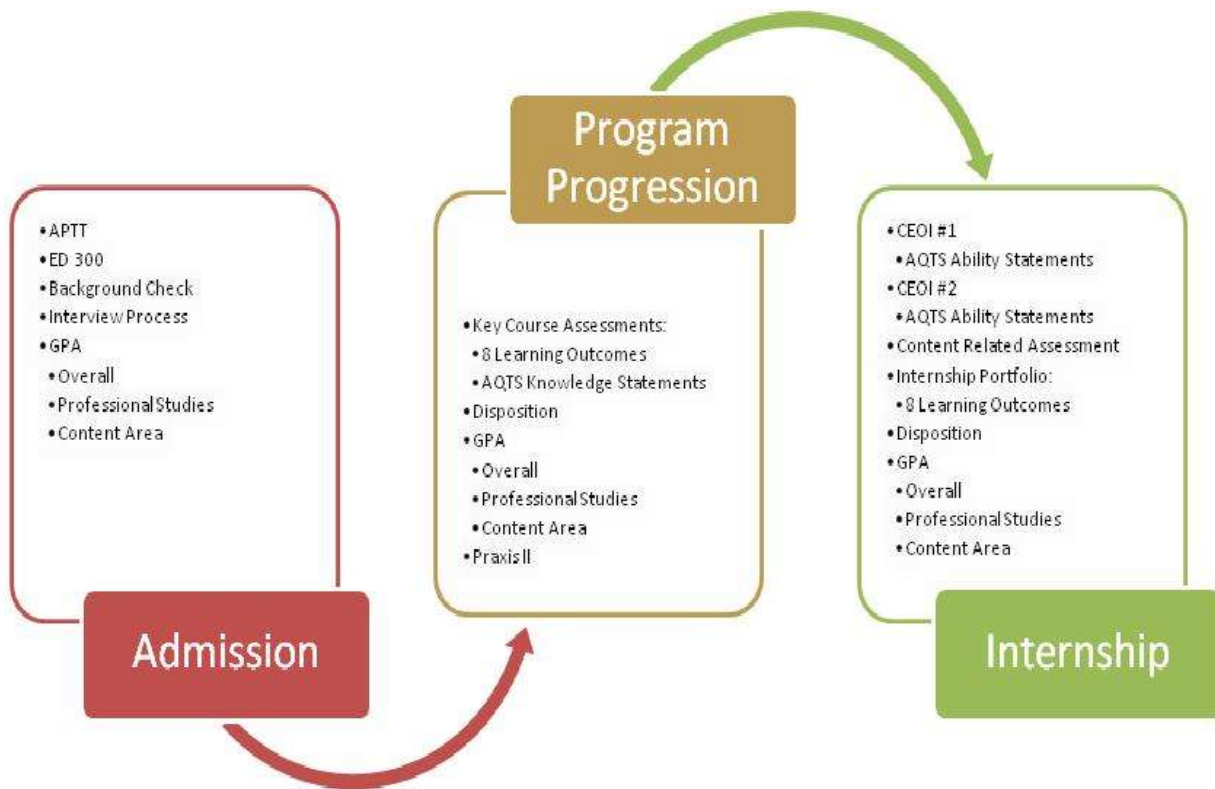


## 2.3.a Description of the unit's assessment system including the requirements and key assessments used at transition points

### Undergraduate Teacher Education Program Assessment System:



The CEPS's undergraduate assessment system begins to formally collect data as students attempt admission to the Teacher Education Program (TEP). In order to be successfully admitted to any initial certification program, students must accomplish the following:

- successfully pass all three components of the Alabama Prospective Teacher Test (APTT): reading (4), writing (3), and mathematics (4);
- successfully pass the ED 300 Orientation to Education course with a *C* or better;
- share their letter of suitability from the Alabama Bureau of Investigation as proof of a successfully background check;
- successfully complete the Teacher Education interview process, submitting all required paperwork to the Teacher Service Center; and
- possess no less than a 2.5 grade point average in each of the following areas: overall, professional studies, and content area.

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

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Once candidates are admitted to the TEP, the assessment system continues to monitor their progress by collecting data related to their performance on key course assessments assessing both our Eight Learning Outcomes and the knowledge statements found within the Alabama Quality Teaching Standards (AQTS). Courses throughout our program (refer to exhibit here) are responsible for addressing various AQTS and learning outcomes.

Further, candidate dispositions are assessed two fold throughout progression through the TEP. Any time students enroll in a clinical experience, the Clinical Experiences Observation Instrument (CEOI) is used to evaluate their performance. Certain items within this form directly relate to candidate dispositions. Additionally, faculty may elect to complete candidate disposition forms in any class requiring TEP admission when necessary. Those data are housed at the program level and shared with the unit via LiveText. In addition to dispositions, grade point averages for candidates are also assessed each term throughout the TEP. Candidates must maintain a minimum 2.5 gpa in all three areas: overall, professional studies, and content area. Any students falling below the 2.5 is subject to dismissal from the program.

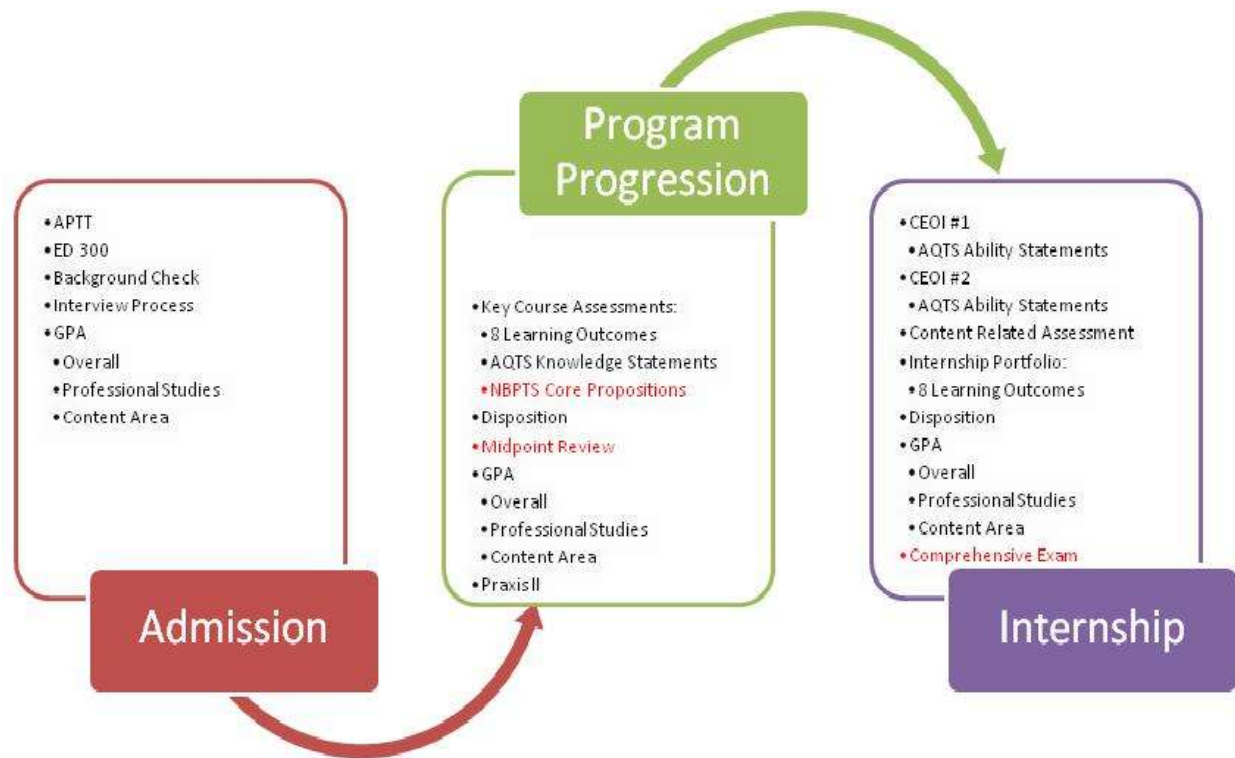
Lastly, in order for candidates to be eligible for internship, each must successfully pass the appropriate Praxis II subject level examination. Scores for any candidate using JSU's school code are received by the Teacher Service Center and then entered in the university's course management system. Pass rates for the Praxis II exam are recorded in LiveText for the unit and individual programs.

Upon successful completion of all required coursework and the Praxis II exam, candidates may enroll in internship and the internship seminar. Data are regularly collected during the internship experience. Collection points include the following:

- CEOI #1 (university supervisors and cooperating teachers);
- CEOI #2 (cooperating teachers);
- Content Related Assessments (university supervisors and cooperating teachers);
- Internship Portfolio (Eight Learning Outcomes related unit plans);
- Disposition (is collected using CEOI #1 and CEOI #2 as well as a disposition instrument if necessary); and
- GPA (candidates are required to maintain the 2.5 gpa in all three areas: overall, professional studies, and content area while completing internship or they cannot be recommended for certification).

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

### Alternative Route Graduate Teacher Education Program Assessment System:



The CEPS's alternative route graduate assessment system begins to formally collect data as students attempt admission to the Teacher Education Program (TEP). In order to be successfully admitted to any initial certification program, students must accomplish the following:

- successfully pass all three components of the Alabama Prospective Teacher Test (APTT): reading (4), writing (3), and mathematics (4);
- successfully pass the ED 300 Orientation to Education course with a C or better;
- share their letter of suitability from the Alabama Bureau of Investigation as proof of a successfully background check;
- successfully complete the Teacher Education interview process, submitting all required paperwork to the Teacher Service Center; and
- possess no less than a 3.0 grade point average in each of the following areas: overall, professional studies, and content area.

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

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Once candidates are admitted to the TEP, the assessment system continues to monitor their progress by collecting data related to their performance on key course assessments assessing our Eight Learning Outcomes, the appropriate knowledge statements found within the Alabama Quality Teaching Standards (AQTS), and the five core National Board for Professional Teaching Standards propositions. Courses throughout our program (refer to exhibit here) are responsible for addressing various AQTS and learning outcomes in graduate courses.

Further, candidate dispositions are assessed two fold throughout progression through the TEP. Any time students enroll in a clinical experience, the Clinical Experiences Observation Instrument (CEOI) is used to evaluate their performance. Certain items within this form directly relate to candidate dispositions. Additionally, faculty may elect to complete candidate disposition forms in any class requiring TEP admission when necessary. Those data are housed at the program level and shared with the unit via LiveText. In addition to dispositions, grade point averages for candidates are also assessed each term throughout the TEP. Candidates must maintain a minimum 2.5 gpa in all three areas: overall, professional studies, and content area. Any students falling below the 2.5 is subject to dismissal from the program.

Lastly, in order for candidates to be eligible for internship, each candidate must successfully pass the appropriate Praxis II subject level examination. Scores for any candidate using JSU's school code are received by the Teacher Service Center and then entered in the university's course management system. Pass rates for the Praxis II exam are recorded in LiveText for the unit and individual programs.

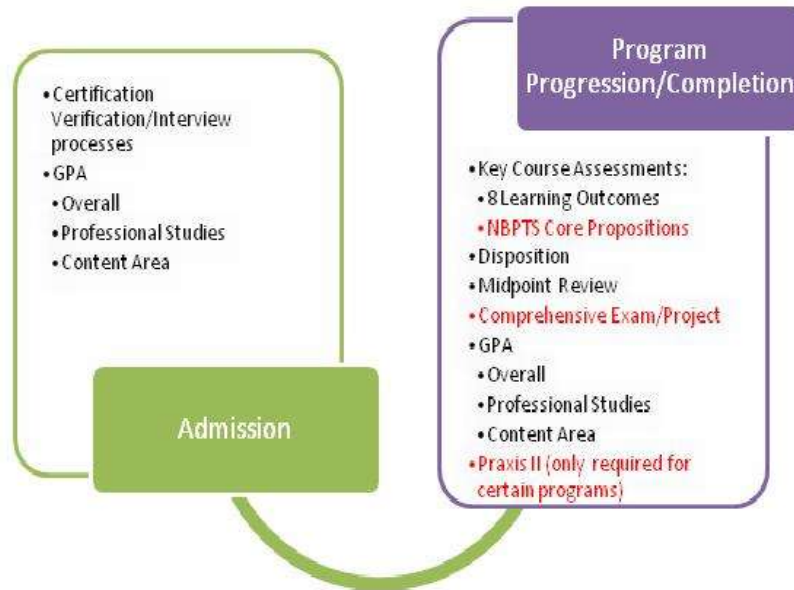
Upon successful completion of all required coursework and the Praxis II exam, candidates may enroll in internship and the internship seminar. Data are regularly collected during the internship experience. Collection points include the following:

- CEOI #1 (university supervisors and cooperating teachers);
- CEOI #2 (cooperating teachers);
- Content Related Assessments (university supervisors and cooperating teachers);
- Internship Portfolio (Eight Learning Outcomes related unit plans);
- Disposition (is collected using CEOI #1 and CEOI #2 as well as a disposition instrument if necessary); and
- GPA (candidates are required to maintain the 3.0 gpa in all three areas: overall, professional studies, and content area while completing internship or they cannot be recommended for certification).

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

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### Graduate Teacher Education Program Assessment System:



The CEPS's graduate assessment system begins to formally collect data as students attempt admission to the Teacher Education Program (TEP). In order to be successfully admitted to any initial graduate advanced certification program, candidates must supply certification information to the College of Graduate Studies and in some cases complete an interview process. Grade point averages for all candidates are assessed each term to ensure that they remain at or above the 3.0 level. Students falling below a 3.0 are alerted by Graduate Studies. Compilations of grade point averages are housed in the CEPS assessment portfolio in LiveText.

Once admitted, candidates must complete key course assessments throughout their programs. Data related to these assessments include Learning Outcome data and NBPTS data. These data are compiled in LiveText and reported each term. In addition, student disposition data are collected by course instructors when necessary as well as at the midpoint review. The midpoint review is completed for every candidate who ranges between 15 and 18 hours. Program faculty are supplied candidate names and demographic information. All candidates at midpoint are required to submit their professional LiveText portfolios to program faculty for evaluation. Results of the midpoint review are housed in LiveText as well. Prior to program completion, all candidates must successfully pass their comprehensive exam (master's) or research presentation (education specialist), maintain a 3.0 gpa, and successfully complete a Praxis II exam if required.