2015-2016 Unit Standards Assessments #6,7, & 8

Oral Response, Final Reflective Essay, and Dispositions

As explained in previous years' reports this assessment system is in place to measure competencies for candidates as they develop the knowledge, skills, and dispositions to enter the teaching field or to advance into post baccalaureate programs related to leadership in Administration, Reading and Literacy, School Guidance and Counseling, and English as a Second Language. The Unit Assessment System uses a three pronged approach to assess candidates' understanding and application of the COE Unit Standards.

1. **Dispositions**: Assessment of behaviors and attitudes that express the candidate's ability to think and act in ways that support the COE Standards. Assessment of dispositions occurs at the beginning, middle, and end of the candidate's program and reflects attitudes and professional behavior in the college classroom, during field experiences, and student teaching.

2. **Oral Response to the Service Project**: Assessment of the candidate's reflection on the COE Standards and his/her efforts to integrate equitable practices to bring about change at mid-point in the program. The Oral Response provides an opportunity for candidates to highlight service activities as well as their field experiences that support the College of Education Unit Standards.

3. **Final Reflective Essay**: This summative assessment of the candidate's application, integration, and evaluation of the COE Standards in practice occurs at the completion of the program. It is the candidates' opportunity to tie theory and practice in support of the College of Education Unit Standards.

Through these assessments, candidates are expected to demonstrate the belief that all children can learn, as well as provide evidence of personal and professional reflection. A commitment to, and participation in, endeavors for Social Justice are essential elements for the candidate's ability to transform classrooms, schools, and communities as a professio0l educator in the 21st century.

Candidates complete a final reflection near the end of their clinical practice. This assessment is intended to measure the candidates overall understanding of the Unit's standards and how this understanding has evolved through their program of study and can be applied to their future classroom.

Critical Transformative Educator				
	Unacceptable	Uninformed	Competent	Proficient
Initial Programs				
Final Essay			15%	85%
Oral Response		1%	99%	

Dispositions			100%	
Advanced Programs				
Final Essay			33%	67%
Oral Response			100%	
Dispositions			15%	85%

Reflective practice				
	Unacceptable	Uninformed	Competent	Proficient
Initial Programs				
Final Essay			6%	94%
Oral Response			100%	
Dispositions			100%	
Advanced Programs				
Final Essay			67%	33%
Oral Response			100%	
Dispositions			15%	85%

Social Justice Advocate				
	Unacceptable	Uninformed	Competent	Proficient
Initial Programs				
Final Essay		1%	20%	79%
Oral Response			100%	
Dispositions			100%	
Advanced Programs				
Final Essay			22%	78%
Oral Response			100%	
Dispositions			31%	69%

Multicultural Educator				
	Unacceptable	Uninformed	Competent	Proficient
Initial Programs				
Final Essay		2%	21%	77%
Oral Response			100%	
Dispositions			100%	
Advanced Programs				
Final Essay			6%	94%
Oral Response			100%	
Dispositions			31%	69%

Discussion: Review of data indicating candidates' performance in each sub-area indicates that that the majority of candidates perform very well in all different areas and at the competent or proficient level. The data is supporting the idea that the College of Education candidates are well prepared in implementing the values described in the unit standards. Strategies for assisting candidates in each area when the candidate does not perform at the competent or proficient level are developed and implemented within each program of study. Explanation of each approach can be found in different programs annual reports.

Respectfully submitted

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