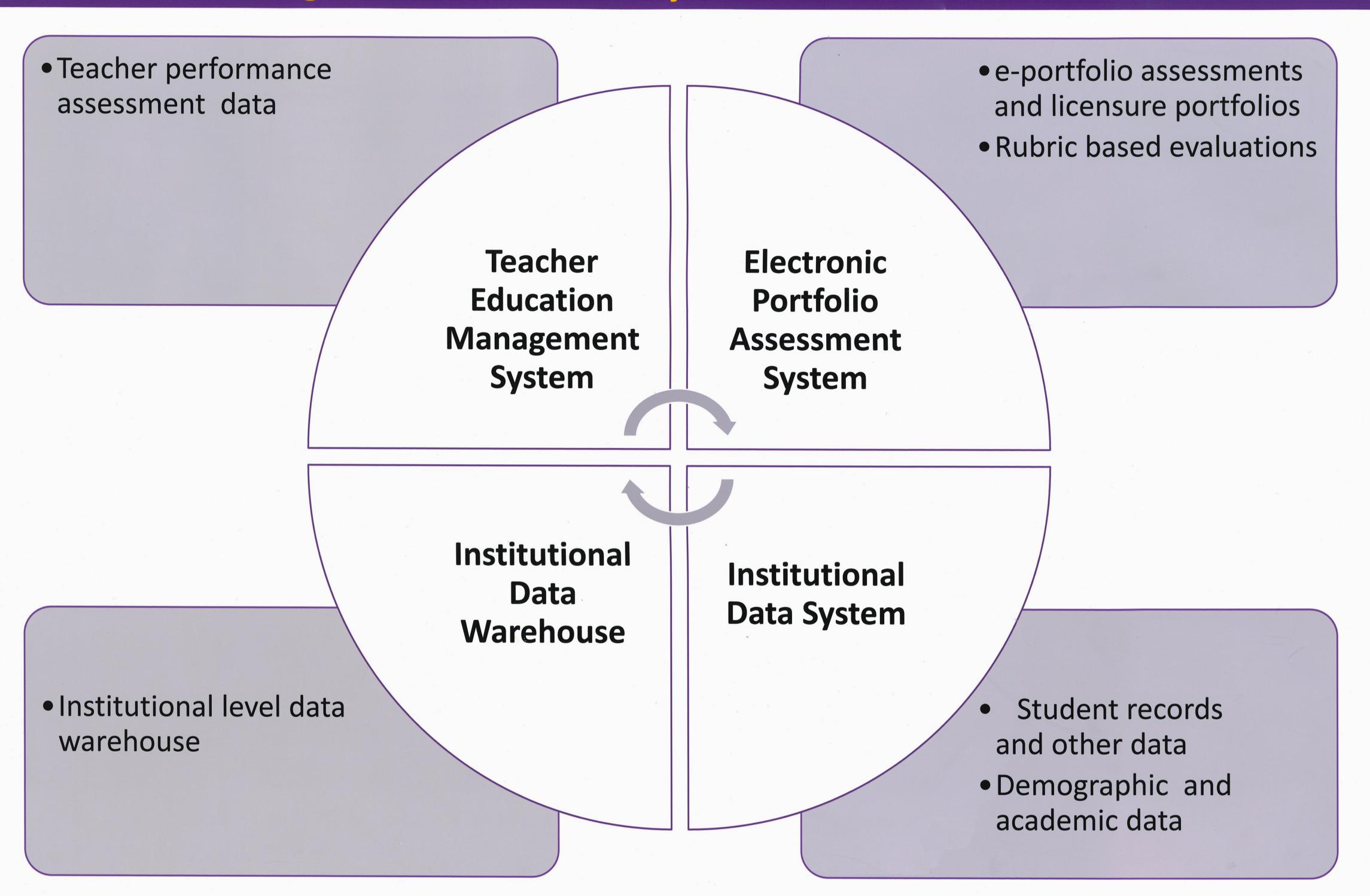


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An Integrated Assessment System Model for Supporting a Large-scale Teacher Preparation Program

Elements of the Integrated Assessment System

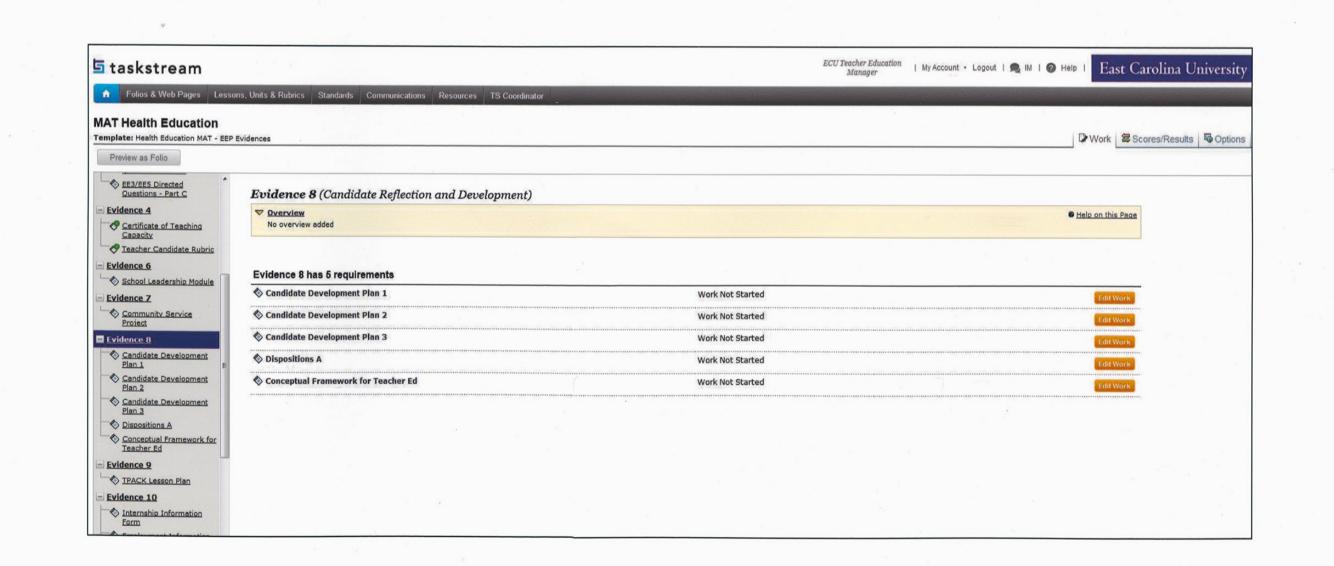


ePortfolio Assessment System

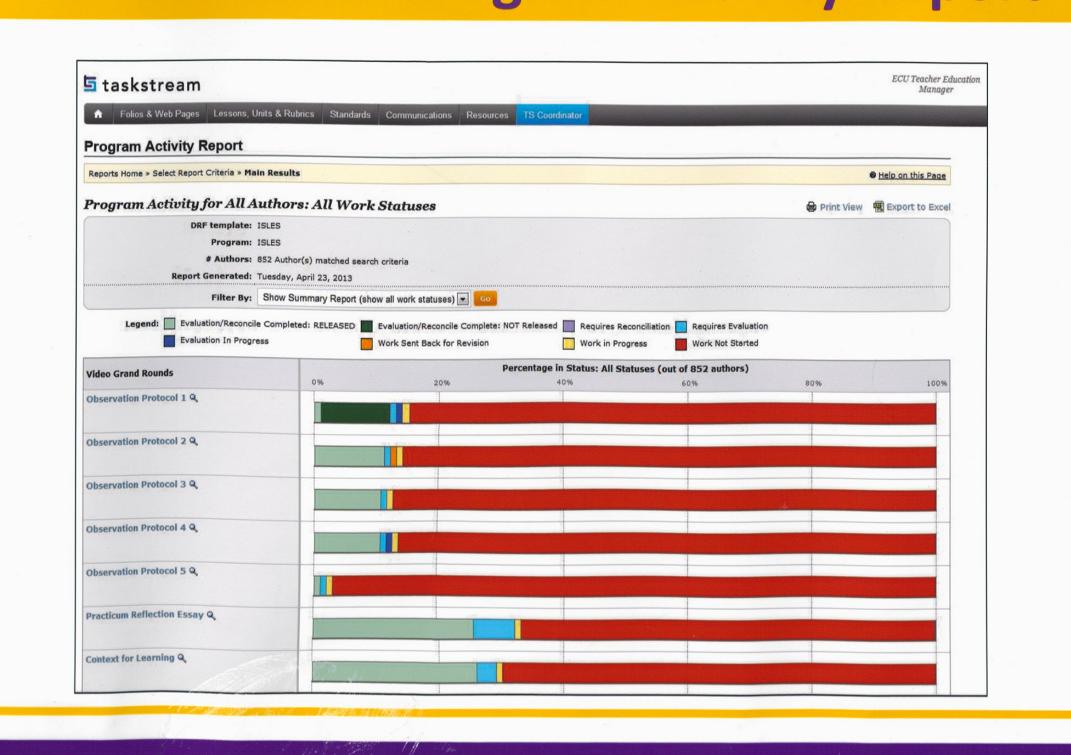
New requirements for state licensure necessitated the development of an electronic portfolio. TaskStream was selected because of its ease of use and the ability to capture a "snapshot" of the database at the end of each semester

- Reports can be run on specific objectives, by standard, or by individual evaluator
- Provides rubric based evaluations of teacher performance measures, like edTPA
- Increases efficiency and accuracy by replacing many paper processes with electronic forms
- Provides candidates with e-portfolio to share with potential employers
- Creates increased accountability among program faculty
- End users include candidates, program faculty, assessment office staff

TaskStream - Author View of Portfolio



TaskStream - Program Activity Report

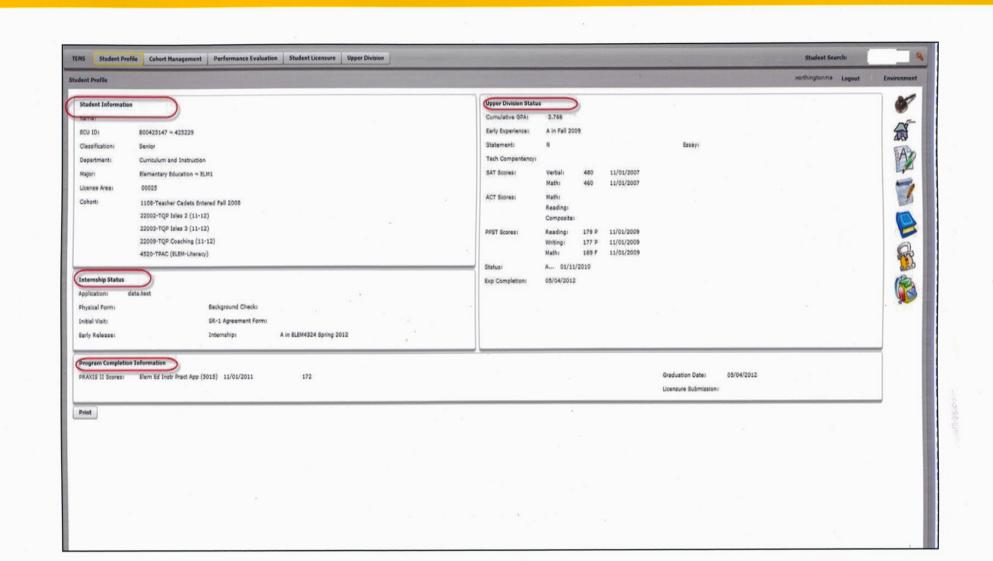


Teacher Education Management System

Developed to capture teacher performance data the new Institutional Data System could not.

- Links demographic and academic from Institutional Data System with teacher performance data
- Provides Student Profiles
- Tracks candidates by Cohort
- Links Clinical Placements to LEA/school level data
- Reports provide focused data for unit and program level analysis and research
- End users include academic advisors, licensure officer, program faculty, and assessment office staff

TEMS Student Profile



TEMS Cohort Manager

MS St	tudent Profile Cohort Management				Student Search:	
ort Manag	smithjan10 Logout II Envir					
	Search Cohorts:	Assign Cohorts	Students by Cohort			
D	Description		ECU ID	Student	Cohort	
000	Teaching Fellows/MS Entered 2000-2001	_				
001	Teaching Fellows/MS Entered 2001-2002					
002	Teaching Fellows/MS Entered 2002-2003	•				
003	Teaching Fellows/MS Entered 2003-2004			47		
004	Teaching Fellows/MS Entered 2004-2005					
005	Teaching Fellows/MS Entered 2005-2006					
006	Teaching Fellows/MS Entered 2006-2007					
007	Teaching Fellows/MS Entered 2007-2008		7		1	
008	Teaching Fellows/MS Entered 2008-2009					
009	Teaching Fellows/MS Entered 2009-2010					
010	Teaching Fellows/MS Entered 2010-2011					
011	Teaching Fellows/MS Entered 2011-2012					
012	Maynard Scholars Entered 2012-2013					
108	Teacher Cadets Entered Fall 2008					
208	TFA Entered Fall 2008					
001	WPE-CE-1 Coastal Spring 2003 ELEM				. 1	
002	WPE-CE-2 Coastal Fall 2003 ELEM					
003	WPE-NE-1 North Central Fall 2003 ELEM		•			
004	WPE-CS-1 Coastal Spring 2004 SPED					
005	WPE-CE-3 Coastal Fall 2004 ELEM					
006	WPE-NE-2 North Central Fall 2004 ELEM					
007	WPE-NS-1 North Central Fall 2004 SPED					
008	WPE-SE-1 South Central Fall 2004 ELEM					
009	WPE-SS-1 South Central Fall 2004 SPED					
010	WPE-SS-2 South Central Spring 2005 SPED					
011	WPE-CE-4 Coastal Fall 2005 ELEM					
012	WPE-NE-3 North Central Fall 2005 ELEM					
013	WPE-SE-2 South Central Fall 2005 ELEM					
014	WPE-MS-1 Multiple Spring 2006 SPED					
015	WPE-CE-5 Coastal Fall 2006 ELEM					
016	WPE-SE-3 South Central Fall 2006 ELEM					
017	WPE-VS-1 Virtual Spring 2007 SPED		The second second second second			
018	WPE-SS-3 South Central Spring 2007 SPED					
019	WPE-VM-1 Virtual Summer 2007 MIDG				Section 1997	
020	WPE-CE-6 Coastal Fall 2007 ELEM					
021	WPE-NE-4 North Central Fall 2007 ELEM				fit in the second secon	

Institutional Data Warehouse

The new annual assessment cycle for SACS Reaffirmation required the review of student learning outcome data at the program level and actions based the resulting data to improve the program.

- Links program learning outcomes to curriculum maps, content standards, and across academic years
- Serves as document repository for all TPP performance measures and exit survey reports
- Provides common assessment language across programs, units, and the institution
- End users include program level assessment persons, unit administrators, and assessment office staff

TracDat Results Tab

>tracdat₀				LYSD [
By Unit	Home Plan Results Reports Docume	ints		
COE Program - Elementary Education K-6 (BS) > Results > By	Unit			
Landing Landard No (55) - Nesdels - By				
ducation for a New Century (Communication with Cultural	I Groups) : Communicates, interacts and works positively with individuals from other c	cultural groups.		
Show Results				
he Leadership University (Reflection): Utilizes reflection	to promote personal growth.			
Show Results				
udent Learning: Candidates are expected to evaluate the	progress of student learning through appropriate assessment.			
Hide Results	2 man 2 mar			
Means of University supervisors will be respons	sible for scoring Senior II's Teacher Performance Assessment using the TPA Planning Rub	oric 3: Planning Assessment to Monitor a	and Support Student L	earning. Scoring is based on a
Assessment: nationally validated, clearly defined ru	ubric upon which the university supervisors are trained.			
Criterion for 80% of Senior II interns will score a Le	vel 3 or higher.			
Date Result		ons Taken (Use of Results) Related Doc	And in case of the last of the	
	ning Rubric is 3.26. The strongest planning area with the highest average score apport Student Learning.? The total number of students is 164, 91,4% of	1 4	Action Complete	edit add Action Taken (Use of Results
students scored a level 3 or higher.				
Means of Assessment: Senior II interns will earn a mean so	core of 3.60 or above on their final progress report.			
Criterion for Success: 3.60 or above on their final progress Date Result		ons Taken (Use of Results) Related Doc	uments Action Status	
	ring 2011: Mean Score 3.69; 130 interns Strengths and weaknesses: Faculty	1 3	Action	edit add Action Taken (Use of Results
	ollection of those measures, specifically how the data was quantified from ted on the Final Progress Report. Most concerning are the number of zeros		Complete	
	es four options so 4, 3, 2, and 1 should be the only numbers showing in the			
	hile above the criterion of success of 3.60, seem clustered toward the high			
	stion how fine grained analysis these numbers provide. Additional data may be imatic improvement. This data could take the form of qualitative support			
	a new tool that allows us to document a wider range of behaviors over a longer			
period of time.				
10/1/2010 In Fall 2009, students scored a mean score	of 3.68. In Spring 2010, students scored a mean score of 3.74.	0 0	No Action	edit add Action Taken (Use of Results
			Required	
Means of Assessment: University Supervisors are trained in	in the use of the common scoring rubric. core of 7.0 out of 9.0 on Part C (Assessment) of their Portfolios.			
		ons Taken (Use of Results) Related Doc	cuments Action Statu	
Date Result		Transfer of the same of the sa		
	ring 2011: Mean score 6.74; 133 interns Strengths and weaknesses: Faculty	1 3	Action	edit add Action Taken (Use of Results

TracDat Four-Column Report

	East	t Carolina	
	ECU ASSI	ESSMENT REPORT	
	COE Program - E	lementary Education (MAEd)	
Department: Elementary	Education and Middle Grades Education		
professiona is a strong endeavors practitione scholarship is the prom	als in business information systems, counsel commitment to three important related areas These three areas are: the encouragement is at all levels and in all areas of the education and research/creative activity; and service is	tion of professional educators and allied practitioners, in ling, electronic media, and librarianship. Significant to the s, all of which are realized through partnerships and often and nurturing of professional growth for educators and onal endeavor; a continuing emphasis on and support for in all areas of professional education. Critical to such continuing the improvement of schools; and, in concert with other policy for North Carolina.	nis mission ier allied or ommitment
Outcomes	Means of Assessment & Criteria for Success	Results	ction Taken (Use of Results) & Follow-Up Action Taken
COE Program - Elementary Education MAEd) Dutcome: ducation for a New Century Communication with Cultural Groups) communicates, interacts and works ositively with individuals from other ultural groups. Dutcome Types: estitutional Learning Outcome	Means of Assessment: MAED students will complete the Exit Survey for Advanced Program Graduates in spring and summer. Responses to item #12- The program develop or enhanced my ability to interact with diverse populations- will be calculated. The responses range from 1-strongly disagree to 4-strongly agree. Criterion for Success:	Result: Reporting Year: 2011-2012 Date: 05/01/2012 Fall 2011 Results: A total of 7 students responded to the Graduate Exit Survey. The mean score for this question was 3.71, with a range of responses from 3.00 to 4.00. The graduate faculty determined that the criteria for success related to global outcome of communicating, interacting, and working positively with individuals from other cultural groups was met.	Actions Taken (Use of Results): Date: 05/01/2012 The faculty discussed the limited number of responders to the survey and will request to know the exact number of students eligible to complete the survey this point in time. Further, the faculty determined that the next iteration of this same goal should have a goal of a higher score than 3.00 and recommended a goal score of 3.30 for the faculty determined that the next iteration of this same goal should have a goal of a higher score than 3.00 and recommended a goal score of 3.30 for the faculty discussed in the fac
tart Date: 0/01/2009 nd Date: 0/01/2013 utcome Status: urrently Being Assessed	The mean rating for all graduates will be 3.30 or higher.	Spring 2012 Results: A total of 5 students responded to the Graduate Exit Survey. The mean score for this question was 3.50, with a range of responses from 3.00 to 4.00. The graduate faculty determined that the criteria for success related to global outcome of communicating, interacting, and working positively with individuals from other cultural groups was met. Related Documents: MAED- ELEM Exit Survey Fall 2011.pdf	Follow-Up to Action Taken: Date: 02/04/2013 Upon meeting with representatives of the COE Assessment Office, ELEM faculty were given the opportunity to add specific program questions to the exit survey. The opportunity was given in efforts to collect more focused data related to program needs. Faculty also took the opportunity learn more about the deployment process.