

**Performance-based Assessment
Transition Plan**

Programmatic Checkpoints, Assessments, and Courses of Action	2001-2002	2002-2003	2003-2004	2004-2005
<p>Entrance</p> <p><u>Initial Preparation</u> Undergraduate career and technical education programs developed their criteria for admission based on incorporating state testing data into admission requirements. See http://www.tandl.vt.edu/undergradpol.htm An appeals process is also described at this site.</p> <p>Undergraduate programs in mathematics, foreign languages, and music education track candidates from point of entry into degree program especially in regard to performance proficiency in languages and music.</p> <p>Graduate programs describe criteria for admission on each program web site, including 3.0 GPA, transcript analysis of courses to meet state and national program requirements, written application, and interview. Appeals process is described on Center for Teacher Education site.</p> <p><u>Advanced Programs</u> Follow Graduate School guidelines Each advanced program has a description of admissions criteria. Administration and Supervision preparation programs (link) Counselor Education (link) Reading Specialist (link) Instructional Technology (link)</p>	<p>Program faculty developed consistent application process for UG programs.</p> <p>Program faculty added Praxis I as requirement for full admission into the graduate programs</p> <p>Developed assessment plans and timelines for program reviews and some assessments. Reviewed curriculum. Developed data collection procedure, Used advisory committees.</p>	<p>Program faculty reviewed and modified admission to include Praxis I, a written application, ,GPA thresholds, and interview; writing task for dispositions for 03-04 applicants</p> <p>Program faculty developed a written task for assessing dispositions appropriate for teaching for 03-04 applicants</p> <p>Faculty develop assessment tasks and rubrics. Continue to use advisory committees for input. Collect reliability data.</p>	<p>Program faculty will review and/or modify the criteria and process in relation to candidate outcome data. Criteria for the interview will be developed, especially regarding dispositions.</p> <p>Program faculty will further refine the interview process and assessment of dispositions as one measure for entry.</p> <p>Program faculty continue refining rubrics and assessment tasks; collect reliability data</p>	<p>Full implementation</p> <p>Full implementation</p> <p>Full implementation</p>

<p>Prior to Entering Clinical Practice Passing Praxis I scores; have taken Praxis II, recommendation from cooperating teachers, evaluation of early field experience, review of program performance assessment data from Program Performance Assessment Database (PPAD).</p> <p><u>Advanced Programs</u> See links above for advanced programs</p>	<p>Program faculty analyzed standards and reviewed syllabi to develop Program Performance Assessment matrices to track candidates' progress. PPADs were developed. Some data were collected.</p> <p>Develop tasks and rubrics for program assessment</p>	<p>Program faculty collect data in each PPAD</p> <p>Discussions and modifications of data points and rubrics. Reliability of scoring</p> <p>Continue to refine rubrics and collect reliability data</p>	<p>Program faculty review and modify the Program Performance Assessment matrix/database Analyze performance data across programs on those common items. Rubrics and tasks modified. Reliability of scoring</p> <p>Analyze candidate performance data. Rubrics and tasks reviewed. Continue working on reliability of scoring rubrics</p>	<p>Full implementation; program modification if indicated</p> <p>Full implementation; program modification if indicated</p>

<p>Exiting Clinical Practice Mid-term evaluation and plan of development Student teaching internship evaluation</p> <p><u>Advanced Programs</u> See above</p>	<p>Program faculty and selected clinical faculty developed rubrics for redesigned student teaching evaluation instrument. Some programs collected evaluation data.</p>	<p>All programs to use the redesigned instrument and collect data. Program faculty and supervisors will engage cooperating teachers and clinical faculty in critique of the instrument.</p>	<p>Continued work with clinical faculty and supervisors to assure consistent application of the rubrics. Collect reliability data</p>	<p>Full implementation; use data for improvement of the process.</p>

<p>Upon Program Completion Electronic Portfolio: The process began in 1999-2000 with TESH faculty who developed the guidelines and piloted the evaluation. For 2000-2001, the evaluation criteria were aligned with the professional content standards as well as INTASC. The rubric was defined. Following both years, the faculty discussed the process and evaluation to make changes.</p> <p>Elementary completers submitted hard copy portfolios prior to 2001-2002</p> <p>Review of program performance data (PPAD) on each completer</p> <p>Send survey to completers each fall to collect job placement, school demographic data, and program satisfaction.</p> <p>Send survey to principals of completers who have taught one year to assess the degree of accomplishment on the 12 outcomes established by the Unit for initial preparation.</p> <p>Send survey to completers who have taught one year to have a self-assessment on the same 12 outcomes for initial</p>	<p>TESH program faculty collected data on electronic portfolio assessment. Discussions of reliability within program assessment occurred.</p> <p>Completers were given the option of doing electronic portfolios or hard copy; faculty assessed the process and evaluation. Refined the rubrics.</p> <p>Center for Teacher Education developed surveys with faculty input. Professional Education Committee gave advice. Center sends surveys, collates, and distributes the results to <u>programs for discussion</u></p>	<p>TESH faculty and clinical faculty to begin looking at the reliability of portfolio scoring across all TESH portfolios. Collect preliminary reliability data.</p> <p>All elementary education completers required to use electronic portfolios as a master's exit exam. Collect reliability data with clinical faculty partners</p> <p>Center for Teacher Education will compile and send to program faculty for discussion and analysis in program meetings.</p> <p>Center for Teacher Education with faculty, clinical faculty, and Prof Ed Committee to revise employer survey and candidate self-assessment survey if needed</p>	<p>TESH program faculty and clinical faculty will continue to assess the reliability of portfolio scoring.</p> <p>Continue to collect reliability data and refine the process with clinical faculty partners</p> <p>Center for Teacher Education will compile and send to program faculty for discussion and analysis in program meetings.</p> <p>Center for Teacher Education responsible for distribution and analysis</p>	<p>Full implementation; use data for improvement of the process with clinical faculty input</p> <p>Full implementation; continue to improve the process with clinical faculty involvement</p> <p>Center for Teacher Education will compile and send to program faculty for discussion and analysis in program meetings.</p> <p>Center for Teacher Education continues to carry out the follow up studies and prepares data for program discussion and improvement.</p>
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<p>preparation programs.</p> <p><u>Advanced Programs</u> See program assessment plans above</p>	<p>programs for discussion and analysis of program effectiveness.</p> <p>Develop follow-up assessments.</p>	<p>Analyze follow-up data; program changes if indicated</p>	<p>Follow-up and analysis for program discussion</p>	<p>Follow-up and analysis for program discussion and improvement</p>
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