



Department of Education
CONSTRUCTIVIST EDUCATOR
UNIVERSITY OF SOUTH CAROLINA BEAUFORT

UNIVERSITY of SOUTH CAROLINA BEAUFORT

ASSESSMENT PLAN 2011-2012

Submitted to South Carolina State Department of
Education July 1, 2011

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Department of Education

Assessment System 2011-2012

The USCB Department of Education Assessment System has been modified slightly as a result of the evaluation of the system by faculty, staff, and candidates.

A. Introduction

The unit's assessment system is designed to assess the effectiveness and success of candidates and the unit. The purpose of the assessment system is to allow the University of South Carolina Beaufort [Department of Education](#) to collect data on the qualifications of all applicants, proficiencies of candidates, competence of graduates, performance of unit and clinical faculty, and effectiveness of unit operations, as well as curriculum design and instructional methodology for unit and program improvement and reflection. In order to do this, the unit assessment system 1) documents the knowledge, skills, and dispositions of candidates; 2) identifies areas of strength and areas of improvement in candidate and in program/unit operations; and 3) provides data necessary for analysis and use in the administration, programming, instruction, advisement, and planning for field experiences and clinical internships.

B. Transition Points, Key Assessment and Requirements

The Department of Education has an established plan in which candidates' progress through the unit via a series of progression levels.

Candidate Progression and Proficiencies Chart*

LEVELS	ASSESSMENTS	BENCHMARKS	CONSTRUCTIVIST EDUCATOR PROFICIENCIES
Level I Pre-Professional Open to all students meeting University entrance requirements.	1. GPA 2.75 2. PRAXIS I: <i>R 175, W-173, M-172</i> 3. "C" or better in all Education courses, English 101, 102, Speech, Math 221 & 222. 4. Background check 5. Professional Program Disposition Statement & Recommendations 6. Service Learning: 25 hours	1. Acceptance to the University 2. Completion of a minimum 46 hours of required General Education courses 3. Education majors must see program advisor two times per year. 4. Professional Program Application deadline: <i>February 1 and October 1.</i> 5. Verification of all assessment data by Education Advisor.	Nurturer N1, N2, N3 Communicator C1 Reflective Professional R4 Facilitator/Instructor F1
Level II Professional Program Open only to education majors who have been accepted to the professional program.	1. GPA 2.75/3.0 (Ed) 2. PRAXIS II: <i>#0021 ≥ 158</i> 3. Child Study 4. Family Study 5. Integrated Thematic Unit 6. Disposition Evaluations 7. Internship Interview 8. SLED Background Check	1. Maintain at least 3.0 GPA in education coursework. 2. Internship Applications deadlines prior to final semester: <i>January 15th and September 15th</i> 3. SC SDE Clearance 4. Appeals are considered when all requirements have been met. 5. Verification of all requirements by Field Experiences Coordinator	Nurturer N1, N2, N3 Communicator C1 Reflective Professional R3 Facilitator/Instructor F1, F2, F3, F4, F5

Level III Internship Open to candidates who have completed all requirements for Level II.	1. GPA 2.75/3.0 (Ed) 2. ADEPT Lesson Evaluations 3. Dispositions Evaluation 4. Internship Portfolio 5. Video analysis and self-reflection 6. Final ADEPT Summative Evaluation	1. Approval of Internship Application by Education Committee. 2. ADEPT Orientation for Interns and Cooperating Teachers 3. Participation in Professional Conference 4. Senior Seminar	Nurturer N1, N2, N3 Communicator C1 Reflective Professional R1, R2, R3 Facilitator/Instructor F1, F2, F3, F4, F5
Level IV Program Completion Open only to students who have completed all requirements for Level III.	1. GPA 2.75 2. Passing Scores on Praxis II: Principles of Learning and Teaching (PLT) 3. Program Completer Survey	1. Graduation Application 2. Recommendation for certification: University Supervisor 3. South Carolina Department of Education Application for Certification	Reflective Professional R2 Facilitator/Instructor F1, F2, F3, F4, F5
Level V Professional Educator	1. Alumni Survey 2. Employer Survey	1. ADEPT Professional Evaluation Report: IHE Portal	Nurturer N1, N2, N3 Communicator C1 Reflective Professional R1, R2, R3 Facilitator/Instructor F1, F2, F3, F4, F5

**Revised May 2011*

C. Unit Assessment System

The unit Assessment System Summary, a living document, was created collaboratively with all unit faculty and the Teacher Education Advisory Council ([TEAC](#)) which includes members of the professional education community. All members of the professional education community involved in development of teacher education candidates are given a copy of this document as well as information on the appeal process for decisions made regarding candidate status in the program. All documents related to the appeals process are also available in electronic format on the unit website (<http://education.uscb.edu>) as well as the unit's web-based information technology tool, [LiveText](#).

The assessment system, illustrated in the following series of charts, clearly delineate what data are collected, from whom, when and how; where data are compiled and who is responsible for collecting them; what instruments are used for data collection (key assessments and course artifacts); how data are aggregated and disaggregated; how data are summarized and analyzed and by whom; who receives the data report and how often; and how decisions are made. The unit's assessment system regularly and systematically collects, compiles, aggregates, summarizes, analyzes, and uses data for program modifications and unit improvement.

Currently, the unit has only one program, early childhood education, leading to South Carolina certification. Specific key assessments have been identified and are used to provide evidence that candidates can apply the four elements of the conceptual framework: nurture, communicate, reflect, and facilitate/instruct. Each key assessment is aligned with a specific standard (or standards) of the unit's conceptual framework, such as with South Carolina state (Economic and Education Development Act—[EEDA](#)) and Assisting, Developing, Evaluating Professional Teaching—[ADEPT](#)) and professional (Specialized Program Association-National Association Education of Young Children--[NAEYC](#)).

Artifact Alignment^

Performance Based Artifacts	Course Number/ Title	Transition Point	CE (CF)	SC EEDA Safe Climate Act (SCA)	NAEYC	ADEPT APS
Disposition Essay & Statement	BEDE 210 Observation & Analysis	1 *Professional Program Application	R-1 R-4	SCA TEP-5	3	7
Disposition Instrument* (Rubric or Form)	BEDE 435P BEDE 436P BEDE 444P BEDR 420P BEDE 469	1, 2, 3, 5	R-4		4a, 5	
Family Study**	BEDE 215 Family Life in Early Childhood	1	N-1-3, C-1, R-4	TEP-5	2, 4a, 3, 5	1, 7, 10
Educational Philosophy Paper/ Presentation	BEDE 321 Dynamics of American Public Education	1	C-1 R-3	TEP- 3, 4	2, 5	
Autobiographical case study	BEDP 333 Child Growth and Development	1	N-1-3, C-1, F/I-1-4	SCA	2, 3	7, 10
Microteaching Project: Lesson Plan, 10 minute videotaped instruction, and reflection.	BEDP 335 Introduction to Educational Psychology	1	C-1, R-3, F/I-1, 3, 5	TEP-5, 7	3, 4b	2- 7
Class webpage	BEDC 243 Resources for Teaching	1	N-2, C-1, R-1, F/I -5		2, 4	1, 2, 3
Technology Integration Lesson	BEDC 469 Clinical Internship	1	N-3, C-1, R-3, F/I-2,3, 5	TEP 5, 6, 7	1, 3, 4	2,3
Exceptionality Research Multimedia Project	BEDX 300 Introduction to the Exceptional Learner	2	N-1, N-3, C-1, R-1,4, F/I 1-5	SCA	1, 3, 4	1, 10

Integrated math lesson plan	BEDE 435 Math Experiences in ECE	2	N-3, C-1, F/I 1-5	TEP 5,6,7	1, 3,4	2- 6
Implement one integrated math lesson plan	BEDR 435P Practicum in Math	2	N-3, C-1, R-1, 4, F/I 1-5	TEP 5,6,7	1, 3, 4	4-9
Under revision: available Spring 2012	BEDR 420 Teaching Reading in ECE	2	N-3, C-1, R-1, F/I-1-5	TEP 5,6,7	1, 2, 3, 4	2- 6
Under revision: available Spring 2012	BEDR 420P Practicum in Reading	2	N-3, C-1, R-1, 4, F/I 1-5	TEP 5,6,7	1, 2, 3, 4	4-9
Integrated ELA thematic unit	BEDE 444 Language Dev. & Comm. Skills	2	N-1, N-3, C-1, R-1, F/I 2-5	TEP 5,6,7	1, 3,4	2, 3, 5, 6
Implement ELA lesson	BEDE 444P Practicum in Language Dev.	2	N-1, 3, C-1, R-1, 4, F/I-1-5	TEP 5,6,7	1, 2, 3, 4	2-9
Child Study**	BEDE 340 Education of the Young Child	2	N-1, 2, 3, C-1, R-1, 3 F/I-1, 2, 5	TEP 7 SCA	1, 2, 3, 4a	
Classroom Management Plan	BEDE 342 Curriculum Planning & Development in ECE	2	F/I-1, 2	SCA	4a, 4b	8, 9
Character Education Lesson	BEDE 436 Science & SS Experiences in ECE	2	N-3, C-1, F/I-2, 3, 5	TEP-4, 7	1, 4	2, 3

Career Awareness Application	BEDE 436 Science & SS Experiences in ECE	2	N-1,3 C-1, R-1,2, F/I-1-5	TEP-3-7	1,4	1,2,4,5,6,8
Integrated Inquiry Unit	BEDE 436 Science & SS Experiences in ECE	2	N-3, C-1, F/I -2, 3, 5	TEP 4,5,6,7	1, 4	2, 3
Implement Inquiry Lesson Plan	BEDE 436P Practicum/ Teaching Science & SS in ECE	2	N-1, N-3, C-1, R-1, 4 F/I -2, 3, 5	TEP 4,5,6,7	1, 4, 5	2-9, 10
Diagnostic Case Study and Report**	BEDR 421 Reading Diagnosis and Remediation	2	N-3, N-2, C-1, R-1, 4 F/I-1-5	TEP 7	1, 2, 3, 4	3
ADEPT Lessons*	BEDE 435P BEDE 436P BEDE 444P BEDR 420P BEDE 469	2,3,5	N-1, N-3, C-1, R-1, 4 F/I-2-5	TEP 5-7	1, 4, 5	2-10
Internship Portfolio*	BEDE 469	3	N-1-3, C-1, R-1-4, F/I- 1-5	SCA TEP 5-7	1-5	1-10
Field Experiences ≥115 hours	BEDE 435P BEDE 436P BEDE 444P BEDR 420P BEDE 210 BEDR 421	1, 2	N-1, N-3, C-1, R-1, F/I-2,F/I-3, F/I-4, F/I-5	TEP 5-7	1, 4, 5	4-9
Clinical Internship ≥60 days ≥10 days full time responsibility	BEDE 469 Internship	3	N-1-3, C-1, R-1, 4 F/I-1-5	TEP 5-7	1-5	1-10
Professional Conference participation	BEDE 476 Senior Seminar	3	R-1-4		1, 4, 5	1- 3, 10

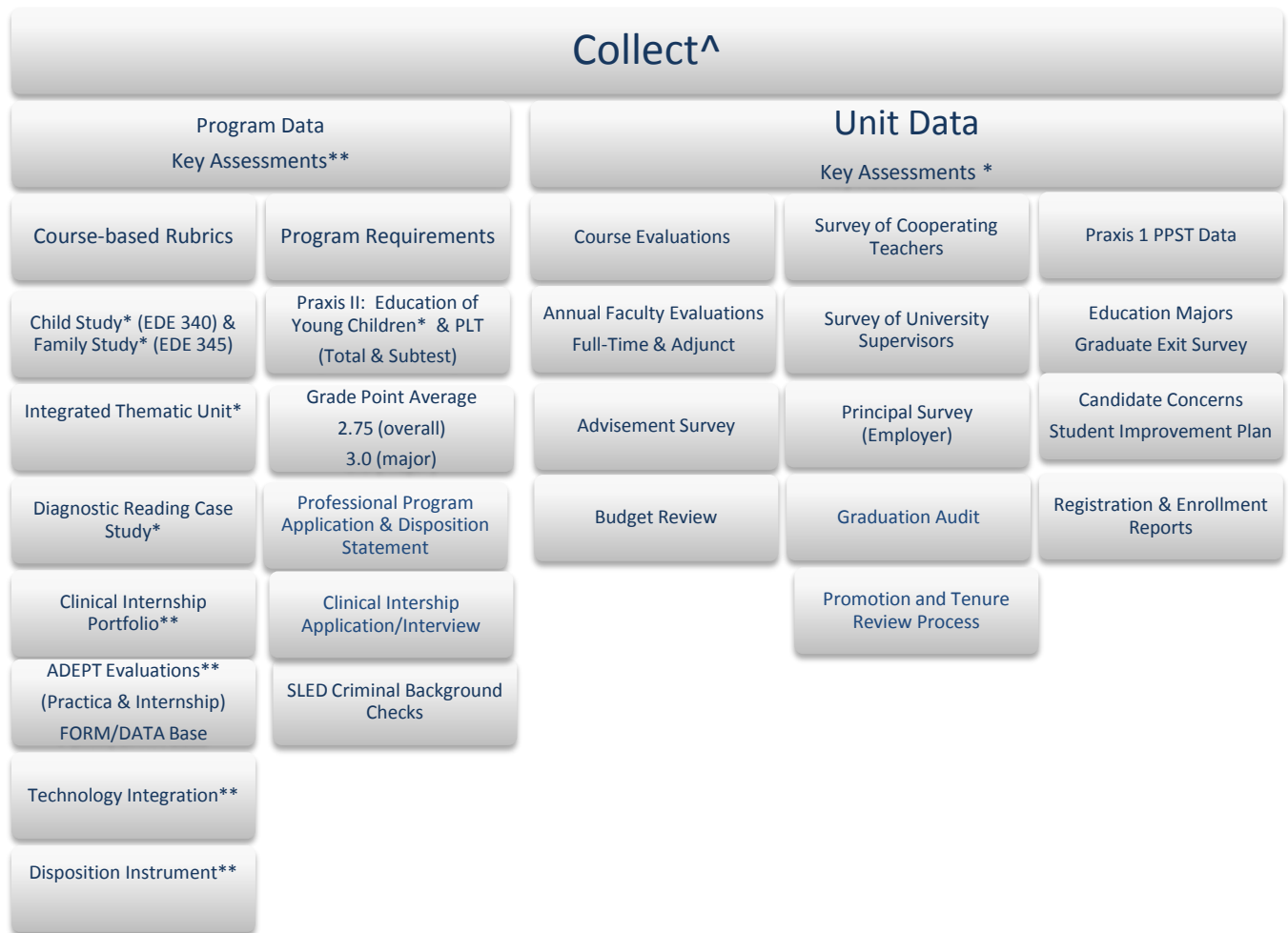
^Revised May 2011

Key Assessment:

***Unit**

****ECE Program**

Both formative and summative assessments are conducted. Unit faculty and candidates have access to data in LiveText, such as performance assessments. Candidate performance information is also available to the public through the publication of [Title II](#) reports. These data are also summarized and reported in various faculty meetings, committees, etc. The overall purpose of the assessment system is to examine the quality of programs, courses, and field experiences in order to make appropriate program modifications and unit improvements. In addition, the unit maintains a record of candidate concerns and complaints.



Key Assessment:

***Unit**

****ECE Program**

^Revised May 2011

The Early Childhood Education program's artifacts are aligned with the four elements of the conceptual framework (nurture, communicate, reflect, and facilitate/instruct). Data is aggregated and aligned allowing the unit to summarize and analyze the program in relationship to the unit, state, and SPA standards. LiveText is an electronic tool used to compile disaggregated data, aggregate data by aligned standards, and summarize aggregated data in reports. This information is also used to assist the administration and unit faculty when making decisions regarding candidate and unit modifications and improvements. Other tools used in compiling and summarizing data include: Excel spreadsheets, SurveyMonkey, and anecdotal records.

The system is dynamic so that upon further review of the data, artifacts may be modified, added, or eliminated depending on what the data indicate. These reports are then analyzed by unit and program

faculty and TEAC, and used to make data driven improvements to the unit and program. Over the past two years, many artifacts have been eliminated from the system and others have been added to replace them. For example, as a result of the data analysis from the BEDE 215 - Family Life course, the Family Study artifact and rubric was modified to better reflect the NAEYC standards and improve candidate knowledge, skills, and dispositions.

Assessment System Inventory*

Assessments	Progression Levels(s)	Course(s)
ADEPT Evaluations (Practicum, Clinical Internship, Professional)	2, 3, 5	Practica & Internship
Alumni Survey	5	
Application for Clinical Internship	2	
Application to Professional Program	1	
Candidate Profile Form	1, 2, 3	
Case Study	1	BEDP 333: Child Development, BEDR 421: Reading Diagnosis
Child Study	2	BEDC 340: Young Child
Clinical Internship Portfolio	3	BEDE 476: Senior Seminar
Criminal Background Check (SLED)	1, 2, 3	
Disposition Statement & Rubric	1, 2, 3, 5	
Educational Philosophy Paper/Project	2	BEFN 321: Foundations
Family Study (ECE)	1	BEDE 215: Family Life
GPA	1, 2, 3, 4	
Graduation Audit	4	
Interview (Professional Program, Internship)	1, 2	
Letters of Recommendations	1	
License Application	4	
Lesson Plans	1, 2, 3	BEDP 335: Ed. Psych, Practica & Internship
PRAXIS I (PPST R,M,W)	1	
PRAXIS II (EYC, PLT)	2, 4	
Principal Survey (Employer)	5	
Teacher Dispositions Paper	1	BEDC 210: Observation & Analysis
TB Test	1, 2, 3	
Technology Integration Data	1, 3	Practica courses, BEDE 469
Thematic Unit Plan	2, 3	BEDE 444, BEDE 436 & BEDE 469
Videotaped Instructional Analysis & Reflection	1, 3	BEDP 335: Ed. Psych., BEDE 469: Internship

**Revised May 2011*

An Assessment Calendar is used as a guide in the systematic collection and analysis of candidate and unit data.

Assessment Calendar*

<i>Program Evaluation Measure</i>	<i>Administration Date</i>	<i>Education Unit Review</i>
Key Assessment Rubrics	Continually as scheduled	Annually: Department Retreat
ECE: Child Study	Fall semester	Spring semester
ECE: Family Study	Spring semester	Fall semester
ECE: Reading Diagnostic Case Study	Under revision: Spring 2012	Annually: Department Retreat
ECE: CI Portfolio	Each semester	Annually: Department Retreat
Praxis Data (Praxis II, PLT)	Continually	Semi-annually, October and February
GPA	End of each semester and advisement	Semi-annually, October and February
Disposition Data	Progression Levels (Prof. Application, Internship Application, Internship Completion)	Progression Levels 1, 2, 3, 5
ADEPT Data (LiveText Rubric/Forms)	End of each practicum and internship	Annually: Department Retreat
<i>Unit Evaluation Measure</i>	<i>Administration Date</i>	<i>Review</i>
USCB Student Evaluation of Teaching	Fall, Spring and Summer Semesters	Department Chair reviews results at the end of each term and during annual reviews
Faculty Evaluations	Annually: Spring Semester	Department Chair conducts reviews at the end of each term and during annual reviews
Cooperating Teachers Survey (TI)	Fall and Spring Semester	Annually: Department Retreat
University Supervisors Survey	Fall and Spring Semester	Annually: Department Retreat
Intern Survey (clinical practice)	Fall and Spring Semester	Annually: Department Retreat
USCB Graduating Student Survey	Annually: Spring Semester	August Department meeting and Fall Advisory Council meeting
Budget Review	Fall and Spring Semester	February and November (or when budget set by University)
Pre-registration Reports	Fall and Spring Semester	Advisement and registration periods, and during course scheduling
Syllabi Review/Alignment	Bi-Annually: Summer/winter	Bi-Annually: Department Retreat
Candidate Advisement File Audit	Annually: Summer	August Department meeting
ADEPT Formal Evaluation	Post Graduation: 2-5 years IHE Portal	May or August Department meeting
Advisor Survey	Annually: Spring Semester	May or August Department meeting
Candidate Exit Survey	Fall and Spring Semester	January and May Department meeting
Principal (Employer) Survey	Every odd year (Fall Semester)	January Department meeting and Spring Advisory Council meeting

**Revised May 2011*

The review and summarization of the data is reported in a variety of ways at the institutional, state and national levels including: NCATE, SC State Department of Education, SPA (NAEYC), Title II, AACTE, Institutional (IE-OA), TEAC, Department of Education and ECE Program Faculty.

The current assessment calendar is a broad synopsis of the assessment schedule. A proposed improvement to the calendar is to create an Assessment Blueprint. The Assessment Blueprint would identify the assessment instrument, what courses in which unit and program assessment data were collected, the type of assessment instrument used (rubric or form), who was responsible for completing and submitting assessment instrument, dates the instrument was available, and the date of the assessment report. The corresponding assessment reports will be submitted in the LiveText Exhibit Room. Assessment Responsibility LiveText Form Links will be generated by the assessment coordinator to communicate expectations to stakeholders and instrument completers regarding availability and due dates, and a link to the actual form or rubric required.

D. Program Review and Evaluation

In order to engage in continual program improvement, the Department of Education and Early Childhood Education program continually monitors and assesses its curriculum, procedures, and pedagogical base of its candidates. To accomplish this candidate representatives serve with faculty members, program graduates, and professional community members to serve on the Teacher Education Advisory Council ([TEAC](#)). Candidates, TEAC members, or faculty who would like to recommend curriculum revisions or program/unit changes should contact the appropriate representative to this committee.

The curriculum development and revision process is described below:

- A desired change, program revision, or new program can be submitted by candidates, TEAC members, or faculty of the Department of Education to the Chair when deemed appropriate.
- The Chair will review the submitted proposal and consult with appropriate parties (i.e. State Department of Education, public school administrators/teachers, professional organizations, USCB faculty and/or candidates).
- The chair will distribute a copy of the proposal to all Department of Education faculty and USCB administrators as appropriate.
- The proposal is read and discussed at the next regular Department of Education faculty meeting. No final vote is taken at this meeting; however, amendments may be proposed and voted upon.
- Amended copies of the proposal will be distributed to the faculty immediately following the initial reading.
- The Department of Education Professional Program Committee considers the proposal at the next Department of Education meeting and other appropriate parties are informed of the proposed changes and their comments are solicited for inclusion in the minutes of the Department of Education meeting.
- If the Professional Program committee approves the proposal, it is forwarded to the Chair for a signature. The proposal is then sent to the USCB Courses and Curricula Committee (C&C) as described in the by-laws of USCB.
- If the proposal is approved by the C&C Committee, then it is presented to the Faculty Senate for final approval. The Faculty Senate considers all curriculum revisions resulting in programmatic changes to the [USCB Bulletin](#). After final approvals, the curriculum revisions become part of the *USCB Bulletin*.

The Department of Education collects data from a number of sources including students' academic performance, portfolio assessment, and observation/evaluation of teaching using ADEPT criteria. In addition the Department of Education conducts a number of surveys in order to provide for continuous review determining strengths, growth areas, and needed revisions.

The unit and the Office of Institutional Effectiveness and Research ([IER](#)) conducts course surveys on each program, course and advisor. Both the unit and individual faculty members use the results of these evaluations to improve instruction and academic advisement.

The Surveys include:

- Course Evaluations: completed each semester immediately following course to improve instruction given by IER

- Advisement Surveys: completed each year to improve advisement given by IER
- Intern Exit Survey: completed at the end of clinical internship to improve program and internship experience
- Principal (employer) Survey: conducted on-line every other year on program completers employed in schools to improve curriculum and field experiences
- Cooperating Teacher survey: completed each semester after internship to improve collaboration with University Supervisor, field experience, and program
- University Supervisor Survey: completed each semester after internship to improve collaboration with Cooperating Teacher, field experience, and program
- Alumni survey: conducted every 3 years on-line to improve program

The unit Assessment Coordinator emails (or mails), collects, tabulates, interprets, and summarizes the information which is then reviewed by the Department of Education faculty and TEAC. At this point a plan including goals and objectives is submitted for unit and program improvement and included in the IE-OA Report.

Data Driven Changes for 2010-2011

1. Due to the new Title II Praxis score reporting requirements, candidate communication regarding when to take the Praxis II specialty area test has been revised. Candidates are being advised to wait to take the test after July 1 and their first semester of the Professional Program. Candidates then have until their Clinical Internship or a full academic year to pass the exam. Although most candidates pass the exam on the first try, 2 candidates in the past 3 years did not during the 2009-2010 academic year. Both candidates took the test in June 2009. Thus the unit pass percentages reflected a low (83%) pass rate. The candidates passed the exam the next administration of the test; however, the scores will not be reflected in the unit data until 2010-2011 reporting cycle.
2. According to the Praxis II subtest results, assessment still is an area of concern for our students. Increased awareness of assessment in early childhood education is needed. The course BEDE 340 has added an assessment project to the Child Study. Furthermore, with the recent appointment of a new Reading professor, the Reading Diagnostic course and key assessment should assist with this growth area.
3. The Candidate Progression and Proficiencies Chart have been modified to more clearly represent the transitions and requirements at each level of the program.
4. BEDE 435 and 435P Math and Science in Early Childhood Education (and Practicum) have been revised to Math Experiences in Early Childhood Education. The data, and current national and state trends, showed that not enough time was available for students to learn mathematical pedagogical methods.
5. BEDE 436 and 436P Social Studies and Creative Arts (and Practicum) have been revised to Science and Social Studies in Early Childhood Education. The revised course will focus on inquiry and reflect current best practices being utilized in the local school system and on a national level.
6. New pre-/co-requisites have been established for the pre-professional level of courses. BEDC 210 is now a pre-/co-requisite for BEDP 335, BHPB 231, and BEDE 243 due to the importance background knowledge and skills necessary (LiveText, ADEPT, Lesson Planning) for successful completion of the courses.
7. After a survey of students showing an interest in elementary education, and TEAC committee members, a new elementary education program has been proposed.
8. A new qualitative indicator for all LiveText Rubrics and Forms has been added: *Developing*. Faculty communicated a need for the extra indicator to assess candidate skill between *Did Not Yet Meet Expectations* and *Met Expectations*. After collecting data using ADEPT LT Rubrics and Dispositions Instrument, the need for the extra qualitative indicator was apparent at all levels of the program. The rubrics will be revised Summer 2011.
9. The Lesson Plan Rubric/Template has been revised and expanded to include: Technology Integration and Description of Learners in order to collect necessary data in one rubric. The Lesson Plan Rubric (and corresponding Template) is now a more efficient and usable instrument.

10. Updated Articulation Agreement with the Technical College of the Lowcountry that resulted in the following changes: courses no longer accepted include Observation and Analysis and Childhood and Family Life; courses that can be transferred include all general education state articulated courses, Human Growth and Development, and Health, Safety, and Nutrition.
11. Updated BEDC 210, BEDE 342, BEDE 340, and BEDE 444/444P during 2010-2011 academic year based on Praxis II data, LiveText Assessment Reports and Rubrics.