# Table of Contents

| I. | University, College, and Professional Education Unit Organizational Structure | 3 |
| II. | Mission of the College of Education | 5 |
| III. | Professional Education Unit Conceptual Framework | 5 |
| IV. | Alignment with Standards | 8 |
| V. | Transition Points and Key Assessments | 9 |
| VI. | Data Management System | 15 |
| VII. | Data Collection, Analysis, and Use | 15 |
| VIII. | Admission, Monitoring, and Exit Procedures | 17 |
| IX. | Assessment of Unit Operations | 20 |
| X. | Fairness, Accuracy, Consistency, and Elimination of Bias | 20 |
| XI. | College of Education Assessment Committee | 22 |
| XII. | Assessment Instrument Reserve (Initial Programs) | 23 |
| XIII. | Assessment Instrument Reserve (Advanced Programs) | 24 |
The Bloomsburg University of Pennsylvania College of Education Assessment Handbook is a compilation of information that describes the Professional Education Unit’s assessment system. The system’s conceptual underpinning, timelines, assessment structures and governance are included to ensure that all College of Education (COE) faculty members understand the system and their role in implementation. Faculty within the COE have a shared commitment to the ongoing collection of key programmatic data and subsequent analyses in order to monitor outcomes for continual program improvement.

I. UNIVERSITY, COLLEGE AND PROFESSIONAL EDUCATION UNIT ORGANIZATIONAL STRUCTURE

The organizational design of Bloomsburg University of Pennsylvania, the College of Education, and the Professional Education Unit (PEU) are described below to provide a context for this assessment system.

**Organization of the University**

Bloomsburg University is organized into the following four colleges:

- College of Education (COE)
- College of Liberal Arts (COLA)
- College of Business (COB)
- College of Science and Technology (COST)

Each College is headed by a Dean who reports to the Provost/Vice President for Academic Affairs. Department Chairs report to the Dean of their respective College. Graduate programs are housed within the colleges, and are collaboratively administered with the School of Graduate Studies.

**Organization of the College of Education (COE)**

The College of Education (COE) is organized into the following two departments:

- Department of Teaching and Learning
- Department of Exceptionality Programs

Each Department is headed by a Department Chair who reports to the Dean of the College of Education. The Assistant to the Dean reports to the Dean of the College of Education.
Organization of the Professional Education Unit

The Professional Education Unit at Bloomsburg University is comprised of teacher education programs offered within the College of Education and select programs in the College of Liberal Arts (Music Education), College of Science and Technology (Instructional Technology) and College of Business (Business Education). The following professional education programs are offered in the Unit:

Initial Programs

- Early Childhood Education, Grades PK-4 (Bachelor of Science in Education)
- Elementary Education, Grades K-6 (Bachelor of Science in Education)
- Middle Level Education, Grades 4-8 (Bachelor of Science in Education)
  - Mathematics
  - Social Studies
  - Language Arts
  - Science
- Special Education PK-8/ Early Childhood Education PK-4 (Bachelor of Science in Education) Dual Certification Program
- Early Childhood PK-4/Deaf H/H
- Special Education N-12/ Elementary Education K-6 (Bachelor of Science in Education) Dual Certification Program
- Secondary Education, Grades 7-12 (Bachelor of Science in Education)
  - English
  - Mathematics
  - General Science
  - Citizenship
  - Foreign Language
- Music Education, Grades K-12 (Bachelor of Arts in Music Education)
- Business Education, Grades K-12 (Bachelor of Science in Education)

Advanced Programs

- Early Childhood Education (Master of Education)
- Elementary Education (Master of Education)
- Reading (Master of Education)
- Instructional Technology K-12 (Master of Science/Education Specialist)
- Education of the Deaf/Hard of Hearing (Master of Science)
- Special Education (Master of Science/Master of Education)
- Elementary School Counseling (Master of Education)
- Secondary School Counseling (Master of Education)
- Curriculum and Instruction (Master of Education)
- Business Education (Master of Education)
Certificate Programs

- Education Leadership, PK-12 School Administration (Supervisory/Principal Certification)
- Special Education Supervision (Supervisory Certification)
- English as a Second Language (ESL) (initial/advanced)
- PK-12 Supervisory Certification in Curriculum and Instruction (advanced)
- PK-12 School Counseling Certification (advanced)
- Instructional Technology E-Learner Developer (advanced)

Endorsement Program

- K-12 Online Teaching (initial/advanced)

II. MISSION OF THE COLLEGE OF EDUCATION

The mission of Bloomsburg University’s College of Education is to prepare ethical educational professionals who are empowered to assess the development and facilitate the growth of all learners to succeed and lead in our diverse and technologically complex world; and to serve as a resource to the region.

III. CONCEPTUAL FRAMEWORK

The Conceptual Framework of the COE establishes an integrated vision for teaching, learning, professionalism, and educator preparation at Bloomsburg University. It provides the foundation for the institution’s philosophical underpinnings, beliefs and values as well as outlines the proficiencies we emphasize and our commitment to the preparation of effective education professionals. Additionally, it guides the planning, development, and implementation of programs and ensures connections between coursework, field experiences, student teaching, and Unit-wide assessment practices. The Conceptual Framework reflects our commitment to developing high professional standards, instilling candidates with the necessary skills for problem solving, preparing students to excel in collaborative professional settings, valuing the necessity of life-long learning, and preparing educators to work effectively with diverse populations. All initial teacher education programs focus on the development of the required knowledge, skills, and professional dispositions to ensure that candidates are prepared to meet all Unit, state, and professional standards at the completion of their program. Advanced Programs emphasize the same knowledge, skills, and dispositions as described for Initial Programs, as well as those identified through application of the Rigor and Relevance Framework.

The faculty members of the COE have identified the core candidate proficiencies related to the expected knowledge, skills and dispositions for effective practice. COE faculty members have also identified the key professional dispositions that educators must
possess to interact effectively with students, families, colleagues and communities. The emphasis on dispositions reflects the critical importance of professional behaviors and the high degree of value placed on developing professional attitudes, values and beliefs.

The following candidate proficiencies are addressed and are reflected throughout each course, field experience and program within the teacher education Unit at both the Initial and Advanced Program levels. **We believe** effective educational professionals will apply their knowledge, skills and dispositions to:
1. **Plan Coherent Practice and Pedagogy**

- Demonstrate Knowledge of Discipline-Specific Content
- Demonstrate Knowledge of Content-Related Pedagogy
- Demonstrate Knowledge of Standards for Performance Outcomes
- Demonstrate Knowledge and Recognition of the Diverse Needs and Interests of Learners
- Design Effective Instruction and/or Service Using Internal and External Resources
- Plan for the Effective Use of Volunteers and/or Other Professionals to Enhance Learning

2. **Create Inclusive Environments Conducive to Optimal Learning**

- Demonstrate Belief That Everyone Can Learn
- Establish Learning Environments Based on Mutual Respect and Rapport
- Demonstrate an Understanding of How Cultural Identities Shape Professional Expectations and Practices
- Demonstrate an Understanding of Cultural Similarities and Differences Through Instruction and/or Service to Optimize Learning
- Differentiate Practices and Curricula to Ensure Fairness and Value Diversity
- Establish and Communicate Clear Behavioral Expectations
- Structure and Monitor Learning Environment to Support Academic, Interpersonal, and Emotional Performance Outcomes of Learners
- Organize and Manage Instructional Environment

3. **Ensure Effective Instruction and Assessment**

- Communicate Clear Learner Expectations, Content Explanations, and Guidance/Feedback
- Engage Everyone in Varied Learning Activities and Resources
- Monitor and Differentiate Relevant Instruction and/or Service to Meet the Needs of Learners
- Provide Opportunities for Individual and Collaborative Problem Solving through Critical and Creative Thinking
- Design and Use Formative and Summative Assessments Congruent with Performance Outcomes of Learners
- Maintain and Analyze Data for Use in Monitoring Learner Progress and Differentiating Instruction and/or Service
- Utilize Technology Effectively to Enhance Learning

4. **Exhibit Professionalism**

- Demonstrate Decision Making Aligned with Professional Ethical Standards
- Participate in Reflective Inquiry for Professional Growth
- Collaborate and Communicate with Colleagues, Families, and Community Members to Meet the Needs of Learners
- Engage in Professional Growth Opportunities and Resources at Local, State, National, and International Levels
- Engage in School Initiatives, Activities, and Events to Enhance the Learning Community
- Demonstrate Individual and Collaborative Problem-Solving Skills
- Remain Current and Appropriately Use New Instructional Technologies
Professional dispositions are attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. Faculty members within the Unit have identified key dispositions and a system to assess professional dispositions based on observable behaviors in educational settings. Two central professional dispositions that are emphasized are fairness and the belief that all students can learn. These dispositions are embedded in program curricula as well as modeled and encouraged by members of the Unit. Candidates develop and consistently demonstrate professional dispositions based on observable and measurable behaviors at various targeted program points. We believe effective educational professionals demonstrate the following professional dispositions in order to serve as effective educational professionals:

I. Uphold Professional and Ethical Standards

Candidates consistently honor the law and demonstrate professional integrity through behaviors that reflect national, state, and institutional ethical standards.

II. Embrace Diversity

Candidates demonstrate fairness, empathy, and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of ALL learners.

III. Engage in Collaborative Endeavors

Candidates demonstrate professional interpersonal and communication skills. These skills are used to promote positive partnerships (with and between learners: students, families, colleagues, other school professionals, and the global community) to support achievement of learning outcomes.

IV. Reflect and Problem Solve

Candidates demonstrate the ability to make informed decisions through systematic reflection and problem solving. Critical and creative thinking is used for identifying and implementing strategies for improving academic, interpersonal, and emotional learner outcomes.

V. Value Life-Long Learning

Candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.
Faculty members within the Advanced Programs of the Professional Education Unit have identified the beliefs, skills and professional dispositions necessary to serve as an effective educational professional. The core expectations and competencies for all candidates are identified in the College of Education Professional Beliefs and Dispositions. Candidates are expected to demonstrate professional growth as they progress through identified transition points within their chosen program of study. Consistent with Initial Programs, the Advanced Programs at Bloomsburg University are designed with the expectation that candidates must also develop and apply knowledge, skills, and dispositions to serve as effective educational professionals. For Advanced Programs, the Conceptual Framework is extended to include adapted key elements from the Rigor and Relevance Framework. This extension establishes a focus on the acquisition of knowledge, the application of knowledge in educational settings, the assimilation of new ideas, and the adaptation of knowledge for creative problem solving in educational settings. The desired outcomes are the development of educational professionals who possess expertise in teaching and learning, who are capable of improving teaching and learning, and are equipped to serve as educational leaders in the 21st century. The elements from this framework are addressed and are reflected throughout each course, field experience and program within the Advanced Programs in the Teacher Education Unit.

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Rigor and Relevance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone</td>
<td>Assimilation and Adaptation</td>
</tr>
<tr>
<td>Pre-Capstone</td>
<td>Application and Assimilation</td>
</tr>
<tr>
<td>Entry</td>
<td>Acquisition and Application</td>
</tr>
</tbody>
</table>


IV. ALIGNMENT WITH STANDARDS

Initial Undergraduate and Initial Graduate Programs

The syllabi and key assessments for each program are aligned with the Unit’s Conceptual Framework, the Pennsylvania Department of Education Chapter 49.2 competencies, Interstate Teacher Assessment and Support Consortium standards and the standards of the appropriate Specialized Professional Association (SPA).

Advanced Programs

The syllabi and key assessments for each program are aligned with the Unit’s Conceptual Framework, the Pennsylvania Department of Education Chapter 49.2 competencies, INTASC standards, and the standards of the appropriate Specialized Professional
Association (SPA). The syllabi and key assessments are also aligned with the Rigor and Relevance Framework.

V. TRANSITION POINTS AND KEY ASSESSMENTS

Initial Undergraduate Education Programs

The Professional Education Unit has identified transition points that are common to all Initial Teacher Education Undergraduate Programs. Faculty members have also identified key assessments that are embedded within all Initial Teacher Education Undergraduate Programs. The transition points, common key assessments, assessment level, Conceptual Framework crosswalk, and data collection points are identified in the following table.
## Initial Undergraduate Program Transition Points: Data Collection Schedule

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Unit Level</th>
<th>Conceptual Framework</th>
<th>Collection of Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admission to Teacher Education (Entry)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission to Teacher Education Admissions Packet (TEAP)</td>
<td>x</td>
<td>4</td>
<td>Checked by TEAP Coordinator/Advisor with Packet</td>
</tr>
<tr>
<td>GPA 3.0 Overall and in Major</td>
<td>x</td>
<td>3</td>
<td>Checked by TEAP Coordinator/Advisor with Packet</td>
</tr>
<tr>
<td>Haberman-Star Teacher Prescreener</td>
<td>x</td>
<td>2, 4</td>
<td>Office of Planning and Assessment</td>
</tr>
<tr>
<td>PTE Field Experience</td>
<td>x</td>
<td>2, 4</td>
<td>Checked by TEAP Coordinator/Advisor with Packet</td>
</tr>
<tr>
<td>Praxis I</td>
<td>x</td>
<td>1</td>
<td>Admission Packet 48-60 credits</td>
</tr>
<tr>
<td>Teacher Disposition Checklist (Self-assessment)</td>
<td>x</td>
<td>4</td>
<td>Applied in target courses/PSD Submission</td>
</tr>
<tr>
<td><strong>Pre-Student Teaching Admission (Pre-Capstone)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Education Admission Packet Renewal</td>
<td>x</td>
<td>3, 4</td>
<td>Checked by Advisor 90+ credits</td>
</tr>
<tr>
<td>GPA 3.0 Overall and in Major</td>
<td>x</td>
<td>3</td>
<td>Checked by Advisor 90+ credits</td>
</tr>
<tr>
<td>Grade of &quot;C&quot; or Better in all Education Courses</td>
<td>x</td>
<td>3</td>
<td>Checked by Advisor 90+ credits</td>
</tr>
<tr>
<td>Diversity Requirement</td>
<td>x</td>
<td>2, 4</td>
<td>Checked by Advisor 90+ credits</td>
</tr>
<tr>
<td>Methods Lesson Plan</td>
<td>x</td>
<td>1, 2, 3</td>
<td>Applied in target courses/PSD Submission</td>
</tr>
<tr>
<td><strong>Student Teaching (Capstone)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher Student Teaching Evaluation (Mid/Final)</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>Cooperating teacher/PSD Submission</td>
</tr>
<tr>
<td>PDE 430</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>University Supervisor/PSD Submission</td>
</tr>
<tr>
<td>Pre/Post Exit Student Teaching Survey</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>Student Teacher/PSD Submission</td>
</tr>
<tr>
<td>Student Teaching Lesson Plan</td>
<td>x</td>
<td>1, 2, 3</td>
<td>Student Teaching Supervisor/PSD Submission</td>
</tr>
<tr>
<td>Student Teaching Unit Plan</td>
<td>x</td>
<td>1, 2, 3</td>
<td>Student Teaching Supervisor/PSD Submission</td>
</tr>
<tr>
<td>Teacher Disposition Checklist (University Supervisor)</td>
<td>x</td>
<td>4</td>
<td>Student Teaching Supervisor/PSD Submission</td>
</tr>
<tr>
<td>University Student Teaching Supervisor Evaluation (Mid/Final)</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>Student Teaching Supervisor/PSD Submission</td>
</tr>
<tr>
<td><strong>Follow-up</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni Survey (3-years out)</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>Standardized across all departments</td>
</tr>
<tr>
<td>Career Development Center Follow-up Survey</td>
<td>x</td>
<td>4</td>
<td>Standardized across all departments</td>
</tr>
<tr>
<td>Cooperating Teacher Survey</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>Standardized across all departments</td>
</tr>
<tr>
<td>Employer Survey (1-year out)</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>Standardized across all departments</td>
</tr>
<tr>
<td>Praxis II Specialty Tests</td>
<td>x</td>
<td>1, 2, 3</td>
<td>Standardized across all departments</td>
</tr>
<tr>
<td><strong>BU Conceptual Framework</strong></td>
<td></td>
<td>Referenced Above</td>
<td></td>
</tr>
<tr>
<td>1 Plan Coherent Practice and Pedagogy</td>
<td></td>
<td></td>
<td>PSD – Pre-Service Differently</td>
</tr>
<tr>
<td>2 Create Inclusive Environments Conducive to Optimal Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Ensure Effective Instruction and Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Exhibit Professionalism</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3/2/16
Initial Certification/Advanced Graduate Education Programs

The Professional Education Unit has identified transition points that are common to all Initial Certification/Advanced Graduate Programs. Faculty members have also identified key assessments that are embedded within all Advanced Graduate Programs. The transition points, common key assessments, assessment level, Conceptual Framework crosswalk, and data collection point are identified in the following table.
## INITIAL CERTIFICATION/ADVANCED GRADUATE PROGRAM TRANSITION POINTS: DATA COLLECTION SCHEDULE

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Unit Level</th>
<th>Conceptual Framework</th>
<th>Rigor and Relevance</th>
<th>COLLECTION OF MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to Graduate School (Entry)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate School Application Packet</td>
<td>x</td>
<td>4</td>
<td>1</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>Undergraduate GPA 3.0 Overall and in Major</td>
<td>x</td>
<td>3</td>
<td>1</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>Professional Disposition Checklist (Self-assessment)</td>
<td>x</td>
<td>4</td>
<td>1, 2</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>Haberman Star Teacher Prescreener</td>
<td>x</td>
<td>2, 4</td>
<td>1, 2</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>Pre-Capstone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Education Packet Completion</td>
<td>x</td>
<td>3, 4</td>
<td>1, 2</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>GPA 3.0 Overall and in Major</td>
<td>x</td>
<td>3</td>
<td>1, 2</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>Meets Course Grade Requirement of Program</td>
<td>x</td>
<td>3</td>
<td>1, 2</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>Diversity Requirement</td>
<td>x</td>
<td>2, 4</td>
<td>1, 2, 3</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>Unique Program Assessments</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3</td>
<td>Individual Program Designation</td>
</tr>
<tr>
<td>Capstone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship, Student Teaching or Practicum Evaluation</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3</td>
<td>COE Assessment (Course embedded)</td>
</tr>
<tr>
<td>Professional Disposition Checklist (University Supervisor)</td>
<td>x</td>
<td>4</td>
<td>1, 2, 3</td>
<td>COE Assessment (Course embedded)</td>
</tr>
<tr>
<td>Research Rubric (Dept. Paper, Thesis or Course Assignment)</td>
<td>x</td>
<td>1</td>
<td>2, 3</td>
<td>COE Assessment (Course embedded)</td>
</tr>
<tr>
<td>Exit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Program Exit Survey</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3</td>
<td>Standardized across all departments</td>
</tr>
<tr>
<td>Career Development Center Follow-up Survey-Placement Data</td>
<td>x</td>
<td>4</td>
<td>2, 3</td>
<td>Standardized across all departments</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>2, 3</td>
<td>Standardized across all departments</td>
</tr>
<tr>
<td>Praxis II Specialty Tests</td>
<td>x</td>
<td>1, 2, 3</td>
<td>1</td>
<td>Individual Program Designation</td>
</tr>
</tbody>
</table>

### BU CONCEPTUAL FRAMEWORK

- 1. Plan Coherent Practice and Pedagogy
- 2. Create Inclusive Environments Conducive to Optimal Learning
- 3. Ensure Effective Instruction and Assessment
- 4. Exhibit Professionalism

### RIGOR AND RELEVANCE FRAMEWORK

- 1. Acquisition and Application
- 2. Application and Assimilation
- 3. Assimilation and Adaptation

3/2/16
Designs, unique program assessments and eventual outcomes for the range of Initial Certification/Advanced Graduate Programs within the Professional Education Unit have been identified that reflect the needs of each program. Unique program assessments are utilized at either the pre-capstone or capstone transition point to address the standards of relevant professional associations. The following table provides an overview of the uniform assessments utilized by individual programs and the unique program assessments used to address the requirements of each professional association.
# PROGRAM/SPA ASSESSMENTS
(Business Education, Deaf/Hard of Hearing Education, and Music Education are accredited outside of CAEP)

<table>
<thead>
<tr>
<th>Program</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
<th>Assessment 5</th>
<th>*Assessment 6</th>
<th>*Assessment 7</th>
<th>*Assessment 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
<td>Praxis II</td>
<td>GPA</td>
<td>Formal Classroom Observations</td>
<td>Cooperating Teacher Final Eval</td>
<td>Lesson Plans &amp; Unit Plan during Student Teaching</td>
<td>Classroom Portfolio</td>
<td>Student Teacher Evaluation Form</td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship</strong></td>
<td>Praxis II Content Knowledge</td>
<td>GPA</td>
<td>Lesson Plan</td>
<td>Student Teaching Assessment</td>
<td>Unit Plan</td>
<td>Stu Teaching Observation Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Early Childhood</strong></td>
<td>Praxis II – Early Childhood</td>
<td>GPA in Major</td>
<td>Integrated Lesson Plans</td>
<td>PDE 430</td>
<td>Unit Plan during Student Teaching</td>
<td>Action Plan</td>
<td>Case Study</td>
<td></td>
</tr>
<tr>
<td><strong>Ed Leadership</strong></td>
<td>Praxis II</td>
<td>In-basket Activities</td>
<td>Supervisory Plan</td>
<td>Candidate Evaluation of Internship</td>
<td>Program Completer Survey</td>
<td>Internship Portfolio</td>
<td>Community Involvement Case Study</td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Praxis II</td>
<td>GPA</td>
<td>Lesson Plan Sequence</td>
<td>Cooperating Teacher Evaluation</td>
<td>Unit Plan</td>
<td>University Field Supervisor Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td>Praxis II</td>
<td>GPA/Transcript Analysis</td>
<td>Lesson Plan</td>
<td>Student Teaching Assessment</td>
<td>Unit Plan</td>
<td>Oral Proficiency Measure</td>
<td>Student Teaching Assessment</td>
<td></td>
</tr>
<tr>
<td><strong>General Science</strong></td>
<td>Praxis II</td>
<td>GPA in Major</td>
<td>Lesson Plan</td>
<td>Formal Classroom Observation</td>
<td>Unit Plan</td>
<td>Final Evaluation Form</td>
<td>Content Knowledge Research</td>
<td>Content Knowledge Contextual</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Praxis II</td>
<td>GPA/Transcript Analysis</td>
<td>Lesson Plan Portfolio</td>
<td>Cooperating Teacher Assessment</td>
<td>Unit Plan</td>
<td>Stu Teaching Observation Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mid-Level</strong></td>
<td>Praxis II</td>
<td>GPA</td>
<td>Lesson Plan Portfolio</td>
<td>Cooperating Teacher Assessment</td>
<td>Unit Plan</td>
<td>Stu Teaching Observation Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Teaching Certificate</td>
<td>Reading 540 Summary and Reflection</td>
<td>Reading Unit Plan</td>
<td>Practicum Portfolio</td>
<td>Case Study</td>
<td>Tab 5 of Portfolio</td>
<td>Portfolio Project</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>Praxis II</td>
<td>GPA</td>
<td>Lesson Plan</td>
<td>Cooperating Teacher Final Eval</td>
<td>Unit Plan during Student Teaching</td>
<td>Student Teacher Evaluation Form</td>
<td>Behavior Intervention Plan</td>
<td>Student Teacher Evaluation: Sp Ed Addendum</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>-----</td>
<td>-------------</td>
<td>-------------------------------</td>
<td>----------------------------------</td>
<td>-------------------------------</td>
<td>---------------------------</td>
<td>-------------------------------------------</td>
</tr>
</tbody>
</table>

*Unique Program Assessments*
VI. DATA MANAGEMENT SYSTEM

Background Information

The Bloomsburg University of Pennsylvania College of Education Data Management Plan is a compilation of information that describes the Professional Education Unit’s assessment system. Information introduced includes data generated by the assessment system and how the unit manages the data. Faculty within the College of Education (COE) have a shared commitment to the ongoing collection of key programmatic data and subsequent analyses in order to monitor outcomes for continual program improvement. The intended use of these data is for the purpose of program assessment and improvement.

Expected Data

The system is currently converting from Assessment System for Improved Practice (ASIP) to an interactive web-based system for the maintenance and utilization of data germane to key assessments in the COE’s Initial and Advanced programs. The Pre-Service Differently (PSD) is a secure system developed by PLS 3rd Learning and managed by the COE. The system is linked to the COE’s website and utilized by the Professional Education Unit comprised of faculty, staff, students, and district partners’ cooperating teachers for submission and collection of relevant program data on capstone experiences including student teaching related assessments. Prior to completion of all on-line assessments, students are informed of the purpose of data collection and the security of the information submitted through an informed consent statement. Data collected through PSD include the following assessments at this time, with the understanding that additional program assessment data may be added in the future based on programmatic needs:

- University Student Teaching Supervisor Evaluation (Mid/Final)
- Cooperating Teacher Student Teaching Evaluation (Mid/Final)
- PDE 430
- Pre/Post Exit Student Teaching Survey
- Student Teaching Lesson Plan Rubric
- Student Teaching Unit Plan Rubric
- Teacher Disposition Checklist (completed by University Supervisors and Student Teachers)

Qualtrics, a software program, was developed to collect data germane to Initial Program assessments:

- Speaker Series: Opinion Survey
- Lesson Plan Rubric

Qualtrics was also developed to collect data germane to Advanced Program capstone assessments:

- Internship
- Student Teaching or Practicum Evaluation
- Alumni Survey
- Employer Survey
- Graduate Professional Seminar Evaluation

The Office of Planning and Assessment assists the COE by collecting additional data on professional dispositions for both Initial and Advanced Programs:

- Haberman Star Teacher Pre-screener
Data Format

Most of the data from the key assessments are in Likert-type scales, ranging from 1 to 4 with 1 being the lowest and 4 the highest rating. Compiled data reports are prepared for each class section and are made available to departments within the COE each academic year for the purpose of review, analysis, and action planning to address concerning data and related assessment issues within the COE.

Access to Data and Data Sharing Practices and Policies

Data collected can only be accessed by the statistical specialist in the Dean’s Office. Upon approval from the COE Dean, raw data, without identifying information, is retrieved by a statistical specialist and made available to COE faculty upon request and at no charge to the user. If faculty intend to use data for research purposes, then IRB approval is required.

Policies for Re-use and Re-distribution

The aggregate data collected each academic year will be made available to the public via the COE website. Data will be published in a manner to avoid identification of students, instructors, and/or programs.

Archiving of Data

The data results will be updated each semester reflecting current and incoming data collected. Data will be stored and compiled using the year, semester, program title, class, and class section. This data is collected for accreditation and programmatic improvement. Access to this data is limited to a statistical analyst, PSD program manager, and the Office of Planning and Assessment.

VII. DATA COLLECTION, ANALYSIS, AND USE

Data from all key assessments (except the PRAXIS scores) are collected each semester and are entered into Qualtrics and/or PSD by the individual designated to complete the assessment form. Each year, the COE Assessment Office provides data reports to each program germane to the key assessments.

Each year, a Unit-wide faculty meeting occurs for the purpose of the review, analysis and action planning concerning data and related assessment issues within the COE. Faculty members meet by department and program area leading up to this larger COE meeting to analyze relevant data from the key assessments that were collected during the previous academic year. A Program Assessment Report (see page 16) is submitted after review relevant to each key assessment. The two primary components of the Program Assessment Report are an analysis of the data and a description of how the assessment results will be used for continuous program improvement.
Name of Department and Program: Date of Report:

Name of Assessment:

Semester and Year Administered:

Course or Transition Point Administered:

Name/Description of Assessment:

Analysis of Results:

Use of Assessment Results for Continuous Improvement (describe how faculty are using the data to improve candidate performance and the program):
VIII. ADMISSION, MONITORING AND EXIT PROCEDURES

Transition Point I: Admission to the Professional Program in Education

Admission to Initial Teacher Education
Initial preparation programs are at the baccalaureate or post-baccalaureate levels that prepare candidates for their FIRST professional education license.

Undergraduate Students seeking initial certification must submit a completed application packet to their faculty advisor no sooner than the completion of 48 credits and no later than the completion of 60 credits or during the semester in which they will complete 60 credits. Transfer students with 48 credits or more must submit a completed application packet by their second semester at Bloomsburg University. The Coordinator of Teacher Education Admissions Packets reviews the admission packet and submits a recommendation to the Program Chairperson indicating that the student be admitted or not be admitted to the program. Enrollment in upper division professional education coursework (300 and 400 level courses) is contingent upon admission to the Teacher Education Program. For formal admission to teacher education, ALL prospective candidates must:

1. Obtain Current Pennsylvania qualifying (i.e., passing) scores for the Core Academic Skills for Educators, Reading, Writing and Mathematics. www.ets.org/praxis OR obtaining a score of 1550 on the Scholastic Achievement Test (SAT) with a score of 500 or higher on Critical Reading, Writing and Mathematics, or a composite score of 23 on the American College Test Plus Writing accompanied by a combined English/Writing score of 22 and a Math score of 21. OR PAPA – Pre-service Academic Performance Assessment
2. Possess an overall cumulative grade point average of 3.0.
3. Possess a grade of C or better in all undergraduate professional education, specialization, and communication courses, as specified by your program of study, with a grade of C or better. (The grade of C- [minus] does not meet this criterion.) Graduate students must adhere to the grade requirements established in PRP 3565 or those established by their graduate program and specified within their application packet.
4. Complete six (6) semester hour credits in college level mathematics.
5. Complete at least six (6) hour credits in college level English composition and literature.
6. Successfully complete initial field and clinical experience hours, as outlined in the curriculum and/or program of study.
7. Submit two (2) recommendations from professional education faculty.
8. Submit the results from a current tuberculosis screening administered within the last two years.
9. Possess professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate.
10. Submit a resume.
11. Obtain current background clearances: Act 34 (Request for Criminal Record Check), Act 151 (Child Abuse History Clearance), and Act 114 (Federal Criminal History Record). Clearances are current if provided within one year of the date issued on the form. Any clearance with an infraction will trigger a “Program Review Counseling Session” by the College of Education.

Upon completion of the admissions process, the student recommended for program admissions becomes a Teacher Education “Candidate.”
Graduate Degree Students seeking initial certification must submit a completed application packet, including the contents listed above, to their Graduate Program Coordinator no sooner than the completion of 12 graduate credits and no later than the completion of 24 graduate credits. The designated Graduate Program Coordinator will review the admission packet and submit a recommendation to the Program Chairperson indicating that the student be admitted or not be admitted to the program. Additional entrance proficiencies may be established and required by individual programs. Upon completion of the admissions process, the student recommended for program admissions becomes a Teacher Education “Candidate.”

Transition Point II: Pre-Student Teaching or Graduate Capstone

Eligibility for Student Teaching, Graduate Practicum and Internships, and Clinical experiences will be determined during the scheduling period prior to the Student Teaching and Clinical experience semester. Students must attend a Student Teaching orientation session and complete the required application for student teaching prior to the established deadlines. All criteria listed in items one through seven below must be completed for participation in any Practicum or Student teaching experience. All candidates must obtain current background clearances: Act 34 (Request for Criminal Record Check), Act 151 (Child Abuse History Clearance), and Act 114 (Federal Criminal History Record). Clearances are considered current if provided within one year of the date issued on the form. Any clearance with an infraction will trigger a “Program Review Counseling Session” by the College of Education. Additionally, candidates need to complete Act 126, Mandated Child Abuse Reporting Training.

ALL Candidates must:

1. Maintain an overall cumulative grade point average of 3.0. Any undergraduate students falling below the criterion will be placed on probation for one semester. Students placed on probation have one semester to re-establish the required GPA or they will be dismissed from the Teacher Education Program. If dismissed, the Candidate must reapply for admission to the program after required criteria are met. Any graduate student falling below the criteria will adhere to the requirements established in PRP 3565.  
   http://www.bloomu.edu/policies_procedures/3565

2. Complete all professional education, specialization, and communication courses, as specified by your program of study, with a grade of C or better. (The grade of C- [minus] does not meet this criterion.) Graduate students must adhere to the grade requirements established in PRP 3565 http://www.bloomu.edu/policies_procedures/3565 or those established by their graduate program and specified within their application packet.

3. Successfully complete COE required field and clinical experience hours in diverse settings (urban and/or non-urban) and working with diverse populations (ELL, exceptionalities, gender, race/ethnicity, socio-economic status) as defined by National Council for Accreditation of Teacher Education.

4. Maintain a current tuberculosis screening administered within the last two years.

5. Maintain professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate.

6. Maintain contact with their academic advisor each semester to monitor completion of program requirements and matriculation.

7. Obtain Act 34 (Request for Criminal Record Check), Act 151 (Child Abuse History Clearance), and Act 114 (Federal Criminal History Record) clearances if required for a class or field-based experience.
**Transition Point III: Completion of Student Teacher or Capstone Experience**

To successfully exit from Teacher Education Programs at the initial level, candidates must exhibit documented competency during **Student Teaching**. **ALL** Candidates must have:

1. Written evaluations by Cooperating Teachers.
2. Written evaluations by University Supervisors.
3. Earned grades of C or better for undergraduate Candidates. (The grade of C- [minus] does not meet this criterion.) Graduate Candidates must follow appropriate program guidelines as outlined in PRP 3463 [http://www.bloomu.edu/policies_procedures/3463](http://www.bloomu.edu/policies_procedures/3463) and 3565 [http://www.bloomu.edu/policies_procedures/3565](http://www.bloomu.edu/policies_procedures/3565).
4. Obtained two evaluations during Student Teaching using PDE 430 form, Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice, with satisfactory or above ratings.
5. Received evaluations during Student Teaching/Practicum using the Final Evaluation Form, as appropriate, and as described in the Bloomsburg University Student Teaching Handbook. [http://www.bloomu.edu/documents/coe/Student_Teaching_Handbook.pdf](http://www.bloomu.edu/documents/coe/Student_Teaching_Handbook.pdf)

Overall requirements for exit (graduation) from the Teacher Education Program include documented competency and completion of the following program requirements. **ALL** Candidates must have:

1. Completed all coursework within the prescribed professional education curriculum with a cumulative grade point average of 3.0.
2. Completed and documented an approved experience in diversity as required by the College of Education.
3. Demonstrated competency with grades of C or better (the grade of C- [minus] does not meet this criterion) and the fulfillment of “Competency in Student Teaching” and “Student Teaching Requirements” as outlined in the Bloomsburg University Student Teaching Handbook.
4. Obtained two evaluations during student teaching using PDE 430 form, Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice, with satisfactory or above ratings.
5. Certification is not a requirement to exit the program. In order for initial (first) certificate Candidates to be eligible to apply for Pennsylvania Department of Education (PDE) Instructional Level I certification, Candidates must have completed a bachelor’s degree, completed a PDE-approved teacher preparation program, and passed their program’s Basic Skills testing and Certification Testing, (i.e. PECT, Praxis II). Qualifying (passing) scores are established by the Pennsylvania Secretary of Education. Current qualifying scores can be found at [www.education.pa.gov](http://www.education.pa.gov) under “Teachers & Administrators – Certification Testing.” Graduate students earning initial certification must meet the specific requirements of their program. Bloomsburg University does not certify candidates, but does recommend candidates for certification by verifying candidate competence in their professional education program including graduation. Candidates MUST complete PDE 338C and PDE 338G forms and submit them to the Certification Office within the College of Education before they can be recommended for Pennsylvania certification.

**Noncompliance**

A Candidate may be removed from their program, Student Teaching, Practicum and/or Internship based on the following:

1. If Act 34 (Request for Criminal History Record), Act 151 (Child Abuse History Clearance) or Act 114 (Federal Criminal History Record) report any incidents.
Noncompliance (continued)

2. Failure to comply with school district and/or University policies and procedures, including any violation of the law.
3. If a criminal infraction occurs during student teaching, practicum/and or internship.
4. Unsatisfactory level of competency.

Note: Students are provided with a system by which to grieve complaints of alleged academic injustices through the Teacher Education Admission, Progression, and Retention Board within the College of Education [http://www.bloomu.edu/policies_procedures/3592](http://www.bloomu.edu/policies_procedures/3592).

IX. ASSESSMENT OF UNIT OPERATIONS

Assessment of Professional Education Unit operations are consistently undertaken by the Unit in relation to its governance, planning, budget, personnel, facilities, services and policies/procedures, and resources that support the Unit’s mission.

Unit operations are assessed in the following manner:

- Students enrolled in undergraduate and graduate Initial Programs complete the Pre/Post Exit Student Teaching Survey at the end of their Student Teaching/Capstone experience.

- The Cooperating Teachers for Initial and Advanced Student Teaching Candidates complete a Cooperating Teacher Program/Placement Evaluation Survey at the end of the semester in which they have served the University. Cooperating Teachers are asked to assess University supports, training, supervisory interactions, resources, procedures, candidate requirements, and overall quality of the program.

- Each tenure-track and adjunct faculty member at Bloomsburg University is evaluated by students/candidates enrolled in each course. The evaluations are processed by the Office of Institutional Research and included in the yearly performance reviews of faculty.

- The Dean of the COE has the responsibility to effectively manage, coordinate, and oversee the governance, planning, budget, personnel, and facilities of the Unit. The Dean’s performance is evaluated yearly by the University President.

X. FAIRNESS, ACCURACY, CONSISTENCY AND ELIMINATION OF BIAS

The Unit uses the following strategies to ensure fairness, accuracy, consistency, and elimination of bias throughout its assessment system:

- The Unit ensures that the assessments are aligned with the Unit’s Conceptual Framework, and that the PDE, INTASC, and SPA Standards are integrated into course syllabi and connected to the identified key assessments. The College of Education Curriculum Committee and Bloomsburg University Curriculum Committee (BUCC) serve as approval bodies for all course syllabi and oversee the use of appropriate assessment practices.
X. FAIRNESS, ACCURACY, CONSISTENCY AND ELIMINATION OF BIAS (continued)

- All initial Candidates are informed of the requirements in the Professional Education Unit when they initially meet with their advisor and throughout the Admissions, Monitoring and Exit process. First-year students are provided with orientation sessions in the months prior to their first semester. Orientations are also held for internal and external transfer students. In addition to this, ongoing information is exchanged via individual and group advising sessions (varied across program areas), faculty office hours, and ongoing electronic communications. Advanced Candidates are informed of the requirements in orientation sessions designed to explain procedures for program requirements. Information about the Conceptual Framework, dispositions, program requirements and other requirements is available on the College’s website and discussed with the Candidates by their Advisors and course instructors. All Student Teachers (and their Cooperating Teacher) have access to a copy of the Student Teaching Handbook [http://www.bloomu.edu/documents/coe/Student_Teaching_Handbook.pdf](http://www.bloomu.edu/documents/coe/Student_Teaching_Handbook.pdf) on the COE web site at the beginning of the experience.

- Rubrics and checklists for the key program assessments are shared with the Candidates during matriculation through their respective program of study. All candidates are aware of the proficiencies upon which they will be assessed, faculty expectations, and how this information will be reported.

- The Assessment Committee oversees the structure of the Assessment System for Initial Programs. The Advanced Programs Committee is responsible for the oversight and support of all NCATE standards that impact Advanced Programs. This delineation of functions has been established due to the uniqueness of Advanced Programs, the inherent workload issues that accompany systems oversight, and the critical importance of Advanced Programs to the PEU. This delineation of duties ensures that both assessment systems are reviewed for fairness, accuracy, consistency, and freedom of bias.

- Standardized rubrics are used to assess Candidates on multiple assessments. The Assessment Committee developed each rubric to establish core criteria across programs. All programs use these rubrics and may add additional content as it relates to their discipline. University Supervisors are in ongoing communication with Cooperating Teachers to ensure consistent application of assessments. Rubrics that are used for program specific assessments are available to the Candidates in the Student Teaching Handbook and the COE website [http://www.bloomu.edu/coe](http://www.bloomu.edu/coe).

- Data are triangulated wherever possible to assess for reliability and facilitate relevant data analyses. The Student Teacher Evaluation Form is completed by the Cooperating Teacher and the University Supervisor for comparison. The Student Disposition Checklist is provided to students as an early self-assessment. The same assessment is used during Student Teaching by the University Supervisor. Lesson Plan evaluations occur during pre-capstone and capstone transition points for a formative comparison. In addition to this, there is content that overlaps across assessments. The content of the Employer Survey, Cooperating Teacher Program/Placement Evaluation Survey, and Alumni Survey may be cross-referenced to identify qualitative strands or themes.
XI. COLLEGE OF EDUCATION ASSESSMENT COMMITTEE (COE-AC)

In the Fall of 2010, the College of Education reorganized its committee structure. The purpose of this reorganization was to facilitate the various short and long term initiatives emanating from the University, various accrediting bodies, and the Pennsylvania Department of Education. The Policies, Rules, and Procedures of the College of Education at Bloomsburg University [http://www.bloomu.edu/documents/coe/PolicyHandbook.pdf](http://www.bloomu.edu/documents/coe/PolicyHandbook.pdf) outlines the design and role of the committee in Policy Number 1.3: College of Education Committee Structure and Responsibilities. This description of the College of Education Assessment Committee (COE-AC) includes:

**Purpose**

The COE-AC serves as the faculty advisory body to the Dean of the College of Education on all matters that affect the development, modification, change, adoption, and implementation of the assessment system in COE. Furthermore, the COE-AC provides procedures and mechanisms for the systematic review and evaluation of the assessment system at the college-wide level.

**Functions**

The COE-AC is responsible for establishing assessments for the COE. Furthermore, the COE-AC is responsible for determining how the analyses of educational outcomes (direct/student learning outcomes and indirect/program learning outcomes) offer the COE an opportunity for strengthening all of its programs. Finally, the COE-AC serves as a faculty advisory committee to the Dean of the College of Education.

1. The COE-AC:
   a. Creates, in cooperation with the other committees of COE, college-wide assessments
   b. Reviews new or modified department-wide assessments as needed.
   c. Creates, reviews and modifies a College-wide Assessment Handbook.
   d. Develops a mechanism for using assessment data in decision making.
   e. Works in cooperation with the Office of Planning and Assessment at Bloomsburg University of Pennsylvania.

2. The COE-AC formally recommends to the Dean of the COE changes in assessment policies and practices emanating from all components of the college academic community and/or when such changes are referred to the committee by the Dean of the COE.

3. The chair of COE-AC maintains membership on the Dean’s Advisory Council in the COE.

**Membership**

The Assessment Committee is composed of:

1. Two (2) faculty members from each of the two departments in the College of Education,
2. The Assistant Vice President of the Office of Planning and Assessment,
3. Representatives from the Business Education/Information Technology Management Department, Instructional Technology Department, and the Music Department,
4. Technology and Resources Committee Member (appointed by the dean upon recommendation from the appropriate department chairperson)
5. A Dean’s Office Representative.
A description of the College of Education Advanced Programs Committee (COE-AP) includes:

Purpose

The COE-APC shall serve as the faculty advisory body to the Dean of the College of Education on all matters that affect Advanced Programs in the COE. The definition of Advanced Programs in the COE stems from the NCATE definition. An advanced program is "at postbaccalaureate levels for (1) the continuing education of teachers who have previously competed initial preparation or (2) the preparation of other school professionals." (web page). At Bloomsburg University of Pennsylvania, these programs include Business Education, Graduate Reading, Curriculum and Instruction, Special Education, Elementary Education, Instructional Technology, Counselor Education, and Deaf Hard of Hearing.

Functions

The COE-APC will serve as a faculty advisory committee to the Dean of the College of Education.

1. The COE-APC will:
   a. Ensure that candidates in Advanced Programs have in-depth understanding of knowledge in their fields
   b. Ensure that the assessment system, as is determined by the assessment committee, works for the variety of program types in Advanced Programs
   c. Modify the Advanced Programs University-Wide Policy, as needed
   d. Ensure, with the help of the COE-Field Experience Committee, that all students in Advanced Programs have diverse field experiences

2. The COE-APC shall formally recommend to the Dean of the COE changes in policies and practices emanating from all components of the college academic community and/or when such changes are referred to the committee by the Dean of the COE as they pertain to the Advanced Programs in the college.

3. The chair of COE-APC shall sit on the Dean's Advisory Council in the College of Education.

XII. Assessment Instrument Reserve (Initial Programs)

The following instruments are utilized in the Professional Education Unit to assess the progress of students/candidates enrolled in the Initial Programs. They may be viewed at the identified links on the COE website.

1. Haberman Star Teacher Prescreener
2. Teacher Disposition Checklist (Self-assessment)
3. Diversity Experience
4. Professional Development Workshop on Diversity Pre/Post
5. Lesson Plan Format and Scoring Guide
6. Student Teaching Evaluation (Mid-Point)
7. Student Teaching Evaluation (Final)
8. PDE 430
9. Pre/Post Exit Student Teaching Survey
10. Unit Plan Format and Scoring Guide
XII. Assessment Instrument Reserve (Initial Programs) (continued)

11. Alumni Survey
12. Cooperating Teacher Program/Placement Evaluation Form
13. Employer Survey

XIII. Assessment Instrument Reserve (Advanced Programs)

The following instruments are utilized in the Professional Education Unit to assess the progress of students/candidates enrolled in the Advanced Programs. They may be viewed at the identified links on the COE website.

1. Haberman Star Teacher Prescreener
2. Professional Disposition Checklist
3. Sample Diversity Workshop Assessment
4. Sample Unique Program Assessments
5. Capstone Evaluation Form
   a. Internship/Practicum Evaluation
   b. Student Teaching Evaluation
6. Research Rubric
7. Alumni Survey
8. Employer Survey
9. Exit Survey