



Pittsburg State University College of Education

COLLEGE OF EDUCATION ASSESSMENT HANDBOOK

Pittsburg State University College of Education
Conceptual Framework



Pittsburg State University College of Education
Conceptual Framework



PITTSBURG STATE UNIVERSITY
PITTSBURG, KANSAS
July 2012

PITTSBURG STATE UNIVERSITY COLLEGE OF EDUCATION
ASSESSMENT HANDBOOK

<u>Table of Contents</u>	<u>Page</u>
I. Introduction to the PSU College of Education Assessment System	1
II. Unit's Conceptual Framework	2
III. The Unit Assessment System	
A. Unit Assessment –Initial Programs	8
B. Unit Assessment – Advanced Programs	17
C. Program Assessment	24
D. Assessment of Unit Operations	25
V. Use of Information Technologies	30
VI. Procedures and Timeline for Data Collection, Aggregation, Disaggregation, Analysis, Dissemination, and Use	31
APPENDIX	33
Appendix A – List of Program Assessments – Initial Programs	40
Appendix B – List of Program Assessments – Advanced Programs	53

I. Introduction to the PSU College of Education Assessment System

The purpose of this handbook is to describe in writing the College of Education Unit Assessment System so that ALL professional education faculty members in the unit are aware of and understand the system. This handbook outlines the current guidelines and policies associated with the College of Education Assessment System.

Overview

The Assessment Handbook includes information on the key components of the College of Education Assessment System. The conceptual framework provides the essential knowledge, skills, and dispositions that the College of Education has established as the core in which candidates must demonstrate competency to show that they are competent, committed, caring professionals. The conceptual framework includes the knowledge base for both initial and advanced programs. The Unit Assessment System includes a detailed description of the key unit assessments for both initial and advanced programs, a general description of the program assessments for KSDE program review, and key assessments used to evaluate unit operations. The Assessment Handbook also describes steps that the unit has taken to ensure that unit and program assessments are fair, accurate, consistent, and free of bias for initial and advanced programs. In order to ensure greater use and efficiency within the Assessment System, this handbook clearly describes the procedures and timeline for collecting, aggregating, disaggregating, analyzing, and sharing assessment data, including the information technologies used within the system. Unit faculty should familiarize themselves with all sections of this handbook and pay special attention to the sections that directly relate to the individual responsibilities that they have within the Assessment System.

Assessment System Description

The Unit Assessment System consists of a structured process for evaluating candidates, collecting assessment data, aggregating/disaggregating data, analyzing and summarizing data, and making data driven decisions for continuous improvement. Multiple data sources and technologies are utilized within the Unit Assessment System in order to improve the accuracy and efficiency of the process. The process for initial programs is different than the process for advanced programs and the technology used for each varies as well. The university uses the **Gorilla User System (GUS)** which includes applications for candidates, faculty and staff. Within the GUS system are two sub-systems: Initial System which consists of the specific information for Initial Programs and the Graduate System which consists of the specific information related to Advanced Programs. Another component of the Unit Assessment System is Live Text.

The College of Education adopted Live Text to provide a central database for all assessment data. This allows for efficient sharing of assessment data among essential personnel. Rather than housing data on individual computers, the data is now housed in an Exhibit Center within Live Text. This allows program coordinators, department chairs, and deans to easily access unit and program level assessment data.

Sources of Data Collected

From GUS (Initial or Graduate system)

- Checkpoint Data
- Professional Semester Field Evaluations (I)
- Practicum Field Evaluations (A)

From OTE

- Praxis Scores
- Field Evaluations for early Practicum experiences (I)
- Follow Up Surveys
- Student Teacher Feedback (I)
- Teacher Work Sample Data (I)

From Program Faculty

- Program Assessment Data

From Department Chair

- Annual Summary Data
 - Advisory Survey Data
 - Faculty Evaluation Data

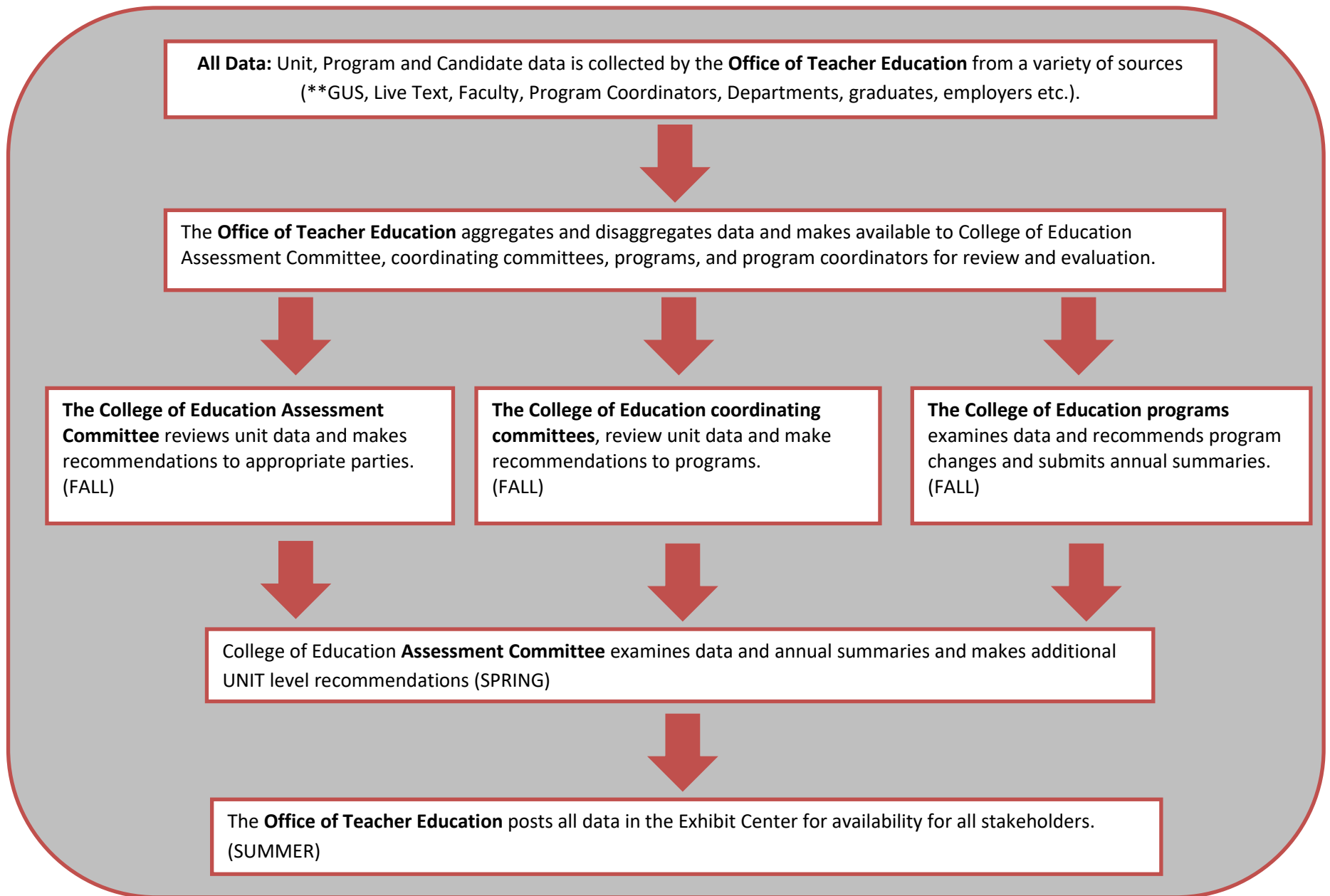
From Image Now

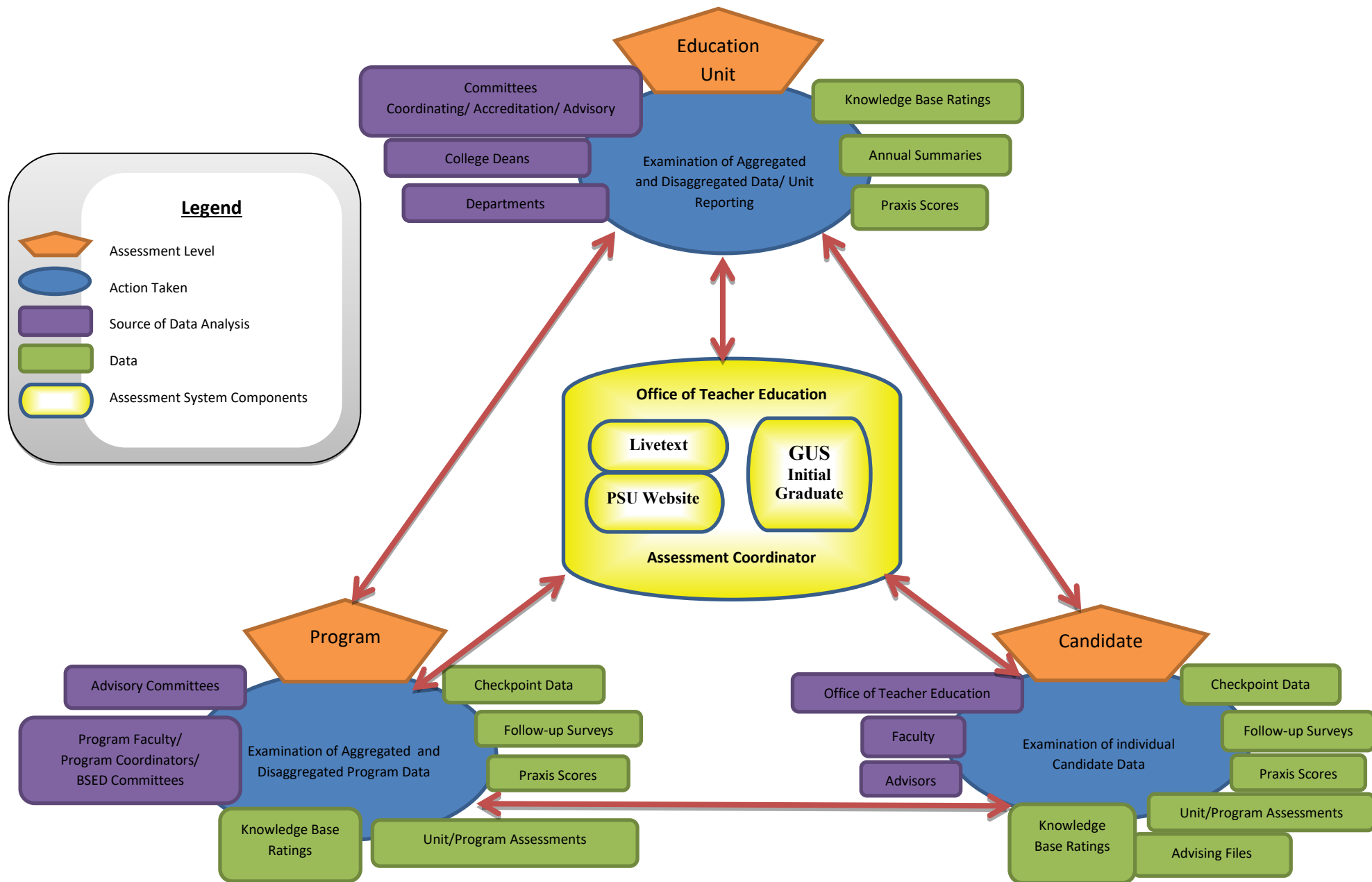
- Advisory Files
- CARTE Petitions

In Livetext

- E-Portfolio scores
- KSDE Assessments: Individual Candidate Scores

All data sources are for both Initial (I) and Advanced (A) programs unless indicated by a single letter





II. Unit's Conceptual Framework

Pittsburg State University College of Education
Conceptual Framework



Pittsburg State University College of Education
Conceptual Framework



The mission of the COE is to prepare **competent, committed, caring professionals**, provide service to the various communities of which we are a part, and expand the body of knowledge through research and dissemination activities. COE core beliefs provide the mainstay for the conceptual framework, creating our vision of teaching for both faculty and candidates. The **competent professional** has acquired the content knowledge and pedagogical instructional strategies necessary to effectively teach all students. The **committed professional** practices reflection and professional development for continuous improvement of teaching and learning. The **caring professional** possesses the knowledge, skill, and dispositions to identify, consider and address the needs of all students and families when designing and presenting lessons. The basic tenets guiding our include the following:

Vision/Core Beliefs:

On Our Overall Efforts

1. Competent, committed, caring faculty and staff lead to the development of competent, committed, caring professionals.

On Teaching, Scholarship, and Service

2. The College's greatest commitment is to teaching.
3. Scholarship is essential to the vitality of the College and its programs
4. Through service, College faculty have the responsibility to contribute to the betterment of the university, the profession, and the community.

On Leadership

5. College faculty and staff should be leaders in university, community, and professional endeavors.

On A Changing World

6. Technology is dramatically impacting teaching and learning.
7. The College is committed to diversity in curriculum, students, and faculty.
8. The College embraces creating a 'culture of assessment' to support continuous improvement of academic programs.
9. The College embraces experimentation, innovation, and change as the means to remain relevant and vibrant in a rapidly changing world.
10. The preparation of education and other human service professionals should include extensive, supervised clinical experiences.

The initial knowledge base, created to evaluate implementation of the conceptual framework, identifies and assesses essential knowledge, skills and behaviors including dispositions, diversity, and technology, which guide candidates from their initial field experience through the professional semester. Varied field experiences, with support and continuing evaluation by university supervisors, academic supervisors, and cooperating teachers in the field, ensure candidate progress in meeting designated indicators of the knowledge base leading to their success as an educator who meets the varying needs of all students.

The advanced knowledge base, created to evaluate implementation of the conceptual framework, describes knowledge, skills and dispositions to be evaluated during field experience. Assessments by both the university instructor and on-site supervisor ensure candidate progress in meeting designated indicators of the knowledge base and show candidate competence to facilitate learning for all students.

PITTSBURG STATE UNIVERSITY COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK INITIAL KNOWLEDGE BASE

- * This indicator has been identified as representing a disposition.
(D) This indicator has been identified as representing diversity.
(T) This indicator has been identified as representing technology.

Professional Characteristics

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which illustrate a commitment to a dependable and professional demeanor, an underlying belief system that all students can learn and specific efforts that foster collaborative/caring relationships.

1. Is dependable, flexible, and punctual.*
2. Maintains a consistently positive and professional demeanor.*
3. Believes that all students can learn and teachers can make a significant contribution to learning.*(D)
4. Understands and respects a diverse student/parent population and helps all children learn respect for the traditions and cultures of others. *(D)
5. Promotes a classroom environment that is caring and supportive to all students. *(D)
6. Complies with confidentiality laws and policies regarding students, parents, and personnel.
7. Knows and follows school policies and shares in the general responsibilities and duties associated with teaching (e.g., attendance, discipline, hall duty).

8. Establishes two-way communication with colleagues and students.*
9. Communicates fluently using appropriate and grammatically correct oral and written language.
10. Sets goals or demonstrates a desire to continually acquire knowledge and skills especially in emerging educational technologies.*(T)
11. Seeks to implement the recommendations from evaluations of professional performance.*
12. Practices self-evaluation and reflection to enhance instructional effectiveness.*
13. Maintains ethical behavior with all students and colleagues. *(D)

Relationships with Students

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which portray a caring relationship, positive rapport, high student expectations, and a respect for the diverse talents of all learners.

14. Conveys high expectations that all students will succeed and learn. (D)
15. Models an enthusiastic behavior and a caring attitude towards all students. (D)
16. Demonstrates positive rapport with a diverse student population. (D)
17. Listens carefully to all students then responds in a professional manner. (D)

Instructional Planning

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which denote a strong knowledge base, an understanding of learning theory, a backward design approach to instructional planning, lessons designed and implemented with technology, and a variety of instructional strategies to provide opportunities for all students to learn.

18. Understands the appropriate scope and sequence of objectives for teaching the curriculum (national, state, and/or local standards).
19. Develops clear short and long-term instruction plans (e.g. lesson plans, units, and/or modules) which include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum.
20. Has an up-to-date knowledge of the subject matter and attempts to incorporate diverse and practical illustrations, examples and applications in lesson material and activities. (D)
21. Selects materials and activities consistent with the objectives of the lesson and students' diverse abilities resulting in appropriate adaptations and modifications. (D)
22. Has knowledge of and plans developmentally appropriate instruction. (D)
23. Uses available technologies for planning and integration with other disciplines. (T)
24. Structures lesson planning to allow for interventions, such as individualization, reteaching, and alternative assessment, so all students can meet the objectives. (D)
25. Creates lessons that encourage students to think creatively and critically, to solve problems, and to develop skills needed in a global society. (D)

Instruction

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which provide active student-centered instruction characterized by clarity, variety, and flexibility to meet the needs of a diverse community of learners.

26. Conducts class with poise, confidence, and enthusiasm.
27. Presents lessons in a clear, logical, and sequential manner.
28. Insures that lesson materials and information are professionally displayed and accessible to all students. (D)
29. Communicates clearly to all students the objective and purpose of each lesson. (D)

30. Reviews or provides an anticipatory set in an effort to gain the interest of the student.
31. Provides a real world context for lesson content.
32. Utilizes various instructional strategies appropriate for the objectives of the lesson.
33. Incorporates differentiated instruction to meet the academic needs of all students. (D)
34. Uses available educational technologies for effective instruction. (T)
35. Encourages participation from all students through effective questioning strategies (e.g., equal distribution, level variation, adequate wait time, probing and clue giving, and appropriate correctives and feedback). (D)
36. Responds to student questions in a concerned and effective manner.
37. Provides opportunities for all students to successfully apply or practice knowledge and skills learned. (D)
38. Facilitates instructional strategies which provide opportunities to work individually and collaboratively in groups.
39. Conducts lessons at an appropriate pace and maximizes time on task.
40. Provides focus on important points and checks for understanding.
41. Accomplishes smooth and orderly transitions between parts of the lesson.
42. Gives clear directions.
43. Effectively achieves closure to each lesson and/or class period.

Classroom Management

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which promote an orderly, safe classroom environment conducive to learning by providing clear rules and procedures which are taught, monitored and consistently reinforced.

44. Believes in and communicates a well-defined classroom management system.*
45. Organizes and maintains the physical environment of the classroom in a pleasant and orderly manner conducive to student learning and safety.
46. Establishes, teaches, and reinforces classroom expectations, rules, routines, and procedures fairly. *(D)
47. Teaches tolerance by example and by design, striving to develop a classroom atmosphere which recognizes the value of all people regardless of their uniqueness. *(D)
48. Monitors students' behaviors and activities in the classroom at all times.
49. Displays consistency in dealing with behavior in the least disruptive manner, utilizing appropriate positive and negative consequences.
50. Handles multiple tasks, intrusions, and distractions while maintaining the flow of the lesson.
51. Understands how to handle unexpected classroom incidents and emergency procedures.
52. Provides a learning environment which includes high time-on-task and active engagement.

Evaluation

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which establish fair expectations, provide for multiple assessment opportunities, monitor progress in a timely fashion, provide feedback through multiple means, and collaborate with others to meet the needs of all students.

53. Develops and communicates to students and parents a fair evaluation system which respects the legal rights of all involved. *(D)
54. Uses available technologies to post and communicate student progress in a timely manner. (T)
55. Maintains clear and reasonable work standards and due dates.
56. Consults a variety of sources (e.g., student records, counselors, resource specialists, parent conferences, test results, and other diagnostic tools) to determine the learning needs and capabilities of individual students.

57. Uses multiple methods of assessing and evaluating student knowledge and performance. (D)
58. Makes changes in instruction based on feedback from multiple classroom assessment sources.
59. Gives timely and specific oral and/or written feedback on all assignments and provides corrective action so all students can succeed.
60. Has knowledge of the referral and intervention process and can use specialized services as student needs arise.

**Pittsburg State University
College of Education
Conceptual Framework
Graduate Knowledge Base**

*This indicator has been identified as representing a disposition.

Professionalism

The educator will demonstrate specific attitudes, values, beliefs and behaviors which reflect a commitment to a dependable and professional demeanor.

1. Acts with integrity and fairness in an ethical manner*
2. Demonstrates commitment to life-long learning
3. Participates in ongoing professional development
4. Demonstrates professional behavior*
5. Sets priorities through self-motivation and self-direction
6. Maintains confidentiality at all levels*

Communication

The educator will demonstrate specific attitudes, values, beliefs and behaviors which promote effective communication.

7. Utilizes multiple collaborative strategies necessary in developing effective learning opportunities for all
8. Demonstrates a high level of proficiency in oral and written communication skills
9. Adapts to a variety of unique cultural and ethnic communication styles*
10. Practices effective interpersonal skills that enhance communication*

Leadership

The educator will demonstrate specific attitudes, values, beliefs and behaviors which exhibit leadership competencies.

11. Demonstrates the ability to make decisions based upon data and input from stakeholders
12. Adheres to ethical and professional standards
13. Transforms ideas into action through effective team building
14. Utilizes a variety of problem-solving strategies and possesses strong critical thinking abilities
15. Prioritizes tasks and manages time efficiently

Instruction and Assessment

The educator will demonstrate specific attitudes, values, beliefs and behaviors which reflect advocating, nurturing and sustaining best practices and multiple assessments.

16. Possesses pedagogical knowledge relevant to specific disciplines
17. Provides for instructional variation and integration with other disciplines
18. Establishes goals and expectations that lead to effective learning

19. Inspires all learners to develop self confidence and competence*
20. Demonstrates specialized preparation in specific area of study
21. Differentiates instruction appropriately for specific needs of learners*
22. Expects all students will achieve full potential and attain individual success*
23. Evaluates student knowledge and performance by using multiple methods of assessment
24. Utilizes assessment outcomes to develop instruction that meets the needs of all students*
25. Adheres to ethical and unbiased assessment practices*

Diversity

The educator will demonstrate specific attitudes, values, beliefs and behaviors which provide equitable learning opportunities for all.

26. Demonstrates sensitivity to community and cultural norms*
27. Values students and encourages them to value self and others*
28. Promotes a bias free learning environment*
29. Believes in and encourages the success of all learners*
30. Appreciates individual variation and shows respect for the diverse talents of all learners*
31. Responds appropriately to larger political, social, economic and cultural issues through global awareness*

Technology

The educator will demonstrate specific attitudes, values, beliefs and behaviors which enhance the integration of technology within the educational environment.

32. Maximizes learning by using technology
33. Enhances the educational environment through technology
34. Implements various instructional technology strategies
35. Tailors appropriate technology strategies to a specific content area

Research

The educator will demonstrate specific attitudes, values, beliefs and behaviors which implements effective research within the educational environment.

36. Uses existing educational research to inform and guide practice
37. Maintains ethical standards in both conducting and applying educational research*
38. Identifies and solves problems by making decisions based upon accepted theory and research

III. The Unit Assessment System

The Unit Assessment System consists of a structured process for evaluating candidates, collecting assessment data, aggregating/disaggregating data, analyzing and summarizing data, and making data driven decisions for continuous improvement. Multiple data sources and technologies are utilized within the Unit Assessment System in order to improve the accuracy and efficiency of the process.

The process for initial programs is different than the process for advanced programs and the technology used for each varies as well. The university uses the Gorilla User System (GUS) which includes applications for candidates, faculty and staff. Within the GUS system are two sub-systems: Initial System which consists of the specific information for Initial Programs and the Graduate System which consists of the specific information related to Advanced Programs. Another component of the Unit Assessment System is Live Text.

The College of Education adopted Live Text to provide a central database for all assessment data. This allows for efficient sharing of assessment data among essential personnel. Rather than housing data on individual computers, the data is now housed in an Exhibit Center within Live Text. This allows program coordinators, department chairs, and deans to easily access unit and program level assessment data.

This section identifies the key unit assessments for both initial and advanced programs, provides a description of the specific KSDE program assessments for initial and advanced programs, and identifies the key assessments used to evaluate unit operations.

A. Unit Assessment - Initial Programs

Supporting Candidate Success and Program Improvement

Assessment of teacher education candidates at Pittsburg State University starts when the candidate first declares teacher education as a major. The candidate is assigned an advisor who represents teacher education faculty from the major department. With each enrollment the candidate and advisor review the candidate's degree audit and major program guide, selecting those classes that lead up to the first teacher education course, Explorations in Education. Enrollment in Explorations in Education is the first step in meeting teacher education admission requirements. From beginning to completion, performance assessment information is officially provided to the candidate, advisor, and major department at each checkpoint.

The candidate and advisor continue to monitor progress via the degree audit and official communication from the Office of Teacher Education. The following is a description of the monitoring system that directs the teacher education program and licensure to teach.

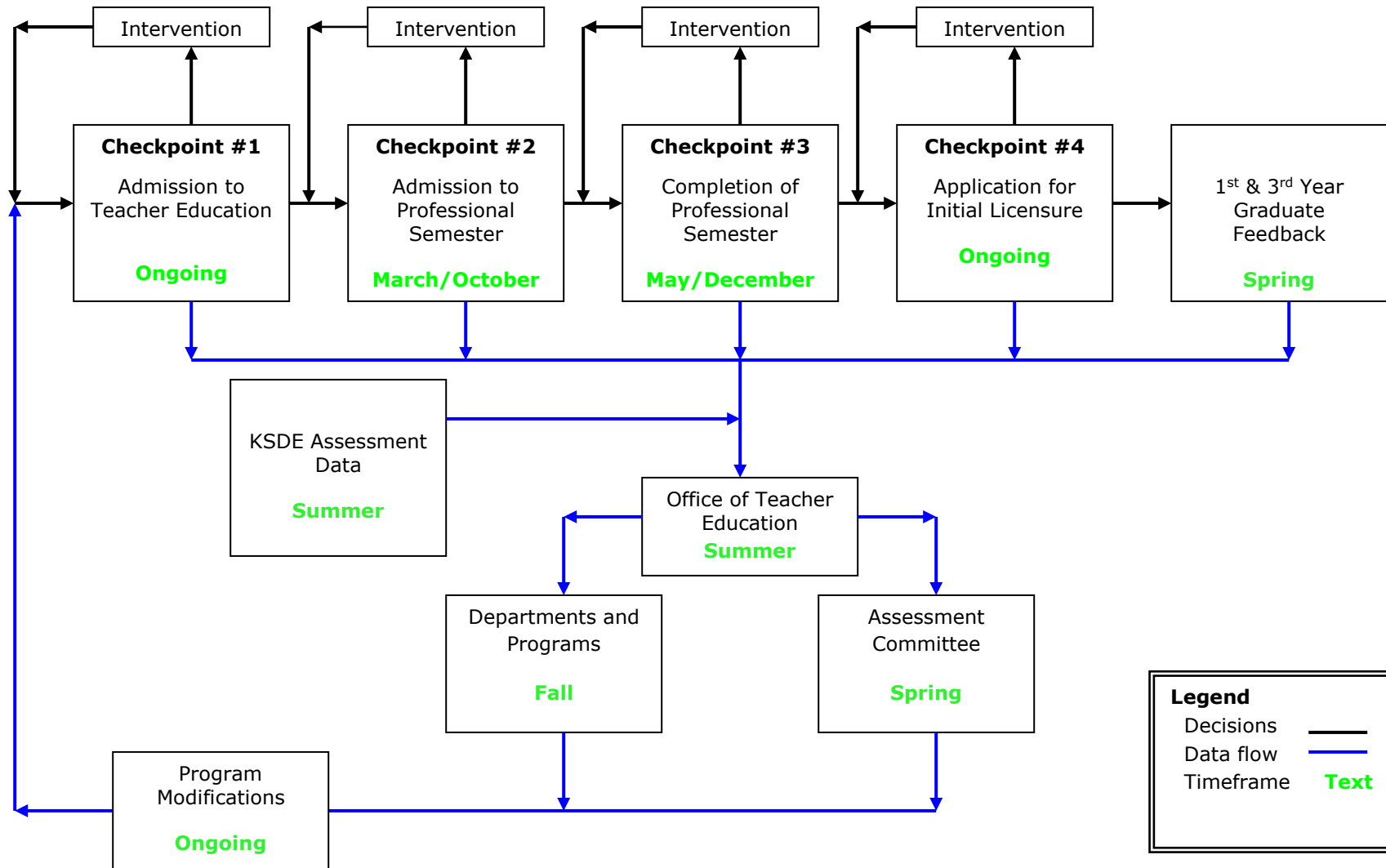
All performance data are maintained in the Office of Teacher Education, updated as requirements are accomplished, and officially analyzed for admission to teacher education, the professional semester, completion of the professional semester and for licensure. If a candidate is struggling to meet requirements, the advisor and major department chair are notified so they can

provide support and develop strategies for accomplishing admission and/or retention in teacher education. At times, a candidate may be counseled out of teacher education and provided assistance in finding a major that better meets his or her needs. These interventions may occur at any checkpoint in the program.

Data collection and analysis is a continual process throughout the assessment system. Data flows through the unit as described in the flow chart on pages five and six. See the chart for specific details of data flow.

At the end of each academic year, faculty in individual KSDE approved programs evaluate candidate performance data as identified in the program matrix. The findings are used for program improvement.

Teacher Education INITIAL Program Assessment System



Checkpoint 1: Admission to Teacher Education

1. Application for admission
2. Recommendations
3. Meet basic skills requirement
4. Complete Explorations in Education
5. General education course requirements
6. GPA requirements
7. Social/behavioral approval
8. Signed disclosure statement.
9. Electronic portfolio documents

Upon completion of all requirements, the candidate receives a letter from the Director of Teacher Education acknowledging admission and providing information for the next checkpoint.

Checkpoint 1 Interventions:

- Basic skills tutoring: PLATO software, Tutoring Lab, The Writing Center, Math Department Lab
- Center for Student Accommodations: Assistance with test anxiety and test-taking skills
- Work with advisor to create plan to meet requirements for teacher education
- Repeat Pre-Lab I if cooperating teacher evaluation is not satisfactory or for additional experience
- Petition CARTE for special considerations
- Meet with the Director of Teacher Education concerning program goals and performance
- Work with Career Services researching possible careers outside teacher education

Checkpoint 2: Admission to the Professional Semester

1. Admission to teacher education
2. Completed professional semester application
3. Course requirements
4. GPA requirements
5. Field experience requirements
6. Diversity experiences
7. Electronic portfolio
8. Credit hour requirements
9. Disclosure statement
10. Departmental approval

Applications for admission to the professional semester are due September 15 for the spring semester and February 15 for the fall semester. The Office of Teacher Education reviews each candidate's file to ensure all criteria have been met. Upon admission to the professional semester, the candidate is notified of the placement site, cooperating teacher, principal, and date for reporting to the school.

Checkpoint 2 Interventions:

- Work with advisor to create plan to meet requirements for program completion
- Repeat Pre-Lab II for positive performance evaluation or for additional experience
- Meet with Director of Teacher Education, department chairperson and/or other faculty with possible implementation of individual student improvement plan
- Petition CARTE for special considerations
- Meet with department chair and/or faculty concerning departmental approval issues

Checkpoint 3: Successful Completion of the Professional Semester

1. Complete 16 weeks of teaching in a PK-12 classroom
2. Cooperating teacher recommendation
3. University supervisor recommendation
4. Academic supervisor recommendation
5. Teacher Work Sample
6. Professional portfolio
7. Knowledge Base (60 Indicators)
8. GPA
9. Courses Completed

Upon successful completion of the professional semester, the candidate is recommended for graduation with a BSE degree. For candidates holding a Bachelor's degree and seeking licensure only, the Licensure Officer is notified of their program completion.

Checkpoint 3 Interventions:

- Conference with the university supervisor
- Conference with the academic supervisor (secondary/PK-12 majors)
- Assistance from departmental faculty (academic area)
- Complete additional hours at the field site
- Complete a second semester of full-time student teaching
- Seek assistance from University Counseling Services to deal with stress, anxiety, time management
- Meet with the Director of Teacher Education

Checkpoint 4: Application for initial licensure to teach in Kansas

1. Complete the professional semester
2. Meet GPA requirements
3. Pass Principles of Learning and Teaching exam
4. Pass Praxis II content exam for each teaching area for which licensure is sought
5. Approval of the Director of Teacher Education and Licensing Officer

Checkpoint 4 Interventions:

- Attend PLT tutoring sessions (group tutoring and individual tutoring provided through the Office of Teacher Education)
- PLATO software for content exam tutoring
- Meet with the Director of Teacher Education to develop a plan of action to obtain recommendation for licensure

Feedback from First-Year and Third-Year Teachers and Employing Administrators

Feedback surveys are sent to first-year and third-year program completers and their immediate supervisor each April. The Office of Teacher Education updates employment sites for program completers and KSDE provides employment information for completers teaching in Kansas. Additional information from individual departments is also gathered for program completers teaching in other states.

The Office of Teacher Education is responsible for sending out surveys for all initial programs. Returned survey data are tabulated, analyzed, and reported according to program. All results are evaluated at the unit level by the College of Education Assessment Committee. Summary results are provided to each program and to respective committees responsible for decision-making.

Departmental and program administrators and faculty receive assessment summaries from the Office of Teacher Education which are then combined with data collected by the specific department or program for possible long-term and immediate program enhancements. Follow-up surveys include the following types of information:

- Evaluation of knowledge base
- Evaluation of candidate preparation
- Recommendations for program improvement
- Other information specific to the programs

Evaluation of the knowledge base is used as a key assessment for the unit. Employers provide ratings for each category of the knowledge base, and program completers also provide a self-evaluation for each category. This information shows growth of candidates over time and provides important information to be used for improvement of individual programs and the unit.

Unit Assessments - Initial:

CHECKPOINT 1: ADMISSION TO TEACHER EDUCATION			
Data Collected	Collector	Purpose for Data	Criteria Level
Required Classes			
Explorations in Education	OTE	Admission Requirement	Minimum "C"
Corresponding field experience	OTE	Admission Requirement	Positive cooperating teacher recommendation
Grade Point Average			
General Education Core GPA (Elementary)	OTE	Admission Requirement	GPA = 2.80
Basic Skills (Sec/PK-12)	OTE	Admission Requirement	Minimum "C" in ENGL 101, ENGL 299, COMM 207, MATH
Cumulative (Elementary)	OTE	Admission Requirement	2.80
Cumulative (Sec/PK-12)	OTE	Admission Requirement	2.50
Testing Requirements			
PPST or College-Base or ACT	OTE	Admission Requirement	PPST: Read=173, Write=172, Math=172; College Base: Read, Write, Math = 235; or ACT Composite = 24, SAT 1730
Recommendations			
References	OTE	Admission Requirement	Advisor and 3 Instructors
Other Requirements			
Disclosure statement	OTE	Admission Requirement	Attest to not being convicted of a felony or misdemeanor
Electronic Portfolio	OTE	Admission Requirement	Meet criteria established for completion of EDUC 261
Social/Behavioral Fitness	OTE	Admission Requirement	Associate Vice President for Campus Life and Auxiliary Services Approval
CHECKPOINT 2: ADMISSION TO THE PROFESSIONAL SEMESTER			
Data Collected	Collector	Purpose for Data	Criteria Level
EARLY CHILDHOOD UNIFIED			
Required Courses			
Developmental Psychology	OTE	Prerequisite for PSYCH 357	Minimum "C"
Educational Psychology	OTE	Admission Requirement	Minimum "C"
All Major Courses Listed under Education, Psychology and Lab Experiences of program guide (62 hours)	OTE & T& L	Admission Requirement & Program Requirement	Minimum "C" Grades
Math for Education II	OTE & T& L	Admission Requirement & Program Requirement	Passing Grade
GPA Requirements			
Cumulative	OTE	Admission Requirement	2.80
In-Major	OTE	Admission Requirement	3.00
Other Requirements			
Cumulative Credit Hours	OTE	Admission Requirement	100 Credit Hours
In-Major Credit Hours	OTE	Admission Requirement	62 Credit Hours
EARLY/LATE CHILDHOOD K-6			
Required Courses			
Developmental Psychology	OTE	Prerequisite for PSYCH 357	Minimum "C"
Educational Psychology	OTE	Admission Requirement	Minimum "C"

All Major Courses Listed under Section VII of program guide (50 hours)	OTE & T& L	Admission Requirement & Program Requirement	Minimum “C” Grades
Clinical Experience	OTE & T& L	Admission Requirement & Program Requirement	Passing Grade
Math for Education II	OTE & T& L	Admission Requirement & Program Requirement	Passing Grade
English, Literature, Speech Concentration Area	OTE & T& L	Admission Requirement & Program Requirement	15 hours
History, Social Science, Econ Concentration Area	OTE & T& L	Admission Requirement & Program Requirement	15 hours
Mathematics, Science Concentration Area	OTE & T& L	Admission Requirement & Program Requirement	16 hours
GPA Requirements			
Cumulative	OTE	Admission Requirement	2.80
In-Major	OTE	Admission Requirement	3.00
Concentration Areas	OTE	Admission Requirement	2.00
Other Requirements			
Principles of Learning and Teaching: K-6	OTE	Admission Requirement	160
Elementary Education: Curriculum, Instruction and Assessment	OTE	Admission Requirement	163
Cumulative Credit Hours	OTE	Admission Requirement	100 Credit Hours
In-Major Credit Hours	OTE	Admission Requirement	50 Credit Hours
SECONDARY/PK-12			
Required Courses			
Developmental Psychology	OTE	Prerequisite for PSYCH 357	Minimum “C”
Educational Psychology	OTE	Admission Requirement	Minimum “B”
Professional Education Courses: (In addition to Educ Psych) Explorations in Education, Overview of Special Education, Methods & Materials for Academic Literacy, Techniques for Teaching	OTE	Admission Requirement	Minimum “C”
GPA Requirements			
Cumulative	OTE	Admission Requirement	2.50
In-Major	OTE	Admission Requirement	2.75
Professional Education	OTE	Admission Requirement	3.00
Other Requirements			
Cumulative Credit Hours	OTE	Admission Requirement	95 Credit Hours
In-Major Credit Hours	OTE	Admission Requirement	30 Credit Hours
COMMON REQUIREMENTS			
Diversity Experiences			
Educational Psychology	OTE & Course Instructors	Admission Requirement Course Requirement	Satisfactory performance reflected in course grade
Overview of Special Education	OTE & Course Instructors	Admission Requirement Course Requirement	Positive cooperating teacher recommendation
Other Requirements			
PSU Resident Credit	OTE	Admission Requirement	Minimum of 6 Credit Hours
Electronic Portfolio	OTE & T& L	Admission Requirement & Program Requirement	Rubric Rating of 80% or higher
Disclosure statement	OTE	Admission Requirement	Attestation that No Convictions of Felony or Misdemeanor involving dishonesty, a child, or controlled substance
Departmental Approval	OTE	Admission Requirement	Faculty and Chairperson grant approval for admission to professional semester

CHECKPOINT 3: PROFESSIONAL SEMESTER COMPLETION			
Data Collected	Collector	Purpose for Data	Criteria Level
Projects			
Teacher Work Sample	OTE & University supervisors	Professional Semester Completion Requirement	Rubric Ratings of 3 – 5
Professional Portfolio	OTE & University supervisors	Professional Semester Completion Requirement	Rubric Ratings of 3 – 5
GPA & Performance			
Cumulative GPA	OTE	Professional Semester Completion Requirement	Elementary = 2.80 Secondary/PK-12 = 2.50
Knowledge base assessment	OTE & University supervisors	Professional Semester Completion Requirement	Ratings on each Category of 3 – 5
Field experience	OTE & University supervisors	Professional Semester Completion Requirement	16 Weeks in a PK-12 Classroom
Recommendations			
University supervisor	OTE	Professional Semester Completion Requirement	Rating of 3 – 5 for each Category Positive Written Recommendation
Cooperating teacher	OTE	Professional Semester Completion Requirement	Rating of 3 – 5 for each Category Positive Written Recommendation
Academic supervisor (Sec/PK-12)	OTE	Professional Semester Completion Requirement	Completion of 579 Course Requirements
CHECKPOINT 4: APPLICATION FOR INITIAL LICENSURE			
Data Collected	Collector	Purpose for Data	Criteria Level
GPA requirement	OTE	Approval for Licensure	2.50 Cumulative & In-major
Principles of Learning & Teaching exam	OTE	Approval for Licensure	Score of 160 on K-6, 5-9, or 7-12 Test according to level of licensure
Content exam	OTE	Approval for Licensure	Complete the test. Cut Scores established by KSDE
Recommendations	OTE	Approval for Licensure	Verification of eligibility for licensure by the Director of Teacher Education and the Licensing Officer
FEEDBACK FROM PROGRAM COMPLETERS AND ADMINISTRATORS			
Data Collected	Collector	Purpose for Data	
First- and Third-Year Graduate Survey	OTE	Data for Program Evaluation leading to enhancement of programs or new programs	
Survey Administrators of First- and Third-Year Graduates	OTE	Data collected is tabulated, analyzed, summarized, and presented to departments and committees responsible for program and curriculum development. Data collected includes ratings of the First-Year and Third-Year Teachers on the PSU Knowledge Base's 60 Indicators.	

NOTE:

The Office of Teacher Education keeps records of candidates reported to be having difficulties. Faculty can report an issue using the new Concern Form. The Office of Teacher Education tracks these forms and informs the advisor and/or the department chairperson if necessary. Multiple concerns forms for a single student may result in an individual improvement contract. Each department follows a remediation plan or a specific departmental process developed for assisting candidates encountering difficulties. If the remediation plan is not successfully completed, the candidate is counseled into another degree program.

The Committee for Admission to and Retention in Teacher Education (CARTE) reviews requests from candidates that are exceptions to rules and regulations. Issues generally include: late application for professional semester admission, waivers of Pre-Lab II, etc. The candidate, advisor, and department chairperson receive copies of decision made by CARTE.

B. Unit Assessment - Advanced Programs

Supporting Candidate Success and Program Improvement

The advanced programs at Pittsburg State University are designed to meet the needs of the individuals enrolled in the programs, PK-12 school districts, and other local educational agencies. As in the initial programs, the advanced programs include multiple checkpoints throughout the paths that lead from program entry to completion. These checkpoints provide an opportunity to determine if candidates are making satisfactory progress, facilitate the application of interventions where appropriate, and yield data that drive continuous program improvement.

The advanced programs are managed and directed at the department and program levels. While some requirements may be shared across programs, as in admission to Graduate School and candidacy, other requirements vary significantly from one program to another. The diagram on the following page defines the checkpoints shared by the license-generating programs. The continuous data collection process is defined in the flow chart on page five and six. Each year all departments study assessment results to make program decisions based on the data. Data included in the yearly summary are: Test results, GPA mean scores, evaluations of field/clinical experiences, knowledge base evaluation summary, and feedback from first and third year completers and employing administrators.

The major checkpoints shared by advanced programs are:

- 1. Admission to the program and Pittsburg State University graduate school**

At this point, the candidate must meet all admission requirements of the graduate school and the specific program.

- 2. Approval of candidacy**

With the assistance of an academic advisor, the candidate defines the courses to be completed to ensure successful completion of the program. This information is submitted via the candidacy form.

- 3. Complete the program**

The candidate completes the course work and other program requirements (program portfolio, comprehensive examination, fieldwork, research project, etc.)

- 4. Application for initial license**

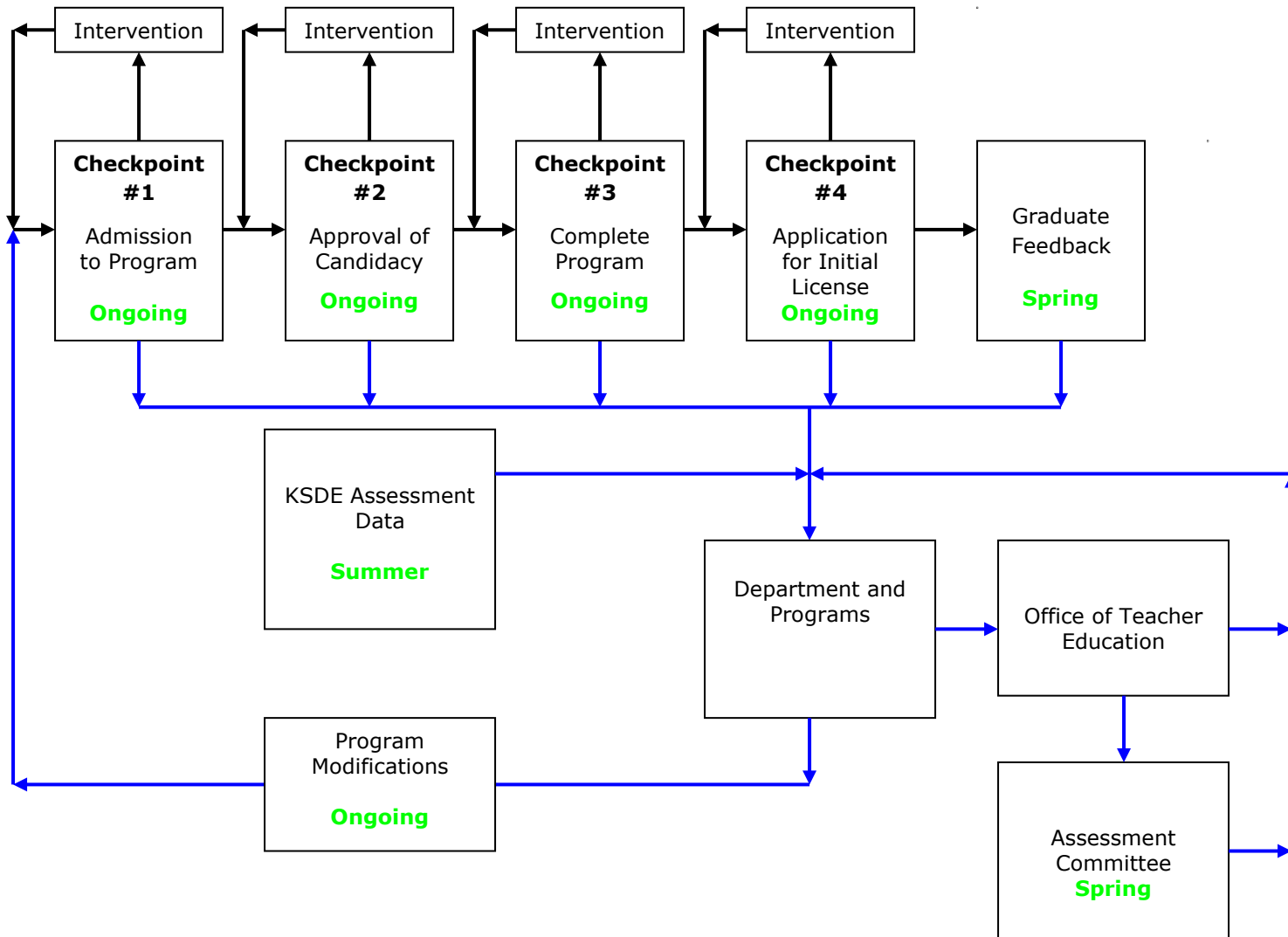
The candidate completes the content assessment and any other requirements for initial licensure.

- 5. Graduate feedback**

The Office of Teacher Education conducts follow up studies of first and third completers as well as their employers for all advanced programs.

Pittsburg State University

Teacher Education ADVANCED Program Assessment System



It is important to note that each program creates unique data sets as students move through the system. This is a result of each program having its own particular set of requirements for the various checkpoints. The system requires that certain common data points be forwarded on to the Office of Teacher Education and the College of Education Assessment Committee. This includes common admission data, graduate feedback data, knowledge base ratings, content examination results, and portfolio assessment results. This provides an opportunity for the Office of Teacher Education and the Assessment Committee to review the data and offer suggestions for improvement.

For each checkpoint, examples of the kinds of criteria that candidates might be expected to meet are listed in the section below. These are the same data points that in aggregated formats would be available for review and analysis. No single program would include criteria related to all of those items listed for any one checkpoint.

Checkpoint 1: Admission to program

1. Application for admission
2. Admission Recommendation Form
3. References
4. GRE/MAT score
5. Course prerequisites
6. GPA requirements
7. Writing sample
8. Criminal background check
9. TOEFL score
10. Teaching license
11. Portfolio

Upon completion of all requirements the candidate receives a letter from the Dean of Continuing and Graduate Studies and the department chairperson acknowledging full admission or outlining any deficiencies that resulted in conditional admission.

Checkpoint 1 Possible Interventions:

- Work with advisor to create plan to meet program requirements
- Meet with program faculty for personal interview
- Implementation of intervention plans
- Referral to advisor
- Complete Intensive English Program offerings

Checkpoint 2: Approval of candidacy

1. Credit hour requirements
2. GPA requirements
3. Complete deficiencies
4. Candidate approval
5. Advisor approval
6. Departmental approval
7. Graduate Office approval

The candidate typically completes the candidacy form following the completion of 12-18 hours. Working together, the advisor and candidate complete the candidacy online. The department chairperson and Dean of Continuing and Graduate Studies then review the candidacy.

Checkpoint 2 Interventions:

- Work with advisor to schedule courses required in the specific program
- Meet with advisor and chair to resolve any problems with candidacy form
- Complete any deficiencies or remove any holds initiated by the Office of Continuing and Graduate Studies
- Work with advisor to create plan to meet program requirements

Checkpoint 3: Complete the program

1. GPA
2. Knowledge Base (38 Indicators)
3. Comprehensive written examination
4. Portfolio
5. Capstone project
6. Exit survey

During the final semester of enrollment, the student petitions for the appropriate degree through the Office of Continuing and Graduate Studies.

Checkpoint 3 Interventions:

- Conference with the advisor
- Conference with program faculty
- Complete additional hours or assignments
- Work with advisor to complete all program requirements

Checkpoint 4: Application for license/endorsements

1. Program courses
2. GPA requirements
3. Content assessment
4. Valid teaching license
5. Teaching experience
6. Evidence of recency
7. Institutional approval obtained from the Licensing Officer

Checkpoint 4 Interventions:

- Seek academic department support and consultation on content test strategies and techniques
- Meet with the department chair and Licensing Officer to develop a plan of action for a obtaining a recommendation for a license/endorsement

Feedback from First-Year and Third-Year Program Completers and Employers

Feedback surveys are sent to first-year and third-year program completers and their immediate supervisor each April. The surveys are distributed by the Office of Teacher Education in coordination with each program. All results are evaluated at the unit level by the College of Education Assessment Committee. Summary results are provided to each program and to respective committees responsible for decision-making.

Departmental and program coordinators and faculty review summaries of follow-up surveys and other assessment summaries from the Office of Teacher Education that are then combined with data collected by the program for possible immediate and long-term program enhancements. Follow-up surveys include the following types of information:

- Evaluation of knowledge base
- Evaluation of candidate preparation
- Evaluation of Program Quality
- Recommendations for program improvement
- Other information specific to the programs

Evaluation of the knowledge base is used as a key assessment for the unit. Employers provide ratings for each category of the knowledge base, and program completers also provide a self-evaluation for each category. This information shows growth of candidates over time and provides important information to be used for improvement of individual programs and the unit.

Unit Assessments - Advanced:

CHECKPOINT 1: ADMISSION TO GRADUATE SCHOOL			
Data Collected	Collector	Purpose for Data	Criteria Level
Admission Application			
# Applying	Program/Department	Admission Requirement	N/A
# Admitted	Program/Department	Admission Requirement	N/A
References			
Mean Ratings	Program/Department	Admission Requirement	Determined by Department
Prerequisites			
# Need Prerequisites	Program/Department	Admission Requirement	N/A
# of Prerequisites	Program/Department	Admission Requirement	N/A
GPA			
Undergrad GPA Mean	Program/Department	Admission Requirement	GPA = 2.7 / Psychology & Counseling GPA = 3.0
Writing Sample			
Mean Rating	Program/Department	Admission Requirement	Determined by Department
Criminal Check			
# Checked	Program/Department	Admission Requirement	N/A
# Denied	Program/Department	Admission Requirement	N/A
TOEFL Score			
# Applying	Program/Department	Admission Requirement	TOEFL = 550/79
# Passed	Program/Department	Admission Requirement	
Mean Score	Program/Department	Admission Requirement	
GRE/MAT			
Mean Scores	Program/Department	Admission Requirement	Psychology & Counseling GRE = 800 combined score on Verbal and Quantitative scales – 3.50 on Analytical Writing
CHECKPOINT 2: CANDIDACY APPROVAL			
Data Collected	Collector	Purpose for Data	Criteria Level
Hours Completed			
Mean # of Hours	OTE	Candidacy Requirement	Minimum 12 hours
GPA at Candidacy Pt.			
Mean GPA	OTE	Candidacy Requirement	GPA = 3.0
Deficiencies			
# Completing Deficiencies	OTE	Candidacy Requirement	N/A
Advisor Approval			
# Approved	OTE	Candidacy Requirement	N/A
# Denied	Program/Department	Candidacy Requirement	N/A
Dept. Chair Approval			
# Approved	OTE	Candidacy Requirement	N/A
# Denied	Program/Department	Candidacy Requirement	N/A
Grad Office Approval			
# Approved	OTE	Candidacy Requirement	N/A
# Denied	Program/Department	Candidacy Requirement	N/A

CHECKPOINT 3: PROGRAM COMPLETION			
Data Collected	Collector	Purpose for Data	Criteria Level
GPA			
GPA Mean of Completers	OTE	Program Completion Requirement	GPA = 3.0
Knowledge Base			
Mean Ratings of Indicators	OTE	Program Completion Requirement	Ratings on each Category of 3 – 5
Completers			
# Applying for Graduation	OTE	Program Completer Tracking	N/A
# Completing	OTE	Program Completer Tracking	N/A
Comps – Written			
Mean Score	Program/Department	Program Completion Requirement	Determined by Department
Comps – Oral			
Mean Score	Program/Department	Program Completion Requirement	Determined by Department
Portfolio			
Mean Rating	Program/Department	Program Completion Requirement	Determined by Department
Exit Survey			
# Completing Survey	Program/Department	Program Completion Requirement	Determined by Department
CHECKPOINT 4: APPLICATION FOR INITIAL LICENSURE			
Data Collected	Collector	Purpose for Data	Criteria Level
GPA Requirement	Licensing Officer	Approval for Licensure	GPA = 3.0
Content Test	OTE	Approval for Licensure	Complete the test. Cut Scores established by KSDE
Recommendations	OTE	Approval for Licensure	Verification of eligibility for Licensure by the Director of Teacher Education and the Licensing Officer
FEEDBACK FROM PROGRAM COMPLETERS AND ADMINISTRATORS			
Data Collected	Collector	Purpose for Data	
First- and Third-Year Graduate Survey	OTE	Data for Program Evaluation leading to enhancement of programs or new programs	
Administrator Survey of First- and Third-Year Graduates	OTE	Data collected is tabulated, analyzed, summarized, and presented to departments and committees responsible for program and curriculum development. Data collected includes ratings of the First-Year and Third-Year Teachers on the knowledge base's 38 Indicators.	

C. KSDE Approved Program Curriculum Assessment

KSDE has implemented a process for evaluating all licensure programs. Each licensure program must be reviewed and approved by KSDE. The program report contains quantitative and qualitative descriptions about the program, as well as performance data from candidates who have completed the program. The focus is on assessment evidence that demonstrates teacher candidate proficiencies, accompanied by appropriate contextual information that will assist trained program reviewers. The program report consists of the following five sections:

Section I - a description of contextual information including the program of study that outlines the courses and experiences required for all candidates to complete the program and candidate and program completion information.

Section II - identifies each of the assessments, the type or form of each assessment, and when the assessments are required or administered. All programs must provide a minimum of six and a maximum of eight assessments.

Section III – consists of a Standards alignment chart which identifies which standards are addressed by each assessment. Multiple standards may be addressed by one assessment.

Section IV - consists of narrative descriptions of each assessment, which include a brief description of the assessment, how the assessment aligns with the standard(s), a summary of the data collected, and an interpretation of how the data provides evidence that the standard has been met.

Section V - evidence is presented that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This section should include a description of the steps that program faculty have taken to use information from assessments for improvement of both candidate performance and the program.

Program Assessments - Initial Programs

The Office of Teacher Education collects data for Assessments 1-4 for all initial programs. This includes PLT and content exam scores, Teacher Work Sample ratings, and student teaching final evaluation ratings. Each program collects data for the remaining assessments. There must be at least two additional assessments within each program and may have up to four additional assessments within each program. Assessment #5 may include the use of course grades (maximum of 6 courses). Administrators and faculty submit data collected to the Office of Teacher Education at the close of each semester. See Appendix B for a complete list of assessments by program.

Program Assessment - Advanced Programs

The Office of Teacher Education collects Assessment 1 data for all advanced programs. This includes content exam scores required for licensure. Each program will collect data for the remaining assessments. There must be at least five additional assessments within each program and may be up to seven additional assessments within each program. Assessment #5 may include the use of course grades (maximum of 6 courses). Administrators and faculty submit data collected to the Office of Teacher Education at the close of each semester. See Appendix C for a complete list of assessments by program.

D. Assessment of Unit Operations

Advisement Surveys

Faculty members' advisement practices are electronically evaluated through GUS by advisees during the enrollment period each semester. A summative report is provided to the faculty member to use in his/her performance appraisal. Summative departmental data is provided to the department chairs for analysis and evaluation. This process allows for immediate feedback related to advisement and is used to enhance the overall operations of the unit.

Faculty Evaluations

Unit faculty receive evaluations from candidates in each of their courses every semester. This provides faculty the opportunity to reflect on their own teaching practices and identify areas for improvement. Faculty are encouraged to identify target areas each year for continuous improvement.

Follow Up Studies of First-Year and Third-Year Program Completers and Employing Administrators

Feedback surveys are sent to first-year and third-year program completers and their immediate supervisor each April. For all programs, the Office of Teacher Education updates employment sites for program completers and KSDE provides employment information for completers teaching in Kansas. Additional information from individual departments is also gathered for program completers teaching in other states. The Office of Teacher Education is responsible for sending out surveys for all programs. Returned survey data are tabulated, analyzed, and reported according to program. Summary results are provided to each teaching program department and to various committees responsible for decision-making.

Departmental and program administrators and faculty receive assessment summaries from the Office of Teacher Education which are then combined with data collected by the specific

department or program for possible immediate and long-term program enhancements. Follow-up surveys include the following types of information:

- Evaluation of Knowledge Base
- Evaluation of other competencies specific to programs
- Evaluation of candidate preparation
- Recommendations for program improvement
- Other information specific to programs

While evaluation of the Knowledge Base is used as a key assessment for the unit, survey items related to preparation and recommendations for program improvement are reviewed carefully as a part of the evaluation of Unit Operations. Employers often provide insights to the overall preparation, strengths, and areas for improvement that faculty and candidates may not identify. Program completers can provide specific feedback on various aspects of their preparation as well. Feedback from program completers and employers are reviewed annually and program changes are made that enhance the quality of the total program

Appendices

- B. List of Program Assessments (for Meeting KSDE Standards) – Initial**
- C. List of Program Assessments (for Meeting KSDE Standard) – Advanced**

APPENDIX B – List of Program Assessments - Initial Programs

ART

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Visual Culture Study: Contextual Examination/Art History Research	Project	Art 379 The Teaching of Art Art 479 Techniques for Teaching Art	
6	Final Curriculum Project Evaluation	Project	Art 479 Techniques for Teaching Art	
7	Art Lesson/Presentation Assessment	Project	Art 479 Techniques for Teaching Art 579 Supervised Student Teaching and Follow up	
8	Senior Exhibit: Criticism, Expression, Media	Project	Art 490 Senior Exhibit	

BIOLOGY

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Course Grades	Grades	BIOL 330; BIOL 322/325; BIOL 371; 257/258	

APPENDIX B – List of Program Assessments - Initial Programs

6	Science Inquiry Unit of Study	Project	During BIOL/CHEM/PHYS 479	
7	Nature of Science (Lesson Plans)	Project	BIOL 479	
8	N/A			

CHEMISTRY

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Course Grades	Grades	CHEM 215; CHEM 255; CHEM 235; CHEM 335; CHEM 445; CHEM 593	
6	Oral Presentation	Project	CHEM 601; Chemistry Colloquium	
7	Science Inquiry Unit of Study	Project	CHEM 479	
8	N/A			

APPENDIX B – List of Program Assessments - Initial Programs

EARTH AND SPACE SCIENCE

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Course Grades	Grades-Based	Phys 160; Phys 165; Phys 375; Phys 176; Phys 166; Phys 167	
6	Science Inquiry Unit of Study	Project	During 479 Techniques for Teaching Science	
7				
8				

ENGLISH

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE

APPENDIX B – List of Program Assessments - Initial Programs

4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Knowledge of Texts	Portfolio	During ENGL 220, 230, 241, 242, and 304	
6	History and Development of English Language	Portfolio	During ENGL 202, 308, and 603	
7	Communication Portfolio	Portfolio	During ENGL 302, 304, 478, 699	
8	Instructional Methods	Portfolio	During ENGL 478 and 479	

MIDDLE SCHOOL ENGLISH

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Knowledge of Texts	Portfolio	During ENGL 220, 230, 241, 242, and 304	
6	History and Development of English Language	Portfolio	During ENGL 202, 308, and 603	
7	Communication Portfolio	Portfolio	During ENGL 302, 304, 478, 699	
8	Instructional Methods	Portfolio	During ENGL 478 and 479	

FAMILY AND CONSUMER SCIENCES

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE

APPENDIX B – List of Program Assessments - Initial Programs

2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Course Grades	Grades-Based	FCS 110; FCS 301; FCS 430; FCS 479; FCS 480; FCS 590	
6	Family & Consumer Sciences Comprehensive Portfolio	Portfolio	Semester prior to Student Teaching	
7	FCS 479 Final Curriculum Project	Project	FCS 479	
8	Capstone Senior Reflection Paper	Reflection Paper	Prior to Student Teaching	

FOREIGN LANGUAGE

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Course Grades	Grades-Based	MLL 479 The Teaching of languages	
6	AATSP National Spanish Exam / National French Contest Level	Standardized Test	Administered during Senior Assessment at end of 7 th Semester	
7	Senior Interview	Oral Interview	At end of 3 rd , 4 th , and 5 th or 7 th semester	
8	Writing Assessment	Essay	At end of 7 th Semester	

APPENDIX B – List of Program Assessments - Initial Programs

HISTORY / GOVERNMENT

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Course Grades	Grades-Based	ECON 191; GEOG 300; POLS 324; SOC 100; HIST 430; HIST 479	
6	American History research project	Project	Upper Division American History Course	
7	World History research project	Project	Upper Division World History Course	
8	Kansas History research project	Project	HIST 619 Kansas and the West	

MIDDLE SCHOOL HISTORY

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE

APPENDIX B – List of Program Assessments - Initial Programs

5	Course Grades	Grades-Based	ECON 191; GEOG 300; POLS 324; SOC 100; HIST 430; HIST 479	
6	American History research project	Project	Upper Division American History Course	
7	World History research project	Project	Upper Division World History Course	
8	Kansas History research project	Project	HIST 619 Kansas and the West	

MATH

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Course Grades	Grades-Based	MATH 636; MATH 513; MATH 607; MATH 479	
6	Major Field Test	Standardized	During Senior Year	
7	Standard Evaluation Rubric	Performance Assessment	Ongoing	
8				

APPENDIX B – List of Program Assessments - Initial Programs

MIDDLE SCHOOL MATH

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Course Grades	Grades-Based	MATH 304; MATH 503; MATH 307; MATH 143; MATH 479	
6				
7				
8				

MUSIC

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Course Grades	Grades-Based	MUSIC 211; 321; 340; 432	

APPENDIX B – List of Program Assessments - Initial Programs

6	Piano Proficiency Examination	Performance Assessment	Completion required prior to Professional Semester	
7				
8				

PHYSICAL EDUCATION

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Course Grades	Grades-Based	HHP 195; 345; 361; 460; 464; 466	
6	Exit Examination	Comprehensive Exam	Completion of Program	
7	Individualized Physical Education Program	Project	HHP 462	
8	Elementary Physical Education	Project	HHP 341	

APPENDIX B – List of Program Assessments - Initial Programs

PHYSICS

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Course Grades	Grades-Based	PHYS 104/130; 105/132; 516; 375/575; 530; 532	
6	Science Inquiry Unit of Study	Project	PHYS 479	
7	Major Field Test	Standardized	During PHYS 699	
8	PHYS 569 Laboratory Teaching Practicum	Performance	PHYS 569	

MIDDLE SCHOOL SCIENCE

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE

APPENDIX B – List of Program Assessments - Initial Programs

4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Course Grades	Grades-Based	PHYS 160; 175: 171; 172; BIOL 111; BIOL 112	
6	Science Inquiry Unit of Study	Project	BIOL/CHEM/PHYS 479	
7				
8				

PSYCHOLOGY

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Course Grades	Grades-Based	PSYCH 263, PSYCH 275, PSYCH 389, PSYCH 392: SPRING/FALL PSYCH 394: SPRING/SUMMER PSYCH 463: FALL	
6	SENIOR ASSESSMENT EXIT EXAMINATION	Comprehensive Exam	During Senior Year	
7				
8				

APPENDIX B – List of Program Assessments - Initial Programs

SPEECH/THEATRE

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Course Grades	Grades-Based	COMM 200; 274; 309; 367; 295; 544	
6	Senior Communication Portfolio	Portfolio	Required Senior Year in Comm; Comm 699	
7				
8				

TECHNOLOGY

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	PSU Teacher Work Sample Criteria 2 and 3	Project	During the Professional Semester	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	PSU Teacher Work Sample Criteria 6 and 7	Project	During the Professional Semester	OTE
5	Course Grades	Grades-Based	GT 191; 300; 330; 350	
6	Technology Education Course of Study Portfolio Assessment	Portfolio	Prior to admission to student teaching	
7	Technology Education Facility Design Portfolio/School Board Presentation	Portfolio/Presentation	Prior to admission to student teaching	
8				

APPENDIX B – List of Program Assessments - Initial Programs

RESTRICTED

Assessment #	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Knowledge Test b. Praxis II – Principles of Learning and Teaching Test	Standardized	Upon Completion of Program	OTE
2	Instructional Planning and Instruction Sections	Portfolio	During final semester in CURIN 849	OTE
3	Student Teaching Final Evaluation	Performance Assessment	During the Professional Semester	OTE
4	Evaluation Section	Portfolio	During final semester in CURIN 849	OTE
5	Course Grades	Grades-Based	CURIN 720; 879; 850; 878; SSLS 815; PSYCH 810	
6				
7				
8				

Appendix C – List of Program Assessments – Advanced Programs

Adaptive Special Education

Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Special Education Core Content b. Praxis II – Mild/Moderate	Standardized	a. taken prior to application for lic b. taken prior to application for lic	OTE
2	Elementary Lesson Plan Project	Project	SSLS 779	
3	Cooperating Teacher Evaluation	Performance	SSLS 761	
4	Teacher Work Sample	Project	SSLS 761	
5	Course Grades	Grades-Based	SLS 750; 849; 861	
6	Special Education Process Assignment	Project – Philosophy, essay, power point	SSLS 738	
7	Secondary Planning/Transition Assignment	Project – lesson plan/transition plan	SSLS 780	
8	Behavior Support Plan	Project	SSLS 745	

Building Leadership

Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Test	Standardized	Upon Completion of Program	OTE
2	School Improvement Action Plan	Report	SSLS 891	
3	Practicum in Educational Leadership	Performance	SSLS 894	
4	School Report Card Project	Project	SSLS 834	
5	Course Grades	Grades-Based	SSLS 801; 809	
6	ISLLC Standards Reflection Paper	Essay	SSLS 855	
7				
8				

Appendix C – List of Program Assessments – Advanced Programs

District Leadership

Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Test	Standardized	Upon Completion of Program	OTE
2	Plan for Instructional Improvement Project	Project	SSLS 998	
3	Practicum Educational Systems Leadership I and II	Performance	SSLS 997/998	
4	Final Project	Project	SSLS 903	
5	Course Grades	Grades-Based	SSLS 901; 902; 903	
6	In-Basket / Case Study	Case Study	SSLS 901	
7				
8				

ESOL

Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Test	Standardized	Completion of Program	OTE
2	Cooperative Learning-Multiple Intelligences Mini-Lesson	Performance	CURIN 554 / 854	
3	Teaching Observation	Performance	CURIN 555 / 855	
4	Case Study	Case Study	CURIN 555 / 855	
5	Course Grades	Grades-Based	ENGL 308 / 714; CURIN 551 / 851	
6	Portfolio	Portfolio	CURIN 555 / 855	
7	Comparative ELL Interview	Project	CURIN 552 / 852	
8	Evaluating Assessment Instrument	Project	CURIN 553 / 853	

Appendix C – List of Program Assessments – Advanced Programs

Functional Special Education

Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Special Education Core Content b. Praxis II – Severe to Profound Disabilities	Standardized	Taken prior to application for licensure	OTE
2	Self-Contained Lesson Plan Project	Project	SSLS 853	
3	Practicum Evaluation	Performance	SSLS 860	
4	Case Study	Case Study	SSLS 860	
5	Course Grades	Grades-Based	SSLS 852; 853; 750	
6	Special Education Process Assignment	Project	SSLS 738	
7	Parent Handbook	Project	SSLS 849	
8	Behavior Support Plan	Project	SSLS 745	

Library Media Specialist

Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Test	Standardized	Completion of Program	OTE
2	Strategic Plan	Project	SSLS 825	
3	Practicum Evaluation	Performance	SSLS 819	
4	KWL Lesson Plan	Project	SSLS 838	
5	Course Grades	Grades-Based	SSLS 735; 737; 825; 868	
6	Staff Development Presentation	Performance	SSLS 819	
7	Digital Portfolio	Portfolio	SSLS 819	
8	Fun Reading Project	Project	SSLS 819	

Appendix C – List of Program Assessments – Advanced Programs

Reading Specialist

Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Test	Standardized	Upon Completion of Program	OTE
2	Assessments and Lesson Plans	Project	CURIN 873	
3	Clinical Experience Evaluation	Performance	CURIN 873	
4	Diagnosis of Reading Difficulties	Project	CURIN 873	
5	Course Grades	Grades-Based	CURIN 870; 845	
6	Comprehensive Portfolio	Portfolio	CURIN 874	
7				
8				

School Counseling

Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Test	Standardized	Upon completion of program	OTE
2	Comprehensive Program Plan	Project	PSYCH 814	
3	Fieldwork Assessment Evaluation	Performance	During Practicum/Internship	
4	Portfolio Evaluation	Portfolio	During Practicum/Internship	
5	Course Grades	Grades-Based	PSYCH 745; 819	
6	Comprehensive Exam	Comprehensive Exam	Final Semester in Program	
7				
8				

Appendix C – List of Program Assessments – Advanced Programs

School Psychology

Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment is Required / Administered	Name of Person(s) Collecting Data
1	a. Praxis II – Content Test	Standardized	Completion of Program	OTE
2	School Psychology Program Field Experience Evaluation	Performance	Completion of PSYCH 970	
3	School Psychology Program Field Supervisor Internship Evaluation	Performance	Upon completion of PSYCH 995	
4	School Psychology Practicum Experience – Overall Score	Performance	Upon Completion of PSYCH 970	
5	M.S. General Psychology Comprehensive Exam	Comprehensive Exam	Final Semester of coursework for M.S.	
6	Ed. S. School Psychology Comprehensive Exam	Comprehensive Exam	Final Semester of coursework for Ed. S. degree	
7	School Psychology Field Experiences Evaluation	Performance	Completion of practicum and final internship	
8				