School of Education Assessment Plan-2003

School of Education Mission and Objectives

The School of Education at UW-Madison includes eight departments, devoted to research and encompassing a wide range of educational programs, for example, teacher education, summer youth programs, adult education, distance learning and professional training. The primary focus includes over 25 teacher education certification programs at the undergraduate level. In addition to teacher education, the School of Education includes numerous other professional education programs, including counselors, special educators, occupational therapists and artistic training.

The mission of graduate education within the School of Education includes research and training components. As an accredited research institution, there exists a strong emphasis on scientific training, creating and integrating new knowledge and theory, and providing leadership for university professionals and a wider educational community, such as Wiscons in schools, teachers and administrators. In addition to research opportunities, the School of Education prepares graduate students for professional service in educational settings, such as counseling and consultation, policy studies, educational rehabilitation and educational administration.

Administrative Structure for Assessment

The School of Education administrative structure for assessment incorporates internal and external evaluative and accreditation procedures. Every department in the School of Education follows assessment guidelines which include measuring student progress in individual departments, reviewing entire programs and departments, evaluating alumni, with respect to length of study and job placement, and implementing course and curric ulum changes and other improvements, if necessary.

Each department is represented and participates on the Academic Planning Council, which meets on a monthly basis to assist departments in accomplishing their missions, for both undergraduate and graduate programs. An Associate Dean of the School of Education is responsible for the oversight of departmental evaluations and participates on the Academic Planning Council.

In addition to UW System 10-year reviews, external certification and accreditation requires assessment by organizations such as National Association of Schools of Art and Design, Wisconsin Department of Public Instruction, University Council for Educational Administration, Council on Rehabilitation Education, Commission on Accreditation of Allied Health Education Programs, American Psychological Association, Council for the National Register of Health Service Providers in Psychology, Association of Schools and Agencies for the Handicapped, and the American Occupational Therapy Association. These reviews are included in the assessment structure of individual departments.

The State of Wisconsin passed PI 34 law on July 1, 2001, which regulates undergraduate teacher education. This law focuses on certification and licensure of educators and states standard requirements for all pre-service teacher education programs, and involves the development and implementation of a performance-based assessment system. The Wisconsin Teacher Standards in PI 34 require, for example, that teachers:

- understand the central concepts and structures of their discipline;
- understand and support broad ranges of learning ability and personal development;
- understand and use a variety of instructional strategies;
- know how to evaluate student progress;
- be able to evaluate themselves and become reflexive practitioners; and
- are connected with other teachers and the community.

PI 34 serves as a frame for the development and improvement of UW- Madison teacher education programs. UW- Madison School of Education has developed fifteen standards which encompass the requirements of PI 34 for the teacher education programs. Another tenet of PI 34 requires all teacher education students, graduating after August 2004, to take state content examinations in their area(s) of certification.

Current Assessment Practices

Currently, a system for the implementation of PI 34 is being finalized. The development and organization of this system has been directed through the Dean's Office at the School of Education and will be fully implemented in the fall of 2003 to satisfy the Department of Public Instruction requirements.

In addition, ten year reviews of individual departments of the School of Education are conducted as required by the UW System. Self-Studies, including student exit interviews and surveys, course and instructor evaluations, information about current students and alumni, are conducted by the departments. Once completed, external reviewers are invited to the department to evaluate the self-studies and make recommendations. The Academic Planning Committee oversees these 10-year reviews and ensures that the specific goals of the School of Education are embodied in each department.

External accreditation agencies, noted above, constitute another major motivation for assessment in the School of Education, helping maintain and provide high quality education to its students for research and career placement. These accreditation reviews complement the internal reviews and are another effective evaluation tool for faculty and staff in individual departments.

Electronic Portfolios are an important part of the School of Education's programs, required in elementary, secondary, kinesiology, special education, communicative disorders and counseling education; other programs presently use paper portfolios. They are currently implemented according to each program's objectives, for example,

portfolios have been part of Elementary Teacher Education since Fall 2001. The portfolio is part of the new PI 34 teacher certification and licensure regulations and is a tool to ensure that UW-Madison Teacher Education standards have been met. The Wisconsin Department of Public Instruction defines a "portfolio" as "a collection of documentary evidence to demonstrate proficiency that may include but is not limited to whole group and individual pupil performance as measured by state, local, formal and informal assessments; lesson plans; supervisor and mentor comments of classroom performance; journals documenting samples of pupil errors and analysis of teacher interpretations of errors; ongoing documentation of classroom management techniques and results; and curriculum adaptations for children with disabilities or other exceptionalities with related outcome measures."

Directions for Improvement

In maintaining and improving the quality of education for each program and department in the School of Education, on-going assessment practices provide an effective way to improve practice and to reflect changes in educational practice. One addition to the School of Education's plan will be the assessment of PI 34, after its integration into Teacher Education Programs. It will be evaluated according to its impact on students, faculty and course development.

Another direction for improvement is in the response of the School of Education to recommendations by the external reviewers for the 10-year reviews. A system could be developed to better assure that each recommendation is considered and action taken by the program reviewed.

Directions for improvement of the School of Education assessment plan will occur in a timely fashion. The Teacher Education Program, for example, will be closely monitored by the UW System, as well as the Department for Public Instruction, assuring the effectiveness and usefulness of the program. A better system for monitoring the follow-up to external reviewers' recommendations of departmental 10-year reviews will be developed as these reviews occur.

Five Year Plan

As part of The School of Education's assessment plan the following academic departments will conduct UW System ten year reviews and/or accreditation reviews over the next five years (2004-2008): Curriculum and Instruction, Counseling Psychology, Dance Program, Educational Administration, Educational Psychology, Kinesiology, and Rehabilitation Psychology and Special Education.