***Disclaimer: This document is under continuous revisions during the developmental stage of the GaPSC program approval process.***

**Assessment System Overview**

Savannah State University School of Teacher Education (SOTE) has created an assessment system that will evaluate all processes within the unit that reflect the Conceptual Framework, NCATE standards, specialized professional associations (SPA) standards, and requirements of the Georgia Professional Standards Commission.

**Development of the System**

The SOTE Assessment System was created and refined in August 2011. The School of Teacher Education has two programs: Biology Education and Mathematics Education with Engineering and Technology Education pending approval from the Georgia Professional Standards Commission. The SOTE advisory committee provided input for the creation of the system. The SOTE advisory committee includes: representatives from every department on campus and external partners.

The assessment system will replicate a model that is structured around four common transition points across the unit. The system will integrate NCATE and professional Specialized Professional Association (SPA) program standards, will be aligned with Georgia Professional Standards Commission, and will utilize the conceptual framework (CF) for the School of Teacher Education as its foundation.

The conceptual framework, developed at the unit level, grounds what will happen within each program. The four key elements (Standards-aligned, Assessment-focused, Integrated- technology and Learner driven outcomes) are the basis of the multiple assessments conducted across the unit. The key elements represent the four outcomes of the CF and will be embedded in all assessment activities.

The Unit Assessment System (UAS) will organize the detailed work of assessing candidate and unit performance, reporting progress, then making suggestions for improvement that are considered at the unit level. Unit administrators will provide vision, supervision and resources to support the system that is candidate focused and to ensure that data will flow from the program level to the unit level through various feedback loops.

**Unit’s Conceptual Framework**

The Conceptual Framework for the School of Teacher Education (SOTE) is Preparing Reflective Global Professional Educators.

The unit’s conceptual framework consists of four key elements to include: 1) **S**tandards-aligned, 2) **A**ssessmentfocused, 3) **I**ntegrated technology, and 4) **L**earner driven outcomes (**SAIL**). They are depicted in the graphic illustration in Figure 1. The CF elements are integral to the unit’s shared vision, mission, philosophy and goals necessary to prepare reflective global professional educators.

**SAIL**

 **S**tandards-aligned – **A**ssessment focused – **I**ntegrated technology – **L**earner driven



**“*Preparing Reflective Global Professional Educators***

**Figure 1. Unit’s Conceptual Framework and Theme**

The **mission** of the SOTE is to prepare and empower professional educators with the knowledge, skills and professional dispositions to teach all students in a global, diverse educational community.

The **vision** of the SOTE is to prepare graduates who will embrace dynamic educational changes impacted by technological innovations, diverse issues, and global challenges, and have the intellectual capacity to teach all children to be productive citizens in a global community.

**Philosophy, Purposes, Goals, and Objectives**

**Unit Philosophy**

The School of Teacher Education believes their professional educators will be prepared with the knowledge, skills and professional dispositions to provide a nurturing, teaching/learning environment conducive to student inquiry and exploration. Further, SOTE believes effective professional education will use standards-aligned curriculum that is continuously assessed using integrated technology to ensure maximum learning outcomes.

Specifically, we believe Professional Educators must:

1. Understand how students learn and how to teach effectively, including aspects of pedagogical content knowledge that incorporates language, culture, and community contexts for learning.
2. Understand the student, the spirit of every child and discover ways to nurture that spirit.
3. Continually develop the requisite skills to construct and manage classroom activities.
4. Communicate well, use and integrate technology in teaching.
5. Reflect on their practices to learn for continuous improvements.
6. Design and use assessment tools to measure and monitor teaching and learning.
7. Model ethical behavior in teaching and learning.

## Unit’s Purpose

The purpose of the School of Teacher Education at Savannah State University is to prepare teacher candidates, as professionals, with a reflective and global perspective to teach in the Science, Technology, Engineering, and Mathematics (STEM) disciplines in grades 6-12. More specifically, SOTE graduates will be certified with a major in Biology or Mathematics each having a secondary teaching concentration.

##

## Unit Goals/Assessment

The goals and objectives of The School of Teacher Education at Savannah State University are aligned to the unit’s conceptual framework and are consistent with the unit’s philosophy and purpose. As a School that is grounded in sound teaching practices, principles, policies, and procedures based on state and national standards, SOTE will prepare teacher candidates to be prepared and equipped to enhance the academic achievement of all students taught. More specifically, SOTE’s unit goals are outlined in items 1 – 6 and the objectives that define candidate proficiencies are addressed in items 7 -11 as follows:

**Goals:**

1. To prepare teacher candidates as professional educators with the knowledge, skills and professional dispositions to be effective teachers of state approved education degree programs;
2. To facilitate the growth and development of teacher candidates who are committed to serving the needs of all the students they will teach;
3. To foster in teacher candidates a commitment and passion for the teaching profession;
4. To offer a quality teacher education program based on sound pedagogy described in the SAIL model using a (**S**) standards-aligned curriculum, relevant (**A**) assessment focused, and (**I**) integrated technology to maximize (**L**) learner driven outcomes.
5. To offer state approved and nationally accredited teacher education programs; and
6. Adhere to the Georgia Code of Ethics for Educators.

**Objectives:**

1. Demonstrate knowledge of national and state standards that guide their program of study.

**Assessment Strategy** - Teacher education candidates will demonstrate how standards are aligned to classroom objectives and assignments in lesson plans and place artifacts in the e-portfolio section of SOTE’s TaskStream Assessment System. **(Related CF Element - Standards-Aligned)**

1. Utilize assessments to evaluate student learning in the classroom.

**Assessment Strategy** – The candidate will use the information gathered from assessments to apply effective teaching in their classroom during practicum and clinical experiences and evidences will be documented in artifacts posted in SOTE’s TaskStream Assessment System. **(Related CF Element – Assessment Focused)**

1. Model effective practices in identifying and accommodating various student learning styles through the use of hands-on activities, collaborative groups and technological resources/tools.

**Assessment Strategy** - Teacher education candidates will employ technology to enhance teaching and learning for all students during clinical experiences. Artifacts to demonstrate candidate understands objective will be posted in SOTE’s TaskStream Assessment System. **(Related CF Element – Integrated Technology)**

1. Facilitate a teaching and learning environment with consideration to cultural differences and student diversity to safeguard appropriate developmental learning.

**Assessment Strategy** – Collaborative school supervisors and unit supervisor will assess candidates on their ability to facilitate a cultural and diversity friendly teaching and learning classroom. Candidate will be observed on their methods for engaging student in their classroom and for addressing scenarios outside the classroom. Assessment data and artifacts will be posted in the candidate’s e-Portfolio section of SOTE’s TaskStream Assessment System. **(Related CF Element - Learner Driven)**

1. Reflect and demonstrate an understanding of the global influences related to content when designing their lesson plans.

**Assessment Strategy -** Teacher education candidates will model professional dispositions cognizant of social, political and economic concerns from a global prospective in education/evaluations while engaging in teaching activities during practicum and clinical practices. Artifacts that show candidates as professionals will be posted in SOTE’s TaskStream Assessment System. **(Preparing Reflective Global Professional Educators).**

**Candidate Proficiencies Related to Expected Knowledge, Skills, and Professional Dispositions**

The Teacher Education Program at Savannah State University is designed to develop competent teachers who promote sound practices that facilitate teaching and learning for all students. In recent years, the issue of teacher dispositions has been widely debated. It is agreed, in general, that a teacher’s dispositions and/or beliefs directly affect their effectiveness as teachers. The Georgia Professional Standards Commission states that dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development, as well as the educator’s own professional growth.

In addition, the National Council for the Accreditation of Teacher Education (NCATE) defines dispositions as attitudes, perceptions or beliefs that form the basis for behavior. Viewed as personal qualities or characteristics possessed by individuals to include attitudes, beliefs, and values, NCATE expects teacher education programs to assess professional dispositions based on observable behaviors in educational settings. In addition to the two dispositions expected by NCATE that all programs assess fairness and the belief that all students can learn, Savannah State University’s Teacher Education Program has adopted as the basis for assessing teacher candidates’ innate skills which qualifies them to be a “good fit” for the teaching profession those elements as described by both the Georgia’s Professional Standards Commission and the National Council for Accreditation of Teacher Education.

As stated, it is generally agreed that dispositions are professional attitudes, values and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues and communities. These positive behaviors support student learning and development. As such, the Teacher Education program at Savannah State University has identified seven (7) professional dispositions for its teacher candidates. These include teacher candidates who:

**Dispositions:**

**Savannah State University SOTE graduates are expected to demonstrate the following Dispositions.**

**Believe that all children can learn** – Candidates should know that it is the expectation that they create circumstances to promote student well-being and successful learning as well as, demonstrate knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional and social development.

1. **Value Fairness** – Candidates should treat students equitably, maintain standards of confidentiality, and exercise objectivity in academic assessment using a variety of formal and informal strategies to evaluate and support the development of the learner.
2. **Exude Compassion** – Candidates should establish quality student-teacher relationships characterized by professionalism, caring, nurturing, friendliness and a genuine respect for all students.
3. **Show Commitment** – Candidates should show initiative and commitment to the teaching profession by using a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
4. **Demonstrate Honesty and Trustworthiness** – Candidates should demonstrate an awareness of and commitment to ethical and legal responsibilities of a teacher.
5. **Show Respect for Diversity** – Candidates should demonstrate the ability to have a passionate commitment to diversity of purpose, equity and inclusion as well as understanding and embracing cultural differences.
6. **Behave Professionally** – Candidates should communicate appropriately through appearance, spoken language and behavior to establish credibility with students, parents, colleagues, and community.

Technology-and-information literacy is an integral expectation throughout all programs.

Candidates are expected to:

1. Become good consumers of electronic resources.
2. Use technology to enhance planning, implementation and evaluation of instruction and/or programming.
3. Use technology to support communication between the home and school and /or agency community.
4. Use technology to access resources and to actively advocate on the behalf of students, families, communities and the professional fields of study.

SOTE will use TaskStream as its data collection system that will allow review of individual candidate data and key assessment results at specified transition points. Information is uploaded into the data warehouse and reports can be run to show aggregated or disaggregated candidate data.

**Description of the Unit’s Assessment System**

To foster the dispositions related to diversity, professionalism, community, and reflection, it is imperative to both create curricular experiences that foster requisite understandings and to monitor progress as the candidates develop personally and professionally. Though variations within programs exist because of the particular idiosyncrasies of programs, there are common assessment points where the candidates’ progress is checked and appropriate interventions are determined based on identified strengths and weaknesses. Those assessment points including a) entry into the program, b) entry into academically rigorous clinical experiences, c) exit from graduate follow-up. Many programs have other points of defined assessment but in general all programs use these points to identify candidate status within the program as it relates to the established program outcomes.

Unit level activities include ensuring that data flow from the program level to the unit level through the various feedback loops, ending with discussions at the unit level involving, as well as others, the Assessment Committee, Director’s Council, and SOTE’s Advisory Council.

The SOTE Assessment System (attached) uses the CF as its foundation. The four key elements (Standards-aligned, Assessment based, Integrated technology, and Learner outcomes) are the basis of the multiple assessments conducted across the unit. The elements represent the four outcomes of the CF embedded in all assessment activities. Evidence is gathered from internal and external sources. Data flow through the system, with numerous feedback loops. Stakeholders are shown on the right (lavender boxes). These external groups have helped SOTE plan and organize our system. At each level, data are collected and evaluative decisions made to improve our work and programs.

*Inter-level assessment*. The first set of feedback loops are between levels of the organization (vertical multicolored arrows on the right). Student performance data are generated by candidates. Those performance data come from the candidates (yellow) to the program level (green). Program data (green) include key assessment data aligned with SOTE CF and SPA standards. Program improvement decisions at the program level are evidence-based decisions that impact candidates.

Program data (green box) feed back to the candidates level and are reported up to Unit (upward blue arrow to the blue box). Data aggregated in the unit include candidate performance scores aggregated throughout the unit at common transition points. Evaluation for program improvement at the unit level represents evidence-based decisions within the unit fed back to the programs.

Aggregated assessment data at the program level (green box) move up to the unit level (blue upward arrow to the blue box). The unit level data move up to the University level (red box). Evaluative data inform decisions related to program changes, etc. Data from the University level also fee back to SOTE (blue box).

***Intra-level assessment***. Some data move “seamlessly” through all levels of the organization (left side one extended arrow represents data flow from the candidate through all levels). These arrows show that not all that takes place to influence candidate knowledge, skills, and dispositions can be formally structured, between levels. For example, candidate interactions with SOTE faculty occur at each course and impact faculty; but other less formal assessments also occur.

***External assessments at organizational levels***. The graphic shows that assessment data flow from within the University organization out to community and professional partners (lavender boxes) for example, at the unit level (blue box) assessment data are shared with our partners, advisory committees, adjunct faculty, schools, agencies, and corporations. These groups, in partnerships with the SOTE, participate in making evidence-based decisions to improve the work that we do within the School.



(The following includes descriptions of the transition points; key assessments; process for assuring the unit’s assessments are fair, accurate, consistent, and free from bias; system for handling candidates who have not met unit expectations; plan for evaluating unit operations; system for summarizing candidate performance on assessments conducted for admission into programs; and system for summarizing candidate performance at exit.)

**Description of the Unit’s Transition Points**

The unit uses TaskStream, an assessment management software package to manage its assessment system. The unit assessment system (UAS) is a performance-based assessment system to provide information needed to evaluate candidates’ knowledge, skills, and professional dispositions, and for continuous overall program and unit improvements. The UAS was vetted and approved by the unit’s internal and external advisory committees. Candidates will be assessed at four Transition Points: Transition Point 1 – Pre-Admission to the School of Teacher Education – Field Experience I; Transition Point 2 – Field Experience II and Practicum -- **Conditional and Full Admission to the Professional Education; Transition Point 3 – Student Teaching Experience; Transition Point 4 – Induction – Program Completion (**[**See Transition Point Tables 1-4**](#_Table1._Transition_Point)**).**

**Table1. Transition Point 1 – Pre-Admission to the School of Teacher Education**

|  |  |
| --- | --- |
| **Collection** | **Aggregation** |
| **Data Source** | **Assessment** | **Who** | **When** | **What** | **Assessment Instrument** | **Who** | **When** |
| Clear background Check | Pre-teacher candidate report/TaskStream | Human Resources  | Each semester | SOTE Admission Status Report | TaskStream/Analysis in accordance with state & national standards/program admission policies | SOTE Assessment Manager | Each Semester |
| 2.50 GPA | Pre-teacher candidate report/TaskStream | SOTE Admissions Committee | Each semester | SOTE Admission Status Report | TaskStream /Analysis in accordance with state & national standards/program admission policies | SOTE Assessment Manager | Each semester |
| Grade C or better in ENGL 1101 & 1102, Math 1111 or 1101 and all of Area A and Area F | Pre-teacher candidate report/TaskStream | SOTE Admissions Committee | Each semester | SOTE Admission Status Report | TaskStream /Analysis in accordance with state & national standards/program admission policies | SOTE Assessment Manager | Each semester |
| Grade C or better in Education Foundation Courses; EDUC 2110, 2120, 2130 | Pre-teacher candidate report/TaskStream | SOTE Admissions Committee | Each semester | SOTE Admission Status Report | TaskStream /Analysis in accordance with state &, national standards/program admission policies | SOTE Assessment Manager | Each semester |
| Successful performance on Regents exam | Pre-teacher candidate report/TaskStream | SOTE Admissions Committee  | Each semester | SOTE Admission Status Report | TaskStream /Analysis in accordance with state & national standards/program admission policies | SOTE Assessment Manager | Each semester |

**Table1 Continued. Transition Point 1 – Pre-Admission to the School of Teacher Education**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Successful performance on GACE I: Math 220, Reading, 220 & Writing 220 or the following composite: SAT 1000 (Verbal & Math), ACT 43 (Verbal & Quantitative) | Pre-teacher candidate report/TaskStream | SOTE Admissions Committee | Each semester | SOTE Admission Status Report | TaskStream /Analysis in accordance with state &, national standards/program admission policies | SOTE Assessment Manager | Each semester |
| Interview w/COST & SOTE units | Application for admission to SOTE | SOTE Admissions Committee | Each semester | SOTE Admission Status Report | TaskStream /Analysis in accordance with state & national standards/program admission policies | SOTE Assessment Manager | Each semester |
| Declare Math or Science major w/concentration in secondary education  | Pre-teacher candidate report/TaskStream | SOTE Admissions Committee | Each semester | SOTE Admission Status Report | TaskStream /Analysis in accordance with state & national standards/program admission policies | SOTE Assessment Manager | Each semester |

**Table 2. Transition Point 2 – Field Experience II and Practicum**

|  |  |
| --- | --- |
| **Collection** | **Aggregation** |
| **Data Source** | **Assessment** | **Who** | **When** | **What** | **Assessment Instrument** | **Who** | **When** |
| Met all requirements of Transition Point 1 | Application for Student Teaching /TaskStream | SOTE Field Experience Coordinator | Each semester | SOTE Progress Report/Student Teaching Status Form | TaskStream/Analysis in accordance with state & national standards/program admission policies | SOTE Advisor | Each Semester |
| Cumulative GPA of 2.50 on all course work and professional education courses | Application for Student Teaching/transcript | SOTE Advisor | Each semester | SOTE Progress Report/Student Teaching Status Form | TaskStream /GPA Analysis according program to policies | SOTE Faculty | Each semester |
| E-portfolio Rubric score of acceptable or above | Application for Student Teaching /TaskStream | SOTE Field Experience Coordinator | Each semester | SOTE Progress Report/Student Teaching Status Form | TaskStream / Assessment Rubrics | SOTE Assessment Manager | Each semester |
| Written recommendation from student’s academic advisor | Application for Student Teaching packet/TaskStream | SOTE Field Experience Coordinator | Each semester | SOTE Progress Report/Student Teaching Status Form | TaskStream / Analysis according program to policies | Advisor | Each semester |
| Acceptable or better rubric score on Teaching Methodology Planning Projects | Application for Student Teaching /TaskStream | SOTE Advisor | Each semester | SOTE Progress Report/Student Teaching Status Form | TaskStream / Assessment Rubrics | COST Faculty | Each semester |

**Table 3. Transition Point 3 – Student Teaching Experience**

|  |  |
| --- | --- |
| **Collection** | **Aggregation** |
| **Data Source** | **Assessment** | **Who** | **When** | **What** | **Assessment Instrument** | **Who** | **When** |
| Met all requirements of Transition Point 2 | Exit Survey/ TaskStream | SOTE Field Experience Coordinator | Each semester | Graduation Certification Report | TaskStream/Analysis in accordance with state & national standards/program admission policies | SOTE Advisor | Each Semester |
| Cumulative GPA of 2.50 on all general course work, professional education and methodology courses | Transcript | SOTE Field Experience Coordinator | Each semester | Graduation Certification Report | TaskStream /GPA Analysis according program to policies | SOTE Faculty | Each semester |
| E - Portfolio Rubric score of acceptable or above | E-portfolio evaluation/TaskStream | SOTE Faculty | Each semester | Student Teaching Evaluation Report | TaskStream / Assessment Rubrics | SOTE Faculty | Each semester |
| Disposition Rubric Score of acceptable or better | Disposition evaluation/TaskStream | Collaborating Teachers/SOTE Faculty | Each semester | Student Teaching Evaluation Report | TaskStream / Analysis according program to policies | FE Coordinator | Each semester |
| Student teaching rubric score of acceptable or better | Student Teaching evaluation/Task-Stream | Collaborating Teachers/FE Coordinator | Each semester | Student Teaching Evaluation Report | TaskStream / Assessment Rubrics | FE Coordinator | Each semester |
| Exit exam rubric score of acceptable or better | Exit exam form/TaskStream | SOTE Field Experience Coordinator | Each semester | Exit Exam Report | TaskStream /Assessment Rubrics | FE Coordinator | Each semester |

**Table 4. Transition Point 4 – Induction**

|  |  |
| --- | --- |
| **Collection** | **Aggregation** |
| **Data Source** | **Assessment** | **Who** | **When** | **What** | **Assessment Instrument** | **Who** | **When** |
| Program Completion/and or certification | Transcript | SOTE Field Experience Coordinator | Each semester | Program Completers’ Report | TaskStream/Analysis in accordance with state & national standards/program admission policies | SOTE Field Experience Coordinator | Completion of Program |
| Graduates | Graduate Follow-up Survey/TaskStream | SOTE Assessment Manager | Each semester | Graduate’s Survey Report | TaskStream /Analysis according program the graduate’s success | SOTE Assessment Manager | Completion of Program |
| Employers  | Employer’s Satisfaction Survey/TaskStream | SOTE Assessment Manager | Each semester | Employer’s Satisfaction Report | TaskStream / Analysis according program the employer’s satisfaction | SOTE Assessment Manager | Each of the two year Induction |

 **Key Assessments Checkpoints**

To ascertain all candidates possess adequate content knowledge the UAS will assess at six key assessment checkpoints. The assessment points will include: (SOTE 1) measures of content knowledge (in subject area and pedagogy) as evidenced through passing state-mandated licensure examinations – *prior admission to professional education*; (SOTE 2) content knowledge that is evidenced through articulated concepts, principles, and applications used to improve student learning – *fall semester junior year* – Field Experience II; (SOTE 3) planning standards-aligned lesson plans that include measureable student outcomes – *spring semester junior year* – Practicum; (SOTE 4) effective practice that is demonstrated through clinical experiences – *fall semester senior year*; (SOTE 5) impact on student learning that is demonstrated through a capstone action research project – *fall or spring semester senior year*; and (SOTE 6) a professional electronic portfolio (e-portfolio) based on student work samples that provide evidence the candidate has met all standards at the proficient level and ready for induction– *fall or spring semester senior year*. Assessments used at each Checkpoint may include GACE Content Assessment scores, course grades and e-portfolio assignments/artifacts, and assessments using Georgia Class Keys. Candidates are given multiple opportunities to demonstrate the knowledge, skills, and dispositions being evaluated. In areas where candidate performance is not acceptable, the unit has in place procedures to help candidate met expectations.

SOTE 1 includes the GACE Basic assessments in basic skills, subject-specific content knowledge, and an assessment of pedagogical content knowledge. Since all candidates must pass these required assessments prior to entering the teacher education, all unit pre-candidates will maintain a 100 percent pass rate on all GACE Basic and Board of Regent’s Exam assessments. SOTE will have five key assessments (i.e., SOTE 2- SOTE 6) which are built into candidate work samples that are assessed on independent indicators using the TaskStream data collection system. A candidate who is able to score at or above the acceptable level is considered to be proficient.

**Professional Electronic Portfolio**

All candidates are required to prepare an professional e- portfolio using the TaskStream course management system in order to meet state approval and national accreditation requirements. The e-portfolio will consist of key assessment artifacts collected and evaluated via the TaskStream course management system in all required professional education courses.

###

**Process for Assuring the Unit’s Assessments are Fair, Accurate, Consistent, and** **Bias Free**

To assure that the SOTE 2-6 assessments are fair, accurate, consistent, and free from bias, the unit has adopted a collaborative approach to the development and review of these assessments. Under the guidance of SOTE’s External Education Service Group, each program will developed draft scoring guides that are then refined by the External Education Service Group. Using the TaskStream inter-rater reliability tool, the unit will be able to manage the array of responses submitted by faculty for each draft scoring guide. The degree of inter-rater reliability will indicate which guides required further refinement. In an effort to address emergent issues in coherence, new standards / mandates, and emergent best practices / research findings, the unit will develop a cycle of review of each of the five SOTE assessments.

In order to progress through the program candidates must complete four transition points. Content knowledge and content specific pedagogical skills of initial teacher candidates will be assessed throughout their preparation with a variety of assessments (i.e., course assignments, candidate reflections, field and clinical evaluations, teacher work samples, student teaching evaluations, various teaching artifacts, and surveys of graduates and employers (induction).

Candidates will be required to complete the equivalency of year sequential field and clinical experiences prior to the 16 weeks of student teaching experience. Candidates will use TaskStream to post artifacts and other documents to demonstrate their knowledge of standard-aligned lessons, assessment of students, integrating technology in teaching and learning, and examples of student learning.

Evidence that candidates can integrate technology in their teaching is confirmed by data collected about candidates’ ability to use and integrate technology from the Technology Integration Survey administrated in SOTE 2-5 and new teacher follow-up survey during induction. Additionally, candidates are scored on the Technology Expectations Scoring Guide on the use of technology in their planning, practice, dispositions and the construction of their professional portfolio. The professional e-portfolio is included in the course BIED 4416, MAED 4416, BIED 4417 and MAED 4417.

Candidate dispositions are evaluated by faculty and collaborative teachers as the candidate moves through the six checkpoints. Candidates will first engage professional dispositions during the foundation courses (EDUC 2110, EDUC 2120, and EDUC 2130) when they complete a self-awareness activity. Additionally, dispositions of all student teachers are evaluated by clinical faculty using the SOTE - Professional Dispositions Unit Scoring Guide.

**System for Handling Candidates Who Have Not Met Unit Expectations**

**Candidate Assessment Recovery Plan**

When a candidate’s performance falls below expectations as determined by the SOTE Supervisor(s), Site Collaborative Supervising Teacher(s), and/or course instructor(s), corrective actions are recommended and the candidate’s placed on a recovery plan. If a candidate does not meet the proficiencies described in the assessment instruments utilized in each professional semester or does not meet the requirements stated in the course syllabi of the professional education programs, a Candidate Assessment Recovery Plan (CARP) is developed and implemented.

The CARP contains a timeline for assessment as well as specific assessment procedures. The CARP is assessed periodically during summative and formative assessment and at the end of the candidate’s placement. If, at the end of the timeline, the candidate does **not** meet the requirements of the CARP, the candidate is dismissed from the teacher education program. The candidate may appeal the dismissal to the School’s Appeals Committee. The candidate is required to submit an appeal packet to the School of Teacher Education. The Appeals Committee meets to review the candidate’s grades, performances in the field, and assessments. The candidate is notified of the results in writing. If the School’s Appeals Committee rejects the appeal, the candidate may appeal to the Dean of the School of Teacher Education. If the Dean of the School of Education rejects the appeal, the candidate follows the SOTE appeals process.

**Guidelines for Developing Candidate Assessment Recovery Plan**

|  |  |  |
| --- | --- | --- |
| CARP STEPS | CARP ACTIONS | WHO |
| 1. Identification of Areas for Improvement |  Appropriate areas where expectations are not acceptable: (1) Content Knowledge, (2) Pedagogical Content Knowledge, (3) Professional Pedagogy Knowledge and Skill, and (4) Dispositions (Professional Behaviors).  | SOTE Supervisor of Field and Clinical Experiences, Collaborative Supervising Teacher, and Course Instructors. |
| 2. Recovery | Objectives, suggestions, and/or required activities that will provide opportunities for the candidate to grow and recover in the areas that do not meet expectations.  | SOTE Supervisor of Field and Clinical Experiences, Collaborative Supervising Teacher, and Course Instructors. |
| 3. CARP Expectations | Specific behaviors that must be demonstrated by the candidate and the time frame in which they must be demonstrated.  | SOTE Supervisor of Field and Clinical Experiences, Collaborative Supervising Teacher, and Course Instructors. |
| 4. Consequences |  Consequences of meeting or not meeting the Candidate Assessment Recovery Plan objectives.  | SOTE Supervisor of Field and Clinical Experiences, Collaborative Supervising Teacher, and Course Instructors. |
| 5. Signatures | The Candidate Assessment Recovery Plan will be signed by the candidate, the SOTE Supervisor, the Site Collaborative Supervising Teacher, and the Dean of the School of Teacher Education.  | Candidate, SOTE Supervisor, Site Collaborative Supervising Teacher, and Dean of the School of Teacher Education |
| 6. Copies | Copies of the plan will be provided to the Dean of the School of Teacher Education, the SOTE Supervisor, the candidate, and one copy is placed in the candidate’s permanent file.  |  |

**Options Following Development of the Candidate Assessment Recovery Plan**

1. The candidate’s progress has been satisfactory and continuous. If a Field Experience or Clinical Practice is involved, that Field Experience or Clinical Practice continues.
2. The Teacher Candidate is not improving sufficiently and/or demonstrates little progress. No Field Experience or Clinical Practice is involved. The course instructor(s) who are involved in the development of the Plan follow the consequences outlined in the **Candidate Assessment Recovery Plan**.
3. The Teacher Candidate is not improving sufficiently. An alternative Field Experience or Clinical Practice, if available, may be recommended with the following stipulations:
	1. The alternative placement request must be confirmed with a school system, and a CARP will accompany the Teacher Candidate to that assignment. If another classroom placement is recommended, the Director of Field Experience and/or Dean of the School of Teacher Education will present to the Teacher Candidate the options concerning the timing and requirements for the assignment, Savannah State University’s School of teacher Education.

or If an alternative placement cannot be confirmed, or if the candidate is already in an alternative assignment, a failing grade of “F” is earned.

1. If the candidate’s progress has not been satisfactory and continuation in the program is no longer an option, the candidate is dismissed from the program.
2. The candidate is informed of the decision, both in writing and in a conference.
3. The candidate is informed of the right to appeal the decision through the School’s appeal process.

**Plan for Evaluating Unit Operations**

**SOTE Unit Operations Committee; Purpose and Structure**

To ensure continuous quality unit operations, SOTE will establish a Unit Operations Committee (UOC) with a primary purpose to evaluate overall unit operations. The UOC will require annual reviews of the unit’s assessment system, to determine the extent of the system’s ability to provide reports based on candidate assessments, subsequent program evaluation based on outcomes, provide assistance in the development of program evaluation plans, and conduct regular reviews of SOTE data (e.g., admissions data, exit data and alumni survey results). The operational goals of UOC are to assist programs in documenting successes, recognizing deficiencies, and creating data-driven strategic plans that address areas of weakness or recognized needs in order to further enhance the quality of programs and unit operations. These goals are consistent with the School of Teacher Education’s vision, mission and support the unit conceptual framework

.

*Membership*

The Unit Operations Committee will consist of 11 members. Representatives from the areas below will serve on the UOC. The representatives/committee members will serve staggered two-year terms. Selected committee members from the initial group will serve three years. The initial group of representatives will determine who of the committee members will serve three years. The term of the first representatives to serve on the Committee will be determined by the UOC in their first meeting.

*UOC Committee Members*

1. SOTE UOC Coordinator (permanent)
2. SOTE Assessment Manager (permanent)
3. Associate Vice President for Academic Affairs (permanent)
4. One representative from College of Science and Technology (COST)
5. One representative from the College of Liberal Arts and Social Sciences (CLASS)
6. One representative from the College of Business Administration (COBA)
7. One representative from Computer Services Information Technology (CSIT)
8. One representative from First District RESA
9. One representative from the Savannah-Chatham County School District
10. One representative from the community
11. One representative from SOTE’s Student Education Association
12. SOTE candidates are encouraged to attend UOC meetings to provide a student perspective about the self-evaluation and proposals for change.

*Duties*

The primary duties of UOC will be (1) to assist individual programs with the development of assessment and evaluation plans, (2) to periodically review these plans, and (3) to compile program evaluation results and identify consequent changes that address these results. A secondary task will be to oversee the collection and analysis of data that can be used to evaluate the unit as a whole, and to use the data for annual evaluation of the unit. The specific responsibilities of UOC are as follows.

1. Notifying programs that are scheduled for review.
2. Providing programs sample assessment and evaluation plans.
3. Reviewing program assessment and evaluation plans.
4. Providing suggestions for the improvement of these plans.
5. Documenting how programs respond to evaluation outcomes.
6. Reviewing program responses to self-evaluations.
7. Analyzing aggregated or disaggregated program outcomes to inform the unit evaluation.
8. Conducting a periodic evaluation of the unit.

*Meetings*

UOC will meet two times each semester. Meetings will be scheduled by the UOC Chair, who will be chosen by the members of UOC to serve in this capacity. The chair will be elected for a one-year term. The election for the next year will take place near the end of each year. The chair-elect will thus serve as Chair of UOC during the second year of a two-year term. The SOTE Director is an ad hoc member of UOC and in this capacity will assist the Chair of UOC with scheduling meetings, setting the agenda, and distributing materials. The director will also notify program areas of review dates at least six months prior to the review meeting. Program areas should submit evaluation plans, findings, and the names of the two UOC representatives to the director at least one month prior to the review date. The director will then disseminate materials to members of the UOC Committee.

*Timetable*

UOC will develop a timetable after the first meeting.

**Description of the professional unit’s system for evaluating its operations, the quality of its graduates**

Savannah State University is committed to planning and assessment practices that reflect the dictates of the principles of accreditation of its primary accrediting authority, The Southern Association of Colleges and Schools Commission on Colleges (SACS COC). To that end, the University supports a program of institutional planning and assessment that reflects a cycle of identifying goals, intended outcomes, assessment measures and schedules, recording actual results, and developing plans for improvement based on these results.

Assessment of the professional education unit will be conducted annually by the School of Teacher Education’s Unit Assessment Committee (UAC) using data reports from TaskStream. This data set will provide data from GACE content tests, syllabi, e-Portfolio, and graduate performance during induction, mentor and principal surveys, and other reports needed to help unit leaders make informed decisions for overall unit and program improvements. Improvements are based on the recommendations of the Unit Assessment Committee. The School of Teacher Education Advisory Committee will also review program data and forward suggestions for improvement to the UAC. Additionally, the unit must demonstrate continuous improvement through various state and national reports and prepare for state and national off-site and on-site reviews.

To assure quality of graduates, candidates are assessed using multiple data sources, and they are expected to demonstrate content knowledge acquired in the biology and mathematics courses required by the School and acquired in their Biology and Mathematics Education courses. They are also required to demonstrate related pedagogical skills and dispositions acquired during the program. Candidates are assessed seven times from program entry to program completion. The decision about candidate progression is made at the four Transition Points in the program, and if necessary, at the end of the timelines specified by Candidate Assessment Recovery Plan.

Candidates who do not meet all the requirements of a Checkpoint will be placed on program probation and will participate in a Candidate Assessment Recovery Plan (CARP). This plan is developed by the candidate with guidance from appropriate faculty and approved by the field experience coordinator and includes assignments, a timeline for assessment, and specific assessment procedures. When the candidate believes that he/she has met the requirements specified by the plan, the candidate will meet with the School of Teacher Education Appeals Committee (SOTEAC) and present evidence that the requirements were successfully completed. Upon a favorable review by the Committee, program probation will be lifted.

**System for summarizing candidate performance on assessments conducted for admission into programs**

The system used for summarizing candidate performance on assessments conducted for admission into programs will be TaskStream’s Learning Achievement Tools (LAT). TaskStream is the assessment management software used for the unit’s assessment system. Using TaskStream, the unit will have the capacity to monitor outcomes and performance, collect and analyze data in real time, assess student performance related to admission to the program. Specifically, the unit will collect admission performance data on the following criteria:

• Being admitted into the university

• Being in good standing 2.50 GPA or greater

• Passed or exempted the GACE Basic Skills Test

• Passed or exempted the Regents Reading and Writing Exams

• Earned a “C” or higher in ENGL 1101, 1102, Math 1113, PSYC 2103; and, areas Area A and F

Students should have also completed the application packet including the packet checklist, student information form, clear background check, three professional recommendation forms, handwritten essay and proof of liability insurance. Students must have participated in an interview with the education, science and mathematics faculty as requested. Admission performance data will be entered into TaskStream and reports will be created to determine whether the candidates have satisfied all the criteria for admission into the School of Teacher Education at Savannah State University. Scores to exempt GACE Basic Skills Test include the following:

• SAT: 1000 combined Math

• ACT: 43 combined English and Math

• Passing scores or exemption of Regents Exam as indicated on student’s

Transcripts

Students who have not completed all required coursework in areas A - F at the time of application may be eligible for conditional admission.

<http://www.savannahstate.edu/academic-affairs/sote/documents/SOTEPolicyHandbookJan24.pdf>

**System for summarizing candidate performance at exit**

TaskStream is the assessment management software used for the unit’s assessment system. Similar to summarizing candidate performance on assessments conducted for admission, TaskStream will be used for summarizing candidate performance at exit.

Candidates must meet all the following requirements before the Unit will recommend them for certification.

• Candidates must earn a “C” or higher in each course in the upper division major program of study

• Candidates must have a 2.50 or higher cumulative grade point average

• Candidates must adhere to the Georgia Professional Practices commission’s Code of Ethics for Professional Educators, adhere to the conduct regulations outlined in the School of Teacher Education Handbook, and maintain liability tort insurance and a clear background check

• Candidates must receive a minimum rating of “Satisfactory” in Clinical Practice II from their Collaborative Teachers and supervising Professors

• Candidates must successfully complete the GACE Content assessment

• Candidates must submit a professional e-portfolio that provides evidence that the necessary professional and pedagogical knowledge, skills and dispositions have been mastered and that meets the standards set forth in the e-portfolio rubric which demonstrate success in the program outcomes.

**Savannah State University**

**School of Teacher Education Assessment Committee**

Dr. Keenya Mosley, Chair

Ms. Patrice Nyatuame

Dr. Jerry Wright

Ms. Ora Wright