Standard 2: Assessment System and Unit Evaluation

2.3 Feedback on correcting previous areas for improvement (AFIs)

AFIs continued from last visit:

<table>
<thead>
<tr>
<th>AFI Number &amp; Text</th>
<th>Apply to</th>
<th>AFI Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The unit's assessment system for the School Psychology program does not include a mechanism for gathering data from employers of program graduates.</td>
<td>ADV</td>
<td>The unit assessment system does not collected data from employers of program graduates of the school psychology program.</td>
</tr>
</tbody>
</table>

The School Psychology program recognizes the importance of surveying its graduates and their employers. Since the last NCATE visit, the program has been revised and resubmitted for SPA approval and is now approved. It has also undergone changes in leadership at the department chair and program chair designee levels. It is currently in the process of designing an online survey to distribute to graduates and their employers after three years of experience in the Summer of 2012 and annually thereafter.

2.5 Evidence for the Onsite BOE Team to validate during the onsite visit:

1. File of student complaints and unit’s resolution of them.

Files will be available on-site.

2. Methods used to evaluate initial and advanced candidate performance on dispositions.

The dispositions of initial candidates are assessed with the same indicators three times prior to graduation and certification. Two dispositions checks are completed prior to receiving approval to student teach and the third disposition check if completed prior to graduation/certification. Faculty evaluate initial candidates on Disposition Check #1 (DC1) as candidates complete EIS 302, Multicultural and Social Foundations of Education. During this course, candidates complete a focused experience, with a related reflective assignment, in schools with diverse populations. Additionally, EIS 302 faculty place a strong emphasis on the importance and meaning of the unit dispositions, encouraging candidates to reflect on their own dispositional behaviors and providing feedback as candidates address their personal growth. Teacher education faculty evaluate initial candidates again on Disposition Check #2 (DC2) during their content-specific methods courses and/or field experiences. In some departments like Curriculum and Instruction this evaluation is completed collaboratively. Prior to program completion and approval for certification student teaching mentor teachers complete a midterm and final
evaluation of candidates using Disposition Check #3 (DC3). The student teaching mentor teachers share their evaluations of the candidates in a conference, allowing them to provide constructive suggestions and feedback directly to each candidate.

Initial candidate dispositions are also evaluated in Reflective Paper #1 (RP1) and Reflective Paper #2 (RP2). RP1 occurs as a requirement for Admission to the Teacher and Professional Education Program. It requires candidates to discuss each disposition and develop a plan for addressing weaknesses related to dispositions. Candidates complete RP2 while student teaching and as a requirement for graduation and certification. In RP2 candidates provide examples of the use of dispositions in effective teaching.

Rubric for Disposition Checks #1, 2, and 3
Rubric for Reflective Paper #1
Rubric for Reflective Paper #2

Methods used to evaluate advanced candidates’ dispositions are explained earlier in this addendum in section 1.5.3.