

Evangel University
Education Department
Assessment System

<i>Assessment</i>	<i>What is evaluated</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Initial Programs-Candidate					
	The Education Student will:				
MoGEA-Missouri General Education Assessment	-Demonstrate academic preparation in the appropriate content area	Entry level. Required for entry into education program; EDUC 225	Instrument reliability and validity insured by Pearson.	Currently set at -1 for EU; panel based cut score of 220 will be implemented upon statewide decision by DESE	Teacher Education Committee-September
MEP-Missouri Educator Profile	-Exhibit appropriate professional dispositions	Entry level Required for entry into education program	Instrument reliability and validity insured by Pearson	No set criteria-used for informational purpose and advising	By advisor- when needed
Clinical Experience (Formative)	-Demonstrate academic preparation in the appropriate content area, -Identify and implement research based pedagogical instructional strategies -Exhibit appropriate professional dispositions -Demonstrate culturally responsive teaching	At the completion of each practicum experience. Level I-entry Level II-mid program Level III-pre-student teaching	Reliability and fairness assured by standard use of evaluation rubric by cooperating teacher and university supervisor	Candidates must receive a grade of A or B on all clinical experience evaluations.	Director of Clinical Experience/Course Instructor-each semester Teacher Education Committee-January
MEES-Missouri Educator Evaluation System (Summative)	-Demonstrate academic preparation in the appropriate content area, -Identify and implement research based pedagogical instructional strategies	Exit level- Student Teaching	Instrument reliability and validity assured by DESE	Currently at 1; final criteria still being determined by DESE	Not yet determined-waiting for final forms from DESE

	-Exhibit appropriate professional dispositions -Demonstrate culturally responsive teaching				
MOCA-Missouri Content Assessment	-Demonstrate academic preparation in the appropriate content area	Exit/Licensure levels	Instrument reliability and validity assured by Pearson	State passing score on appropriate specialty area test.	Teacher Education Committee-April and November

<i>Assessment</i>	<i>What is evaluated</i>	<i>When Administered</i>	<i>Analysis</i>	<i>Criteria</i>	<i>Schedule for Review</i>
MoPTA-Missouri Preservice Teacher Assessment	Demonstrate academic preparation in the appropriate content area, -Identify and implement research based pedagogical instructional strategies -Exhibit appropriate professional dispositions -Demonstrate culturally responsive teaching	Licensure Level Student teaching	Instrument reliability and validity assured by ETS	Score of 1 on each element-total score of 11: Standard setting scheduled for June 2016	Teacher Education Committee-October
PCP Professional Competency Profile	-Exhibit appropriate professional dispositions	Exit Level	Reviewed by faculty	completion	Course faculty-upon completion
Initial Programs-Unit					
Annual Performance Report (APR)	-Academics -Field and Clinical Experiences -Candidates to Beginning Educators	Ongoing	Report reliability and validity assured by DESE	Varies by data point	DESE-annually Teacher Education Committee-February

	-Operations and Resources				
Course/Faculty Evaluations	Faculty/course effectiveness Unit operations	End of semester	Annually reviewed with individual faculty members and Education Dept. Chair. Areas showing an obvious weakness are focus of goal-setting.	Meeting expectations of university dean and department chair.	Faculty and Department Chair-during annual performance review
Senior Exit Survey	Student satisfaction with university experience-disaggregated by major	Annually-spring	Data sent to department chair	NA	TBD
Graduate Survey DESE		Post-graduation level	Instrument reliability and validity assured by DESE	Still being determined by DESE	Teacher Education Committee-March
Employer Survey DESE		Post-Graduation level	Instrument reliability and validity assured by DESE	Still being determined by DESE	Teacher Education Committee-March

Assessment Plan
Master of Education in Literacy
 Education Department
 Program Coordinator: Dr. Shonna Crawford
 Graduate Education Programs Director: Dr. Susan Langston
 Education Department Chair: Dr. Colleen Hardy

<i>Assessment</i>	<i>What is evaluated: Program Learning Outcomes</i>	<i>When administered</i>	<i>Analysis of fairness, consistency and accuracy</i>	<i>Criteria</i>	<i>Schedule for Review</i>
Initial Programs-Candidate					
Practicum (Literacy Lab) Observation Evaluation: 2004-present Practicum (Literacy Lab) Self-Evaluation: Began in 2016	<p>I. Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</p> <p>II. Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.</p> <p>III. Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading</p>	Mid-Program and End of Program	Interrater reliability through discussion and comparison between the two professors conducting evaluations	95% of students proficient in all competencies	Each fall semester the Program Coordinator and team will review the data from the summer practicum (Literacy Lab).

	<p>and writing instruction.</p> <p>IV. Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</p> <p>V. Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</p> <p>VI. Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort</p>				
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	and responsibility.				
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Graduate Education Program Assessment Plan

Program	Instrument	Administration	Reviewed
Master's in Literacy	Practicum Evaluation	During RDG	Annually by the Program Coordinator
Master's in Educational Leadership (EDL)	Missouri School Leader Performance Assessment (MoSLPA)-principal	Upon completion of coursework-student option	Annually by the Graduate Education Committee-October
	Course Embedded Summative Assessment (CESA)	During coursework	Annually by the Graduate Education Committee-November
Master's in Secondary Teaching (MST) - Program discontinued 2016	Missouri Content Assessment (MoCA)	Admission to program	Prior to program admission
	Missouri Pre-Service Teacher Assessment (MoPTA)	During student teaching	Annually by the Graduate Education Committee-October
Master's in Curriculum & Instruction (M.Ed. C&I)	Course assessments	During coursework	Annually by the Program Coordinator
Doctorate in Educational Leadership, Curriculum & Instruction (Ed.D)	Course Embedded Summative Assessment (CESA)	During coursework	Annually by the Graduate Education Committee-March
	Missouri School Leader Performance Assessment (MoSLPA)-Superintendent	Upon completion of coursework-student option	Annually by the Graduate Education Committee-March