



FORT HAYS STATE UNIVERSITY

COLLEGE OF EDUCATION

College of Education (COE/EPP) Assessment Description

State Standard Tests / Teaching Portfolios / Evaluations

ACT & Core Exams – The nationally normed ability/achievement assessments, controlled by ACT and ETS, are used to provide evidence that the College of Education sets admission requirements aligned with the CAEP minimum criteria. The benchmark cohort average performance on the ACT and Core exams is set to be above the 50th percentile.

Kansas Educator Evaluation Protocol (KEEP) - The KEEP is a practicing teacher evaluation tool developed by KSDE to measure specific areas of teaching practice. Using InTASC and ISLLC standards as a foundation, the KEEP assessment is designed to measure the four constructs of Learners and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. Each construct is more explicitly defined through multiple components and scored using a per component rubric based on a four-level scale (ineffective, developing, effective, highly effective). For the context of the College of Education, university supervisors and cooperating teachers use this rubric multiple times in the evaluation of candidates during the student teaching experience.

Kansas Performance Teaching Portfolio (KPTP) - The KPTP is a KSDE external validated work sample model required of every candidate during the student teaching/mentored teaching experiences. The KPTP is designed to assess each candidate's competency according to the Kansas Professional Teaching Standards through six focus areas: Analysis of Contextual Information Analysis of Learning Environment Factors, Instructional Implementation, Analysis of Classroom Learning Environment, Analysis of Assessment Procedures, and Reflection/Self-Evaluation. The instrument is used as a culminating portfolio document that produces scoring measures designed to measure a teacher candidate's ability to design, deliver, and reflect on an entire unit of study. Each candidate submits a work piece not to exceed 35 pages (excluding appendices) to demonstrate pedagogical and professional knowledge and skills. Specific information about how instruction is modified for two individual students within the classroom is required and reflection on the implementation of the unit of study for the whole class, subgroup, and the two focus students is required. This work piece is scored using four construct measures of Contextual Information and Learning Environment Factors, Designing Instruction, Teaching and Learning, and Reflection and Professionalism resulting in both sub-score measures and a total score measure for each candidate.

Praxis Principles of Learning and Teaching (PLT) - The PLT is a group of scaled scored exams (using both constructed-response to case histories and selected-response items) managed by ETS that measures teaching skills at the levels of early childhood, grades K-6, grades 5-9, or grades 7-12. Content categories on each level of exam include: Students as Learners; Instructional Process; Assessment; Professional Development, Leadership, and Community. In general, the PLT assesses a teaching candidate's knowledge of, understanding of, and skill in various educational practices foundational to the career of a professional

educator at one of the four teaching levels. With regard to candidates at each level, the College of Education uses a qualifying score of 160 as set by KSDE to indicate that a candidate possesses the knowledge and understanding of educational practices required of a beginning teacher.

Praxis Subject Area Assessment (Praxis II: Content Test) - The Praxis II Content Tests are scaled scored exams (using varied question formats, but primarily selected response items) managed by ETS that measures subject-specific content knowledge. Naturally, content categories differ on each exam type offered. In general, the Praxis Subject exam assesses a teaching candidate's specific/general content knowledge about the level of instruction and subject matter at which the candidate is seeking licensure. The qualifying score for each of the 45 exams is set by KSDE (ranging from scaled scores of 135 to 165) to indicate that the candidate possesses the knowledge and competencies required by a beginning teacher in a certain teaching area.

Surveys

Cooperating Teacher and University Supervisor Survey - New for fall 2015, student teaching candidates complete a survey about the effectiveness of their Cooperating Teacher and University Supervisor. This data then helps establish how Cooperating Teachers and University Supervisors are trained and ultimately how candidates are paired with their cooperating professionals within our partner districts.

Student Teacher Exit Survey – This survey is a College of Education created survey which measures candidates' perceptions in six factors valued by the college. It also collects several demographic factors for survey result disaggregation purposes. The factors of the survey include tagged state, InTASC and CAEP standards: Professionalism, General Pedagogical Knowledge, Content/Pedagogical Content Knowledge, Assessment, Diversity of Learners, and College Processes. Each factor area includes five to twelve statements to which the respondent selects one of six response options (Don't Know, Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree). This survey is administered at the final student-teacher meeting (both on-campus and virtually) at the end of each semester.

Kansas Educator Alumni Survey (KEAS) - The KEAS is a Kansas-administered survey developed and administered by the Office of Educational Innovation and Evaluation (OEIE) at Kansas State University. The survey measures institution alumni perceptions in nine factors, but also collects several demographic factors for survey result disaggregation purposes as well as two open-response qualitative questions. The factors of the survey include Foundations of Teaching, Planning, Instruction, Assessment, Technology, Diversity, Motivation and Engagement, Professionalism and Ethical Behavior, Reflective Practice. Each factor area includes three to six statements to which the respondent selects one of five response options (Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree).

Kansas Educator-Employer/Mentor Survey (KEE/MS) - The KEE/MS is a Kansas-administered survey developed and administered by the Office of Educational Innovation and Evaluation (OEIE) at Kansas State University. The survey measures employer/mentor perceptions of institution alumni in nine factors, but also collects data on two open response qualitative questions and employer/mentor overall perception of this institution's alumni preparedness in comparison to other institutions. The factors of the survey include Foundations of Teaching, Planning, Instruction, Assessment, Technology, Diversity, Motivation and Engagement, Professionalism and Ethical Behavior, and Reflective Practice. Each factor area includes five to seven statements to which the respondent selects one of five response options (Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree).

Additional Assessments

Demographics - Demographics evidence of FHSU teacher candidates includes collected data and disaggregation based on the factors such as gender, age, race, ethnicity, and on-campus and virtual attendance. The extent of the diversity of EPP teacher candidates will be evidenced by baseline comparison with related state and national demographics of total populations and school populations. The collection is performed primarily at admission to FHSU, admission to the Teacher Education Program, graduation from COE education program, and employment. No specific specialized instructions are given.

Dispositions – The College of Education’s Disposition Assessment Tool measures seven disposition factors: demonstration of respect for student differences, engagement in and reflection upon professional learning opportunities, demonstration of professional education communication, demonstration of professional education preparation, demonstration of professional education professionalism, demonstration of safe/legal/ethical use of digital information/technology, and the demonstration of practice and implementation of education pedagogy.

Ratings of unsatisfactory, proficient, advanced, exemplary, and not observed per factor are given by course instructors and by field experience school-based professionals. As per the Professional Teacher Education Program Policies Handbook (Section G), candidates who do not minimally achieve the proficient expectation will be subject to remedial action, up to and including possible removal from the education program (specific procedures of up to three levels of notification). The policies handbook also describes the Teacher Education Exemplary Practice Notification used to recognize candidates who have demonstrated a disposition in exemplary fashion.

Grade Point Average (GPA) - Grade Point Averages (GPAs) provide evidence of FHSU teacher candidates’ content knowledge based on a liberal education model to total hours and total grade points of program courses for determination of the average semester GPA for a program area. Data is collected from university systems controlled by the university registrar’s office and transferred to a GPA data instrument specifically for teacher candidates

TECS 301 Technology Project - The course TECS 301 Introduction to Instructional Technology is a required course for all education majors (on-campus and virtual.) The objective of the course is to provide candidates with a hands-on exploration of the variety of instructional technologies available for classroom utilization. The course covers a variety of topics including media technology, online resources, instructional hardware, and software, learning management systems, assistive technology, copyright and fair use, internet safety, social media, and interactive gaming. The culminating research assignment offers teacher candidates the opportunity to put together the knowledge and skills they have acquired throughout the course and provide a final common experience using technology. This assesses teacher candidate achievement across some discipline-specific areas. The culminating assignment integrates knowledge, concepts, skills, and standards that teacher candidates are expected to have acquired in the program during their study.