

The Benchmark Assessment System

Entry/Foundations Benchmark

Courses:

- Psychology of the Exceptional Child
 - Educational Psychology and Measurement
 - Human Relations
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Events and Practices:

- **Grade Point Average (GPA)**
The EPP requires a 2.75 GPA for acceptance into the teacher education program. The Teacher Education Committee reviews a potential candidate's GPA as one of the determiners for admittance into the program.
- **Dispositions Assessment**
Each course instructor will complete a summative dispositions assessment using the Course Dispositions Form. Each teacher candidate will complete a self-evaluation using the same form. An instructor/candidate consultation will occur to compare responses. The instructor will submit the summative responses via Chalk and Wire. The instructor will complete and file a Concerns Form for candidates who have any response with a rating of four (4) or below.
- * **Signature Assignment/Assessment**
During each course, teacher candidates will complete the Signature Assignment and submit the product in Chalk and Wire. Instructors will assess the product in Chalk and Wire using the Signature Assessment rubric.
- **CBASE**
All potential candidates are required to take and pass the CBASE examination during the Entry/Foundations Benchmark.
- **Multicultural and Technology Surveys**
All potential teacher candidates complete the Multicultural and Technology Surveys during the Entry Workshop. The Multicultural Survey identifies candidates' knowledge about issues related to diversity. The Technology Survey identifies candidates' level of usage of technology to help students learn.
- **Entry into Teacher Education**
Upon completion of all requirements, candidate eligibility is presented to the Teacher Education committee for consideration for admittance into the teacher education program.

Methods Benchmark

Courses:

Elementary Education

- Reading, Language Arts and Social Studies Methods
- Math Methods
- Methods Lab
- Classroom Management
- Legal, Ethical and Pedagogical Practices in Education (LEP)
- Practicum

Secondary Education

- General Secondary Methods and Content Reading
 - Content area methods courses
 - Classroom Management
 - Legal, Ethical and Pedagogical Practices in Education (LEP)
 - Practicum
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Events and Practices:

- **Dispositions Assessment**
Instructors from the following courses: Methods Lab, LEP, Classroom Management, and General Secondary Methods will complete a summative dispositions assessment using the Course Dispositions Form. Each teacher candidate will complete a self-evaluation using the same form. An instructor/candidate consultation will occur to compare responses. The instructor will submit the summative responses via Chalk and Wire. The instructor will complete and file a Concerns Form for candidates who have any response with a rating of four (4) or below.
- * **Signature Assignment/Assessment**
During Methods Lab, LEP, Classroom Management and General Secondary Methods, candidates will complete the Signature Assignment and submit the product in Chalk and Wire. Instructors will assess the product in Chalk and Wire using the Signature Assessment rubric.
- **Capstone Seminar**
Upon completion of the methods benchmark coursework, each candidate will attend the Capstone Seminar. The seminar will indoctrinate them into the student teaching experience.
- **Benchmark Showcase**
A culminating event to celebrate the completion of required coursework and preparation for student teaching. Candidates will prepare and present a senior project illustrating their understanding of the core concepts presented in the education program. (This piece is currently under development 2016-2016).
- **Practicum**
The Practicum is a two-three week experience in the classroom. The candidate teaches two-three lessons and is evaluated by the cooperating teacher using the Practicum Cooperating Teacher rubric. The university supervisor evaluates the teacher candidate's weekly journal submissions, reflection on lesson plans, and Work Samples.

Professional Benchmark

Courses:

- Student Teaching
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Events and Practices:

- **Student Teaching**
The cooperating teacher and university supervisor evaluate student teacher performance multiple times; data from the final evaluation are entered into the assessment system as program data. Student teachers are evaluated based on InTASC, SPA, and disposition criteria.
- **Student Teaching Required Artifacts**
The student teacher completes a sequence of five or more lesson plans that they teach as a unit and submit to their university supervisor. The unit of lesson plans allows them to create artifacts to demonstrate their understanding of the Conceptual Framework and InTASC and SPA standards. The Required Artifacts include the 1) Unit Lessons Plans, 2) Pre and Post Assessment, 3) Student Work Samples and 4) Video Self-Evaluation.
- **Dispositions**
The cooperating teacher and university supervisor complete a summative dispositions assessment using the Student Teaching Dispositions Form. Each student teacher completes a mid-session and final self-evaluation using the same form.
- **Multicultural and Technology Surveys**
To obtain evidence that candidates' knowledge and experience regarding multicultural and technology issues have increased during the teacher education program, they must complete the same survey again during the Professional Benchmark.
- **Program Evaluation**
Student teachers and cooperating teachers complete the Program Evaluation at the end of student teaching to assess their respective levels of satisfaction in relation to their expected responsibilities. Data collected provide important information on how well the EPP has prepared student teachers for the classroom and how well the EPP has collaborated with cooperating teachers.
- **Student Teacher Self Evaluation**
The EPP asks student teachers to "evaluate your understanding of the goals and standards required by Graceland and how well you performed during your student teaching experience"
- **Reliability**
One time during the student teaching experience, the cooperating teacher and university supervisor use their respective student teaching rubrics (correlated with the Conceptual Framework and the InTASC standards) to, simultaneously, evaluate a candidate's performance in the classroom. Subsequently, they talk together about their evaluations and interpretation of the criteria.
- **Exit Interview**
Student teachers participate in an exit interview with their university supervisor. Student teachers submit/complete the timesheet and alumni contact information.

- **Praxis II**

Teacher candidates must pass the appropriate Praxis II content and pedagogy exams before licensure is completed.

Signature Assessment Explanation

All candidates are expected to achieve a “Basic” level on the rubric by the end of the course; 85% of candidates are expected to reach the “Proficient” level on the rubric by the end of the course. When candidates do not meet the Basic level on the rubric, the instructor may decide to complete a Concerns Form for the candidate which will culminate in a meeting with the teacher candidate’s advisor and possibly an improvement plan. If a candidate receives a Concerns Form, the Teacher Education Committee reviews all indicators of a candidate’s progress and carefully considers the candidate’s ability to be successful or if the candidate should be removed from the teacher education program. If the Teacher Education Committee determines that the candidate should remain in the program, the deficits noted by the indicators (written on the Concerns Form) must be addressed in an improvement plan the candidate develops with his or her advisor and is reviewed and monitored by the Teacher Education Committee.

***Transfer of courses and Signature Assessments**

Transfer teacher candidates do not have to complete the Signature Assignments for transferred core courses . However, once the holistic Benchmark Assessments are developed, transfer candidates will be expected to complete them.

Teacher candidates who transfer courses into Graceland are assumed to have met the requirements of the course. Benchmark assessments, when developed, will allow the EPP to collect data, and will allow transfer candidates to demonstrate their understanding of how key concepts in the core courses are connected.

***Status and Plan for Development of Signature Assignments/Assessments**

Current Status :

- Design Signature Assignments for courses within each benchmark. (Implement Signature Assignments in Methods Benchmark courses beginning Fall 2015.)
- Design Signature Assessment tools for evaluation. (Implement Signature Assignments in Methods Benchmark courses beginning Fall 2015.)
- Set up Chalk and Wire to receive and aggregate data for analysis.
- Establish a habit of uploading and evaluating the Signature Assessments in Chalk and Wire.
- Begin to conceptualize the Benchmark Assessments.

Next Steps:

- Finalize conceptualization of Benchmark assessments.
- Establish reliability and validity for Signature Assessment tools and benchmark assessment tools.
- Design the Methods Benchmark Showcase.
- Design common assignments for identified non-benchmark courses.