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

OVERVIEW OF THE UNIT'S ASSESSMENT SYSTEM

The Whitlowe R. Green College of Education Teacher Education Unit Assessment System (UAS) is designed to measure and evaluate candidate knowledge, skills, and dispositions as well as to guide Unit improvement. The System operates at two distinct levels: 1) programs; and 2) the Unit. Program-level assessment data on candidate performance and relevant operations are disaggregated by program and reviewed in order to: a) make decisions and provide feedback to individual candidates on program progress, as well as; b) used to judge the effectiveness of specific programs and guide program improvement. Unit-level assessment utilizes data on unit operations as well as candidate performance data aggregated across programs, to examine Unit effectiveness.

The data management is overseen by the Office of the Data Analyst (ODA). All data gathered from key assessments are channeled through the ODA and disseminated to the respective committees for analysis. Program Committees (PC), functioning as assessment review committees for specific programs, examine aggregated program, candidate performance, and relevant unit data to make judgments about program effectiveness and any needed changes. The Unit Data Assessment Committee (UDAC) examines unit operations and candidate assessment data, aggregated across programs, to make judgments about unit effectiveness.

To guide program reviews, the Unit Assessment System specifies that each unit program (initial and advanced), through its PC, establishes and maintains a Program Assessment Plan (PAP) and conducts a program assessment review at least once annually in accordance with that plan. A minimum requirement of a PAP is to review programs' transition points, program admission, and admission to clinical practice/internship, exit from clinical practice, and program exit. At each transition point, candidates are to be informed of their program status, and the options for candidates who fail to meet established criteria. To implement its PAP, each PC has identified transition points and associated evaluations/criteria and identified/developed standards-related assessments and associated rubrics. Assessment data is collected and periodically aggregated and reports generated for PCs to review and make recommendations.

TRANSITION POINTS

Transition Points for Initial Programs					
Programs	**Admission to Teacher Education**	**Admission to Student Teaching**	**Exit from Clinical Practice**	**Program Completion**	**Certification**
All Initial Programs	Core GPA of ≥ 2.50	GPA of ≥ 2.50 in CUIN professional coursework	Teacher Work Sample	Cumulative GPA of ≥ 2.50	Score of ≥ 240 TExES Content area exam (by program)
	Disposition Assessment	GPA of ≥ 2.50 in Major coursework	4 field Evaluations (PDAS)	Completion of all required coursework	Score of ≥ 240 TExES PPR exam
	Interview Matrix	Proof of at least 12 hours of review (6hr content and 6hr PPR)	E-Portfolio	Graduation Exit Survey	Employer Survey
	THEA Reading score ≥ 230	Score of ≥ 90% on Representative Content and PPR exams		E-Portfolio	Graduate Follow-up Survey
		Score of ≥ 290 on Certify Teacher Content and PPR exams		Disposition Assessment	

Initial Programs

Candidate progress is formally monitored at each transition point, and the procedures are described below. In the initial programs, credentials are reviewed and approved by the Unit's Admission to Teacher Education Committee, at the first transition point, and by the Admission to Student Teaching Committee at the second transition point.

Transition Point 1: Admission to Teacher Education
1) The undergraduate candidate submits a completed application packet for Admission to Teacher Education to their academic advisor.
2) The advisor verifies that all documentation is completed and included in the packet. They will also verify that the candidate has met all the requirements for admission to Teacher Education.
3) The advisor presents the candidate's application packet to the Admission to Teacher

Education Committee in the Whitlowe R. Green College of Education, which meets once each semester.

4) The Chair of the Admission to Teacher Education Committee notifies the candidates by letter of their admission or denial status. A copy of the letter is maintained in the candidate's file.
5) The names of those who have been admitted are then forwarded to the Dean and the Department Heads.
6) Undergraduate students who have been admitted to Teacher Education are permitted to enroll in the CUIN 3000 level professional education courses. Candidates who are not admitted are provided advisement and remediation.

Transition Point 2: Admission to Student Teaching

1) The candidate submits a completed application packet for Admission to Student Teaching to the Director of Student Teaching and Field Experiences.
2) The Director verifies the completion of all requirements for admission to Student Teaching.
3) The Director presents all applicant packets to the Admission to Student Teaching Committee, which meets once a semester.
4) The Chair of the Admission to Student Teaching Committee notifies the candidates by letter of their admission or denial status. A copy of the letter is maintained in the candidate's file. Candidates who are not admitted are provided advisement and remediation.
5) The Director then begins the student teaching placement process.
6) Once placements have been secured, the student teacher candidate is notified and given all the needed information regarding their cooperating teacher, school placement, grade level, subject, etc.

Transition Point 3: Completion of Clinical Practice

1) The Director of Student Teaching and Field Experiences verifies the successful completion of all requirements for student teaching.
2) The academic advisor verifies the completion of all requirements for a degree and submits a graduation audit with an approved recommendation to the registrar's office for the award of the respective degree.

Transition Point 4: Program Completion and Recommendation for Certification

1) The Certification Office verifies the completion of all requirements for program completion and recommendation for certification.
2) The Certification Office recommends candidates who have completed all requirements, including passing state test scores, for certification by the State of Texas.

Transition Points for Advanced Programs					
Programs	**Admission to Graduate Program**	**Admission to Candidacy**	**Admission to the Internship**	**Program Completion**	**Certification**
All Advanced Programs	Minimum Bachelor's degree	GRE Scores	2 years Teaching experience	Cumulative GPA of $\geq$ 3.00	Score of $\geq$ 240 TExES exam (by program)
	Three (3) letters of recommend-ation	Completion of 12 SCH with GPA $\geq$ 3.0	Score of $\geq$ 90% on Representative exam	Completion of all required coursework	Employer Survey
		E-Portfolio		Graduation Exit Survey	Graduate Follow-up Survey
		Disposition Assessment		E-Portfolio	
				Disposition Assessment	

Advanced Programs

In the advanced programs, credentials are reviewed and approved by the Office of Certification. The monitoring procedures are as follows:

Transition Point 1: Admission to the Graduate Program
1) The graduate candidate submits and application packet for Admission to Graduate School.
2) The completed packet is submitted to the Office of the Data Analyst.
3) The Data Analyst verifies the completion of all requirements for admission to the Graduate School/Degree program.
4) The Data Analyst presents the application packet for approval or denial to the identified Program Area Department Head and then to the Dean of the Whitlowe R. Green College of Education.
5) Students who are admitted to Graduate School are permitted to enroll in six graduate semester credit hours (6 SCH). Candidates not admitted are provided advisement and remediation.

Transition Point 2: Admission to Candidacy
1) The candidate submits a completed application for Admission to Candidacy to their academic advisor along with a copy of their GRE scores.
2) The candidate's advisor verifies the completion of all requirements for admission to candidacy and submits the application to the Department Head.
3) The Department Head approves the application for admission to candidacy and submits

the form to the WRGCOE Dean's office for signature and approval.
4) The application for admission to candidacy along with a copy of the GRE scores is then delivered to the Dean of the Graduate School for processing.

Transition Point 3: Admission to Internship
1) Candidates must have completed two years of teaching and maintained a 3.0 GPA.
2) Candidates must have successfully completed the Departmental Representative exam with a score of $\geq$ 90%.
3) Candidates submit an application for Admission to Internship.
4) Admission to Internship Committee reviews application for admission to internship and approves or denies admission.
5) If candidate is admitted to the internship, the candidate is allowed to register for the internship course(s).

Transition Point 4: Program Completion and Recommendation for Certification
1) The Director of Certification verifies the successful completion of all requirements for certification.
2) The candidate must complete the official TExES® exam(s) with a score of $\geq$ 240.
3) Candidates are required to submit official transcripts, teaching service record, and a completed application for certification for the State of Texas.
4) The candidate will receive their certification once state fees are received and verified by the Office of Teacher Certification.

At transition point four, all candidates (both initial and advanced) will complete exit surveys and all employers of the candidates will also be asked to complete employer surveys. It is very important to the program that each candidate responds to the exit survey and encourages his/her employer to respond as well. Data collected about the candidate's performance helps the WRGCOE to continue to maintain and develop a quality program.

Transition Points for Principal Certification					
Programs	**Admission to Graduate Program**	**Admission to Candidacy**	**Admission to the Internship**	**Program Completion**	**Certification**
Principal	Minimum Bachelor's degree	GRE Scores	2 years Teaching experience	Cumulative GPA of $\geq$ 3.00	Score of $\geq$ 240 TExES exam (#68)
	Three (3) letters of recommend-ation	Completion of 12 SCH with GPA $\geq$ 3.0	Score of $\geq$ 290 on Certify Teacher for the Principal Qualifying exam	Completion of all required coursework	Employer Survey
		E-Portfolio	E-Portfolio	Graduation Exit Survey	Graduate Follow-up Survey

		Disposition Assessment		E-Portfolio	No grade of "C" will be accepted toward certification
				Disposition Assessment	Master's Degree

Transition Points for Counseling					
Programs	**Admission to Graduate Program**	**Admission to Candidacy**	**Admission to the Internship**	**Program Completion**	**Certification**
Counseling	Minimum Bachelor's degree	GRE Scores	GPA average of $\geq$ 3.0	Cumulative GPA of $\geq$ 3.00	Score of $\geq$ 240 TExES exam (#68)
	Three (3) letters of recommend-ation	Completion of 12 SCH with GPA $\geq$ 3.0	Score of $\geq$ 290 on Certify Teacher for the Counselor Qualifying exam	Completion of all required coursework	Employer Survey
		E-Portfolio		Graduation Exit Survey	Graduate Follow-up Survey
		Disposition Assessment		E-Portfolio	No grade of "C" will be accepted toward certification
				Disposition Assessment	Master's Degree

KEY ASSESSMENTS

The Unit's Dean, faculty, and Program Coordinators hold program area meetings to identify strategies that would enhance candidates' continual professional growth as required by the conceptual framework, state and national standards at the initial and advanced preparation levels; and, the Unit collects five (5) artifacts per course each semester. Three of the five artifacts are standard in all courses which have been identified as the pre-test, post-test, and iRead assignment. The remaining 2 assessment items are collaboratively identified and selected by faculty. The artifacts (key assessments) are compiled and an artifact data sheet is completed per course which identifies specific curriculum and instructional methods used to measure candidates' learning outcomes, activities, how the artifacts are assessed, closing the loop, specific program standards, and competencies and domains.

In particular, the development and utilization of a pre-/post-test to identify candidate's individual content knowledge of the subject matter at the beginning and conclusion of the semester allow faculty to reflect and revise instructional methods to ensure that students' professional educational process is maximized. The analysis of the pre-/post-test results allow faculty to make curriculum and instructional adjustments based on best practices, the common core, E-Fold-P, and the conceptual framework. The pre-/post-test questions capture a snapshot of the course content to assist faculty in identifying areas where advanced non-licensure candidates may struggle with over the course of the semester.

The assessment instruments are designed and revised to promote fair and consistent results with remediation efforts recommended to address candidate deficiencies.