

Augustana University Education Preparation Provider (EPP) Assessment System

Updated Fall 2019

The EPP Assessment System has been developed with the professional community and reflects institutional, state and national standards. It includes a comprehensive and integrated set of evaluation measures used to monitor candidate performance and manage and improve programs and operations. Decisions about candidate performance are based on multiple assessments made at transition points. The EPP Assessment System incorporates continuous assessment with systematically administered procedures and is designed to:

- determine whether candidates have acquired program competencies,
- if the program has achieved its aim,
- to identify its strengths and weaknesses, and
- determine areas in need of modification.

Early each fall term, EPP faculty meet to review data from the previous academic year and complete the Data Review Worksheet to document the data reviewed and any proposed changes and/or modifications to be considered. EPP faculty also review the previous year's goals or tasks to determine if they have been met, are ongoing, or no longer applicable. The goal of assessment is to maintain the quality of programs through ongoing systematic data collection and through the use of this data to continually review and improve the professional education programs at Augustana University. The EPP Assessment System provides evidence that candidates know their subject matter and can teach it effectively as they connect theory to practice in the P-12 classroom.

PROGRAM COMPETENCIES

InTASC Alignment	InTASC 1 Learner Development	InTASC 2 Learning Differences	InTASC 3 Learning Environments	InTASC 4 Content Knowledge	InTASC 5 Application of Content	InTASC 6 Assessment	InTASC 7 Planning for Instruction	InTASC 8 Instructional Strategies	InTASC 9 Professional Learning and Ethical Practice	InTASC 10 Leadership and Collaboration
Danielson Indicator	1B,3C	1B	2A,2B,2C,2D, 2E,3A,3C	1A,3C	1C,3A,3B,3C	1E,3D,4A	1A,1C,1D,3E	1B,3B,3C	4A,4B,4D,4E	4C
ALL PROGRAMS										
EDUC 110									X	X
EDUC 219	X	X	X	X	X	X	X	X	X	X
EDUC 245	X		X			X				
EDUC 275			X			X	X			X
SPED 240		X						X		X
EDUC 345	X									
EDUC 355	X	X	X						X	
EDUC 375	X	X				X	X	X	X	
EDUC 200L									X	
EDUC 300L	X	X	X	X	X	X	X	X	X	X
EDUC 400L	X	X	X	X	X	X	X	X	X	X
EDUC 401			X							
ELED PROGRAM										
EDUC 290				X	X					
EDUC 301			X	X	X	X	X	X		
EDUC 313			X	X	X	X	X	X		
EDUC 320/325			X	X	X	X	X	X		
EDUC 350			X	X	X	X	X	X		
SPED PROGRAM										
SPED 120		X							X	X
SPED 236	X	X								
SPED 257	X	X								
SPED 301						X	X			X
SPED 312						X	X			X
SPED 336			X				X	X		
SPED 357			X				X	X		
SEED & EK12 PROGRAM										
310's ETC.			X	X	X	X	X	X		
EDUC 330	X		X			X	X	X	X	
EDUC 335			X		X	X	X	X		

TRANSITION POINTS

The assessment system has multiple transition points; multiple indicators have been identified at each program transition point. The tables that follow outline assessments made at each transition point by program:

Transition Point #1	Transition Point #2	Transition Point #3	Transition Point #4	Transition Point #5
Program Admission	Prior to Student Teaching	Exit from Student Teaching	Program Completion	After Program Completion
--Overall cumulative GPA of 2.70 --Cumulative GPA of 2.70 in content major --Completion of 45 C.H. --Approval from TEC --Advisor Recommendation --Freedom from Disciplinary Status --Assessment of Professionalism --Completion of EDUC 110, 245, & 275 with grades of at least C- or above --Successful EDUC 200L Program Admission ePortfolio Review	--Overall cumulative GPA of 2.70 --Cumulative GPA of 2.70 in content major --Passing scores on PRAXIS II content exam & PLT pedagogy exam --Approval from TEC --Advisor Recommendation --Assessment of Professionalism --Successful EDUC 300L PreStudent Teaching ePortfolio Review	--Overall cumulative GPA of 2.70 --Cumulative GPA of 2.70 in content major --Cooperating Teacher & University Supervisor Final Evaluation of Student Teacher --Assessment of Professionalism --Student Teaching Assessment Project --Successful EDUC 400L ST ePortfolio Review	--Overall cumulative GPA of 2.70 --Cumulative GPA of 2.70 in content major --Completion of all coursework required for program of study and graduation	--Annual Follow Up Survey --Annual Employer Survey

ASSESSMENT OF CANDIDATE PROFESSIONALISM

The Teacher Education Program at Augustana University assesses candidate professionalism. Program faculty (internal) and mentor teachers, practicum supervisors, cooperating teachers, and student teacher supervisors (external) complete formal and informal professionalism evaluations. In addition, candidates complete a self-evaluation prior to program admission, prior to student teaching, and during student teaching. Professionalism data are used to inform each candidate's matriculation through the program of study and are aggregated to inform programmatic decision making. The formal assessment of candidate professionalism is supplemented by the informal kinds of observations made by faculty in the classroom, by faculty whose courses include pre-student teaching field experiences, by academic advisors through the advising process, and by faculty and departments when recommending candidates for program entry and acceptance to student teaching. Each fall and spring when the Teacher Education Committee (TEC) meets to consider candidates for program admission and approval to student teach, the Field Placement Coordinator (FPC) compiles a roster of names with information required for each transition point. The rosters are used to inform TEC's vote on the candidates.

Candidates who experience difficulty or who display significant professionalism issues may be referred for a staffing; the staffing process is outlined as follows:

- The advisor and/or faculty, in consultation with the candidate, complete the Staffing Form.
- This is submitted to the Education Department Chair who schedules a pre-staffing meeting with the candidate following by the staffing meeting with the candidate, advisor, and other pertinent parties (faculty, student teaching supervisor, cooperating teacher, field placement coordinator, etc.).
- The staffing is designed to define the problem, develop an action plan for improvement, discuss ramifications, and arrange for follow up.
- The completed form is to be filed in the candidate's academic advising folder.

Candidates who wish to file a formal complaint can do so by completing the Candidate Formal Complaint Form or by making use of the College's Academic Grievance Procedure as outlined in the Student Handbook. A record of formal candidate complaints and their resolutions is kept on file in the office of the Education Department Chair.

PROFESSIONALISM INDICATORS	4=Outstanding Performance Description	3=Target Performance Description	2=Emerging Performance Description	1=Insufficient Performance Description
	The AU student is capable, independent & autonomous; exceeds expectations; performance is inventive & innovative.	The AU student is capable & independent; meets expectations; performance is consistent.	The AU student is capable; marginally meets expectations; performance is adequate.	The AU student is incapable; does not meet expectations; performance is inconsistent.
	RATING	COMMENTS		
Attendance: Has perfect, punctual attendance				
Reliability: Is reliable and can be counted on to fulfill tasks and requests in a timely manner				
Professional Demeanor: Has a professional demeanor, maintains appropriate boundaries, and dresses in a professional manner				
Judgment: Is honest, uses professional judgment, and respects the confidentiality of students and school personnel				
Student Focused: Considers and addresses the varied and diverse needs of all students				
Contributions: Is a positive team player contributing ideas and time to the classroom				
Communication and Collaboration: Regularly and proactively communicates and collaborates with the mentor teacher				
Openness: Actively seeks out feedback and suggestions and makes use of this information				
Active Participation: Takes an active role in the life of the classroom without prompting				
Contemporary and Current: Seeks out best practices and new ideas, including technology, from mentor teacher				

ASSESSMENT OF EPP OPERATIONS

The table that follows outlines unit efforts to assess the overall quality of programs and of the EPP through the following:

What is being assessed?	How is it being assessed?	When is it being assessed?
Satisfaction with Academic Advising	Survey	Every Spring; Every 3 rd Spring starting 2021
Satisfaction with Governance	Survey	Every Spring; Every 3 rd Spring starting 2021
Program Quality	Program Completer Follow Up Survey Employer Follow Up Survey	Every Interim
Faculty Teaching Effectiveness	Student Evaluation of Instruction	As scheduled for each individual faculty member
Student Teaching	Student Teacher Exit Survey Cooperating Teacher Exit Survey University Supervisor Exit Survey	Each semester Each semester Each semester
Program	SD DOE Program Review SD DOE Accreditation Review Augustana University Program Review	As scheduled, 7-year cycle As scheduled, 7-year cycle As scheduled, 5 year cycle

FAIRNESS, ACCURACY, & CONSISTENCY OF ASSESSMENT PROCEDURES

The Education Department Accountability Coordinator is responsible to collect and summarize data. Assessments are fair when they assess what has been taught, are accurate when they measure when they purport to measure, and are consistent when they produce dependable results. The fairness, accuracy, and consistency of the EPP's assessment measures are ensured through the following:

- Rubrics, checklists, and scoring guides are: aligned with program competencies, performance-based, collaboratively developed, piloted, revised before adoption, and provided to candidates when assignment is given.
- Raters receive training in using rubrics, checklists, and/or scoring guides.
- Performance assessments are randomly assigned for faculty review.
- Dual-ratings of performance assessments are conducted as warranted.

In addition, a formal project was undertaken and then finalized early in 2018 to establish the validity and reliability of the EPPs various performance or key assessments used to determine teacher candidate preparation. Results of this project, the Key Assessment Project, are detailed in the Key Assessment Report. Each key assessment that was not a proprietary assessment such as the PRAXIS Content and PLT exams, was put through a series of processes to establish its validity and reliability and thus reduce bias. Content validity was established by completing an alignment of the assessment's rubric to applicable standards and the calculation of the Content Validity Ratio (CVR) by using Subject Matter Experts (SMEs). Reliability was established by double-scoring the performance assessments and then running a t-test for dependent means, the Pearson Correlation Coefficient, and an Indicator Rating Discrepancy Analysis. For non-proprietary assessments, validity and reliability was established thus ensuring that assessments are fair and free of bias.

USE OF INFORMATION TECHNOLOGIES

Information technologies are used to maintain the assessment system and to allow the EPP to store and manipulate data to support program improvement. The EPP maintains its assessment system through the following information technologies: Survey Monkey and Chalk & Wire ePortfolio System as well as various college entities such as the Office of the Registrar, CARS, and the portal. Data provide information relative to individual candidates, specific programs (disaggregated), and all programs combined (aggregated). In addition, data are regularly shared with stakeholders through the governance system during regularly scheduled committee meetings. In addition, summary data are posted online in the Education Department's webpages and candidates have access to results in the Chalk & Wire account and within their portal. The plan incorporates systematic accountability to facilitate continuous evaluation, is built upon standards, incorporates multiple internal and external assessment measures, utilizes rubrics that define levels of performance used to judge candidate competence, and provides credible and useful data used to modify programs and procedures to improve candidate performance.