



#### Exhibit 2.4.c.4

### Assessment Policies and Procedures The Educator Preparation Provider (Unit) Assessment Plan: An Overview

Components	Explanation	Process Requirements
Interpretation of Analyses	Data are considered, analyzed, discussed and recommendations integrated	The Program Coordinator and faculty and administrators review and indicate how the information applies to the course they teach
Interpretation of Compiled Appeals/Complaints	A compilation of complaints/appeals is reviewed and discussed, recommendations made for course/program adjustments	Assessment and Accreditation Committee review and indicate receipt of information.
Educator Preparation Provider (Unit)/Program	Based upon the completed Interpretation of Analyses and student complaints/appeals, recommendations for program and Educator Preparation Provider (Unit) improvements are constructed with timelines for the expected criteria for successful completion.	Faculty will then indicate how they will implement the changes in their course instruction and program requirements (e.g., admission field/clinical experiences, transition point requirements, etc.) Faculty will indicate new approval processes, if necessary, (i.e., Dept., ERC, CUCAS, and Graduate Council
Assessment Recommendations	All instruments in current use are reviewed and rated for data validity and reliability evidence. Recommendations for improvement are made with respect to the data collected. Recommendations are also made based on evidence for the next year's review of the assessment instruments, and the SPA Reports Reviewer's comments and suggestions.	Assessment modification recommendations are considered by the Assessment Committee. The program coordinator reviews individual program data with faculty to make the recommended changes.

<b>Components</b>	<b>Explanation</b>	<b>Process Requirements</b>
New or Modified Rubrics	As data are analyzed and State or programmatic changes occur, rubrics for the scoring of key assessments are being modified and taken through the approval process.	New rubrics or changes to existing rubrics should be approved by the department and the Educational Review Committee.
Evaluation Process/Design Recommendations	The Educator Preparation Provider (Unit) and Programs' assessment plans are reviewed and recommendations for revisions are made for improvement of the evaluation processes and design.	The evaluation process and design modifications are considered by the NCATE Assessment Committee that works with Educator Preparation Provider (Unit) and Program Coordinators and faculty to make the changes.

## The Academic Programs: Roles and Responsibilities

Program coordinators of the Educator Preparation Provider (unit), the NCATE Coordinator, and the Data Manager report to the Dean of the School of Professional Studies. Their primary role is to analyze candidate data at the end of each semester and at each of the transition points to determine their proficiencies in meeting the criteria that have been described in the assessment plan.

- Coordinate the review of data by semester
- Collect and review surveys
- Use these data for instructional and program improvement

Program faculty may teach in one or more programs (Elementary, Secondary, Master of Arts in Teaching, Counseling, MS in Education, Educational Leadership, or EdD in Instructional Leadership).

Using data, the program faculty review candidate performance and trends. The Program Coordinator, with input from the program faculty, makes decisions regarding individual candidates. The following decisions on individual candidates for the initial educator program may be rendered:

- Admission of the candidate to the program (meeting admission criteria)
- Admission of the candidate to:
  - ♦ Professional Semester
  - ♦ Student Teaching
  - ♦ School or Community Counseling internship
  - ♦ Dissertation Seminar Sequence
  - ♦ Educational Leadership internship
- Exit from the program
- Recommendation for Connecticut Teacher Certification endorsements

Faculty, working under the guidance of the Program Coordinator, regularly review performance data of candidates. During and at the end of each semester, the faculty discusses candidates' performances in meeting the established criteria and requirements at each of the transition points.

The Department Chair and the Associate Dean also monitor the graduate candidates for maintaining a GPA of 3.0 throughout the program and meeting admission requirements. Candidates who fall below the required GPA receive letters of notification from the dean's office, informing them that they are placed on probation and are required to raise their GPA over a period of six credits of course work.

When candidates in the undergraduate programs have met the criteria for admission to the program, a *Declaration of Major* form signed by the candidate and the Chairperson of the Education Department, is sent to the Registrar's Office. The Chair's approval is sent to the candidate, the Education Department, and the registrar who indicates the candidate's major on the transcript.

When a candidate fails to meet the requirements, the program coordinator notifies the candidate. (See Appeals Process.)

Candidates who have received degree conferral and have met the Connecticut State certification requirements are recommended for Connecticut Teaching Certification endorsement.

### **The Role of Faculty in the Assessment of Candidates**

Faculty members who serve as advisors and instructors within the teacher preparation programs as well as for advanced programs have specific roles in the assessment of candidates. The roles of faculty advisors in the assessment of candidates may be viewed as critical in monitoring candidates from admission to exit the program. Additionally, full-time and part-time faculty who are instructors in the program play an active and ongoing role in evaluating candidates' performances and professional commitments and dispositions.

These candidates, prior to Fall 2012, were self-declared majors. As of Fall 2012, candidates entering as Freshman are registered as pre-majors. At the end of the Freshman year, the Associate Dean and Department Chair review the GPA of each pre-major. Those candidates maintaining a 3.0 GPA may continue in the teacher preparation program. Those not maintaining the GPA are advised out of the program.

Faculty, under the direction of the Program Coordinator, are responsible for summarizing data at each transition point. When an issue arises, the faculty advisor notifies the program coordinator. At the end of each semester, the program coordinator reviews the candidates' performance.

When candidates have not met the requirements at a specific transition point the program coordinator may do one of the following:

- Inform the candidate of the requirement that has not been met and offer a deadline to meet the requirement.
- If the candidate fails to meet the requirement at the appropriate deadline, the faculty informs the candidate of the unmet requirement.
- If there are a number of requirements that the candidate lacks and standards that have not been met, inform the candidate of the deficits and present the case to the Academic Review Committee for further action on a decision about the candidate.

Advanced program candidates are advised, as appropriate, and assessed at transition points. (See figures 5-11).

### **The Role of Advisors in Assessment**

Faculty advise candidates throughout their programs and serve as facilitators in assisting the candidates throughout the program. Elementary faculty advise elementary candidates. Secondary content faculty are primary advisors and education faculty are secondary advisors to secondary candidates. M.A.T., School Counseling, MS in Ed, Educational Leadership (092), and EdD faculty advised candidates in their programs.

For candidates who find some difficulty in meeting certain requirements, the advisor will provide assistance and strategies for meeting expectations. When candidates do not meet the deadlines in fulfilling any, score low on the disposition instrument, or demonstrates a pattern of not meeting the requirements, the instructor notifies the advisor and program coordinator. The program coordinator meets with the candidate and the advisor about the consequences of failing to meet the criteria for admission to the program and movement through the transition points.

## **The Role of the Instructors in Assessment**

Faculty monitor candidates' performances in meeting the standards related to teaching and professional dispositions through assessing candidates' course performances. Course instructors are required to determine the levels of candidates' performances in meeting the Educator Preparation Provider (Unit) goals and outcomes.

Instructors help candidates submit key assessments to Tk20®, and evaluate the key assessments in a timely manner, using the approved Educator Preparation Provider (Unit) or program rubric.

A dispositions instrument is applied at three times during the program for each candidate (See Figures 2 - 8). During the semester, faculty may detect problems related to candidates' academic or professional dispositions as they are working with them in the classroom, in field experiences, or student teaching. The instructor initially counsels the candidates to help them correct the problem. When informal assistance does not help, the faculty has a responsibility to notify the program coordinator. The candidate will meet with the instructor and the program coordinator about the problem. A plan for improving the candidate's performance or professional dispositions will be outlined. The candidate will be monitored and offered feedback related to his/her progress by the faculty.

## **The Assessment of Dispositions and Professional Behaviors**

Candidates are assessed on dispositions in every course throughout the program for content and pedagogical knowledge, skills, and dispositions. The instructor addresses the issue(s) directly with candidate and brings the concern to the attention of the Program Coordinator. The program faculty team discusses the issue(s), how to support the candidate in resolving the issue(s), or how to counsel the candidate. Based on Standards and impending State changes, , the WCSU dispositions underwent a review beginning in Fall 2012 and included a public opinion survey conducted in March 2013. The following Disposition Alignment demonstrates the movement from the original disposition focus in 2008 to the revised dispositions of 2012 (See Table 6).

Previous to 2013, the Professional Development in Schools (PDS) Interview for those in the initial educator program is given the semester prior to the PDS experience (2 week placement, full time in a Connecticut Public School) and two semesters prior to student teaching. Candidates responded to the questions, in writing, submitting their writing in advance of the interview. The candidate responses are reviewed and, at the interview, clarifying questions are asked about the candidates' responses. The questions are categorized and aligned with the Conceptual Framework. Effective Spring 2013, the new dispositions were evaluated for all candidates at the beginning, middle, and end of the program using the new WCSU Dispositions Instrument.

## **Remediation Triggers**

When a candidate is identified as needing remediation, as identified by the dispositions instrument, classroom professor, or other data-based measurements, one or more of the following responses are triggered:

**Immediate response:** The instructor identifies weaknesses or gaps in learning and identifies, develops, and tracks strategies for improvement.

**Tk20 Benchmark Not Met:** Identified benchmarks are not met at the Acceptable level. Triggers notification of the Program Coordinator.

**Program Coordinator:** The instructor identifies weaknesses or gaps in learning that may result in competencies not being met or the Tk20 benchmark is not met. The program team identifies, develops, and tracks strategies for improvement.

**Academic Review Committee:** In the case of a higher level of remediation or failure, the candidate is recommended to the academic Review Committee. The Academic Review Committee identifies, develops, and tracks strategies for improvement. Remediation efforts and outcomes are documented in the Tk20 repository.

## The Appeals System

When a candidate does not agree with program faculty decision, he or she has a right to file an appeal to the Chairperson of the Education Department. The Academic Review Committee is convened and hears the case. The Chairperson consults with the Assessment Committee and re-considers how the candidates have met/failed to meet each criterion. The Assessment Committee with the Chair of the Education Department reaches one of the following decisions:

- Admit the candidate to the program on a probationary status
- Counsel the candidate out of the program, offering him/her the best solution to help retain the candidate in the College to complete his/her degree
- Admit the candidate to student teaching, the practicum, or internship on the condition that specific proficiencies have been met

The Department Chair will notify the candidate with respect to individual Academic Review Committee decisions.

WCSU's Offices of the Dean of Professional Studies and E&EP Department Chair maintain identical written records of all formal candidate complaints and appeals, along with their resolution as they pertain to admission and dismissal from clinical practice or a professional education program.

Procedures for these and other types of appeals such as [Proficiency Appeals Process](#), [Academic Honesty Policy](#) are located in the University catalogs ([WCSU Undergraduate Catalog](#), [WCSU Graduate Catalog](#)), on the [Education and Educational Psychology Department Website](#), and in the [Student Teaching Handbook](#). The appeal procedures related to academic dishonesty and final course grades for the University are listed in the [WCSU Student Handbook](#), the [WCSU Undergraduate Catalog](#), and the [WCSU Graduate Catalog](#).

Records of this nature are maintained by the Office of the Provost and by the Office of Student Affairs. Procedures for complaints or appeals related to unethical behavior, affirmative action and sexual harassment issues are listed in the [WCSU Student Handbook](#), the [WCSU Undergraduate Catalog](#), and the [WCSU Graduate Catalog](#). These latter types of student appeal records are maintained and handled by the Offices of Student Affairs and Affirmative Action, respectively.