

**Catawba College**  
**Department of Teacher Education**  
**Unit Assessment System**  
**Adopted May 14, 2007**

*“Preparing Teachers as Reflective Practitioners”*

## **I. Purpose**

Rooted in the conceptual framework, *Teacher as Reflective Practitioner*, is the tenet that positive growth occurs through thoughtful and consistent examination of one’s actions. Just as teacher candidates and Teacher Education faculty benefit from reflective practice, so do Teacher Education Programs. The *Catawba College Teacher Education Unit Assessment System* provides faculty with the data and information needed to gain a stronger understanding of the Teacher Education Unit and its programs at Catawba College. It provides for continuous formative assessments of the unit and its programs that are to be used to improve unit and program quality. This purpose is consistent with the goals of assessment at Catawba College, which are to “...identify strengths and weaknesses in its academic program and to make corrections, adjustments, and improvements where needed...” (*Handbook for Departmental Review and Self Assessment*, 2004 p. 1).

In an age of high stakes assessments, accountability, and increased public scrutiny of Teacher Education Programs, the unit assessment system allows the unit to provide information more efficiently to a variety of stakeholders.

## **II. Design and Structure**

Although the unit has been engaged in assessment and evaluation of its candidates and its programs since its inception in 1925, the development of a formal unit assessment system began during the 1999-2000 academic year. In order to learn more about performance based assessments the faculty attended workshops and conferences. These included faculty participation in an NCATE-sponsored national conference in Washington, a regional conference at Winthrop University, a state conference at Winston-Salem State University, and presentations at the Teacher Education Fall Forums in Raleigh.

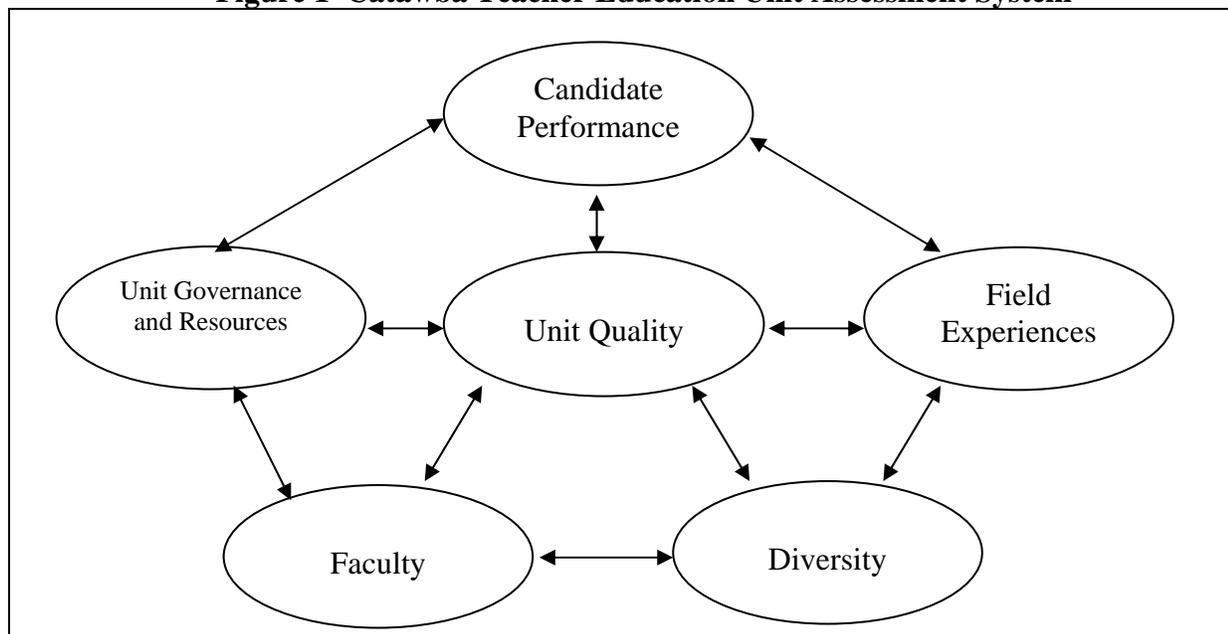
The foundation of an assessment system for candidate performance was laid as the teacher education faculty and school partners contributed to the revising of the conceptual framework. Through input from these school partners, cooperating teachers, and school- and college-based advisory groups, the assessment approaches and instruments were extensively revised to measure the fulfillment of the objectives, competencies, and goals that were addressed in the conceptual framework.

In looking for concrete examples of a complete unit assessment system that addressed all of the NCATE standards, the faculty chose to begin with an examination of a model that was developed by Dr. Richard Gay of Davidson College. In the Davidson model, Dr. Gay acknowledges being inspired by a model developed by James Nichols, Director of University Planning and Institutional Research at the University of Mississippi. In order to provide a scaffold for organizing an assessment system unit faculty began with the Davidson College model and relied

extensively on the language of the *2000 NCATE Performance Standards*. As a starting point, the expected outcomes for field experiences and clinical practice, diversity, faculty, and unit governance relied heavily on these Performance Standards with later editorial changes made to adjust to the terminology and professional practices of the Catawba College Teacher Education Program. Designed to change as the unit continued to develop and refine the system, the unit assessment system was revised for the 2004-2005 academic year and was revised again for the 2006-2007 academic year. In both years minor changes were made to reflect changes to campus-wide curricula and assessment, changes in program approval standards from the North Carolina State Board of Education, and recent advances in scholarship. For the 2006-2007 edition changes were made to reflect the addition of a Birth-Kindergarten (BK) program offered through the College of Evening and Graduate Studies. The system was also reviewed in light of *Preparing Teachers for a Changing World* (Darling-Hammond & Bransford, 2005), the common reading of the faculty as they reviewed the unit conceptual framework. Dispositions were also reviewed in light of Diez's "five principles to guide practice" (Diez, 2006).

The assessment system design is in response to the complex nature of assessment and evaluation as they are impacted by various agencies and interest groups. The unit is held accountable by different sets of stakeholders and accrediting agencies, yet at the same time must remain true to its mission as expressed in the conceptual framework. Different groups have different sets of standards, different methods of assessment, and even have different sets of terminology. While these differences may at times be due to a relative lack of coordination among agencies, at other times they are the result of significant philosophical differences over the nature of valid assessment. Moreover, the sets of standards, assessments, and terminology often change at surprisingly rapid rates. In light of the constantly evolving environment of educational assessment, the design calls for a system that is broad enough to adapt to a wide range of assessment climates, yet detailed enough to provide the specific data required by various stakeholders. As a system, the assessment plan has interacting components with mechanisms for feedback and adaptations for continuous improvement. Catawba's unit assessment system is based on the concept that the unit itself is a complex system composed of interacting areas (or subsystems). In order to align with the *2002 NCATE Professional Standards*, five areas of unit quality have been identified: candidate performance, field experiences and clinical practice, diversity, faculty, and unit governance and resources (see Figure 1). The components of the unit assessment system are shown in the model in Figure 1.

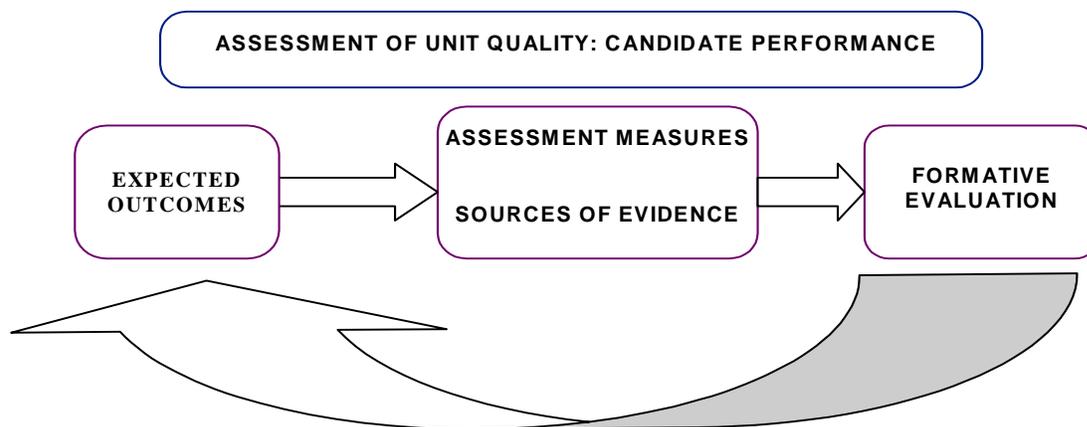
**Figure 1 Catawba Teacher Education Unit Assessment System**



Capra (1996) has described the rise of systems thinking and its significance to modern thought, particularly with respect to the biological sciences. Capra notes that reductionist approaches to understanding biological systems are futile, primarily because in a system the whole is greater than the sum of its parts. The quality of the Teacher Education Unit, while clearly dependent upon the five quality areas, can only be understood within the context of the interconnectedness and interdependence of the five areas of unit quality. These areas interact, and quality in one area often strongly impacts the quality in the four other areas. As the faculty moves towards the continuous improvement of unit quality, the implication of how change in one area might affect each of the other components will be further examined. An immediate goal in refining and improving this system is for the faculty to examine social science literature on systems for insights into the dynamics and interactions within and between subsystems.

While each area of unit quality interacts, each area must be examined separately before rendering a judgment regarding overall unit quality. Each area (candidate performance, field experiences and clinical practice, diversity, faculty, and unit governance and resources) has its own set of expected outcomes that are examined in light of a particular set of assessment measures and sources of evidence. Following this examination, an evaluation of area (subsystem) quality can be rendered. This relationship between expected outcomes, assessment measures/sources of evidence, and evaluation is shown in Figure 2. Because the results of the evaluation will be used to improve area quality the following academic year, the evaluation is classified as formative (ongoing).

**Figure 2**



Expected outcomes are the standards by which quality is judged, and each area has its own set of expected outcomes. For example, the expected outcomes for candidate performance are listed in the conceptual framework as a set of knowledge, professional skills, and dispositions.

Assessment measures and sources of evidence provide the methods, data and materials evaluators used to assess area quality. Each area is assessed using a set of qualitative and quantitative methods and measures. Because reflection and self-examination play a central role in Teacher Education at Catawba College, qualitative assessments such as interviews, observations and portfolios are incorporated into the system. Educators who understand the unit conceptual framework and the nature of reflective practice evaluate portfolios and use rubrics as scoring guides. Quantitative data is processed through Excel spreadsheets and an Access database, although in some cases hand calculations are used.

Evaluation refers to the determination of quality (worth) of a particular area. A formative (ongoing) evaluation of each area of unit quality to be made at the end of each academic year. Teacher Education faculty examine evidence and exercise their professional judgment in answering the following central questions:

- a. To what degree are the expected outcomes for each area being met?
- b. Compared with previous years, is area quality improving, declining, or remaining the same?
- c. What are the strengths of each area?
- d. What is in need of improvement in each area?

A formal summative report (the *Assessment and Evaluation of Teacher Education Programs*) is presented to the Teacher Education faculty and the Teacher Education Council at the beginning of the next academic year, with the results being utilized to develop the *Department of Teacher Education Strategic Plan* for unit improvement. The *Strategic Plan* is submitted to the campus wide Assessment, Planning and Budgeting (APB) Committee, which in turn examines and assesses the plan<sup>1</sup> Therefore, a system is in place that allows feedback for a continuous re-evaluation of expected outcomes and which are used in order to provide recommendations for

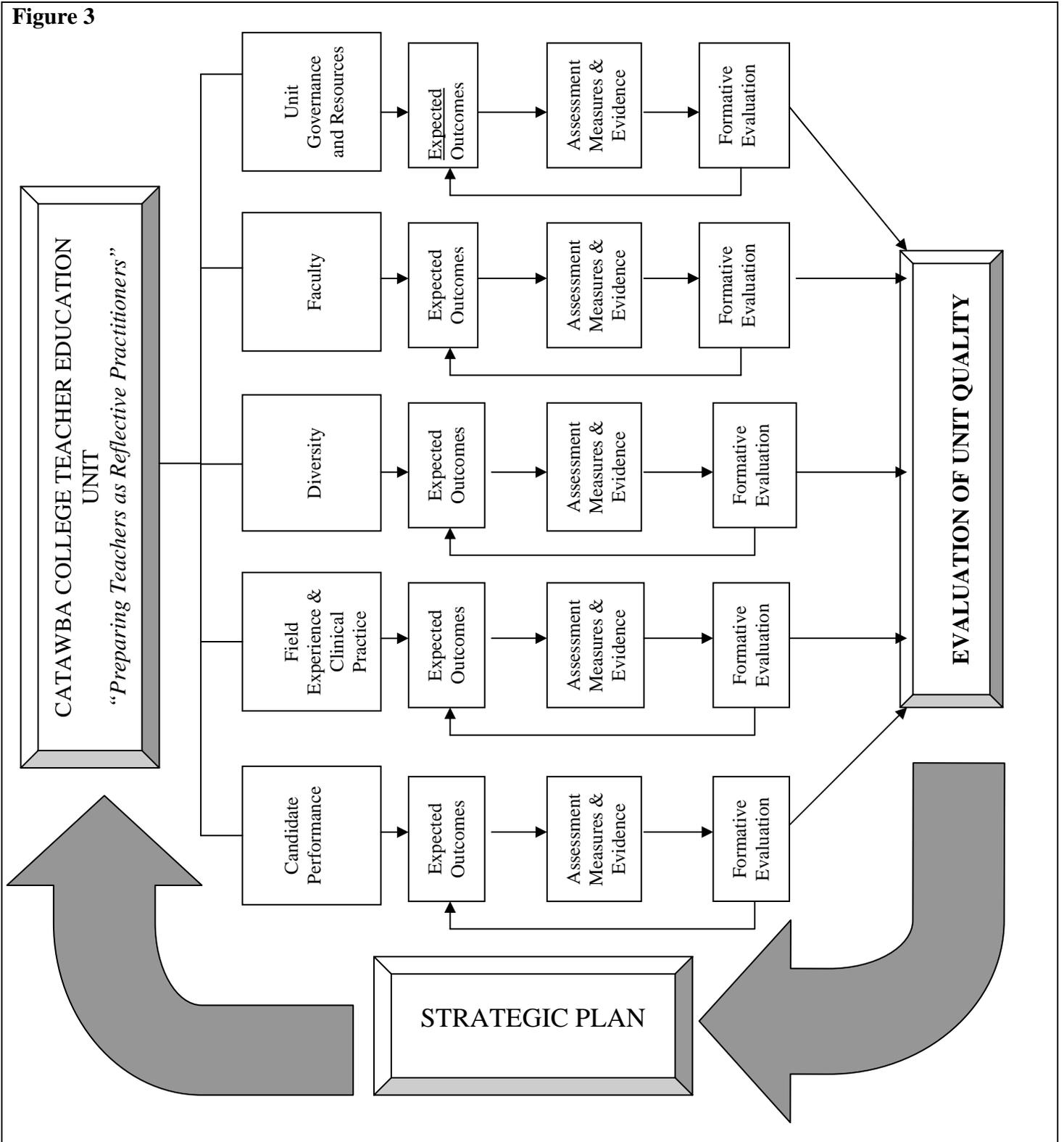
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<sup>1</sup> The APB Committee also receives the *Student Outcomes Achievement Report* (formerly known as the *Academic Unit Effectiveness Report*, which is a college mandated report submitted in May of each year by the Chair of the Department of Teacher Education. This report deals with the “educational goals” of the Department of Teacher Education, which are presented in the form of the set of knowledge, skills, and dispositions found in the unit’s conceptual framework.

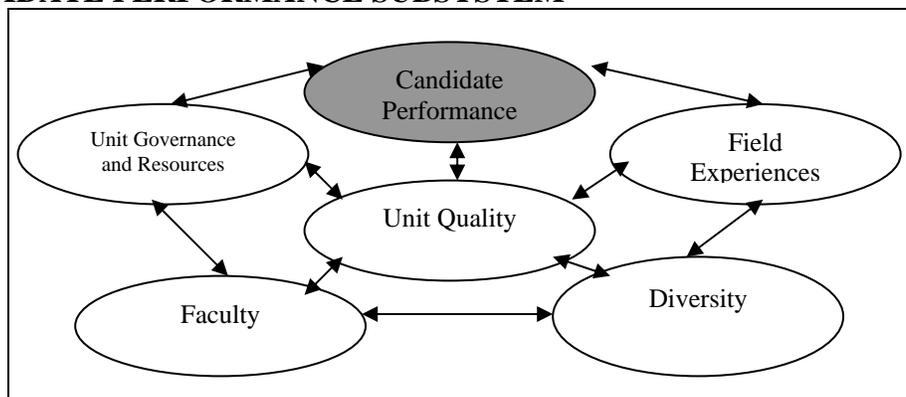
improving unit quality. Because the design calls for use of a variety of multiple measures of evidence systematically collected and analyzed over time, unit faculty are more likely to arrive at valid conclusions than with a system that relies on a more narrow range of evidence.

The outline of the Catawba College Teacher Education Unit Assessment System is shown in Figure 3. The system is composed of five subsystems (the areas of candidate performance, field and clinical experiences, diversity, faculty, and unit and governance resources), each with its own expected outcomes, assessment measures, formative evaluation and feedback loops. While each area may be examined separately, the determination of unit quality is made only within the context of understanding the quality of all areas and how they interact.

Figure 3



## A. CANDIDATE PERFORMANCE SUBSYSTEM



The graduates are the legacy of the Teacher Education Programs at Catawba College, and since 1929, they have departed to impact the quality of thousands of young lives. Candidate performance is the first thing that must be examined in determining how well the unit is conducting its mission of preparing reflective practitioners.

The knowledge, skills, and dispositions (attitudes and characteristics) set forth in the conceptual framework serve as the expected outcomes for candidate performance. These are the expected outcomes for all candidates who complete Teacher Education Programs at Catawba College.

### **The Assessment of Candidate Performance: Initial Licensure Programs**

The performance of candidates in initial licensure programs is assessed at five major points: (1) admission to the Teacher Education Program, (2) admission to student teaching, (3) exit from student teaching, (4) program completion, and (5) the end of the first year of teaching (induction period). With the assessment of prospective candidates prior to formal admission, there are five sets of filters through which candidate performance is examined.

Data is analyzed to assess not only the performance of individual candidates, but of a particular cohort of candidates as well (e.g., 2006-2007 student teachers). In this way, cohort quality can be compared across different years or specialty areas.

### **Assessment of Prospective Candidate Performance: General Education**

The first filter for prospective candidate quality is the admissions process, and the first assessment of prospective candidates is made with the acceptance of new students to Catawba College. The Office of Admissions screens applicants, and prospective students with SAT (or ACT equivalent) scores below 900 or a high school grade point average below 2.50 may either be denied admission or admitted conditionally. The chief admissions officer or the Faculty Admissions Committee reviews student records and determines if there is a need to place a restriction of a maximum of fourteen hours of coursework during the first semester. In order to pre-register for more than 14 hours the second semester these students must achieve a minimum GPA of 2.0 the first semester. The Academic Policies and Standards Committee reviews student progress at the end of each semester to determine the probationary statuses of students who meet the minimum standards for continued study. The restrictions intended to enhance a candidate's

chances for academic success are described in the *Catawba Catalogue* under “Academic Policies.”

During Freshman Orientation, placement tests in mathematics, writing, and foreign language are administered. All students are required to take the mathematics placement test. Based on test results, low performing students are recommended to take MATH 1000 Elementary Algebra. Students demonstrating an average ability in mathematics are recommended to take MATH 1100 Modern Mathematics, MATH 1115 College Algebra, MATH 1131 Statistical Concepts, or MATH 1132 Introduction to Statistics. High performing students are recommended to take MATH 1601 Principles of Mathematics I and MATH 1602 Principles of Mathematics II. Students with low verbal scores on the SAT must submit to a writing placement test. Faculty from the Department of English judge their writing samples and determine if these students must take ENGL 1000 Introduction to Composition before taking the ENGL 1101 and 1102. Freshmen may choose to take a foreign language placement examination. Students who demonstrate proficiency in French, German, or Spanish may skip elementary courses in a particular language or may even place out of having to take a foreign language.

General Education Distribution courses introduce students to a wide-range of academic disciplines. Most of these courses are completed during the freshman and sophomore years. They may be cross-referenced and serve as required content courses for prospective Teacher Education candidates. The grades earned in these courses make up the bulk of what is considered when determining a student’s GPA prior to admission into the Teacher Education Program.

Catawba College has basic competency requirements in writing, oral communication, quantitative skills, and information technologies. In the first or second semester of their sophomore year, students in the day programs are expected to pass the Writing Proficiency Exam or the non-credit skill development course ENGL 0103. Students must complete general distribution requirements to demonstrate competency in quantitative skills.<sup>2</sup> First year students enroll in First Year Seminar, which is an introduction to the liberal arts and the skills necessary to succeed in college. Furthermore, each department must address how its graduates meet writing and oral communications competencies in the annual *Student Outcome Assessment Reports* (SOAR), formerly known as the *Unit Effectiveness Reports*.

Students who entered Catawba College in Fall 2003 or thereafter are required to take a course in non-western perspectives. Students entering in Fall 2006 or after must enroll in a second semester of First Year Seminar.

Junior transfers who enroll in the College of Evening and Graduate Studies to pursue the B.A.E. in Early Childhood Education must meet the general education distribution requirements as outlined in the College of Evening and Graduate Studies Catalog and in the articulation agreements with Rowan Cabarrus Community College.

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<sup>2</sup> In Spring 2004 the college abandoned the “tagging system” in which courses were identified as specifically meeting the “O” or “W” tag requirement for oral or writing proficiency. This college also abandoned the use of the mathematics proficiency test requirement (or the corresponding non-credit skills course) as being unnecessarily redundant. Each department is expected to report on how it addresses oral and writing competencies through the annual Unit Effectiveness Report.

Further information about General Education requirements can be found in the *Catawba Catalog* under “Academic Programs” as well as in the College of Evening and Graduate Studies Catalog.

### **Assessment Point I of Candidate Performance: Admission to Teacher Education**

The first filter for candidate quality is admission to the Teacher Education Program. Prospective candidates must complete an application form and fulfill the following requirements prior to admission:

- Overall minimum grade point average (GPA) of 2.50 or better on 12 or more hours of work at Catawba College;
- Minimum scores on *PRAXIS I: Pre-Professional Skills Tests* (PPST) of reading, writing, and mathematics or SAT (Scores set by the North Carolina State Board of Education);
- Formal interview by a panel of educators. Candidates are questioned and rated with regard to their knowledge of essential content, professional knowledge and skills, and professional dispositions. Each panel member completes an *Interview Evaluation Form*, which includes a recommendation for admission, with or without reservations. Each candidate receives a summary of the panel’s comments. Beginning with the 2000-2001 academic year, interviews were videotaped for candidates to review at the completion of their program;
- Recommendation by the major academic department;
- Speech screening (as part of EDUC 2101 Introduction to Teaching or PSYCH 3550 Educational Psychology for BK majors); and
- Criminal background check.

The Teacher Education Council reviews candidate applications and makes the decision to either accept or deny admission to the Teacher Education Programs. In order to remain in and complete the program, candidates must maintain an overall grade point average of 2.50 or higher.

The criminal background check requirement was adopted by the Teacher Education Council for students admitted to and enrolled in teacher education programs during the 2003-2004 academic year. The background check includes a state and national search of criminal records as well as a check of sex offender records.

### **Assessment Point II of Candidate Performance: Entry into Student Teaching (Clinical Practice)**

The second filter for candidate quality is entry into student teaching. Teacher candidates must successfully complete the following requirements prior to admission to student teaching:

- Overall minimum grade point average of 2.50 or better;
- Any required speech remediation must be completed;
- Writing proficiency or the corresponding non-credit skill development course;
- Completion of all methods courses in the major; and
- A maximum of one D in the professional sequence.

Following the admission of candidates to the Teacher Education Program, unit faculty monitor their performance closely. Candidate performance, both on an individual basis as well as that of particular cohorts, is discussed in unit faculty meetings. Advisors have regularly scheduled

meetings on an individual basis with candidates during registration and pre-registration, and candidates are counseled about academic progress.

Each year candidates in the initial licensure day programs enroll as a cohort in the yearlong course sequence EDUC 3000 Curriculum and Instructional Theory and Design I and EDUC 3001 Curriculum and Instructional Theory and Design II. These courses are team taught by unit faculty. This design feature allows for far greater uniformity of assessment than if candidates were placed in multiple course sections taught by different members of the faculty. It also provides a mechanism by which the unit can administer a wide array of assessments and assignments (including traditional paper and pencil tests/quizzes, student presentations, and portfolios) to an entire cohort of candidates that would be otherwise impossible in other program designs or in larger institutions.

Work on the preliminary professional portfolio begins in EDUC 3000 and continues as the major assignment of EDUC 3001. Candidates are required to submit artifacts and write a reflective essay for each of the ten INTASC Standards. Candidates retain the preliminary portfolio, which they use as a foundation for creating the professional portfolio that is required for completion of student teaching. During the junior year, candidates enroll in methods classes that are coordinated with the instructional theory and design course sequence. Unit faculty and public school teachers evaluated candidate performance in field experiences. The *Intern Observation Form* is used to evaluate individual lessons, and the *Internship Evaluation Form* provides a summative evaluation of the junior experience.

Each year junior transfers enroll as a cohort in the Birth-Kindergarten program. Students complete the same portfolio assignments as day students, but do so in PSYCH 3550E: Educational Psychology and PSYCH 4940E: Psychology of Exceptionalities. Field experiences are included in each of these courses as well as SOC 3450E: Child and Family Study. Methodology is included in each of these courses, and so the *Intern Observation Form* is used to evaluate individual lessons.

### **Assessment Point III of Candidate Performance: Exit from Student Teaching**

Candidate performance is continually monitored during student teaching. The expectations for student teachers, cooperating teachers, and college supervisors are outlined in the *Handbook for Supervision of Field Experiences*. The handbook also outlines the procedures and reasons for removing candidates from student teaching.

The third filter for candidate quality is the successful completion of student teaching. The college supervisor and the cooperating teacher observe the student teacher throughout the full-time, fifteen-week student teaching semester. Observations are summarized on the *Student Teaching Observation* form, which are placed in the candidate's file at the completion of the semester. The student teacher is formally observed a minimum of five times.

Following a three-way conference with the student teacher, the college supervisor and the cooperating teacher provide a midterm (formative) and exit (summative) evaluation of candidate performance through use of the *Evaluation of Student Teaching Performance* form. Candidate performance is rated for knowledge of essential content, professional knowledge/skills, and professional dispositions and parallels the set published in the unit conceptual framework, *Teacher as Reflective Practitioner*. The school principal must also verify a candidate's

successful completion of student teaching by a signature on *Form S: Completion of Student Teaching*.

Student teachers must also develop a professional portfolio. Using the preliminary portfolio created in EDUC 3000-3001 (or PSYCH 3550-4940 for BK candidates), each student teacher provides two artifacts and writes a reflective essay for INTASC standards 1-5 and 7-10. For INTASC Standard 6 (Technology), student teachers address standards developed by the International Society for Technology in Education (ISTE). A panel of educators (typically the cooperating teacher and the college supervisor) reviews the professional portfolio with the aid of a scoring rubric. A copy of the portfolio is retained in the Teacher Education office. The scoring rubric is retained in the candidate's personal file.

Further information about requirements for student teaching, as well for the professional portfolio, may be found in the *Department of Teacher Education Policies and Procedures Handbook* and the *Handbook for Supervision of Field Experiences*.

#### **Assessment Point IV of Candidate Performance: Program completion (exit)**

The fourth filter for candidate quality is the successful completion of any remaining program requirements. These include

- Minimum overall grade point average of 2.50,
- Minimum of one D in the major,
- Passing scores on PRAXIS II special examinations (set by the North Carolina State Board of Education for licensure in North Carolina), and
- Exit interview.

Further information about requirements for program completion may be found in the *Catawba Catalogue* and the *Department of Teacher Education Policies and Procedures Handbook* (which includes the *Handbook for Supervision of Field Experiences*).

#### **Assessment Point V of Candidate Performance: Induction into the Teaching Profession**

Approximately one year after program completion, the unit mails each candidate the *Survey of Teacher Education Graduates*. Candidates are asked to rate how well the unit prepared them with regard to the set of knowledge of essential content, professional knowledge/skills, and professional dispositions. They are also asked to rate the relative strengths and areas in need of improvement in their program.

Currently, the North Carolina Department of Public Instruction mails a survey to first year teachers, their employers (building principals), and mentors about their satisfaction with the Teacher Education Program at Catawba. Survey results are used to assign the unit points on the annual *IHE Performance Report*. The *IHE Performance Reports* also provide information about selected cohorts of candidates, such as overall pass rates for student teachers or pass rates for a particular program area. These reports also provide data that compare the performance of our graduates with those of other institutions.

Table 1 on the following page illustrates how the expected outcomes for candidate performance align with the assessment measures for candidate mastery at five major assessment points.

**Table 1 Assessment of Undergraduate Teacher Education Candidate Performance  
(By Schedule of Assessment Points)**

Expected Outcomes						Assessment Measures: Data and Criteria	Schedule of Assessment Points
Knowledge of Essential Content	Professional Knowledge and Skills					Dispositions	
	Knowledge of Teaching	Knowledge of Learners	Knowledge of School	Professional Skills	Dispositions		
X						Minimum Grade Point Average of 2.50	<b>ADMISSION TO TEACHER EDUCATION</b> (Approval by Teacher Education Council)
X						Minimum scores on PRAXIS I: Pre-Professional Skills Tests (PPST) of reading, writing, and mathematics or SAT	
	X	X	X		X	Successful Teacher Education interview ( <i>Interview Evaluation Form</i> )	
X						Recommendation by major department	
	X	X	X		X	EDUC 2101or PSYCH 3550 ( includes Speech Screening)	
X	X	X	X	X		GPA (Maintenance of a 2.50+)	<b>ENTRY INTO STUDENT TEACHING</b>
				X		Completion of any required speech remediation	
	X	X	X	X		Completion of all methods courses	
X	X	X	X	X	X	EDUC 3000-3001(or PSYCH 3550-4940 Preliminary Professional Portfolio	
	X	X	X	X		A maximum of one D in professional sequence.	
X	X	X	X	X	X	Evaluation of Student Teaching Performance (exit)	<b>EXIT FROM STUDENT TEACHING</b>
X	X	X	X	X	X	Professional Portfolio (INTASC Standards and Technology Product of Learning)	
X	X	X	X	X	X	Form S: Completion of Student Teaching.	
X	X	X	X	X		Minimum overall GPA of 2.50	<b>PROGRAM COMPLETION</b>
X						Writing proficiency	
X						Content Courses- no more than one “D” in major	
	X	X	X	X		Professional Courses – no more than one “D” in major	
X	X	X	X	X		Passing Scores on PRAXIS II Specialty Area Examinations	
X	X	X	X	X	X	Exit Interview	
			X			EDUC 4400 (Capstone) (day only)Writing tag	
X	X	X	X	X	X	Survey of Teacher Education Graduates	<b>INDUCTION PERIOD</b>
	X			X	X	IHE Performance Report Satisfaction Surveys (Program Completer, Mentor, and Employer)	

## **Assessment of Lateral Entry Teachers**

The Teacher Education Unit develops plans of study for lateral entry teachers that will lead to initial licensure at the undergraduate level and is guided by the statement of *Lateral Entry Teacher Policies and Procedures*. In order for a plan of study to be developed, the lateral entry teacher must

- Be employed by a North Carolina school system as a lateral entry teacher;
- Have graduated with a bachelor's degree from an accredited college or university with a grade point average of 2.50 or higher. If an applicant has been employed by a school system and does not have a 2.50 or higher grade point average, then the applicant must have one of the following before a plan of study will be developed: a GPA of 3.0 in the major field of study; a GPA of 3.0 on all work completed in the senior year; or a GPA of 3.0 on a minimum of 15 semester hours of coursework (relative to licensure completed during the preceding five years);
- Pass the PRAXIS I examinations of reading, writing, and mathematics or have satisfactory SAT scores;
- Provide the Alternative Licensure Coordinator with a copy of the provisional license issued by NCDPI, as well as a copy of the contract issued by the employing school system; and
- Apply for admission to Catawba College as a post-baccalaureate student.

In order to proceed with the planned course of study and remain enrolled as a post-baccalaureate student, the lateral entry teacher must

- Remain employed by a North Carolina school system as a lateral entry teacher;
- Successfully complete the appropriate PRAXIS II Specialty Area Test within two years of employment as a lateral entry teacher;
- Complete six semester hours of coursework per year toward licensure;
- Make no grade lower than a C-. (*Any course with a grade of D or lower must be retaken.*); and
- Maintain a grade point average of 2.50 or above.

After all required coursework has been completed, lateral entry teachers enroll in EDUC 4005 Internship for Lateral Entry Teachers. Teacher Education faculty observe the teaching performance, and the teacher must submit a professional portfolio.

## **Assessment of Candidate Performance in the Masters of Education (M.Ed.) in Elementary Education**

The assessment plan for the M.Ed. program includes opportunities for M.Ed. students' self-assessments and programmatic assessments. Students become aware of their progress through formative assessment procedures integral to courses and through the courses' summative evaluations. Self-assessment also occurs when after each class is completed graduate students write one-page reflections identifying the most enlightening concepts and principles learned from the class. Furthermore, the process of developing a reflective portfolio engages the students in assessing how well they have traversed the bridge between theory and practice.

The performance of candidates in the M.Ed. in Elementary Education is assessed at seven major points: (1) admission to the program; (2) the completion of each course; (3) the completion of

conditionally-admitted students after their fourth course; (4) admission to candidacy after 24 to 27 hours of coursework; (5) the assessment of the portfolio; (6) the program completion; and (7) post-graduation. The schedule of assessment points, kinds of data assessed and analyzed, and the assessment criteria are listed below. Table 2 presents the M.Ed. Assessment Data and how the data matches the expected outcomes described in the conceptual framework.

### **Admission to the Program**

The following are requirements for program admission.

- Evidence of having received a baccalaureate degree from an accredited institution of higher education with a grade point average of 3.0 or better (on a 4.0 scale)
- Holding, or being eligible to hold, a North Carolina initial or continuing license in the proposed or related area of study
- Evidence of acceptable National Teacher Examination and/or PRAXIS scores
- Three satisfactory letters of recommendation
- Completion of a satisfactory interview with the graduate program coordinator
- Conditional admission for an applicant with a grade point average slightly under 3.0 but with accompanying evidence of academic ability sufficient to complete the program (A conditionally admitted person must maintain a 3.0 average for the first four courses.)

### **Course-by-Course Review of Achievement**

- Advisor's review of grades earned
- Students' submission of a reflection upon each course's significance

### **Review of Conditionally-admitted Students' Grades after Their Fourth Class**

- Maintenance of a 3.0 average

### **Admission to Candidacy**

- Completion of 24-27 hours of coursework
- Minimum of an overall GPA of 3.0
- Graduate Council's approval

### **Assessment of the Portfolio**

- Successful completion of the graduate portfolio: 2 rating (or above) on each section's reflections and artifacts using the *Graduate Portfolio Evaluation Form*
- A satisfactory defense of the portfolio before the Graduate Advisory Panel

### **Program Completion**

- The completion of 36 semester hours of coursework (note – see footnote on page 15)
- Overall minimum of a GPA of 3.0 with no more than two grades of *C* and no grade of *F*
- Formal approval of the Graduate Council

### **Post-graduation Assessment (One year after graduation)**

- Program completer satisfaction survey (NCDPI)
- Employer satisfaction survey (NCDPI)
- *Survey of Graduate Program Completer's and Employer's Satisfaction*

**Table 2 Assessment of Graduate Teacher Education Candidate Performance  
(By Schedule of Assessment Points)**

Expected Outcomes						Assessment Measure: Data and Criteria	Schedule of Assessment Points
Knowledge of Essential Content	Professional Knowledge and Skills						
	Knowledge of Teaching	Knowledge of Learners	Knowledge of School	Professional Skills	Dispositions		
X					X	Undergraduate GPA of 3.0+; acceptable NTE &/or PRAXIS scores; positive references; satisfactory interview; initial/continuing NC elementary license	<b>Program Entry</b>
X	X	X	X	X		Advisor's review of grades	<b>Course-by-course review</b>
X	X	X	X	X	X	Students' course reflections	
X	X	X	X	X		Maintenance of a 3.0 GPA	<b>Grade Review of Conditionally-Admitted Students (after the 4<sup>th</sup> class)</b>
X	X	X	X	X		Completion of 24-27 hrs. of coursework and Graduate Council approval	<b>Admission to Candidacy</b>
X	X	X	X	X	X	Project: Acceptable development of action research (B or better)	<b>Project-Practicum<sup>3</sup></b>
X	X	X	X	X	X	Practicum: Satisfactory implementation, analysis, & interpretation	
X	X	X	X	X		Completion of 36 s.h. with a 3.0+ GPA; no F and no more than one C	<b>Program Completion Completion of courses Submission of portfolio Defense of portfolio</b>
						Acceptable ratings of portfolio's sections (2 or 3) Sect. I: Understanding & Application of Knowledge Gained from Core Courses	
		X	X		X	Sect. II: Experiential Enlightenment re Diverse Cultures	
X	X	X	X	X	X	Sect. III: Growth in Academic & Disciplinary Knowledge & How to Convey that Knowledge to Students	
	X	X			X	Sect. IV: Reflections about the Project-Practicum Series	
			X		X	Sect. V: Professional Leadership	
X	X	X	X	X	X	Sect. VI: Determination of Growth Based upon Individual Course Reflections	
X	X	X	X	X	X	Addressing all goals including the use of technology	
X	X	X	X	X	X	NCDPI's employer survey (ratings: 3-4)	<b>Post-graduation Assessment: Satisfaction Surveys (Sent one year after graduation)</b>
X	X	X	X	X	X	NCDPI's program completer survey (ratings: 3-4)	
X	X	X	X	X	X	Catawba College's employer survey (ratings: 3-4)	
X	X	X	X	X	X	Catawba College's program completer survey (ratings: 3-4)	

<sup>3</sup> In Spring 2004 the Graduate Council, acting upon a recommendation of the Graduate Advisory Council, approved a proposal by which candidates who had successfully completed the requirements for National Board certification in Elementary Education (Early Childhood Generalist or Middle Childhood Generalist) be allowed to transfer six graduate credits that would be used in lieu of the Project-Practicum requirement. These candidates must demonstrate an ability to conduct action research in the Graduate Portfolio.

## **Data Collection, Storage, and Analysis: Candidate Performance**

As illustrated by Tables 1 and 2, the unit employs a variety of qualitative and quantitative methods to collect candidate performance data at various assessment points. While data is stored in a variety of formats, all records are housed in or may be accessed electronically in the Department of Teacher Education.

Once an application for admission to Teacher Education is received, a paper file is established for the prospective candidate. Upon admission to an initial licensure (non-lateral entry) program, a checklist of assessments is placed in the candidate's permanent file. This checklist mirrors the assessments outlined in Table 1. Each candidate's performance is documented by evidence in the permanent file as he or she moves through the program. Preliminary professional portfolios are returned to the candidates at the completion of EDUC 3001 or PSYCH 4940, although representative portfolios are copied for archival purposes. The professional portfolios required for student teaching are housed in the departmental conference room. Following the successful completion of a program, the permanent file is moved into a separate storeroom.

A paper file is established for each lateral entry teacher who requests a plan of study. Once a formal plan of study is developed, it is placed in the file and is used as a checklist.

A file is also created for each M.Ed. program applicant, and assessments are placed in the candidate's permanent file. Upon admission to the graduate program, a checklist of assessments is placed in the candidate's permanent file. This checklist mirrors the assessments outlined in Table 2. Each candidate's performance is documented by evidence in the permanent file as he or she moves through the program. The folders of unsuccessful applicants are kept on file for a period of one year. Following this, the folders are moved to an "inactive file" where they are stored for an additional four years.

The permanent records of candidates are organized in the following sets:

- Applicants to Teacher Education Programs
- Candidates Admitted to Teacher Education
- Candidates Admitted to Student Teaching
- Lateral Entry Teachers: Requests for Plans of Study
- Lateral Entry Teachers: Plans of Study
- Lateral Entry Teachers: Enrolled
- Applicants to the Graduate Program
- Candidates Admitted to the Graduate Program

Each academic year, information about each candidate who has been admitted to and enrolled in any Teacher Education Program is entered onto an Excel spreadsheet, which is used to report data for the next *IHE Performance Report*. Effective for candidates in the 2001-2002 cohort, information is also entered into an Access database, which the unit uses to analyze data for its own purposes.

Applications for admission to student teaching are also kept in the Teacher Education office. Following the successful completion of student teaching, candidate information is entered into another Excel spreadsheet. Information about cohorts of student teachers for a particular academic year is then reported to NCDPI. Information about candidate performance (as a

particular cohort) is reported on the *IHE Performance Report* and the *Title 2 Performance Report*.

### **Summarization of Candidate Performance Data/Use of Data to Improve Candidate Performance**

An assessment is made of individual candidate performance at various assessment points as shown in Tables 1 and 2. Individuals are provided feedback regarding their performance during advising sessions and as needed by course instructors. Advisors and course instructors are expected to keep the Chair of the Department of Teacher Education and the Director of the Graduate Program fully informed about the performance of individual students that might be considered either outstanding or problematic. In cases where candidate performance has been exceptional, that performance can be recognized through a variety of methods ranging from a simple comment in the atrium to the awarding of a Teacher Education Scholarship, membership in Kappa Delta Pi, or recognition as a winner of the Cynthia B. Osterhus Award or the Outstanding Prospective Teacher Award. The awarding of scholarships and honors is never capricious but is given after full consideration by the faculty during Teacher Education faculty meetings. In cases where candidate performance may be unusually problematic, the unit follows the procedures outlined in the Department of Teacher Education Policies and Procedures Manual. It is not uncommon for the department chair to write a letter to the candidate that is placed in the candidate's folder.

Assessments are made not only of individual candidate performance, but of cohorts of candidates as well. In the initial licensure programs, informal assessments are made of cohorts at the time of program admission, admission to student teaching, exit from student teaching, program completion, and induction. These assessments take the form of discussions held during Teacher Education and Teacher Education Council meetings. In the graduate program, similar discussions are held during meetings of the Graduate Advisory Committee and the Graduate Council. On the basis of these discussions, unit faculty adopt a Strategic Plan as called for in the *Catawba College Faculty Handbook*. The performance of candidates is also addressed in the *Unit Effectiveness Report* which the Department of Teacher Education submits each May to the Office of the Academic Dean for review by the college's Assessment, Planning, and Budget Committee.

Each year the unit submits an *IHE Performance Report* to the North Carolina Department of Public Instruction. The report includes summary data about standardized test performance on PRAXIS I and II. Information from this report is also used for submission on the *Title 2 Performance Reports*.

**Table 3 Data Collection, Analysis, and Evaluation of Individual Candidate Performance: Initial Licensure**

Assessment Measures	Collection (when)	Analysis and Evaluation (who)	Implementation Timeline
GPA, SAT	Pre-Admission	Teacher Education Faculty Teacher Education Scholarship Committee	Current procedures
GPA, PRAXIS I or SAT, Interview, Recommendation by major department, speech screening in EDUC 2101	Admission to Teacher Education	Teacher Education Council	Current procedures
Preliminary Professional Portfolio (INTASC Standards)	EDUC 3000-3001 or PSYCH 3550-4940  EDUC 3000 Methods classes	EDUC 3000-3001 or PSYCH 3550-4940 and Professional Education Faculty  Methods Faculty	Current procedures
GPA, completion of any required speech remediation, writing and mathematics proficiency, completion of required skill development	Admission to Student Teaching	Teacher Education Council	Current procedures
Professional Portfolio  Evaluation of Student Teaching Performance (Exit criteria) Form S: Completion of student teaching	Exit from Student Teaching	Panel (college supervisor and cooperating teacher) Panel Building principal	Current procedures
GPA, writing proficiency, content courses (no more than one D in major), passing scores on PRAXIS II  Exit Interview	Program Completion	Department Chair, in cooperation with advisors and unit faculty  Teacher Education Faculty	Current procedures
Survey of Teacher Education Graduates IHE Performance Report: Satisfaction Surveys	Induction Period	Department Chair  NCDPI	Current procedures

M.Ed. Program’s Data Collection, Analysis, and Evaluation

The present M.Ed. program gained temporary authorization from NCDPI in October of 1999. M.Ed. students in the original program had to complete that program by August of 2000. A transition period for the students in the midst of the original program began during the fall of 1999. The first course reflections were submitted in January 2000. The portfolio process has provided the most valuable input regarding candidate performance and program effectiveness. Graduate faculty, who have served as mentors to M.Ed. candidates during their project-practicum experience and during the development of portfolios, have identified strengths and weaknesses of the candidates’ pedagogical knowledge, ability to inquire and collaborate, and ability to lead. Many of these same attributes or lack thereof have become apparent during the Graduate Advisory Panels’ evaluations of portfolios and upon hearing each candidate’s portfolio defense; as a result, programmatic changes have occurred. Individual course instructors have

adjusted their plans and assignments, graduate faculty have adjusted project-practicum guidelines and evaluation rubrics, and the Graduate Advisory Committee has recommended modifications of the portfolio to ensure growth regarding diversity issues. Significant change recommendations have been discussed and approved by the Graduate Council.

**Table 4 M.Ed. Program’s Data Collection, Analysis, and Evaluation**

Assessment Measures	Collection (when)	Analysis and Evaluation (who)	Implementation Timeline
GPA of completed baccalaureate program; NTE & PRAXIS scores; initial/continuing license; references; interview	Prior to admission	M.Ed. Director and member of the Teacher Education Department	Current procedure
Course grades	After completing each course	Advisor (the M.Ed. Program Director)	Current procedure
Students’ course reflections of content and pedagogical courses	The following semester during registration	Advisor (the M.Ed. Program Director)	Current procedure
GPA of conditionally-admitted students	After their fourth class	Advisor (the M.Ed. Program Director)	Current procedure
GPA	After completion of 24-27 s.h. and before project-practicum experience	Graduate Council	Current procedure
Project grade (A-B) using evaluation form or successful completion of National Board licensure and awarding of graduate credit	Among the last four courses	Graduate faculty member chosen by student	Current procedure
Practicum grade (S-U) using evaluation form or successful completion of National Board licensure and awarding of graduate credit	Among the last two courses	Graduate faculty member chosen by student	Current procedure
Graduate Portfolio Evaluation Form (1-3 ratings of each section)	The semester after the completion of coursework	Graduate Advisory Panel of three people	Current procedure
Oral defense of Graduate Portfolio Graduate Portfolio Evaluation Form (1-3 ratings of each section)	Within two weeks after the portfolio’s submission	Graduate Advisory Panel of three people	Current procedure
NC IHE report: Ratings of NCDPI’s surveys of program completers and employers	One Year following graduation	Program evaluation by Graduate Council	Current procedure 2001-2002 (benchmark year)
Ratings of Catawba College’s surveys of program completers and employers	One Year following graduation	Program evaluation by Graduate Council	Current procedures 2002 (benchmark) Surveys sent in May Surveys reviewed in the fall

## Use of Data for M.Ed. Program Improvement

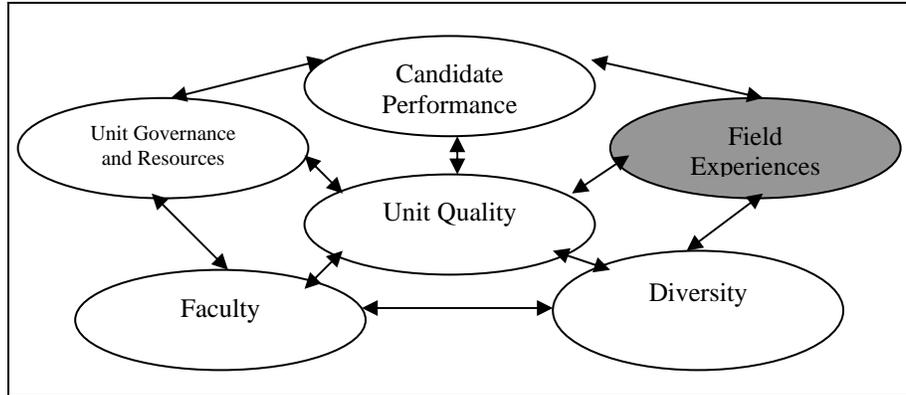
Unit quality has been maintained through regular and systematic reviews of assessment data from M.Ed. students' performances. Hence, the system of stating expected outcomes, applying assessment measures, and making formative evaluations of the collected data has led to modifications to instruction, schedule sequence, and portfolio requirements. The Graduate Advisory Committee and Graduate Council have been involved in the assessment process and have contributed suggestions for modifications. M.Ed. students have been kept informed of changes. When the initial change from the old to the new program was made, each student was summoned for an individual conference. Students have been informed both orally and in writing at registration meetings about changes in the scheduling of portfolio submission and of adjustments to the graduate portfolio format. M.Ed. students who felt the changes would have adverse consequences have been urged to notify the Graduate Program Director and alternative choices were presented. Table 5 shows how the data are being used and the most recent modifications that have resulted based on data's analysis and formative evaluation.

**Table 5 Use of Data for M.Ed. Program Improvement**

<b>Data Assessment</b>	<b>Use and Feedback Modifications</b>
GPA of completed baccalaureate program; NTE & PRAXIS scores; initial/continuing license; references; interview	Information is used in making the decision regarding admission to the program.
Course grades after completing each course	If grades are below B, advisor–student conferences are held.
Students' course reflections of content and pedagogical courses	The M.Ed. director contacts students who are delinquent in submitting reflections. Presentations are made to students explaining how to write reflections. Faculty discussions are held concerning the importance of stressing and summarizing major concepts and ideas learned in courses.
GPA of conditionally-admitted students	Students are allowed to proceed if a GPA of 3.0+ is earned after four courses. If not, the Graduate Council is informed and the students are dismissed from the program.
GPA of 3.0 after 24-27 s.h.	The Graduate Council reviews GPA & gives students with 3.0+ admission to candidacy. Students may begin the project-practicum experience.
Project grade (A-B) using evaluation form or successful completion of National Board licensure and awarding of graduate credit	With a grade of B or better, the student may proceed to the practicum.
Practicum grade (S-U) using evaluation form or successful completion of National Board licensure and awarding of graduate credit	Following a satisfactory completion of the practicum, the student prepares a portfolio reflection about the experience. Because the first practica were implemented simultaneously with portfolio development, the practica were rushed and lacked substance. Graduate Advisory Committee recommended that portfolios cannot be submitted until after the semester the practicum is completed.
Oral defense of Graduate Portfolio Graduate Portfolio Evaluation Form (1-3 ratings of each section)	The portfolio is submitted to the assigned Graduate Advisory Panel who evaluates it and prepares a list of suggestions and questions to guide the student. The student makes adjustments to or rewrites sections receiving a rating of 1 and uses the questions to prepare for the defense of the portfolio. Within two weeks the panel questions the student and hears the defense.
NC IHE report: Ratings of NCDPI's surveys of program completers and employers	The Graduate Council reviews survey results. Both the Council and the Graduate Advisory Committee consider weaknesses and make suggestions for program improvement. At annual unit review sessions held each spring, the Department of Teacher Education uses survey results when setting further goals for program improvement and implements changes when deemed necessary.
Ratings of Catawba College's surveys of program completers and employers	

A major programmatic change to the graduate program was the dropping of the M.Ed. program for Middle Grades Education because of the low number of applicants and candidates. Catawba College is fulfilling its commitment to graduate students enrolled in the program by providing the necessary coursework, experiences, and supervision so that they may complete the program.

## B. FIELD EXPERIENCES AND CLINICAL PRACTICE SUBSYSTEM



In *Experience and Education* John Dewey maintained that we learn by engaging in a series of educative experiences. Pre-service teachers learn to teach, and in-service teachers improve their instruction, by engaging in a series of meaningful field based clinical experiences. The quality of those field experiences plays a critical role in shaping the education of the teacher candidate, as well as providing an experiential base for further professional growth. If our candidates are to develop the ideals expressed in *Teacher as Reflective Practitioner*, then they must be provided with an appropriately sequenced and structured set of field experiences. As noted in *Preparing Teachers for a Changing World*, effective teacher education programs "...are particularly well-integrated and coherent; they have integrated clinical work with coursework so that it reinforces and reflects key ideas and both aspects of the program build toward deeper understanding of teaching and learning" (Darling-Hammond & Bransford, 2005, p. 392). Given this, it is important to assess the quality of field experiences and clinical practice while trying to improve overall program quality.

As a starting point, the faculty examined the targeted outcomes of exemplary field experiences and clinical practices as described in the document *NCATE 2000 Professional Standards* to gain guidance in determining the expected outcomes toward which to strive. The following list of expectations reflects the professional practices of the Catawba College Teacher Education Program as the faculty works with school partners in designing, implementing, and evaluating field experiences and clinical practices.

### Expected Outcomes: Field Experiences and Clinical Practices

1. Productive collaboration with its North Carolina public school partners (COPE, the Salisbury High School-Catawba College Partnership [SHSCCP], and the Alliance for Involvement in Middle Schools [AIMS]), cooperating teachers, advisory groups, and other units of the college to provide a meaningful set of field based clinical experiences
  - a. The sharing and integrating of instructional and technological resources and expertise to support candidates' learning in field experiences and clinical practice
  - b. Provision of field opportunities through tutorial and mentoring programs in partner schools

- c. Involvement of the Teacher Education Council, Graduate Council, Graduate Advisory Committee, and school partners in contributing to the design, implementation, and evaluation of the unit's conceptual framework, teacher education programs, and professional development activities within public school settings
  - d. Provision of field and clinical experiences that are productive for the growth of both the candidates and the students they teach
  - e. Collaboration between unit and other college departments in providing meaningful experiences with public school students within both college and public school settings
  - f. Collaboration between unit and local public school partners in determining the specific placements of interns and student teachers to maximize the learning experience for candidates and BK-12 students
2. Well-designed, developmentally appropriate field experiences allowing the demonstration of content, professional, and pedagogical knowledge, skills, and dispositions in a variety of settings
- a. Provision of field experiences that follow a well-planned sequence of opportunities woven about a spiral curriculum
  - b. A variety of opportunities for becoming "reflective practitioners" through classroom discussions, conferencing, and portfolio development
  - c. Field experiences that are strongly correlated with coursework in theory and methods classes
  - d. Field experiences in which candidates observe and are observed by fully licensed school based educators (e.g., cooperating teachers, mentors and administrators) and unit faculty
  - e. A variety of opportunities for candidates to interact with school-based educators, college supervisors, and other interns about practice
  - f. Candidate involvement in a variety of school-based activities directed at the improvement of teaching and learning (e.g., expanding the use of information technology; participating in mentoring and tutorial programs; designing and implementing of action-research projects)
  - g. The collection and analysis of student data to develop strategies for improving learning
  - h. Involvement of Clinical Adjunct Faculty who are accomplished school professionals who are jointly selected by the unit and partnering schools
  - i. Provision of workshops to prepare cooperating teachers for their roles as supervisors
  - j. Implementation of well-designed rubrics and evaluation instruments used to assess and judge candidate performance and field and clinical experiences
3. The development and demonstration of proficient knowledge, skills, and dispositions required by reflective practitioners to help all students learn
- a. Implementation of assessment measures (GPAs, PRAXIS/SAT scores, interviews) that includes council approval at assessment points before admission to and during clinical practice
  - b. Assessment of candidates' positive effect on learning using rubrics based on standards, competencies, and guidelines drawn from professional, state, and institutional standards
  - c. Use of multiple assessments (interviews, evaluation checklists, tests, observations, three-way conferencing, both preliminary and student teaching portfolios, graduate portfolios, surveys) to determine areas that need improvement and to develop a plan for improvement
  - d. Provision of opportunities for collaboration with other candidates, unit faculty, and school-based educators (such as through three-way conferencing) to critique and reflect on instructional delivery and the effects their instruction had on student learning
  - e. Provision of opportunities in classrooms and schools to develop and demonstrate proficiencies that support learning by all students including students with exceptionalities and those from diverse ethnic, racial, gender, and socioeconomic

The assessment of field experiences and clinical practice, including the alignment of expected outcomes with sources of evidence are summarized in Table 6.

**Table 6 Assessment of Field Experiences and Clinical Practice (By Expected Outcome)**

<b>Expected Outcomes</b>	<b>Sources of Evidence</b>	<b>Schedule of Assessment</b>
<b>1. Collaboration between the unit and its school partners.</b>	1. Minutes of meetings: COPE Advisory Committee	As needed
	Salisbury HS partnership, AIMS	As needed
	Teacher Education Council	August, Dec./Jan., April
	Graduate Advisory Comm.	Bi-annually; as needed
	Graduate Council	Bi-annually; as needed
	Teacher Education Faculty	Bi-weekly; as needed
	2. IHE Performance Report	Submitted Aug.-released Oct
	3. COPE Handbook	Yearly
	4. COPE Research Data (Survey and focus group interviews)	Yearly
	5. Graduate project-practicum reports and evaluations forms (principal and parental approval)	Among the last four courses in candidate's program
Grad. Portfolio Evaluation Form	After the completion of program	
<b>2. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice</b>	1. Junior internships	Spring, Theory and Design II
	2. Student teaching	Fall, Spring
	3. Graduate-project-practicum observations and evaluations	Fall, Spring
	4. Graduate course projects	Fall, Spring
	5. Tutorial / mentoring programs	Fall, Spring
	6. Minutes: Teacher Education Faculty meetings Teacher Education Council, COPE Advisory, Graduate Council, Graduate Advisory Committee, other alliance and partnership documents	As scheduled Bi-weekly or as needed At a minimum twice annually
<b>3. Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn</b>	PRAXIS I or SAT Internal Assessment IHE Performance Report PRAXIS II IHE Performance Report Title II Performance Report	Yearly. Report of previous year's cohort of student teachers
	Portfolios Junior (Preliminary) Student teaching Graduate (Graduate Advisory Panels' evaluations) Surveys of graduates Surveys of employers (graduate program) IHE Performance Report	Spring, Theory and Design Fall and Spring Fall, Spring, and Summer One year after graduation Annually

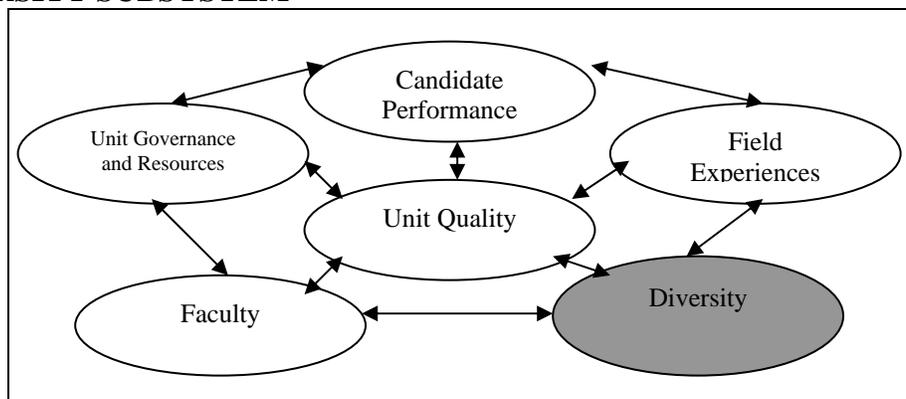
## Data Collection, Storage and Analysis: Field Experiences Use of Data for Improving Field Experiences

The Chair of the Department of Teacher Education is responsible for overseeing the collection, storage and analysis of data for the initial licensure programs; the Director of the Graduate Program has similar responsibilities for the Master of Elementary Education program. The chair has the responsibility for coordinating efforts among all Teacher Education Programs.

Information about candidate performance during field experiences is stored in the candidate's permanent records. Throughout the academic year, unit faculty may discuss the nature of field experiences as the need arises. Unit faculty and its public school partners discuss the quality of field experiences during the development of the annual Strategic Plan. Goals and objectives for the improvement of field experiences will be developed as indicated.

In order to preserve the integrity of the evidence, detailed minutes are taken at each meeting of the Teacher Education Faculty, Teacher Education Council, Graduate Advisory Council, and the Graduate Council. Two members of the faculty, or one faculty member and the Administrative Assistant, proofread the minutes prior to distribution for approval. The expectation is that the minutes are to be approved through consensus, although the chair of the appropriate committee has the right to call for a vote. Minutes for the current academic year are to be kept on file in the Teacher Education Office.

### C. DIVERSITY SUBSYSTEM



An essential component of our mission is preparing reflective teachers to work effectively in a diverse society. Teacher candidates must be educated within an academic environment that values diversity. The diversity assessment subsystem is designed to assess four major expected outcomes with respect to diversity. In identifying expected outcomes of a program that meets the needs of all students, the faculty re-examined its varied approaches to addressing diversity issues and examined the targeted outcomes for diversity as outlined in *NCATE 2000 Professional Standards*. The expected outcomes to be used to assess the program's effect and compliance to diversity issues resulted from this examination.

## Expected Outcomes: Diversity

1. A well-conceived design, implementation, and evaluation of the unit's curriculum with respect to diversity
  - a. Provision of well-sequenced programs of study (curriculum, field experiences, and clinical practice) that lead candidates to demonstrate professional knowledge, skills, and dispositions that allow them to meet the needs of all students
  - b. Structured opportunities to discuss, examine, and reflect upon social contexts that influence teaching and learning both on a personal level and through assigned readings and observations in a variety of settings that include diverse student populations
  - c. Provision of opportunities for candidates to mentor, tutor, observe and teach students so that these candidates can demonstrate awareness and respect for individual differences, including developmental differences, exceptionalities, and cultural diversity
  - d. Inclusion of items in assessment instruments (evaluation rubrics, portfolio and artifact requirements) that encourage the gathering of data that provide information about the candidates' ability to develop and deliver plans and programs aimed at meeting the needs of all students
  - e. Provision for assisting candidates as they adapt instruction and services for helping diverse students
2. Provision of opportunities in which candidates experience working with diverse faculty
  - a. Placement of candidates in school settings where they must interact with educators from diverse backgrounds
  - b. Interaction in classroom settings on campus with college faculty who represent diverse ethnic, racial, gender, language, exceptionality, and religious groups
  - c. Inclusion of guest speakers, presenters, and participants from diverse backgrounds at college-sponsored events attended by candidates
  - d. Instruction from knowledgeable and sensitive faculty who are adept in working with diverse students
3. Provision for candidates to experience working with peers drawn from diverse backgrounds
  - a. Inclusion of candidates from diverse backgrounds and with exceptionalities in professional education courses and in extracurricular activities on campus and in schools
  - b. Solicitation of active participation of candidates from diverse cultural backgrounds and with different life-style experiences
  - c. Collaboration between candidates involved in the Student North Carolina Association of Educators of Catawba College and Livingstone College (a historically black institution)
4. Provision for candidates to experience working with a diverse K-12 student body
  - a. Extensive and substantive field experiences and clinical practices designed to encourage candidates to interact with exceptional students and students from different ethnic, racial, gender, socioeconomic, language, and religious groups
  - b. Inclusion of experiences that require candidates to confront issues of diversity that affect teaching and student learning
  - c. Requirement that candidates develop plans and strategies that they implement when teaching students who have special needs and are from diverse backgrounds.
  - d. Requirement that candidates reflect upon their growth in understanding and teaching diverse student populations

**Table 7 Assessment of Diversity (Graduate/Undergraduate)**

<b>Expected Outcome</b>	<b>Sources of Evidence</b>	<b>Assessment Points</b>
1. Design, Implementation, and Evaluation of Curriculum and Experiences	Conceptual framework Course syllabi	Annually
	PEDS IHE Performance Reports	Fall Fall
	Professional Portfolios (INTASC Standard 3)-Student Teaching EDUC 3000-3001 Preliminary portfolio- INTASC Standard 3	Fall, Spring  Spring
	Graduate measures Review of course syllabi Graduate portfolio: Section II Survey of graduates Survey of employers (graduate Program)	Following completion of coursework   One year following program completion
2. Experiences Working with Diverse Faculty	Faculty vita Review of Minority Faculty Recruitment plan (noted in minutes of Teacher Education faculty meeting)	As faculty positions become available
3. Experiences Working with Diverse Candidates	Diversity measures of gender, race/ethnicity as reported on IHE Performance Reports	Yearly (usually submitted in August for release in October)
	Demographic data from Admissions and Office of Research	
	Minority Student Recruitment Plan	
	Department of Teacher Education Strategic Plan with Unit Operational Goals and Objectives	Reviewed annually  Reviewed annually
4. Experiences Working with Diverse Students in BK- 12 schools	Demographic data from Office of Public Information-Rowan Salisbury Schools	Every five years
	Graduate portfolio; section II	Following the completion of coursework

## **Collection, Storage and Analysis of Data Use of Data for Improving Diversity**

Demographic data about candidate's gender and ethnicity is entered onto an Excel spreadsheet maintained in the departmental offices. This spreadsheet is used to provide information for externally mandated reports such as the PEDS report and the IHE Performance Reports. Information about ethnicity, however, is not intentionally included in the permanent records of a candidate. The responsibility for overseeing the collection of data is given to the Chair of the Department of Teacher Education and the Director of the Graduate Program.

Given the small numbers of candidates in the unit, and particularly in light of the even smaller numbers of minorities, great caution must be used in analyzing data from a spreadsheet. Nonetheless, over time it is expected that trends in the diversity of candidates can be detected. Unit faculty are expected to examine enrollment trends and to use available data in the revision of the Minority Student Recruitment Plan.

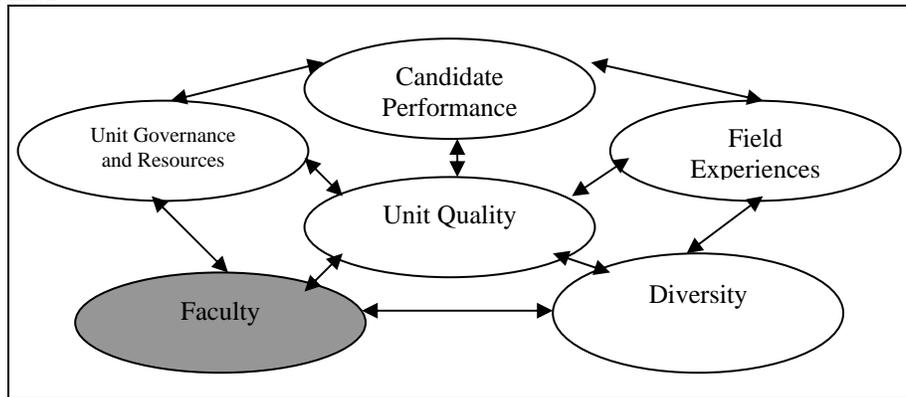
Information about candidate experiences with diverse populations is in part documented by the placement of candidates in area schools. For example, our current partnership schools have a wide range of diversity with regard to ethnicity and socioeconomic status. Candidates provide their own evidence for their ability to work with diverse populations through the development of the student teaching professional portfolio (INTASC Standard 3: Diverse Learners) and the graduate portfolio (Section II).

Much of the analysis of how well the unit handles diversity is qualitative in nature. Although statistical information may reveal trends (although the small numbers of candidates makes this approach highly questionable), much of the evidence is gleaned by the unit faculty as they review portfolios, observe candidates, and engage in conversation with public school partners. Throughout the academic year, unit faculty may discuss the nature of diversity as the need arises in regularly scheduled unit meetings. Unit faculty and its public school partners discuss the quality of diversity during the development of the annual Strategic Plan. Goals and objectives for the improvement of field experiences will be developed as indicated.

In order to preserve the integrity of the evidence, detailed minutes are to be taken at each meeting of the Teacher Education Faculty, Teacher Education Council, Graduate Advisory Council, and the Graduate Council. Two members of the faculty, or one faculty member and the Administrative Assistant, should proofread the minutes prior to distribution for approval. The expectation is that the minutes are to be approved through consensus, although the chair of the appropriate committee has the right to call for a vote.

Minutes for the current academic year are to be kept on file in the Teacher Education Office.

## D. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT SUBSYSTEM



Students often choose to attend Catawba College because of the promise of high quality teaching, and the quality of the faculty is a significant component in determining the quality of the education received by teacher candidates. In a small unit, one faculty member may represent twenty-five percent of the full-time faculty, and there may be only one full-time member of the faculty with the expertise to oversee a particular program. The performance of one faculty member, therefore, plays a large role in determining the overall quality of the unit, and the performance of one faculty member can determine the success or failure of a particular program.

The expected outcomes for faculty qualifications, performance, and development were developed based on the guidelines outlined in the *Catawba College Faculty Handbook*, requirements established by the North Carolina State Board of Education for methods faculty, and targeted guidelines found in the *NCATE Professional Standards*.

### Expected Outcomes: Faculty

1. Qualified Teacher Education faculty
  - a. Have earned doctorates or exceptional expertise
  - b. Are meaningfully engaged in related scholarship, professional development and service
  - c. Are involved with partnership schools
  - d. Are reflective practitioners
  - e. Have valid North Carolina teaching licenses
  - f. Clinical Adjunct Faculty are employed by local schools, are fully licensed, are recognized as highly effective professionals (Nationally Board certified) and are appropriate role models
  - g. Cooperating teachers  
Are identified as effective professionals and appropriate role models
2. Faculty who model best professional practices in teaching
  - a. Have in-depth understanding of their fields and are teacher scholars who integrate what is known about their content fields, teaching, and learning in their own instructional practice
  - b. Have teaching practices that exemplify the behavior of a reflective practitioner who value effective teaching and strive to improve each teacher candidates' learning and development
  - c. Use appropriate performance assessments, address the diverse needs of the teacher candidates, use technology in preparation of materials and during instructional delivery, give demonstration lessons in public school settings, are actively involved in the candidates' field experiences and clinical practices

- d. Understand assessment technology and apply various means of assessment in determining their effectiveness as teachers using the acquired data to improve their teaching
  - e. Are recognized as outstanding teachers by candidates and peers across campus and in schools
3. Faculty who model best professional practices in professional development and scholarship
    - a. Demonstrate scholarly work related to teaching, learning, and their fields of specialization.
    - b. Are actively engaged in inquiries that range from generating new approaches and knowledge, to exploring and questioning in their specialized fields, to evaluating the effectiveness of the teaching approaches they espouse
  4. Faculty who model best professional practices in service
    - a. Are actively engaged in dialogues with members of the learning community about the design and delivery of instructional programs in both professional education and P-12 schools
    - b. Work in schools with colleagues as they collaborate in planning professional activities, provide demonstration lessons, serve on committee and supervise candidates
    - c. Provide leadership in the profession, schools, and professional associations
    - d. Maintain current and valid North Carolina teaching licenses
  5. Faculty who engage in collaboration
    - a. Are active in contributing to the community of learners regarding the conceptual framework, unit assessment system, and the examination of their own teaching effectiveness
    - b. Develop relationships, programs, and projects with colleagues in P-12 schools and with faculty in other units of the college
    - c. Develop and refine knowledge bases, conduct research, assist candidates as they conduct action research, make presentations, publish materials, and improve the quality of education for all students
  6. Unit evaluation of professional education faculty performance
    - a. The requirement that each faculty member composes annually a vision statement that also identifies professional objectives
    - b. The requirement that each faculty member completes a Faculty Professional Activity Report that addresses teaching effectiveness, scholarship, services and collaboration with other members of the college and community
    - c. Yearly and comprehensive reviews by the Chair of the Department of Teacher Education of each member of the professional education faculty which involves the assessment of each faculty member's teaching, professional development, service and leadership to the professional community and institution
  7. Unit facilitation of professional development
    - a. Implementation of policies and practices that encourage the faculty to be continuous learners
    - b. Encouragement and funding for attendance to state and national conferences
    - c. Provision of workshop opportunities and professional interchanges held on campus

#### Assessment Measures and Sources of Evidence: Faculty

The policies and procedures governing faculty assessment are found in the *Catawba College Faculty Handbook*. Each year each full time member of the faculty submits a *Faculty Professional Activity Report (FPAR)* to the department chair. The department chair completes a

*Faculty Evaluation Form* (FEF) in which an assessment of performance in teaching (50%), professional development (25%), and service (25%) is made. The chair's assessment is based upon a review of the FPAR, student evaluations as reported on the *Student Instructor Review* (SIR) form, and classroom observations. The chair forwards copies of the FPARs and FEFs to the Academic Dean, in whose office these evaluations are kept in personnel folders, along with summaries of the SIR evaluations<sup>4</sup>.

**Table 8 Assessment of Faculty Qualifications, Performance, and Development**

<b>Expected Outcome</b>	<b>Source of Evaluation</b>	<b>Schedule of Evaluation</b>
1. Qualified faculty	Faculty vitae FPAR Teaching licensure Review by Tenure Comm.	2007 May Five year cycle 5 <sup>th</sup> year after initial hire date
2. Modeling best professional practices in teaching	FPAR Faculty evaluation by department chair	May May
3. Modeling best professional practices in professional development and scholarship	Faculty Vita FPAR Faculty evaluation	2007 May May
4. Modeling best professional practices in service	FPAR FEF Faculty vita	May May
5. Collaboration	Minutes: Teacher Educ. Fac., Teacher Educ. Council, COPE Advisory, Grant proposals	Bi-weekly or as needed August, December, May
6. Unit evaluation of professional education faculty performance	Faculty evaluation Unit effectiveness report	May May

### **Use of Data for Improving Faculty Quality**

The unit adheres to college-wide policies and procedures as outlined in the *Catawba College Faculty Handbook*. The *Handbook*, in effect, has two sets of strategies for improving faculty quality. First, there are the assessments and reports designed to improve the performance of the individual faculty member. Each faculty member is expected to complete a personal *Vision Statement* that includes a plan for the direction that the faculty member intends to take. This statement allows the faculty member to reflect upon his/her own teaching, professional

<sup>4</sup> During the 2001-2002 and 2002-2003 academic years, each faculty member was expected to develop a personal *Vision Statement*. This statement included plans for professional development growth and development, as well as a self-assessment of how well the previous year's plan was accomplished. The plan was sent to the Academic Dean, with a copy retained for the department chair. During the 2003-2004 academic year this college wide requirement was abandoned (with the rationale being this added another layer of paperwork for which the benefit did not justify the cost), and so this *Vision Statement* longer remains a part of faculty evaluation.

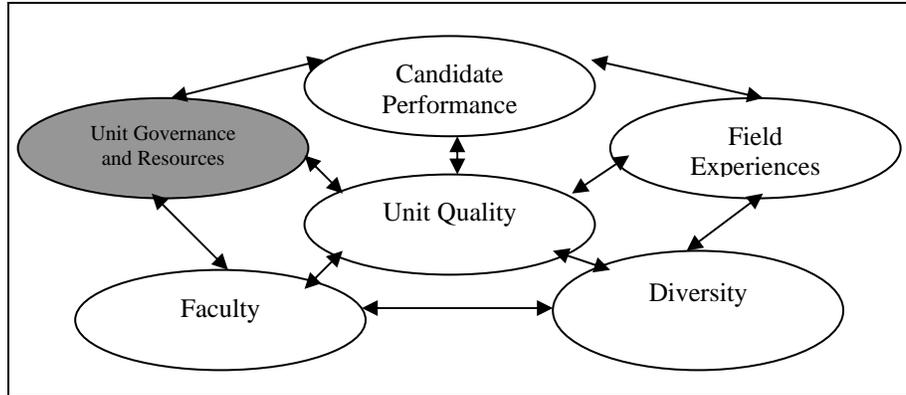
development and service. Presumably, this self-reflection occurs as the individual prepares the *Faculty Professional Activity Report* and receives the *Faculty Evaluation Form* from the department chair.

The Academic Dean, in consultation with the President of Catawba College, makes recommendations for merit pay increases based on a review of the faculty members FPAR as well as the FEF completed by the department chair.

The second set of strategies for improving faculty quality deal with the expectations for the promotion, retention and awarding of tenure to faculty, and are also described in the *Catawba College Faculty Handbook*. The individual faculty member must apply for promotion and tenure, and is expected to develop a portfolio of self-selected evidence. Guidelines for establishing a portfolio are clearly stated, and portfolios contain materials such as SIR evaluation forms, FPARS, FEFs, course syllabi and course materials developed by the instructor. The portfolios also contain evidence such as materials developed for presentation at professional meetings. The evidence is presented for the three major areas of teaching, professional development, and service to the college and community. Tenure cases are reviewed by the college's Tenure Committee, which forwards a recommendation to the Academic Dean. The dean reviews the records, and forwards a recommendation to the President of the College. A recommendation is sent to the college's Board of Trustees, which has the final authority to deny or award tenure.

As a unit the Department of Teacher Education is required to submit an annual *Strategic Plan* to the Office of the Academic Dean. This plan includes goals and objectives for improving faculty quality.

## E. UNIT GOVERNANCE AND RESOURCES SUBSYSTEM



In order for the unit to fulfill its mission of preparing reflective practitioners, the unit must be properly governed and provided with a strong set of resources. Strong governance structures provide for the protection of academic freedom and integrity while at the same time allowing the unit to demonstrate that it is in compliance with federal and state requirements. Strong governance structures allow candidates to develop a clear understanding of what the unit expects of them as well as what their own rights are. Strong governance structures permit the faculty to interact with one another in good faith through a system of shared governance and consensus building.

A well-developed set of resources gives candidates the tools that in part facilitate their growth in the set of essential content, professional knowledge and skills, and professional dispositions outlined in the unit conceptual framework. These resources also greatly aid the faculty in their teaching, professional development, and service.

### Expected Outcomes: Unit Governance and Resources

#### 1. Unit leadership and authority

- a. Provision of leadership for effectively coordinating all programs at the institution designed to prepare education professionals to work in P-12 schools
- b. Unit and faculty collaboration with P-12 practitioners in program design, delivery, and evaluation of the unit and its programs through committee, council, and partnership involvement
- c. Colleague recognition from across the College that the unit provides the leadership in the preparation of professional educators, school personnel, and other organizations
- d. Provision of professional development on effective teaching for faculty in other units of the institution such as through providing training for faculty who teach study skills to freshmen

#### 2. Unit Courses and Curriculum

- a. Course modifications are made in light of student needs, research, best practice, and state and national standards; modifications are aligned with college-wide requirements.
- b. Program modifications are made in light of student needs, research, best practice, and state and national standards; modifications are aligned with college-wide requirements.

### 3. Unit Budget

- a. Unit budgetary allocations that permit faculty teaching, scholarship, and service that extend beyond the unit to P-12 education and other programs in the institution
- b. Adequate budget for curriculum, instruction, resources, faculty, clinical work, and scholarships to support high-quality work within the unit and its school partners.

### 4. Unit Personnel

- a. Workload policies and practices that permit and encourage faculty to be engaged in a wide range of professional activities and to contribute professionally on a community, state, regional, or national basis
- b. Purposeful use of part-time faculty that strengthens programs
- c. Inclusion of clinical faculty as valued colleagues who make substantive contributions in preparing educators
- d. Unit provision of support for personnel to enhance the effectiveness of faculty in their teaching and mentoring of candidates
- e. Unit provision of support for professional development activities and resources that engage faculty in dialogue and skill development related to emerging theories and practices

### 5. Unit Facilities

- a. Outstanding facilities on campus and with partner schools to support candidates in meeting standards
- b. Facilities support of the most recent developments in technology that allow faculty to model the use of technology and to have candidates practice using this technology for instructional purposes

### 6. Unit Resources in Technology

- a. Aggressive securing of resources to support high-quality and exemplary programs and projects to ensure that candidates meet standards
- b. Well-funded development and implementation of the unit's assessment system

## **Use of Data for Improving Unit Resources and Governance**

The unit adheres to college wide policies and procedures as outlined in the *Catawba College Faculty Handbook*. Specifically, each year the department is required to submit budget requests for review to the Academic Planning and Budget Committee. Budget requests are made on behalf of the Department of Teacher Education (by the Department chair), the Graduate Program (by the Director of the Graduate Program), and the Curriculum Materials Center (by the CMC Director.) In addition, the department is required to submit an annual Strategic Plan. In this plan, the unit includes plans to improve unit resources.

**Table 9 Assessment of Unit Governance and Resources**

Expected Outcomes	Sources of Evidence	Schedule of Assessment
1. Unit Leadership and Authority	College publications <i>Catawba College Faculty Handbook</i> <i>Catawba Catalogue</i> Unit publications <i>Dept. Tch.Ed. Policies and Procedures Handbook</i> <i>Graduate Policies and Procedures Handbook</i> Partnership Activities- COPE. Salisbury High, AIMS Educator's Dinners  Student Education Association Kappa Delta Pi	Published annually  Reviewed each August  As scheduled by Director of the Lily Center
2. Unit Courses and Curriculum	Unit Effectiveness Report Program Effectiveness Reports	Review of previous year submitted at beginning of each academic year
3. Unit Budget	Budgets Dept. of Teacher Education Graduate Program Curriculum Materials Center Special grants  Scholarships Teacher Education Lillian C. Peeler Peeler Endowed Chair Unit Effectiveness Report	Annual cycle (directed by the college's APB Committee)  Variable  Annual, review begins Feb. Annual, review in April  Appointment by Dean Review of previous year submitted at beginning of each academic year
4. Unit Personnel	<i>Catawba College Faculty Handbook</i> Unit Effectiveness Report Program Effectiveness Reports	Review of previous year submitted at beginning of each academic year
5. Unit Facilities	On site inspection of facilities Unit Effectiveness Report Program Effectiveness Reports	Review of previous year submitted at beginning of each academic year
6. Unit Resources in Technology	CMC Computer Laboratory Hardware/Software collection Campus computer labs Classroom technology Grant awards IHE Performance Report Unit Effectiveness Report Program Effectiveness Reports	Review of previous year submitted at beginning of each academic year

#### **IV. PROGRAM ASSESSMENT: A COLLECTION OF SUBSYSTEMS**

The Catawba College Teacher Education Unit offers fifteen undergraduate/post-baccalaureate licensure programs and one graduate program. Effective with the 2003-2004 academic year, each program is assessed separately using the same principles outlined in the *Catawba College Department of Teacher Education Unit Assessment System*.

At the beginning of each academic year, each program coordinator works in collaboration with the Chair of the Department of Teacher Education to develop an Program Assessment and Evaluation report (e.g., the *Assessment and Evaluation of the Middle School Social Studies Program*). Each program is examined in light of candidate performance, field and clinical experiences, diversity, faculty, and program governance and resources. As required by program approval requirements established by the North Carolina State Board of Education, other assessments may be conducted. A standard template is used across all teacher education programs.

This view, in which programs are viewed as subsystems of the unit system, provides for unit coherency as individual programs are unified under a single conceptual framework and unit assessment system.

Program assessment systems for each of our fifteen licensure programs should prove useful in guiding internal growth and development as well as providing data about program quality that may be required by externally mandated assessments. As individual specialty area programs continue to be accredited by the North Carolina State Board of Education, this model of program assessment will provide the assessment information that is expected to be required by the state.

#### **IV. Implementation**

The unit's history in implementing the unit assessment system is summarized in Table 7.

**Table 7: History of Implementation**

<b>Date</b>	<b>Task</b>	<b>Burden of Responsibility</b>	<b>Results and Recommendations</b>
May 2002	Unit Assessment System adopted	Unit faculty	Adopted
Summer 2002	Editorial changes made to Unit Assessment System	Chair, Dept. of Tch. Educ. Director, Graduate Program	Assessment system reviewed by two external reviewers prior to NCATE visit. Editorial revisions made by Chair of English Department at Catawba College
2002-2003	Implementation of Unit Assessment System	Unit faculty, with oversight in the initial licensure programs by the Chair of the Department of Teacher Education and the continuing licensure program by the Director of the Graduate Program	Unit Assessment System successfully implemented; Continuing accreditation team from NCATE found Standard 2 was met with no areas of concern.
2002-2003	Trial year for PLATO Learning Systems	Director of the Academic Resources Center Director of the Curriculum Materials Center	Effectiveness not clear. Faculty decided to continue for another year. Faculty voted to not continue PLATO license in May 2004 after a second year of poor candidate participation and unsatisfactory results
Fall 2002	Portfolio work for juniors	Instructors, EDUC 300	Implemented as planned. Faculty met in 2002-2003 to standardize evaluations. ISTE Standards adopted for technology evaluations beginning with juniors in Fall 2004. Pre-professional portfolios kept on file in Teacher Education program.
Fall 2002	Unit participation in college wide planning process	To be determined by unit faculty	Unit faculty attended college-wide meetings to adopt campus-wide strategic plan; process is ongoing
May 2003	Summative unit evaluation submitted to unit faculty for approval Strategic Plan Adopted  Modifications to Unit Assessment System as needed	Chair, Department of Teacher Education  Unit faculty  Unit faculty	Submitted and approved. In 2003-2004 faculty voted to submit program evaluations at the first faculty meeting of the upcoming year. Strategic Plan adopted  First significant revision to unit assessment system to be discussed and adopted Fall 2004

Fall 2003	Development of Program Assessment Systems	Program Directors, in consultation with unit faculty	Developed and implemented.
Fall 2004	Implementation of Program Assessments Full Participation in SACS accreditation	Program Directors  Unit faculty	Program assessment model piloted for middle, secondary, and graduate programs in spring 2004; College notified of positive SACS report in December 2005
May 2005	Submission of Program Assessments	Program Directors, in consultation with the Chair of the Department of Teacher Education	Program assessments using the revised format were submitted in Fall 2004, approximately one year ahead of schedule
Summer 2006	Revision of Unit Assessment System to incorporate proposed BK progra	Unit faculty	Second revision of Unit Assessment System. Incorporated new BK program, changes to curricula and program approval standards from the state (pending August 2006)
Fall 2006	Full implementation of Complete unit assessment system	Unit head and unit faculty	

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## **Appendices**

- Appendix A Candidate Performance: Assessment Instruments/Sources of Evidence
- Appendix B Field Experiences and Clinical Practice: Assessment Instruments/ Sources of Evidence
- Appendix C Diversity: Assessment Instruments/ Sources of Evidence
- Appendix D Faculty: Assessment Instruments/ Sources of Evidence
- Appendix E Unit Governance and Resources: Assessment Instruments/ Sources of Evidence