Using Assessments and Aggregated Data

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How are assessments tied to the unit's assessment system?

How are data from assessments used to inform program and unit changes?

Standard 2: *Assessment System and Unit Evaluation*

The unit has an **assessment system that collects and analyzes data** on applicant qualifications, candidate and graduate performance, and unit operations **to evaluate and improve** the performance of candidates, the unit, and its programs.

2a. Assessment System

Unacceptable	Acceptable	Target
The unit has not involved its professional community in the development of its assessment system. The unit's assessment system is limited in its capacity to monitor candidate performance, unit operations, and programs. The assessment system does not reflect professional, state, and institutional standards. Decisions about continuation in and completion of programs are based on a single or few assessments. The unit has not examined bias in its assessments, nor made an effort to establish fairness, accuracy, and consistency of its assessment procedures and unit operations.	The unit has **an assessment system that reflects the conceptual framework** and professional and state standards and is **regularly evaluated by its professional community.** The unit's system includes comprehensive and integrated assessment and evaluation measures to monitor candidate performance and manage and improve the unit's operations and programs. Decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion. The unit has taken effective steps to eliminate bias in assessments and is working to establish the fairness, accuracy, and consistency of its assessment procedures and unit operations.	The unit, with the involvement of its **professional community**, is **regularly** evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards. The unit **regularly examines the validity and utility of the data produced through assessments** and makes modifications to **keep abreast of changes in assessment technology and in professional standards.** Decisions about candidate performance are based on multiple assessments made at multiple points before program completion and in practice after completion of programs. Data show a strong relationship of performance assessments to candidate success throughout their programs and **later in classrooms or schools.** The unit **conducts thorough studies** to establish fairness, accuracy, and consistency of its assessment procedures and unit operations. It also **makes changes in its practices consistent with the results of these studies.**

2b. Data Collection, Analysis, and Evaluation

Unacceptable	Acceptable	Target
The unit does not regularly and comprehensively gather, aggregate, summarize, and analyze assessment and evaluation information on the unit's operations, its programs, or candidates. The unit cannot disaggregate candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs. The unit does not maintain a record of formal candidate complaints or document the resolution of complaints. The unit does not use appropriate information technologies to maintain its assessment system. The unit does not use multiple assessments from internal and external sources to collect data on applicant qualifications, candidate proficiencies, graduates, unit operations, and program quality.	The **unit maintains an assessment system** that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. **Using multiple assessments from internal and external sources,** the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. **Candidate assessment data are regularly and systematically collected,** compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and unit operations. The unit disaggregates candidate assessment data when candidates are in alternate route, off campus, and distance learning programs. The unit maintains records of formal candidate complaints and documentation of their resolution. The unit maintains its assessment system through the use of information technologies appropriate to the size of the unit and institution.	The unit's assessment system provides regular and comprehensive data on program quality, unit operations, and candidate performance **at each stage of its programs, extending into the first years of completers' practice.** Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources **that are systematically collected as candidates progress through programs.** These data are disaggregated by program when candidates are in alternate route, off-campus, and distance learning programs. **These data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly** for the purpose of improving candidate performance, program quality, and unit operations. The unit has a system for effectively maintaining records of formal candidate complaints and their resolution. **The unit is developing and testing different information technologies to improve its assessment system.**

2c. Use of Data for Program Improvement

Unacceptable	Acceptable	Target
The unit makes limited or no use of data collected, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit fails to make changes in its courses, programs, and clinical experiences when evaluations indicate that modifications would strengthen candidate preparation to meet professional, state, and institutional standards. Faculty do not have access to candidate assessment data and/or data systems. Candidates and faculty are not regularly provided formative feedback based on the unit's performance assessments.	The unit regularly and systematically uses data, **including candidate and graduate performance information**, to evaluate the efficacy of its courses, programs, and clinical experiences. **The unit analyzes program evaluation and performance assessment data** to initiate changes in programs and unit operations. **Faculty have access to candidate assessment data and/or data systems**. Candidate assessment data are **regularly shared with candidates and faculty** to help them reflect on and improve their performance and programs.	The unit has **fully developed** evaluations **and continuously searches** for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary. The unit not only makes changes based on the data, but also **systematically studies the effects of any changes** to assure that programs are strengthened without adverse consequences. **Candidates and faculty review data on their performance regularly** and develop plans for improvement based on the data.

What evidence do you collect from P-12 students that indicate candidates have a positive effect on student learning?

- Teacher Work Samples (TWS)

- Standardized Achievement Tests

- A state system that links student learning to candidates and/or alumni

What assessments do you use?

- **Unit level**
  - State reports
  - Student Teaching Performance Evaluations
  - TWS
  - Cooperating Teacher Program Evaluations
- **Program level**
  - Look at required assessments
  - Program specific Student Teaching Evaluations
  - Advanced level Internship Evaluations
  - Advanced candidate projects with rubrics
- **Follow-up Surveys**
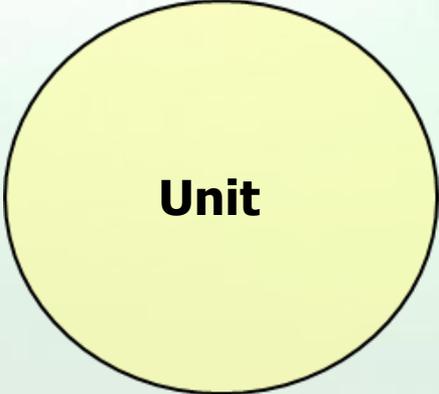 - Exit Interviews
  - Alumni Surveys
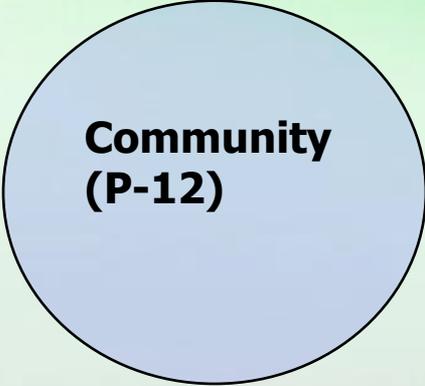 - Employer Surveys

What assessments do you use?
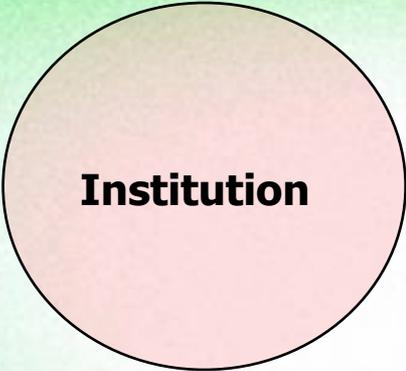
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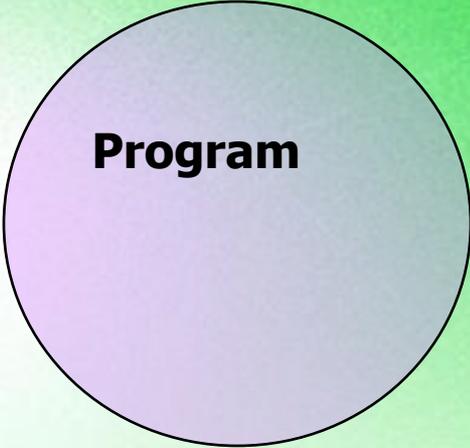
Program

Unit

Community (P-12)

Key assessments

Institution and unit

- Institutional research

- National Survey of Student Engagement (NSSE) - academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, supportive campus environment, indicators for Conceptual Framework

- Follow-up surveys (alumni and employers)

- Tracking program completers

- Faculty qualifications, performance, and development (FQPD survey – including technology applications and standards integration, e.g., common core)

- Faculty evaluations

Program

- State assessments

- Dispositional assessment

- Field experience and clinical practice (formative levels and summative performance)

- Assessment of proficiencies related to diversity

- Course embedded assessments (aligned with standards)

- Technology (course-based and application in practice)

- Comprehensive examinations, portfolio or research defense (culminating assessment)
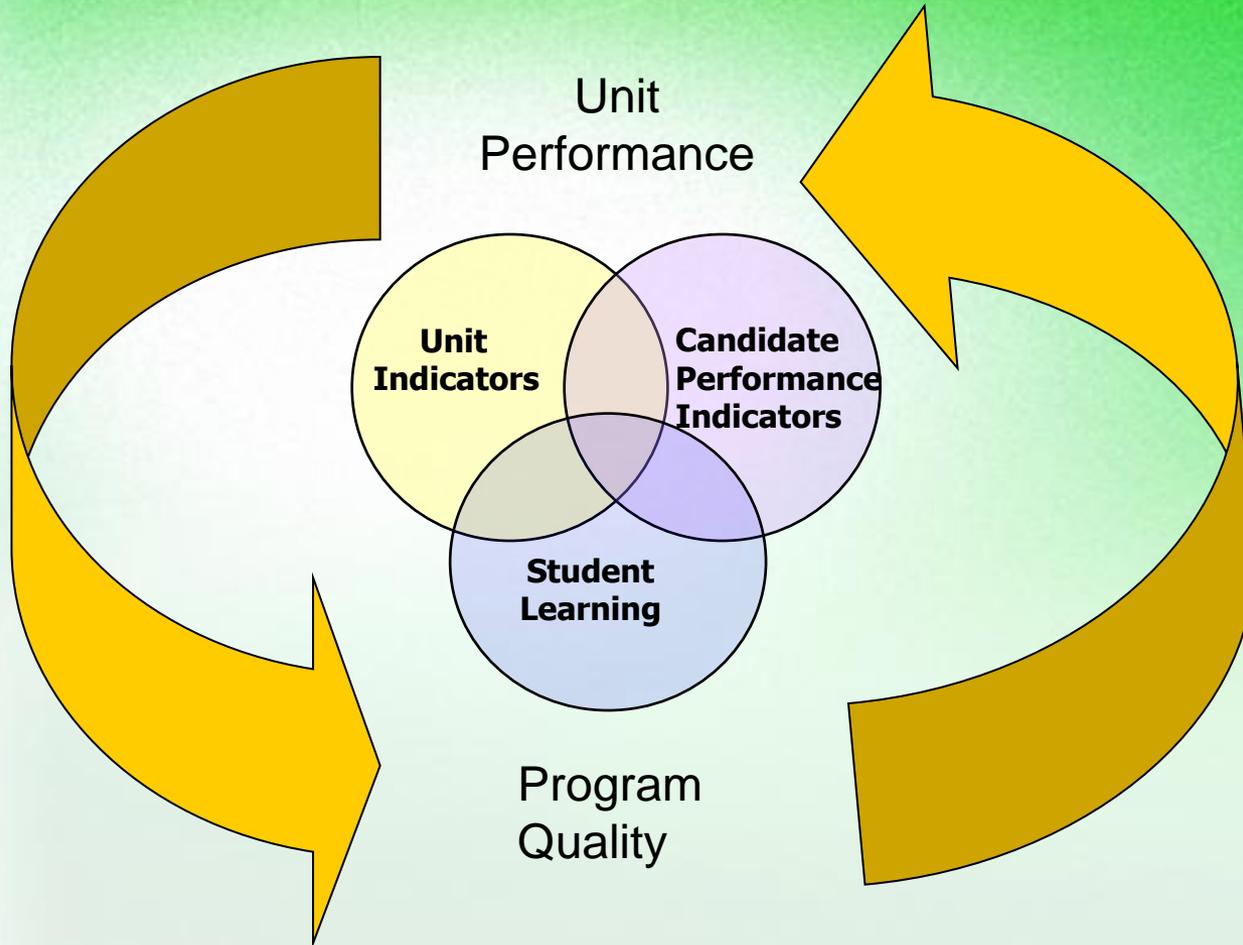
- SPA assessments . . .

The "Specialized Professional Associations (SPA)" assessments

- State licensure exam for program area (if available-otherwise another content based assessment)

- Content assessment

- Assessment of planning

- Student teaching/internship assessment

- Assessment of candidate impact on student learning or providing a supporting learning environment

- 6th assessment

Continuity, coverage and use: The common ground

Alignment and use of assessments

- Alignment of standards (institutional, state, national)

- Core assessments

- Delineation of components to be measured

- Alignment of assessments (conceptual framework, assessment system)

- Clustering of unit and program assessments

- Continuous improvement

Alignment to assessment system

- Each component of the conceptual framework is aligned with the assessment system.

- The use of assessment data from multiple sources is determined.

- Data are clustered to measure success and link assessments.

Clustering unit and program assessments

1. Program area data

2. Field experience and partnership cluster

3. Diversity data cluster

4. Faculty qualifications, performance, and development data cluster

5. Follow-up data cluster: Alumni and employer surveys, P-16 longitudinal data

6. Advanced program and research cluster

7. National Survey of Student Engagement (NSSE)

Cluster: Field experience

- Descriptive information on sites of placements (BEDS data)

- Hours/days of field experience

- Percentage of experience in high needs schools

- Description of partnerships

- Field supervisor feedback (and cooperating teachers)

- Student teaching/internship evaluations (including dispositions)

- Student learning assessments (e.g., Teacher Work Sample)

- P-12 data (as applicable and available)

Linking Program and Unit

Teaching assistantship (TA) assessment (pre-student teaching)

- **Candidate**
  - Individual proficiencies (formative assessment across standards)
  - Transition point (successful completion)
- **Program**
  - Mean scores on TA assessment (by standard and indicator)
  - Percentage - types of placement (e.g., grade levels, content areas, special education placements)
- **Unit**

  - Percentage with high levels of proficiency
  - Contribution to P-12 (service hours and economic impact)

Linking Program and Unit

Assessment of student learning:

Teacher work sample or comprehensive portfolio

- **Candidate level assessment**
  - Individual assessment (performance criteria aligned to standards)
  - Program progression (transition point)

- **Program data**
  - Mean scores (all candidates)
  - Analysis by component of rubric
  - Percentage of candidates who demonstrated impact on student learning

- **Unit**
  - Percentage of candidates who demonstrated impact on student learning

Linking Program and Unit

Student teaching assessment

- **Candidate level assessment**
  - Individual assessment (performance assessment aligned with program standards)
  - Dispositions in student teaching field experience

- **Program data**
  - % of candidates who demonstrate satisfactory performance on program standards (various analyses by program and/or by placement)
  - % of candidates exhibiting acceptable levels of professional dispositions (program and placement) and on indicators of the CF (e.g., *diversity proficiencies, technology*)

- **Unit**
  - % placed and successful by type of placement/district (e.g., high needs)
  - Alignment with P-12 candidates (demographics from partnership schools/districts)
  - KPI's for CF (from student teaching)

Linking Unit and Program

Employment data: Alumni Follow-up

- **Unit**
  - % employed
  - Relationship to degree
  - Continuing education
  - Indicators of conceptual framework (common elements of ratings)
  - *P-16 data (retention in field, high needs commitment, performance)*

- **Program**
  - Disaggregate by program (% employed, related to degree, continuing education)
  - Follow-up questions by program (aligned with standards)
  - *P-16 data – program implications (placements, performance, position mobility).*

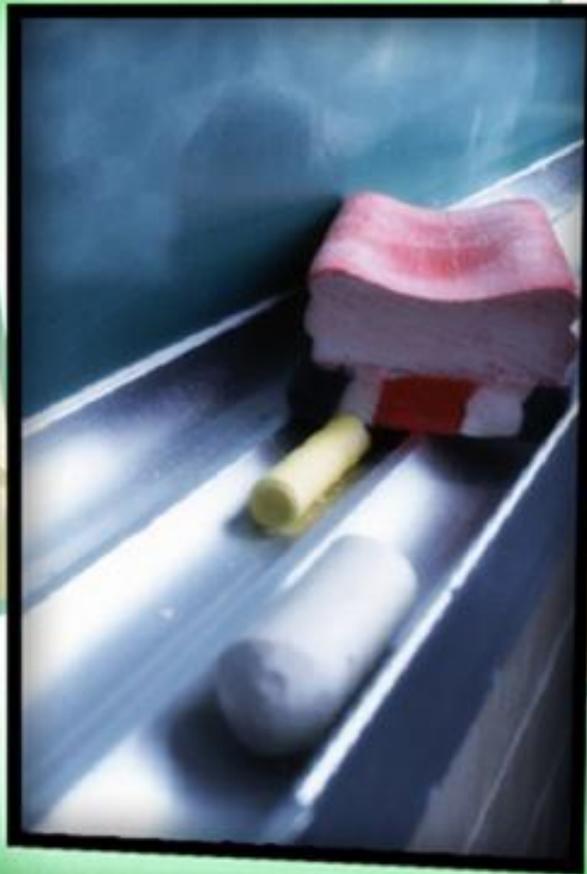# Linking assessments …

- Timelines
  - Annual (When, where)

- Transparency
  - What, how

- Roles and responsibilities
  - Who

- *Meaningful* information
  - Why

Culture of continuous improvement

- Assessment is purposeful, well-planned (the assessment *system*).

- Assessments are aligned to the conceptual framework.

- Data from multiple sources is used for decision-making, planning, and continuous improvement at multiple levels *(beyond accreditation)*.

- Common ground of linking assessments – connects and engages the professional learning community of faculty, P-12 and stakeholders.

Questions and comments