Berea College Teacher Preparation Programs Continuous Assessment System

Introduction

Overview
In the 2007-08 academic year the Education Studies Department, working as a committee of the Teacher Preparation Unit, engaged in a thorough evaluation of the Teacher Preparation Programs’ assessment system. The current Continuous Assessment System (CAS) was developed over three years as assessments were developed, tested and refined. Full CAS implementation was achieved in 2010-2011.

Process
Based on the evaluation findings, we began by developing a multi-year plan to revise the CAS. The Teacher Preparation Unit, the Teacher Education Committee (TEC), and the Academic Dean agreed to five major commitments. These commitments were: 1) to revise the Education Programs Goals; 2) to ensure that the revised goals reflected the Unit’s Conceptual Framework and the Berea College Great Commitments; 3) to ensure that all state and national standards are addressed; 4) to align all classes and assessments with the new goals; 5) to develop processes and procedures to use the results of assessments to inform program decisions. At the same time, we committed to the development of an updated and more sophisticated information technology system to manage the data collection.

We began the assessment redesign with a revision of our Education Program Goals (available at http://www.berea.edu/educationstudies/ncate/2011/docs/programgoals.pdf). These were developed to reflect the framework of the Great Commitments through an inclusive year-long process of meetings, retreats, presentations, and focus groups. The process included extensive discussion, review, and revision and included all Unit members, multiple constituencies of candidates, program alumni, practicing teachers, and school administrators. The revised Education Programs Goals were adopted by the Teacher Education Committee and communicated in their final form to all stakeholders through a series of meetings, retreats, and classroom presentations.

With the Education Programs Goals in place, we began to evaluate existing assessments’ alignment with the new goals. We also evaluated the assessments’ effectiveness at assessing candidates’ ability to understand and apply Kentucky Teacher and Specialized Professional Associations (SPA) standards and the Kentucky Education Professional Standards Board (EPSB) and National Council for Accreditation of Teacher Education (NCATE) themes. In each case, we determined that existing assessments needed revision in order to provide the rich and reliable data necessary to evaluate our programs, to assess candidates’ understandings and applications, and to provide faculty guidance in their teaching and learning decisions.

Understanding that the new goals required a total CAS revision, guided and supported by the Teacher Education Committee and the Unit, and with the involvement of all stakeholders, the Education Studies faculty worked as a committee to design and implement a new Continuous Assessment System. The system includes three primary components: 1) assessment of candidate progress and proficiency; 2) assessment of unit faculty teaching, dispositions, and advising; and 3) assessment of program curriculum, processes, and efficacy. This system was developed using an inclusive process with many meetings, retreats, and presentations designed to bring many perspectives and a breadth of expertise to the assessment design. At the same time, the Unit
developed an information technology system to manage data collected in each component and to use that data to facilitate systematic evaluation and planning.

The Technology
In order to facilitate the sharing and tracking of data collected as part of the Continuous Assessment System, we have worked collaboratively with the College Information Systems Service (IS&S) over the last two years to design and implement a FileMaker Pro system. This system allows us the flexibility and reliability we need in order to generate reports and study the effectiveness of our programs, candidates, faculty, processes, and the system itself.

We work with an outside consultant experienced both with FileMaker Pro and with our requirements and needs for collecting, analyzing, and disseminating data. In addition to developing technology and data bases, the consultant advises the Unit on modifications and upgrades as warranted. We also have day-to-day technical support from IS&S.

The technology allows the Unit to collect, store, and manipulate data in order to evaluate candidates, program, and faculty both efficiently and effectively. It generates reports and, using a web-based program, allows advisors access to student materials for use in conferences, advising, and key assessment supports. Key Assessment materials are scanned onto a web-based database and rubric scores are entered into a database on FileMaker Pro.

We also collaborate with Berea’s Institutional Research and Assessment Department to acquire data collected at the college level (i.e. data on student evaluations of faculty performance and graduating students’ exit questionnaires). The Research Department also collaborates with the Unit on the development and dissemination of Unit-designed faculty evaluations, including a faculty dispositions assessment. Finally, the Research Department assists the Unit in data analysis as needed.

Management
The CAS is overseen by the Education Department Chair and the Unit Administrative Assistant. The Administrative Assistant is responsible for overseeing the management and coordination of the Key Assessment process, for overseeing and managing all data entry, for assisting the Chair and faculty in data analysis, and for reporting to the Assessment Committee (see below). She is supported in these responsibilities by student workers who assist in data entry, scanning of non-confidential materials, and running reports. The Administrative Assistant also verifies that Program requirements necessary for each Key Assessment are met (for example, ensuring candidates maintain a 2.5 GPA and have appropriate prerequisites) and reports eligibility to the faculty. She also facilitates registration for Praxis tests (paid for by the College) and works with candidates to facilitate Key Assessment preparation.

Overview of Continuous Assessment System
As part of the new Continuous Assessment System, a six-person Assessment Committee has been identified and charged to oversee CAS implementation, to analyze data, to report findings to appropriate stakeholders, and to develop, in collaboration with other stakeholders, programmatic responses to analysis. The Assessment Committee includes Education Studies faculty and the Education Studies Administrative Assistant.
Meeting weekly or more often as needed, the Assessment Committee analyzes data, explores findings, discusses implications, and, with the participation of appropriate stakeholders, formulates responses. The committee also ensures that data is reported to the appropriate constituencies in a timely fashion, that policies, procedures, and practices are rigorously followed, monitored, and evaluated, and that the processes and procedures are fairly and equitably implemented.

**Assessment of Candidate Progress and Proficiency**
Berea College’s Teacher Preparation Programs emphasize the development of candidates’ content knowledge, teaching practice, and dispositions. Both formal and informal and formative and summative assessments are used. Assessments are administered in two primary ways. They are embedded in classes, and they are administered through seven (7) prescribed Key Assessments.

**The Role of Dispositions**
As we consider candidate preparation, we consistently think in terms of a triad of preparation strands: content knowledge, professional knowledge, and dispositions. We further understand that the multifaceted and overlapping nature of this triad requires special attention to dispositions development, as dispositions impact both content and professional knowledge.

The Teacher Preparation Unit, as well as the College itself, has long believed that dispositions play a central role in teaching and learning. Although much about teaching and learning is intellectual, everything we do, every decision we make, every interpretation of student responses we construct grows out of our dispositions. These attitudes, values, and beliefs define who we are as people—and the kind of teachers we will become is determined by who we are as people. Moreover, we believe that through careful analysis of candidate behaviors, dispositions can be assessed and with care and support, dispositions can develop over time.

Our value and understanding of dispositions’ centrality is expressed in the presentation of our Education Programs Goals. Each goal begins with the phrase, “As people who…” In this section of the goal, we articulate the dispositions evident in the kinds of teachers we are hoping to prepare. For example, Goal 5 includes the following description:

Goal 5, Part 1
As people who see the promise in every person and believe that individuals have the ability and duty to create a more just society.

In the second section of each goal, the dispositions are tied to teacher actions.

Goal 5, Part 2
teachers attend to each and every student by planning, implementing, and assessing meaningful learning experiences and systematically engage in critical reflection and self correction.

With the goals in mind, the imbedded dispositions were articulated. The process we developed ties a disposition and three indicators to each goal. With stakeholder input, three additional dispositions related to work habits and professional demeanors were included. Over a period of six months, the disposition process
was developed, approved by with the involvement of all stakeholders, and approved by the TEC. We believe the development of these dispositions and their indicators are measurable, can be nurtured and matured, and are evident in superior teachers. The disposition and indicators tied to Goal 5, for example, are listed below:

**Disposition 5. Student exhibits behaviors that indicate a commitment to the value of agency for oneself, others and in the community.**

- Actively pursues opportunities to promote own professional and personal lives.
- Works to promote student voice and decision making in interactions with children/students.
- Seeks opportunities to promote social justice and ways to work towards positive changes in schools and communities; willing to voice unpopular but just opinions.

*The Developmental Nature of Dispositions*

Because we so deeply believe how we teach and learn is directly connected to who we are as people, our emphasis on dispositions development is tightly woven into every aspect of our Teacher Preparation Programs. The Unit has worked collaboratively to develop a spiraling curriculum including strategies, practices, course and field experiences, and assessments that support and nurture dispositional development. In addition, we are committed to focusing on candidates’ dispositional strengths rather than their areas of challenge. We believe we can use the strengths as building blocks in the on-going development of “self”. In this way, candidates expand their strong dispositions outward and upward in a spiraling developmental constructivist fashion through coursework, experiences, and on-going personal interactions with their peers, advisors, other faculty and mentors in the field.

Candidates are introduced to dispositions in *EDS 150: Introduction to Teaching and Learning*. In a post-course conference with the course instructor, their dispositions are assessed and candidates select areas to concentrate on strengthening during the coming semesters (Key Assessment 1). The results of this assessment are conveyed to the faculty who teach the next professional course in their programs. This information is used by the faculty to cultivate and support dispositional growth in the goals they have set for themselves. These goals are revisited and assessed in each subsequent course. In the second semester of candidates’ junior year, a formal dispositions assessment (Key Assessment 3) is completed in a conference with the candidate’s advisor. The data collected in courses and in Key Assessment 1 is used in this conference. Additionally, dispositions can be used as part of conversations at admission to the Teacher Education Program (Key Assessment 2) and Admission to Student Teaching (Key assessment 5) and at other appropriate times during the program (i.e. reflecting on or in discussion of a candidate’s performance in a field experience).

The entire process is designed to assist candidates in their development of the *habit of mind* to reflect on their development, to use their reflections to grow as teachers and learners, and to understand that we must *always* continue to work on dispositions and professional and content knowledge (Program Goal 3). The role of the advisor in the dispositions process is to advocate for the candidate’s development and help the candidate decide whether to continue in the Teacher Preparation Program.

*Introduction to Program Goals and Dispositions*

The first professional course taken by all candidates is *EDS 150: Introduction to Teaching and Learning*. The dispositions and their relationship to Program Goals are presented and woven into this course. The Unit
faculty worked collaboratively to design the course in order to prepare candidates to succeed in the Teacher Preparation Program. We acknowledge that candidates bring with them clearly defined beliefs about what teachers should do and know, how classrooms should operate and how learning best occurs. Unfortunately, these are most often formed by years of what Goodlad called “mediocre sameness” in schools and schooling. As a result, candidates’ beliefs are formed out their experiences with conventional teaching practices in teacher-centered classrooms where behaviorist rewards and punishments are used and where they have had little, if any, experience with autonomy, creative and innovative problem solving, constructivist teaching and learning opportunities, inquiry-based explorations, or authentic diversity (as defined in Teacher Education Programs Goal 2).

Knowing this, we begin our work with an exploration of the candidate’s (self). We pose these explorations in questions: who is the person who will become a teacher; what are the personal values, experiences, and expectations that form us; what are the ways we might change our perspectives from that of student to that of teacher; and how can we come to view the classroom from this adjusted perspective? Therefore, this course content focuses heavily on the deconstruction and reconstruction of candidates’ understandings, beginning with experiences that help them make their beliefs and values explicit and help them to understand that there are alternative means for thinking about teaching and learning. This is achieved through a series of carefully constructed developmental experiences requiring candidates to reflect on what they think they believe and test it against alternative ways of thinking.

Continued work with Program Goals and Dispositions within Professional Coursework
Working collaboratively, the faculty has designed a spiraling curriculum that allows the construction of coursework based on predictable prior experience and knowledge and allows candidates to explore content with consistently more depth and breadth. Each professional course is designed to address one or more Education Program Goals as well as the dispositions we believe are necessary to meet these goals. Addressing these goals and dispositions is carefully infused into the course and supported through content, experiences, and assignments. In addition, candidates’ dispositions are assessed at the completion of each course.

Embedded Assessments
Through a collaborative process, professional education courses are carefully aligned to support candidates’ continuous progress through a developmental curriculum and to ensure that various assessments are embedded in course content. These assessments are reflected in course syllabi and have been aligned with the Education Program Goals and the various standards sets identified by SPAs, NCATE and the state. These assessments emphasize integration of Education Programs Goals, Kentucky and SPA standards, and EPSB and NCATE themes. Typically, embedded assessments are performance based and include such demonstrations of knowledge, skills, and dispositions as candidates’ evaluations in field placements, their ability to prepare and implement lessons and units of instruction, their engagement in peer teaching, their participation in group work, and their completion of individual projects.

Key Assessments
In addition to embedded assessments, seven (7) Key Assessments—both formative and summative—are closely tied to the Unit’s Conceptual Framework and Programs Goals. They are also aligned with Kentucky and SPA standards and EPSB and NCATE themes. Each assessment provides critical information used to: assess candidate progress; assess program effectiveness; and
assess faculty, class, and curricular effectiveness. Most assessments are developmental in design. That is, their use with candidates focuses on identification of strengths and challenges, developing plans for growth, and on-going conversations between faculty, advisors, and candidates designed to support continued growth and development. Summative assessments occur prior to student teaching (Key Assessment 5: Praxis), during student teaching (Key Assessment 6: Student Teaching), and at the conclusion of student teaching (Key Assessment 7: Exit Portfolio). Taken together, these assessments create a tightly woven candidate assessment system that provides important data used not only to assess candidate performance but also faculty and program effectiveness.

Assessment of candidates is continual from their enrollment in *EDS 150: Introduction to Education* where they first declare their intent to enroll in a Teacher Preparation Program. The first four assessments are formative for candidates and designed to assist in the development of the knowledge, skills and dispositions required to become an excellent teacher.

**Key 1 Assessment: Goals and Dispositions**

Key Assessment 1 is administered early in the semester following candidates’ successful completion of *EDS 150: Introduction to Education*-usually in the third or fourth term. The process requires candidates to meet individually with the course instructor. In this meeting, the instructor and candidate discuss the candidate’s understandings of the Education Program Goals which are aligned with Kentucky Teacher Standards (with particular focus on KTS 1 and 7) and complete a Dispositions Assessment. Collaboratively, the instructor and candidate develop a Professional Growth and Development Plan. This plan is provided to the instructors of the candidates’ second education classes and to their advisor. In these classes, instructors support the candidates’ plan for implementation. These plans are re-visited and revised during Key Assessment 2: Application to the Teacher Education Program.

**Key Assessment 2: Application to the Teacher Education Program**

At the beginning of the fifth term, candidates apply to the Teacher Education Program. At that time they complete a formal process that includes both a written component and a conference with the advisor. This process is designed to assess and revise the Professional Growth and Development Plan developed in Key Assessment 1, to assess candidates’ commitment to teaching, and their growing professional identities. Kentucky Teacher Standards 1 and 7 are addressed (see Key Assessment chart below). It also includes verification that the candidate has met all program requirements for admission, including, but not limited to, a GPA of 2.5 or higher and completion of appropriate prerequisites.

**Key Assessment 3: Dispositions**

During the sixth term, candidates engage in a formal dispositions assessment in conference with their advisors. During this conference, the advisor reviews with the candidate their understanding of the dispositions policy, including the appeals process and procedures. At this time, disposition assessments submitted at the completion of the professional education classes are summarized and studied collaboratively by the candidate and advisor. Although designed as a formative assessment, candidates who have not made satisfactory progress in dispositions development since Key Assessment 1 may be counseled out of the program and into a more appropriate course of study. New dispositional goals may also be defined in this conference. See Key Assessment chart below for Kentucky Teacher Standards focus. Dispositions will remain central as candidates complete their
seventh, eighth, and ninth terms.

**Key Assessment 4: Admission to Student Teaching**
In the eighth term, candidates submit a portfolio for Admission to Student Teaching. At that time the candidate completes a formal written component that demonstrates their accumulated experiences in schools and work with children of the ages they hope to teach, their developing personal philosophy of teaching and learning, their ability to reflect on their own learning, their understanding of content, and their ability to develop integrated teaching units that address Education Programs Goals, Kentucky Teacher Standards and SPA standards, and EPSB and NCATE themes.

**Summative Assessments**
While the first four candidate assessments are formative, the next three are summative.

**Key Assessment 5: Praxis and PLT**
Also in the eighth term, candidates are required to complete the appropriate Praxis and PLT tests as required by the state of Kentucky. In order to gain certification, the candidate must receive a passing score for their required tests by the time of graduation.

**Key Assessment 6: Student Teaching**
In the ninth term, candidates student teach. Completed by college faculty and cooperating teachers, student teaching evaluations are summative in nature. This performance based assessment evaluates the candidate’s ability to: plan, implement, and deliver appropriate instruction; adjust instruction based on assessments; manage classrooms and develop appropriate organizational systems, and work collaboratively with parents and colleagues. It is carefully aligned with the Kentucky Teacher Standards and the Education Programs Goals.

**Key Assessment 7: Exit Portfolio**
Also in the ninth term, candidates complete Key Assessment 7: Exit Portfolio. This assessment allows candidates to demonstrate what they have learned in their student teaching experience. It is designed as a Teacher Work Sample and focuses on candidates’ ability to plan, implement, and assess lessons and units; assess student learning, adjust plans; develop and implement lessons to meet students’ diverse needs; and reflecting on practice, evaluate teaching, and adjust based on evaluations, and impact on their students’ learning. This assessment focuses on all of the Kentucky Teacher Standards.

**What data is collected and how is it used?**
As described above, candidates submit Key Assessments in a variety of formats. Rubrics are used to set the standards of success, to support candidates in the development of submission materials, and to guide faculty evaluation of assessment submission materials. Rubric scores are entered into the data system.

In order to make meaning of assessment data, it is studied in various aggregated and disaggregated forms. Particular attention is paid to racial, cultural, and gender performance across programs and to candidate performance in individual programs.
Aggregated and disaggregated findings are studied by the Assessment Committee (Education Studies faculty and Education Studies Administrative Assistant) annually and the Feedback Loop is employed to inform stakeholders and involve them in making data-driven changes. Through this study, trends in candidate performance are identified. Findings are reported to the appropriate group (Unit, Teacher Education Committee, Teacher Education Program, etc.) and trends are explored and used to assess program delivery and to make changes in courses and/or in the program. They are also used to study the curriculum and its effectiveness in preparing candidates to meet expectations.

**Assessing Kentucky Teacher Standards**

It is important to note that candidates’ are assessed on their growth and competencies in meeting the Kentucky Teacher Standards through a series of seven Key Assessments and a number of course-related assessments. Because our programs are developmental and the curriculum is spiraling, candidates are constantly working to develop the dispositions, traits, knowledge, and understandings necessary to develop competency in the Kentucky Teacher Standards. And because we designed our Teacher Education Programs Goals to align with the Kentucky Teacher Standards, any assessment of the Goals is also an assessment of the Teacher Standards. As the chart below indicates, the Kentucky Teacher Standards are infused in each Assessment, though not always identified in the rubric as such. For example, Key Assessment 3: Application to TEP doesn’t mention the Kentucky Teacher Standards. However, the focus on developing the dispositions is, in our view, central to a candidate’s ability to create and maintain a positive learning environment. While the actual ability to create a learning environment cannot be evaluated until the candidates are in the classroom, we can assess candidates’ progress toward developing the skills required to do so. Candidates are prepared to learn the necessary skills and begin developing appropriate dispositions in *EDS 150: Introduction to Education*. The skills necessary to meet the standards are taught and assessed in methods in their fifth, sixth, and seventh terms, and their ability to perform the behaviors identified in the Kentucky Teachers Standards is demonstrated in their eighth terms through guided fieldwork and in-class experiences. Finally, their ability to perform in ways that meet the Kentucky Teachers Standards is assessed during their student teaching (ninth term) performance assessment and the Exit Portfolio (Key Assessments 6 and 7).

The chart below provides additional information about the infusion of the Kentucky Teacher Standards into each Key Assessment.
Teaching Methods Classes (Terms 5-7)
The knowledge, skills, traits, and understanding necessary to successfully meet the expectations outlined in the Kentucky Teacher Standards are taught, and the development of competencies is supported through focused fieldwork remedial with case-study-based direct instruction, as well as the development of lesson plans (e.g., lesson and unit planning, assessment techniques, developing strong collaboration skills), that demonstrate theoretical and practical understandings.
Candidates’ ability to meet these expectations is assessed in Key Assessment 4.

Student Teaching (Term 8)
Candidates demonstrate the competencies outlined in the Kentucky Teacher Standards in “real-world” situations during which they are responsible for Unit and lesson planning, instruction, assessment, collaborating with colleagues and parents, and all elements of the Kentucky Teacher Standards are addressed.
Their competencies are assessed in Key Assessments 6 and 7.

Professional Term (Term 8)
Through extended fieldwork, focused course-based instruction, and under controlled classroom conditions, candidates practice the skills, dispositions, and understanding necessary to meet the Kentucky Teacher Standards.
Their ability to meet these standards is assessed in course and field placement evaluations (including evaluation of candidates by fieldwork cooperating teachers).

EDS 150: Introduction to Education (Term 2 or 3)
Dispositions and foundational knowledge, skills, and understandings necessary to develop the ability to teach in ways congruent with the Kentucky Teacher Standards are introduced and evaluated through course assessments.
The Teacher Education Programs Goals (aligned with Kentucky Teacher Standards) and dispositions are assessed in Key Assessment 1.
The following chart identifies the key assessment points of all Berea teacher education programs.

### KEY ASSESSMENTS

<table>
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<tr>
<th>Key Assessment</th>
<th>Requirements</th>
<th>Administered Mode of Assessment</th>
<th>Assesses</th>
<th>Results Shared With</th>
<th>Analysis</th>
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<tbody>
<tr>
<td><strong>Key Assessment 1: Goals and Dispositions</strong>&lt;br&gt;<strong>Milestone</strong></td>
<td>Completion of EDS 150 with a B- or better</td>
<td>At completion of EDS 150</td>
<td>Formative Written submission, Interview, and discussion Develops professional growth plan</td>
<td>Candidates’ understanding of Program Goals and Dispositions Collaborative assessment. Establishes a baseline for future assessments. Strengths and areas for growth are identified and goals for growth set.</td>
<td>Unit faculty, Candidates, Teacher Education Committee, Division, Teacher Advisory Council, Student Advisory Council</td>
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<td><strong>Key Assessment 2: Admission to Program</strong>&lt;br&gt;<strong>Benchmark 1</strong></td>
<td>Minimum of 2 on each section of Written Assessment 2.5 GPA No evidence of physical or psychological impairments that preclude teaching success Academic, labor and social clearance Receive a favorable recommendation from EDS Dept. Signed Code of Ethics for Kentucky Educators</td>
<td>Fifth term Pre-requisite: B- in EDS 227 or 228 (or Music/PE equivalent)</td>
<td>Formative Assessment Written and interview, Follow up to plan developed in Key Assessment 1</td>
<td>Candidates’ understanding of Program Goals, minimum Program requirements, growth in dispositions, progress in content knowledge, and interest in teaching.</td>
<td>Unit faculty, Candidates, Teacher Education Committee, Division, Teacher Advisory Council, Student Advisory Council</td>
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<tr>
<td><strong>Key Assessment 3: Dispositions</strong>&lt;br&gt;<strong>Milestone</strong></td>
<td>Recommendation of Major Department</td>
<td>Sixth term Pre-requisite: Acceptance to Program</td>
<td>Formative Assessment Individual discussions using dispositions collected since Key Assessment 1</td>
<td>Candidates’ dispositions development</td>
<td>Candidate and advisor</td>
</tr>
<tr>
<td><strong>Key Assessment 4: Admission to Student Teaching</strong>&lt;br&gt;<strong>Benchmark 2</strong></td>
<td>Minimum of 2 on each section of Portfolio Continued meeting of all Admission to Program requirements</td>
<td>8th term Pre-requisite: Successful completion of Program coursework (except 8th)</td>
<td>Formative Assessment Portfolio</td>
<td>Candidates’ ability to plan integrated content tied to standards and program goals, Transcript review</td>
<td>Content area Departments, Unit faculty, Candidates, Teacher Education Committee, Division, Teacher Advisory Council, Student Advisory Council</td>
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<tr>
<td>Key Assessment 5: Praxis and PLT Gate</td>
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<td>2.5 GPA in major, collateral, specialization, and Education Studies courses, and overall Education Studies courses, and overall Favorable recommendation from extended experience classroom teacher Favorable recommendation from the EDS department</td>
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<tr>
<th>Gate</th>
<th>Key Assessment 6: Student Teaching Gate</th>
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<tbody>
<tr>
<td>Passing Praxis and PLT test before graduation is required to gain certification</td>
<td>Favorable evaluation from Cooperating Teacher and College Student Teaching Supervisor</td>
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<thead>
<tr>
<th>Term</th>
<th>Pre-requisite</th>
<th>Standardized test-summative</th>
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<tbody>
<tr>
<td>8th</td>
<td>Senior standing</td>
<td>Candidates' basic content and professional knowledge</td>
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<tr>
<td>KTS: 1</td>
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| Unit faculty, candidates, Teacher Education Committee, Division, Teacher advisory Council, Student advisory Council |
| Results are studied for trends which inform course work and special Unit offerings. |

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<th>Key Assessment 7: Exit Portfolio Gate</th>
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<tr>
<td>B- in Student Teaching course Satisfactory Exit Portfolio</td>
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</table>

| Completion of student teaching Pre-requisite: Successful completion of student teaching |
| Portfolio Summative Includes Teacher Work sample |

| Candidates' ability to: Plan, implement, and assess lessons and units; assess student learning, adjust plans; develop and implement lessons to meet students' diverse needs; reflect on practice, evaluate teaching, and adjust based on evaluations. |
| KTS: 1,2,3,4,5,6,7,8,9,10 |

| Unit faculty, Content Area Departments, Candidates, Teacher Education Committee, Division, Teacher Advisory Council, Student Advisory Council |
| Results are studied for trends which inform course work and special Unit offerings. |
Feedback Loops

Unit Feedback Loop
The Unit compiles, summarizes, and analyzes data from the various assessments for the purpose of improving candidate performance, program quality and Unit operations. Data is shared on a regular basis with candidates and faculty to help them reflect on and improve their performances.
# Feedback Loop Process

**Step 1**  
In the summer of each year, the Education Studies Chair aggregates and disaggregates the data and prepares reports which are presented to the Assessment Committee for analysis.

**Step 2**  
Data are presented to Stakeholder Groups for input and recommendations.

**Step 3**  
Data, reports, analysis, and stakeholder recommendations are presented to the Unit at the annual fall retreat. Reports are analyzed and collaboratively decisions for program changes are discussed and recommendations for program changes are referred to the Assessment Committee for development.

**Step 4**  
Assessment Committee develops responses to program changes recommended by the Unit. In this process, Stakeholder Groups are consulted.

**Step 5**  
Using email and small focus meetings, program changes are approved (or additional changes made based on Unit’s input). Any changes requiring administrative approval are taken to the Academic Dean by the Department Chair. Once approved by all, changes are submitted to the Teacher Education Committee.

**Step 6**  
The TEC studies the data and changes recommended. Based on their assessment of data and the changes designed to address recommended program changes, the TEC either approves the changes or requests specific revisions. If revisions are required, the Assessment Committee works with Unit faculty to develop responses to the revision requests. If no changes are recommended, the policy is adopted, or in the case of program changes requiring general faculty approval, proposals for change are submitted to the Academic Program Committee (APC).

**Step 7**  
The APC evaluates the proposed program changes. They can either accept them as they are and send to the floor of the General Faculty meeting for faculty approval, or ask for revisions. If revisions are required, the Education Department Chair works with the APC chair to develop responses to the request for revisions. If the revisions are significant, the TEC is consulted. If they are minor, they are made collaboratively by the Assessment Committee and Unit faculty.

**Step 8**  
If the faculty votes to approve program changes, they are enacted either immediately (in cases not requiring catalog changes) or in the following school year. If the faculty asks for revisions, the Education Oversight Committee works with the Unit faculty to create responses. If the revisions are significant, the TEC is consulted. If they are minor, they are made collaboratively by the Assessment Committee and Unit faculty. If they are significant, the revision process starts over.

**Step 8**  
Repeat the process annually.
Candidate Feedback Loop

All Key Assessments are designed to provide candidates with immediate and personal feedback, and to use performance on these assessments to inform next steps in their preparation. With the exception of the Praxis Tests (Key Assessment 5), built into the Key Assessment design are individual conferences with either the faculty member teaching the course associated with the Key Assessment (i.e. Key 1: EDS 150 instructor; Key 7: Faculty Student Teaching Supervisor) or with the candidate’s advisor. Candidate’s performance on the Key Assessment is used to design an individual Professional Development Plan which is discussed and revised as part of most of the Key Assessment conferences.

**CANDIDATE FEEDBACK**
Assessment of Unit Faculty Teaching, Dispositions, and Advising
Understanding that faculty are central in candidates’ growth and development, the assessment system is designed for the continuous assessment of faculty performance in the areas of teaching, dispositions, and advising. Data from these assessments are recorded in various ways and are used to inform faculty self assessments, assign courses, and identify appropriate individual and Unit professional development experiences. Because of the confidential nature of this data, the Education Studies Chair compiles and analyzes the data. When numbers are sufficient to ensure confidentiality, the chair may present aggregated and disaggregated data to Unit faculty, content area program chairs, candidates, Teacher Education Committee, Teacher Advisory Council, and Student Advisory Council.

Instructor Evaluation Questionnaire (IEQ)
The College uses a computer-based evaluation system (IEQ) for student evaluation of faculty and the courses they teach each semester. The College’s Institutional Research and Assessment department provides reports of IEQ’s to faculty and to the Education Studies Chair each semester. These reports aggregate and disaggregate data by Unit, individual program, class, and individual faculty. These data are studied to identify individual faculty performance trends, program and Unit trends, to plan professional development, and to assist faculty in developing professional growth plans.

Dispositional Assessment
Each semester all Unit faculty dispositions are assessed by candidates in their professional preparation courses. The dispositions assessment is administered and reports are provided by the Institutional Research and Assessment department. These data are studied to identify individual faculty performance trends, program and Unit trends, and to assist faculty in development of their individual growth plans.

Faculty Self-Assessment
Each academic year Unit faculty complete a Faculty Self-Assessment. These data are studied to identify individual faculty performance trends, and program and Unit trends. They are also important in the identification of professional development opportunities provided by the Unit.

Faculty Advising Evaluations
Each academic year Unit faculty advisors are evaluated using a College-wide general advisor evaluation system (under development). This system collects data from both candidates and non-candidates who may be assigned to Unit faculty. A second evaluation of Unit faculty advising is completed each year through an electronic system targeted only at teaching candidates advised by Unit faculty. This evaluation is designed to identify specific issues relating to Unit faculty’s support of candidates through the various assessment processes and in understanding program policies, practices, and procedures.

All results are made available to the Education Studies Chair. Data from both evaluations are studied by the chair and individual faculty members. Trends and areas of concern are noted and plans to increase advising effectiveness are developed.
The following chart identifies the assessment system for Unit Faculty.

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<tr>
<th>Assessment</th>
<th>Administered</th>
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Aggregated and non-confidential faculty data is addressed through the feedback loop below. However, confidential individual data related to faculty assessment and evaluation cannot be presented to either the Assessment Committee or the Stakeholder Groups. This data is handled through individual conferences with faculty and the Education Studies Department Chair. In these conferences, data is studied collaborative and professional development plans are constructed based on goals set by the faculty and approved by the Chair. It is the responsibility of the Chair to support professional development opportunities for individual faculty and to otherwise provide mentoring designed to assist faculty in meeting their goals.

**Faculty Feedback Loop**

![Faculty Feedback Loop Diagram]

**Assessment of Programs, Curriculum, Processes, and Efficacy**

We believe assessment is central to the growth and development of our teacher certification candidates and the various programs we offer. In order to understand the strengths and challenges of individual programs and the Unit, we engage in consistent, rigorous, and continual assessment of our programs, curriculum, processes, and efficacy. With our Continuous Assessment System in place and our growing confidence in the system’s ability to produce reliable information, we are committed to using data to inform our program decisions.

Program assessment occurs in a variety of ways, some designed specifically for program evaluation and others based in data collected for the purposes of candidate and faculty and course evaluations. However, all of this data is studied through the lens of program assessment, evaluation, and development.

**Program Assessment Tools**

*Collecting P-12 Student Impact Data*

In methods classes, student assessment and evaluation is emphasized. The development, purposes, and uses of formative and summative assessment is taught and practiced in professional courses. Candidates’ ability to create and evaluate appropriate assessments is tested in Key Assessment 4 (Application to Student Teaching). In the eighth semester, the Pre-Professional Term, candidates engage in a pre-student teaching placement. In this placement, candidates practice using formative
and summative assessments to plan, to make instructional decisions, and to assess their impact on student learning.

Candidates student teach during the fall semester of their fifth year. At this time, candidates are required to evaluate the impact of their instruction on their P-12 students in the Teacher Work Sample section of their Exit Portfolios (Key Assessment 7). This work is completed during student teaching experience in the Student Teaching Seminar. Pre and post assessment data is a significant component of the Teacher Work Sample. As part of their submission, candidates are required to carefully analyze their ability to use assessments, both summative and formative, to drive their instruction, to demonstrate their impact on their students’ learning, and to reflect on the strengths and challenges of their assessment system. Feedback is provided to candidates while the Work Sample is in development and at its completion.

The Teacher Work Samples assessed and evaluated by the Student Teaching Seminar faculty as part of the candidate’s final grade. It is also evaluated by the Education faculty as part of the CAS. Read and scored by two faculty, this data is used as part of the Feedback Loop process.

**Student Teaching Cooperating Teacher Evaluation of Programs**
Each semester cooperating teachers of student teachers provide assessments aligned to the Kentucky Teacher Standards and ask the cooperating teachers to evaluate how well the Unit’s candidates are prepared in each standard. A summary report is made to the Assessment Committee. As charged, the Assessment Committee analyzes data, reports findings as appropriate and may make recommendations for possible changes.

**Alumni Survey**
A program survey is conducted each year to determine the employment status of candidates completing initial teacher preparation programs during the previous academic year. In addition, those graduates are asked to evaluate their teacher education program. An annual report is made to the Assessment Committee; the committee may make recommendations for possible changes.

**Alumni Focus Groups**
Each fall alumni attend a homecoming celebration located in the Education building. In connection with the celebration, alumni are “captured” for focus groups. These groups are random in nature. In the conversations with faculty, participants are asked a series of questions designed to assist the Assessment Committee in program evaluation. Notes are taken in these sessions and a summary is provided to the Assessment Committee. Again, based on findings, the Assessment Committee may make recommendations for possible changes.

**Principal Evaluation of Graduates**
Every year a survey is sent to each principal in the Berea College Service region to secure evaluation information on Berea graduates and programs. A report is presented to the Assessment Committee and appropriate recommendations may be suggested for possible changes.

**How Data Are Used to Improve Program Efficacy**
Berea’s Teacher Preparation Program collects a large amount of data as a result of the Continuous Assessment System. And great care is taken to ensure that the data are valid, meaningful, and
appropriate. The use of this data to improve our programs is a high priority. To this end, while all data collected is used for specific assessment purposes (i.e. candidate knowledge and dispositions), it is also used to evaluate program delivery and effectiveness and to inform decisions regarding program changes. As a result, significant data-driven program and Unit-wide changes have been made and will continue to be made based on the CAS findings.

We have identified three primary categories of change linked to effective use of data over the past three years. These include: changes in course content; changes in program policy and/or procedures; and changes in program delivery.

Changes in Course Content
Data-driven decision making has resulted in significant changes in course content. For example, aggregated Key 1 data analysis helped the Unit identify specific content that should be added to EDS 150. The same data disaggregated identified the emergence of various trends within individual programs. This data is used to inform instructors’ instructional decisions and to assist individual programs in developing experiences designed to meet individual candidates’ needs.

Changes in Program Policy and/or Procedures
Data-driven decision making is also used to make changes in program requirements and curricula. For example, analysis of data collected from student teaching portfolios identified a weakness in elementary candidates’ understanding of science as well as a discomfort with scientific content. As a result of the identification of deficiencies, the faculty determined that additional experience with science was necessary. Analysis of science courses in the College offerings revealed that existing science courses did not offer appropriate content or experiences. Study of existing professional education courses determined that there was not sufficient time available to provide appropriate science content and experiences. As a result, EDS 215: Science for Teachers was developed and is now required for all elementary education candidates accepted to the college in 2010-2011 academic year and after.

Changes in Program Delivery
Data has also been used to tightly align courses both in sequence and content allowing program experiences to be developmental and to create a spiraling curriculum marked by continuous progress. For example, the physical education program courses were studied for content alongside courses required in the education department. Using data and going through a lengthy evaluative process, excessive redundancies in the education department content and physical education methods classes were identified. As a result, physical education courses were designed to ensure that all required content was infused in existing classes and two formerly required professional education courses were eliminated from the physical education certification program requirements.

Additional examples of data-driven Program changes are described in the chart below.
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**Credibility: Fairness, Consistency, Accuracy, and Avoidance of Bias**

We strive to treat each candidate individually and take into consideration what s/he needs to become a successful teacher. We want all candidates to know they are valued and supported by the Unit as a
whole and by individual staff and faculty members. All procedures are transparent and candidates are encouraged to view their advisor as their advocate. A number of procedures seek to ensure that candidates are evaluated in a fair, accurate and consistent manner free of bias:

1. **Fairness Committee**

   A Fairness Committee has been established by the Unit. This committee meets annually to evaluate Key Assessment requirements and expectations. In this process, they review rubrics, discuss outcomes and review how data is collected, stored and used. In addition to the Teacher Education Programs Chair, this committee includes Linda Leek, tenured faculty in Gender and Women’s’ Studies, Dreama Gentry, attorney and Title VII/Title IX Coordinator at Berea, and Judith Weckman, Director of the Office of Institutional Research. Results of this evaluation are reported to the TEC.

2. **Preparation**

   EDS 150 presents an introduction to the Teacher Education Programs. In this class, students are introduced to the Teacher Education Programs Goals, dispositions, Kentucky Teacher Standards and the Teacher Education Programs Key Assessments. At the completion of this course, students who wish to continue toward certification are assigned a Program advisor. These advisors become candidate advocates throughout their preparation experience. Candidates have been prepared for the Key 1 Assessment: Goals and Dispositions through learning experiences in EDS 150.

   Throughout the program, candidates are prepared for Key Assessments in their coursework and are encouraged to meet with their advisors and other faculty in the process of developing submission materials.

   A minimum of two workshops are held in the semester before the Key Assessments 2 and 4 are scheduled. These workshops provide information regarding the assessments included, but not limited to, rubrics, guidelines, and calendars, in addition to various support materials. In addition, the Student Advisory Council conducts TEP Workshops (Assessment 2) and separate Student Teaching Workshops (Assessment 4) in the month before the assessment materials are due.

   Faculty are prepared for the assessment process at an annual retreat. At this time, rubrics and processes are discussed, common areas of disagreement are explored, and sample assessments are scored and results compared. In these discussions, we work toward a common understanding rubric interpretations. Faculty are also taught to use the on-line data as needed for each assessment.

3. **Assessing**

   Steps are taken in the assessment process to ensure fairness and bias free assessments. When appropriate, Assessments are scored by more than one faculty member. When readers score
candidates differently, readers meet to discuss their findings and reach consensus. When agreement cannot be reached, additional faculty serve as readers.

In the case of student teaching (Key Assessment 6), at midterm, the Cooperating Teacher, the candidate and the Supervising Faculty assess candidates’ performance in the classroom using an assessment that aligns the Kentucky Teacher Standards and the Teacher Education Programs Goals. Goals are set for strengthening practice and individual meetings are conducted to support candidates’ growth toward their goals. The final assessment is completed by the Cooperating Teacher and the Faculty Supervisor.

The assessment that created the most faculty concern about fairness and bias was dispositions. For that reason, it was designed to include many assessments, thus making none of them singularly high stakes. As a result, candidates collaboratively (with the EDS 150 faculty member) assess their dispositions in Key Assessment 1: Goals and Dispositions. They also identify dispositions they want to improve as part of their Professional Growth and Development Plan. Their dispositions are then assessed in every professional education course. All results are entered into the database where they are studied as part of Key Assessment 3: Dispositions.

4. Due Process

The Unit also developed an Advocacy Policy. This policy is designed to support candidates in advocating for themselves should they feel that they have been treated unfairly in any way. This policy clearly outlines a lengthy process that begins informally and proceeds to include a binding decision made by a committee which includes the Assistant Vice President for Student Life, the president and vice president of the Student Advisory Council, the candidate, an advocate (generally the Education advisor), and the Teacher Education Programs Chair.