education program. In addition, the process is the model for their students’ own understanding of how to design learning and field experiences for the students with whom they will work. The ESU learning cycle can be broken down into 4 main stages: awareness, exploration, elaboration, and utilization.

From the onset of entry into a teacher education program, students, along with the faculty, engage in a dynamic learning process. The Beginning Educator Outcomes embody this cyclic, interactive view of learning. The cycle of learning involves internal (reflective) and external (deliberate and social) experiences that begin in awareness, move through exploration and elaboration, and finally lead to utilization. Throughout the cycle opportunities to become reflective and deliberate decision-makers are incorporated.
The Learning Cycle is a continuous process that students use whenever they acquire a new skill or gain new knowledge. This happens in both discrete (lessons, units of study) and more encompassing (semester courses, years in program) contexts. Experiences at each level actually create new awareness and connections between and among knowledge, skills, and beliefs. This cyclical process occurs over time and reflects movement from learning that is governed by one’s own personal beliefs, experiences, and preconceptions to learning that is more refined, synthesized, and reflective of current research and application to real life contexts. Therefore the complex process of decision-making becomes more reflective and deliberate as students have more experiences and opportunities to move through the cycle.

The students use the Learning Cycle to acquire the knowledge base. The Cycle guides learning on different levels, starting with an awareness of information and continuing until students can utilize new information in their own teaching experiences. This equips beginning teachers with the theory and the skills necessary to apply it in the classroom.

The Learning Cycle has four stages: Awareness, Exploration, Elaboration, and Utilization.

- **Awareness** is the beginning of the conscious possession of some new knowledge, fact, or action. This knowledge includes new information and actions, along with the realization of prior knowledge. At the awareness level, students become cognizant of how past experiences influence their current thoughts and actions. Beliefs and preconceptions about learners, content, and teaching rise to the surface and become ready to be explored. New information and skills are introduced to invite interest, pose problems, and provide tools for further development.

- **Exploration** is the process of discovering, constructing, and representing one’s personally constructed meaning. Students are actively involved in collecting information, rehearsing new behaviors, and/or constructing new knowledge and skills. Careful scrutiny of concepts, skills, and feelings is supported by a prosocial learning environment, rich in feedback and opportunities to process meaning. Reflective and deliberate choices about instructional strategies are highlighted and modeled by the faculty to build and refine a repertoire of teaching and learning behaviors.

- **Elaboration** facilitates the transformation of personal meaning with the coordination of research and the wisdom of practice. Students create and work out with care and detail how specific ideas, skills, and concepts integrate with their own thinking and feelings. Projects, designed for and/or with students, are
done with thoroughness and creativity to carefully demonstrate application and new meaning. Clinical and field experiences provide multiple opportunities to investigate, synthesize, and generalize ideas within real life contexts of teaching.

- Utilization is demonstrating the ability to own specific knowledge and skills and make new hypotheses, adaptations, and connections. Students are able to represent learning in various ways and transfer learning to new situations. As beginning educators, they work to make decisions as they "think on their feet." Reflection, integral to each level, provides the opportunity to assess choices and determine alternative ways to enhance students' learning.

Element 4: Candidate Proficiencies

A. Beginning Educator Outcomes

The Beginning Educator Outcomes emanate from the Mission and Philosophy/Commitments and provide the keystone of our teacher education program. Within the conceptual framework, the Beginning Educator Outcomes are rooted in the evolving knowledge base for teacher education and are grounded in current research and the conventional wisdom of practice.

BEO#1: Demonstrate general knowledge competency.
   a. Describe, interpret, analyze and use specific concepts in the humanities, i.e., the arts, literature, philosophy, and/or languages.
   b. Describe interactions that occur within and among scientific and mathematical systems
   c. Describe interactions that occur within and among the social sciences, i.e., history, economic, political science, geography, and/or sociology.

BEO#2: Demonstrate subject matter knowledge competency.
   a. Describe, interpret, and use specific concepts in chosen field(s) of study.
   b. Make connections within chosen field(s) of study and among other disciplines.
   c. Describe and interpret the structure of chosen field(s) of study.
d. Select and use tools of inquiry for chosen field(s).

e. Engage students in the practice of problem solving.

BEO#3: Use their knowledge of how students learn and develop to provide learning opportunities for all students.
   a. Use theories of human development
   
   b. Design and integrate developmentally appropriate non-instructional practices.

   c. Use sensitivity in addressing social issues and allow for a range of acceptable age-appropriate opinions/behaviors.

   d. Apply theories of intelligences-moral, emotional, multiple.

   e. Use, interpret and respond to verbal and nonverbal communication.

BEO#4: Create classroom environment that motivates and supports positive social interaction and active learning.
   a. Recognize the worth of all students and establish an inclusive, equitable learning environment.

   b. Design positive, non-threatening learning environments that enable students to learn from their mistakes.

   c. Provide pro-social experiences that promote respect and support cooperation in the classroom.

   d. Employ pro-active classroom management strategies.

BEO#5: Establish instructional opportunities that demonstrate the value of diverse learners.
   a. Adapt instruction to meet the needs of students with exceptionalities.

   b. Design developmentally appropriate learning activities that challenge students and provide for success.

   c. Provide learning materials and activities that reflect the dynamic diversity among cultures and people.
d. Enable students to explore diversity issues.

BEO#6: Use a variety of effective instructional strategies that engage students and foster creative and critical thinking.
   a. Plan appropriate instructional grouping arrangements.
   b. Design activities to help students develop in the cognitive, psychomotor, and socio-emotional domains.
   c. Use a variety of instructional strategies that engage students.
   d. Select, create, and utilize technology, media, and other instructional materials.

BEO#7: Plan effective and time efficient lessons that focus on student learning of specific goals and correlate directly to state/national standards.
   a. Identify desired results based on national and state standards and district guidelines.
   b. Write clear and concise student learning statements.
   c. Develop single subject and interdisciplinary units of study or lessons, which reflect our Learning Cycle.
   d. Design lesson plans that include instructional strategies compatible with chosen field(s) of study.
   e. Match timeframe constraints to content, student learning statements, and developmental needs

BEO#8: Use diagnostic, formative and summative assessment to plan learning experiences that meet the continuous needs of all students.
   a. Implement a complete set of formal and informal assessment strategies congruent with student learning statements.
   b. Determine purpose and audience for assessment.
   c. Process, analyze and interpret assessment data to adapt and differentiate instruction.
   d. Use assessment information to provide specific and approving or corrective feedback to promote and encourage student learning.
   e. Use analyses of their students’ learning styles to diversify instruction according to their learning style preferences.
BEO#9: Initiate and maintain an ongoing plan for reflection, continued learning, and professional development.
   a. Reflect on classroom practice to inform deliberate decision-making.
   b. Use analyses of own learning styles to build on strengths.
   c. Identify areas of strength and plan for future professional development.
   d. Participate in ongoing professional development in their field of study by reading about research and effective practices, participating in other formal and informal educational activities.

BEO#10: Work actively with families, professionals, and community members to increase the quality of their students’ education.
   a. Communicate with parents in order to enhance their involvement in the student’s education.
   b. Communicate with other professionals in order to enhance the quality of educational services for individual students.
   c. Initiate and maintain active involvement in the school, local community, and the profession.

BEO#11: Demonstrate professional demeanor, ethical behavior, and accountability in all activities.
   a. Utilize an effective system for documenting and assessing student performance to meet district requirements and data management.
   b. Maintain professional demeanor in all interactions.
   c. Model a high degree of professional ethics when working with students, parents, and colleagues.

Conceptual Framework: Master Educators
ESU professional education faculty created a conceptual framework for Master Educators who are pursuing advanced degrees or certification. This framework also emphasizes reflective and deliberate decision-makers. The mission, commitments, and outcomes of the Master Educators’ conceptual framework are unique to their advanced role, while the use of the learning cycle, comprehensive assessment, and teacher education initiatives remain similar to those listed above.
Mission and Commitments – Advanced Programs
The mission of the ESU Advanced programs is to guide in-service educators to become leaders who apply research and best practice theory to make reflective and deliberate decisions that support and extend the learning of all students. Advanced candidates and professional education faculty strive in an ongoing fashion to: assume leadership roles; translate and model effective practice; create collaborative opportunities and formal partnerships; embrace a continuous professional improvement cycle; communicate findings of scholarship, reflection, research, and practice; and provide expertise to the larger educational community.

Master Educator Outcomes
Candidates who complete advanced programs at ESU will exhibit six specific traits that define them as thoughtful leaders within schools. These outcomes have been aligned with the five core propositions of National Board for Professional Teaching Standards.

Conceptual Framework: Master Educators
ESU professional education faculty created a conceptual framework for Master Educators who are pursuing advanced degrees or certification. This framework also emphasizes reflective and deliberate decision-makers. The mission, commitments, and outcomes of the Master Educators’ conceptual framework are unique to their advanced role, while the use of the learning cycle, comprehensive assessment, and teacher education initiatives remain similar to those listed above.

Mission and Commitments
The mission of the ESU Master of Education Program is to guide in-service educators to become leaders who apply research and best practice theory to make reflective and deliberate decisions that support and extend the learning of all students. Advanced candidates and professional education faculty strive in an ongoing fashion to: assume leadership roles; translate and model effective practice; create collaborative opportunities and formal partnerships; embrace a continuous professional improvement cycle; communicate findings of scholarship, reflection, research, and practice; and provide expertise to the larger educational community.

Shared Vision
The initial development of the conceptual framework prior to 2000 included a specific plan for increasing dissemination of the conceptual framework to stakeholders within and outside the university. Nine communication tools were designed to facilitate understanding, including a video, PowerPoint introduction with departmental specifics, student conceptual framework folios with BEO advising forms, conceptual framework sculpture “Commitment Tent,” electronic Reflective Interactive Program, faculty conceptual framework notebooks, SPHERES teacher education publication, teacher education program timeline, and posters, banners, and brochures. The unit has continued to use some of these tools with candidates, unit faculty, faculty in other units,
and school personnel. Candidates are exposed to the conceptual framework in each teacher education class, through their advising, during field experiences, and extensively as part of the student teaching clinical experience. New faculty used to receive the conceptual framework notebooks from their department chairs as part of their orientation to the Teacher Education Unit. Starting in Fall 2011, new faculty will receive their Conceptual Framework Handbooks from the Office of the Dean of the College of Education. New faculty are encouraged to meet with their department chair and/or SPA folio writers to learn more about NCATE requirements. Additional opportunities for understanding the conceptual framework occur through publications to faculty and staff across campus. School-based P-12 personnel receive orientations to the conceptual framework as needed, with special emphasis during the ongoing series of cooperating teacher orientation workshops.

**Coherence**
The conceptual framework is incorporated throughout the curricula and field experiences of the teacher education unit. The mission and commitments are reiterated in all courses and on most syllabi. They are presented in all introductory courses, reinforced throughout all coursework, and are consistently part of the clinical experience assessment. The BEOs are likewise introduced early in the program. Each advisor uses a BEO checklist during advising, and admittance into the teacher education program is linked with the BEOs. Portfolio assessments and other evaluations during teacher education programs refer regularly to BEOs and they form the basis for the Clinical Experience Assessments during student teaching. Each program has worked to incorporate the learning cycle into its understanding of candidates’ progression through ESU as well as a foundation for candidates to understand assessment. Finally, faculty and departments continue to commit themselves to working within the conceptual framework’s Teacher Education Initiatives. These become areas for discussion within departments as well as during the faculty evaluation process as faculty elucidate their work within these initiatives.

**Professional Commitments and Dispositions**
The conceptual framework emphasizes candidate and student learning throughout. There are explicit commitments to support and extend the learning of all students. The ten commitment statements emphasize a learning process that supports candidates making reflective and deliberate decisions. Student learning is emphasized in BEOs 3, 4, 5, 6, 7, and 8 and the Student Success Initiative. The unit has identified dispositions within the conceptual framework and delineated five core dispositions to be assessed within the unit’s teacher education programs. The conceptual framework’s dispositions embedded in the BEOs have already provided the candidates a set of clearly delineated and shared behaviors. The design of the five core dispositions and accompanying rubric further strengthens the faculty’s role in setting and ensuring candidates’ strong ethical and value-based dispositions. There is a disposition assessment process for all
candidates at multiple points in the program, as well as a remediation plan for candidates who demonstrate unsatisfactory dispositions (See Appendix A and B).

Commitment to Diversity
From the initial development of the conceptual framework, the emphasis on the learning of all students has been understood to underpin our commitment to issues of diversity. One commitment statement specifically outlines a commitment to build upon the learners' experiences, developmental levels, intelligences, learning styles, cultural backgrounds, abilities, and interests to ensure student success. One BEO emphasizes the need to establish instructional opportunities that demonstrate the value of diverse learners. The Diversity Initiative, one of six teacher education initiatives in the conceptual framework, has been the impetus for significant unit development over the last several years. The Master Educator Outcomes (MEOs) ask advanced candidates to articulate, apply and adapt theoretical constructs of learning and development, assessment, and effective instruction that meet the diverse learning needs of each student. The unit has dedicated significant importance and resources to a focus on diversity deriving from the conceptual framework and intends to continue to do so.

Commitment to technology
The conceptual framework enunciates a commitment to both communicate using a variety of methods and to employ a variety of effective teaching tools, to support and maximize the learning experience. These are highlighted in BEO 6 with a sub-outcome that asks candidates to select, create, and utilize technology, media, and other instructional materials. The conceptual framework Technology Initiative specifically works to generate effective models of technology use and integration.

C. Teacher Education Initiatives

Six Teacher Education Initiatives provide the impetus for professional development opportunities and communication with students, inservice educators, and community members. The Initiatives and resulting activities occur at the university level with teaching colleagues and administrators, in basic education with our partners in the field, and with our ESU students. The Initiatives include both short-term and long-term activities and projects:

- Technology Initiative: To generate effective models of technology use and integration
- Best Practice Initiative: To establish ways and means to support and validate best practice in teaching, learning, and assessment
- Diversity Initiative: To institute reciprocal pathways for understanding and unity
- Student Success Initiative: To design and model strategies that analyze, guide, and assess individual student success
- Collaborative Partnership Initiative: To initiate collaborative relationships to share resources, facilitate change, and improve student achievement
- Continuous Professional Growth Initiative: To structure, encourage, and validate ongoing professional development within traditional and alternative educational communities

**Teacher Education Initiatives**

Six Teacher Education Initiatives have emerged from the Conceptual Framework. The Initiatives and resulting activities occur at the university level with teaching colleagues and administration, in basic education with our partners in the field, and with our ESU students. Activities engage small and large groups of adults and/or students in a range of experiences such as workshops, conferences, courses, grants and projects, inquiry, reorganization, and research. These Initiatives include both short-term and long-term projects. They are guided by current research in education, the wisdom of practice, and sensitivity to and respect for the collaborative needs, interest, and expertise of the participants. Each Initiative contributes to the well being of the participants and advances respect and understanding for teaching and learning at every level of involvement. The goals of the Teacher Education Initiatives are:

**Technology Initiative:** To generate effective models of technology use and integration.

**Best Practice Initiative:** To establish ways and means to support and validate best practice in teaching, learning, and assessment.

**Diversity Initiative:** To institute reciprocal pathways for understanding and unity.

**Student Success Initiative:** To design and model strategies that analyze, guide, and assess individual student success.

**Collaborative Partnership Initiative:** To initiate collaborative relationships to share resources, facilitate change, and improve student achievement.

**Continuous Professional Growth Initiative:** To structure, encourage, and validate ongoing professional development within traditional and alternative educational communities.

The six ongoing Teacher Education Initiatives, undergirded by the dynamic Conceptual Framework, comprise a commitment to improvement that impacts teaching and learning throughout individual teacher education programs, with our colleagues in basic education, and within the University community. This commitment is supported by SSHE and ESU grants and various national, state, and local collaborative projects.

The continuous vitality of faculty scholarship and service is demonstrated within each initiative. The six Initiatives, responsive to current research and the lessons learned from the field, strengthen and develop "The Reflective and Deliberate Decision Maker" theme.

**Element 5: Summary of Unit Assessment System**
A. DEVELOPMENT OF THE UNIT’S ASSESSMENT SYSTEM

Comprehensive assessment has been a strong commitment across the university for many years. In 1997, the ESU Center for Teaching and Learning created the ESU Comprehensive Assessment Task Force to research assessment as related to teaching and learning and create a new model and guide for effective assessment practices to be used by university faculty. Of the 16 faculty members on the task force, 11 were faculty from the Teacher Education Unit. The task force created the *ESU Model for Comprehensive Classroom Assessment* in 1999 and provided extensive professional development for university faculty on its implementation. This model forms one important component of the unit’s conceptual framework. The unit has incorporated the theoretical aspects of this initial work into many concrete examples and the institution remains clear in its commitment to comprehensive assessment. It is upon this foundation that ESU’s unit assessment system is built.

The university revamped its existing committee structures and created a new University-Wide Assessment Committee in 2009. This committee has helped promote the development of university-wide student learning outcomes and an assessment framework, as well as specific program outcomes and assessments. The committee has also sponsored numerous professional development opportunities for faculty and staff. The Teacher Education Unit has its own Assessment Committee, as well as NCATE Standards Committees and SPA compilers who address assessment issues unique to the teacher education unit.

ESU’s teacher education unit developed a unit assessment system that is based on its conceptual framework and its commitment to comprehensive assessment. Its purpose is to collect, organize, maintain, and analyze information toward evaluating and improving candidate, program, and unit performance. Previously each program established its own assessment practices based on NCATE and disciplinary recommendations. Each department had created programmatic outcomes under the guidance of the university-wide ESU Outcomes Assessment Committee. In February 2002, the Teacher Education Council, Teacher Education Department Chairs, and K-12 school faculty worked to group the Beginning Educator Outcomes and align them with INTASC and NBPTS standards. At that time the decision was made to create a TEU Assessment Committee with representation from all departments with teacher education programs. This committee was charged with creating an assessment plan and an assessment system for the unit.

The TEU Assessment Committee formed in spring 2002 and began developing an assessment plan for the unit. Over the next three years the committee refined the Assessment Plan and created a Unit Assessment System. Since the committee found it difficult to schedule meetings in a way that allowed for professional community involvement, a summer assessment retreat was begun in summer of 2003 to encourage the involvement of unit faculty and K-12 faculty and administrators. The Assessment Committee has reviewed existing practices, the ESU Model for Comprehensive
Assessment, models of other institutions, literature on assessment, and existing practices. Using retreats and unit meetings, the committee continues to receive input and feedback on the assessment plan and its implementation as a system. Changes are made as a result of this feedback (see Table 2.A.1). One of the most recent changes is a clarification and refinement of the Dispositions Assessment process (Spring 2011).

V. TRANSITION POINTS, KEY COMMON ASSESSMENTS, AND OTHER REQUIREMENTS

A. Initial Programs—Matrices

Table 2.A.1: Unit Assessment System: Initial Candidates

<table>
<thead>
<tr>
<th>Key Assessment</th>
<th>BEOs</th>
<th>Evaluation Instruments</th>
<th>Assessment process</th>
<th>Aggregated</th>
<th>Beginning, Middle, End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition #1 Admission to the University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission to ESU</td>
<td>1,2</td>
<td>SAT/ H.S. GPA/ Transfer GPA/ Undergrad GPA + PPST</td>
<td>Admissions office (UG) Graduate school &amp; graduate coordinator (post-bac)</td>
<td>Upon admission; individually, yearly, unit analysis</td>
<td>Beginning</td>
</tr>
<tr>
<td>Praxis I (PPST)</td>
<td>1</td>
<td>ETS Standardized Test</td>
<td>State-established passing score Checked at initial screening</td>
<td>Individually, prior to screening; unit for Title II report</td>
<td>Beginning</td>
</tr>
<tr>
<td>Transition #2: Admittance to the Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admittance into Teacher Education program</td>
<td>1,2,3, 9,11</td>
<td>Interview, portfolio, GPA, 2 English, 2 math, clearances, Praxis I</td>
<td>Departmental screening rubric and report; TEC vote</td>
<td>Individually, program, and unit; yearly</td>
<td>Beginning</td>
</tr>
<tr>
<td>Dispositions</td>
<td>3,4,5, 9,10, 11</td>
<td>Varies by program</td>
<td>Individual course professors and cooperating teachers</td>
<td>Not currently</td>
<td>Beginning, Middle</td>
</tr>
<tr>
<td>Field experiences</td>
<td>1,3,5, 11</td>
<td>Field Experience Assessments</td>
<td>Individual course professors and cooperating teachers</td>
<td>Not currently</td>
<td>Middle</td>
</tr>
<tr>
<td>Key Assessment</td>
<td>BEOs</td>
<td>Evaluation Instruments</td>
<td>Assessment process</td>
<td>Aggregated</td>
<td>Beginning, Middle, End</td>
</tr>
<tr>
<td>---------------</td>
<td>------</td>
<td>------------------------</td>
<td>--------------------</td>
<td>------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Transition Point #3: Program-based Assessments during Course &amp; Field Experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program-based assessment of content knowledge</td>
<td>1, 2</td>
<td>Varies by program</td>
<td>Individual course professors</td>
<td>Individually and by program; yearly</td>
<td>Middle</td>
</tr>
<tr>
<td>Program-based assessment of effective planning</td>
<td>6, 7, 8</td>
<td>Varies by program</td>
<td>Individual course professors</td>
<td>Individually and by program; yearly</td>
<td>Middle</td>
</tr>
<tr>
<td>Program-based assessment of impact on P-12 learning</td>
<td>3, 4, 5, 8</td>
<td>Varies by program</td>
<td>Individual course professors and cooperating teachers</td>
<td>Individually and by program; yearly</td>
<td>Middle</td>
</tr>
<tr>
<td>Additional program-based assessments</td>
<td>1-11</td>
<td>Varies by program</td>
<td>Individual course professors and cooperating teachers</td>
<td>Individually and by program; yearly</td>
<td>Middle</td>
</tr>
<tr>
<td>Transition Point #4: Approval for Student Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approval for student teaching</td>
<td>1, 2, 11</td>
<td>Departmental recommendation, GPA, performance in program, Praxis II (K-6/K-12 only)</td>
<td>Department recommends; office of field experience confirms</td>
<td>Not currently</td>
<td>Middle</td>
</tr>
<tr>
<td>Key Assessment</td>
<td>BEOs</td>
<td>Evaluation Instruments</td>
<td>Assessment process</td>
<td>Aggregated</td>
<td>Beginning, Middle, End</td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
<td>------------------------</td>
<td>--------------------</td>
<td>------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Transition Point #5: Program Completion</td>
<td>1-11 (all)</td>
<td>Clinical Experience Assessment Summary; TEU Classroom Observation</td>
<td>Cooperating Teacher, University Supervisor, and Content Supervisor (where applicable) at end of each quarter of student teaching</td>
<td>Individually, program, and unit; semester</td>
<td>End of the teacher preparation program</td>
</tr>
<tr>
<td>Clinical Experience Assessment for student teaching</td>
<td>1-11 (all)</td>
<td>PDE 430 Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice</td>
<td>University supervisor with student teacher signature; end of each quarter of student teaching</td>
<td>Individually and unit; semester</td>
<td>End</td>
</tr>
<tr>
<td>State assessment instrument for student teaching</td>
<td>1-11</td>
<td>Praxis II 1,2 etc.</td>
<td>State Standardized Test</td>
<td>Individually, prior to certification</td>
<td>Yearly for Title II report</td>
</tr>
<tr>
<td>Praxis II</td>
<td></td>
<td>Recommendation for certification 1-11 (all)</td>
<td>Graduation evaluation, GPA, Praxis tests; Moral character statement</td>
<td>Advisor, chair, dean, and certification office</td>
<td>Individually, program, and unit; yearly</td>
</tr>
<tr>
<td>Transition Point #6: Program Evaluation</td>
<td>1-11 (all)</td>
<td>Evaluation of Teacher Education Program; First-year Teacher Survey; Third-year Teacher Survey</td>
<td>Student teachers completing program; 1st and 3rd year graduates of initial programs</td>
<td>Program and unit; each semester</td>
<td>End</td>
</tr>
</tbody>
</table>
The Unit Assessment System: Initial Candidates (see Table 2.A.1) outlines key assessments given throughout the unit at beginning, middle, and end of teacher education programs. It corresponds to six key transition points for initial candidates: (1) admission to the university; (2) admittance to the teacher education program; (3) program-based assessments during courses and field experiences; (4) approval for student teaching; (5) program completion; and (6) program evaluation.

VI. PROCEDURES FOR MONITORING CANDIDATES’ PROGRESS

Both the initial and advanced unit assessment systems include multiple points at which candidates are judged concerning their ability to meet expectations. When candidates do not meet expectations, a number of consequences can occur based on the key assessment and circumstances.

Transition Point 1: Admission to the University

Admission to ESU is selective based upon high school GPA, SAT/ACT scores, class rank, curriculum and attendance. The university has become more selective in the last ten years, with average SAT scores of the freshmen approved for admission rising from 994 in 2000 to 1012 in 2010.

Students who have been enrolled in any other postsecondary institution(s) after graduating high school are considered transfer students, regardless of the number of credits attempted or earned. Students in their first semester at other institutions are not encouraged to apply; the university prefers that they have completed at least 24 transferable semester credits prior to enrollment at the University. Working with the Office of Admissions, the unit has developed additional GPA requirements for transfer students in line with expectations of other enrolled education students. Transfer students to ESU are not admitted as education or pre-education students unless their transfer GPA is 2.8 or above. Transfer applicants are told they may reapply as undeclared students but will not be admitted to the major without the prerequisite GPA and Praxis I test scores. The unit has worked with the Office of Admissions and Enrollment Services to establish a system for posting transfer GPA. This process will be finalized when the university transitions to a new student information system in fall 2011. At that time, the unit expects to be able to collect and analyze transfer GPA data on transfer candidates entering the university.

Candidates who enter initial programs after completion of their baccalaureate degree are admitted based on guidelines for graduate admission (see advanced admission requirements). In addition, based on the policy approved by the Teacher Education Council in February 2004, candidates must also have an undergraduate GPA of 3.0 and passing scores on the Praxis I basic skills tests for full admission to the Graduate College.
Transition Point 2: Admittance to the Teacher Education Program

Admission (screening) into teacher preparation programs is a key transition point at which candidates may be prevented from continuing within their respective teacher preparation program. The faculty advisor reviews the admission requirements at least once each semester during advising/registration appointments. Candidates in all initial programs are required to be admitted to the teacher education program before they can take certain upper-division or specific methods courses. Course instructors carefully monitor candidate requirements for their respective courses.

Major rubrics or program attributes are used to identify candidates as pre-education majors until they are screened or formally admitted into their particular program. The department chair in conjunction with the department secretaries prepare a list of all eligible candidates for admission prior to each monthly Teacher Education Council meeting. Each program has established criteria, a scoring rubric, and a passing score for the interview of the candidate by faculty (see Table 2.A.2). These criteria include an alignment with the conceptual framework through direct and/or indirect questioning. During monthly meetings, members of the Teacher Education Council review databases of incoming candidates recommended by each program with all data collected from the components for all candidates, both undergraduate and post-baccalaureate. After discussion of any individual cases by the members, Council votes to approve students for admission, after which the Teacher Certification Office (dean’s office) officially changes students’ major rubrics or attributes to reflect the education major or area of concentration. Students who have a GPA between 2.8 and 3.0 upon admission are required to sign a letter attesting to their understanding that the Commonwealth of Pennsylvania requires a 3.0 for certification.

Table 2.A.2: Criteria for Interview for Admission to Teacher Education Programs

<table>
<thead>
<tr>
<th>Major Program</th>
<th>Rubric categories</th>
<th>Point ranges</th>
<th>Total possible</th>
<th>Passing score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood and Elementary</td>
<td>Communication skills; Quality of Portfolio; Candidate Statement; Professionalism</td>
<td>0-3</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Secondary Education (all areas)</td>
<td>Communication skills; Conceptual framework; Professional presence; Plan for professional development. Additional recommendation form completed by content-area advisor.</td>
<td>1-5</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Special Education</td>
<td>Conceptual framework; BEOs; Writing sample; Artifacts portfolio; Character</td>
<td>1-3</td>
<td>15</td>
<td>11*</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Conceptual framework; Professionalism; Health Content; Physical Ed Content; Communication skills</td>
<td>1-5</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Health Education</td>
<td>Conceptual framework; Professionalism; Health Content; Communication skills</td>
<td>1-5</td>
<td>20</td>
<td>16</td>
</tr>
</tbody>
</table>

*SPED score of 11-12 is conditional pass, 13-15 passing.
Transition Point 3: Program-based Assessments during Courses and Field Experiences

Throughout each teacher preparation program, candidates are expected to successfully pass program-based assessments during courses and field experiences. Students who are not successful on any assessment will have to first successfully complete the assessment before advancing through the program. This process is monitored through course assessments and/or transition point checks by program faculty. Each program has designated six to eight program-based assessments as part of requirements for the program review process to the Specialized Professional Associations (SPA). These key assessments include content knowledge (in addition to Praxis testing), effective planning, impact on P-12 student learning, and additional program-based assessments. Table 2.A.3 summarizes the program-based assessments within initial programs.

Table 2.A.3. Program-based assessments within Initial Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>#1 Licensure Exams</th>
<th>#2 Content Knowledge</th>
<th>#3 Effective Planning</th>
<th>#4 Student Teaching</th>
<th>#5 P-12 Learning</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED: Elementary Education</td>
<td>Praxis II: Fundamental Content</td>
<td>Final Grades in Appren-tice I &amp; II</td>
<td>Lesson Plans from Selected Courses</td>
<td>Student Teaching Evaluations</td>
<td>Reading Case Study</td>
<td>Praxis II: Specialty Area (CIA)</td>
<td>Apprentice II Portfolio reflections</td>
<td>Integrated Projects Apprentice II</td>
</tr>
<tr>
<td>Health Education</td>
<td>NTE Praxis II: Health Content</td>
<td>GPA: Course Portfolio</td>
<td>HLTH 461: Unit &amp; Lesson Plans</td>
<td>HLTH 431: Noteook Grade</td>
<td>Healthy People 2010 Project</td>
<td>Health Behavior Theory Project</td>
<td>Clinical experience Final Reflection</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>NTE Praxis II: HPE Content</td>
<td>GPA: PETE Study Courses</td>
<td>Clinical experience Assessment of BEOs</td>
<td>Clinical experience Unit Plan: Planning the Unit</td>
<td>Clinical experience Unit Plan: Impact on Student Learning</td>
<td>Clinical experience Final Reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSED: English Education</td>
<td>Praxis II: English Content</td>
<td>Application for Student Teaching</td>
<td>Methods Courses Teaching Projects</td>
<td>Methods course field experience</td>
<td>Academic Supervisor Clinical experience Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Transition Point 4: Approval for Student Teaching

Approval for student teaching provides a key assessment point for initial candidates within teacher education programs. For approval to student teach, candidates must first submit an application to the Office of Field Experiences and Partnerships via Tk20 and be then be approved by their department (including both education and content area departments for secondary and health and physical education areas). Each department checks to ensure students have met the necessary requirements and makes recommendations to the Office of Field Experiences and Partnerships for placement in the student teaching clinical experience.

Transition Point 5: Program Completion

Four key assessments occur at the completion of ESU’s initial teacher preparation programs. All candidates are evaluated during clinical experiences using the Clinical Experience Assessment form. This form matches the Beginning Educator Outcomes from the ESU Conceptual Framework. A Clinical Experience Assessment Rubric, provides guidance to cooperating teachers and university supervisors in ascertaining the level at which candidates demonstrate each outcome. Using the BEO Assessment Continuum –
**Student Teaching**, cooperating teachers, student teachers, and university supervisors provide formative feedback on the BEOs at phases of student teaching determined by program needs. At the end of each quarter of student teaching (the student teaching semester is divided into two quarters), the cooperating teacher and university supervisor (as well as the content supervisor where appropriate) complete a final evaluation using the Clinical Experience Assessment Summary and the Competency Evaluation form. After the forms are completed, the student teacher is included in the discussion of the results, allowing for feedback and planning for candidate growth.

At the end of each quarter of student teaching, the university supervisor completes the PDE 430 Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice. This state-required assessment provides an evaluation of the candidate based on four broad categories that generally match the BEO categories. Candidates must score at least one point (of a possible three points) in each of the four categories at the final quarter rating in order to be eligible for certification. The student teacher and university supervisor discuss the evaluation at a campus seminar and both sign the form at the conclusion of the evaluation conference.

Prior to certification, and generally taken just prior to or during the student teaching semester, initial candidates must pass the Praxis II Subject Assessment in their particular content areas. Passing this standardized test is required by the Commonwealth of Pennsylvania and is reported as part of the HEA Title II data collection.

**Transition Point 6: Program Evaluation**

At program completion, all candidates are subject to a recommendation for graduation and/or certification evaluation. After undergraduate candidates have applied for graduation, Enrollment Services issues an ESU Graduation Evaluation listing all coursework completed including accepted transfer courses. This form comes to the Dean’s Office (Teacher Certification Center) after having been evaluated by the advisor and department chair for completion of the university’s general education and program requirements. For post-baccalaureate certification students completing programs, the Dean’s Office generates an Evaluation Check List from the mainframe computer listing all coursework completed at ESU. These evaluations are then sent to the candidate’s faculty advisor, content advisor when appropriate, and department chairperson. Each faculty member involved certifies the candidate has completed the approved teacher preparation program, has the appropriate GPA, and is considered eligible for certification and/or graduation. The dean reviews the evaluation, checking courses and GPA to recommend graduation. The dean’s administrative assistant, in her role as Teacher Certification Specialist, reviews each evaluation and the accompanying certification application when submitted. She provides a packet of information for the dean, including the evaluation, Praxis test material, PDE 430 verification, and any additional materials that may reflect on the suitability of the candidate for certification. The dean reviews each packet before signing the recommendation for certification.
forms and evaluation checklist. The dean’s administrative assistant logs each candidate’s information into a database before sending the information on to enrollment services and/or the state department of education.

**Student Teaching Evaluation of Teacher Education Program**
Program evaluation occurs at the end of each semester. At the final student teaching practicum, all student teachers complete a *Student Evaluation of Education Program* survey for each student teaching experience placement. The Associate Dean of Field Experiences and Partnerships and the faculty use this form to assess the quality and appropriateness of each field experience placement. This survey also allows candidates to provide feedback about the quality of their coursework and preparation during the overall student teaching experience.

**Candidate Evaluation of University Supervisors**
All candidates enrolled in the student teaching experience complete a “Student Evaluation of Faculty” form. The quality of the supervision that the candidates received from the university supervisor is evaluated through this form.

**Evaluation of Cooperating Teachers**
Cooperating Teachers are evaluated by student teacher candidates when they complete the Student Teacher Evaluation of Teacher Education Programs. Cooperating Teachers are also informally evaluated by the University Supervisors through their professional interactions with the cooperating teachers as they provide experiences for the student teachers.

**Program Completer Survey**
At the end of their first and third year of teaching, candidates are invited to provide feedback on the teacher preparation program through the *First-year Teacher Survey* and the *Third-year Teacher Survey*. Through these surveys, the Unit collects demographic information, asks graduates about their preparedness to teach based on aspects of the conceptual framework, inquires about satisfaction with aspects of the teaching profession, asks about the helpfulness of components of the teacher education program, and invites qualitative feedback about the program.

**B. Advanced Programs—Matrices**
The TEU Assessment Committee worked with the Education Graduate Advisory Council to develop the *Unit Assessment System: Advanced Candidates*. Table 2.A.4 provides the unit assessment system for advanced candidates, including advanced teaching masters as well as preparation programs for other school personnel.
### Table 2.A.4: Unit Assessment System: Advanced Candidates

<table>
<thead>
<tr>
<th>Key Assessment</th>
<th>MEOs</th>
<th>Evaluation Instruments</th>
<th>Assessment process</th>
<th>Aggregated</th>
<th>Beginning, Middle, End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to ESU</td>
<td>1,4,5</td>
<td>Undergrad GPA, 2 letters of recommendation, resume,</td>
<td>Graduate school &amp; graduate</td>
<td></td>
<td>Beginning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>other program-specific</td>
<td>coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dispositions</td>
<td></td>
<td>Varies by program</td>
<td>Individual course professors</td>
<td>Not currently</td>
<td>Beginning, Middle</td>
</tr>
<tr>
<td>Program-based assessment of</td>
<td>1,4</td>
<td>Varies by program</td>
<td>Individual course professors</td>
<td>Individually and by</td>
<td>Middle</td>
</tr>
<tr>
<td>content knowledge</td>
<td></td>
<td></td>
<td>program; yearly</td>
<td>program; yearly</td>
<td>Middle</td>
</tr>
<tr>
<td>Program-based assessment of</td>
<td>1,2</td>
<td>Varies by program</td>
<td>Individual course professors</td>
<td>Individually and by</td>
<td>Middle</td>
</tr>
<tr>
<td>effective planning</td>
<td></td>
<td></td>
<td>program; yearly</td>
<td>program; yearly</td>
<td>Middle</td>
</tr>
<tr>
<td>Program-based assessment of</td>
<td>1,2,4</td>
<td>Varies by program</td>
<td>Individual course professors</td>
<td>Individually and by</td>
<td>Middle</td>
</tr>
<tr>
<td>impact on P-12 learning</td>
<td></td>
<td></td>
<td>program; yearly</td>
<td>program; yearly</td>
<td>Middle</td>
</tr>
<tr>
<td>Candidacy (plan of study)</td>
<td>1,3,5</td>
<td>Advisor recommendation, GPA, performance in program,</td>
<td>After 12-15 credits; advisor</td>
<td>Not currently</td>
<td>Middle</td>
</tr>
<tr>
<td>Internship assessment (if</td>
<td>1-6</td>
<td>Program specific form</td>
<td>University supervisor, site</td>
<td>Individually, program,</td>
<td>End</td>
</tr>
<tr>
<td>appropriate)</td>
<td>(all)</td>
<td></td>
<td>supervisor, candidate</td>
<td>and unit</td>
<td></td>
</tr>
<tr>
<td>Praxis II (if adding</td>
<td>1,2</td>
<td>State Standardized Test</td>
<td>Individually, prior to</td>
<td>Yearly for Title II</td>
<td>End</td>
</tr>
<tr>
<td>certification)</td>
<td>etc.</td>
<td></td>
<td>certification</td>
<td>report</td>
<td></td>
</tr>
<tr>
<td>Recommendation for certification (if</td>
<td>1-6</td>
<td>Graduation evaluation, GPA, Praxis tests; Moral</td>
<td>Advisor, chair, dean, and</td>
<td>Individually, program,</td>
<td>End</td>
</tr>
<tr>
<td>appropriate)</td>
<td>(all)</td>
<td></td>
<td>character statement</td>
<td>program, and unit;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>yearly</td>
<td>yearly</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Evaluation</td>
<td>1-6</td>
<td>Varies by program: professional portfolio; curriculum</td>
<td>Graduate coordinator</td>
<td>Individually and by</td>
<td>End</td>
</tr>
<tr>
<td></td>
<td></td>
<td>project; action research; thesis;</td>
<td></td>
<td>program; yearly</td>
<td></td>
</tr>
<tr>
<td>Application for Graduation</td>
<td>1-6</td>
<td>Verification of Plan of Study and completion of all</td>
<td>Advisor, graduate coordinator, Graduate School</td>
<td>Not currently</td>
<td>End</td>
</tr>
<tr>
<td></td>
<td></td>
<td>requirements</td>
<td>office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program evaluation</td>
<td>1-6</td>
<td>Alumni survey</td>
<td>Graduate School sends out</td>
<td>Program and unit;</td>
<td>End</td>
</tr>
<tr>
<td></td>
<td>(all)</td>
<td></td>
<td>one year after graduation</td>
<td>each semester</td>
<td></td>
</tr>
</tbody>
</table>
Transition Point 1: Admission to the University

Although individual programs may have additional requirements, a minimum set of admission standards for full graduate standing for any education program at ESU includes a Bachelor’s degree, three letters of recommendation, a 3.0 undergraduate grade point average and a professional goal statement. Each program also has additional requirements, and initial certification candidates must also pass Praxis I tests.

Candidates apply for admission to the Graduate College at ESU by first completing a Graduate College Admission Application form. The Education Graduate Advisory Council created recommendation forms that speak specifically to education-related dispositional concerns. After review by the Office of Graduate Studies, all admission materials are forwarded to the graduate coordinator for the specific program. The graduate coordinator reviews the application materials, interviewing the candidate if appropriate, and provides a recommendation supported by specific comments. Students may be recommended for conditional admission based on the guidelines by their specific program. The graduate dean reviews and approves or disapproves all application materials and then contacts the candidate by a letter specifying admission status results.

Transition Point 2: Admission to the Teacher Education Program

In order to take certain key courses required for certification, candidates must have been screened into the appropriate teacher education program. The Teacher Education Council reviews lists of candidates for admission carefully and may reject candidates if it is determined all requirements have not been satisfactorily completed. The Council also identifies candidates who have a GPA between 2.8 and 3.0 and requires them to sign a letter attesting to their understanding that the Commonwealth of Pennsylvania requires a 3.0 GPA for certification. While Commonwealth rules allows admission to students with a 2.8 GPA and passing Praxis I scores, candidates must reach the 3.0 for certification at the end of their program. The Council also hears appeals from students regarding admission to teacher education or approval for student teaching. Departments are notified about candidates that are deferred and are asked to work with such candidates to fulfill requirements.

Transition Point 3: Program-based Assessments during course and field experiences

During the course of each advanced program, candidates are expected to successfully pass program-based assessments during courses and field experiences. Many programs have designated six to eight program-based assessments as part of the requirements for the program review process to the specialized professional associations (SPA). These key assessments include assessments of content knowledge (in addition to Praxis testing), effective planning, impact on P-12 student learning, and additional program-based
assessments. Table 2.A.5 summarizes the program-based assessments within advanced programs.

Table 2.A.5: Program-based assessments within advanced programs

<table>
<thead>
<tr>
<th>Program</th>
<th>#1 Licensure or other content assessment</th>
<th>#2 Content Knowledge</th>
<th>#3 Planning for professional responsibilities</th>
<th>#4 Internship or practicum</th>
<th>#5 Creating supportive Learning environment</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Technology (Cert.)</td>
<td>PDE Standard 1</td>
<td>Artifact in Program Portfolio</td>
<td>Multimedia Presentation</td>
<td>Internship Portfolio</td>
<td>Philosophy Statement</td>
<td>Supervised Internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Technology (Masters)</td>
<td>PDE K-12 Standards</td>
<td>Artifact in Program Portfolio</td>
<td>Multimedia Presentation</td>
<td>Internship Portfolio</td>
<td>Philosophy Statement</td>
<td>Supervised Internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Pedagogical Content Knowledge Exit Portfolio Exhibit</td>
<td>Curriculum Revision Exit Portfolio Exhibit</td>
<td>Staff Development Exit Portfolio Exhibit</td>
<td>Action Research Exit Portfolio Exhibit</td>
<td>Professional Contributions Exit Portfolio Exhibit</td>
<td>Oral presentation of Exit Portfolio Exhibition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSED: Principal’s Certificate</td>
<td>Licensure Test</td>
<td>School Improvement Plan Case study &amp; rubric</td>
<td>M.Ed. Portfolio Tasks</td>
<td>Professional Improvement Plan</td>
<td>Internship Action Plan and Portfolio Evaluation</td>
<td>Strategic Planning Simulation</td>
<td>Employer Satisfaction Survey</td>
<td>Recent Graduate Follow-up Evaluation</td>
</tr>
<tr>
<td>Reading</td>
<td>Praxis II: Reading Specialist</td>
<td>Theoretical Models Analysis Paper &amp; Lesson</td>
<td>Literacy Profile</td>
<td>Final Clinical Portfolio</td>
<td>Tutoring Project</td>
<td>Action Research Paper</td>
<td>Prof Dev Resource, Planning, &amp; Demonstration Project</td>
<td>Content Area Resource Anthology Internet-Based Project</td>
</tr>
<tr>
<td>SPED: Advanced</td>
<td>Praxis II: Education Leadership</td>
<td>Law Module</td>
<td>Time/Motion Plan</td>
<td>Internship Portfolio</td>
<td>Collaborative Plan</td>
<td>Professional Plan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students admitted to graduate degree programs seek candidacy through filing a plan of study after completing six to 18 semester hours of graduate study at ESU. Candidates must have at least six semester hours completed but are generally encouraged to file a plan of study directly after completing 12 credit hours. The candidate submits an Application for Candidacy and Plan of Study for Master’s Degree form to the Office of Graduate Studies. This form is reviewed by the candidate’s advisor and graduate program coordinator and the graduate program coordinator then makes a
recommendation to the Graduate School Dean who confirms or denies the plan of study.

Transition Point 4: Approval for Graduation

If the advanced student is seeking certification, the internship assessment, Praxis II, and recommendation for certification are pursued in a similar manner as indicated for initial candidates. All graduate degree candidates are required to have completed a comprehensive evaluation before they are approved for graduation. The type of assessment varies with program requirements and includes such options as professional portfolio, curriculum project, action research, thesis, and/or comprehensive exams (see Graduate Catalog). The graduate coordinator for each program ensures the comprehensive evaluation procedures are followed.

Transition Point 5: Program Completion

Upon program completion the candidate submits the Intent to Graduate Form to the Office of Graduate Studies. The candidate’s advisor, graduate program coordinator, and the Graduate Dean verify that the Plan of Study requirements have been satisfactorily completed and the comprehensive evaluation results are acceptable. Beginning in spring 2011, candidates will be sent an Alumni Survey that requests feedback from program graduates concerning the rigor of the program, effectiveness in preparation, advising, resources, and program strengths and weaknesses. This information will be shared each semester with graduate program coordinators who will share it with the faculty within their program. The data are also discussed with the Education Graduate Advisory Council.

The Teacher Education Program Policy Manual contains information for faculty, department chairs, and students regarding requirements and policies governing retention and completion of teacher education programs. Students who do not meet expectations are regularly counseled by their faculty advisor, the department chair, and the Dean. For students experiencing problems passing the Praxis I academic skills assessments, the university provides individual and group tutoring available through the University Tutoring Center. Students experiencing problems with their GPAs are counseled to seek help through the Tutoring Center. Students demonstrating dispositional problems are individually counseled by their course instructor or faculty advisor. Students who are counseled out of a teaching program late in their course of studies meet with the dean to plan an alternative course of study that can allow for graduation. Often this means creating an interdisciplinary major to allow for graduation. The Policy Manual outlines a course of action in which students are given a maximum of three opportunities to successfully complete the two quarters required for the student teaching clinical experience.
VII. ASSESSMENT OF UNIT OPERATIONS

Unit operations are activities within the unit dealing with governance, planning, budget, personnel, facilities, services and procedures such as advising and admission, and resources that support the unit’s mission in preparing candidates.

Ways in which unit operations are assessed include the following:

- **Student Teaching Evaluation of the Teacher Education Program**
  Program evaluation occurs at the end of each semester. At the final student teaching practicum, all student teachers complete a *Student Evaluation of Education Program* survey for each student teaching experience placement. This survey allows candidates to provide feedback on the quality of their coursework, professional preparation and their impressions of the overall student teaching experience. The results of this survey help the Associate Dean of Field Experiences and Partnerships and the faculty to assess the quality and appropriateness of each field experience placement.

- **Candidate Evaluation of University Supervisors**
  All candidates enrolled in the student teaching experience complete a “Student Evaluation of Faculty” form. This assesses the quality of the supervision that the candidates received from the university supervisor.

- **Evaluation of Cooperating Teachers**
  Cooperating Teachers are evaluated by student teacher candidates when they complete the Student Teacher Evaluation of Teacher Education Programs. Cooperating Teachers are also informally evaluated by the University Supervisors through their professional interactions with the cooperating teachers. Any concerns are addressed through the Associate Dean of Field Experiences & Partnerships.

- **Program Completer Survey**
  At the end of their first and third year of teaching, candidates are invited to provide feedback on the teacher preparation program through the *First-year Teacher Survey* and the *Third-year Teacher Survey*. We use this survey to collect demographic information, ask graduates about their preparedness to teach based on aspects of the conceptual framework, inquire about satisfaction with aspects of the teaching profession, ask about the helpfulness of components of the teacher education program, and invite qualitative feedback.

- **Faculty Evaluations**
  Each full-time and part-time faculty member is evaluated by students enrolled in each course each semester. The evaluations are tabulated by the Office of
Assessment and Institutional Effectiveness. The results are tabulated and sent to the Dean of the College of who then shares the evaluations with faculty members. The university also has a formalized performance review system that is used to evaluate all faculty on a cyclical basis.

- **Other Feedback Sources**
  As head of the unit, the dean of the College of Education has the responsibility to effectively manage, coordinate, and oversee the governance, planning, budget, personnel, and facilities of the unit. Feedback is sought and obtained from the program coordinators, department chairs, and the Teacher Education Council. The Dean also has a Student Advisory Council that provides student feedback on issues impacting the College of Education and the Teacher Education Unit.

**VII. FAIRNESS, ACCURACY, CONSISTENCY, AND ELIMINATION OF BIAS**

The Teacher Education Unit uses the following strategies to ensure fairness, accuracy, consistency, and elimination of bias throughout its assessment system:

- The unit ensures that the assessments are linked to its conceptual framework; and the NCATE, INTASC, and SPA Standards as indicated and demonstrated in the alignment matrices.

- Initial undergraduate and graduate teacher candidates are informed of all requirements in the education program when they meet with their program advisor before they submit their application for admission to the program. Advanced candidates are informed of the requirements when they complete their applications and/or sign their plan of study. Information about the conceptual framework, dispositions expected of candidates, transition points, key assessments, and other requirements are included in the Teacher Education Unit Packet that is distributed to candidates early in their program (under development).

- Program-based rubrics to assess candidates’ knowledge, skills, and dispositions are shared with the candidates before the rubrics are used. Thus, candidates know what is expected of them, and the levels of proficiency associated with performance.

- Assessments that are used to evaluate resident student teachers are discussed at the beginning of each semester with the student teachers, cooperating teachers, and college supervisors. Rubrics that are used for program specific assessments are discussed with the candidates each semester by program faculty members.
Data are triangulated whenever possible to enhance the reliability of findings. For the initial programs, the student teacher, cooperating teacher, and university supervisor each independently completes the Clinical Experience Assessment Summary at the end of each quarter. Three-way communication then occurs to reach consensus on the final PDE 430 ratings. Data are also triangulated for the final Dispositions Assessments.

VIII. USE OF INFORMATION TECHNOLOGIES

The TEU uses Tk20 to maintain the majority of assessment data about its teacher education candidates. During the summer of 2008, the Tk20 system was configured and servers for data storage were added at ESU for the data. In the fall 2008 semester, the initial of the use of Tk20 began with the Field Experience components including the placement of student teachers and the collection of data on student teaching. In Spring semester of 2009, some of the SPA (Specialty Professional Association) data was collected on Tk20. In the 2009-2010 semester all unit wide data was collected on TK-20 for initial candidates. The majority of data on advanced candidates is now being collected on Tk20.

Candidates must purchase Tk20 whenever they first take a course that is using it for the collection of key assessment data. Candidates submit designated course assignments and student teaching assignments and evaluations via Tk20. The cost is $103 and includes use of the system for seven years. Professors, cooperating teachers and university supervisors use the system without cost to submit evaluations from student teaching and grade assignments for courses. The university covered the cost of the new servers using Technology fee monies.

The Tk20 system provides advisors with access to candidate grades, clearances, transcripts and test scores, as well as any other data they choose to collect in the system. Test scores from ETS are automatically downloaded into the TK-20 system so faculty has immediate access to Praxis I and II scores. The system also shows transition points for their programs in the individual candidate’s file.

Currently, the Unit Administrator and two graduate assistants manage the Tk20 system. Data loads of student information from the ESU Legacy computer system are completed every fifteen days. At the beginning of each semester, the personnel from the Field Experience Office verify with the Registrar’s Office the student teachers registered for the semester, as well as the university and content supervisors. Then the graduate assistants issue the Field Experience Binders for all student teachers to the student teachers, the cooperating teachers, the university supervisors and the content supervisors. The graduate assistants maintain office hours and assist faculty and students with issues. The GAs are available to attend classes and give demonstrations on Tk20. They also create any new forms required by faculty for courses and SPA assessments and provide information for faculty about data in the Tk20 system.
The Unit Administrator (UA) runs reports to monitor system use and reminds users of any missed deadlines and missing data forms. The UA also runs data reports and sends them to appropriate department chairs, the dean, and faculty for both unit-wide data and SPA data.

The ESU Legacy computer system formerly collected and maintained institutional and candidate data, including but not limited to, names, contact information, diversity information, GPA, transcript data (e.g. major, degree or non-degree seeking, course lists, grades) and test scores (e.g., SAT, Praxis). Faculty members can access this information via the ESU Intranet. ESU recently transitioned from its Legacy system to Banner. The Banner system now has of the functions of the Legacy system, as well as many additional features.

A new Assessment and Accreditation Specialist is scheduled to be hired in summer 2012. This individual will work with Tk20 to oversee the daily operations of the Tk20 system and run data reports, as well as assist with other assessment and accreditation tasks as needed.

**Revisions to the Conceptual Framework**

In early 2002, the unit worked to revise the conceptual framework. The working group included the Teacher Education Council, Teacher Education Department Chairs, and additional K-12 school representatives. This group created draft revisions of the Mission and Commitments and then used NCATE, INTASC, and NBPTS standards to review, revise, and align the Beginning Educator Outcomes (BEOs) into 11 major outcomes. Over several months, these changes were discussed, revised, and adopted through interaction with the entire teacher education unit as well as K-12 practitioner feedback.

Summer Assessment Retreats have allowed the unit to involve ESU faculty with K-12 practitioners to revise and support the conceptual framework, including the development of rubrics and specific assessments. The advanced framework was revised in 2004 through involvement of ESU graduate education-area coordinators and the leadership teams on campus and aligned with the NBPTS core propositions. The conceptual framework was again reviewed and revised by the newly formed Conceptual Framework Committee in fall 2010 and minor changes were made at this time. In addition to some minor edits. Some of the concepts were updated with more specific information that more clearly delineated the components of the framework.
IX. PROCEDURES FOR DATA COLLECTION, AGGREGATION, DISAGGREGATION, ANALYSIS, DISSEMINATION AND USE

A. Collecting and Entering Data into TK-20

Data from all common unit and SPA assessments will be collected each semester and entered into Tk20 by the individual designated to complete the assessment form by December 23 (Fall data) and May 22 (Spring data).

B. Aggregating, Disaggregating and Forwarding Data

1. **Unit data** from all common unit assessments will be aggregated for the unit, and then disaggregated for each program through Tk20 by the Unit Administrator/Accreditation Specialist and forwarded to the Dean of the COE, department chairs, and SPA coordinators by January 22 (Fall data) and June 22 (Spring data).

2. **Program data** from all specific program assessments will be aggregated for the program through Tk20 by the Unit Administrator/Accreditation Specialist and forwarded to the Dean of the COE, department chairs, and SPA coordinators by January 22 (Fall data) and June 22 (Spring data).

C. Summarizing, Analyzing, Reporting & Disseminating Data

1. By October 15 and February 15, each Department chair (with the aid of the SPA Coordinators) will submit a report to the Dean of the COE addressing the disaggregated unit data and the aggregated specific program data for the most recently completed semester. The report will be based on the department’s review and analysis of the data, including the following:

   - On each unit and on each program assessment instrument, the number and percent of candidates performing in each cell on the scoring sheet with a prescribed coversheet;
   - PRAXIS score data for the program specialty area tests, including overall scores and sub-scores along with the prescribed coversheet;
   - Overall summary and analysis for data for the program for the semester;
   - Strengths and weaknesses identified in a course(s) or in the program based on the data;
• Change(s) in a course(s) or in a program that the department has discussed and decided to make based on the data, if any changes are appropriate at this time.

2. By November 15 and March 15, the Dean of the COE will prepare a report that will be shared with the Teacher Education Council and the Teacher Education Unit, addressing the aggregated unit data for the most recently completed semester (fall/spring). The report will be based on the unit’s review and analysis of the data and will include the following information:

• On each unit and on each program assessment instrument, the number and percent of candidates performing in each cell on the scoring sheet with a prescribed coversheet;
• PRAXIS score data for the program specialty area tests, including overall scores and sub-scores along with the prescribed coversheet;
• Overall summary and analysis for data for the program for the semester;
• Strengths and weaknesses identified in a course(s) or in the program based on the data;
• Change(s) in a course(s) or in a program that the department has discussed and decided to make based on the data, if any changes are appropriate at this time.

3. The Teacher Education Council and the Teacher Education Unit will review and discuss the data analysis reports for each semester and make recommendations for changes in the unit and in the programs, as appropriate by December 23 and May 22. These recommendations will be shared with the Dean, as well as the programs impacted by the recommendations.

4. By January 22, the Dean of the COE will prepare an Annual Report on candidate performance data for the unit and the past academic year. The Annual Report will include an overall Summary & Analysis of candidate performance for the unit for the academic year. This report will be shared with the TEC, TEU, and the provost.
X. TIMELINE for Data Collection, Analysis, & Distribution (see Appendix C)

Appendix A: TEU Undergraduate Dispositions Assessment Plan

TEU Undergraduate Dispositions Assessment Chart

This chart documents the type of Dispositions Assessment that is done at each Checkpoint, as well as the class or experience that identifies where this assessment will be monitored in the respective programs.

<table>
<thead>
<tr>
<th>Checkpoint #1: Student Self-Assessment</th>
<th>Early Childhood &amp; ELED</th>
<th>Middle School</th>
<th>Secondary Education</th>
<th>Physical Ed &amp; Health</th>
<th>SPED and ECED</th>
<th>SPED and Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be completed in PSED 150</td>
<td>Must be completed in PSED 150</td>
<td>Must be completed in PSED 150</td>
<td>Must be completed in PSED 150</td>
<td>Must be completed in PSED 150</td>
<td>Must be completed in PSED 150</td>
<td>Must be completed in PSED 150</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Checkpoint #2: Student selects 2 ESU faculty to complete the assessment</th>
<th>Early Childhood &amp; ELED</th>
<th>Middle School</th>
<th>Secondary Education</th>
<th>Physical Ed &amp; Health</th>
<th>SPED and ECED</th>
<th>SPED and Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasized in ECED 263; Must be completed by Screening</td>
<td>Emphasized in PSED 250 &amp; PSED 244; Must be completed by Screening</td>
<td>Emphasized in PSED 250; Must be completed by Screening</td>
<td>Emphasized in PSED 250; Must be completed by Screening</td>
<td>Emphasized in PSED 250; Must be completed by Screening</td>
<td>Emphasized in ECED 263; Must be completed by Screening</td>
<td>Emphasized in PSED 244; Must be completed by Screening</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Checkpoint #3: Student selects 1 Host Teacher from the Field &amp; 1 ESU Faculty to complete the assessment</th>
<th>Early Childhood &amp; ELED</th>
<th>Middle School</th>
<th>Secondary Education</th>
<th>Physical Ed &amp; Health</th>
<th>SPED and ECED</th>
<th>SPED and Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be completed in Apprentice I</td>
<td>Must be completed in ELED 350</td>
<td>Must be completed in PSED 420</td>
<td>Must be completed in PSED 420</td>
<td>Must be completed in PSED 420</td>
<td>Must be completed in Apprentice I</td>
<td>Must be completed in ELED 350</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Checkpoint #4: Student selects 1 Host Teacher &amp; 1 ESU Faculty to complete the assessment</th>
<th>Early Childhood &amp; ELED</th>
<th>Middle School</th>
<th>Secondary Education</th>
<th>Physical Ed &amp; Health</th>
<th>SPED and ECED</th>
<th>SPED and Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be completed in Apprentice II</td>
<td>Must be completed in ELED 450</td>
<td>Must be completed in PSED 421</td>
<td>Must be completed in PSED 421</td>
<td>Must be completed in PSED 421</td>
<td>Must be completed in Apprentice II</td>
<td>Must be completed in ELED 450</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Checkpoint #5: Cooperating Teachers (2) and University Supervisors (2) complete the assessment</th>
<th>Early Childhood &amp; ELED</th>
<th>Middle School</th>
<th>Secondary Education</th>
<th>Physical Ed &amp; Health</th>
<th>SPED and ECED</th>
<th>SPED and Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be completed during Student Teaching</td>
<td>Must be completed during Student Teaching</td>
<td>Must be completed during Student Teaching</td>
<td>Must be completed during Student Teaching</td>
<td>Must be completed during Student Teaching</td>
<td>Must be completed during Student Teaching</td>
<td>Must be completed during Student Teaching</td>
</tr>
</tbody>
</table>
1. If a student receives an unsatisfactory rating in any category, the student will get a letter from the Dean of the College of Education (with copies to advisor and chair) advising the student to make a Remediation Plan to address this concern with his or her academic advisor. A resource list will be provided to assist the student in developing a remediation plan. The advisor should keep a copy of the Remediation Plan on file.

2. If a student receives a 2nd and subsequent unsatisfactory rating in any category, the student will get a letter from the Dean of the College of Education (with copies to the advisor, the chair, and the Associate Dean of Field Experiences and Partnerships). The student will be notified that he or she must meet with the Associate Dean of Field Experiences and Partnerships to develop a Remediation Contract. A copy of this contract will be shared with the advisor, chair, and Dean of the College of Education.

3. If a student receives a 3rd and subsequent unsatisfactory rating in any category, their student will be notified to meet with the Dean of the College of Education to discuss the implications for future success in the teacher education program. The results of any decisions will be shared with the advisor, chair, and Associate Dean of Field Experiences and Partnerships.
Appendix B: TEU Dispositions Assessment Plan—Advanced Programs

TEU Dispositions Assessment Chart—Advanced Programs
(DRAFT)

<table>
<thead>
<tr>
<th>Checkpoint</th>
<th>Course or Experience</th>
<th>Assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-Assessment</td>
<td>Program Admission</td>
<td>Student (self-assessment)</td>
</tr>
<tr>
<td>2. Field Assessment</td>
<td>Initial field experience; Will vary by program</td>
<td>Host Teacher/Supervisor</td>
</tr>
</tbody>
</table>
| 3. Multi-Prong Assessment | Culminating Field Experience    | 1. Student Self-Assessment
                                      | MCOM: Internship                         | 2. Field Supervisor
                                      | PSED: Internship                         | 3. ESU Supervisor
                                      | REED: Practicum                          |
                                      | ELED: TBD                                |
                                      | HEALTH: HLTH 430/499                    |
                                      | SPED: TBD                                |

Dispositions Remediation Plan

1. If a student receives an unsatisfactory rating in any category, the student will get a letter from the Dean of the College of Education (with copies to advisor and chair) advising the student to meet with his or her academic advisor to develop a Remediation Plan to address this concern. A resource list will be provided to assist the student in developing a remediation plan.

2. If a student receives a 2nd and subsequent unsatisfactory rating in any category, the student will get a letter from the Dean of the College of Education (with copies to the advisor, chair, and Associate Dean of Field Experiences and Partnerships) indicating that a Remediation Contract must be developed with the Associate Dean of Field Experiences and Partnerships.

3. If a student receives a 3rd and subsequent unsatisfactory rating in any category, their student will notified to meet with the Dean of the College of Education to discuss the implications for future success in the teacher education program.