

## **Standard 2: Assessment System and Unit Evaluation**

*The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.*

### **Element One: Assessment System**

The NCATE Divisional Committee convened in January 2000 and began to explore the development of our unit's assessment plan. This was done concurrently with the realignment of our conceptual framework in addressing the meeting and measuring of the new NCATE 2000 standards. Careful consideration of our former institutional goals occurred. Refining our institutional standards to better address national and state standards framed the committee's process of modification.

An assessment committee was formed to address the development of the assessment plan once the revised conceptual framework was finalized. Their charge was to fine-tune the larger divisional committee's plans. Being a smaller representative group facilitated the ability to further develop and refine the larger group's plans and then report back for fine-tuning before the information was then conveyed to each department's faculty.

Part of our Assessment Plan involves working with consultants to assist us determine the most effective and efficient way of collecting, analyzing and evaluation our data. The NCATE Coordinator, Director of Technology, and Coordinator of New Media and Web Development have been meeting with an account executive, systems engineer, and professional services manager from *Apple* over the past several months to explore the development of a plan which will facilitate our assessment plan. The result of the series of meetings held with the consultants from *Apple*<sup>™</sup> is a formalized proposal of a detailed process for addressing the articulated needs.

Decisions for admission and retention are determined at the department and program levels for undergraduate and graduate candidates. Various criteria are used to determine progression throughout one's program such as G.P.A., writing samples, test scores, artifacts, and field and clinical experiences. Thus, a candidate must achieve a successful portfolio review at each benchmark within the program in order to progress to the next phase.

Within our Assessment system we have established Advisory Councils as a means for our candidates to communicate concerns as well as give suggestions for improvement at the program, department, and unit level. The Middle Childhood Program has held three such meetings over the past month, scheduled both during the morning and evening to accommodate the needs of those currently in the program. Discussions regarding such things as course content, overlap, site experiences, and perceived needs have been discussed and addressed by the

program coordinator. We also have similar groups at the graduate level. In EDL an advisory group has impacted improvements in several areas within the department's doctoral program such as the structure of the comprehensive exam and the substance of the residency course for Ph.D. candidates.

Besides program level advisory groups, a divisional advisory group is being established by Dean Schirmer. This group will address unit issues and concerns rather than programmatic ones.

### Element Two: Data Collection, Analysis, and Evaluation

We are currently piloting LiveText™ in five of our licensure areas (Early Childhood, Middle Childhood, Adolescent and Young Adult – Science, Physical Education, and an Intervention Specialist program). LiveText™ assists faculty and candidates incorporate NCATE, INTASC, state professional and learning standards, as well as other standards in curriculum planning, in lab and site experiences, and in assessments. Electronic portfolios are also possible through this and thus are developed as web-based rather than the need for unit server space to contain them, which could become burdensome over time with our current enrollment and with the inclusion of tracking our candidates one year beyond graduation.

Representative faculty have been chosen by department chairs to receive training in September and have been implementing its use with method and student teachers. Our institutional standards have been added to the other national SPA standards and the system has been customized to meet our needs. Participants will share an assessment of the program this spring to all licensure areas. Thus, a determination will be made at that time by unit faculty, as to whether this system will be a viable tool for EAP to adopt.

### Element Three: Use of Data for Program Improvement

The successful implementation of the Assessment Plan will rely on an effective data system being in place. Data must be used for improvement at the program and unit levels. Technology will be an important element in the organization, storage, and analysis of the many sets of data that will emerge from the assessment structure.

Evaluations used by the unit will be systematically reviewed and revised as deemed necessary. These would include such items as follow-up studies, site experiences, student teaching surveys, and employer surveys. Within our Assessment Plan evaluations are currently being revised for closer alignment of professional, state, and institutional standards. Since several specialized professional associations are currently revising their standards for closer alignment with the NCATE 2000 standards, our plan must allow for flexibility over time.

A system of reporting and disseminating information is presently being developed to provide the basis for needed changes within the unit. Programs will need feedback on a regular basis as to the perceived level of effectiveness from candidates and faculty connected to a particular program. Using data effectively to improve programs or individual performance requires a commitment to reflection as well as a belief in the value of continuous improvement and change.

The following table demonstrates our progress to date in establishing our Unit Assessment Plan. We have established committees such as the NCATE Divisional Committee, Assessment Committee and Student Advisory Committees to discuss our present and future needs in the area of assessment and the effective management of it. A team from Apple™ have met and planned for several months with representatives from the Assessment and Technology Committees to design a need assessment proposal.

Curricular scans have been done for national (NCATE, INTASC), state (Praxis III), and institutional (Conceptual Framework correlation) standards within our licensure programs. The use of LiveText™ has been piloted this year to align specialized professional association (SPA), ODE (Pre-K –12 model standards), and our institutional standards (Miami standards) to candidates' lesson plans and begin exploring the capabilities of electronic portfolios.

The development of an institutional standards-based portfolio has occurred. Programs are currently in various stages of progress. Some are fine-tuning the benchmarks while others are piloting several components both in preparation for full implementation beginning with next year's entering class. Simultaneously, former benchmarks are being revisited to improve our admission and retention process to enrich the process and ensure selection and retention of the highest quality candidates within our programs. This has fused nicely with our Divisional Strategic Plan (Goal 1) regarding enrollment management.

Our field/site and clinical practices have adopted the use of our new site experience forms for Early Site/Field Experiences, Methods, and Student Teaching this year with the Student Teaching form being used for the first time this semester. Once this process has been completed we will begin to aggregate the data. Our goal is to have web-based forms which cooperating teachers and supervisors can complete on line for more efficient tracking and returned to one source for aggregating the data to be reported back to program coordinators for continuous improvement.

We have a long road ahead as novices venturing down a new path of creating and maintaining an effective assessment system for our unit. The journey should prove to be exciting and will assist us in planning future excursions as well as improve current destinations for candidates within our programs to pursue.

**Miami University  
Assessment Plan Timeline**

For: Teacher Preparation and Other School Personnel Programs

<b>Goal/Element</b>	<b>Task to Achieve</b>	<b>Persons Involved</b>	<b>Timeline/ Target Date</b>
<b>Formation of the NCATE Divisional Committee</b>	To revise our present conceptual framework to align with NCATE 2000, INTASC, ODE (state), and institutional standards and to serve as the representative voices for each dept. by sharing and gaining feedback throughout the process.	Chairs and 1-3 faculty members from each dept. and selected divisional admin. staff from the unit. (ART, Arts & Science, EAP, EDL, EDP, EDT, FSW, Music, PHS, SPA)	<input type="checkbox"/> 1/01 <input type="checkbox"/> 2/01
<b>Formation of the Writing/Assessment Committee</b>	This small sector of the NCATE Divisional Committee is responsible for steering the divisional committee's work by writing the draft components for the conceptual framework and then distributing it to the larger committee for feedback and modification.	Chairs from each dept. nominated program coordinators to the dean, who selected members to serve on this smaller writing/assessment committee.	<input type="checkbox"/> 2/01 <input type="checkbox"/> 3/01
<b>Curricular Scan of performance-based assessments related to INTASC/ODE Standards</b>	Indicate the INTASC standards utilized within each course within a licensure program's goals/objectives and submission of syllabi and assessment grid to NCATE Coordinator.	Unit faculty	<input type="checkbox"/> 4/01 <input type="checkbox"/> 5/01
<b>Curricular Scan of performance-based assessments related to Praxis III criteria &amp; then to Institutional Standards</b>	Indicate the Praxis III criteria being taught within each licensure course within course syllabi and submission to NCATE Coordinator.	Unit faculty	<input type="checkbox"/> 4/01 <input type="checkbox"/> 5/01 <input checked="" type="checkbox"/> 1/02 – on going

<b>Goal/Element</b>	<b>Task to Achieve</b>	<b>Persons Involved</b>	<b>Timeline/ Target Date</b>
<b>Curricular Scan of performance assessments related to content standards.</b>	Indicate performance assessments being used and propose modifications for future program improvement.	All faculty teaching within a licensure program	<input type="checkbox"/> 2/01 <input type="checkbox"/> 3/01 <input type="checkbox"/> 4/01 <input type="checkbox"/> 5/01–on-going
<b>Candidate entrance into program</b>	Multiple indicators are being used; however, indicators need to be evaluated for success of identifying potential of candidate.	Assessment Committee and unit faculty	<input type="checkbox"/> Review & revise program indicators – 10/01 <input type="checkbox"/> Revision of data system – 10/01 –ongoing <input type="checkbox"/> Review system of appeals 11/01-ongoing.
<b>Identification of critical assessment points within licensure programs</b>	Assessment points have been established at admission and completion within programs, but the development of performance criteria is needed	Assessment Committee and Unit faculty	<input type="checkbox"/> 2/01 <input type="checkbox"/> 3/01 <input type="checkbox"/> 4/01 <input type="checkbox"/> 5/01
<b>Establishment of Student Advisory Committee</b>	Selection of representatives from licensure programs to communicate and disseminate information to candidates	Program Coordinators, Assessment Committee, Unit faculty and candidates	<input type="checkbox"/> 9/01 <input type="checkbox"/> 10/01 – Unit. Committee Planned <input type="checkbox"/> 1/02 – MCE est. <input type="checkbox"/> on-going

<b>Goal/Element</b>	<b>Task to Achieve</b>	<b>Persons Involved</b>	<b>Timeline/ Target Date</b>
<b>Data System Development</b>	Development of a data system to identify and track candidates	Assessment Committee Program Coordinators, Unit Faculty and Student Advisory Committee	<input type="checkbox"/> 5/01 <input type="checkbox"/> 6/01 <input type="checkbox"/> 8/01 - ongoing

<b>Portfolio Development – Incorporating performance-based and standard-based assessments</b>	Formal development of portfolios around national, state, and institutional standards within our licensure programs. Development of evaluation criteria for cand. success	Unit faculty, program coordinators and assessment committee	<input type="checkbox"/> 5/01-8/01
<b>Portfolio Pilot</b>	Implement pilot portfolio	Candidates within selected licensure programs and unit faculty	<input type="checkbox"/> 9/01 – 5/02 some programs <input type="checkbox"/> 9/02 –5/03 all programs begin implementation following first class through
<b>Portfolio Refinement</b>	Revise and refine portfolio based upon pilot project’s feedback and evaluation; Communication of portfolio plan to candidates	Unit faculty, assessment committee, and student advisory committee	<input type="checkbox"/> 6/02 <input type="checkbox"/> 8/02-5/04
<b>Establish System to collect, analyze, and interpret information from external sources to improve programs, clinical experiences, and unit operations.</b>	External Data is currently being collected; however results need to be integrated and disseminated more effectively in program development. The development of a more comprehensive system to follow candidates throughout their career is needed.	Assessment Committee, Unit Faculty, Student Advisory Committee, LiveText participants	<input type="checkbox"/> 1/01 <input type="checkbox"/> 1/02 <input type="checkbox"/> 1/03 –ongoing as needs alter

## Unit Capacity