MURRAY STATE UNIVERSITY
COLLEGE OF EDUCATION

Continuous Assessment Plan

August 2003
MURRAY STATE UNIVERSITY

Mission Statement and Goals

Murray State University serves as a residential, regional university offering core programs in the liberal arts, humanities, sciences and selected high-quality professional programs. At Murray State University, instructional enhancement is based on continuous program review and assessment of individual student knowledge and performance. Fostering student-centered learning and development is the primary goal of faculty and staff. Through honors programs, international education, cooperative education/intern experiences, co-curricular activities, and projects that demonstrate reactivity, research skills, and technical mastery, the university offers students a challenging academic environment.

COLLEGE OF EDUCATION

Mission Statement and Conceptual Framework

The Mission of the Murray State University College of Education is to provide leadership, service, and research at regional, state and national levels, and to produce exemplary teachers and other human service professionals who are prepared to make significant contributions in a global and technological society.

The goal of the College of Education preparation program is to produce candidates who demonstrate the characteristics of a Murray State graduate, the proficiencies delineated by the New and Experienced Teacher Standards, Interstate School Leaders Licensure Consortium Standards, and the indicators articulated by the learned societies of their disciplines. The candidate will also demonstrate the Dispositions of a Murray State candidate - thereby practicing as a Reflective Decision-Maker, the Theme of our College.
ASSESSMENT SYSTEM AND UNIT EVALUATION

Rationale

The unit recognizes the importance of assessing a candidate’s progress according to Kentucky and national program standards. The unit has developed and maintains an assessment system that collects and analyzes data on application qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. The unit’s assessment system was developed collaboratively with the professional community over a number of years and reflects the unit’s conceptual framework with an integrated set of evaluation tools that are used to monitor candidate’s performance and manage and improve program outcomes and unit operations. Multiple indicators are used, along with multiple decision points, to assure the identification of candidates with the potential to become successful professionals.

Continuous assessment is a tri-fold process involving the candidate, the unit, and certification accountability. It is a means of documenting the developmental growth patterns of the candidate throughout the educational process (formative evaluation). Summative evaluation or exit program and state certification measures ensure the competencies of program standards identified for competent educational professionals and reflective decision-makers. Throughout the process of continuous assessment, multiple measures are designed to ensure fair, consistent, accurate and unbiased reviews.

For the program, continuous assessment provides the mechanism for continuous renewal for program evaluation and improvement. For faculty, continuous assessment provides evidence for curricula revisions and a method for intervention in problem areas. Documentation of program quality provides the basis for program review and assessment by outside accountability agencies. For the candidate, continuous assessment provides regular feedback of progress and maintains a record of growth through the preparation process and produces end products, such as portfolios, which are evidence that candidates have met the prescribed standards. In addition, the continuous assessment record provides baseline data for the development of a beginning professional’s growth plan. For certification, continuous assessment provides additional documentation of the candidate’s eligibility beyond a record of courses completed for a degree. Candidate’s data is tracked through the Teacher Education Services database.
Overview of Guidelines for Program Assessment

This procedural guide is presented to facilitate program assessment consistent with the unit’s mission conceptual framework, state and national competency standards, and NCATE Standard 2. Central to this effort is the NCATE charge that, “the unit collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.”
**Timeline of Continuous Assessment System**

**Step 1**

Each fall, at the COE Retreat, all faculty receive program data that the program coordinator reviews with faculty to determine if additional data is needed to make an effective program assessment. If additional data is needed, the program coordinator organizes its collection. This data may include GPAs, PRAXIS scores, ISLLIC scores, survey data, flags, ACT scores, portfolio scores, focus groups, reflective statements, and other qualitative and quantitative data.

**Step 2**

With the data assembled, the program faculty in consultation with advisory counsels analyze data to determine the strengths and weaknesses of the program and the type of program change, if any, are needed to address areas of concern.

**Step 3**

Based on that analysis, the program faculty collaboratively design an Assessment Plan for program improvement based on the tenets of COE Conceptual Framework with respect to the theme of Educator as Reflective Decision-Maker and research, theory, philosophy, and practice. This Assessment Plan includes data collection instruments, standards and indicators, evaluation criteria, assessment results, a plan for program improvement and documents the committee responsible for decision making and approval of the plan.

**Step 4**

Depending on the nature of the proposed change, the plan is submitted to the appropriate decision making and approval bodies. Minor changes such as changes in textbooks, course activities, assignments and evaluation are approved by program faculty and the department chair. More substitutive changes such as addition/ deletion/revision of program courses, field experiences, and admission criteria are submitted to the Policy and Review Committee and/or other governing bodies of the College and the University. See next page for routing and approval process. Finally, each Assessment Plan is submitted to the College Administrative Counsel, Dean to become a part of the COE’s and Universities’ Strategic Plan. All Assessment Plans are posted to the COE website each year (see website http://coekate.murraystate.edu/ncate/cap/default.htm).

**Step 5**

The process is repeated each year.
Unit Wide Assessment - Initial Certification

Sources of Data

Admission to Teacher Education Process
- General Academic Proficiency (GAP)
- Written and Oral Communication
- Completion of Introductory Education Course
- Overall Grade Point Average (GPA)
- Committee Review and Recommendation
- Completion of MAT 117 or Higher Math Course
- Interview with Advisor

Admission to Student Teaching
- Progress Towards Completion of the General Education Program and Professional Preparation Program
- Overall GPA
- GPA in Professional Preparation
- GPA in Major and/or Area
- Demonstration of Computer/Technology Skills
- Completion of Field and Clinic Experience Hours
- Committee Review and Recommendation
- Attend Student Teaching Orientation
- Attend Student Teaching Interview

Recommendation for Teacher Certification
- Successful Ratings on the Kentucky New Teacher Standards during Student Teaching
- Successful Completion of Student Teaching, including satisfactory Eligibility Portfolio
- Confirmation of Degree/Completion of Program
- PRAXIS II Specialty Exam(s)
- Principles of Learning and Teaching Exam
- Computer Technology Skills as Judged by Grades in Basic Computer Course

Additional Data
- Kentucky Teacher Internship Program Portfolio
- Kentucky Teacher Internship Program Survey of Interns, Resource Teachers, Principals
Uses of Data

Unit data is maintained in the Office of Teacher Education Services. This data is used for admission to the Teacher Education Program, for admission to student teaching, and to track overall trends in the unit.

**Admission to Teacher Education**

Data used for admission to Teacher Education includes results of General Academic Proficiency and written and oral communication, including grades in basic mathematics, English and speech courses. Aptitude for teaching data includes individual interviews, grade point averages, and grades in introductory education courses. This data is used for monitoring student progress and for blocking students from taking upper level education coursework until the admission process is complete. This data is also reviewed by each college’s Teacher Education Committee, and a determination is made whether the student is eligible for admission to the teacher education program. Students and their academic advisors are informed of their admission or of their progress toward admission, and are made aware of any deficiencies.

**Admission to Student Teaching**

Data used for admission to student teaching include students’ overall GPA, major GPA and or/area, GPA in professional education courses, and progress toward approved program completion (transcript review). Computer technology skills are judged by grades in basic computer courses or test scores on computer literacy examinations. These data are reviewed by each college’s Teacher Education Committee, and a determination is made whether the student is eligible for admission to student teaching. Students and their academic advisors are informed of their admission or deficiencies.

**Recommendation for Teacher Certification and Additional Data**

Data used in these two processes, as well as culminating examination scores (Praxis II specialty area scores and Principles of Learning and Teaching) and KTIP feedback (successful and unsuccessful completions as well as surveys of KTIP participants: interns, principals, and resource teachers), are maintained by Murray State Teacher Education Services and reported to the College of Education Graduate and Undergraduate Curriculum and Assessment Committees. The two committees examine these data for trends in strengths and weaknesses of the Unit and report regularly to the College Administrative Council and to Curriculum and Assessment Committees for each program. Weaknesses may be addressed through curriculum and/or field experience changes as appropriate.
Unit Wide Assessment - Continuing Professional Preparation

Continuing professional preparation programs specify different admission and exit requirements. The following is a compilation of all data collected. To view the data collected for a specific program, check the continuous assessment plan for that program.

Sources of Data

Admission to Degree Program or Continued Certification
- Attend Program Orientation
- Grade Point Average (GPA)
- Required Degree, Certification, or Professional Experience
- Graduate Record Examination (GRE)
- Letters of Recommendation
- Ratings from Previous Employers

Continuation in Degree Program or Continued Certification
- Filing of Student’s Program of Studies (beginning of program)
- Advancement to Candidacy (after nine credit hours)
- Completion of courses with a GPA of 2.5/3.0 or higher
- Interpersonal Assessments and Counseling Sessions
- Portfolio
- Course Competencies
- Practicum

Recommendation for Degree and/or Continuing Certification
- Internships
- Thesis
- Specialty Study
- Comprehensive Exam
- PRAXIS Specialty Test
- IECE Test
- School Leaders Licensure Assessment Test
- National Certified Counselors Exam (optional)
- Completion of courses with a GPA of 2.5/3.0 or higher
- Verification of Program of Study
- Portfolio/Log
- Practicum
Uses of Data

Admission to Degree Program or Continued Certification
Data used for admission to degree or certification program include the results of the GRE, review of transcript with verification of valid degree, certification, undergraduate GPA from an accredited university, professional experience, as required by specific degree or certification programs. Some programs also require letters of recommendation, ratings from previous employers, or an orientation session. This data is reviewed by program faculty and the Graduate Coordinator. Students are informed of their admission to the program by letter when they are assigned a graduate advisor.

Continuation in Degree Program or Continued Certification
Data used for continuation in the program include, after admission, the filing of a Program of Studies for some degrees and certifications to plan a specialized professional program for the student. Filing an Advancement to Candidacy form after nine hours of credit is required for some degree programs. Also, the monitoring of student’s GPA to maintain a 2.5 or 3.0, depending on the program. Some programs include the development of a portfolio or determination of competencies in specified courses where professional standards or competencies are documented and reviewed by the instructor. The school counseling program requires students to take two interpersonal assessments and then counsel with their program instructor regarding the results. Some programs include a practicum experience that is monitored or observed by program faculty. The practicum may come in the middle or at the end of the program, depending on program requirements. Some programs require that the PRAXIS test be taken before the final program experiences are undertaken, while others administer the PRAXIS at the completion of the program.

Recommendation for Degree and/or Continuing Certification
There is a final check of a student’s GPA and verification of completion all courses in the student’s Program of Studies. Some programs include a practicum experience at the end of their program. For programs that include a final assessment, passing scores on Comprehensive Exams, PRAXIS Specialty Test, School Leaders Licensure Assessment Test, and/or the National Certified Counselors Exam (optional) are reviewed and confirmed. Successful completion of a Portfolio or the successful defense of a Thesis or Specialty Study is required for some programs.
<table>
<thead>
<tr>
<th>Data Collection Instruments</th>
<th>Collector</th>
<th>Standards &amp; Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Wide Assessment - Initial Certification</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Academic Proficiency (GAP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT</td>
<td>TES</td>
<td>Adm/Std-EPSB</td>
</tr>
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<td>PPST</td>
<td>TES</td>
<td>Adm/Std-EPSB</td>
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<tr>
<td>SAT</td>
<td>TES</td>
<td>Adm/Std-EPSB</td>
</tr>
<tr>
<td>NTE/PRAXIS (old Core Battery)</td>
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<td>Adm/Std-EPSB</td>
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<tr>
<td><strong>GPA</strong></td>
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<td>Major and/or Area</td>
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<td>Professional Education</td>
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<tr>
<td>ENG 101 or 102 (Written)</td>
<td>TES</td>
<td>Adm/Std-MSU</td>
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<tr>
<td>COM 161 (Spoken)</td>
<td>TES</td>
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<tr>
<td>EDU 103</td>
<td>TES</td>
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<tr>
<td>Flagging System</td>
<td>TES</td>
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<tr>
<td>Committee Review of Candidates</td>
<td>TES</td>
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</tr>
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<td>Approved Program Form</td>
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<tr>
<td><strong>PRAXIS Specialty Exam(s)</strong></td>
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<tr>
<td>I. E. C. E. (Birth-Primary)</td>
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<td>Middle School Education (5-8)</td>
<td>TES</td>
<td>EPSB</td>
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<tr>
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<td>TES</td>
<td>EPSB</td>
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<td>Mathematics</td>
<td>TES</td>
<td>EPSB</td>
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<td>Data Collection Instruments</td>
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<td>Communication Disorders</td>
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<td>EPSB</td>
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<td>Application of Core Principles Across Categories of Disabilities</td>
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<td>EPSB</td>
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<td>Moderate Severe Disabilities</td>
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<tr>
<td>Teaching Students with Mental Retardation</td>
<td>TES</td>
<td>EPSB</td>
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<tr>
<td>Art (P-12)</td>
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<tr>
<td>Art: Content Knowledge</td>
<td>TES</td>
<td>EPSB</td>
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<td>Art Making</td>
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<td>French</td>
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<td>French: Content Knowledge</td>
<td>TES</td>
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<td>French: Productive Language Skills</td>
<td>TES</td>
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<td>German</td>
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<td>Data Collection Instruments</td>
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<td>Standards &amp; Indicators</td>
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<tr>
<td>Summative Evaluation</td>
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<td>Student Teacher 7/8 Week Evaluation</td>
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<td>EPSB</td>
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<tr>
<td>Final Evaluation of Student Teachers</td>
<td>TES</td>
<td>EPSB</td>
</tr>
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<td>Eligibility Portfolio</td>
<td>TES</td>
<td>EPSB</td>
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<tr>
<td>Student Teaching Assignments</td>
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<tr>
<td>Weekly Reflections/Professional Growth Plan</td>
<td>TES</td>
<td>COE-MSU</td>
</tr>
<tr>
<td>Case Study</td>
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<td>COE-MSU</td>
</tr>
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<td>Observations</td>
<td>TES</td>
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<tr>
<td>Exit Survey</td>
<td>TES</td>
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</tr>
<tr>
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<td>TES</td>
<td>COE-MSU</td>
</tr>
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<td>EPSB</td>
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<td>EPSB</td>
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<td>Collector</td>
<td>Standards &amp; Indicators</td>
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<tr>
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<tr>
<td><strong>Unit Wide Assessment - Continuing Professional Preparation</strong></td>
<td></td>
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<tr>
<td>Admission Data</td>
<td></td>
<td></td>
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<tr>
<td>GPA</td>
<td>MSU/GC/Program</td>
<td>Adm/Std/MSU</td>
</tr>
<tr>
<td>GRE</td>
<td>Program</td>
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</tr>
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<td>MSU/GC/Program</td>
<td>EPSB/COE</td>
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<td>Certification</td>
<td>MSU/GC/Program</td>
<td>EPSB</td>
</tr>
<tr>
<td>Professional Experience</td>
<td>GC/Program</td>
<td>EPSB/COE</td>
</tr>
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<td>Portfolio</td>
<td>Program</td>
<td>COE</td>
</tr>
<tr>
<td>Course Competencies</td>
<td>Program</td>
<td>COE</td>
</tr>
<tr>
<td>Practicum</td>
<td>Program</td>
<td>COE</td>
</tr>
<tr>
<td>Interpersonal Assessment w/ Counseling</td>
<td>Program</td>
<td>COE</td>
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<tr>
<td><strong>Summative Assessment</strong></td>
<td></td>
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<tr>
<td>Practicum</td>
<td>Program</td>
<td>COE</td>
</tr>
<tr>
<td>Internships</td>
<td>Program</td>
<td>EPSB/COE</td>
</tr>
<tr>
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<td>EPSB</td>
</tr>
<tr>
<td>Kentucky Principal Test</td>
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<tr>
<td>School Licensure Assessment Test -ISLLC</td>
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<tr>
<td>National Certified Counselors Exam (optional)</td>
<td>Program</td>
<td>CACREP</td>
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<tr>
<td>Thesis</td>
<td>Program</td>
<td>MSU/COE</td>
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<td>Portfolio</td>
<td>Program</td>
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<td>Focus Group Sessions</td>
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<td>Comprehensive Exam</td>
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<tr>
<td>Verification of GPA 2.5/3.0 or higher</td>
<td>MSU/GC/Program</td>
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<td>Verification of Program of Studies</td>
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**CODE:**
- EPSB= Education Professional Standards Board
- MSU= Murray State University
- COE= College of Education
- TES= Teacher Education Services
- KATE= Kentucky Academy of Technology Education
- Program= COE Degree or Certification Program
- GC= Graduate Coordinator