

Table Four: UMM TEP Assessment Review Plan

| Category | Current Practice | Needs/Goals | Tasks to Achieve Goal | Individuals Involved | Target Date |
|---|--|---|---|--|-------------|
| Formation of Teacher Education Program Assessment Committee (TEPAC) | TEP faculty is charged with determining and implementing assessments in line with UMM Assessment Plans. Consultation with schools personnel, UMM Assessment Committee, & Teacher Ed Advisory Committee is present. | Coordination of committees | -Clarify goals, purpose, and structure -Invite and confirm membership -Develop agenda and schedule | -TEP Faculty -Reps from UMM Assessment & Teacher Ed Committees -Reps from Teacher Ed Advisory Committee -Candidates | Fall 2001 |
| Review and Improvement of Current Assessment Plans | | | | | |
| Category | Current Practice | Needs/Goals | Tasks to Achieve Goal | Individuals Involved | Target Date |
| Links to Elements of Conceptual Framework and BOT Standards | Program approval complete. Course content and assessments address standards. Some components (e.g. diversity and technology) deeply embedded. | Update of UMM Assessment Plans to coordinate with revised TEP. | 1. Revise UMM Assessment Plans to include all content standards. 2. Create and implement a review system to ensure that courses continue to address and assess BOT standards. | Teacher Ed Faculty in consultation with TEPAC | Spring 2002 |
| Critical Assessment Points | Assessment points in place: Admission, end of each term, entrance to student teaching, recommendation for licensure. Communicated in catalog and APAS | Refine, standardize, and systemize procedures. | 1. Identify key assessment pieces and relate them to critical assessment points. 2. Establish performance criteria for each assessment at each point. 3. Review, revise, and create rubrics. 4. Standardize scoring and establish validity and reliability. 5. Revise UMM Assessment Plans as needed. | Teacher Ed Faculty in consultation with TEPAC | Spring 2002 |
| Key Assessment Pieces | Multiple assessments (from internal & external sources) throughout the program. Performance-based. Portfolio, philosophy, senior presentation, diversity document, & technology document in place. Linked to SEP. | | | | |
| Data Collection and Management | Individual candidate data is collected and retained in central files. | Development of more extensive database. Electronic portfolios. System to aggregate and analyze data. | See Data Collection, Analysis, and Evaluation Plan below. | | |
| Communication and Use of Results | Individual APAS reports provide current information to candidates. | Systematize communication with partner schools & others. Systematize formal use of data for program improvement. | See Data Collection, Analysis, and Evaluation Plan below. | | |

Table Four: UMM TEP Assessment Review Plan Cont'd.

| Assessment of Candidate Effect on Student Learning | | | | | |
|---|---|--|---|---|--|
| Category | Current Practice | Needs/Goals | Tasks to Achieve Goal | Individuals Involved | Target Date |
| Pilot Study Implementation and Analysis | Candidates must design lessons & units with objectives and assessment procedures. After teaching lessons, they must describe student achievement of objectives. Supervisors & cooperating teachers rate candidates in the category of student learning. | Reliable, valid, & systematic assessment plan for student learning needed. | <ol style="list-style-type: none"> 1. Develop pilot study. 2. Implement. 3. Analyze results. 4. Create or revise assessments. 5. Develop performance criteria and scoring method. 6. Establish validity & reliability. 7. Include in UMM Assessment Plans. | Teacher Ed Faculty in consultation with TEPAC | Spring 2002 Development 2002-2003 Implement & Analyze Fall 2003 Revise Assessment Plan |
| Data Collection, Analysis, and Evaluation | | | | | |
| Category | Current Practice | Needs/Goals | Tasks to Achieve Goal | Individuals Involved | Target Date |
| Creation of Data Base | Data is collected and retained for each candidate | Systematic collection, analysis, summary needed. | <ol style="list-style-type: none"> 1. Establish system for aggregating program data. 2. Develop electronic portfolio 3. Develop more-comprehensive system to collect and manage post-graduation data for candidates | Teacher Ed Faculty in consultation with TEPAC | Spring 2002 |
| Data Analysis | Collected data is reviewed and discussed. Strengths & weaknesses are identified. | Develop systematic analysis using technologically advanced database. | <ol style="list-style-type: none"> 1. Revise system for analysis and interpretation of data. 2. Conduct analysis. | Teacher Ed Faculty in consultation with TEPAC | 2002-2003 |
| Use of data | Data is used to revise program. | Documentation of program improvement based on data. Better communication of results. | Establish & implement plan for systematic review of program using evaluation data. Establish & implement plan for disseminating assessment results. | Teacher Ed Faculty in consultation with TEPAC | Spring 2003 |