

STANDARD 2:

ASSESSMENT SYSTEM AND UNIT EVALUATION

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

Element 1. Assessment System

The Salisbury University Professional Education unit assessment system is a comprehensive system designed to centralize the collection, analysis, and dissemination of unit for the purposes of program improvement. The Unit's Assessment committee, in collaboration with intern and external unit stakeholders, has developed an assessment system to collect data at five transition points in a candidate's career: entry to the university, entry to upper division professional course work, entry into internship, exit from internship, and teacher in-service. The data reflect both the central tenets of the conceptual framework as well as the NCATE standards and the standards of the Maryland Redesign of Teacher Education. Multiple assessments are collected at each transition point so that data triangulation can occur.

After completion of General Education requirements and pre-professional courses, candidate meeting acceptance criteria are admitted to the professional education programs, usually at the beginning or during the Junior.

All secondary and K-12 candidates are admitted in the spring semester, and begin the 100-Day Internship in the following fall semester and subsequently student teach in the next spring semester.

The elementary programs consist of Block A (reading, language arts and creative arts methods), Block B (math, science & social studies methods), Block C (classroom management, inclusion, children's literature & reading assessment) and Block D (student teaching). Block C and Block D represent the 100-Day Internship and may be interchanged.

Transition points are aligned with this progression through the respective programs.

A comprehensive set of data instruments and research methods have been developed and used for data collection. These data are collected regularly according to the schedule described later in this section. These instruments include course assessments using LiveText, an online assessment and portfolio tool, online surveys of candidates, alumni, mentors, faculty and employers; on-line assessments of interns, focus group with stakeholders, course grade and GPA data; and PRAXIS test data.

The Unit Assessment committee and the unit have developed a communication system whereby program directors make data requests of the committee and the committee disseminates unit data back to programs and to unit faculty. The communication flow of data is the catalyst for program monitoring and improvement.

The unit's assessment system is modeled after the Salisbury University Assessment system (2000), which is based on a Nichols (1995) model for instructional and operational assessment. The University model is based on the following five columns for assessment:

Column 1	Column 2	Column 3	Column 4	Column 5
Expanded Statement of Institutional Purpose	Intended Student Learning Outcomes	Means of Assessment	Assessment Results	Use of Results to Enhance Programs

The Unit Assessment system was expanded to include 2 additional columns. See below

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Unit Standards	Intended Student Learning Outcomes	Means of Assessment	Assessment Results	Use of Results to Enhance Programs	Source of Unit Data	Accomplished Y/N

In Fall 2002, the Unit Assessment Committee was established by the Dean of the Seidel School to revise and update the system as originally designed for the initial 1999 NCATE/MSDE visit. The Committee is comprised of a Chairperson, representatives from the Early Childhood (ECED)/Elementary (ELED), Secondary, and K-12 programs, the Advising Coordinator, and the NCATE coordinator.

The Committee was tasked with the immediate responsibility of revising and updating the assessment system to be in alignment with, and to more closely reflect, current NCATE, Maryland State Department of Education (MSDE), INTASC, and Specialty Professional Association (SPA) standards. In addition, the Committee retains ongoing responsibility for ensuring that the unit's assessment system continues to provide candidate performance and program assessment instruments and data that are consistent across programs, accurate, valid, and reliable. The Unit Assessment Committee conducts weekly meetings.

The assessment system was created initially based on the six NCATE unit standards. Subsequent alignment to the unit's Conceptual Framework, Maryland Redesign, INTASC and Specialty Area standards occurred after the initial system was put in place. The unit assessment system includes the following components: standards; learner/operation outcomes; learner/operation benchmarks; results; and, use of results. Table 2.1.1 shows a portion of the unit's assessment system for Standard 1, illustrating the system's goals and outcomes for NCATE Standard 1, Element A—Content Knowledge. The [entire assessment system](#) can be found in the Exhibit Center.

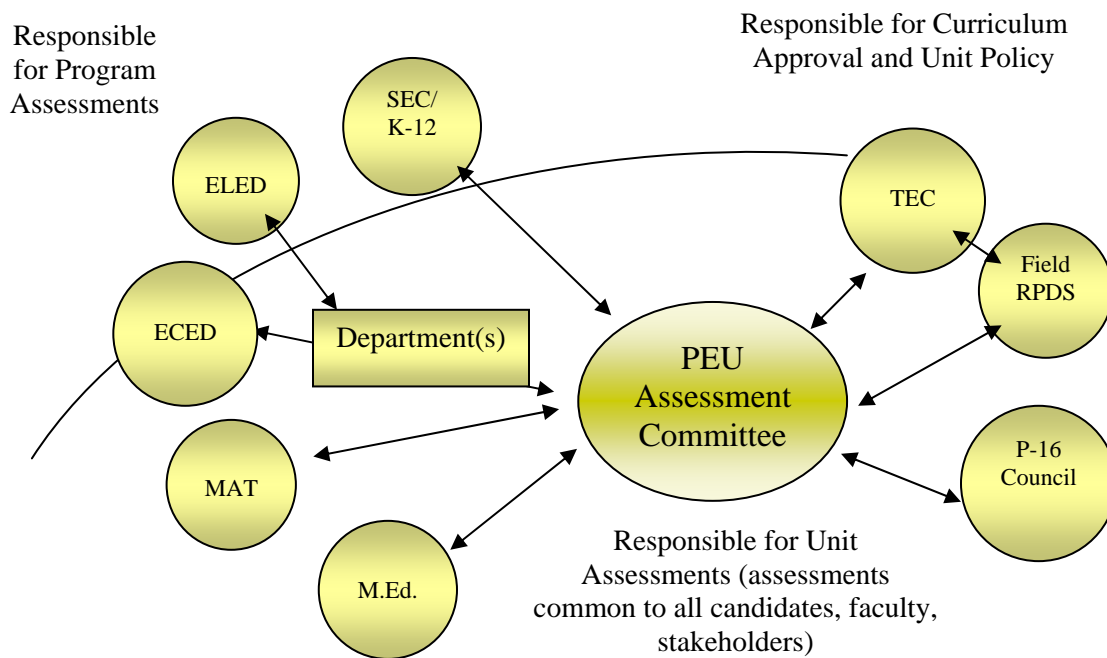
Table 2.1.1 Description of Unit Assessment System For Standard 1, Element A. Content Knowledge

Goal	Outcome	Assessment/Benchmarks	Summary of Results	Use of Results	Source of Unit Assessment Data	Accomplished Y/N
A. Content Knowledge— Teacher candidates know the subject matter that they plan to teach.	1A1. Candidates will demonstrate subject matter knowledge based on program area content standards.	1A1a. Professional portfolio structure will be assessed by rubric in <i>EDUC 318</i> or <i>319</i> .	1A1a. 100% candidates who complete <i>EDUC 318</i> or <i>319</i> according to the course syllabus have portfolio structure assessed.	1A1a. Programs not required to complete <i>EDUC 318</i> or <i>319</i> should submit to the Unit a plan to assess candidate portfolio structure.	1A1a. <i>EDUC 318/319</i> Course Syllabi.	1A1a. Y
		1A1b. 100% of unit candidates will publish web-based portfolios that align with his/her program standards.	1A1b. 100% of candidates in Secondary programs create portfolios aligned to SPA standards. Candidates in ELED, ECED, and PHED do not consistently submit portfolios.	1A1b. The Unit Assessment Committee will create a unit-wide assessment common to all unit programs.	1A1b. Program committee reports.	1A1b. Planned for creation in Fall 05; implementation in Spring 06.
	1A2. Candidates will possess a broad based knowledge in subject matter content.	1A2a. Professional subject matter will be scored by rubric at the completion of each subject matter methods course.	1A2a. None	1A2a. Need systematized program report of data to unit.	1A2a. Specialty area program reports/Live Text.	1A2a. N
		1A2b. 80% of students will score 70% or better on the subject matter rubric.	1A2b. None	1A2b. Need systematized program report of data to unit.	1A2b. Program reports/Live Text.	1A2b. N
		1A2c. 80% of candidates will pass the subject matter component for Praxis II as required by the MSDE.	1A2c. Detailed Title II Reports : 1999-2000: 98% 2000-2001: 93% 2001-2002: 94% 2002-2003: 91% 2003-2004: 96%	1A2c. Continue to monitor GPA data for candidates on an annual basis.	1A2c. Dean's Office Title II Reports.	1A2c. Y
		1A2d. 100% of candidates entering professional programs must maintain a 2.75 GPA or higher in content area courses related to subject matter.	1A2d. 100% of candidates maintained a 2.75 GPA.	1A2d. Continue to monitor GPA data for candidates on an annual basis.	1A2d. GPA data from Dean's Office.	1A2d. Y

Goal	Outcome	Assessment/Benchmarks	Summary of Results	Use of Results	Source of Unit Assessment Data	Accomplished Y/N
		1A2e. 80% of candidates during the internship semester will receive a score of <i>acceptable</i> or higher on the subject matter components of the <i>Student Intern Evaluation</i> form.	1A2e. Spring 03: 99.9% Fall 04: 93.0% Spring 05: 91.0%	1A2e. Continue to monitor each semester.	1A2e. Mentor and Supervisor Evaluation of Intern.	1A2e. Y
		1A2f. 80% of candidates teaching as professionals two years or longer receive favorable reviews from their immediate supervisor for subject matter expertise.	1A2f. Spring 05: 94.0%	1A2f. Continue to monitor biennially.	1A2f. Employer Survey.	1A2f. Y
		1A2g. 80% candidates teaching as professionals two years or longer rate themselves as being proficient in their subject matter on follow-up <i>Alumni Survey</i> .	1A2g. Spring 04: 100.0% Spring 05: 98.0%	1A2g. Continue to monitor annually.	1A2g. Alumni Survey.	1A2g. Y
	1A3. Candidate subject matter knowledge is grounded in state and national standards.	1A3a . 100% of candidates align their professional portfolio to state and national content standards.	1A3a. 100% of candidates in secondary programs create portfolios aligned to program standards. Candidates in ELED, ECED and PHED do not consistently submit portfolios.	1A3a. The Unit Assessment Committee will create a unit-wide assessment common to all unit programs.	1A3a. Program committee reports.	1A3a. Portfolio assessment planned for creation Fall 05. Implementation date Spring 06.

The Unit Assessment Committee revised existing assessment instruments and systems, and created new assessment measures aligned with state and national standards. The assessments were shared with program directors, unit faculty, clinical faculty, supervisors, subject specialists, candidates, and Professional Development School personnel. Based on feedback from these constituencies, the assessments were further refined and revised, and new assessments developed, where appropriate. Figure 2.1.1 (below) represents the structure for the information flow between the Assessment Committee and Unit stakeholders.

Figure 2.1.1 Assessment Committee and Unit Stakeholder Information Flowchart



As the system was further refined and developed, an in-depth evaluation of existing candidate assessments was performed. This process not only resulted in the conversion of assessments, but in the development of new assessment instruments intended to facilitate more consistent, accurate, and comprehensive data collection on candidate performance across programs and across time.

Five new evaluation instruments were developed to strengthen the unit’s assessment program in an effort to ensure that its candidates are proficient in the knowledge, skills, and dispositions necessary for a successful and effective teaching career. They include the: *Alumni/Intern Exit Survey*; *Employer Survey*; *Mentor Teacher Database*; *Intern Impact on P-12 Learning*; and, *Intern Evaluation of Mentor, Supervisor, and Site*.

Existing paper-based assessment tools were converted to on-line surveys. In addition, the *Mentor and Supervisor Evaluation of Intern* was revised to capture performance indicators for three levels of candidate proficiency (i.e., *unacceptable*, *acceptable*, and *target*), and was converted from a paper/pencil/triplicate form to an on-line survey. The existing *Intern Use of Technology* assessment that was initially created to align to MTTTS standards was also revised to include additional candidate

information and developed as an on-line assessment instrument. Procedures for assessing candidate dispositions and indicators representing each candidate behavior were revised. A revised evaluation for candidate dispositions is beginning in Fall 2005 to augment the existing assessment of candidate dispositions.

Established in 1998, the [Conceptual Framework](#) was revised in 2004-2005, to ensure that its four themes (i.e., Informed and Reflective Pedagogy, Enhanced Student Learning, Scholarship, and Collaboration) align directly to INTASC, as well as NCATE and MSDE standards. Candidate assessments are, therefore, aligned to several sets of standards. Table 2.1.2 demonstrates the alignment of the unit's assessment system to professional and state standards within the tenets of its Conceptual Framework.

Table 2.1.2 Alignment of Unit Assessment System to Standards				
Unit's Conceptual Framework	INTASC Standards	NCATE Unit Standards	NCATE Program Area Common Assessments	MD Redesign
Informed and Reflective Pedagogy	Prin. 3: Adaptation to Diverse Learners Prin. 4: Instructional Strategies Prin. 6: Effective Communication Prin. 7: Instructional Planning Prin. 8: Assessment Prin. 9: Reflective Practitioner	Ele. 2: Pedagogical Content Knowledge Ele. 4: Dispositions	Assmnt 3: Pedagogical and Professional Knowledge, Skills, and Dispositions—Effective Planning Assmnt 4: Pedagogical and Professional Knowledge, Skills, and Dispositions—Practice	Component 2: Extensive Internship Component 3: Performance Assessment
Enhanced Student Learning	Prin. 2: Learning and Development Prin. 3: Adaptation to Diverse Learners Prin. 5: Positive Learning Environment Prin. 8: Assessment	Ele. 3: Professional and Pedagogical Knowledge and Skills Ele. 4: Dispositions Ele. 5: Student Learning for Teacher Candidates	Assmnt 5: Effects on Student Learning	Component 2: Extensive Internship Component 3: Performance Assessment Component 4: Linkage with P-12 Priorities
Scholarship	Prin. 1: Subject Matter	Ele. 1: Content Knowledge Ele. 4: Dispositions	Assmnt 1: Licensure Tests Assmnt 2: Content Knowledge	Component 1: Strong Academic Background Component 3: Performance Assessment
Collaboration	Prin. 10: School Relationships	Ele. 3: Professional and Pedagogical Knowledge and Skills Ele. 4: Dispositions Ele. 5: Student Learning for Teacher Candidates		Component 2: Extensive Internship Component 3: Performance Assessment Component: Linkage with P-12 Priorities

The implementation of the Unit Assessment system has been focused initially on the assessment procedures and evaluation instruments of the initial certification programs at the undergraduate level. The Masters of Arts in Teaching (MAT) program has as its primary assessment a comprehensive written exam for each candidate along with individual course assessments.

Programmatic assessment of graduate programs is gradually being integrated into the Unit Assessment system. During Fall 2004 and continuing in Spring 2005, the graduate committee began to develop the goals and outcomes critical to graduate program assessment. Implementation of these goals and outcomes continues to be a focus of the unit assessment committee. Currently M.Ed. programs require candidates to be assessed on entry to graduate study. Candidates for entry into programs must have GPAs of 2.75 or completion of a master's degree from a regionally accredited institution of higher learning. Candidates who maintain good academic standing in graduate programs must maintain a GPA of 3.0 with no grade lower than C, and no more than six credit hours of C or C+ in their program. The Graduate Program Director is responsible for monitoring the GPA data of graduate candidates. All M.Ed. programs culminate with a capstone experience.

The new M.Ed. Reading Specialist program was designed and aligned to the International Reading Association (IRA) Professional Standards. Two courses, REED 614, Leadership for Reading Professionals, and REED 620, Seminar in Reading Education, taken near the completion of the program, are used as indicators of programmatic knowledge and skills.

The M.Ed. Technology track and the Post-baccalaureate Certificate in Teaching/Learning with Technology are based on standards of the International Society for Technology in Education (ISTE). An electronic portfolio is required for candidates in each program for graduate certification. Other tracks within the M.Ed. program have identified course specific learning outcomes. These outcomes are aligned to national standards and to the unit's Conceptual Framework. The next step for the M.Ed. programs to accomplish is to develop a systematic assessment process where course based assessments are identified and data are collected.

Element 2: Data collection, analysis and evaluation

The unit's assessment system was designed to monitor candidates' developmental performance at appropriate benchmarks over the length of their program. Using multiple assessments with multiple indicators allows the unit to collect both qualitative and quantitative data as a candidate progresses through his or her program that are used to measure candidate proficiency, as well as program efficacy. Primary transition points for candidate assessment include: entry to the university; pre-professional assessment; entry into the professional program; entry into internship; and, exit from internship. As candidates matriculate further into the program, their progress is monitored by assessments of their content knowledge, professional and pedagogical knowledge, impact on student learners, and dispositions. Unit assessments of intern performance center on field placement evaluations. For example, during the level one field experience, a pre-professional candidate is evaluated by his or her mentor for professional dispositions.

Table 2.2.1, below, outlines the key assessments performed and criteria needed for progression to each benchmark for both the initial and advanced education programs across transition points.

Table 2.2.1 Description of Unit Assessments of Candidates' Program Progression					
	University Admission	Admission to Professional Teacher Education Program (Methods)	Admission to Internship	Exit from Program	In-Service
Initial Programs*	<ul style="list-style-type: none"> SAT Admission Criteria 	<ul style="list-style-type: none"> Content GPA Overall GPA Coursework Pass PRAXIS I 	<ul style="list-style-type: none"> 100 Day Plan Complete PRAXIS II Methods GPA 	<ul style="list-style-type: none"> Intern Evaluation by Mentor and 	<ul style="list-style-type: none"> Alumni Survey Employer Survey

		<ul style="list-style-type: none"> • Candidate Disposition Assessment • Faculty Recommendation 	<ul style="list-style-type: none"> • Content GPA • Coursework • Faculty Recommendation 	University Supervisor <ul style="list-style-type: none"> • Supervisor Evaluation of Technology Use • Intern Exit Survey 	
Advanced Programs*	<ul style="list-style-type: none"> • Admission Criteria 	<ul style="list-style-type: none"> • Overall GPA on Required Coursework • Measurement of performance indicators is in progress 			<ul style="list-style-type: none"> • Capstone Project

*Initial Certification Programs: [ECED, ELED, Secondary/K-12 Education in Biology, Chemistry, English, French, Health, History, Math, Music, Physical Education, Physics, and Spanish; TESOL \(MA\) and ESOL \(BA\)](#). A new BA ESOL program was approved by MSDE in Spring 2005 and the program will be available in Fall 2005. No program graduates are expected until 2009. In addition, MAT is available for all Secondary/K-12 program areas.

**Advanced Programs: [Certification Programs—Master of Education in Educational Leadership and Reading Specialist. Non-Certification Programs—Master of Education with tracks in Early Childhood, Elementary, Teaching, and Learning with Technology, Middle/Secondary, and Post-Secondary.](#)

Using multiple unit-wide and program-specific assessments, the Unit monitors candidates' progress throughout their professional teacher preparation programs. Program Coordinators and program advisors monitor a candidate's matriculation throughout the program. During academic advising each semester, candidates are required to meet with advisors to determine their progress in a program. Advising sessions include the development of a course of study for each candidate. Advisors monitor candidate GPA, completion of PRAXIS and "no grade lower than C" for professional and content area courses requirement. Candidates who fail to maintain the appropriate GPA or course grades may be counseled by the advisor to repeat a course in order to maintain eligibility for program admission and retention. At the transition points of entry into Professional Teacher Education and entry in Internship a candidate who does not meet expectations is notified by either the Program Coordinator or the Advising Coordinator that he or she is not eligible to continue in professional program courses. Interns who perform below standard are remediated through an Intern Contract or a Plan of Assistance. This plan is created with the intern and managed by the university supervisor, mentor teacher, and the Director of Field Experience.

Evaluative review and feedback that leads to assessment creation and revision is an ongoing collaborative and inclusive process between the unit and its stakeholders. Yearly review of all unit assessment instruments is undertaken to ensure their continued accuracy and efficacy, as well as to determine any revisions and/or new assessment tools that may be required. Unit faculty, who represent a variety of cultural, educational, and diverse backgrounds, are asked to review and give input to unit assessments. Feedback is also requested from university supervisors, mentor teachers, and other educational stakeholders, including representatives from the Regional Professional Development School and Teacher Education Council Committees, clinical faculty, LEA stakeholders, and candidates. Based on this input, the Assessment Committee determines what modifications to the existing system will be undertaken.

To ensure consistency of data collection, as well as the data's accuracy and efficacy in assessing candidate performance and unit operations, all of the unit's assessment instruments have been based on the goals and learner outcomes from a variety of standards, including the Conceptual Framework, and the *Maryland Redesign*, INTASC, NCATE 2000, and SPA standards. These alignments to standards help to ensure that the learner outcomes examined through evaluation accurately measure the candidate's skill,

knowledge, and dispositions. An examination of data presented in Standard I, suggests an internal consistency across selected assessments. For example, the mentor and supervisor evaluation of intern show a consistent pattern of candidate ratings. Data from the elementary education program also suggests that course grades for math specific content are consistent across semesters. The unit's increasing use of common rubrics and scoring tools help eliminate bias and ensure data reliability and validity.

The use of multiple assessments with multiple indicators for a single outcome so that the data can better predict a candidate's success is standard for all unit assessments of candidates. For example, the assessment of candidate content knowledge includes information from multiple sources including: GPAs; PRAXIS I and II scores; evaluation of subject matter that occurs during internship; self-assessment from the [Intern Exit Survey](#); self-assessment from the [Alumni Survey](#); and, employer assessment using the [Employer Survey](#). In addition, following the evaluation and synthesis of data collected, the Assessment Committee reviews the outcomes from each assessment to determine whether modifications are required on the basis of the data's accuracy, consistency in collection across programs, and program improvement efforts. Within this process, input from evaluators is solicited to determine the continued validity of the assessment instruments.

The Unit Assessment system determines success of candidates during its programs up through the 100 day internship. At the present time, however, determining whether the unit's assessments are a predictor of an individual's successes as a teacher is problematic because alumni data is only available through self-report. Presently, the unit is unable to determine where its candidates are employed. Therefore, data on SU program completers from employers is incomplete. The unit has petitioned MSDE for assistance on this problem. As MSDE updates its databases on the teacher workforce, the unit has requested that information about program completers be provided to higher education institutions.

One system to be enhanced in Fall 2005 is the revised assessment of candidate dispositions. Candidates will be assessed by the unit on professional dispositions prior to and during professional program courses. A system for flagging candidates early who may exhibit dispositions that are not up to professional education expectations will be implemented. This process will allow the unit to predict more accurately the candidates that may be challenged during field experiences.

The Unit's assessment system is more highly developed for its initial certification programs. This in part is due to the nature and the context of the advanced programs. The Educational Leadership program is undergoing significant revision, and the assessment system is being incorporated into its structure. As a result, the Educational Leadership program review cycle was delayed due to this significant program revision. In addition, the Reading Education Specialist program is new. A delay in program review was granted to Reading by MSDE and plans are underway to develop an assessment plan. The remaining M. Ed. programs have a nine-credit common core of courses, and common assessments have not yet been generated for these programs. However, graduate level faculty have developed a plan for program and MA candidate assessment that will be implemented in 2006.

Several assessments have been designed to manage and improve unit operations, particularly those related to the Field Experience Office, and are outlined in Table 2.2.2, below. For example, one outcome for the unit is for all interns to receive four formal observations from the university supervisor. The Intern Evaluation of Mentor Teacher, University Supervisor, and School Site provide that information from the intern's perspective. During Spring 2005, 89.5% of interns received four formal observations. This data allows the Field Experience Office to better monitor university supervision support for interns. Based on this data additional monitoring is being undertaken to ensure the benchmark of 100%. See [Standard 3 of the unit assessment system](#) in the Exhibit Center for more information.

Table 2.2.2 Unit and Institutional Surveys for Improvement of Unit Operations				
	Candidate	Supervisor/ Mentor Teacher	LEAs	Employers
Initial Programs	Field Placement Request	Supervisor Evaluation of Mentor Teacher Survey	RPDS Conference Evaluation	Employer Survey
	Intern Evaluation of Mentor Teacher, University Supervisor, and School Site Survey	Mentor Teacher Evaluation of University Supervisor Survey		Employer Focus Group
	Unit Intern Exit Survey	Mentor Teacher Credential Survey		
	Unit Alumni Survey			
	Salisbury University Alumni Survey			

The unit also provides a systematic schedule for managing the assessment of its candidates, programs, and program operations as demonstrated in Table 2.2.3, below.

Table 2.2.3 Schedule of Annual Unit Evaluations

Fall Semester					Spring Semester				
September	October	November	December	January/ February	March	April	May	June	July/August
Annual Fact Book Shared with PEU	Mentor Midterm and Final Evaluation of Intern First Experience	Supervisor Evaluation of Intern Technology Use	Mentor Midterm and Final Evaluation of Intern Second Experience		Mentor Midterm and Final Evaluation of Intern First Experience	Supervisor Evaluation of Intern Technology Use	Mentor Midterm and Final Evaluation of Intern Second Experience	RPDS conference evaluation	Fact Book Creation
	Supervisor Evaluation of Intern First Experience		Supervisor Evaluation of Intern Second Experience		Supervisor Evaluation of Intern First Experience	Alumni Survey	Supervisor Evaluation of Intern Second Experience	RPDS Site Description Survey	Mentor Database Updated
			Intern Evaluation of Site				Intern Evaluation of Site		School Site Database Updated
			Mentor Evaluation of Supervisor				Mentor Evaluation of Supervisor	SU Alumni Survey	
			Supervisor Evaluation of Mentor				Supervisor Evaluation of Mentor		
			Intern Exit Survey				Intern Exit Survey		
			P12 Impact on Learning Candidate Dispositions				P12 Impact on Learning Candidate Dispositions		
September	October	November	December	January	March	April	May	June	July/August
Biennial Unit Evaluations									
						Faculty Effectiveness Survey	Employer Survey	Employer Focus Groups	

The unit's data collection and analysis system, with its subsequent dissemination of data, has been in place since Fall 2004. Under this system, assessment data are summarized for each program and a unit fact book is created annually. Data are summarized by specialty area program and/or collapsed into categories that include ECED, ELED, Secondary, or K-12 candidate performance. Data are analyzed by using SPSS, statistical analysis software and presented in EXCEL table form. The most common measure reported is the percentage of candidates is rated at *acceptable* or *target* for a given learning outcome. While the Associate Dean and the Advising Coordinator share responsibility for data summary, the Advising Coordinator generates most of the GPA data, and the Associate Dean is responsible for summarizing all assessment data collected. For more information see the Unit Assessment System in the Exhibit Center. Candidate data used for program specific outcomes is also generated with the aid of LiveText, which allows course instructors to create course-based assessments. The LiveText Coordinator and the Advising Coordinator assist in the running of candidate-data to support program specific outcomes

Formal candidate complaints are managed through a university-level grievance process. For example, candidates wanting to challenge a course grade follow a formal appeals process. If the candidate complaint cannot be resolved at the departmental level, appeals move forward to a university grievance committee. The Department Chair maintains a log of candidate grievances, and records of complaints and resolutions are maintained in the Department Chair's office, as well as in the Office of Student Affairs. (See the Salisbury University Policy and Procedures as outlined in the *Salisbury University Student Handbook*, pp. 27-46 in the Exhibit Center.)

Element 3 Use of data for program improvement

The Unit provides assessment data to candidates, faculty, program directors and, in some cases, local education stakeholders through the annual fact book (see the Unit Assessment System.) Depending on its source, data are aggregated by program, or, where program is not a descriptor, by three general program areas: ECED/ELED, Secondary; and K-12. Annual data are then made available to stakeholders at the fall meeting of the Professional Education Unit where individual program committees review the data and, if indicated, initiate curricular changes.

Programmatic changes have resulted based on the creation and data collection process of the Unit Assessment System. The revision of the Mentor and Supervisor Evaluation of Intern allowed the unit to align the Conceptual Framework, the Maryland Redesign and NCATE standards. To improve the reliability and validity of the instrument new indicators were written for each outcome to clearly communicate the criteria for candidate performance to mentors, supervisors, and interns.

Unit data have also encouraged specialty area programs to make revisions to existing course content and admission criteria. For example, one revision to Secondary programs requires candidates to complete content courses with no "grade lower than C". A second example is related to PRAXIS II scores in Secondary English pedagogy. PRAXIS II scores improved once a full-time faculty member was assigned to teach English professional methods courses. A third change related to PRAXIS II is to require exam completion prior program completion. In order to fill gaps within the existing unit assessment system's data collection, a new unit assessment for candidate dispositions has been designed and will be implemented for candidates during Fall 2005. Further information regarding the use of unit results for programmatic changes can be found in each SPA report and in each standard of the unit assessment system.

Other data driven changes have occurred around unit operations. The conversion of all unit instruments to on-line survey instruments has allowed the unit to better track the completion rate of candidate assessments, particularly during internship. For example, the unit increased its completion rate for mentor evaluations of interns from Spring 2003 (65%) to Spring 2005 (80%) by converting the forms to on-line. The unit has also developed new assessment instruments to ensure that information regarding unit

candidates is solicited at a variety of levels. The best examples of new survey instruments include the *Intern Exit/Alumni Survey* and the *Employer Survey*. The data collected from these instruments builds on the unit's capacity to measure candidate performance.

Assessment data are shared with each candidate in a variety of ways, the most common of which is through program-specific course assessments. Candidates receive feedback regarding their individual performance through graded assignments, and continue to receive regular and ongoing feedback as they matriculate through their professional education program. Data collected from the *Mentor Evaluation of the Intern* assessment show that, on average, intern performances increase substantially from the first evaluation benchmark at week 4 to the final evaluation benchmark at week 16. This strongly suggests that the regular administration of feedback from the university supervisor and mentor teacher is instrumental in improving candidate performances across the extended internship.

During internship experiences, it is common Unit protocol for intern evaluations to be shared via a three-way conference between the candidate, the mentor, and the university supervisor. Evaluations from internship are also made available to candidates who wish to share their internship performances with future employers. Candidate disposition data are shared with candidates by their advisor. For example, a candidate who is rated as *unacceptable* for a professional disposition is counseled by the advisor and, in some cases, in concert with the course instructor, as well.

The Unit Assessment System addresses the issue of continuous quality improvement for its programs. The Unit Assessment System is closely aligned to the University Assessment System and to the Conceptual Framework for the Professional Education Unit. Considerable progress has been made in assessment of candidates and programs. The unit is committed to modifying its assessments on as needed basis.