



Spring 2012
School of Education
Georgia Southwestern State University
Assessment Plan

The School of Education’s assessment plan was developed by the unit’s Assessment Director, Joseph R. Nichols, Jr., Ph.D. This plan emerged from Dr. Nichols’s study of the existing assessment system, the 2007 PSC/NCATE reports, participation in annual meetings of the American Association of Colleges for Teacher Education as well as state-level assessment meetings, and exploration of other universities’ assessment policies and procedures. Dr. Nichols began this process in Fall 2010. While drafting the School of Education’s assessment plan, Dr. Nichols held several informal meetings with unit leadership, faculty, and staff to discuss the specific tasks found within these pages. Parts of this plan were also discussed in the School of Education’s monthly faculty meetings. The unit began implementing a series of the plan’s tasks in Spring 2011.

Presented to School of Education faculty and shareholders on March 9, 2012.

Feedback gathered from School of Education faculty and shareholders on April 5, 2012 (feedback due back to Assessment Director).

Redrafted and submitted to the Dean of the School of Education on May 16, 2012.

Submitted to the School of Education faculty during planning week in August 2012.

Individual Responsible for Implementation

Joseph R. Nichols, Jr., Ph.D.
Assessment Director and Assistant Professor of Education
210 Education Center, School of Education, Georgia Southwestern State University

(229) 931-5312 office
(229) 815-6819 cell

jnichols@gsw.edu

Task 1: Systematize Assessment System and Close the Loop

The goal of this task is to move the existing assessment system into a continuous, systematic, and manageable process so that faculty can use the School of Education's assessment data to make program and unit improvements (closing the loop).

NCATE – Standard 2(b) – Data Collection, Analysis, and Evaluation

These data [assessment data] are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publically for the purpose of improving candidate performance, program quality, and unit operations.

NCATE – Standard 2(c) – Use of Data to Program Improvement

The unit not only makes changes based on data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences. Candidates and faculty review data on their performance regularly and develop plans for improvement based on the data.

Areas for Improvement

This task was designed to meet the following recommendations and areas-for-improvement outlined in the 2007 NCATE/PSC reports:

- The unit does not include nor systematically analyze a comprehensive nor integrated set of evaluation measure to improve unit operations (initial / advanced) (NCATE/PSC).
- The unit does not regularly and comprehensively gather, compile, and analyze assessment data at the advanced program level (advanced) (NCATE/PSC).
- Data are not regularly and systematically used for improving candidate performance, program quality, and unit operation (initial / advanced) (PSC).

After study of the unit's assessment system, the Assessment Director also identified internal areas-for-improvement. As such, this tasks was designed to:

- Better systematize the data collection, analysis, and evaluation model employed by the unit (e.g., make the process more manageable and meaningful for faculty).
- Better make use of the unit's assessment data in program and unit decision-making processes along with better documenting and monitoring data-based program and unit changes.

Actions (Academic Assessment Procedures)

Timeline	Task to Accomplish
Fall 2010	<ul style="list-style-type: none"> • The Assessment Director will begin reviewing the assessment system, identifying gaps that need to be addressed, and developing the unit’s assessment policies/procedures as well as a long-term assessment plan to move the system forward. • The Assessment Director will develop a new reporting and evaluation process utilizing dedicated/yearly assessment days focusing on undergraduate programs, graduate programs, and the unit, respectively. For Fall 2010, the Assessment Director will pilot this system with the undergraduate programs. Faculty will provide feedback. • The Assessment Director will develop procedures to better document and monitor data-based program and unit changes. For Fall 2010, the Assessment Director will pilot an action plan process in conjunction with the assessment day pilot listed in the previous bullet. Faculty will provide feedback.
Spring 2011	<ul style="list-style-type: none"> • The Assessment Director will continue reviewing the assessment system, identifying gaps that need to be addressed, and developing the unit’s assessment policies/procedures as well as a long-term assessment plan to move the system forward. • The Assessment Director will review information from the Fall 2010 pilot of the assessment day and action planning processes and make any necessary changes before full implementation in Fall 2011.
Fall 2011	<ul style="list-style-type: none"> • The Assessment Director will fully implement the new assessment day reporting and evaluation process that was piloted with the undergraduate programs in Fall 2010. At the same time, the Assessment Director will fully implement the action planning process that was piloted with the undergraduate programs in Fall 2010. • The Assessment Director will begin full implementation of this new system with an undergraduate and graduate programs assessment day in this semester. All programs will be required to participate in these assessment days, review and evaluate their program’s data, and produce data-based action plans for program improvement.

Timeline	Task to Accomplish
Spring 2012	<ul style="list-style-type: none"> • The Assessment Director will continue to fully implement the new assessment day reporting and evaluation process that was piloted with the undergraduate programs in Fall 2010. At the same time, the Assessment Director will continue to fully implement the action planning process that was piloted with the undergraduate programs in Fall 2010. • The Assessment Director will continue full implementation of this new system with a unit assessment day in this semester. All faculty and staff will participate in this assessment day, review and evaluate the unit’s data as well as its assessment system, and produce a data-based action plan for unit improvement.
Fall 2012	<ul style="list-style-type: none"> • The Assessment Director will put into place the final step necessary to fully implement the new assessment day reporting and evaluation process that was begun in Fall 2010. This step will involve “closing the loop.” • The Assessment Director will “close the loop” in the assessment cycle with the undergraduate and graduate programs by building the assessment day in this semester as well as future assessment days on the previous action plans generated by each program. While looking at new assessment data, this and future assessment days will also require programs to evaluate their action plans in light of that new data. Thus, program action plans will be reviewed and analyzed for continuation, revising, and/or closing.
Spring 2013	<ul style="list-style-type: none"> • The Assessment Director will put into place the final step necessary to fully implement the new assessment day reporting and evaluation process that was begun in Fall 2010. This step will involve “closing the loop.” • The Assessment Director will “close the loop” in the assessment cycle with the unit by building the assessment day in this semester as well as future assessment days on the previous action plans generated for the unit. While looking at new assessment data, this and future assessment days will also require unit faculty and staff to evaluate the unit’s action plans in light of that new data. Thus, unit action plans will be reviewed and analyzed for continuation, revising, and/or closing.

Actions (Unit Operations)

The Dean uses the university’s procedures for evaluating unit operations and has developed a document that outlines this process. However, to ensure that these procedures include all unit operations and that the faculty are aware of these processes, the Dean and the Assessment Director will review this document.

Timeline	Task to Accomplish
Summer 2012	<ul style="list-style-type: none"><li data-bbox="492 548 1357 663">• The Assessment Director will set-up a meeting with the Dean to discuss the existing evaluation measures and procedures for reviewing unit operations.<li data-bbox="492 701 1382 947">• The Dean and the Assessment Director will work together to determine review unit operations. The Dean and the Assessment Director will update the unit operations section of the Assessment Policies and Procedures Handbook. The Dean will develop a timeline for completing this process within the parameters established in this assessment plan.
Summer 2012	<ul style="list-style-type: none"><li data-bbox="492 984 1398 1142">• The Dean and the Assessment Director will complete this process. The Dean will present this information at a general faculty meeting for approval. The Assessment Director will then update the Assessment Policies and Procedures Handbook.

Task 2: Develop a System to Review Individual Assessments

The goal of this task is to develop processes for evaluating the effectiveness of the assessment system as well as for ensuring the fairness, accuracy, and consistency of the assessment procedures, and to promote the elimination of bias in the unit's key assessments.

NACTE – Standard 2(a) – Assessment System

The unit, with involvement of its professional community, is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards.

The unit regularly examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards.

Data show a strong relationship of performance assessments to candidate success throughout their programs and later in classrooms or schools.

NCATE – Standard 2(c) – Use of Data for Program Improvement

The unit has fully developed evaluations and continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary.

Areas for Improvement

This task was designed to meet the following recommendations and areas-for-improvement outlined in the 2007 NCATE/PSC reports:

- The unit does not systematically analyze assessments to determine if assessments are predictive of candidate success (initial) (NCATE/PSC).

After study of the unit's assessment system, the Assessment Director also identified internal areas-for-improvement. As such, this task was designed to:

- Help foster faculty conversations about the key assessments and their effectiveness.

- Help faculty develop common understandings of the unit’s key assessments as those assessments relate to the School of Education’s conceptual framework and student learning outcomes.

Actions

The Assessment Director will form ad-hoc committees to review each of the key assessments. The School of Education will focus on one key assessment per year. As such, the assessment review cycle will be organized around the following general timeline:

2013-2014	Student Teaching Portfolio
2014-2015	CaPE
2015-2016	Lesson Planning
2016-2017	ISL
2017-2018	Dispositions
2018-2019	Program Artifacts

Although the School of Education may review its key assessments as the need arises, this process will ensure that each assessment is reviewed in-depth at least once every six years. The timeline for the first assessment – Student Teaching Portfolio – is listed in the following table. The review process for all key assessments will follow a similar pattern.

Timeline	Task to Accomplish
Fall 2013	<ul style="list-style-type: none"> • The Assessment Director will form an ad-hoc assessment review committee that will consists of School of Education faculty, faculty form the College of Arts and Sciences, representatives from the School of Education’s school partners, and candidate representatives. • The Assessment Director will chair the ad-hoc committee. The committee will create review criteria for the specific assessment under review as well as a timeline for their work. • The ad-hoc assessment committee will begin meeting to review the assessment in question.

Timeline	Task to Accomplish
Spring 2014	<ul style="list-style-type: none"><li data-bbox="493 260 1390 344">• The ad-hoc assessment committee will continue meeting to review the assessment in question.<li data-bbox="493 373 1390 499">• The ad-hoc assessment committee will present their findings to the School of Education faculty for their review, feedback, and approval.<li data-bbox="493 529 1208 571">• The ad-hoc assessment committee will be dissolved.

Task 3: Ensure Fairness, Accuracy, and Avoidance of Bias in the Assessment System

The goal of this task is to put procedures into place so that the School of Education can work to ensure fairness, accuracy, and the avoidance of bias in the assessment system.

NACTE – Standard 2(a) – Assessment System

The unit conducts thorough studies to establish fairness, accuracy, and consistency of its assessment procedures and unit operations.

Areas for Improvement

This task was designed to meet the following recommendations and areas-for-improvement outlined in the 2007 NCATE/PSC reports:

- The unit has not taken effective steps to establish fairness, accuracy, and consistency in its assessment procedures.

After study of the unit's assessment system, the Assessment Director also identified internal areas-for-improvement. As such, this task was designed to:

- Help foster faculty conversations about how to fairly and accurately employ the unit's key assessments.
- Develop a process by which the faculty will review and discuss the key assessments being employed by the unit.
- Develop procedures for training faculty on the unit's key assessments.
- Develop a system of multiple assessors on the School of Education's capstone assessment (student teaching portfolio) to help ensure accurate scores that minimize bias.

Actions (Assessment Training)

Like the ad-hoc committees mentioned in Task 2, the School of Education’s assessment training procedures will operate on a continuous cycle beginning in Fall 2012. Each academic year, the Assessment Director will coordinate assessment training schedules that will look like the one presented in the following table.

Timeline	Task to Accomplish
Fall 2012	<ul style="list-style-type: none">• The Assessment Director will coordinate an assessment training day for the <u>undergraduate</u> student learning outcomes.• The School of Education faculty will meet to assess student work, talk about the key assessment being used to evaluate that work, and conduct inter-rater reliability tests.
Spring 2013	<ul style="list-style-type: none">• The Assessment Director will coordinate an assessment training day for the <u>graduate</u> student learning outcomes.• The School of Education’s graduate faculty will meet to assess student work, talk about the key assessment being used to evaluate that work, and conduct inter-rater reliability tests.

Actions (Multiple Assessors for Student Teaching Portfolio)

Once implemented, the School of Education will continuously use multiple assessors to evaluate candidates’ work on the student teaching portfolio.

Timeline	Task to Accomplish
Fall 2012	<ul style="list-style-type: none">• The Assessment Director – in consultation with School of Education faculty – will establish criteria for multiple assessors.• The Assessment Director will lead the faculty in a series of training exercises at general faculty meetings to prepare faculty for this work.• The Clinical Director will make changes to the student teaching syllabus for Spring 2013 to account for this change in evaluation.

Timeline	Task to Accomplish
Spring 2013	<ul style="list-style-type: none"><li data-bbox="492 268 1419 384">• The Assessment Director will continue to lead the faculty in a series of training exercises at general faculty meetings to prepare faculty for this work.<li data-bbox="492 422 1419 499">• The School of Education will begin employing multiple assessors on the student teaching portfolio.

Task 4: Strengthen the Assessment Committee

The goal of this task is to restructure the assessment committee so its members can play a more active role in the School of Education’s assessment work.

NACTE – Standard 2(a) – Assessment System

The unit, with involvement of its professional community, is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards.

Areas for Improvement

After study of the unit’s assessment system, the Assessment Director identified internal areas-for-improvement. As such, this tasks was designed to:

- Restructure the assessment committee so that it has a clear purpose.
- Create criteria by which the assessment committee will operate so that its purpose is enacted.
- Retool the assessment committee so that it plays an active role in the School of Education’s assessment work.

Actions

Timeline	Task to Accomplish
Fall 2012	<ul style="list-style-type: none">• The Assessment Director will communicate the Assessment Policies and Procedures Handbook as well as this assessment plan to the assessment committee.• The assessment committee will use these documents as frameworks for discussing the role the committee might play in the School of Education’s assessment work.• The assessment committee will work with the Assessment Director to develop a timeline for restructuring the committee that fits within the scope of this timeline.

Timeline	Task to Accomplish
Spring 2013	<ul style="list-style-type: none"> • The assessment committee will continue its restructuring process as well as finalize its new purpose and the criteria by which it will work. • The Assessment Director will present the assessment committees plan to the School of Education faculty for their feedback and approval. • The Assessment Director will communicate the School of Education’s feedback to the assessment committee in the event that changes are necessary. • The assessment committees new purpose and operating criteria will be formalized in this semester.
Fall 2013	<ul style="list-style-type: none"> • The assessment committee will begin working under its new purpose and operating criteria.

Task 5: Strengthen Collaboration with the School of Education’s Professional Community

The goal of this task is to provide better avenues through which the School of Education’s stakeholders can collaborate, share, and discuss candidate data in support of their learning.

NACTE – Standard 2(a) – Assessment System

The unit, with involvement of its professional community, is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards.

NCATE – Standard 2(b) – Data Collection, Analysis, and Evaluation

Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that are systematically collected as candidates progress through programs.

Areas for Improvement

After study of the unit’s assessment system, the Assessment Director identified internal areas-for-improvement. As such, this tasks was designed to:

- Establish better communication channels between the School of Education’s assessment office and the faculty.
- More systematically share data between the School of Education, College of Arts and Sciences, and School of Computing and Mathematics.
- Establish better communication channels between the School of Education and its school-based partners.
- Better incorporate the School of Education’s shareholders in the School of Education’s teacher preparation programs.

Actions

Several components of this task are embedded within previous task. Specifically, member of the School of Education's stakeholders will be involved in the following:

- Program and unit assessment days.
- Ad-hoc committees that review the School of Education's key assessments.
- The restructured assessment committee.

At the same time, the Assessment Director will restructure his work so that data on candidate performance can be better shared with the School of Education's stakeholders. These changes will be continuous. They will follow the 2012-2013 academic year timeline for each future academic year. The 2012-2013 timeline is outlined in the following table.

Georgia Southwestern State University

Timeline	Task to Accomplish
Fall 2012	<ul style="list-style-type: none">• The Assessment Director will provide an assessment update to the School of Education's faculty during planning week.• After the program assessment day, the Assessment Director will schedule a meeting with each program to discuss their program's assessment work and action plans.
Spring 2013	<ul style="list-style-type: none">• The Assessment Director will schedule meetings with content faculty in the College of Arts and Sciences as well as in the School of Computing and Mathematics to discuss the _____ w/ teacher certification data.• At the last spring faculty meeting, the Assessment Director will provide the School of Education's faculty with another assessment update.

School-Based Partners

Timeline	Task to Accomplish
Fall 2012	<ul style="list-style-type: none">• The Assessment Director will continue to update the School of Education’s school-based partners via the existing communication channels.• The Assessment Director will work with the Clinical Director and the Office of Clinical and Field Experiences to develop better avenues of communication with these school-based partners.
Spring 2013	<ul style="list-style-type: none">• The Assessment Director will continue to work with the Clinical Director and the Office of Clinical and Field Experiences to develop better avenues of communication with these school-based partners.• The Assessment Director and the Clinical Director will communicate these avenues of communication to the faculty for feedback and approval.
Fall 2013	<ul style="list-style-type: none">• The Assessment Director, Clinical Director, and Office of Clinical and Field Experiences will begin using these new communication methods.