ABOUT PROGRAM ASSESSMENT

Purposes of Program Assessment

In the fourth year of the seven-year accreditation cycle, Program Assessment asks institutions to report on how each approved program is aligned with the adopted program standards. Program Assessment readers examine each program standard response individually. This review process informs the Site Visit that will take place in two years, during year six of the accreditation cycle. In order to focus the Site Visit team, Program Assessment reviewers might seek information through the review process to determine: Does this program require an additional reviewer as a part of the Site Visit? What kinds of evidence will support or disprove claims made in the Program Assessment submission and how might the Site Visit Team gather that evidence?

Program Assessment Submission and Documentation

A Program Assessment document is submitted electronically for each approved preparation program being offered by the program sponsor. There are three parts to the Program Assessment documentation.

Part I is the response to current Program Standards. The narrative provided in Part I is to indicate how the program is meeting each of the adopted program standards. The response may include charts or diagrams to help the readers understand the program. It is important to make sure that the response is precise and clear enough that a reader who has no understanding of the institution can know how it is meeting each part of each standard. In addition, programs will want to ensure that each response meets the level indicated in the standard. For example, if the standards call for "multiple, systematic opportunities to..." the narrative should include more than one opportunity. If the standard indicates that "candidates are required to demonstrate," then the response will need to indicate more than a lecture or reading.

Institutions in the Violet and subsequent cohorts will also submit a Program Summary, no longer than four pages in length, that serves as an “executive” summary of the full program narrative provided in Part I. The Program Summary provides a brief overview of the structure, courses, and sequence of the credential program. A Program Summary template and sample summaries can be found at here.

Part II includes evidence to support Part I. The course syllabi provide this evidence. For example, if a program indicates that the standard is covered by a lecture or reading in a certain course, the readers will click on the link to that syllabus to find a reference there. If there is no reference there, then readers will indicate that *More Information is Needed*. In addition, if a certain course is cited as the place where a standard is met, then each section of the course must include that information. Otherwise, readers will indicate that *More Information is Needed*.

Part III is the documentation that supports the program's Biennial Reports. It includes assessments that are used to determine candidate competence, including rubrics, training information and calibration activities that the program reports on in the Biennial Report. There is no need to give the background on the development of any form of the Teaching Performance Assessment (TPA) for the Multiple/Single Subject Credential; however, it will be important to note how assessors are trained in the particular area, how often the scoring is calibrated and specifically how the TPA is implemented in each program.

For other programs, it will be necessary to give more comprehensive information about the assessments used. In writing the response, consider the following: If observation forms are used to measure candidate competence, upon what standards or rationale are these based? How does the program ensure that all assessors are using them in the same way? What types of training and practice are provided to ensure a common scoring technique?

Part III includes only those assessments used at key points in the program in order to determine whether candidates can move to the next step or need remediation. Examples of these assessments might be those used to determine when and if candidates are ready to assume fieldwork, how well candidates do in fieldwork, or when candidates can be recommended for the credential.

The Program Assessment process is now ***entirely*** electronic. Documents are submitted via email, CD, flash drive, or a document sharing website; readers read on computers; and feedback is sent via email. Documents should be “electronically organized” – meaning that hyperlinks and bookmarks are used to direct readers from the narrative to the evidence, and back to the narrative. It is best to have everything contained in one document, rather than linking out to a website, as the readers do not always have access to the internet (documents posted to a document sharing website are downloaded for the readers prior to the scheduled reading session). Additionally, it is ideal to have documents in as few files as possible; one file with excellent hyper linking is best. The internet or the help files in Adobe or MS Word can be extremely helpful to learn how to create hyperlinks.