

**Miami University
Assessment Time Line**

For: Teacher Preparation and Other School Personnel Programs

| Goal/Element | Task to Achieve | Persons Involved | Timeline/Target Date |
|--|--|---|--|
| Formation of the NCATE Divisional Committee | 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 admn. 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 |
| Formation of the Writing/Assessment Committee | 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 |
| Curricular Scan of performance-based assessments related to INTASC/ODE Standards | 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 |
| Curricular Scan of performance-based assessments related to Praxis III criteria | 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 |
| Curricular Scan of performance assessments related to content standards. | 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–ongoing |
| Candidate entrance into program | 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. |
| Identification of critical assessment points within licensure programs | 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 |

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| Establishment of Student Advisory Committee | 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- ongoing |
| Data System Development | 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 |
| Portfolio Development - Incorporating performance-based and standard-based assessments. | Formal development of portfolios around national, state, and institutional standards within our licensure programs. Development of evaluation criteria to determine candidate success | Unit faculty, program coordinators, and assessment committee | <input type="checkbox"/> 5/01 – 8/01 |
| Portfolio Pilot | 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 |
| Portfolio Refinement | 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 |
| Establish System to collect, analyze, and interpret information from external sources to improve programs, clinical experiences, and unit operations. | 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 | <input type="checkbox"/> 1/01 <input type="checkbox"/> 1/02 <input type="checkbox"/> 1/03 –ongoing as needs alter |