**THE COLLEGE OF EDUCATION**
**Dr. Susan Polirstok, Dean**
**Dr. Jo Hoffman, Acting Associate Dean**

**Mission:**

The mission of the College of Education, based on our Conceptual Framework for all initial and advanced certifications, is to prepare informed, dynamic professionals with the requisite knowledge, skills, and dispositions for diverse settings who:
- believe that all children are capable of learning.
- demonstrate a broad background in humanities, mathematics, and the sciences, have an in-depth understanding of one academic discipline, and can apply this knowledge and understanding in their professional settings, (Knowledge and Skills);
- think creatively and critically in solving educational problems and can make sound decisions based on their knowledge of theory, (Knowledge and Skills);
- design and integrate a variety of instructional strategies and technologies matched to appropriate diverse learning styles (Skills);
- accurately assess, analyze, and monitor student learning; make appropriate adjustments to instruction; and have a positive effect on all students, (Skills and Dispositions);
- recognize, respect, and respond appropriately to individual and cultural differences, (Dispositions);
- establish professional and collaborative relationships among all educational stakeholders, (Dispositions);
- commit to be life-long learners and advocates for quality schooling for all, (Dispositions).

*The Dean's Office is responsible for insuring that the College's mission is met, that the instructional program effectively delivers the knowledge, skills and dispositions necessary for teaching success, and that data is collected on an ongoing basis to demonstrate the quality of activities and the progress of students vis a vis the COE's Unit Assessment System. (Please visit [www.kean.edu/~ncate](www.kean.edu/~ncate).)*

**Our Vision and Goals for 2012-2020:**

Within the elements of our vision and outcomes described below are the fundamentals of the College of Education's plan for achieving our vision by the end of the decade. The College of Education provides rigorous coursework taught by teacher-scholars that enables students at both the initial and advanced levels to acquire the necessary knowledge, skills and dispositions to be effective classroom teachers for 21st Century classrooms, consistent with both the mission of the College of Education and the University overall. Recent innovations in education are part of an ongoing commitment to professional development within the College and every semester a retreat is held to highlight changes in the field as well as assessment data for the purpose of program improvement.

*The Dean's Office monitors that course outlines are routinely updated, that syllabi cover the scope of the material in the course outlines, that faculty engage in a high level of scholarship via disseminating calls for proposals and papers and by reviewing draft manuscripts and providing suggestions, that innovations in education for the purpose of professional development are presented regularly to the faculty, and that resident and adjunct faculty maintain strong teaching evaluations by peers and students.*

**Outcomes:**

1. The College of Education, through its schools, departments and programs, assures that all degree programs effectively deliver all targeted learning outcomes.
2. The College of Education provides the professional development and support necessary to assure that faculty are continually engaged in research, pedagogy and support for students that results in program recognition and student success.
3. The COE Unit Assessment System verifies that both unit and program goals for both initial and advanced programs are being achieved with a high degree of success.
4. Data generated from the Unit Assessment System is reviewed on an ongoing basis for the purpose of program improvement.
5. The College of Education routinely monitors how our candidates are viewed professionally in the field via surveys to alumni, school administrators, clinical instructors and cooperating teachers.

*The Dean's Office is responsible for insuring that the College's targeted outcomes are met with a high degree of achievement and quality, and designates the resources, professional development and support necessary to achieve these outcomes.*

**Student Learning Outcomes for Undergraduate and Programs Leading to Initial Teacher Certification: (Please see Table 1 for Alignment with Kean University Student Learning Outcomes, General Education Student Learning Outcomes, and National Program Standards)**

**Three Categories of Outcomes in Knowledge, Skills and Dispositions**

**Knowledge**
**Subject Matter**
The beginning teacher has a thorough understanding and knowledge of subject matter and national, professional, and *New Jersey Core Curriculum Content Standards*, and uses such knowledge to create effective learning experiences for students.
**Student Learning**
The beginning teacher has knowledge of how students learn and develop and creates opportunities for each student's academic development.
**Diversity of Learners**
The beginning teacher understands differences in how students learn and knows how to provide instruction and classroom settings to accommodate such diversity through the use of differentiated instruction and collaborative learning.
**Classroom Management**
The beginning teacher understands classroom management theories.
**Assessment**
The beginning teacher knows how to assess, evaluate, analyze, and monitor student learning. (KU4)

**Skills**
**Planning Instruction**
The beginning teacher plans instruction based on knowledge of subject matter, of national, professional, and *New Jersey Core Curriculum Content Standards*, of students, and of curriculum goals and models.

**Instructional Strategies/Technologies**
The beginning teacher uses a variety of instructional strategies <u>and</u> technologies that encourage each student to develop critical thinking and problem-solving skills, and incorporation of technology as a vehicle for student learning.

**Learning Environment**
The beginning teacher creates a learning environment that encourages active, engaged learning, positive interaction, and self-motivation for all students.

**Communication**
The beginning teacher effectively communicates in the classroom by using a variety of communication skills including verbal and nonverbal techniques, technology, and media.

**Assessment**
The beginning teacher effectively uses formal and informal assessment strategies to evaluate student progress and makes appropriate adjustments to instruction based on his/her assessment.

**Student Support**
The beginning teacher works with parents/family members, school colleagues, and community members to support student learning and development.

**Reflection and Professional Development**
The beginning teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.

<u>Dispositions</u>

**Diversity/Individual Differences**
The beginning teacher appreciates individual, cultural, and linguistic differences, shows respect for the diverse talents of all learners, and is committed to helping develop self-confidence and competence across the K-12 continuum.

**High Expectations and Fairness**
The beginning teacher believes that all students can learn at high levels and demonstrates a commitment to meet the educational needs of all students in a caring, non-discriminatory and equitable manner.

**Community/Culture**
The beginning teacher works productively within community and cultural norms, and encourages collaboration with families.

**Positive Climate**
The beginning teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

**Positive Role Model**
The beginning teacher recognizes her/his responsibility to serve as a positive role model.

**Life-long Learner**
The beginning teacher is a life-long learner who seeks out opportunities for continued growth.

**\* KU Student Outcomes:  *Kean University graduates should be able to:***
1. Think critically, creatively and globally;
2. Adapt to changing social, economic, and technological environments;
3. Serve as active and contributing members of their communities; and
4. Advance their knowledge in the traditional disciplines (GE) and enhance their skills in professional areas (Prof. pgms)

**\*\*General Education Student Learning Outcomes**

*Student Learning Outcomes –**Knowledge:** Students will demonstrate proficiency in knowledge and content by:*

(K1) applying the scientific method to comprehend natural concepts and processes;

(K2) evaluating major theories and concepts in social sciences;

(K3) relating historical references to literature; and

(K4) evaluating major theories and concepts in the fine arts.

*Student Learning Outcomes –**Skills:** Students will demonstrate the skills necessary to:*

(S1) write to communicate and clarify learning;

(S2) communicate effectively through speech;

(S3) solve problems using quantitative reasoning;

(S4) think critically about concepts in multiple disciplines; and

(S5) show information literacy.

**Student Learning Outcomes for Graduate-level Advanced Programs: (Please see Table 2 for Alignment with Kean University Student Learning Outcomes and National Program Standards)**

**Knowledge**

A. The candidate knows subject/field and knows appropriate pedagogy, strategies, practices.

B. The candidate understands the role of social, psychological, political, historical and technological forces in making sound educational/clinical decisions.

C. The candidate examines the nature of teaching and schooling as a reflective practitioner and formulates a personal education philosophy.

D. The candidate demonstrates understanding of diversity and multiple perspectives.

E. The candidate is knowledgeable about various federal, state, and/or local educational agencies and professional organizations.

F. The candidate understands the range of technological applications within the field and recognizes the importance of technology in professional practice.

G. The candidate demonstrates knowledge of national, professional and state standards (New Jersey Core Curriculum Content Standards).

H. The candidate demonstrates knowledge of assessment and evaluation appropriate to field.

I. The candidate demonstrates an understanding of research terminology, concepts and practices.

J. The candidate interprets educational/clinical data, issues and trends.

**Skills**

A. The candidate applies knowledge and content pedagogy and/or professional practice appropriate to field and setting.

B. The candidate applies a practical problem-solving perspective sensitive to the context of school, community and society.

C. The candidate evaluates, clarifies and refines personal philosophy of professional practice.

D. The candidate fosters and participates in collaboration in all professional settings.

E. The candidate demonstrates ability to assess, analyze, monitor and promote student/client progress.

F. The candidate uses technology appropriate to field.

G. The candidate implements effective strategies for teaching/supervision/professional practice and supports and fosters the belief that all children can learn.

H. The candidate integrates knowledge derived from professional research into practice in various educational/clinical settings.

I. The candidate applies action research to discover new information and/or solve problems in professional settings.
J. The candidate demonstrates effective oral and written communication skills.
K. The candidate analyzes and evaluates his/her own professional skills.

**Dispositions**

A. The candidate promotes an appreciation and understanding of diversity in schools and society and demonstrates a commitment to meet the educational needs of all stakeholders in a caring, non-discriminatory and equitable manner.
B. The candidate commits to collaborative professional partnerships in schools and other learning communities.
C. The candidate creates a positive school climate in which teaching and learning are primary concerns.
D. The candidate recognizes the ethical implications surrounding contemporary problems and issues.
E. The candidate commits to ethical principles of research.
F. The candidate commits to moral and ethical principles of leadership; affirms human dignity and an ethic of caring for all people.
G. The candidate models professional and leadership behaviors in all interactions with school and community.

**\* KU Student Outcomes:** *Kean University graduates should be able to:*
1. Think critically, creatively and globally;
2. Adapt to changing social, economic, and technological environments;
3. Serve as active and contributing members of their communities; and
4. Advance their knowledge in the traditional disciplines (GE) and enhance their skills in professional areas (Prof. pgms)


**Assessment Measures:**

**Initial Programs:**

The assessment process for the initial certification teacher candidates in the College of Education is explicitly designed as a system that measures the achievement of the Student Learning Outcomes designated into the categories of Knowledge, Skills, and Dispositions. The College of Education has a Conceptual Framework (an NCATE requirement) that has at its core, the SPECTRUM Model of Learning Outcomes. At the undergraduate level, a student chooses between the following majors: Early Childhood (earns P-3 and K-5 NJ certification), Elementary (earns K-5 NJ certification), Elementary/Middle School (earns K-5 and 5-8 (in a content area) NJ certification), Secondary Education (earns High School certification in a subject area of their choosing), Special Education (majors earn NJ Teacher of the Handicapped certification and one of the previously listed certifications), and Physical Education and Health (earning the certification by the same name). At the graduate level, two options of the MA in Instruction and Curriculum lead to initial certification, the Classroom Instruction option and the TESL option. Also, one option of the MA in Early Childhood, the Classroom Instruction option, leads to P-3 initial licensure. Each of the COE programs that lead to initial teacher certification have their courses and assessments aligned with the COE Learning Outcomes as well as to their programs' national standards as detailed in program alignment documents.

Direct Measures and Indirect Measures that serve as evidence that our teacher candidates are meeting our College of Education Learning Outcomes as well as their programs' national standards for initial teacher certification programs are uniform across these programs. For the College of Education's NCATE accreditation, it is incumbent upon us to collect program data across the unit that demonstrates our students are meeting targeted outcomes and standards. Table 2 provides a chart that shows where indirect and direct measures are taken at transition points, and in which courses, through their program. The culminating direct-measure assessments--the Professional Internship Competencies Assessment and the Teacher Work Sample--are collected in the senior student teaching field experience semester and the capstone course that is a co-requisite. The Assessment System for the College of Education uses common data collected across the programs from both the Direct and Indirect Measures for the purpose of program improvement through a program review and report process. See Table 3 for a graphic representation of how the data is used in decision-making for program improvement.

**Advanced Programs:**

The assessment process for the Advanced Programs of the College of Education is explicitly designed to be a system that measures the achievement of the Advance Programs Learning Outcomes designated into the categories of Knowledge, Skills, and Dispositions. The College of Education has a Conceptual Framework (an NCATE requirement) that has at its core, the SPECTRUM Model of Advanced Programs Learning Outcomes. A student chooses between the following Advanced Programs: MA in Early Childhood, MA in Special Education, LDTC Post Masters pgm, MA In Reading, MA in Mastery in Teaching, MA in Educational Administration, EdD in Urban Leadership, and School Psychology. Each of the COE Advanced Programs has their courses and assessments aligned with the COE Advanced Programs Learning Outcomes as well as to their programs' national standards. Direct Measures and Indirect Measures that serve as evidence that our candidates are meeting our College of Education Advanced Learning Outcomes as well as their programs' national standards are uniform across the programs. For the College of Education's NCATE accreditation, it is incumbent upon us to collect program data across the unit that is our evidence that our students are meeting outcomes and standards. Each program has identified indirect and direct measures at various transition points through their program. The culminating direct-measure assessments (thesis, comprehensive exams, portfolios, or a dissertation in the EdD program) are carried out in the appropriate end-of-program coursework and experiences. The Assessment System for the College of Education uses common data collected across the programs from the Direct and Indirect Measures for program improvement through a program review and report process. See Table 2 for a graphic representation of how the data is used in decision-making for program improvement.

*The Dean's Office will insure that the following summative actions occur at the end of each academic year, with recommendations to impact the next academic year:*

1. *Outcomes review: Every May all programs will review graduation rate data, application data, unit financial data, capstone or similar assessment data and input from alumni and NSSE data. Changes to program and course contents are reviewed and document in these sessions. Full outcomes reports and recommendations are reported by Chairs, Coordinators or Executive Directors to the Dean, who in turn will submit this data to the VPAA.*

2. *Research and professional development support reports for faculty in the COE are reviewed for each member of the faculty through the Annual Faculty Assessment Report. Travel, released time and other resources are allocated based on faculty productivity using criteria embedded in the assessment instrument.*
3. *In June sessions of the COE Administrative Council will address assessment and learning support outcomes and the results will be posted on the accreditation section of the university website by July 1 every year. The Dean of the COE will present a learning outcomes assessment report to the BOT in its September session.*
4. *Faculty released time, space utilization, student academic support, graduation rate, enrollment pattern, average class size data are compiled, reviewed and posted annually to complete the review cycle for the College of Education.*
5. *Reviewing enrollment and graduation data, accreditation requirements, program profile data and school/department requests, staff and budget requirements of the College of Education is presented to the university annually by the first day in November for the next academic year. These requirements are based on the assessment of data in items 1-4.*

**Assessment in Context: A Retrospective View from the COE 2007-Present**

The College of Education has a comprehensive system of assessment at both the unit and program levels. As a consequence, data are generated every semester for the unit overall via our unit assessments and for each program via our program assessments. At the program level, data are also collected for the three levels of field experiences. Each semester data are reviewed by the Dean and the Associate Dean/NCATE Coordinator, Administrative Council, and program faculty for the purpose of ongoing program improvement. Recommendations are routinely made to update assessment instruments, assessment collection formats, course outlines, field placements and procedures, etc.

A lengthy list of improvements in response to the analysis of unit and program data is detailed below.

- **Changes in Conceptual Framework (The Spectrum Model)**

Formal discussions of the framework have occurred at College of Education Retreats, College of Education faculty and staff meetings, at coordinators' meetings, and among the members of the Conceptual Framework committee. Refinements to the conceptual framework were discussed collaboratively initially by the committee and then by the faculty of the College of Education. Final endorsement of the framework occurred at a meeting of the entire faculty of the College in fall 2007. In the fall of 2008, the committee met again to revise for purposeful incorporation of the explicit belief statement that all the children can learn which in turn became directly stated in the unit's Dispositions learning outcomes and included in the College of Education's Mission Statement. Also, the notion of 'fairness' was integrated into the conceptual framework by modifying two learning outcomes; additional pages were added to section five of the Conceptual Framework to account for reliability of data used in the assessment system.

The Unit Assessment System reflects the College of Education's Conceptual Framework, the SPECTRUM, and incorporates candidate proficiencies outlined in professional and state standards. All initial and advanced assessments are aligned with the COE's Learning Outcomes for Knowledge, Skills and

Dispositions. The New Jersey Professional Teaching Standards are addressed in all initial field experience assessments. Additionally, the Supplemental Program Assessment is utilized for each initial program and is directly aligned with the national standards for each program. At the advanced level, national and professional standards are incorporated into the capstone courses. At all levels, syllabi are periodically updated to reflect changes in national, state and professional standards.

- **Changes in Capstone Culminating Project**

With the implementation in 2007 of the Teacher Work Sample (TWS) as a requirement for our initial teacher candidates, our data strongly supports that our candidates meet the Target Level in their Pedagogical Content Knowledge. The first three criteria for this element require our teacher candidates to 1) be reflective in their understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards; 2) have in-depth understanding of the content that they plan to teach and the ability to provide multiple explanations and instructional strategies so that all students learn; and 3) present the content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately. Through completing the processes of the Teacher Work Sample, candidates demonstrate their ability to meet all three of these criteria. Among our plans for continuing to improve in this element is the customization of the Teacher Work Sample assessment to better align with specific program standards. We have a continued improvement plan for the TWS based on information gathered during the development of our program reports. Through their work on the program reports, faculty decided that a place for comments after each TWS process would yield important feedback about each component and candidate preparedness.

- **Changes in Assessment Instruments and Assessment reporting**

When reviewing the samples of the Teacher Work Sample, or the graduate candidate work, the evidence is provided for how well our candidates work with students, families, colleagues, and communities and meet the expectations of our unit, the professional organizations, and state professional teaching standards for professional educators. High scores on professional internship data across the programs provide evidence that our candidates also meet target level in demonstrating classroom behaviors that create caring and supportive learning environments, encourage self-directed learning by all students, recognize when their own professional dispositions may need to be adjusted, and develop plans for improvement. As with the TWS, incorporated in our plan for continuing improvement on this standard, comment boxes will be placed after each competency of the Professional Internship Performance Competency Assessment. At the advanced level, programs will be piloting the use of common rubrics (customized as needed for program standards) across programs for the culminating assessments. This would yield additional data about our advanced candidates' competencies in areas of research and content knowledge.

Advanced programs are working together to develop generic assessments for comprehensive exams, for culminating projects and for thesis writings that address the College of Education's conceptual framework of knowledge, skills and dispositions. The process of engaging faculty across a broad array of

programs has made the process richer, providing multiple perspectives on what we believe students should be able to do at the advanced level when exiting their programs of study.

Since the last NCATE visit, the Unit has continued to examine data for evidence of candidate growth and program improvement, looked at the effectiveness of the assessment tools and has made revisions, as necessary. The unit has incorporated the Teacher Work Sample (TWS) into its Educational Portfolio as a way to demonstrate the impact its candidates are having on P-12 student learning. The unit is now also assessing its candidates on national standards by utilizing content-specific rubrics for the TWS Portfolio and implementing a content-specific Supplemental Program Assessment for all initial teaching candidates. Follow up assessments, including graduate and employer surveys, have been revised to gather more specific information on professional leadership, areas of expertise and success in the profession. The Introductory Field Experience Performance Competency Assessment is in the process of being revised by a committee of Introductory Field Experience instructors in all programs to better align with students observations in the field, course outlines and current state and national standards.

The unit does make modifications to keep abreast of changes in assessment technology. The COE has continued to increase its use of scannable assessment forms and the use of computerized software such as SPSS to analyze and report data. As Internet use increases among all stakeholders, the COE is beginning to transition some of its assessments from paper NCR forms to electronic submission by utilizing Internet survey software. Follow-up surveys for previous graduates and employer surveys have been Internet-based for several years. Beginning in the Fall of 2008, the COE began the use of online assessment submission for Introductory Field Experience Assessments. It was expanded to the Pre-professional Field Experience Assessment in the Fall of 2009 and will include Professional Internship assessments in the Fall of 2010. This is strong evidence of our commitment to continuous improvement.

- **Emphasis on reliability and validity of data collected**

The unit regularly examines the validity and utility of data through regularly scheduled meetings with the Dean of the COE. Departments at their monthly meetings also regularly discuss assessment. (Hard copies of minutes for department meetings are available in department offices.) For example, the Early Childhood Department in reviewing the results of the comprehensive exams discovered that it was not measuring what they needed it to assess and have since moved to a project-based assessment. Most of the assessment instruments at the initial and advanced levels are used consistently and add to the validity of the data being collected. In addition, many of the assessments measure similar areas of knowledge, skills or dispositions, including Praxis I and Praxis II exams, Field Experience Competency Assessments and Video Assessments, Completer Surveys and Employer Surveys. The utility of data is also evaluated as it is formatted for reporting and adjustments are made as needed. In this past year, data reporting has switched to using means and ranges of lowest/highest scoring as a more efficient and effective way to analyze and compare candidate progress by assessment and competencies. In summary, the unit has looked closely at the data and the instruments used in our Unit Assessment System to insure that they are fair, accurate, and consistent measures. Both internal and external assessments have produced similar results. Comparisons of candidate ratings between cooperating teachers and university supervisors of candidate performance correlate highly. Rubrics have been

developed for all assessments providing fairness, accuracy and consistency in the scoring of individual assessments.

- **Updating Professional Standards and Core Curriculum Requirements for NJ/ Content revisions to Course Outlines and Syllabi Templates**

The unit is continually making modifications to keep abreast of changes in professional standards. Faculty update their syllabi as well as textbooks as changes in professional standards occur. In-services for staff development are held to allow all faculty to participate in upgrading skills and knowledge required for professional standards.

- **Revisions to procedures for addressing student performance issues in field placements**

Rubrics used for unit assessments at the advanced and initial levels have been reviewed and revised in the spring 2010 semester. At the initial program level in response to national recognition reports, the formatting and rating scale for field work assessments (introductory, pre-professional and professional internship) is being reformatted in order to more clearly define the descriptors and performance indicators for the five levels of scoring and the expected competencies. During 2010, the Pre-professional Performance Competency Assessment was revised and strengthened in an effort to identify student weaknesses and provide remediation to students prior to the start of the internship.

Data from the assessment of field experiences have resulted in changes in the curriculum, e.g.: initiating a course in technology. The development and implementation of seminars and workshops for teacher candidates is a direct result of the analysis of data. Every semester the unit conducts a Classroom Management mini conference; every spring, an evening seminar addresses inclusion and differentiated instruction and a workshop focuses on Working with Parents and Families. Data from field experiences have also been used to create staff development for faculty supervisors. Last academic year, a series of assessment workshops and retreats addressed this standard.

Since 2005, the quality of field experiences at the initial level has been enriched by the following, among other changes, that have taken place and are institutionalized:

- Implementation of bi-monthly seminars for clinical instructors on topics including formative and summative assessment, portfolios, reflective journals, inclusion, and the NJ Core Curriculum Content Standards;
- Implementation of focused conversations for supervisors and university faculty;
- Development of institutes for cooperating teachers implemented Summer 1999 as a KU Presidential Initiative and offered twice an academic year since that time. In 2010, cooperating teachers instead were encouraged to attend New Jersey Statewide conferences offered through Kean's Center for Innovative Education on new state standards;
- Collection, aggregation, analysis and dissemination of data from all field experiences to faculty, candidates, clinical supervisors, cooperating teachers, and school partners;
- Development and implementation of seminars and conferences for teacher candidates to address areas that assessments indicate need more attention; e.g., classroom management, differentiated instruction and formative and summative assessment;

- Introduction of the TWS methodology, piloted in the 18 PDSs; and
- Use of online assessment instruments.

At the advanced level, the following program changes have taken place:

- Development of new, more intensive internship requirements in the advanced programs: Educational Leadership, Counselor Education, Special Education, Speech Pathology, and Educational Media Specialist;
- Development of internship assessment forms aligned with the conceptual framework;
- Collection of data; aggregation and disaggregation of data; dissemination of data; and
- Piloting the use of common rubrics across advanced programs for assessing graduate research and comprehensive exams.

- **Assessment of Teaching (SIR IIs)**

When the SIR II Evaluation went into effect, the College of Education chose to include a free response form for students to indicate whatever feedback they wanted to share about the course they were enrolled in or the instructor. The Dean reviews all of the free response forms and returns them to faculty each semester. When there are concerns, the Dean meets with specific faculty to explore how their teaching can be improved.

- **Peer-reviewed status for the Journal of School Connections and the publishing of rigorous empirical data**

Prior to 2007, the College of Education published the journal, School Connections, a non-refereed publication. In 2007, the College made an important commitment to elevating this publication and established Journal of School Connections, an interdisciplinary referred journal that publishes original, empirical research and theoretical perspectives devoted to enhancing student learning and teaching practices from pre-school through high school. JSC is published bi-annually. The first journal edition was published in 2008; volume two in March 2009, and volume three in Spring 2011. Articles are selected through a competitive, peer review process. Journals are distributed to members of national professional organizations focused on teacher education and to our unit faculty members and made available electronically to our professional education candidates.

- **Development and Funding of Major Grant and Curriculum Initiatives**

The College of Education has been able to secure over $5M in grant monies beginning in 2009 through 2014. The two federal grants we have received are modified alternate route programs to address teacher shortages in urban and urban rim school districts in special education, science, math, ESL and Bilingual content areas. (Our New Vistas Grant is a 3.5 M federal grant in partnership with William Paterson University. Our Garden State Partnership for Teacher Quality is a federal grant for 10.8 M in partnership with William Paterson University and Rowan University. Our Highway Safety Grant is a 1.25M New Jersey State Grant). We have entered into a partnership with the New Jersey Center for

Teaching and Learning, a 5013c, to develop the Progressive Science Initiative (PSI) leading to endorsement programs and Master's Programs in Teaching Physics, Chemistry and Biology using a constructivist, technology-driven model .  Additionally, Since 2008, the COE a has been awarded a grant each year from  the  NJDOE to provide Sheltered English Training, receiving a $40,000 grant to train teachers to better serve students for whom English is a Second Language.

- **Establishment of Committees to enhance Practice**

**Community of Practice Committee**:  This Committee meets twice a semester and brings together all full-time and adjunct faculty who teach junior field in one meeting and all faculty who teach senior field in another meeting.  The goal is to explore how preparation for field can be strengthened and to identify best practices that can be shared with fellow colleagues. .

**Teacher Education Council** has representatives from Arts and Sciences who meet with representatives from the COE to discuss articulation, quality of student preparation, programmatic concerns, advisement issues, etc.

- **Development of Alternate Route Programs**

The COE has worked closely with the NJ DOE to develop approved alternate route sequences for prospective NJ teachers.  Currently 40% of all teachers licensed in NJ are from alternate route programs. Kean's engagement has been to create alternate route programs of quality that are rigorous.  The development of 3 Alternate Route Sequences and a 24-hour Introductory Module have demonstrated that the COE recognizes that we have a responsibility to bring the highest standards to alternate route licensure in our State.

- **Ongoing Professional Development Opportunities for Part-Time Faculty**

To ensure integrity, continuity, and quality, the COE makes considerable efforts to integrate its part-time faculty.   Clinical supervisors come to campus once a month for staff development workshops on issues/topics that they have identified together with full-time staff. They participate in committee work, advisory groups, and other professional development activities and are mentored by full-time faculty and staff.  Part-time faculty have become increasingly active in unit initiatives such as the Classroom Management Mini Conference, the Cooperating Teachers Institute, etc.  In collaboration with full-time unit faculty and staff, they plan and deliver conferences and workshops for education candidates, especially during the orientation sessions for junior and senior field.  Additionally, they routinely receive e-mails with information concerning upcoming national and local conferences, publication opportunities, and campus events of interest to them and/or their students.  They are invited to NCATE retreats, department meetings, and professional development opportunities hosted by the COE which have included: a professional development program on Tourette Syndrome, on Learning Disabilities, on Interdisciplinary Teaching Using the Holocaust as a focus, on Response to Intervention, and on Brain Injury.  Adjunct faculty are included in our "community of practice" meetings where we examine how

our students are performing in the field and identify common problems/issues related to their preparation here at Kean, and their progress on the Teacher Work Sample.

Taken together, all of our outreach to adjuncts including clinical supervisors is continuous as we develop an ongoing professional learning community, where all key stakeholders including our district partners are included whenever possible.

- **Offering of dual enrollment classes at local high schools in Holocaust and Genocide Studies and Sustainability Science**

In direct response to local school districts' expressed need to offer dual enrollment classes for University credit and to develop a new revenue stream, the COE has in partnership with the Diversity Council begun to offer sections of ID1800: Holocaust and Genocide Studies in local high schools at reduced tuition rates. The intent is to strengthen relationships with high school students so that Kean will be their first choice for a university upon graduation. The second course that will be offered for dual enrollment is our new Sustainability Science SUST 100 course. This will help to extend Kean's commitment to sustainability and as an environmental leader in this region.

From academic semester to academic semester, the College of Education remains committed to its unit and program assessment system for the purpose of ongoing program improvement!

**Table 1 – College of Education Student Learning Outcomes for Initial Teacher Certification Programs and the Relationship to Kean University (KU) Student Learning Outcomes (SLO), NJ Professional Standards for Teachers (NJPST), and National Professional Organizations that Nationally Recognize COE Programs**

**(Click on the links in the top row a listing of the standards in each area.)**

| KU/GE | Kean's SPECTRUM MODEL | NJPST | ACEI | NAEYC | CEC | NSTA | NCTM | NCTE | NCSS | ACTFL | NASPE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SLOs | **Knowledge:** | | | | | | | | | | |
| KU4<br><br>GE<br><br>S1-S5 | **Subject Matter**<br><br>**The beginning teacher has a thorough understanding and knowledge of subject matter and national, professional, and** *New Jersey Core Curriculum Content Standards,* **and uses such knowledge to create effective learning experiences for students.** | 1.1, 1.2, 1.3 | 2.1-2.7 | 4 | 1 | 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 3a, 3b, 4a, 4b, 6a | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 12.1, 12.2, 12.3, 12.4, 12.5, 13.1, 13.2, 13.3, 13.4, 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 14.8, 15.1, 15.2, 15.3, 15.4 | 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1 | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 | 1.a-1.c, 2.a-2.c | 1.1-1.5, 3.2 |

| KU/GE SLOs | Kean's SPECTRUM MODEL | NJPST | ACEI | NAEYC | CEC | NSTA | NCTM | NCTE | NCSS | ACTFL | NASPE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| KU 1,4<br><br>GE S4 | **Student Learning**<br><br>**The beginning teacher has knowledge of how students learn and develop and creates opportunities for each student's academic development.** | 1.5, 1.8, 1.9, 2.1, 2.2, 2.3, 2.7 | 1 | 1,4 | 2, 3 | 5a, 5b, 5c, 5d, 5e, 5f, 6b | 7.2, 8.1, 8.6 | 3.5, 3.2.1, 3.2.2 | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.10 | 3.a-3.b | 3.1, 3.4, 3.5, 3.6 |
| KU 1,2<br><br>GE S1, S2, S5 | **Diversity of Learners**<br><br>**The beginning teacher understands differences in how students learn and knows how to provide instruction to accommodate such diversity** | 2.2, 2.3, 2.6, 2.9, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 | 1, 3.2 | 1 | 2, 3 | 5a, 5b, 6b | 7.1, 8.1 | 2.2, 3.1, 3.3, 3.4, 4.4 | 1.1, 1.3, 1.4, 1.5, 1.9, 1.10 | 3a-3.b, 5.b | 3.4, 3.5, 3.6 |

| KU/GE SLOs | Kean's SPECTRUM MODEL | NJPST | ACEI | NAEYC | CEC | NSTA | NCTM | NCTE | NCSS | ACTFL | NASPE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| KU 1,2,3,4 GE S1, S2, S5 | **Classroom Management**<br><br>**The beginning teacher understands classroom management theories** | 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.10, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8-6.12 | | 4 | 1,2,3,5 | 5f | 7.3, 8.2, 8.3, 8.4, 8.6 | 4.2 | 1.1, 1.4, 1.5, 1.6 | | 4.5, 4.6 |
| KU 1,2,4 GE S3 | **Assessment**<br><br>**The beginning teacher knows how to assess, evaluate, analyze, and monitor student learning.** | 5.1, 5.2, 5.4, 5.5, 5.6, 5.7 | 4.0 | 3 | 8 | 8a, 8b, 8c | 7.5, 8.3 | 2.4, 4.0 | 1.1, 1.2, 1.4, 1.5 | 4-c,5. a-5.c | 5.1, 5.2, 5.3 |
| | **Skills:** | | | | | | | | | | |
| KU 1,2,4 GE S1, S4, S5 | **Planning Instruction**<br><br>**The beginning teacher plans instruction based on knowledge of subject matter, of national, professional, and New Jersey Core Curriculum Content Standards, of students, and of curriculum goals and models.** | 1.1, 1.2, 1.4, 4.8, 4.12 | 2.1-2.7, 3.1 | 4 | 7 | 6a, 6b | 7.3, 8.4, 8.5, 8.6, 16.1, 16.2 | 2.5, 4.1 | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 | 1.a-1.c, 3-a, 4.a-4.c | 3.1, 3.2, 3.3 |

| KU/GE SLOs | Kean's SPECTRUM MODEL | NJPST | ACEI | NAEYC | CEC | NSTA | NCTM | NCTE | NCSS | ACTFL | NASPE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| KU 1,2,4 GE S1-S5 | **Instructional Strategies/Technologies** <br><br> **The beginning teacher uses a variety of instructional strategies and technologies that encourage each student to develop critical thinking and problem-solving skills.** | 1.7, 4.4, 4.5, 4.6, 4.7, 4.10 | 3.3 | 4 | 4, 7 | 5a, 5b, 5c, 5d, 5e, 5f | 6.1, 7.2, 7.6, 8.3, 8.7, 8.9, 16.3 | 3.1, 3.2, 3.2.4, 3.3.3, 4.1 | 1.6, 1.8, 1.10 | 3.b | 3.7, 4.1, 4.2, |
| KU 1,2,4 GE S2 | **Learning Environment** <br><br> **The beginning teacher creates a learning environment that encourages active, engaged learning, positive interaction, and self-motivation for all students.** | 6.1, 6.2, 6.4, 6.5, 6.7, 6.8 | 3.4, 3.5 | 1 | 5 | 5f, 9a, 9b, 9c, 9d | 7.4, 8.2, 8.8, 16.3 | 2.1 | 1.1, 1.4, 1.5 | 3.a-3.b | 4.3, 4.5, 4.6 |
| KU 1,2,4 GE S1, S2, S5 | **Communication and Technology** <br><br> **The beginning teacher effectively communicates in the classroom by using a variety of communication skills including verbal and nonverbal techniques, technology, and media** | 8.2, 8.4, 8.5, 8.6, 8.7, 8.8 | 3.5 | 4 | 4 | 5c, 5d | 3.1, 3.2, 3.3, 3.4, 6.1 | 3.6.1, 3.6.2, 3.6.3, 4.6, 4.7 | 1.4, 1.5, 1.10 | 3.b | 3.7, 4.1 |
| **KU/GE SLOs** | **Kean's SPECTRUM MODEL** | **NJPST** | **ACEI** | **NAEYC** | **CEC** | **NSTA** | **NCTM** | **NCTE** | **NCSS** | **ACTFL** | **NASPE** |
| KU | **Assessment** | 5.4, 5.5, 5.6, | 4 | 3 | 8 | 8a, 8b, 8c | 7.5, 7.6 | 4.1 | 1.2, 1.4, | 5.a-5.b | 4.3, 5.1, |

| KU/GE SLOs | Kean's SPECTRUM MODEL | NJPST | ACEI | NAEYC | CEC | NSTA | NCTM | NCTE | NCSS | ACTFL | NASPE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1,2,4 GE S3 | The beginning teacher effectively uses formal and informal assessment strategies to evaluate student progress and makes appropriate adjustments to instruction based on his/her assessment. | 5.7 | | | | | | | 1.5 | | 5.2 |
| KU 1,2,4 GE S1, S2, S5 | Student Support<br><br>The beginning teacher works with parents/family members, school colleagues, and community members to support student learning and development. | 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9 | 1, 5.2 | 1, 2, 3 | 2, 3 | 7a, 7b | 8.7, 8.8, 16.1 | 2.5, 4.10 | 1.1, 1.2, 1.4, 1.5 | 6.b | 3.1, 3.4, 3.5, 3.6, 4.4 |
| KU 1,2,4 GE S4 | Reflection and Professional Development<br><br>The beginning teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally. | 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7 | 5.1 | 5 | 9 | 10a, 10b, 10c, 10d | 8.4, 8.5, 8.8 | 2.3 | 1.1, 1.2, 1.4, 1.5 | 6.a | 6.1, 6.2, 6.3 |
| KU/GE SLOs | Kean's SPECTRUM MODEL | NJPST | ACEI | NAEYC | CEC | NSTA | NCTM | NCTE | NCSS | ACTFL | NASPE |
| | Dispositions | | | | | | | | | | |
| KU 1-4 | Diversity/Individual Differences | 2.2, 2.3, 2.6. | 1, 3.2 | 1, 3 4 | 2, 3, 6 | 5a, 5b | 7.1, 8.1 | 2.2, 3.1, | 1.1, 1.2, | 3.b | 3.4, 3.5, |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| GE K2, S1, S2, S4 | **The beginning teacher appreciates individual, cultural, and linguistic differences, shows respect for the diverse talents of all learners, and is committed to helping develop self-confidence and competence.** | 2.7, 2.8, 2.9, 3.5, 3.6, 3.7. 3.10 | | | | | | 3.3, 3.4, 4.4 | 1.9, 1.10 | | 3.6 |
| KU 1, 4 | **High Expectations and Fairness** <br><br> **The beginning teacher believes that all students can learn at high levels and persists in helping all students achieve success.** | 2.8, 2.9 | 1, 3.2, 5.1 | 1, 3, 4 | 5, 7 | 5b, 8c | 8.3, 8.8 | 4.10 | 1.1, 1.2, 1.4, 1.5 | 3.b, 6.b | 4.3, 6.1, 6.4 |
| KU 1,3 <br><br> GE K2, S1, S2 | **Community/Culture** <br><br> **The beginning teacher works productively within community and cultural norms.** | 3.1, 3.2, 3.8, 4.7 | 5.2 | 2 | 9, 10 | 7a, 7b | 7.1, 7.4, 8.1 | 2.3, 2.5, 3.6.1 | 1.1, 1.2, 1.4, 1.5, 1.9 | 6.b | 6.4 |

| KU/GE SLOs | Kean's SPECTRUM MODEL | NJPST | ACEI | NAEYC | CEC | NSTA | NCTM | NCTE | NCSS | ACTFL | NASPE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| KU 1, 3<br><br>GE S2 | **Positive Climate**<br><br>**The beginning teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.** | 6.4, 6.5, 6.6, 6.8, 6.9 | 3.4 | 4 | 5 | 5f | 7.4, 8.7, 8.8 | 4.3 | 1.2, 1.4, 1.5, 1.6 | 3.a | 4.5, 4.6 |
| KU 1,3,4 | **Positive Role Model**<br><br>**The beginning teacher recognizes her/his responsibility to serve as a positive role model.** | 4.9, 4.10, 4.11, 4.12 | 5.1 | 5 | 9, 10 | 10b, 10c | 7.2, 7.3, 8.1 | 2.3, 3.7.1, 3.7.2 | 1.3, 1.4, 1.5, 1.6, 1.10 | 6.b | 2.1-2.3, 6.3 |
| KU 1-4<br><br>GE K1-K4, S1-S5 | **Life-long Learner**<br><br>**The beginning teacher is a life-long learner who seeks out opportunities for continued growth.** | 10.1, 10.3 | 5.1 | 5 | 9, 10 | 10a | 8.5, 8.8 | | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4 | 1.c, 6.a | 6.2 |

**Table 2: Advanced Programs**

| KU SLOs | Kean's SPECTRUM MODEL Advanced Learning Outcomes | NAEYC | ACEI | IRA | CEC | ELCC | NASP |
|---|---|---|---|---|---|---|---|
| | **Knowledge:** | | | | | | |
| KU1-4 | A. The candidate knows subject/field and knows appropriate pedagogy, strategies, practices. | 1a, 1b, 4, 5 | 2.1-2.7 | 2 | 4, 7 | 1-7 | Domains 1, 2, 3, 4, 5, 6, 7, 8, and 9 |
| | B. The candidate understands the role of social, psychological, political, historical and technological forces in making sound educational/clinical decisions. | 6e | 5.2 | 1 | 1, 2 | 6 | Domains 1, 2, 3, 4, 5, 6, 7, 8, and 9 |
| | C. The candidate examines the nature of teaching and schooling as a reflective practitioner and formulates a personal education philosophy. | 1a, 1b | 5.1, 5.2 | 6 | 1 | 2 | Domains 3, 5, and 10. |
| | D. The candidate demonstrates understanding of diversity and multiple perspectives. | 2a,b,c | 1, 3.2 | 4 | 1, 3, 6 | 1-7 | Domain 8 |
| | E. The candidate is knowledgeable about various federal, state, and/or local educational agencies and professional organizations. | 6b | 3.3 | 6 | 1 | 6 | Domains 3, 4, and 10 |
| | F. The candidate understands the range of technological applications within the field and recognizes the importance of technology in professional practice. | 1c | 4.8, 4.12 | 2 | 6, 7 | 2,3 | Domains 1 and 9 |
| | G. The candidate demonstrates knowledge of national, professional and state standards (New Jersey Core Curriculum Content Standards). | 1c | 3.3 | 2 | 1, 9 | 2,6 | Domains 3, 4, and 10 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | H.  The candidate demonstrates knowledge of assessment and evaluation appropriate to field. | 1c, 3a-d | 4 | 3 | 8 | 2 | Domain 1 |
| | I.  The candidate demonstrates an understanding of research terminology, concepts and practices. | 6c, 6d | 4.8, 4.12 | 1 | 1, 9 | 2,3,6,7 | Domain 9 |
| | J.  The candidate interprets educational/clinical data, issues and trends. | 6d | 4 | 3 | 8 | 2,6,7 | Domains 1 and 9 |
| Skills | | | | | | | |
| | A.  The candidate applies knowledge and content pedagogy and/or professional practice appropriate to field and setting. | 1c, 4, 5 | 2.1-2.7, 3.1 | 2 | 7, 9 | 2,7 | Domains 1, 2, 3, 4, 5, 6, 7, 8, and 9. |
| | B.  The candidate applies a practical problem-solving perspective sensitive to the context of school, community and society. | 2a,b,c | | 2 | 3, 5 | 3,6,7 | Domains 6, 7, and 8 |
| | C.  The candidate evaluates, clarifies and refines personal philosophy of professional practice. | 1a,b | | 6 | 1, 9 | 1,5 | Domain 10 |
| | D.  The candidate fosters and participates in collaboration in all professional settings. | 3b | | 6 | 9, 10 | 3,4,7 | Domain 7 |
| | E.  The candidate demonstrates ability to assess, analyze, monitor and promote student/client progress. | 1c | 4 | 3 | 8, 7 | 2,7 | Domains 1, 3, 4, and 9 |

| | | | | | | |
|---|---|---|---|---|---|---|
| F.  The candidate uses technology appropriate to field. | 1c, 6f | 4.8, 4.12 | 2 | 4, 6, 7 | 7 | Domain 1 |
| G.  The candidate implements effective strategies for teaching/supervision/professional practice and supports and fosters the belief that all children can learn. | 1c, 4, 5 | 1, 3.2, 5.1 | 2 | 2, 4, 7, 9 | 2,7 | Domains 3, 4, 5, and 8 |
| H.  The candidate integrates knowledge derived from professional research into practice in various educational/clinical settings. | 4, 5 (all) | | 1 | 7, 9 | 1-7 | Domains 1 and 9 |
| I.  The candidate applies action research to discover new information and/or solve problems in professional settings. | 6c | 5.1, 5.2 | 1 | 5, 7 | 7 | Domains 1 and 9 |
| J.  The candidate demonstrates effective oral and written communication skills. | 6f | 3.5 | 1 | 6, 9 | 1-7 | Domain 1 |
| K. The candidate analyzes and evaluates his/her own professional skills. | 6 | 3.5 | 6 | 9 | 7 | Domain 10 |
| **Dispositions** | | | | | | |
| A.  The candidate promotes an appreciation and understanding of diversity in schools and society and demonstrates a commitment to meet the educational needs of all stakeholders in a caring, non-discriminatory and equitable manner. | 2a,b,c | 1, 3.2, 5.1 | 4 | 2, 3, 5 | 1-7 | Domain 8 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | B. The candidate commits to collaborative professional partnerships in schools and other learning communities. | 2a,b,c | 5.1, 5.2 | 6 | 10 | 3,4,6,7 | Domain 7 |
| | C. The candidate creates a positive school climate in which teaching and learning are primary concerns. | 4, 5 (all) | 5.1, 5.2 | 5 | 5 | 2,7 | Domains 3, 5, and 6 |
| | D. The candidate recognizes the ethical implications surrounding contemporary problems and issues. | 6b | | 6 | 9 | 5,7 | Domain 10 |
| | E. The candidate commits to ethical principles of research. | 6b | | 1 | 9 | 7 | Domains 1, 9, and 10 |
| | F. The candidate commits to moral and ethical principles of leadership; affirms human dignity and an ethic of caring for all people. | 6b | 5.1, 5.2 | 6 | 9, 2 | 3,5,7 | Domains 8 and 10 |
| | G. The candidate models professional and leadership behaviors in all interactions with school and community. | 6a | 5.1, 5.2 | 5 | 9, 10 | 2,3,4,5,7 | Domains 7 and 10. |

**Table 3:**

| Assessment | When Collected | How Collected | What Happens Once Collected |
|---|---|---|---|
| Praxis I (I) | Entry to Program | ETS to Dean's Office to Departments | • Used for entry to COE/Program<br>• Evidence of competency in education general requirements |
| Introductory Field Performance Competency Assessment (I) | Intro. Field Course (Sophomore Field) | Course Instructors compile data and submit online<br><br>www.kean.edu/~ncate | • Distributed to programs for program improvement<br>• Entry to COE/Program |
| Teacher Work Sample Portfolio (I) | One phase each year in program | Levels I, II, & III by Course Instructors to TPC; Level III also by University Supervisor to TPC | • Distributed to programs for program improvement<br>• Distributed to COE for unit evaluation |
| Preprofessional Field Experience Performance Competency Assessment (I) | During Preprofessional Field Experience (Junior Field) | By Cooperating Teacher and University Supervisor to TPC | • Distributed to programs for program improvement<br>• Distributed to COE for unit evaluation |
| Professional Internship Performance Competency Assessment (I) | During Professional Internship (Senior Field) | By Cooperating Teacher and University Supervisor to TPC | • Distributed to programs for program improvement<br>• Distributed to COE for unit evaluation |
| Video Tape Analysis (I) | During Professional Internship | By University Supervisor to TPC | • Distributed to programs for program improvement |
| Praxis II Exam(s) (I) | Before Professional Internship | Candidate submits score to TPC and ETS to Dean's Office to Departments | • Used for entry to Professional Internship<br>• Distributed to programs as evidence of competency in content knowledge<br>• Distributed to COE for unit evaluation |

| Report Cards (surveys about your learning experiences) (I, A) | Each semester in culminating classes | Instructor submits to COE NCATE office | • Distributed to programs for program improvement<br>• Distributed to COE for unit evaluation |
|---|---|---|---|
| Survey of Graduates (I, A) | Mailing one year after graduation | Graduates complete online www.kean.edu/~ncate | • Distributed to programs for program improvement<br>• Distributed to COE for unit evaluation |

**Table 4:**         **COLLEGE OF EDUCATION ASSESSMENT SYSTEM**

**INITIAL PROGRAMS**

Praxis I & II Data by Program

Field Experience Data by Program

TWS Data by Program

Report Card Data by Program

Graduate Survey Data by Program

Program Review Data (6-8 Key Assessments)

Department/Program

Employer Focus Group Data

Graduate Focus Group Data

Employer Survey Data

Report Card Unit Data

Praxis I & II Unit Data

Field Experience Data

TWS Portfolio Unit Data

COE Dean

Administrative Council

Other Unit Committees & Councils

**ADVANCED PROGRAMS**

Admissions Data

Comprehensive Exam Scores /Projects

Clinical/Practicum Data

Report Card Data by Program

Graduate Survey Data by Program

Program Review Data (6-8 Key Assessments)

Department/Program

Actions

New Program Development

New Course Development

Refining of Assessments & Data Collection

Program Improvement Plan

Review & Change Policies & Procedures

Faculty Development &

Monitor Recruitment &

Unit Mission & Outcomes