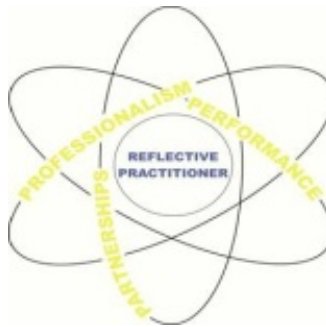


University of Tennessee at Chattanooga



School of Education



Assessment System

Unit Assessment Plan

By Assessment Committee

Sep. 2011

## Introduction

The unit assessment plan has been developed to serve as a framework for assessment activities carried out within the School of Education at University of Tennessee at Chattanooga. The assessment plan is an integrated part of the School of Education Assessment System. The unit's Assessment System begins with the mission and reflects the Unit conceptual framework and aligns assessments with state and professional standards. The System centers on candidates' learning and clinical practice and assesses these against the learning outcomes that are deemed to be important for candidates' mastery. The unit involves professional faculty (including clinical faculty), key decision makers, school partners and administrators in the process. Faculty plays a key role in designing comprehensive assessments. The unit's assessment system includes comprehensive and integrated assessment measures to monitor candidate performance and manage and improve the unit's operations and programs. The unit works to establish fair, accurate, and consistent assessment procedures. The Assessment Committee systematically reviews assessment methods and makes decisions about the appropriation of the use of assessment data. Decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion.

The plan outlines the assessment purposes, processes, methods/tools, the timeline of data collection, data analysis, data reporting, the use of assessment information, assessment plan evaluation and the implement of the plan. As assessment is an on-going process, the plan is not the final word but a starting point for purposefully and systematically conducting assessments and will be regularly evaluated and/or revised, if needed, by Assessment Committee

### ***Why We Assess?***

Reasons for assessment vary greatly among diverse users. For policymakers, information from assessment may be used as bases for education reform and for the accountability of student and of schools. For example, one use of the TCAP assessments in math, reading/language arts, science and social studies is to evaluate teacher training program's effectiveness (Report Card on the Effectiveness of Teacher Training Programs, December 1, 2010). For classroom teachers, they assess because they need to assign a grade, to make day to day instruction decisions, and to understand their students' learning, etc.

For University of Tennessee School of Education Assessment System, we assess because we believe that the assessment is the integrated part of teaching and learning. Assessment affords us a meaningful mean to understand our candidates' learning: What students know; what they can do using knowledge and skills they have obtained; and how they progress in their learning process. We assess to obtain information that can be used to enhance program strengths and to improve students' learning, teaching effectiveness, program quality and unit operations by identify strengths and weakness of areas.

### ***Who Will Be Assessed?***

Candidates in teacher training programs and other programs within professional Unit will be assessed using a wide array of assessment methods.

### ***What Will Be Assessed?***

The Assessment System intends to measure subject content knowledge, pedagogical skills, and dispositions that are believed to be important for candidates to possess upon completion of the program. The System assesses learning objectives that are linked to mission and visions and that are delineated in state and professional standards and the Unit conceptual framework. Specifically, the Assessment System utilizes multiple assessments to assess applicant qualifications, candidate proficiencies, graduates' competencies, program quality, and unit operations.

## **Assessment Purposes**

The assessment serves formative and summative purposes. Although meeting NCATE's needs for assessment information has had impact on the development of unit's Assessment System, the primary purpose of the assessment is to improve student learning. To this end, the assessment data are analyzed, aggregated, and reported at a variety levels so that the information can be used to identify strength and weakness of a particular program, to make decisions on curriculum changes, and to provide individual tutoring. The secondary purpose of assessment is to provide summative information to internal and external users. For internal audiences such as Dean, Director of School of Education, and program faculty, they may use the information to make decisions about the degree to which candidates possess the knowledge, skills, and dispositions identified in the Unit's Conceptual Framework. The documented summative information also provides evidence regarding candidates' performance, program quality, and unit operations to accrediting agencies and public.

## **Assessment Process**

Assessment is an on-going process of collecting, summarizing, and analyzing data to make decision about student learning, teaching effectiveness, and program quality and to use information derived from data toward the improvement of student learning, program quality, and unit operations. Assessment is an integral part of teaching and learning and is a means for realizing the ends of improving student learning. It is centered on students' learning. Figure 1 displays an on-going assessment process of the Assessment System, which mainly involves following major steps.

### ***1. Identifying learning objectives/goals***

Each program identifies the learning objectives/goals that are reflected on the mission and vision and are delineated in the Unit's conceptual framework, state and professional standards.

**2. *Choosing appropriate assessment methods/tools to collect data***

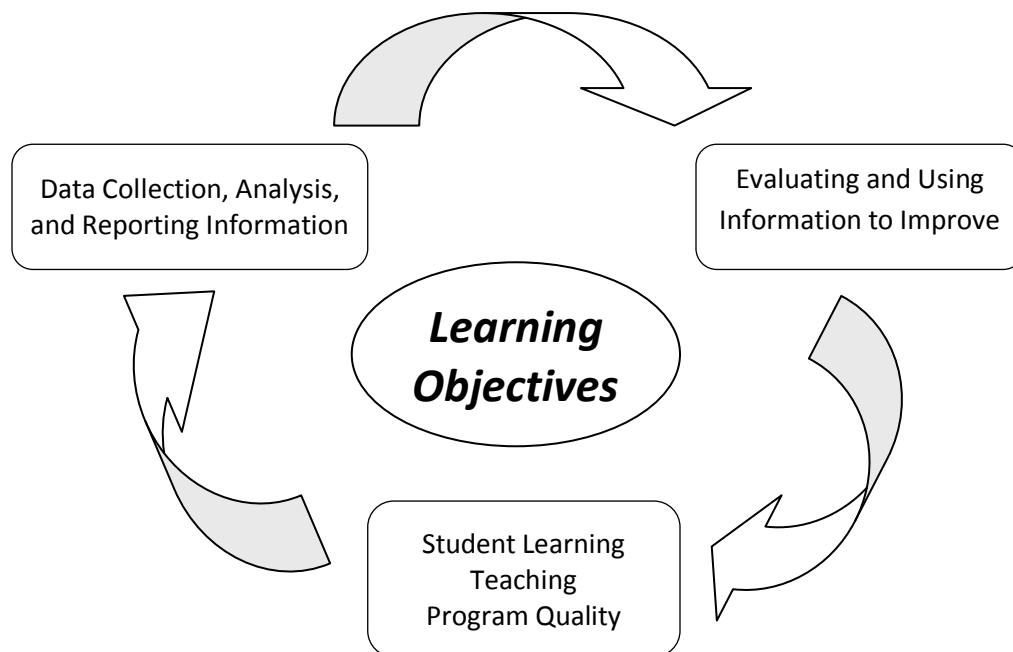
Each program selects an appropriate assessment method to collect data for the particular purposes. The assessment selected will at least measure one particular learning outcome. For example, a program may use a standardized licensure test (e.g., Praxis II 0014) for assessing candidates' mastery of content knowledge and design a lesson plan project to measure candidates' ability to plan.

**3. *Analyzing Data and Reporting Results***

A wide range of assessment data that are collected from internal and external sources are analyzed mainly using SPSS programs. Assessment data are analyzed and are aggregated at different levels such as at program level and test level. The results derived from assessment data are reported using tables and figures for diverse users such as faculty, administrators, staffs and students (Refer to SOEAS Data Sharing Guidelines).

**4. *Evaluating and Using Assessment Results for the Improvement***

Though assessing for improvement is the ultimate purpose for Unit Assessment System, key decision makers, faculty, administrators, staff, and candidates in the Unit use the assessment results for various purposes. Information derived from the assessment data are used to determine the degree to which the candidates reach the learning objectives, to identify strengths and weakness of particular area. In addition, the information is used to improve candidates' learning, the quality of program, teaching effectiveness and to evaluate if the candidates' performance meets learning objectives.



***Figure 1: An On-Going Assessment Process***

## **Assessment Methods/Tools**

Given the limitations of each assessment method, there is no one-size-fits-all approach to assessment. Using information derived from a single assessment data also raises concerns about the fairness of assessment. As such the Unit Assessment System employs multiple assessment methods to assess student learning against learning objectives. The assessments administered at different checkpoints include state licensure tests, faculty developed classroom tests, projects, assignments, student teaching evaluation, portfolio, pre-post assessment, rubrics, surveys, interviews. Faculty play key roles in designing comprehensive assessments. Table 1 presents the overview of checkpoints and major assessments. Some assessments such as licensure tests and Student Teaching Final Evaluation are used across initial licensure programs, while others are program specific. The Assessment Committee regularly reviews assessment methods and makes decisions about the appropriation of the use of a particular assessment method for a specific purpose.

## **Data Collection, Analyses, and Reporting**

The Unit Assessment System collects data from a variety of data sources including University Banner System, SOE databases, and Tennessee government report card website, etc. The System regularly and systematically collects, analyzes data, and provides devious audiences with information on applicant qualifications, candidate proficiencies, graduate competence, unit operations, and program quality. Faculty play a key role in assessment instrument development, data collection and data use. Program faculties and relevant staffs are responsible for collecting and entering relevant assessment data into Banner (e.g., course grades) and SOE databases (e.g., Praxis II test scores, data from key assessments). The University Banner System creates datablocks such as admission, demographic, course, and program completer data for SOE System to use. Many of these data sources include unique identifier that allows the System to perform sound data compiling, merging/matching, and analysis. The Assessment Coordinator is responsible for retrieving assessment data from above databases for analyses.

Raw data retrieved from above data sources usually tell little information about candidates as a whole and program quality. In order to transform assessment data into information valuable for improvement, assessment raw data need to be carefully analyzed. The System mainly employs the Statistics Software SPSS to analyze assessment data. After data were retrieved from the databases, the Assessment Coordinator prepared and analyzed data utilizing Statistics Software SPSS program. Data are aggregated at different levels such as unit, program, test, and course level and are shared with different audiences according to the data sharing guidelines. If needed, individual diagnosis reports are also generated and are only reported to director of School of

Education and will not be circulated. Table 2 displays the timeline of data collection, analysis, and reporting.

### **Use of Assessment Information**

Using information derived from assessment data toward the improvement of learning, teaching, and program quality is the heart of the unit Assessment System. Although responding to NCATE's needs for assessment data has served a driven-force in developing unit's Assessment System, the unit believes that there is no need for investing resources to collect data and generate reports if the information is not used to take actions towards the improvement. The unit also believes that the assessment data sometimes may be used for both summative and formative purposes by generating different reports, though the assessment might be developed for one primary purpose. For example, Praxis II test data primarily serve state licensing purpose (i.e., summative), the category/sub score information and first-time takers' pass rates are also useful in helping decision makers and program faculty to identify the areas that may need to pay more attentions. That is, for candidates that have already passed the tests, the information derived from Praxis II assessment data serves summative end, while the information derive the same data is used to identify the strengths and weakness of a particular area and lead to changes in curriculum and tutoring, etc. the information serves formative purpose. Table 2 displays the assessment results review and use plan developed by Assessment Committee with the involvement of the faculty. This plan serves as a framework for regularly and systematically using assessment toward the improvement of student learning, teaching effectiveness, program quality, and unit operation. The Assessment Committee and program faculty make data-driven recommendations regarding curriculum and program changes. Candidate assessment data are regularly shared with candidates and faculty to help them reflect on and improve their performance and programs. When the Assessment Coordinator generates particular reports, the reports are distributed to the Assessment Committee and/ or key decision makers before the scheduled reporting date. The aggregated data without identifications also are used to provide student performance evidence to accrediting agencies such as CACREP, NASP, and NCATE.

The Assessment Committee will ensure that the summarized results derived from assessment data are used toward the improvement of candidates' performance, program quality, and unit operation and that the assessment information will not be used against the individual candidate, faculty, staff and administrator.

**Table1: Overview of Checkpoints and Key /Major Assessments**

Initial Licensure Programs					
	Checkpoint1	Checkpoint 2 Admission to TEP	Checkpoint 3 TEP→ Admission to Student Teaching	Checkpoint4 Completion of Student Teaching → Program Completion	Post-Program Checkpoint
B.M., Music: Instrumental & Vocal Music Education	<ul style="list-style-type: none"> <li>• EDUC 201</li> <li>• GPA <math>\geq 2.5</math> (UTC, cum.)</li> <li>• Teacher Education Program (TEP) application</li> <li>• Essay Approval</li> <li>• Test scores (Praxis I, ACT, or SAT)*</li> <li>• Fingerprinting</li> <li>• Degree +3 Module 1</li> </ul>	<ul style="list-style-type: none"> <li>• PDS I or Equivalent on campus Coursework</li> <li>• Resume</li> <li>• 2.5 GPA (UTC, cumulative, education, and content)</li> <li>• Interview</li> <li>• Admission to TEP</li> <li>• Degree +3 Module 2</li> </ul>	<ul style="list-style-type: none"> <li>• TEP course EDUC 4330</li> <li>• Praxis II scores (Key#1)</li> <li>• Course Work. (Key #2)</li> <li>• Student teaching application</li> <li>• Updated Resume</li> <li>• Degree +3 Module 3</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of student teaching</li> <li>• Student Teaching Final Evaluation (Key#4)</li> <li>• Portfolio Evaluation</li> <li>• Student assessments (pre and post-tests, Key#5)</li> <li>• Self-assessment</li> <li>• Dispositions Check</li> <li>• Course Work</li> <li>• Degree +3 Module 4</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up survey (e.g., Alumni Survey &amp; Employer Survey )</li> </ul>
BS Art Education	<ul style="list-style-type: none"> <li>• EDUC 201</li> <li>• GPA <math>\geq 2.5</math> (UTC, cum.)</li> <li>• TEP application</li> <li>• Essay Approval</li> <li>• Test scores (Praxis I, ACT, or SAT)*</li> <li>• Fingerprinting</li> <li>• Degree +3 Module 1</li> </ul>	<ul style="list-style-type: none"> <li>• PDS I or Equivalent on campus Coursework</li> <li>• Resume</li> <li>• 2.5 GPA (UTC, cumulative, education, and content)</li> <li>• Interview</li> <li>• Admission to TEP</li> <li>• Degree +3 Module 2</li> </ul>	<ul style="list-style-type: none"> <li>• TEP course EDUC 4330</li> <li>• Praxis II scores (Key#1)</li> <li>• Course Work. (Key #2)</li> <li>• Student teaching application</li> <li>• Updated Resume</li> <li>• Degree +3 Module 3</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of student teaching</li> <li>• Student Teaching Final Evaluation (Key#4)</li> <li>• Portfolio Evaluation</li> <li>• Student assessments (pre and post-tests, Key#5)</li> <li>• Self-assessment</li> <li>• Dispositions Check</li> <li>• Course Work</li> <li>• Degree +3 Module 4</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up survey (e.g., Alumni Survey &amp; Employer Survey )</li> </ul>
B.S., Early Childhood: Early Childhood Education Pre-K-3	<ul style="list-style-type: none"> <li>• EDUC 201</li> <li>• GPA <math>\geq 2.5</math> (UTC, cum.)</li> <li>• TEP application</li> <li>• Essay Approval</li> <li>• Test scores (Praxis I, ACT, or SAT)*</li> <li>• Fingerprinting</li> <li>• Degree +3 Module 1</li> </ul>	<ul style="list-style-type: none"> <li>• PDS I or Equivalent on campus Coursework</li> <li>• Resume</li> <li>• 2.5 GPA (UTC, cumulative, education, and content)</li> <li>• Interview</li> <li>• Admission to TEP</li> <li>• Degree +3 Module 2</li> </ul>	<ul style="list-style-type: none"> <li>• TEP course (EDUC 4200)</li> <li>• Praxis II scores (Key#1)</li> <li>• Content Course Work(Key #2)</li> <li>• Unit /Lesson Plan (Key #3)</li> <li>• Student teaching application</li> <li>• Updated Resume</li> <li>• Degree +3 Module 3</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of student teaching</li> <li>• Student Teaching Final Evaluation (Key#4)</li> <li>• Portfolio Evaluation</li> <li>• Student assessments (pre and post-tests, Key#5)</li> <li>• Self-assessment</li> <li>• Dispositions Check</li> <li>• Course Work</li> <li>• Degree +3 Module 4</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up survey (e.g., Alumni Survey &amp; Employer Survey )</li> </ul>
B.S., Exceptional Learning K-12	<ul style="list-style-type: none"> <li>• EDUC 201</li> <li>• GPA <math>\geq 2.5</math> (UTC, cum.)</li> <li>• TEP application</li> <li>• Essay Approval</li> <li>• Test scores (Praxis I, ACT, or SAT)*</li> <li>• Fingerprinting</li> <li>• Degree +3 Module 1</li> </ul>	<ul style="list-style-type: none"> <li>• PDS I or Equivalent on campus Coursework</li> <li>• Resume</li> <li>• 2.5 GPA (UTC, cumulative, education, and content)</li> <li>• Interview</li> <li>• Admission to TEP</li> <li>• Degree +3 Module 2</li> </ul>	<ul style="list-style-type: none"> <li>• TEP course (EDUC 4200 or 4230)</li> <li>• Praxis II scores (Key#1)</li> <li>• Content Course Work(Key #2)</li> <li>• Unit/ Lesson Plan (Key #3)</li> <li>• Student teaching application</li> <li>• Updated Resume</li> <li>• Degree +3 Module 3</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of student teaching</li> <li>• Student Teaching Final Evaluation (Key#4)</li> <li>• Portfolio Evaluation</li> <li>• Student assessments</li> <li>• Self-assessment</li> <li>• Dispositions Check</li> <li>• Course Work</li> <li>• Degree +3 Module 4</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up survey (e.g., Alumni Survey &amp; Employer Survey )</li> </ul>

B.S., HHP: Health & Exercise Science Pedagogy K-12	<ul style="list-style-type: none"> <li>• EDUC 201</li> <li>• GPA <math>\geq 2.5</math> (UTC, cum.)</li> <li>• TEP application</li> <li>• Essay Approval</li> <li>• Test scores (Praxis I, ACT, or SAT)*</li> <li>• Fingerprinting</li> <li>• Degree +3 Module 1</li> </ul>	<ul style="list-style-type: none"> <li>• PDS I or Equivalent on campus Coursework</li> <li>• Resume</li> <li>• 2.5 GPA (UTC, cumulative, education, and content)</li> <li>• Interview</li> <li>• Admission to TEP</li> <li>• Degree +3 Module 2</li> </ul>	<ul style="list-style-type: none"> <li>• TEP course (EDUC 4330)</li> <li>• Praxis II scores (Key#1)</li> <li>• Content Course Work(Key #2).</li> <li>• Student teaching application</li> <li>• Updated Resume</li> <li>• Degree +3 Module 3</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of student teaching</li> <li>• Student Teaching Final Evaluation (Key#4)</li> <li>• Portfolio Evaluation</li> <li>• Student assessments (pre and post-tests, Key#5)</li> <li>• Self-assessment</li> <li>• Dispositions Check</li> <li>• Course Work</li> <li>• Degree +3 Module 4</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up survey (e.g., Alumni Survey &amp; Employer Survey )</li> </ul>
B.S., Middle Grades Education: English	<ul style="list-style-type: none"> <li>• EDUC 201</li> <li>• GPA <math>\geq 2.5</math> (UTC, cum.)</li> <li>• TEP application</li> <li>• Essay Approval</li> <li>• Test scores (Praxis I, ACT, or SAT)*</li> <li>• Fingerprinting</li> <li>• Degree +3 Module 1</li> </ul>	<ul style="list-style-type: none"> <li>• PDS I or Equivalent on campus Coursework</li> <li>• Resume</li> <li>• 2.5 GPA (UTC, cumulative, education, and content)</li> <li>• Interview</li> <li>• Admission to TEP</li> <li>• Degree +3 Module 2</li> </ul>	<ul style="list-style-type: none"> <li>• TEP course (EDUC 4230)</li> <li>• Praxis II scores (Key#1)</li> <li>• Content Course Work (Key#2)</li> <li>• Unit/ Lesson Plan (Key #3)</li> <li>• Student teaching application</li> <li>• Updated Resume</li> <li>• Degree +3 Module 3</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of student teaching</li> <li>• Student Teaching Final Evaluation (Key#4)</li> <li>• Portfolio Evaluation</li> <li>• Student assessments (pre and post-tests, Key#5)</li> <li>• Self-assessment</li> <li>• Dispositions Check</li> <li>• GPA Check</li> <li>• Degree +3 Module 4</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up survey (e.g., Alumni Survey &amp; Employer Survey )</li> </ul>
B.S., Middle Grades Education: Mathematics	<ul style="list-style-type: none"> <li>• EDUC 201</li> <li>• GPA <math>\geq 2.5</math> (UTC, cum.)</li> <li>• TEP application</li> <li>• Essay Approval</li> <li>• Test scores (Praxis I, ACT, or SAT)*</li> <li>• Fingerprinting</li> <li>• Degree +3 Module 1</li> </ul>	<ul style="list-style-type: none"> <li>• PDS I or Equivalent on campus Coursework</li> <li>• Resume</li> <li>• 2.5 GPA (UTC, cumulative, education, and content)</li> <li>• Interview</li> <li>• Admission to TEP</li> <li>• Degree +3 Module 2</li> </ul>	<ul style="list-style-type: none"> <li>• TEP course (EDUC 4230)</li> <li>• Praxis II scores (Key#1)</li> <li>• Content Course Work (Key#2)</li> <li>• Unit/ Lesson Plan (Key #3)</li> <li>• Student teaching application</li> <li>• Updated Resume</li> <li>• Degree +3 Module 3</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of student teaching</li> <li>• Student Teaching Final Evaluation (Key#4)</li> <li>• Portfolio Evaluation</li> <li>• Student assessments (pre and post-tests, Key#5)</li> <li>• Self-assessment</li> <li>• Dispositions Check</li> <li>• GPA Check</li> <li>• Degree +3 Module 4</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up survey (e.g., Alumni Survey &amp; Employer Survey )</li> </ul>
B.S., Middle Grades Education: Natural Sciences	<ul style="list-style-type: none"> <li>• EDUC 201</li> <li>• GPA <math>\geq 2.5</math> (UTC, cum.)</li> <li>• TEP application</li> <li>• Essay Approval</li> <li>• Test scores (Praxis I, ACT, or SAT)*</li> <li>• Fingerprinting</li> <li>• Degree +3 Module 1</li> </ul>	<ul style="list-style-type: none"> <li>• PDS I or Equivalent on campus Coursework</li> <li>• Resume</li> <li>• 2.5 GPA (UTC, cumulative, education, and content)</li> <li>• Interview</li> <li>• Admission to TEP</li> <li>• Degree +3 Module 2</li> </ul>	<ul style="list-style-type: none"> <li>• TEP course (EDUC 4230)</li> <li>• Praxis II scores (Key#1)</li> <li>• Content Course Work (Key#2)</li> <li>• Unit/ Lesson Plan (Key #3)</li> <li>• Student teaching application</li> <li>• Updated Resume</li> <li>• Degree +3 Module 3</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of student teaching</li> <li>• Student Teaching Final Evaluation (Key#4)</li> <li>• Portfolio Evaluation</li> <li>• Student assessments (pre and post-tests, Key#5)</li> <li>• Self-assessment</li> <li>• Dispositions Check</li> <li>• GPA Check</li> <li>• Degree +3 Module 4</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up survey (e.g., Alumni Survey &amp; Employer Survey )</li> </ul>
B.S., Middle Grades Education: Social Sciences	<ul style="list-style-type: none"> <li>• EDUC 201</li> <li>• GPA <math>\geq 2.5</math> (UTC, cum.)</li> <li>• TEP application</li> <li>• Essay Approval</li> <li>• Test scores (Praxis I, ACT, or SAT)*</li> <li>• Fingerprinting</li> <li>• Degree +3 Module 1</li> </ul>	<ul style="list-style-type: none"> <li>• PDS I or Equivalent on campus Coursework</li> <li>• Resume</li> <li>• 2.5 GPA (UTC, cumulative, education, and content)</li> <li>• Interview</li> <li>• Admission to TEP</li> <li>• Degree +3 Module 2</li> </ul>	<ul style="list-style-type: none"> <li>• TEP course (EDUC 4230)</li> <li>• Praxis II scores (Key#1)</li> <li>• Content Course Work (Key#2)</li> <li>• Unit/ Lesson Plan (Key #3)</li> <li>• Student teaching application</li> <li>• Updated Resume</li> <li>• Degree +3 Module 3</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of student teaching</li> <li>• Student Teaching Final Evaluation (Key#4)</li> <li>• Portfolio Evaluation</li> <li>• Student assessments (pre and post-tests, Key#5)</li> <li>• Self-assessment</li> <li>• Dispositions Check</li> <li>• GPA Check</li> <li>• Degree +3 Module 4</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up survey (e.g., Alumni Survey &amp; Employer Survey )</li> </ul>
B.S., Secondary Education: English	<ul style="list-style-type: none"> <li>• EDUC 201</li> <li>• GPA <math>\geq 2.5</math> (UTC, cum.)</li> <li>• TEP application</li> <li>• Essay Approval</li> <li>• Test scores (Praxis I, ACT, or SAT)*</li> <li>• Fingerprinting</li> </ul>	<ul style="list-style-type: none"> <li>• PDS I or Equivalent on campus Coursework</li> <li>• Resume</li> <li>• 2.5 GPA (UTC, cumulative, education, and content)</li> <li>• Interview</li> <li>• Admission to TEP</li> </ul>	<ul style="list-style-type: none"> <li>• TEP course (EDUC 4330)</li> <li>• Praxis II scores (Key#1)</li> <li>• Course Grades in English Content Area (Key#2)</li> <li>• Lesson/Unit Plan (Key#3?)</li> <li>• Student teaching application</li> <li>• Updated Resume</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of student teaching</li> <li>• Student Teaching Final Evaluation (Key#4)</li> <li>• Portfolio Evaluation</li> <li>• Student assessments (pre and post-tests, Key#5)</li> <li>• Self-assessment</li> <li>• Dispositions Check</li> <li>• GPA Check</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up survey (e.g., Alumni Survey &amp; Employer Survey )</li> </ul>



	• Degree +3 Module 1	• Degree +3 Module 2	• Degree +3 Module 3	• Degree +3 Module 4	
B.S., Secondary Social Sciences	<ul style="list-style-type: none"> <li>• EDUC 201</li> <li>• GPA <math>\geq 2.5</math> (UTC, cum.)</li> <li>• TEP application</li> <li>• Essay Approval</li> <li>• Test scores (Praxis I, ACT, or SAT)*</li> <li>• Fingerprinting</li> <li>• Degree +3 Module 1</li> </ul>	<ul style="list-style-type: none"> <li>• PDS I or Equivalent on campus Coursework</li> <li>• Resume</li> <li>• 2.5 GPA (UTC, cumulative, education, and content)</li> <li>• Interview</li> <li>• Admission to TEP</li> <li>• Degree +3 Module 2</li> </ul>	<ul style="list-style-type: none"> <li>• TEP course (EDUC 4330)</li> <li>• Praxis II scores (Key#1)</li> <li>• Content Course Work (Key#2)</li> <li>• Unit-related lesson plans (Key #3?)</li> <li>• Student teaching application</li> <li>• Updated Resume</li> <li>• Degree +3 Module 3</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of student teaching</li> <li>• Student Teaching Final Evaluation (Key#4)</li> <li>• Portfolio Evaluation</li> <li>• Student assessments (pre and post-tests, Key#5)</li> <li>• Self-assessment</li> <li>• Dispositions Check</li> <li>• GPA Check</li> <li>• Degree +3 Module 4</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up survey (e.g., Alumni Survey &amp; Employer Survey )</li> </ul>
BS Applied Mathematics, BS Biology, BS Chemistry, BS Computer Science, BS Engineering, BS Geology, BS Physics (UTeach )	<ul style="list-style-type: none"> <li>• Submit proof of fingerprinting</li> <li>• Successful background check</li> </ul>	<ul style="list-style-type: none"> <li>• C or better in Step 1</li> <li>• 2.5 GPA (UTC, cum., content)</li> <li>• Praxis I: Math <math>\geq 173</math>, Reading <math>\geq 174</math>, Writing <math>\geq 173</math> <b>OR</b> ACT: <math>\geq 22</math> <b>OR</b> SAT: <math>\geq 1020</math></li> <li>• Complete UTeach application</li> <li>• Interview</li> <li>• Resume</li> <li>• Essay Approval</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 2.5 GPA (UTC, cum., UTSM, and content)</li> <li>• Successfully complete all UTeachChattanooga coursework with grades of C or better</li> <li>• Passing score on Preliminary Portfolio prior to enrollment of Project Based Instruction</li> <li>• Passing Praxis II scores</li> <li>• Apprentice Teaching application</li> <li>• Updated Resume</li> <li>• Degree+3 Modules 1, 2, and 3</li> </ul>	<ul style="list-style-type: none"> <li>• Successfully complete Apprentice Teaching</li> <li>• Portfolio Evaluation</li> <li>• Reflection Evaluations</li> <li>• School Culture assignment evaluation</li> <li>• Secondary student learning evaluations (pre and post-tests)</li> <li>• Summary of Hours</li> <li>• Focused Observation Forms</li> <li>• Completed Final Evaluation</li> <li>• Updated Resume</li> <li>• Submission of Time Capsule with future address</li> </ul>	<ul style="list-style-type: none"> <li>• Complete demographic survey annually</li> <li>• Submit induction years' reflections/perceptions.</li> </ul>
M. Ed Initial Licensure Programs (Special Education)	<ul style="list-style-type: none"> <li>• EDUC 201(min. Grade C)</li> <li>• GPA <math>\geq 2.5</math> (UTC, cum.)</li> <li>• Praxis I: Math <math>\geq 173</math>, Reading <math>\geq 174</math>, Writing <math>\geq 173</math></li> <li>• Essay Approval</li> <li>• Fingerprinting/ Background Screening</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of Candidacy Form</li> <li>• Successful completion of all TEP Requirements</li> <li>• EDUC3230</li> <li>• 2.5 GPA (Cumulative and bridging coursework) 3.0 (Graduate education coursework)</li> <li>• Resume</li> <li>• Interview</li> <li>• Admission to TEP</li> </ul>	<ul style="list-style-type: none"> <li>• TEP course (EDUC 4200, 4230 where appropriate)</li> <li>• Praxis II scores (Key#1)</li> <li>• Course Grades (Key#2)</li> <li>• Student teaching application</li> <li>• Updated Resume</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of student teaching</li> <li>• Student Teaching Final Evaluation (Key#4)</li> <li>• Portfolio Evaluation</li> <li>• EDUC 4450 (pre and post-tests, Key#5)</li> <li>• Self-assessment</li> <li>• Dispositions Check</li> <li>• GPA Check</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up survey (e.g., Alumni Survey &amp; Employer Survey )</li> </ul>
M.Ed. Initial Licensure Programs	<ul style="list-style-type: none"> <li>• Maximum 9 hrs graduate coursework (Including EDUC 520 w/C or higher</li> <li>• 2.5 GPA (UTC and Cum.)</li> <li>• TEP application</li> <li>• Essay approval</li> <li>• Passing Praxis I Scores</li> <li>• Fingerprinting</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of Candidacy Form</li> <li>• Successful completion of all TEP Requirements</li> <li>• EDUC 521</li> <li>• 2.5 GPA (Cumulative and content coursework) 3.0 (Graduate education coursework)</li> <li>• Resume</li> <li>• Interview</li> <li>• Admission to TEP</li> </ul>	<ul style="list-style-type: none"> <li>• TEP course (EDUC 4200, 4230 where appropriate)</li> <li>• Praxis II scores (Key#1)</li> <li>• Course Grades (Key#2)</li> <li>• Student teaching application</li> <li>• Updated Resume</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of student teaching</li> <li>• Student Teaching Final Evaluation (Key#4)</li> <li>• Portfolio Evaluation</li> <li>• EDUC 5900 (pre and post-tests, Key#5)</li> <li>• Self-assessment</li> <li>• Dispositions Check</li> <li>• GPA Check</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up survey (e.g., Alumni Survey &amp; Employer Survey )</li> </ul>
Ed.S. School Psychology	<ul style="list-style-type: none"> <li>• GPA , GRE</li> <li>• 3 letters of reference</li> <li>• Faculty Committee judgment based on above criteria and general qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Admission to candidacy</li> <li>• 3.0 graduate education coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Grade of B or better in EPSY 504, 514, 516, 536, 544, 545, 630</li> <li>• Faculty judgment of professional fitness</li> </ul>	<ul style="list-style-type: none"> <li>• PRAXIS II</li> <li>• Follow up survey</li> <li>• Specialty Examination</li> <li>• Internship supervisor's evaluation, internship portfolio, capstone project</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate follow up and employer surveys</li> </ul>

Note: \* Admission criteria (link to <http://www.utc.edu/Academic/SchoolOfEducation/tephndbk.php> )

## Advanced Programs

	Entrance Criteria Midpoint	Entry Level Checkpoint for Program	Mid Point	Exit Criteria	Follow-Up (post graduation/ completion)
Ed.S. Educational Technology	Not Active				
M.Ed. School Counseling	<ul style="list-style-type: none"> <li>• GPA</li> <li>• Interview</li> <li>• GRE/MAT score</li> <li>• Writing proficiency sample</li> <li>• Performance in core course work</li> <li>• Review of professional experience and volunteer work</li> <li>• Letter of reference</li> </ul>	<ul style="list-style-type: none"> <li>• Admission to candidacy</li> <li>• 3.0 graduate education coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Review Professional Fitness Review Form for each student every semester</li> <li>• Achievement of grade A or B in each course taken</li> <li>• Student status indications are: continue with program (satisfactory), continue with conditions, or termination</li> </ul>	<ul style="list-style-type: none"> <li>• Degree candidates to take and pass the CPCE examination during their terminal internship experience. Passage will be a requirement for graduation. Failure upon second attempt will require a remediation plan and student may not take examination after third attempt.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey graduates regarding program value</li> <li>• Annual employer survey</li> <li>• Advisory Board input</li> </ul>
M.Ed. – Non- Licensure Elementary & Secondary Education	<ul style="list-style-type: none"> <li>• 2.7 GPA cumulative on undergraduate coursework</li> <li>• Letters of recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Admission to candidacy</li> <li>• 3.0 graduate education coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Application for graduation</li> <li>• Updated resume</li> <li>• Coursework</li> <li>• Comprehensive examination?</li> </ul>	<ul style="list-style-type: none"> <li>• Coursework</li> <li>• Comprehensive examination?</li> </ul>	<ul style="list-style-type: none"> <li>• Response to survey</li> <li>• Candidate employer to response to survey</li> </ul>
M.Ed. (Online) Elementary Education	<ul style="list-style-type: none"> <li>• 2.7 GPA cumulative on undergraduate coursework</li> <li>• Letters of recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Admission to candidacy</li> <li>• 3.0 graduate education coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Successful completion of 36 credit hours</li> <li>• Coursework</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Response to survey</li> <li>• Candidate employer to response to survey</li> </ul>
Ed.S. Instructional Leadership	Not Active				
School Leadership- M.Ed., Ed.S., Certificate, Reading Specialist	<ul style="list-style-type: none"> <li>• GPA and MAT/GRE scores</li> <li>• Resume Review</li> <li>• Leadership Essay</li> <li>• Letters of recommendation</li> <li>• Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership assessment in EDAS 551</li> <li>• Evaluation of reflective paper in 551</li> <li>• Admission to candidacy</li> </ul>	<ul style="list-style-type: none"> <li>• Self Assessment in EDAS 579</li> <li>• Mentor Evaluation in EDAS 579</li> <li>• Self Assessment in EDAS 580</li> <li>• Preliminary Portfolio Review</li> </ul>	<ul style="list-style-type: none"> <li>• Final portfolio review in EDAS 590</li> <li>• Final presentation</li> <li>• State licensure exam (SLLA in TN; PRAXIS II in GA)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up survey on-line</li> <li>• Work with new principals on BAL and PAL process</li> </ul>

Checkpoint1		Checkpoint 2		Checkpoint 3		Checkpoint4		Post-Program Checkpoint
		Admission to TEP		TEP→ Admission to Student Teaching		Completion of Student Teaching → Program Completion		
Initial Licensure Programs								
BS Initial Licensure Programs and Post- Baccalaureate Non-Degree Programs	<ul style="list-style-type: none"><li>• EDUC 201(min. Grade C)</li><li>• GPA ≥ 2.5 (UTC, cum.)</li><li>• Praxis I: Math ≥ 173, Reading ≥ 174, Writing ≥ 173</li><li>• ACT: ≥ 22</li><li>• SAT: Recentered SAT ≥ 1020</li><li>• Essay Approval</li><li>• Fingerprinting/ Background Screening</li><li>• Assessment Module 1</li></ul>	<ul style="list-style-type: none"><li>• PDS I or Equivalent on campus Coursework</li><li>• Resume</li><li>• 2.5 GPA (UTC, cum.,)</li><li>• Interview</li><li>• Admission to TEP</li><li>• Assessment Module 2</li></ul>	<ul style="list-style-type: none"><li>• TEP Course(s) (EDUC420, 423, or 433)</li><li>• Praxis II scores</li><li>• Program Specific Key Assessments</li><li>• Updated Resume</li><li>• Dispositions Check</li><li>• Assessment Module 3</li></ul>	<ul style="list-style-type: none"><li>• Student Teaching Final Evaluation by Cooperating Teacher</li><li>• GPA Check</li><li>• Program Specific Key Assessments</li><li>• Portfolio evaluation</li><li>• Student assessments (pre and post-tests)</li><li>• Self-assessment</li><li>• Final evaluations</li><li>• Dispositions Check</li><li>• Assessment Module 4</li></ul>	<ul style="list-style-type: none"><li>• Follow-up survey (e.g., Alumni Survey &amp; Employer Survey )</li></ul>			
M Ed Initial Licensure Programs (Special Education)	<ul style="list-style-type: none"><li>• EDUC 201(min. Grade C)</li><li>• GPA ≥ 2.5 (UTC, cum.)</li><li>• Praxis I: Math ≥ 173, Reading ≥ 174, Writing ≥ 173</li><li>• Essay Approval</li><li>• Fingerprinting/ Background Screening</li></ul>	<ul style="list-style-type: none"><li>• EDUC 323</li><li>• 2.5 GPA (UTC, cum., education, content)</li><li>• 3.0 GPA (M.Ed. courses)</li><li>• Resume</li><li>• Interview</li><li>• Admission to TEP</li></ul>	<ul style="list-style-type: none"><li>• TEP Course(s) (EDUC420, 423, 433)</li><li>• Praxis II scores</li><li>• Program Specific Key Assessments</li><li>• Dispositions Check</li><li>• Updated Resume</li></ul>	<ul style="list-style-type: none"><li>• Student Teaching Final Evaluation by Cooperating Teacher</li><li>• GPA Check</li><li>• Program Specific Key Assessments</li><li>• Portfolio evaluation</li><li>• EDUC 445 (pre and post-tests)</li><li>• Self-assessment</li><li>• Final evaluations</li><li>• Dispositions Check</li></ul>	<ul style="list-style-type: none"><li>• Follow-up survey (e.g., Alumni Survey &amp; Employer Survey )</li></ul>			
M.Ed. Initial Licensure Programs	<ul style="list-style-type: none"><li>• EDUC520 (min. Grade C)</li><li>• Praxis I: Math ≥ 173, Reading ≥ 174, Writing ≥ 173</li><li>• 2.5 GPA (UTC Cumulative)</li><li>• Essay approval</li><li>• Praxis I Scores/ Praxis I: Math ≥ 173, Reading ≥ 174, Writing ≥ 173</li><li>• Fingerprinting/ Background Screening</li></ul>	<ul style="list-style-type: none"><li>• EDUC 521</li><li>• 2.5 GPA (Cumulative and bridging coursework) 3.0 (Graduate education coursework)</li><li>• Resume</li><li>• Interview</li><li>• Admission to TEP</li></ul>	<ul style="list-style-type: none"><li>• TEP Course(s) (EDUC420, 423) (any GPA criteria?)</li><li>• Praxis II scores</li><li>• Program Specific Key Assessments</li><li>• Dispositions Check</li><li>• Updated Resume</li></ul>	<ul style="list-style-type: none"><li>• Student Teaching Final Evaluation by Cooperating Teacher</li><li>• GPA Check</li><li>• Program Specific Key Assessments</li><li>• Portfolio evaluation</li><li>• EDUC 590 (pre and post-tests)</li><li>• Self-assessment</li><li>• Final evaluations</li><li>• Dispositions Check</li></ul>	<ul style="list-style-type: none"><li>• Follow-up survey (e.g., Alumni Survey &amp; Employer Survey )</li></ul>			

**Table 2. UTC SOE Assessment System Data Collection, Analysis, and Report Pilot Timeline**

Data	Collection	Analysis	Reports	Summary Reports Disseminating*		Disseminating to
				By Nov/ Dec	By May/Aug	
Admission Data Including Test Scores, Demographic Data, Coursework / GPAs, and Degree Type/Major (name and code).	Each Semester	Jan.-Apr /or Oct./Nov. (also Ongoing based on needs)	Annual Summary of Test Scores (SAT, ACT, Praxis I, GRE) Diversity of Candidates	ITP &AVD		Assessment Committee Program Faculty Appropriate Directors/Deans
#1 Key Licensure Test Data: Praxis II OR Content Assessment Data	Ongoing	Dec.. - June when data completed	Title II Annual Category Score Reports Annual First-Time Taker Pass Rates		ITP	Assessment Committee Program Faculty/Staff Appropriate Directors/Deans
#1 Key Content Assessment Data (e.g., Programmatic content assessment)	Each Semester	Sep.-Jan..(also Ongoing based on needs)	Annual Summary Reports	AVD		
#2 Key Assessment Data (e.g., Course/Content Course Grades)	Each Semester	Sep.-Jan.. (also Ongoing based on needs)	Annual Summary Reports (e.g., Content Course GPA by Programs) (also Semester Reports based on needs)	ITP &AVD		Assessment Committee Program Faculty Appropriate Directors/Deans
#3 Key Assessment Data	Each Semester	Each Semester	Summary Reports (e.g., Summary of Unit/Lesson Plan Assessment)		ITP	Assessment Committee/ Appropriate Program Faculty/ Directors/Deans
#4 Key Assessment Data Student Teaching Final Evaluation(STFE) – ITP	Spring & Fall	Jan.-Apr. – ITP June-Sep. – ITP	Semester Summary Reports	ITP	ITP	Assessment Committee/Appropriate Program Faculty/Staff /Directors/Deans
#5 Key Assessment Data (e.g., Pre-Post Assessment Data – ITP, Site Supervisor Evaluation of Student-AVD)	Spring and Fall	Sep. Oct.– ITP	Semester Summary Reports	ITP &AVD		Assessment Committee Appropriate Program Faculty/Staff Directors/Deans
Student Teaching Portfolio	Spring and Fall	Sep. Oct.– ITP	Semester Summary Reports	ITP		Assessment Committee/Appropriate Program Faculty/Staff Directors/Deans
Disposition Data	Spring & Fall	Feb.-Apr. – ITP July-Sep. – ITP	Summary of Disposition Reports by Programs	All		Assessment Committee/Program Faculty/Staff Appropriate Directors/Deans
Degree +3 survey Data	Ongoing	Aug.-Feb. – ITP (UG)	Annual Summary Reports		ITP (UG)	Assessment Committee/ Appropriate Program Faculty/Staff/ Directors/Deans
Diversity of P-12 Students in Clinical Practice Sites	Fall	Fall	Annual Summary Reports	x		
PDS II Evaluation	Spring & Fall	Sep./Oct. – ITP	Annual Summary Reports at Unit Level	ITP		
NSSE	Two times every 5 years	OPEIR	Summary Reports at Unit Level	When Available		
University Alumni Survey	Every two years	OPEIR	Summary Reports at Unit Level			
TN Report Card data	Annually	NA	Annual Report			

**Table 3. UTC SOE Assessment System Summary Report Review and Use Pilot Plan**

<i>Summary Reports</i>	<i>Reviewers</i>	<i>Data</i>	<i>Review Date</i>	
			<i>Mar./ May</i>	<i>Oct./ Nov</i>
Summary of Test Scores (SAT ACT Praxis I) Diversity of Candidates	Assessment Committee (AC) Program Faculty Appropriate Directors/Deans	<i>Admission Data</i>		x
#1 Title II Category Score Reports First-Time Taker Pass Rates Report OR Summary Reports of other form Key #1	Assessment Committee Appropriate Program Faculty/Staff Appropriate Directors/Deans	<i>#1 Key Content Assessment Data</i>	x	
#2 Annual Summary Reports (e.g., Summary of Content Course GPAs)	Assessment Committee/Appropriate Program Faculty/Staff /Directors/Deans	<i>#2 Key Assessment Data</i>	x	
#3(e.g., Unit/Lesson Plan Assessment)	Appropriate Program Faculty Appropriate Directors/Deans Assessment Committee	<i>#3 Key Assessment Data</i>	Depending on individual program faculty	
#4 Annual STFE Reports	Assessment Committee Appropriate Program Faculty/Staff Appropriate Directors/Deans	<i>#4 Key Assessment Data Student Teaching Final Evaluation – ITP</i>		x
#5 Annual Summary Reports (e.g., Pre-Post Assessment; Site Supervisor Evaluation of Student)	Assessment Committee Appropriate Program Faculty/Staff Appropriate Directors/Deans	<i>#5 Key Assessment Data</i>		x
Summary of Disposition Reports by Programs	Assessment Committee Appropriate Program Faculty/Staff Appropriate Directors/Deans	<i>Disposition Data</i>		x
Annual Degree 3 Summary Reports	Assessment Committee Appropriate Program Faculty/Staff Appropriate Directors/Deans	<i>Degree +3 survey Data</i>		x
Annual Summary Reports of Diversity of P-12 Students	Assessment Committee Appropriate Program Faculty/Staff Appropriate Directors/Deans	<i>Diversity of P-12 Students in Clinical Practice Sites</i>		x
Annual Summary Reports of PDS II Evaluation	Assessment Committee Appropriate Program Faculty/Staff Appropriate Directors/Deans	<i>PDS II Evaluation</i>		x
NSSE Summary Reports	AC, Faculty, Director	<i>NSSE</i>	TBD	
Alumni Survey Summary Reports	AC, Faculty, Director	<i>University Alumni Survey</i>		
Annual Report of TN Report Card data	AC, Faculty, Director	<i>Value-Added Data</i>		

## **Evaluation Assessment Plan**

Assessment Committee will annually review unit assessment plan and determine about the need for modifying the plan.

## **Implement of Assessment Plan**

Assessment Committee is responsible for overseeing the implement of the assessment plan. Each program is required to develop a program specific assessment plan.

## **References**

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Polomba, C. & Banta, T. W. (1999). Assessment essentials: Planning, implementing, and improving assessment in higher education. San Francisco: Jossey-Bass.

Linn, R. L. & Miller, M. D. (2005). Measurement and Assessment in Teaching (9th Ed.). Upper Saddle River, NJ: Pearson.

<http://www.ntlf.com/html/lib/faq/al-aahe.htm>

[http://www.education.uconn.edu/ncate/ncate\\_standards/index.cfm](http://www.education.uconn.edu/ncate/ncate_standards/index.cfm)

## **Members of Assessment Committee**

Name	Area
Valerie Rutledge	Department Director
Yuping Ying	Assessment Coordinator
Pam Carter	Research Methods, Assessment and Measurement
Linda Johnston	Special Education
Ted Miller	School Psychology & Special Education
Billy Millican	Secondary Education
Elizabeth O'Brien	School Counseling
David Rausch	Learning and Leadership