

UAS Timeline

Updated Spring 2003, Spring 2004, Spring 2005

2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Stakeholder Involvement					
<p>Identify stakeholder groups for each program team.</p> <p>Review current stakeholder involvement for areas that need to be strengthened, revised.</p> <p>Determine how to keep stakeholders involved in the assessment system.</p>	<p>Create a structure to maintain stakeholder involvement.</p> <p>Work with programs to refine surveys aligned to CF standards to be used with stakeholder groups (employers, candidates, alumni).</p>	<p>Generate supportive strategies for stakeholder involvement.</p> <p>Document stakeholder involvement in UAS.</p> <p>Survey graduating candidates, current candidates.</p> <p>Keep stakeholder groups informed on UAS.</p>	<p>Conduct a 3rd year review of stakeholder involvement.</p> <p>Document the diversity of stakeholder groups.</p> <p>Analyze how technology is used by programs to keep groups informed.</p> <p>Survey clinical supervisors, new teacher employers, alumni, graduating candidates, current candidates, program applicants.</p>	<p>Compile a 4th year review of stakeholder involvement.</p> <p>Compile documentation of stakeholder involvement in 03-04 data review including diversity of stakeholders.</p> <p>Survey employers, candidates, clinical supervisors.</p>	<p>Compile a 5th year review of stakeholder involvement.</p> <p>Survey student teachers and cooperating teachers.</p> <p>Survey clinical supervisors, new teacher employers, graduating candidates, current students, program applicants.</p> <p>Compile documentation of stakeholder involvement in 04-05 data review including diversity of program stakeholder group.</p>

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Conceptual Framework					
<p>Review printed documents such as the mission, goals, belief statements, how dispositions were assessed and the degree of alignment to one another.</p> <p>Begin curriculum audit to identify program modifications needed.</p>	<p>Ensure that the conceptual framework incorporates all INTASC and IPSB content and developmental standards.</p> <p>Establish clusters of ‘themes’ to encompass the CF.</p> <p>Ensure that each program incorporates the mission, goals, beliefs, and dispositions of the CF into program standards.</p> <p>Prepare a standard syllabus format for Unit review.</p> <p>Map standards to ensure that all IPSB and INTASC standards are integral to programs.</p> <p>Maintain the updated CF on the SOE website.</p>	<p>Monitor the knowledge bases cited in the CF as indicators of best practices.</p> <p>Ensure that CF themes are embedded in long-range strategic planning activities.</p> <p>Monitor course syllabi for inclusion of mission and dispositions.</p> <p>Monitor new content standards approved by IPSB are mapped to program standards (chemistry, physics, reading, counseling, journalism, T2T).</p>	<p>Review the four CF themes as ‘best practice.’</p> <p>Update program mapped standards to reflect changes in teaching and assessments.</p> <p>Monitor course syllabi for inclusion of CF.</p>	<p>Review the CF knowledge bases, ensuring that best practices are cited, with particular attention to technology and diversity.</p> <p>Survey candidate perceptions of themes and technology emphases in their program.</p> <p>Monitor course syllabi for inclusion of CF themes, standards, technology and diversity.</p>	<p>Review the mission, goals, beliefs and dispositions for the degree of continued, shared beliefs.</p> <p>Monitor course syllabi for inclusion CF themes, standards, technology and diversity.</p>

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Assessment System for Individual Candidates					
Pilot transition points where candidates could be summatively assessed.	<p>Continue to pilot and finalize assessment system to include formative and summative assessments of standards.</p> <p>Ensure a range of performance-based assessment strategies for programs in Unit.</p> <p>Provide training for faculty to refine assessment skills.</p> <p>Review staffing needs for data collection and analysis.</p>	<p>Streamline candidate data collection procedures to eliminate redundancy and data overload.</p> <p>Identify how candidates are informed regarding program guidelines and their status in the program.</p> <p>Prepare student review and remediation plans.</p> <p>Update the website to include mapped standards, examples of portfolio entries, and summative assessments.</p> <p>Create and continue to refine rubrics that prepare candidates for authentic assessment.</p> <p>Monitor individual student progress (formative and summative) remediation practices.</p> <p>Document program assessment inter-rater</p>	<p>Document evidence that summative decision point performance assessments</p> <p>Ensure that handbooks have adequate information to keep candidates informed.</p> <p>Monitor the effectiveness of the electronic data collection system.</p> <p>Explore the feasibility of using other commercial data collection systems.</p> <p>Collect examples of how candidates are provided on-going formative and summative feedback regarding their</p>	<p>Update documentation on the range of performance-based assessment strategies used in the Unit.</p> <p>Monitor program student assessment documentation.</p> <p>Survey candidates in all programs to determine satisfaction levels of candidates regarding receiving adequate information about program standards and assessments.</p> <p>Monitor individual student progress (formative and summative) remediation practices.</p>	<p>Update documentation of how candidates are informed regarding program guidelines and their status in the program.</p> <p>Monitor student assessment documentation.</p> <p>Review handbooks for needed program updates and/or change in format.</p> <p>Monitor individual student progress (formative and summative) remediation practices.</p>

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		<p>reliability.</p> <p>Monitor Unit collection of individual data and retrieval procedures.</p> <p>Review SDP data to ensure all program standards are assessed.</p>	<p>progress.</p> <p>Monitor individual progress (formative and summative).</p> <p>Monitor remediation procedures used.</p> <p>Review how adjuncts and field supervisors are prepared to assess candidates in Unit.</p>		

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Candidate Assessment Used to Document Quality of Program					
<p>Work with campus assessment for electronic storage and retrieval possibilities that will be compatible with campus system.</p>	<p>Train faculty and staff on Unit data collection and retrieval system.</p> <p>Document state licensing exam scores.</p>	<p>Document the percent of candidates who passed, passed with remediation, or failed standards at summative decision points.</p> <p>Document how disposition data have been collected and prepare program analysis of data collected.</p> <p>Clarify how descriptors are used across programs to ensure consistence.</p> <p>Document State licensing exam scores.</p>	<p>Ensure SDP 2 is operationalized for each program.</p> <p>Review standards mapping with OIRA.</p> <p>Document the percent of candidates who passed, passed with remediation, or failed standards at summative decision points for program strengths and weaknesses.</p> <p>Document how disposition data have been collected and analyzed.</p> <p>Document State licensing exam scores.</p> <p>Document the percent of</p>	<p>Prepare surveys to document quality of program (themes survey, technology survey) and prepare data reviews of external data.</p> <p>Ensure that SDP3 is operationalized for each program.</p> <p>Document the percent of candidates who passed, passed with remediation, or failed standards at summative decision points for program strengths and weaknesses.</p> <p>Document how disposition data have been collected and analyzed.</p> <p>Document State licensing exam scores.</p> <p>Document the percent of candidates who successfully completed the BTAP.</p>	<p>Document the Focus on data collection for final DP for documentation of program quality.</p> <p>Document the percent of candidates who passed, passed with remediation, or failed standards at summative decision points.</p> <p>Document how disposition data have been collected and analyzed for program strengths and weaknesses.</p> <p>Document State licensing exam scores.</p> <p>Document the percent of candidates who successfully</p>

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			candidates who successfully completed the BTAP. Monitory rater training initiatives.	Update rater training initiatives. Review program Predictors of Success documentation. Develop a generic Due Process form.	completed the BTAP. Review program Predictors of Success documentation. Implement the generic Due Process format.

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Use of Aggregated Assessments from Candidates to Refine and Revise CF and Programs					
Discussions on how data will be aggregated.	Prepare descriptions and timelines showing how data from candidate assessments are reviewed systematically by stakeholder groups.	Prepare assessment data documentation used to refine and revise programs.	Prepare program data reports for SOE faculty. Document the procedures used to refine and revise programs.	Prepare program data reports for SOE faculty. Document the procedures used to refine and revise programs.	Prepare a focus study of each program's final SDP. Document the procedures used to refine and revise programs.

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Assessment System Continuously Managed					
<p>Discussions on timeline to ensure the unit that the assessment system will be continuously monitored to comply with IPSB and NCATE timelines.</p>	<p>Designate a faculty member to manage the UAS and finalize report writing.</p> <p>Prepare rationale for a full-time data base coordinator.</p> <p>Prepare a UAS timeline to document progress and provide direction.</p> <p>Prepare written descriptions of the procedures for data management including collection, recording, storage, and retrieval.</p> <p>Prepare an assessment budget with input from each program regarding expected needs.</p> <p>Prepare the UAS assessment plan to comply with campus assessment initiative. Identify a faculty member to manage UAS and finalize report writing.</p>	<p>Designate a faculty member to manage the UAS and finalize report writing.</p> <p>Review of the responsibilities of the UAT and the Unit Assessment Coordinator position by the Governance and Resource Committee.</p> <p>Ensure that program and team minutes are archived for easy retrieval.</p> <p>Ensure that data is secured and confidentiality is maintained with a clarification of who has access.</p> <p>Prepare an assessment budget with input from each program regarding expected needs.</p> <p>Prepare an assessment plan for the campus assessment initiative.</p>	<p>Designate a faculty member to manage the UAS and finalize reports.</p> <p>Prepare documentation for the campus assessment initiative.</p> <p>Engage stakeholder groups in decisionmaking.</p>	<p>Designate a faculty member to manage the UAS and finalize reports.</p> <p>Prepare documentation for the campus assessment initiative.</p> <p>Engage stakeholder groups in decisionmaking.</p>	<p>Designate a faculty member to manage the UAS and finalize reports.</p> <p>Prepare documentation for the campus assessment initiative.</p> <p>Engage stakeholder groups in decisionmaking.</p>

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Review and Revision of Assessment System					
<p>Discussions on reviewing and revising the assessment system.</p>	<p>Prepare and distribute a timeline of tasks that will be completed each year.</p> <p>Monitor annual documentation from programs regarding assessment initiatives and stakeholder involvement.</p>	<p>Prepare and distribute a timeline of tasks that will be completed each year.</p> <p>Prepare a long-range plan for aggregating assessment data from candidates to revise and refine CF and programs.</p> <p>Provide annual documentation from programs regarding assessment data reviewed and stakeholder involvement in decisionmaking.</p>	<p>Prepare and distribute a timeline of tasks that will be completed each year by PAUE.</p> <p>Provide annual documentation from programs regarding assessment data reviewed and stakeholder involvement in decisionmaking.</p>	<p>Prepare and distribute a timeline of tasks that will be completed each year by PAUE.</p> <p>Provide annual documentation from programs regarding assessment data reviewed and stakeholder involvement in decisionmaking.</p>	<p>Prepare and distribute a timeline of tasks that will be completed each year by PAUE.</p> <p>Provide annual documentation from programs regarding assessment data reviewed and stakeholder involvement in decisionmaking.</p>