

## Department of Teacher Education

### Assessment/Evaluation Schedule

The assessment of student learning is the number one way the Teacher Education Program can demonstrate programmatic effectiveness. Assessment is an ongoing process aimed at understanding and improving student learning. The four main purposes of assessment are to improve, inform, prove and support. Defined in this manner, assessment asks us to think about the following questions.

- What should students be learning and in what ways should they be growing?
- What are students actually learning and in what ways are they actually growing?
- What should the program be doing to facilitate student learning and growth?

Learning is a complex process. It entails not only what students know, but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer basis for improving our students' educational experience.

The Teacher Education Department uses various forms of assessment and evaluation to make informed decisions for continuous program and student experience improvement.

<b>Assessment/Evaluation Schedule</b>	<b>Purpose</b>	<b>Evaluation Schedule</b>
Early Field Experience Evaluations (EFE)	Cooperating teachers evaluate candidates progression through their EFE experiences	Midterm and end of each semester
Formative Clinical Practice Evaluations	Cooperating teacher and university supervisor evaluate candidates progression through their clinical practice experience	Suggested schedule – week 5, week 7, week 10 and week 13 of clinical practice experience
Summative Clinical Practice Evaluations	Cooperating teacher and university supervisor evaluate candidates performance at the conclusion of their clinical practice experience	Week 16 of clinical practice experience
Student Observation Assessment Record (SOAR)	Cooperating teacher and university supervisor evaluate candidates progression through their clinical practice experience	Midterm and end of clinical practice experience
Kansas Performance Teaching Portfolio (KPTP)	Candidate analyzes and reflects on the clinical practice experience	During clinical practice semester
Course Evaluations	Candidates provide feedback regarding their educational experience in areas of overall student satisfaction, teaching of course material, instructor proficiency and course delivery.	End of each semester
Advisory Survey	Candidates provided feedback regarding the advising experience in areas of knowledge of degree and program requirements, timely degree completion, knowledge of career opportunities and graduation requirements to improve the quality of advising.	End of spring semester
Graduate Exit Survey	Candidates provide feedback on their college experience in areas of admission, housing, academics, activities, services, university support etc.	End of graduating semester

Supervisor Survey	Candidates provide feedback on the quality of communication and feedback from their university supervisor during clinical practice	End of clinical practice experience
Teacher Education Program Survey	Candidates provide feedback on their Teacher Education Program experience in areas of preparation, faculty relationships, information dissemination, etc.	End of clinical practice experience
First year graduate survey	Alumni provide feedback about their employment, application of knowledge and skills, their effectiveness in the workplace, benefits of the program and recommendations for improvement.	End of year following graduation
Principal Survey	Principals of alumni provide feedback of the preparedness, knowledge and skill level, dispositions of alumni employed in their building.	End of academic year
Student Learning Outcomes	Program educational outcomes are assessed to ensure courses are of high quality and are aligned with program, university, state and accrediting standards	Annually
Criteria for Performance Excellence	Track success/goals of KPI's, improvements to quality, opportunities for improvements	Annually
Yearly Programmatic Assessment	Evaluate assessment strategy, Set goals, measure success, and improve program	Annually
Five Year Program Review	Department evaluates its progress toward meeting its SLOs, guided by the program mission, and demonstrates its role within the larger context of the university's mission and strategic plan.	Every 5 years