



Exhibit 2.4.a.2

Assessment System Requirements and Key Assessments at Transition Points

Description of the unit's assessment system including the requirements and key assessments used at transition points

The purpose of the assessment of candidates, programs, and the Educator Preparation Provider (Unit) is to improve performance. The assessment system provides a structured and systematic way for collecting, analyzing, and using candidate performance data for making decisions about individual candidates, courses within the programs, programs, and the Educator Preparation Provider (Unit) that delivers the programs. The major goal of the assessment system is to enable the members of the professional community to make data-driven decisions that will lead to the improvement of the programs and the Educator Preparation Provider (Unit). The assessment system has a clear set of objectives and is defined by marked characteristics that facilitate the members of the professional community in reaching their goal. They are the following:

The Characteristics of the Assessment System

The assessment system is marked with the following characteristics:

1. Candidates are evaluated through the use of performance-based assessments.
2. The assessment system relies on multiple measures of assessments, formal and informal, that are aligned to the standards.
3. The assessment system includes internal and external measures.
4. Evaluation of the candidates occurs at multiple points within the program.
5. Data are collected, analyzed, and used on a regular basis.
6. An assessment committee works together to ensure reliable, fair, and equitable assessments to make appropriate decisions.
7. The appeals process allows candidates to appeal decisions rendered by the assessment committee.

The following tables demonstrate the assessments organized by transition points for initial and advanced programs:

The Unit Assessment System: Transition Points and Key Assessments Used in Initial Certification Programs

*Note: All initial program undergraduate candidates must successfully complete the following prior to interviewing for the Professional Development Semester: 3.0 GPA (2012); Fingerprinting/Background Check; Praxis I; Content Major Complete; ED 206, HPX 215, EPY 203 or 204; Recommendations; Application; and Essay.

**Note: The IL/PB requires that candidates must successfully complete the following prior to enrollment: BA or BS in Content Area or Related Field; Meet IL/PB Transcript Requirements; 3.0 GPA or Miller's Analogy Test (scoring at appropriate percentile); Fingerprinting/Background Check; Praxis I; Praxis II in Content Knowledge; ACTFL OPI and WPT for Spanish Candidates; 3 Recommendations; Application; and Mini-Application Portfolio.

Programs (endorsement grades)	Transition Point #1 Prior to Professional Semester	Transition Point #2 After Professional Semester/Before Student Teaching	Transition Point #3 During Student Teaching	Transition Point #4 After Program Completion
Elementary Education* (K-6)	<p><i>Content Knowledge:</i> ACEI Assessment #2 Content Rating Profile (changed to GPA 3.0 or higher in Fall 2013)</p> <p><i>Dispositions:</i> ACEI Assessment #6 Dispositions Dispositions Instrument (Fall 2013)</p>	<p><i>Professional & Pedagogical Knowledge:</i> ACEI Assessment #3 Planning (PDS Capstone)</p>	<p><i>Content Knowledge:</i> ACEI Assessment #1 Licensure</p> <p><i>Professional & Pedagogical Knowledge/Clinical Experience:</i> ACEI Assessment #4 Student Teaching Evaluation Instrument</p> <p><i>Impact on Student Learning:</i> ACEI Assessment #5 Teacher Work Sample</p>	<p>Alumni Survey (Exit Interview) (immediate and 2 years out)</p> <p>Employer Survey (2 years out)</p>
Health Education* (PK-12)	<p><i>Content Knowledge:</i> AAHE Assessment #2 GPA 3.0 or higher</p> <p><i>Dispositions:</i> AAHE Assessment #6 Professional Development</p>	<p><i>Professional & Pedagogical Knowledge</i> AAHE Assessment #1 Licensure (effective 2013) AAHE Assessment #3 Planning AAHE Assessment #7 Community Health</p>	<p><i>Professional & Pedagogical Knowledge/Clinical Experience:</i> AAHE Assessment #4 Student Teaching Evaluation Instrument</p> <p><i>Impact on Student Learning:</i> AAHE Assessment #5</p>	<p>Alumni Survey (immediate and 2 years out)</p> <p>Employer Survey (2 years out)</p>

Programs (endorsement grades)	Transition Point #1 Prior to Professional Semester	Transition Point #2 After Professional Semester/Before Student Teaching	Transition Point #3 During Student Teaching	Transition Point #4 After Program Completion
	Interview Dispositions Instrument (Fall 2013)	Project AAHE Assessment #8 Coordinated School Health Project	Teacher Work Sample	
Secondary Ed.: Mathematics* (7-12)	<i>Content Knowledge:</i> NCTM Assessment #2 GPA NCTM Assessment #6 Portfolio in Mathematics <i>Dispositions:</i> Professional Development Interview Dispositions Instrument (Fall 2013)	<i>Content Knowledge:</i> NCTM Assessment #1 Licensure (effective 2013) <i>Professional & Pedagogical Knowledge:</i> NCTM Assessment #3 Planning	<i>Professional & Pedagogical Knowledge/Clinical Experience:</i> NCTM Assessment #4 Student Teaching Evaluation Instrument <i>Impact on Student Learning:</i> NCTM Assessment #5 Teacher Work Sample	Alumni Survey (immediate and 2 years out) Employer Survey (2 years out)
Secondary Ed: English* (7-12)	<i>Content Knowledge:</i> NCTE Assessment #2 Content Rating Profile (changed to GPA 3.0 or higher in Fall 2013) <i>Dispositions:</i> NCTE Assessment #6 Dispositions	<i>Content Knowledge:</i> NCTE Assessment #1 Licensure (effective 2013) <i>Professional & Pedagogical Knowledge:</i> NCTE Assessment #3 Planning	<i>Professional & Pedagogical Knowledge/Clinical Experience:</i> NCTE Assessment #4 Student Teaching Evaluation Instrument <i>Impact on Student Learning:</i> NCTE Assessment #5 Teacher Work Sample	Alumni Survey (immediate and 2 years out) Employer Survey (2 years out)
Secondary Ed: History/Social Studies* (7-12)	<i>Content Knowledge:</i> NCSS Assessment #2 Content Rating Profile (changed to GPA 3.0 or higher in Fall 2013)	<i>Content Knowledge:</i> NCSS Assessment #1 Licensure (effective 2013) <i>Professional & Pedagogical Knowledge:</i>	<i>Professional & Pedagogical Knowledge/Clinical Experience:</i> NCSS Assessment #4 Student Teaching Evaluation Instrument	Alumni Survey (immediate and 2 years out) Employer Survey (2 years out)

Programs (endorsement grades)	Transition Point #1 Prior to Professional Semester	Transition Point #2 After Professional Semester/Before Student Teaching	Transition Point #3 During Student Teaching	Transition Point #4 After Program Completion
	<i>Dispositions:</i> NCSS Assessment #6 Dispositions	NCSS Assessment #3 Planning	<i>Impact on Student Learning:</i> NCSS Assessment #5 Teacher Work Sample	
Secondary Ed: Biology* (7-12)	<i>Content Knowledge:</i> NSTA Biology Assessment #2 GPA <i>Professional & Pedagogical Knowledge:</i> NSTA Biology Assessment #6 Safety & Welfare <i>Dispositions:</i> Dispositions Instrument (Fall 2013)	<i>Content Knowledge:</i> NSTA Biology Assessment #1 Licensure (effective 2013) NSTA Biology Assessment #7 Research <i>Professional & Pedagogical Knowledge:</i> NSTA Biology Assessment #3 Planning	<i>Professional & Pedagogical Knowledge/Clinical Experience:</i> NSTA Biology Assessment #4 Student Teaching Evaluation Instrument <i>Content Knowledge:</i> NSTA Biology Assessment #8 Contextualizing Science <i>Impact on Student Learning:</i> NSTA Biology Assessment #5 Teacher Work Sample	Alumni Survey (immediate and 2 years out) Employer Survey (2 years out)
Secondary Ed: Chemistry* (7-12)	<i>Content Knowledge:</i> NSTA Chemistry Assessment #2 GPA <i>Professional & Pedagogical Knowledge:</i> NSTA Chemistry Assessment #6 Safety & Welfare <i>Dispositions:</i> Dispositions Instrument (Fall 2013)	<i>Content Knowledge:</i> NSTA Chemistry Assessment #1 Licensure (effective 2013) NSTA Chemistry Assessment #7 Research <i>Professional & Pedagogical Knowledge:</i> NSTA Chemistry Assessment #3 Planning	<i>Professional & Pedagogical Knowledge/Clinical Experience:</i> NSTA Chemistry Assessment #4 Student Teaching Evaluation Instrument <i>Content Knowledge:</i> Assessment #8 Contextualizing Science <i>Impact on Student Learning:</i> NSTA Chemistry Assessment #5 Teacher Work Sample	Alumni Survey (immediate and 2 years out) Employer Survey (2 years out)

Programs (endorsement grades)	Transition Point #1 Prior to Professional Semester	Transition Point #2 After Professional Semester/Before Student Teaching	Transition Point #3 During Student Teaching	Transition Point #4 After Program Completion
Secondary Ed: Earth Science* (7-12)	<p><i>Content Knowledge:</i> NSTA Earth Science Assessment #2 GPA</p> <p><i>Professional & Pedagogical Knowledge:</i> NSTA Earth Science Assessment #6 Safety & Welfare</p> <p><i>Dispositions:</i> Dispositions Instrument (Fall 2013)</p>	<p><i>Content Knowledge:</i> NSTA Earth Science Assessment #1 Licensure (effective 2013)</p> <p><i>Professional & Pedagogical Knowledge:</i> NSTA Earth Science Assessment #3 Planning NSTA Earth Science Assessment #7 Research</p>	<p><i>Professional & Pedagogical Knowledge/Clinical Experience:</i> NSTA Earth Science Assessment #4 Student Teaching Evaluation Instrument</p> <p><i>Content Knowledge:</i> NSTA Earth Science Assessment #8 Contextualizing Science</p> <p><i>Impact on Student Learning:</i> NSTA Earth Science Assessment #5 Teacher Work Sample</p>	<p>Alumni Survey (immediate and 2 years out)</p> <p>Employer Survey (2 years out)</p>
Secondary Ed: Spanish* (7-12)	<p><i>Content Knowledge:</i> ACTFL Assessment #2 GPA</p> <p><i>Dispositions:</i> ACTFL Assessment #6 Dispositions Dispositions Instrument (Fall 2013)</p>	<p><i>Content Knowledge:</i> ACTFL Assessment #1 Licensure (effective 2013) ACTFL Assessment #7 Assessment of Content, Cultures, Literatures ACTFL Assessment #8 Spanish Curriculum Module</p> <p><i>Professional & Pedagogical Knowledge:</i> ACTFL Assessment #3 Planning</p>	<p><i>Professional & Pedagogical Knowledge/Clinical Experience:</i> ACTFL Assessment #4 Student Teaching Evaluation Instrument</p> <p><i>Content Knowledge:</i> ACTFL Assessment #6 Oral Proficiency Interview</p> <p><i>Impact on Student Learning:</i> ACTFL Assessment #5 Teacher Work Sample</p>	<p>Alumni Survey (immediate and 2 years out)</p> <p>Employer Survey (2 years out)</p>

Programs (endorsement grades)	Transition Point #1 Prior to Professional Semester	Transition Point #2 After Professional Semester/Before Student Teaching	Transition Point #3 During Student Teaching	Transition Point #4 After Program Completion
Music Education* (K-12)	<p>NASM Accredited <i>Content Knowledge:</i> Assessment #2 GPA</p> <p><i>Dispositions:</i> Dispositions Instrument (Fall 2013)</p>	<p>NASM Accredited <i>Content Knowledge:</i> Assessment #1 Licensure (effective Fall 2013)</p> <p><i>Professional & Pedagogical Knowledge</i> Assessment #3 Planning</p>	<p>NASM Accredited <i>Professional & Pedagogical Knowledge/Clinical Experience:</i> Assessment #4 Student Teaching Evaluation Instrument</p> <p><i>Impact on Student Learning:</i> Assessment #5 Teacher Work Sample</p>	<p>Alumni Survey (immediate and 2 years out)</p> <p>Employer Survey (2 years out)</p>
Master of Arts in Teaching** (Secondary Biology, Mathematics, and Spanish) (7-12)	<p><i>Content Knowledge:</i> IL/PB Assessment #1 Licensure (Program Entry) Biology & Math: Praxis II Spanish: ACTFL Written Proficiency Test IL/PB Assessment #2 Transcript Review IL/PB Assessment #6 Biology: Safety & Welfare</p> <p><i>Dispositions:</i> Program Interview Dispositions Instrument (Fall 2013)</p>	<p><i>Professional & Pedagogical Knowledge:</i> IL/PB Assessment #3 Planning</p> <p><i>Content Knowledge:</i> IL/PB Assessment #6 Mathematics: Portfolio in Mathematics IL/PB Assessment #7 Biology: Research IL/PB Assessment #7 Spanish: Assessment of Content, Cultures, Literatures IL/PB Assessment #8 Spanish: Curriculum Module</p>	<p><i>Professional & Pedagogical Knowledge/Clinical Experience:</i> IL/PB Assessment #4 Student Teaching Evaluation Instrument</p> <p><i>Impact on Student Learning:</i> IL/PB Assessment #5 Electronic Professional Educator Portfolio with Teacher Work Sample</p> <p><i>Content Knowledge:</i> IL/PB Assessment #6 Spanish: Oral Proficiency Interview (ACTFL) IL/PB Assessment #8 Biology: Contextualizing Science</p>	<p>Alumni Survey (immediate and 2 years out)</p> <p>Employer Survey (2 years out)</p>

The Unit Assessment System: Transition Points for Advanced Teacher Preparation Programs with Criteria and Key Assessments

Program	Admission/ Program Entry	Transition Point #1 Course Work	Transition Point #2 (Capstone or Internship)	Transition Point #43 Program Completion
MS in Education (Non- certification)	3.0 UG GPA Teacher Certification Interview Bachelor's degree Completed application	<p><i>Content Knowledge:</i> Assessment #1: Educational Research Project (InTASC- ED 501)</p> <p><i>Impact on Student Learning</i> Assessment #3: Measurement and Evaluation Final Project (InTASC - EPY 505)</p> <p><i>Dispositions:</i> Assessment #4: School Board Meeting (InTASC - ED 500) Advanced Program Disposition Instrument (Fall 2013 implementation)</p>	<p><i>Professional & Pedagogical Knowledge:</i> Capstone Project in Education (InTASC & ISTE - ED 592)</p> <p><i>Field/Clinical:</i> 2-Day Diverse Experience (Fall 2013 implementation)</p>	<p>Exit Survey (immediate and 2 years out)</p> <p>Employer Survey (2 years out)</p>
MS in Music Education	3.0 UG GPA 2 recommendations Earned BS/BA in Music Ed from accredited IHE Certification to teach music Interview	<p><i>Content Knowledge:</i> Assessment #1: Overall GPA 3.0</p> <p><i>Impact on Student Learning:</i> Assessment #3: Music Seminar (MUS 590) Final Project</p> <p><i>Dispositions:</i> Assessment #4: Advanced Program Disposition Instrument (Fall 2013</p>	<p><i>Professional & Pedagogical Knowledge:</i> Assessment #2: Comprehensive Exam</p>	<p>Exit Survey (immediate and 2 years out)</p> <p>Employer Survey (2 years out)</p>

Program	Admission/ Program Entry	Transition Point #1 Course Work	Transition Point #2 (Capstone or Internship)	Transition Point #43 Program Completion
		implementation)		
EdD in Instructional Leadership	Master's degree in education or a related field <ul style="list-style-type: none"> • 5 yrs of full-time educational experience (hanging to 3 in Fall 2013) • 36 semester hours of special education • 2 Recommendations • Application 	<i>Content Knowledge:</i> Assessment #1: Comprehensive Exam <i>Professional & Pedagogical Knowledge:</i> Assessment #2: Leadership Portfolio Assessment #3: Planning Portfolio Assessment #6: Student Learning Portfolio <i>Dispositions:</i> Assessment #7: Dispositions for Advanced Programs (First Semester, Comprehensive Exams, Dissertation) Advanced Program Disposition Instrument (Fall 2013 implementation)	<i>Field/Clinical Experience:</i> Assessment #4: Field Work for the Assessment of Research Skills	Exit Survey (immediate and 2 years out) <i>Impact on Student Learning:</i> Assessment #5: Assessment of WCSU Graduates in Leadership Positions (2 years out)
MS in School Counselor Education	CACREP Accredited 2.8 GPA or MAT Interview Praxis I or waiver B in Special Ed course Writing sample 3 letters of reference	CACREP Accredited <i>Content Knowledge:</i> Assessment #1: Assessment Project (EPY 600) <i>Professional and Pedagogical Knowledge:</i> Assessment #2: Group Counseling Intervention Project (EPY603)	CACREP Accredited <i>Field/Clinical Experience:</i> Assessment #5: Practicum and Internship (EPY 610, 612, and 613) - Evaluations provided by site and university supervisors	Alumni Survey (immediate and 2 years out) Employer Survey (2 years out)

Program	Admission/ Program Entry	Transition Point #1 Course Work	Transition Point #2 (Capstone or Internship)	Transition Point #43 Program Completion
		<i>Impact on Student Learning:</i> Assessment #3: Individual Counseling Project and Case Study (EPY 604) <i>Dispositions:</i> Assessment #4: Advanced Program Disposition Instrument (Fall 2013 implementation)		
Administrator and Supervisor (CT Endorsement #092) – building – district	<ul style="list-style-type: none"> • Master's degree in education or a related field • 5 yrs of full-time educational experience (hanging to 3 in Fall 2013) • 36 semester hours of special education • 2 Recommendations • Application 	<i>Content Knowledge:</i> Assessment #1 Licensure: Connecticut Administrator Test (CAT) Assessment #2: Leadership Portfolio <i>Professional & Pedagogical Knowledge:</i> Assessment #3: Supervision Portfolio <i>Dispositions:</i> Assessment #6 Student Learning Portfolio Advanced Program Disposition Instrument (Fall 2013 implementation)	<i>Field and Clinical:</i> One-year Internship <i>Impact on Student Learning:</i> Assessment #5 Assessment of WCSU Interns and Graduates in Leadership Positions	Alumni Survey (immediate and 2 years out) Employer Survey (2 years out): Assessment of WCSU Graduates in Leadership Positions