Table 2.1- STEP’s Assessment System

<table>
<thead>
<tr>
<th>Transition Point in Program</th>
<th>Key Assessments</th>
<th>Individual Candidate Level Assessments</th>
<th>Program and Unit Level Assessments</th>
<th>Analysis of Assessment Data</th>
<th>Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>✓ GREs</td>
<td>✓ Academic preparation and promise</td>
<td>✓ Yield from recruitment initiatives</td>
<td>✓ Are high academic standards for cohort maintained?</td>
<td>✓ Plan, execute, and extend recruitment efforts, especially for underrepresented groups and subject areas</td>
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<tr>
<td></td>
<td>✓ GPAs/transcripts</td>
<td>✓ Subject matter competence</td>
<td>✓ Data about applicant/admitted/enrolled cohort</td>
<td>✓ Is STEP attracting candidates committed to teaching?</td>
<td>✓ Update brochures and websites</td>
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<tr>
<td></td>
<td>✓ Admissions essays</td>
<td>✓ Experience with and dispositions toward children/adolescents and the teaching profession</td>
<td>✓ Analysis of cohort’s overall subject matter preparation</td>
<td>✓ Is STEP attracting and enrolling candidates in high-demand subject areas?</td>
<td>✓ Publicize fellowships and loan forgiveness programs</td>
</tr>
<tr>
<td></td>
<td>✓ Subject matter competence (CSETs or other approved)</td>
<td>✓ Additional experiences</td>
<td>✓ Are candidates submitting information for the certificate of clearance in a timely fashion?</td>
<td>✓ Is STEP attracting and admitting a diverse pool?</td>
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<tr>
<td></td>
<td>✓ CBEST</td>
<td>✓ Contributions to diversity and cohort as a whole</td>
<td>✓ Are candidates submitting information for the certificate of clearance in a timely fashion?</td>
<td>✓ Communicate requirements for certificate of clearance in acceptance packet</td>
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<tr>
<td></td>
<td>✓ Resume</td>
<td></td>
<td>✓ Inventory of cohort progress toward certificates of completion</td>
<td>✓ How successful are summer school experiences for P-12 students, cooperating teachers, and teacher candidates?</td>
<td>✓ Debrief summer school programs and identify improvements for next year</td>
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<td></td>
<td>✓ Recommendation letters</td>
<td></td>
<td>✓ Evaluation of summer school programs</td>
<td>✓ To what extent are candidates</td>
<td>✓ Assess support structures for all</td>
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<td></td>
<td>✓ Additional application materials</td>
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<tr>
<td>Upon Admission</td>
<td>✓ Entry Survey</td>
<td>✓ Examination of candidate’s profile to determine summer school placement</td>
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<tr>
<td></td>
<td>✓ CBEST</td>
<td>✓ Assessment of summer school performance and review of placement survey (for Fall placement)</td>
<td></td>
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</tr>
<tr>
<td>Entry to Clinical Practice (Summer and Fall)</td>
<td>✓ Certificate of clearance (fingerprinting, background check, TB test)</td>
<td>✓ Inventory of cohort progress toward certificates of completion</td>
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<td></td>
<td>✓ Clinical placement survey</td>
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<tr>
<td>Summer School Experience</td>
<td>✓ Summer school surveys (candidates and cooperating teachers)</td>
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</tr>
<tr>
<td>Ongoing Coursework</td>
<td>✓ Key assignments in each course</td>
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</tbody>
</table>

Upon Admission
- ✓ Entry Survey
- ✓ CBEST

Entry to Clinical Practice (Summer and Fall)
- ✓ Certificate of clearance (fingerprinting, background check, TB test)
- ✓ Clinical placement survey

Summer School Experience
- ✓ Summer school surveys (candidates and cooperating teachers)

Ongoing Coursework
- ✓ Key assignments in each course

### Key Assessments
- Academic preparation and promise
- Subject matter competence
- Experience with and dispositions toward children/adolescents and the teaching profession
- Additional experiences
- Contributions to diversity and cohort as a whole

### Program and Unit Level Assessments
- Yield from recruitment initiatives
- Data about applicant/admitted/enrolled cohort
- Analysis of cohort’s overall subject matter preparation

### Analysis of Assessment Data
- Are candidates submitting information for the certificate of clearance in a timely fashion?
- How successful are summer school experiences for P-12 students, cooperating teachers, and teacher candidates?

### Action Steps
- Plan, execute, and extend recruitment efforts, especially for underrepresented groups and subject areas
- Update brochures and websites
- Publicize fellowships and loan forgiveness programs
| **Ongoing Clinical Practice** | ✓ Formal observations (three per quarter)  
✓ Quarterly assessments | ✓ Progress on integration plan  
✓ Feedback from cooperating teachers and university supervisors  
✓ Weekly student check-ins  
✓ Discussions among instructors, supervisors, program staff about individual progress | ✓ Evaluation of quality and appropriateness of field placements  
✓ Patterns identified in quarterly assessments  
✓ Review of graduated responsibility and cohort’s progress toward independent student teaching  
✓ Feedback on cooperating teachers and supervisors  
✓ Review of aggregated student check-ins | ✓ To what extent are candidates demonstrating progress toward proficiency in the standards and competencies?  
✓ What are the relationships between STEP and its placement schools?  
✓ How well are placements meeting the needs of candidates and cooperating teachers?  
✓ Intensify monitoring of candidates’ performance in clinical placements  
✓ Devise interventions for candidates with inadequate progress | ✓ Assess support structures for all candidates  
✓ Determine appropriate supports for candidates who are struggling  
✓ Expand pool of cooperating teachers and supervisors; provide professional development for these groups  
✓ Deepen relationships with partnering schools |
| **Independent Student Teaching** | ✓ Completion of subject matter requirements (CSET or approved subject matter program)  
✓ Recommendations of cooperating teacher and supervisor  
✓ Completion of first aid/CPR requirements | ✓ Professional progress on TPEs, CSTPs | ✓ Pass rates for CSET  
✓ Data about candidate performance in clinical placement (see above) | ✓ Is advising and support for subject matter preparation adequate?  
✓ Do candidates need additional coursework?  
✓ How do candidates perform when they take full responsibility in the placement? | ✓ Intensify monitoring of candidates’ performance in clinical placements  
✓ Devise interventions for candidates with inadequate progress |
| **Exit from Clinical** | ✓ Final quarterly assessment | ✓ Meeting expectations on standards and  
✓ Review of final | ✓ Aggregate PACT scores  
✓ Review of final | ✓ What candidate strengths and areas for | ✓ Propose appropriate changes to STEP |
| Practice | ✔ PACT  
✔ Successful completion of Independent Student Teaching | competencies | quarterly assessments and recommendations for credential | growth do the PACT data reveal? | courses and/or curriculum |
|----------|-------------------------------------------------|--------------|----------------------------------------------------------|-------------------------------|--------------------------|
| Program Completion | ✔ PACT  
✔ Graduation Portfolio  
✔ Teaching Exhibition (Secondary)  
✔ Successful completion of all courses  
✔ Fulfillment of Masters degree requirements  
✔ U.S. Constitution requirement  
✔ RICA (MS and MS/bilingual)  
✔ CSET Spanish Language Proficiency exam (MS/bilingual)  
✔ CSET Ethno-history exam (MS/bilingual) | ✔ Meet all program and state requirements and expectations | ✔ Completion rates for cohort  
✔ Rate of eligibility for credential  
✔ Pass rates for RICA (elementary) and BCLAD exams  
✔ STEPPin’ Out exit survey | ✔ What is the overall quality of the teaching event presentations and graduation portfolios? What does this suggest about the program’s design and curriculum?  
✔ What do candidates say about their experience in STEP?  
✔ What do data about completion rates reveal? | ✔ Propose appropriate changes to program, including STEP courses and/or curriculum  
✔ Report data to administration and members of STEP community |
| Program Completers | ✔ Stepping’ Out Exit Survey  
✔ Alumni Surveys  
✔ Job placement surveys (via GSE EdCareers)  
✔ Employer surveys  
✔ Additional research | ✔ Tracking professional pathways and professional growth | ✔ Surveys of graduates and employers  
✔ Research on graduates' practice and career paths | ✔ What do survey data and research reveal about the strengths of the program? Areas for improvement? | ✔ Report data to administration and members of STEP community  
✔ Identify areas for program improvements |