Continuous Unit Assessment and Evaluation

The assessment plan for the Teacher Education program is a continuous assessment plan based on the conceptual framework for the program and designed to meet the North Dakota and National Council for Accreditation of Teacher Education (NCATE) standards for teacher education programs, particularly those regarding the performance of its candidates:

NCATE Standard 1: Candidate Knowledge, Skills and Dispositions
NCATE Standard 2: Assessment System and Unit Evaluation

The United Tribes Technical College (UTTC) Teacher Education program conceptual framework is based on a constructivist, multicultural approach and centered on the theme, *Preparing Competent, Caring Teachers*. UTTC prepares graduates as professional leaders grounded in the following core beliefs that are part of the continuous assessment system used at UTTC:

1. We believe that learning and teaching are most productive when educators and learners engage in purposeful reflection at all stages of the learning process.

2. We believe the practitioner's role is to facilitate learning by creating opportunities for all learners to engage the curriculum and progress through it at developmentally appropriate stages.

3. We believe consistent and purposeful assessment and evaluation must:
   • Take place at various points throughout programs,
   • Include multiple means to gather useful and adequate information,
   • Reflect on collected information to determine individuals' strengths and challenges, and
   • Analyze data in order to make decisions (i.e., program, curriculum, personnel).

4. We believe emphasis on diversity is critical to the development of positive learning environments and that importance of diversity must be made explicit:
   • In the curriculum,
   • In classroom language and interactions with students and their families, and
   • In the selection of teaching and learning strategies.

5. We believe constructivist uses of technology must be woven into every aspect of the curriculum and the learning environment. The use of these technologies must:
   • Be carefully planned,
   • Support active learning, and
   • Be infused with intentional, authentic, and collaborative learning opportunities.

Candidate Performance Standards

Candidate performance is assessed at the beginning, during and at the end of the program as well as after graduation during initial employment. This assessment is anchored to the state standards for new teachers set by the North Dakota Education Standards and Practices Board, as well the UTTC's Teacher Education dispositions described in the conceptual framework. To complete the program and be recommended for teacher licensure, the Teacher Education candidates are expected to demonstrate mastery on these standards:

Standard 1:   Development, Learning, and Motivation
Standard 2:   Curriculum
Standard 3:   Instruction
Standard 4:   Assessment
Standard 5:   Professionalism
Standard 6:   Instructional Technologies

Within these standards, indicators require teachers to have a broad knowledge of content; know the content appropriate to their teaching specialty; understand the ways in which their teaching area connects to the broad curriculum; and know relevant applications of the content they teach. These indicators are aligned with courses and evidence of their inclusion is reflected on a matrix (See Appendix D).

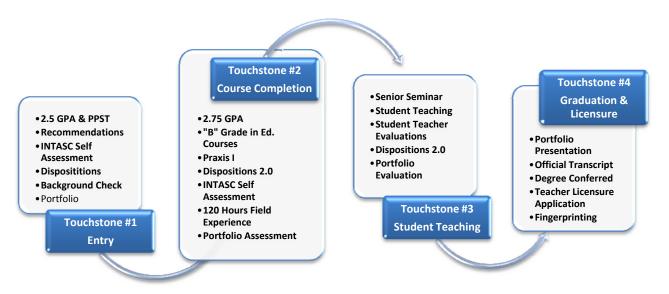**Teacher Education Candidate Dispositions**

In addition to the aforementioned standards, the dispositions inherent in the conceptual framework, *Preparing Competent, Caring Teachers*, are embedded in the Teacher Education curriculum. The candidate demonstrates the following leadership dispositions through a deepening knowledge of self and the ability to think critically, solve problems and act decisively, and a commitment to cultural values, attitudes and diversity:

- Collaboration
- Integrity
- Respect
- Reverence for Learning
- Professionalism
- Reflection
- Flexibility
- Responsibility

ASSESSMENT SYSTEM

Individual Candidate Performance Measures and Decisions

In order to assure that teacher candidates achieve mastery of these standards, the Teacher Education program has developed an integrated, comprehensive set of measures that evaluate each candidate's progress on the standards throughout professional coursework and field placement experiences. Multiple measures ensure a comprehensive assessment of what candidates know and how the program contributes to their performance in the classroom (Darling-Hammond, 2006). Therefore, through coursework, field experiences, self-evaluations, interviews, and other methods described below, candidates are regularly assessed and provided feedback of their progress. Data to assess candidate progress for the program is collected and analyzed at four checkpoints; referred to as "Touchstones."

Touchstone #2
Course Completion

- 2.5 GPA & PPST
- Recommendations
- INTASC Self Assessment
- Dispositions
- Background Check
- Portfolio

Touchstone #1
Entry

- 2.75 GPA
- "B" Grade in Ed. Courses
- Praxis I
- Dispositions 2.0
- INTASC Self Assessment
- 120 Hours Field Experience
- Portfolio Assessment

- Senior Seminar
- Student Teaching
- Student Teacher Evaluations
- Dispositions 2.0
- Portfolio Evaluation

Touchstone #3
Student Teaching

Touchstone #4
Graduation & Licensure

- Portfolio Presentation
- Official Transcript
- Degree Conferred
- Teacher Licensure Application
- Fingerprinting

Touchstone #1: Admission to the Teacher Education Program
Current UTTC students may apply for and receive provisional admission into the Teacher Education program if they fulfill the following requirements:

> **Overall GPA 2.5:** Candidates must have an overall academic grade point average of 2.5 or better to be admitted to the Teacher Education program. Candidates who do not have an overall academic grade point average of 2.5 or better will be denied admission but may reapply to the program if they raise their overall academic grade point average to 2.5 or better.

> **Passage of Praxis I PPST:** Candidates must pass the Praxis I PPST to be admitted to the Teacher Education program. Candidates who do not pass the Praxis I PPST will be denied full admission to the Teacher Education program, but may be admitted to the program once they pass the Praxis I PPST. Passing scores are determined by ND ESPB.

Recommendations: Candidates may be asked to submit recommendations as part of the application to Teacher Education. Recommenders are asked to evaluate candidates' academic competencies and dispositions. The recommender form can be found in the Teacher Education Handbook. Candidates must receive acceptable recommendations in order to be admitted to the teacher education program. Candidates who do not receive acceptable recommendations will be denied admission to the Teacher Education program. Candidates may reapply to the program one time. Candidates who reapply and receive acceptable recommendations may be accepted into the teacher education program. Candidate who reapply and do not receive acceptable recommendations will be denied admission into the Teacher Education program and will not be permitted to reapply.

Initiation of Taskstream Electronic Portfolio: Candidates must successfully initiate their Taskstream account and submit an initial "Philosophy of Education" as part of their application into the teacher education program. Candidates will receive instruction, assistance, and remediation in initiating this account, if necessary.

Dispositions Assessment Tool: Candidates must maintain a 2.0 average on the Dispositions Assessment Tool. The assessment is completed at the end of the first semester. The Teacher Education faculty members complete the assessment, the average score is determined, and a conference is scheduled to review the tool with the candidate. If the candidate has a 2.0 average, or higher, he or she is considered proficient. If the candidate's score is below a 2.0 average, a corrective action plan is developed with a date identified for review.

Review of Candidate Self-Assessment of INTASC Standards: Candidates must complete and submit a Candidate Self-Assessment of INTASC Standards (see Appendix B). This self-assessment is an informative data source only; candidates will not be denied admission to the teacher education program based upon this initial self-assessment. In fact, it is expected that candidates will not be proficient in all areas listed on the Candidate Self-Assessment of INTASC Standards; as candidates progress through the teacher education program, growth is anticipated.

Criminal Background Check: A criminal background check is completed on each one of the candidates a minimum of once per year.

Teacher Education Faculty Interview: Upon completion of the above criteria, candidates may be interviewed by the Teacher Education faculty. This interview is an informative data source for the potential candidate and faculty; candidates will not be denied admission to the teacher education program based upon this initial interview.

Upon completion of the above requirements, the Teacher Education faculty reviews candidates' materials. Based upon candidates' performances in each area, the faculty may recommend continued provisional admission into the Teacher Education or may recommend denial of admission into the Teacher Education program. Candidates are notified in writing of their status, including any deficiencies found. Provisional admission into the Teacher Education program at this level allows candidates to enroll in 300 level education courses.

Touchstone #2: Prior to Student Teaching
Candidates who have completed all required coursework may apply for and receive approval to student teach if they fulfill the following requirements:

> **Overall GPA 2.75:** Candidates must have an overall academic grade point average of 2.75 or better each semester in the teacher education program. Candidates who do not have an overall academic grade point average of 2.75 or better will not be able to take education courses until they have an overall academic grade point average of 2.75 or better.

> **"B" or Higher Grade in All Education Courses or Courses Required for Licensure:** Candidates must achieve a grade of "B" or better in all education courses or courses required for certification in order to student teach. Candidates who do not achieve a "B" or higher in an education course or course required for certification may retake that course one time.

> **Field Experiences:** Candidates must successfully complete 120 hours of field experiences prior to student teaching. Within these field experiences, candidates must successfully complete all required activities, such as writing and implementing lesson plans and composing written reflections, and must receive acceptable teaching evaluations in order to be accepted for student teaching. Candidates who do not successfully complete all required activities or who do not receive acceptable teaching evaluations may be required to receive assistance and remediation prior to student teaching or may be dismissed from the Teacher Education program.

> **Review of Candidate Dispositions:** Candidates must have a 2.0 or higher average on the Dispositions Assessment Tool. Candidates must demonstrate proficiency in all areas, or demonstrate growth in previously identified areas of need. Candidates who do not demonstrate proficiency will not be recommended for student teaching, may be required to receive assistance or remediation, or may be dismissed from the teacher education program.

> **Review of Candidate Self-Assessment of INTASC Standards:** Candidates must complete and submit a Candidate Self-Assessment of INTASC Standards (see Appendix B). This self-assessment is graded as part of an education course so candidates are expected to display a level of proficiency in all areas listed on the Candidate Self-Assessment of INTASC Standards.

> **Taskstream Portfolio Documents:** Candidates must submit artifacts to their electronic portfolio which demonstrate mastery or acceptable progress toward candidate proficiencies. These artifacts include, but are not limited to: lesson plans, assessment and evaluation artifacts, and a classroom management plan. Additionally, candidates

must demonstrate technology integration in instructional planning and assessment. Candidate Taskstream portfolios will be evaluated by the Teacher Education faculty.

Upon completion of the above requirements, candidates may be recommended for full admission into Teacher Education, without provisions.

Touchstone #3: During Student Teaching
During student teaching, candidates must successfully fulfill the following criteria in order to be recommended for graduation and teacher licensure:

Senior Seminar: Candidates must regularly participate in four seminars per semester.

Student Teaching Evaluations: Candidates will be regularly observed and evaluated by both their cooperating teachers and their College supervisor throughout their student teaching. Written evaluations will include: observation of teaching reports, lesson and performance evaluations from cooperating teachers, lesson and performance evaluations from the College supervisor, and the Student Teacher Mid-Term and Final Evaluation (Appendix C). Additionally, candidates are required to maintain and submit a reflective journal throughout their student teaching experience, as well as complete and submit written self-evaluations. Candidates must receive a summary evaluation of average, above average, or outstanding in order to pass student teaching. Additionally, if, at any point in student teaching, candidates receive below average or poor marks on any component of the Student Teacher Evaluation Midterm and Final, candidates must demonstrate growth in the area(s) of need in order to pass student teaching.

Review of Candidate Dispositions: Candidates must have a 2.0 or higher average on the Dispositions Assessment Tool. Candidates must demonstrate proficiency in all areas, or demonstrate growth in previously identified areas of need. Candidates who do not demonstrate proficiency or growth may be recommended to retake student teaching, may be required to receive assistance or remediation, or may be dismissed from the teacher education program.

Taskstream portfolio documents: Candidates must submit artifacts to their electronic portfolio which demonstrate mastery or acceptable progress toward candidate proficiencies. These artifacts include, but are not limited to: lesson plans, assessment and evaluation artifacts, and excerpts from their student teaching reflective journal. Additionally, candidates must demonstrate technology integration in instructional planning and assessment. Candidates who do not demonstrate mastery or acceptable progress toward candidate proficiencies will receive assistance and remediation in the areas of need prior to the completion of student teaching. The candidate's electronic portfolio is considered a "capstone" whereby each candidate is assessed for proficiency in each one of the INTASC standards and the ND ESPB standards.

Praxis II Exams (including Content Area and PLT): Candidates must take the Praxis II exams (including CIA and PLT) during student teaching.

Fingerprinting: Candidates must fill out the appropriate forms and complete the fingerprinting process.

Upon completion of the above requirements, the Teacher Education faculty will review candidates' materials. Based upon candidates' performances in each area, the faculty may recommend candidates for graduation, may require candidates to receive assistance and remediation in identified areas of need, or may recommend dismissal from the Teacher Education program. Candidates are notified in writing if any deficiencies are found, within five days of the decision.

Touchstone #4: Program Completion
In order to graduate from United Tribes Technical College and to receive a North Dakota state teaching license, candidates must fulfill the following requirements:

Completed Official Transcript: Candidates must successfully complete all coursework in order to graduate and be eligible to apply for a state teaching license. Candidates who do not successfully complete all coursework will not be permitted to graduate and will not be recommended for a state teaching license.

Application for Professional License: Candidates must complete an application for an Educator's Professional License to the North Dakota Education Standards and Practices Board. Candidates who do not complete an application may graduate, but will not receive a North Dakota state teaching license and, therefore, will be unable to teach in North Dakota.

Performance Assessment of Teacher Candidates

Candidates learn and demonstrate multiple strategies for meeting the needs of diverse learners in the coursework they complete. Candidates begin learning how to work with families and actually engage with families in related field experiences, increasing their experiences with families as they progress through the program. Candidates learn early the importance of working with families to influence student achievement. In addition, three courses have been added to the program of study that focus specifically on professionalism, current issues in American Indian Education and literacy assessment and planning. These additions were aimed at increasing the impact on student learning in our schools with increasing cultural and linguistically diverse populations.

There are multiple measures for the candidate's performance on each standard, including the dispositions, at each of the Touchstones and over time. Through the various measures, the candidate's dispositions and outcomes outlined in the conceptual framework are assessed through the Dispositions Assessment Tool and electronic portfolios, as well as other measures.

Candidates develop portfolios throughout their programs of study and review them during the internship semester. The portfolio effectively demonstrates pedagogical and content knowledge, skills, and dispositions. Candidates select artifacts as evidence of their professional pedagogical

development and content knowledge and reflect on how the artifacts demonstrate their ability to provide meaningful, challenging experiences that enhance student learning. Organized according to the INTASC standards, the portfolio provides evidence of how the candidate accomplished each standard and reflection on the effect of the experience on student learning. Using the standards, candidates demonstrate their interaction with the school community (including parents/guardians) to enhance the learning of the students they teach. As well, candidates demonstrate their competency in content, pedagogy, planning, assessment, management, human development and learning, adapting instruction for individual needs, multiple teaching strategies, and professional commitment and responsibility.

The following table summarizes the performance assessments embedded within the coursework and details the alignment with the ND Elementary Teacher Education Standards.

ND Elementary Standard	Courses	Embedded Performance Assessment (Candidates must achieve a "B" or higher to be considered proficient.)
50015.1 DEVELOPMENT, LEARNING, AND MOTIVATION The program requires the study of development, learning, and motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.	EDU 232 EDU 335 EDU 345 EDU 352 PSY 230 PSY 252 EDU 499	Culturally, linguistically, and ability diverse lesson plans, Age-appropriate instructional materials, Classroom management plan, Annual thematic unit plan, Theorist study, Case study analysis
50015.2 CURRICULUM The program requires the study of central concepts, tools of inquiry, and structures of content-- Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the elementary grades and can create meaningful learning experiences that develop students' competence in subject	BIO 150 SCI 103 SCI 201 MTH 103 MTH 277 MTH 377 EDU 220 EDU 232 EDU 288 EDU 310 EDU 315	Subject specific lesson and unit planning, Classroom management plans, Microteaching, Developing assessments, Article reviews, Course-based and cumulative portfolio artifacts Complete a functional behavioral assessment and a behavior intervention plan Complete a classroom management plan.

matter and skills for various developmental levels. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.	EDU 325 EDU 330 EDU 340 EDU 345 EDU 350 EDU 355 EDU 360 EDU 370 ENG 238 HIS 104 HUM 101 NAS 112 PSY 230 GCA 103 GPE 102 EDU 499	
50015.3 INSTRUCTION The program requires the study of integrating and applying knowledge for instruction— Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.	EDU 200 EDU 205 EDU 220 EDU 232 EDU 288 EDU 305 EDU 310 EDU 315 EDU 325 EDU 330 EDU 335 EDU 340 EDU 345 EDU 350 EDU 352 EDU 355 EDU 360 EDU 370 PSY 252 EDU 499	Lesson plans, Lesson plan reflections Implementing, reflections of teaching, Portfolio, Video tapes of teaching, Peer observation of micro-teaching, Professional journal reviews, Lesson plans developed, tested and modified for students with diverse needs.
50015.4 ASSESSMENT The program requires the study of assessment for instruction— Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical	EDU 310 EDU 335 EDU 345 EDU 370 EDU 499	Portfolio artifacts: • Evaluate 1-3 students in their use of a learning strategy in written expression, teach the strategy and collect data on student progress. • Complete a curriculum-based assessment and a series of lesson plans with adaptations for reading and mathematics • Implement and continue evaluation of

development of each elementary student. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.		an instructional intervention in reading and mathematics at the elementary level. • Include summaries of assigned readings on phonological awareness, decoding and structure of the English language • Develop learning strategies intervention and analysis in written language. • Video tape and reflection of teaching in math or language arts.
50015.5 PROFESSIONALISM 50015.5a The program requires the study of practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.	EDU 200 EDU 205 EDU 250 EDU 290 EDU 312 EDU 338 EDU 352 EDU 370 PSY 230 EDU 499	Case study reflections, Portfolio artifacts, Observation sheets, Create rubrics, Essay on teaching philosophy, Dispositions self-assessment
50015.6 INSTRUCTIONAL TECHNOLOGY The program requires the study of current, appropriate instructional technologies. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.	EDU 220 EDU 288 EDU 312 EDU 350 EDU 355 EDU 360 EDU 499	Technology-integrated thematic unit, Newsletters, Webquests, Instructional computer games, Virtual tours, Computer-generated teaching tools, Blogging, Electronic publishing

Assessing Candidate Dispositions

Teacher candidates know the basis for the assessment of their performance in the Teacher Education program through information communicated and demonstrated in the Teacher Education Handbook and in individual program courses. The Dispositions Assessment Tool (Appendix A) is completed for each candidate at the end of the first semester after enrollment. The results of the tools are shared with the candidates during an individual conference with the Chair, faculty advisor and the candidate.

Faculty and classroom teachers provide feedback to candidates based on the assessment of their dispositions formally during the conference or informally as needed. If deemed necessary, faculty complete a *Teacher Education Deficiency Report* if a candidate does not demonstrate or adhere to the professional dispositions expected in the program. The Teacher Education Chair reviews any circumstance where a candidate fails to meet criteria and arranges a conference with the individual candidate. An action plan for improvement is developed and signed by both

parties with a date designated by which the action must be completed and the disposition improved.

If, by the date determined on the action plan, the candidate is not demonstrating or adhering to the professional dispositions expected in the program, the Chair submits the information to the Teacher Education Advisory Council for further action, including program dismissal. The decision by the Advisory Council will be provided to the candidate in writing no later than five business days after their decision is made.

For those candidates who are demonstrating or adhering to the professional dispositions expected in the program, a *Teacher Education Proficiency Report* will be completed by the Chair or the faculty advisor. This report will be included in the candidate's file. The Proficiency Report will also be used to demonstrate improvement by a candidate who previously received a Deficiency Report.

Denial, Remediation, and Appeal Procedure

Failure to meet minimum standards at any point of assessment may result in the candidate being referred to the Teacher Education Advisory Council. Reasons for denied admission may include, but are not limited to, not meeting minimum grade point requirements, not completing prerequisite coursework, not meeting stated application and progress deadlines, failure to commit to and demonstrate candidate dispositions, or a criminal history. The Council may impose a variety of interventions or sanctions including dismissal from the program.

Numerous programs exist on the UTTC campus for candidates who are having difficulties and need assistance in improving performance in basic skills areas, academic achievement, content area major course work, or pedagogy and field experiences. Candidates who fail to meet requirements at any step may seek assistance and advisement from program faculty or the Chair. Candidates may appeal any decision to the Teacher Education Advisory Council for further review or to the UTTC President's Office. The procedure for appeal is outlined in the Teacher Education Handbook.

Use of Candidate and Other Performance Data for Program Decisions

In addition to the use in monitoring and making decisions about each individual candidate's progress, the data from these performance measures is aggregated then reported and analyzed in order to track all candidates and to make data-based decisions about improving the management and content of the Teacher Education program. In addition to candidate performance data collected during the program, New Teacher Survey responses, Employer Survey responses and feedback from candidates, graduates and practitioners are used after graduation. Changes may include adjustments in assessment processes, course content and sequence, course delivery, and other areas.

Quality Improvement Process

4.6 Unit candidate and program assessment system

The following are steps in the process of using data to improve program performance:

1. Preliminary review of candidate performance data is completed by teacher education faculty after each Touchstone period.
2. Annually, the data is assembled and Teacher Education faculty members receive program data reports, including trend data. In department meetings, faculty review and analyze the current plan for the teacher education unit. New data is used to determine strengths and weaknesses of the program and any types of program changes recommended for improvement. This review includes additional data from the General Education faculty, as well.
3. From the analysis, an assessment plan is drafted collaboratively for the upcoming year, including goals and timelines, and a report of the past year is developed.
4. The assessment report for the year and the assessment plan for the next year are reviewed internally through the Chair, the campus Student Assessment of Learning committee as well as externally through the Teacher Education Advisory Council.
5. Minutes from the department meetings and Teacher Advisory Council are recorded and filed.
6. The plan is implemented, monitored and revised as needed during the year by the faculty.
7. Candidates complete a survey/evaluation of faculty and course at the end of each course.
8. Faculty evaluations are conducted annually.

Professional Community

UTTC Teacher Education has developed this continuous assessment system with support from others. It is regularly reviewed by the professional community, including teacher education and academic discipline faculty, practicing teachers and administrators, the teacher candidates, and graduates of the program.

Included in Teacher Education adjunct faculty are current and recently retired practitioners who provide a strong link to the K-6 system. In addition to the involvement of practitioners and graduates during the four Touchstone levels, the faculty works with a Teacher Education Advisory Council comprised of local practitioners, administrators and leaders in the field of education to review and improve the program.

Data Quality

Since candidate performance data provides the major source of information for individual candidates, faculty, and program decision-making and accountability, the Teacher Education continuous assessment system includes methods to assure that the data is appropriate, accurate, and fair. Teacher Education faculty use common scoring criteria (rubrics) and participate in professional development training on all major measures and at the four Touchstone levels to assure fairness, accuracy and consistency and to eliminate sources of bias. The system also compares candidate performance on standards over time and across different measures and different assessment measures.

DATA COLLECTION, ANALYSIS AND EVALUATION

Collection System

The continuous assessment system is supported by two interrelated data systems that provide regular and comprehensive information on applicant qualifications, candidate proficiencies, unit operations and program quality. The Teacher Education program stores and allows analysis of candidate information, enrollment, advising, grading, tracking, fieldwork, testing, progress in relation to moving from one Touchstone level to the next, and external information on graduates as well as other data on unit operations and program quality. Candidate performance data is available by standard for analysis.

An electronic portfolio system (SharePoint) collects and allows assessment and analysis of candidate work products (artifacts) by the candidate performance standards. The candidate's electronic portfolio is considered a "capstone" whereby each candidate is assessed for proficiency in each one of the INTASC standards and the ND ESPB standards. The Teacher Education program is currently investigating purchasing Task Stream or FolioTek as they allow analysis for curriculum mapping to ensure that standards are appropriately addressed and assessed through coursework. Data is collected and will be entered into these systems regularly as the data becomes available, with annual review as described earlier.

Refer to Precondition 5.2 for more information on the evaluation of operations.

Unit Assessment and Evaluation

The goals of the unit are to:
1. Recruit, retain and graduate teacher candidates eligible for licensure in Elementary Education;
2. Demonstrate excellence in learner-centered instruction and advisement;
3. Demonstrate effective systems of candidate assessment and unit assessment;
4. Demonstrate strong partnerships with tribal and public schools and the community;
5. Demonstrate excellence in scholarship and professional activities;
6. Demonstrate commitment to the unit's conceptual framework in programs, projects, and activities; and
7. Recruit and retain highly competent faculty who model the ethic of caring.

The Teacher Education unit conducts continuous assessment and evaluation of the unit to improve effectiveness. We believe the success of our teacher candidates meeting their program outcomes is based on efficiently the unit functions.

The unit assessment model provides for a five step process, 1) Review the unit goals annually and define objectives based on need; 2) Conduct a pre-assessment based on those objectives and establish benchmarks, or revised goals, for level of performance; 3) Establish an action plan

through which to accomplish the objectives; 4) Evaluate each of these three steps; and 5) Make revisions as indicated. Through this process, the Teacher Education unit determines effectiveness in meeting the unit goals, as well as teacher candidate outcomes.

Quantitative measures include all the data collected on candidates at each of the Touchstone levels including program and unit demographic data, test results, eligibility criteria, academic progress, GPA's retention, graduation, academic good standing, among others. These measures provide a summative evaluation of project accomplishments at the end of each year.

Qualitative measures include faculty surveys on student characteristics, student teaching evaluations, student course evaluations, and discussions with students, faculty, staff and administrators.

The data collected—both qualitative and quantitative—is used to modify and refine program components including entry requirements, coursework, field work, and student teaching as well as program and unit goals.

The assessment system is operationalized at three levels and the purpose, data source and use of data are captured in the table below, following the brief description:

- Assessments of candidates measure and validate their progress towards meeting criteria for competent, caring educators;
- Assessments at the program level assure compliance to relevant state standards as well as monitor UTTC's Teacher Education conceptual framework "Preparing Competent, Caring Teachers" throughout the curricula;
- Unit level assessments and evaluation ensure overall coordination of unit functions relating to candidates, programs, faculty, and accountability.

Unit Assessment and Evaluation		
Purpose	**Data Source**	**Use of Data**
Candidate Assessment	Course grades and GPA, Praxis I & Praxis II, Candidate Disposition Tool, Field experience assessments using various rubrics,	Candidate assessments are useful to all programs • Feedback to candidates • Feedback to faculty for decisions about candidates

	Portfolio review, Program specific data on candidates housed in data bases and candidate files.	readiness to advance to next Touchstone • Curriculum alignment and course modification
Program Assessment	Annual reports Student rating of instruction Student enrollment data Graduation rates Follow-up employer surveys Program completer survey Aggregate Praxis II data Aggregate mock interview & portfolio review Aggregate mock interview candidate ratings Aggregate intern assessment of student teaching experience Aggregate assessment of university supervisor by cooperating teacher	• Review and revise effectiveness of curriculum and instruction in each program • Review and revise assessment tools and scoring criteria for accuracy, consistency, fairness, and avoidance of bias • Monitor progress and needs areas for program improvements • Monitor progress and improvements needed for field/internship/clinical experiences
Unit Evaluation	Admission and graduation totals Length of time to graduation Percent of students applying for license Student rating of instruction Candidate complaints and their resolutions Diversity of faculty and candidates External funding Faculty presentations Program completer survey Post graduate survey Employer surveys Faculty Evaluation	• Monitor program progress • Increase unit effectiveness • Improve curriculum and instruction • Maintain faculty quality and productivity • Monitor faculty and candidate diversity • External and internal accountability reports

Analysis and Results

Assessments are ongoing, thorough, and varied, subjecting the program to multiple methods of evaluation. Reviews of recommendations for program improvements from the previous year become the focus of budgetary considerations during the fall semester of the new academic year.

4.6 Unit candidate and program assessment system

The faculty and chair of Teacher Education and Teacher Education Advisory Council dedicate one meeting specifically to review program summaries and act on recommended program revisions. Program changes are noted in the minutes of departmental faculty meetings and detailed in an annual assessment report. Data from internal and external reports (including Praxis I, II scores, candidate surveys, faculty surveys, and mini unit reports from faculty) are compiled into the unit evaluation report and are shared with the President's Office. The evidences of program progress or change must be documented in the mini-unit reports and must be aligned with the ND ESPB standards. During the spring semester, faculty members and the chair develop goals and objectives based on assessment results from the prior academic year. Faculty members are required to assess their candidates each semester, contribute to their relevant program mini report, and participate in faculty surveys.

Trend data over five years is reviewed for each major data source, disaggregated in various ways. In addition, data on standards assessed through different methods is compared. Weaknesses are noted for investigation on possible contributing factors. Based on the review and analysis, the Teacher Education faculty identifies strengths and areas of concern for the program, with consequent goals. Appropriate recommendations are made for possible changes in the program content, assessment methods, or quality, such as adjustments in:
- Course content or sequence
- Validity of assessments related to performance
- Key assignments, performances and/or rubrics
- Portfolio contents and/or rubrics
- Reliability and consistency of assessments and assessors
- Delivery system
- Expectations and locations for field experiences
- The advising process

Teacher Education Database System

The Teacher Education unit maintains a relational database on candidate information:
- Biographical information (name, ID, age, gender, etc.)
- Matriculation information (enrollment, grades, etc.)
- Testing information (Praxis I & II)
- Field placement information (site information, hours, candidate evaluation by teacher)
- Program completion milestones (Touchstone level information)
- Generation of candidate status notices (admission to program, acceptance to student teaching, program completion, remediation, progress on dispositions assessment)

In addition to the data system for individual candidate performance, a database also maintains program quality information not linked to individual candidates, such as:
- Candidate feedback on field experiences
- Faculty surveys
- Course evaluations
- Employer surveys

4.6 Unit candidate and program assessment system

These sources provide insight into issues and possible remedies for program improvement.

All of the data sources together enable UTTC to make standards-based decisions on individual candidates and to identify areas for improvement to support candidate outcomes.

<div style="border:1px solid">Appendix A</div>

Teacher Candidate_____ I.D. #_____ Date_____

Respondent Name (print)_____

Respondent Signature_____

Course name and number_____
Brief description of context for evaluation:

United Tribes Technical College Teacher Education Program
Dispositional Professional Qualities in Teacher Education Program Candidates
A Teaching Tool

This form describes dispositions that educators aspire to in the pursuit of becoming competent, caring teachers. The form can be used to help teacher candidates learn about the indicators for each characteristic through activities such as class discussions and personal reflections. This form will also be used to evaluate dispositions that teacher candidates display during class and field experience, to document professional progress, and to identify areas where improvement is needed.

Not Applicable or Not Observed	Serious Concerns	Needs Improvement	Emerging	Acceptable
NA	0	1	2	3
	Behavior displayed contrary to expectations for this disposition	Behavior displayed occasionally	Behavior displayed frequently	Behavior displayed frequently and consistently

1. **COLLABORATION:** Collaboration can be as simple as two teachers informally discussing a student's progress or as complex as long-term, regularly scheduled meetings, involving various school stakeholders, state standards, and research to overhaul curricula. One of the constants, however, when educators come together to collaborate is the intellectual effort they put forth to better themselves as a group to benefit their students. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of collaboration skills that the teacher candidate must demonstrate:					
1.1 Cooperates with others	NA	0	1	2	3
1.2 Makes contribution to group effort	NA	0	1	2	3
1.3 Shares information and materials with others	NA	0	1	2	3
1.4 Makes relevant contributions to discussions	NA	0	1	2	3
1.5 Supports decisions of group willingly, even if different from own	NA	0	1	2	3
1.6 Volunteers to participate in group effort	NA	0	1	2	3
1.7 Supports work of others	NA	0	1	2	3
1.8 Plans and sets goals and priorities with others	NA	0	1	2	3
1.9 Establishes professional goals that are aligned with those of the organization	NA	0	1	2	3
TOTAL					
AVERAGE					

Comments:

2. **INTEGRITY:** Integrity can best be described as doing the right thing even when no one else is watching. Teachers must have personal integrity as they are, for the most part, unsupervised during the time with the students. Therefore, it is vitally important that the teacher exhibits proper classroom instruction and discipline even when there are no other adults present. The education experience consists of teaching important life skills and meaningful objectives that include: learning to cooperate, understanding how to share, completing tasks, showing compassion, and reflecting on the world around. If a teacher hasn't already mastered those skills herself, it will be nearly impossible for her to set that example for the children. These skills are:					
2.1 Maintains confidentiality of students/colleagues	NA	0	1	2	3
2.2 Models behavior expected of both teachers and learners in an educational setting	NA	0	1	2	3
2.3 Communicates without intent to deceive	NA	0	1	2	3
2.4 Demonstrates ethical behavior	NA	0	1	2	3
2.5 Makes decisions based on honesty and integrity	NA	0	1	2	3
2.6 Gives credit to others when using their work	NA	0	1	2	3
TOTAL					
AVERAGE					

Comments:

3. **RESPECT**: Respect as a teacher disposition is demonstrated when the teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of individual excellence . The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. The teacher must be sensitive to community and cultural norms and make students feel valued for their potential as people, and helps them learn to value each other. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of skills or tendencies that reflect the disposition of respect:					
3.1 Considers opinions of others with an open mind	NA	0	1	2	3
3.2 Listens attentively to others in a variety of contexts	NA	0	1	2	3
3.3 Demonstrates a warm, friendly, and caring manner to others	NA	0	1	2	3
3.4 Interacts in a polite and respectful manner	NA	0	1	2	3
3.5 Uses appropriate language	NA	0	1	2	3
3.6 Takes care of property of others	NA	0	1	2	3
3.7 Demonstrates empathy and concern for others	NA	0	1	2	3
3.8 Displays equitable treatment of others	NA	0	1	2	3
3.9 Acknowledges perspectives of individuals from diverse backgrounds	NA	0	1	2	3
3.10 Interacts appropriately in relation to cultural norms	NA	0	1	2	3
3.11 Appreciates and embraces individual differences	NA	0	1	2	3
3.12 Demonstrates positive attitudes toward diverse cultures and learners	NA	0	1	2	3
TOTAL					
AVERAGE					

Comments:

4. **REVERENCE FOR LEARNING**: Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of critical dispositions:

4.1 Values knowledge, content, and experiences in preservice academic programs	NA	0	1	2	3
4.2 Takes initiative to expand knowledge base	NA	0	1	2	3
4.3 Values instructional time	NA	0	1	2	3
4.4 Seeks opportunities to learn new skills	NA	0	1	2	3
4.5 Uses credible and data-based sources	NA	0	1	2	3
4.6 Demonstrates enthusiasm for the subject being taught	NA	0	1	2	3
4.7 Demonstrates positive attitude toward learning	NA	0	1	2	3
4.8 Conveys high expectations for achievement	NA	0	1	2	3
TOTAL					
AVERAGE					

Comments:

5. **PROFESSIONALISM**: The disposition of professionalism is multi-faceted and broad reaching. Professionalism includes qualities and practices teacher candidates must exhibit in order to be recommended for licensure. The candidates will display *all* of the following qualities and/or behaviors that characterize professionalism:

5.1 Uses appropriate strategies to respond to emotional and emergency situations	NA	0	1	2	3
5.2 Responds to situations professionally	NA	0	1	2	3
5.3 Uses appropriate tone of voice	NA	0	1	2	3
5.4 Initiates communication to resolve conflict	NA	0	1	2	3
5.5 Maintains emotional control	NA	0	1	2	3
5.6 Uses self-disclosure appropriately	NA	0	1	2	3
5.7 Uses appropriate non-verbal expressions	NA	0	1	2	3
5.8 Responds appropriately to actions and reactions of others	NA	0	1	2	3
5.9 Acts from a positive frame of reference most of the time	NA	0	1	2	3
5.10 Accepts feedback from others	NA	0	1	2	3
5.11 Identifies personal responsibility in conflict/problem situations	NA	0	1	2	3
TOTAL					
AVERAGE					

Comments:

6. **REFLECTION:** Reflection is the ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future. This disposition includes the practice of critical reflection. Indicators of the ability to reflect include, but are not limited to, the following:

6.1 Accepts and incorporates suggestions in subsequent practice	NA	0	1	2	3
6.2 Identifies own biases and prejudices	NA	0	1	2	3
6.3 Demonstrates accurate self-analysis regarding one's own strengths & weaknesses	NA	0	1	2	3
6.4 Uses reflective practices to set goals	NA	0	1	2	3
6.5 Collects accurate data and incorporates it into the reflective process	NA	0	1	2	3
6.6 Recognizes situations that call for a problem-solving approach	NA	0	1	2	3

TOTAL					
AVERAGE					
Comments:					

7. **FLEXIBILITY:** Flexibility is the willingness to accept and adapt to change. Teachers must be consistent but also flexible. Since no two situations are ever the same, a teacher must be flexible enough to adhere to all situations presented. The teacher must be able to stand firm in his or her own convictions but be flexible and welcome changes to routine. Characteristics of flexibility include:

7.1 Adapts to unexpected or new situations	NA	0	1	2	3
7.2 Accepts less than ideal situations when necessary	NA	0	1	2	3
7.3 Maintains positive attitude when necessary changes occur	NA	0	1	2	3
7.4 Implements ideas suggested by others	NA	0	1	2	3
7.5 Demonstrates willingness to apply a problem-solving approach	NA	0	1	2	3
TOTAL					
AVERAGE					
Comments:					

8. **RESPONSIBILITY:** To act independently, demonstrating accountability, reliability, and sound judgment indicates the disposition of responsibility. Teachers take responsibility for establishing a positive climate in the classroom and participate in maintaining such a climate in the school as whole. Teacher candidates must demonstrate the following qualities, tendencies, and/or behaviors which characterize responsibility at the preservice level:

8.1 Accepts consequences for personal actions or decisions	NA	0	1	2	3
8.2 Submits assignments on time or follows procedures for extension	NA	0	1	2	3
8.3 Uses sound judgment in decision making	NA	0	1	2	3
8.4 Takes action to solve problems	NA	0	1	2	3
8.5 Prepares for classes, meetings, and group work	NA	0	1	2	3
8.6 Manages time effectively	NA	0	1	2	3
8.7 Completes assigned tasks from group activities within an acceptable time frame	NA	0	1	2	3
8.8 Seeks clarification and/or assistance as needed	NA	0	1	2	3
8.9 Prioritizes work based upon established goals	NA	0	1	2	3
8.10 Returns borrowed materials in a timely manner	NA	0	1	2	3
8.11 Takes initiative to get materials and notes when absent from meetings or classes	NA	0	1	2	3
8.12 Seeks/locates needed resources	NA	0	1	2	3
8.13 Ensures accuracy of information for which he/she is responsible	NA	0	1	2	3
8.14 Gives priority to health and safety concerns of others	NA	0	1	2	3
TOTAL					
AVERAGE					
Comments:					

_____   _____

Teacher Candidate   Date

4.6 Unit candidate and program assessment system

INTASC Principles Professional Educator Reflections   Name _____

INTASC Principle	Strengths	Challenges	Action Plan
1. Knowledge of subject	I believe my strength(s) within this principle …..	My biggest challenge within this principle is….	My first and foremost goal is to…..
2. Learning and human development			
3. Adapting instruction			
4. Strategies			
5. Motivation and Management			
6. Communication Skills			
7. Planning			
8. Assessment			
9. Commitment			
10. Partnership			

MID-TERM AND FINAL OBSERVATION REPORT
(Completed by the Student Teacher Supervisor)

Teacher Candidate_____ _____

Date _____   Observer _____

School _____ Grade _____

Performance Based Teacher Education (INTASC Standard – in parenthesis)

The Student Teacher:	Unacceptable	Acceptable	Target
Demonstrates solid knowledge of subject matter (I-1)			
Understands and explains central concepts (I-1)			
Shows understanding of typical development (I-2)			
Assigns developmentally appropriate activities and assignments (I-2)			
Understands and appreciates individual differences (I-3)			
Responds to and is sensitive to diversity (I-3)			
Promotes learning that is culturally relevant (I-3)			
Uses a variety of instructional strategies (I-4)			
Fosters creative thinking and problem solving (I-4)			
Integrates technology into instruction (I-4)			
Creates a positive learning environment that engages/motivates (I-5)			
Guides student behavior appropriately (I-5)			
Uses effective questions and discussion techniques (I-6)			
Demonstrates appropriate written language skills (I-6)			
Communicates well with colleagues and students (I-6)			
Plans lessons that reflect knowledge of content and curriculum (I-7)			
Strives to learn and integrate district and state standards (I-7)			
Holds high expectations for student learning (I-7)			
Uses a variety of assessment methods (I-8)			
Understands use/limitations of formal assessment (I-8)			
Reflects on the effect of lessons on learners (I-9)			
Sees opportunities for professional development (I-9)			
Fosters professional relationships with colleagues (I-10)			
Makes contributions to school projects and events (I-10)			

Comments:

Recommended Grade: ☐ Satisfactory   ☐ Unsatisfactory

Student Teacher_____ Observer_____
Signature indicates the student has ready this report.