Evaluation of Operations

Faculty Assessment

All faculty members, both full time and adjunct, will contribute to the annual report developed by the Chair of Teacher Education on October 1 of each year. This annual report must include the following information:

1. Statement evaluating achievements and activities of the previous year regarding teaching aids, methods, techniques, course revision, course development, research and writing, meetings, papers, committee work, organizations, community service, professional development participation, and other relevant data;
2. Statement of professional goals for the subsequent year using the same criteria as above;
3. Suggestions for improvement of unit operations; and
4. Suggestions for feasible changes in any aspect of the College that would improve the quality of the professional experience of the faculty and administrative staff and the educational experience and campus life of the students.

The Chair will compile the information contained in the reports into one annual unit report that is communicated to the Vice President of Academic, Career and Technical Education and the Director of Institutional Assessment.

Unit Evaluation

The Chair of the Teacher Education Division reports the information listed in Table 2 of this document and makes recommendations for an action agenda to the Teacher Education Professional Education Council. The proposed agenda contains the following information: 1) what is to be accomplished; 2) objectives; 3) individual(s) or group(s) responsible for steps toward achieving the goals/objectives; 4) timelines; 5) criteria to be used in evaluating progress toward goals/objectives; and 6) budget/resources. The Council reviews the proposal and makes revisions by consensus.

Quality of Offerings

Program Evaluation

Program quality is monitored both internally and externally. The internal evaluation consists of monitoring data collected on campus and in field experiences. External evaluation includes the Praxis Series, cooperating teacher data, employer surveys and graduate feedback. To determine the strengths and weaknesses of the program, specific focus areas are addressed on a survey and in an exit interview with the graduates. The system for program evaluation (See Table 1) was devised based on the criteria identified by the NCATE Assessment Examples Project Committee Members in Assessing Teacher Candidate Performance (2003). This system includes surveying

and/or interviewing graduates, professors, instructors, and employers using variations of the following questions:

- Is the program aligned with state standards?
- Is the program fair and free from bias?
- Does the program meet content, cognitive demands, and skill requirements at challenging levels for candidates?
- Does the program provide clear and explicit statements of proficiencies that candidates are expected to demonstrate?
- Are different levels of candidate proficiency distinguished?
- Are professors/instructors trained in the assessment procedures so that candidate responses are interpreted consistently?
- Does the program include "authentic" forms of assessment in which candidates are asked to perform tasks similar to those they will face in their initial employment as education professionals?
- Does the program evaluation contain some external corroboration of the candidate performance (i.e. Praxis I: PPST and Praxis II)?

The results are collected and analyzed by the Chair and then recommendations are presented to the Vice President of Academic, Career & Technical Education. The Advisory Council then develops an action agenda for revising the program. The action agenda contains the following information: 1) what is to be accomplished; 2) objectives; 3) individual(s) or group(s) responsible for steps toward achieving the goals/objectives; 4) timelines; 5) criteria to be used in evaluating progress toward goals/objectives; and 6) budget/resources.

Performance of Candidates

Unit faculty members assess candidate knowledge, skills, and dispositions through course-based assessments, as well as at touchstones which are designated points of assessment for each candidate. Data from these assessments are used to make decisions about candidate performance as the candidates progress through the Teacher Education programs. A variety of assessments are used within courses to evaluate the candidate's performance. Examples of these assessments are group presentations, reflections, video-taped lessons, essays, examinations, case studies, action research projects, lesson planning, observations, and field experiences. Rubrics, checklists, and other assessment tools are also used to assess candidate performance within the courses. Table 2 gives information about assessment at each touchstone.

Effectiveness of Graduates

The unit is dedicated to not only the effectiveness of our graduates, but also their continued commitment to and employment in the teaching profession. To monitor these areas, we utilize both informal and formal information (see Table 1). First, the unit is committed to supporting our candidates in their first years of teaching and makes every effort to maintain communication with each candidate through email, mail, and phone calls. Candidates are invited to participate in

social network groups (i.e. Facebook) and blogs with membership exclusive to graduates of the UTTC Teacher Education program.

The unit also formally collects feedback from graduates through surveys that examine: graduate perceptions regarding unit/program outcomes, relevance of preparation to world of work, and services provided in programs. Additional indicators used to determine the effectiveness of our graduates include the demand for our graduates, honors received by our graduates (such as Teacher of the Year at their schools and National Board Certification) and the number accepted to graduate school.

4.6 Unit evaluation system

Table 1. Data Collection System for Continuous Improvement of Candidate Performance and Unit Operations

Evaluators	Candidate Performance	Unit Performance
Internal	Assessment of knowledge, skills, and dispositions on campus and in field experiences	Enrollment/Resources Data • Acceptance to Teacher Education Program • Enrollment data • Degrees awarded • Graduation rates/ program completers Recruitment/Retention Data • Diversity of candidate population • Retention rates data for diverse populations Faculty Data • Characteristics • Course evaluation data • Faculty performance data Budget Data Title II Data
External	• Praxis I and II • Graduate feedback • Cooperating teacher data • Employer surveys	Graduates' Feedback • Perceptions regarding unit/program outcomes • Relevance of preparation to world of work • Services provided in programs Cooperating Teachers • Evaluation of candidates Employer Surveys • Adequacy of first-year teacher knowledge, skills and dispositions Diversity Surveys • Emailed to graduates following first year of induction

4.6 Unit evaluation system

Table 2. Teacher Education Candidate Benchmarks

Touchstone	Program Level Data Collection and Analysis	Decision Maker(s)	Outcome(s)
#1 Admission to Teacher Education Program (Provisional Admission)	• Overall GPA 2.5 • Praxis I: PPST • Dispositions 2.0 or higher • INTASC Self-Assessment • Interview • Recommendations • Portfolio initiation	• Teacher Education Advisory Council • Teacher Education faculty	• Candidate is approved to enroll in 300 level Education courses.
#2 Prior to Student Teaching	• Overall GPA 2.75 • Coursework completion • Education/required courses "B" or better • Register for Praxis II (Content Area and PLT) • Dispositions 2.0 or higher • INTASC Self-Assessment • 120 hours of field experiences • Student teaching application • Interview and review of portfolio documents	• Teacher Education Advisory Council • Teacher Education faculty	• Candidate is eligible or ineligible to enroll in student teaching. • Candidate is informed in writing of status and deficiencies, if any.
Candidate fully admitted to Teacher Education program without provisions.			
#3 During Student Teaching	• Dispositions 2.0 or higher • Portfolio documents • Observation reports • Lesson and performance evaluations	• Student teaching supervisor • Cooperating teacher	• Candidate continues student teaching.
#4 Program Completion	• Exit portfolio presentation • Transcript indicates fulfillment of program requirements • Fulfillment of all licensure eligibility requirements	• UTTC Office of the Registrar • Teacher Education Chair recommends to state • ND ESPB	• Candidate is eligible for graduation and licensure OR is informed in writing if ineligible. • Candidate receives licensure by State OR is notified in writing of deficiencies.