Section 1 Overview of University Assessment  
University of Nevada, Reno  

1.1 General Considerations  

The quality of the individual teacher candidate and the quality of the program as an entity are determined through an assessment system first initiated in the 1980’s. The College’s Associate Dean works with the Director of Clinical Experiences and Assessment and the Education Assessment Committee (EAC), a subcommittee of the Teacher Education Coordinating Committee (TECC), to oversee the College’s overall assessment program.

The College’s primary mission is the development of each candidate as a professional educator. This mission also reflects the overall mission of the University. Yearly goals are developed and revisited periodically to ensure that the mission of the University and Unit are being met.

The College has developed guidelines for advanced candidate admission that reflect state laws and requirements of regulatory agencies. They are designed to help candidates gain a wide range of knowledge and skills so that they will become effective and successful professionals that reflect the

*Unit’s conceptual framework.*

The four themes of the conceptual framework are described as follows:

**Love of Learning.** Knowledge is not a fixed set of truths which are handed down. Therefore, educators must be open to discovery and derive pleasure as the mind extends life themes into new realms of meaning. Learning is intrinsically rewarding, combining the cognitive with the affective. The mastery, curiosity, and desire for knowledge become animating forces in the intellectual life of a learner. Because of a love of learning and desire to meet the needs and desires of students, educators must seek to build a growing repertoire of knowledge, as well as professional skills.

**Strong Fund of Knowledge.** Educator’s intellectual resources and dispositions largely determine their capacity to engage students’ minds and hearts in learning. Therefore, a strong fund of subject matter knowledge is essential in professional preparation. Educators must possess knowledge of, knowledge about, and a positive disposition toward subject matter. Educators must also possess a strong fund of
pedagogical knowledge in order to adequately represent subject matter to students, or to translate knowledge into classroom curricular events. Pedagogical content knowledge represents a blending or melding of content and pedagogy that is uniquely the province of teachers, his or her own special form of professional understanding. To maximize the use of pedagogical knowledge, educators must possess a rich knowledge base about learners; including knowledge about physical, cognitive, and affective development and the role of a student’s experiential background in the learning process. Educators must also possess a strong fund of curricular knowledge including different views of curriculum and ensuing consequences for the role of the educator; some conception of curricular planning processes and the knowledge necessary to carry it out; and the realities of curricular decision making. Educators must be able to link subject matter with pedagogy as they shape experiences that enable students to develop and learn.

Reflective Practice. Educators should be able to make sound judgments and choices in selecting particular approaches and adapting them in ways that are consistent with their goals and that serve the best interests of their students. Educators who become experts at their craft have learned how to reflect systematically and develop strategies for learning from their experiences. Such an ability will depend on the acquisition of a reflective attitude toward teaching. Reflective teaching should be thought of as a general professional disposition, regardless of the philosophical framework out of which one works. Reflective practice informs decision-making, which is a key element in the instructional process, and is essential to effective participation in an educational setting.

Democracy and Multiculturalism. We live in a pluralistic society that reflects a rich and diverse mixture of cultures and experiences. Consequently, schools should provide learning opportunities that give all students access to forms of social, political, and economic power. The purpose of educational institutions should be to give voice to the diversity of its people, as well as represent dominant values and positions. This must be done within a critical framework that supports open forums for discussion and debate, as well as moving toward forms of schooling that are empowering in intent and are rooted in forms of social justice and community. Representation of the diversity of thinking that is reflective of a multicultural society is mandatory within educational institutions that support multiculturalism. Open access to information is of critical importance within a multicultural democratic community.

Relationship of Conceptual Framework to Performance Assessment Standards

The four themes of the conceptual framework – love of learning, strong fund of knowledge, reflective practice, and democracy and multiculturalism - have become the institutional standards from which the unit assesses its candidates. The adopted standards for teacher preparation programs in Nevada are the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. The INTASC Standards have been reviewed by University of Nevada, Reno College of Education faculty and stakeholders and were combined into five domains that are referred to as the “domains of professional competence”. The domains have been woven into the existing conceptual framework and are the basis for assessment of initial level candidates. The five domains of professional competence are:
• Knowledge of Students and Learning Environments – The candidate understands how children learn and develop as well as how they differ in their approaches to learning. The candidate demonstrates that they can actively and appropriately support the learning of children with a variety of learning and behavioral characteristics.

• Knowledge of Subject Matter and Planning – The candidate has knowledge of the discipline(s) and his/her ability to design and develop learning experiences that allow students to learn in meaningful ways. The candidate selects instructional strategies and materials that are appropriate for curriculum goals and the learning context.
• Delivery and Management of Instruction – The candidate demonstrates his/her ability to use a variety of instructional materials and approaches to deliver instruction effectively. The candidate can demonstrate use of group and individual motivation, as well as effective verbal and nonverbal communication to create positive and effective learning.

• Knowledge and Use of Assessment – The candidate has the knowledge and ability to use formal and informal assessment strategies to plan, evaluate, and strengthen instruction. The candidate demonstrates a positive impact on student learning.
• Professionalism – The candidate demonstrates potential as a professional educator. Reflections demonstrate thoughtful analysis, active inquiry, and appropriate goals for learning and development. The candidate presents a Performance Assessment Portfolio that is professional in all aspects, including writing mechanics, presentation, and appearance.

Assessment is a major factor at all levels of study for initial candidates. Until a candidate enters a professional course of study, assessments are generic to all. This includes a pre-admission requirement to maintain a certain GPA to remain in good academic standing.

All UNR initial teacher education programs are offered at the undergraduate level and all advanced teacher education programs are offered at the graduate level. The terms “initial” and “advanced” are used in this document but the terms “undergraduate” and “graduate” may be used in other documents and for Teacher Education purposes should be considered synonymous to “initial” and “advanced” respectively.

1.2 Overview of Initial/Undergraduate Program Assessments

The Summary of Elements Table shown below cross-references Initial Program Assessments with knowledge, skills, dispositions, field experiences, and diversity.

Candidates for graduation must pass a series of required examinations. Candidates for entry into the Teacher Education program must take the Pre-Professional Skills Test (PPST) in Reading, Math and Writing. There are currently no alternatives that can be used as substitutions for the required examinations.
Initial program candidates, who have expressed an interest in pursuing a degree in Education, are assigned education advisors upon entering the University and are made aware of the requirements from the beginning of their college career. At this time, the requirements of the program are explained and documented on an Advising Checksheet. Once a candidate has met the requirements to be admitted to Teacher Education, it is strongly recommended that the candidate meet regularly with an advisor, and is monitored by his/her education instructors and the COE Advisement Center.

Initial Candidates in Teacher Education are assessed when they apply for admission to the Teacher Education Program, usually during their junior year. Advanced candidates are assessed at admission as well. Once admitted all Initial and Advanced Candidates are involved in ongoing assessments conducted in courses (content and practicum), at mid-point, at exit, and in follow-up studies. Appeals to this procedure are processed through the Education Appeals Committee of the TECC.

**Section 2 System for Performance Assessment of Initial Candidates**

The sequence of the Unit’s system for performance assessment of initial candidates includes three decision points:

**Sequence of Program Decisions**

- 2.1 Admission to the University
- 2.2 Admission to Teacher Education (Decision Point 1)
- 2.3 Admission to Internship (Decision Point 2)
- 2.4 Recommendation for Certification (Decision Point 3)

**2.1 Initial Candidate Admission to the University**

The first step of the assessment of Teacher Education candidates is at the time of admission to the University. Upon admission to University of Nevada, Reno, high school transcripts, college transfer transcripts (if applicable), and college testing program scores (ACT, SAT, or AcuPlacer, if applicable) are required and reviewed by University personnel. Nevada State Program of Education guidelines for all Nevada high school students are available online [http://www.doe.nv.gov/Curriculum_ Standards/](http://www.doe.nv.gov/Curriculum_Standards/). Candidates are placed into developmental sections of English and/or math if necessary based on ACT, SAT, or AcuPlacer scores.

Candidates are advised into an appropriate beginning sequence of courses that is intended to lead to a successful college experience. In some cases, admission to the University is contingent on candidates completing one or more remedial courses. A number of instructional and
personal support services are available to students. These resources include: Advising and Academic Enhancement, the Writing Center, the Math Learning Center, Medical and Wellness Services, Counseling Services, the Associated Students of University Nevada—which has 15 different clubs that advocate for diversity, the Center for Student Cultural Diversity, and the Disability Resource Center. Faculty and Professional advisors are available for further assistance.

2.2 Decision Point #1: Initial Candidate Admission to Teacher Education

Candidates may declare an education major upon admission to University of Nevada, Reno and are assigned an advisor. During their freshman and sophomore years, Teacher Education candidates take an array of specific courses in the university’s Core Curriculum which includes coursework in composition, literature, fine arts, history, life/physical science, mathematics, and cultural diversity. Prior to admission to Teacher Education, candidates take the Praxis I (PPST), a basic skills test in mathematics and writing. Praxis I test scores help indicate the quality of candidates who are attempting to apply to the Teacher Education programs. Note: If a candidate does not pass the Praxis I after the second attempt, he/she is required to meet with the Coordinator of Teacher Education Advising to develop and complete a success plan before proceeding with another attempt.

Candidates complete almost all of the Core Curriculum requirements prior to admission to Teacher Education. Pre-majors in the Integrated Elementary Teaching Program (IETP) and Secondary Education teaching program take some required coursework during their freshman and sophomore years. Candidates in the IETP take coursework in technology, school law, special education, math, literacy, and foundations. Secondary candidates complete coursework in their majors, technology, and introduction and foundation courses.

GPA requirements vary by program. A minimum grade of ‘C’ or higher is required in all education and field experience courses.

At the time of admission to the Teacher Education program, candidates are expected to have demonstrated, at least at a beginning level, the following Nevada Professional Teaching Standards criteria:

- knowledge of general education,
- knowledge of essential concepts of their content studies,
- knowledge of philosophical, historical, social, and theoretical foundations of education,
- knowledge of characteristics and equitable treatment of diverse learners,
- knowledge of legal and ethical issues and practices in education,
- knowledge of foundations of education, ability to implement non-biased techniques for meeting needs of diverse learners,
- ability to use and support effective communication techniques in order to develop a positive learning environment,
- a commitment to professionalism and ethical standards,
- respect for cultural and individual differences by providing equitable learning opportunities for all, and
- dispositions appropriate for teaching.
Candidates applying for admission to Teacher Education must submit a completed secondary education or elementary education Teacher Education application by the date specified and provide the following evidence:

**Secondary Teacher Education**

**Academic Ability**
- Cumulative GPA of at least 2.50

**Content Knowledge**
- Major GPA of at least 2.50

**Professional Knowledge**
- Education GPA of at least 3.0
- Take EDU 202 (Introduction to Teaching - Secondary) with a grade of C or better and including field experience with children.
- Earn a grade of ‘C’ or higher in education courses
- A reflective essay which discusses the candidate’s understanding of the purpose of public education and how the complex issues facing secondary educators are going to affect the candidate as a teacher
- A resume or curriculum vitae focusing on education-related experiences

**Knowledge of Basic Skills**
- Pass all three parts of the Pre-Professional Skills Test (PPST). Passing PPST-Core scores are: Reading – 156, Writing – 162, Math – 150;
- 30 credits of college course work with cum GPA of 2.75. The credits must include core requirements in English, Math, Core Humanities, and Natural Sciences.

**Evidence of dispositions suitability for teaching**
- Signed Dispositions Form

Admission to Secondary Teacher Education normally occurs during the junior year for traditional candidates, but for transfer candidates and for candidates whose program extends beyond four years, admission to Teacher Education may not occur until they are classified as a senior. Some candidates complete the program as post-baccalaureate students (Graduate Certificate Students or Master’s Degree 1st Time Licensure Candidates).

**Elementary Teacher Education**

**Knowledge of Basic Skills**
- 45 credits of college work with cum GPA of 3.0, including program-specific Math, Science, English, and Social Studies courses.
• Complete EDU 201 (Introduction to Teaching - Elementary) with a grade of C or better and including field experience with children.
• Passing PPST-Core scores are: Reading – 156, Writing – 162, Math – 150;
• Candidates must maintain a cumulative GPA of 2.50 or higher and an Education GPA of 2.75 or higher
• a printout of your Course History showing ALL UNR and transfer credits

Professional Knowledge
• an essay on your philosophy of education
Evidence of dispositions suitability for teaching
• Signed Dispositions Form

Candidates are encouraged to discuss the Teacher Education program and Teacher Certification with their advisors on a regular basis. They are also invited to discuss these issues with the Associate Dean and Director of Teacher Education and Human Development. Candidates will not be allowed to take upper division Education courses without being formally admitted to the Teacher Education program.

Dispositions
In an effort to gather useful data and experiment with various approaches to dispositions assessment, all instructors in IETP classes 202, 313, and 413 currently have students self-assess themselves according to the slightly revised “technical dispositions” form. Instructors/assessors can then agree or disagree with the candidate self-assessments. If any areas are marked “Unsatisfactory,” then instructors meet with the candidate to address areas of concern. Additionally, there is a Disposition Referral form completed that is filed with the Director of Teacher Education and Human Development with a copy remaining on file with the Associate Dean in the Office of Teacher Education. Once a candidate has two concern forms on file, his/her progress in the program will be immediately frozen until the concerns may be addressed. These concerns are addressed on appeal to the Professional Standards and Appeals Committee via a newly created process that requires a letter outlining the appeal with accompanying letters of support from program specific faculty.

2.3 Decision Point #2: Initial Candidate Admission to the Professional Year (Decision Point 2)

Student Teaching is a 16-week student teaching experience. At the time of admission to student teaching, candidates are expected to have demonstrated, at least at a beginning level, the following Nevada teaching standards:

• knowledge of and ability to integrate general, content, and professional knowledge, including human development,
• knowledge of teaching strategies that will meet the needs of all learners,
• knowledge of a variety of assessment techniques,
• knowledge and skills in the use of technology,
• knowledge of classroom management techniques,
- knowledge of student learning standards as applicable at the grade level,
- ability to prepare and teach lessons that will accommodate all learners,
- ability to analyze teaching/learning strategies used by the mentor,
- ability to analyze teaching and learning strategies,
- appropriate written and oral communication skills,
- ability to create assessments and evaluate student work,
- commitment to teaching, and
- professional and ethical behavior.

Candidates applying for admission to the Professional Year must submit a completed Secondary Professional Year or Elementary Professional year application by the date specified and provide the following evidence:

**Secondary Education Student Internship**

**Knowledge**
- Cumulative GPA of at least 2.50
- Major GPA of at least 2.75
- Education GPA of at least 2.75

**Skills**
- Earn a grade of ‘C’ or higher in education courses ED-CIFS 302 and ED-SPED 350
  - For Kinesiology candidates: Earn a grade of ‘C’ or higher in education courses ED-CIFS 203 or ED-CIFS 302 and KINES 351
- Earn a grade of ‘P’ in ED-CIFS 301
  - For Kinesiology candidates: Earn a grade of ‘P’ in KINES 352
  - ED-CIFS 301 is not required for Art Education candidates

**Dispositions**
- Successfully complete a background check and be cleared by the Idaho State Program of Education
- Submit a Personal Goals Essay outlining the following:
  - Why have you decided to become a teacher?
  - What personal goals do you expect to achieve as a result of your decision to become a teacher?
  - What professional goals do you expect to achieve as a result of your decision to become a teacher?

**Elementary Education Student Internship**

Knowledge, Skills, and Dispositions
• Candidates must maintain a cumulative GPA of 2.75 or higher and an Education GPA of 3.00 or higher
• Candidates must have taken and passed ALL tests including the Praxis II and ICLA standards 1, 2 and 3 prior to being admitted to the Professional Year.
• Candidates must have taken KINES 355 and either ART 321 or MUS 374 prior to the Professional Year. These classes conflict with the time candidates are in the school for the Internship portion of the Professional Year
• All coursework must be completed prior to the second semester of the Professional Year (Student Teaching).
• The second semester of the Professional Year (Student Teaching) consists of two courses. Candidates must register for both. All candidates enroll in ED-CIFS 461. If candidates are only seeking elementary certification, they will enroll in ED-CIFS 465. If candidates are seeking an additional endorsement in a content area at the middle school level, they will enroll in ED-CIFS 466. In order to complete a middle school placement, candidates must complete an additional endorsement certification in a specific content area.

Candidates’ applications are processed for acceptance by the Office of Teacher Education. Students meeting the criteria are sent acceptance letters. Those not meeting the requirements are sent a denial letter with their missing/lacking requirements listed. They are given a deadline by which they can submit needed documentation. An appeals process is available to the Professional Standards and Appeals Committee.

**Professional Year Assessment**
Dispositions are assessed again during the Professional Year as part of the Professional Year Assessment. Candidates remain aware of the integration of knowledge, skills, and dispositions assessment and progress as they self-assess throughout the program and particularly during his/her Professional Year via feedback from the supervisor. Dispositions are highlighted in seven of ten core standards.

**2.4 Completion of Student Teaching (Decision Point 3)**

Performance skills are developed and evaluated in previous courses and field experiences and will be further refined and assessed during student teaching. University faculty and school site mentors provide feedback and assessment regarding candidate application of knowledge, skills and dispositions identified in the Conceptual Framework.

The Director of Clinical Experiences and Assessment provides University faculty and school site mentors with criteria, forms, specific requirements, and performance assessment techniques to be used for evaluation of candidates during student teaching. Instructors/supervisors, responsible for field experiences, provide criteria, forms specific requirements, and performance assessment techniques.
Completion of student teaching requires that candidates demonstrate acceptable knowledge, skills and dispositions. The six major assessments used are Professional Portfolio, Work Sample, supervisor feedback, mentor feedback, Three-way Observation/Conference, and Professional Year: Intern/Student Teaching Assessment/s. Most provide evidence of all three areas; knowledge, skills and dispositions:

**Knowledge**
1. Professional Portfolio
2. Work Sample
3. Supervisor Feedback/Assessment
4. Mentor Feedback/Assessment
5. Three-Way Observation/Conference
6. Professional Year: Intern/Student Teaching Assessment/s

**Skills**
1. Supervisor Feedback/Assessment
2. Mentor Feedback/Assessment
3. Three-Way Observation/Conference
4. Professional Year: Intern/Student Teaching Assessment/s

**Dispositions**
1. Supervisor Feedback/Assessment
2. Mentor Feedback/Assessment
3. Three-Way Observation/Conference
4. Professional Portfolio
5. Work Sample
6. Professional Year: Intern/Student Teaching Assessment/s

At the end of student teaching, student teachers are required to demonstrate:

- knowledge of subject matter,
- knowledge of human development and learning,
- skills to adapt instruction for individual needs,
- skills to implement multiple instructional strategies,
- skills to manage and motivate students,
- skills to use effective communication,
skills to assess and advance student learning,
disposition of professional commitment and responsibility, and
disposition of building partnerships to support student learning.

Although many of these are the same as for a beginning candidate, the level of a student teacher’s performance is expected to be at the level of a beginning teacher by the end of his/her field experience.

Student teachers are formally assessed by mentors and University supervisors. Candidates who successfully complete student teaching will receive a “pass” grade. Candidates who are unsuccessful in student teaching as determined by the University supervisor with input from the mentor, can “fail” the candidate, or decide to extend his/her student teaching experience by assigning them a grade of “incomplete”. A contract would be designed and implemented for a second attempt. A student teacher who fails, cannot repeat student teaching at University of Nevada, Reno. An appeals process is available through the Professional Standards and Appeals Committee.

2.5 Recommendation for Certification

Candidates apply for Teacher Certification in the state of Idaho must submit a completed application for certification to the Office of Teacher Education. At this time, all performance and outcome data have been collected and recommendation for Teacher Certification is granted if the following requirements are successfully completed:

Elementary School Teacher

Knowledge
- Earned a baccalaureate degree
- Thirty-two (32) semester hours of credit in courses in elementary professional education courses including nine semester hours of methods, nine of literacy/language arts, and six semester hours in electives
- Eighteen semester hours of math, science, and social studies
- Received passing scores on the applicable Praxis II exam(s)

Skills
- Eight semester hours of credit in supervised student teaching in kindergarten through eighth grade
- Receive passing grade/ratings on the student teacher assessments

Dispositions
• Received approval from the Director of Teacher Education and Human Development, mentor, and University supervisor/liaison after review of disposition data.

Section 3 System for Initial Program Assessment

3.1 Data Collection (places where data are obtained)

Data from initial candidate assessments are a major source of data for program assessment. These include:

• Follow-up survey of graduates
• Evaluation of candidate field experiences by faculty, PK-12 supervisors, and administrators
• Evaluation of faculty and courses by candidates, including student teacher supervisors
• Candidate surveys
• Review of candidate admission data (traditional, non-traditional candidates, and transfer candidates)
• Performance of candidates on Praxis exams and Reading content area exam when applicable
• Final assessment of candidate performance on knowledge, performances, and dispositions of the conceptual framework

Other sources of data include:
• Review of annual College goals
• University-wide assessment of programs
• Annual review of academic Unit goals
• Evaluation of faculty by unit heads and faculty recognition committees
• College annual reports
• Advisor feedback

External sources of data include:
• National Accrediting Organizations (e.g.: CACREP)
• Nevada Program of Education
• National Council for Accreditation of Teacher Education (NCATE)/Council for Accrediting Education Programs (CAEP)

Other External Sources of data include:
• National Council on Teacher Quality (NCTQ)
• U.S. News and World Report Best Graduate Colleges of Education Rankings
- U.S. News and World Report Best Online Education Programs Rankings

3.2 Data Tabulation and Analysis (who reviews and tabulates data and recommends changes)

Once formal and informal data are collected in 3.1, various groups review, tabulate, and summarize the data. The assembly of data occurs under the supervision of the Associate Dean for Teacher Education and Accreditation. The data undergoes collective evaluation, interpretation, and summarizing by the applicable committees with the Associate Dean and Director of Clinical Experiences and Assessment having the primary oversight for the tabulation and analysis of data in conjunction with the Education Assessment Committee of the TECC. The groups include the Teacher Education Advisory Council (TEAC) (which advises the Teacher Education Coordinating Committee. This Council is made up of representatives from across campus and the community.

Others that assist with data tabulation and analysis include:

- College of Education Faculty
- College of Education Executive Council
- Institutional Assessment Office
- Teacher Education Advising Office

Summary data are disseminated to division Directors who then send the information to Program Coordinators. Program Coordinators meet with their respective faculty identify strengths and weakness that need to be addressed. The program proposes changes that need to be made within a course, field experience, or other “in-house” requirements. Such things as adding new courses, deleting existing courses, program admission or exit requirements, and adding new programs require review of appropriate advisory committees. During the review process, NCATE accreditation standards and requirements, NBPTS principles, ISDE and national content area standards, and specialty organization accreditation requirements are considered. Alignment with standards and requirements are validated in this process.

Any recommendations from the groups that analyze data are considered by the appropriate committees, unless the program involved had already instituted a change at an earlier date. All initial level program changes are submitted to the TECC. If approved, the request continues through the official procedures of the University governance system.

3.3 Program Modification
Before initial level program changes such as adding new courses, deleting existing courses, program admission or exit requirements, and adding new programs become final at both the undergraduate and Advanced Program levels, they must go through the UNR governance structure/sequence. Program modifications usually begin via respective programs or offices within a college needing to request the change. The program or office provides the justification and institutional paperwork for implementing the process to modify any existing policies or coursework. Once the change has been approved within the originating program, it is then open for College-wide comment including the TECC and the Executive Council. Curricular changes are submitted to the TECC. The changes are disseminated electronically. If there are no objections, changes are submitted to the University Courses and Curricula Committee (UCCC), and then to the Vice-Provost for Academic Affairs for action. If a program change is being made at the Advanced Level, it goes through the TECC, Executive Council, the Graduate Council, and then to the UCCC. If disapproved, reasons for the disapproval are provided to the appropriate representative who then takes the comments back to the program. Programs can make the change and resubmit to the TECC. In cases where there is disagreement between the program and the TECC the decision is passed onto the Education Appeals Committee (EAC) (see Appendix 6, TEAC Governance). Members address and rule on all student appeals related to Teacher Education with the exception of Grade Appeals, which are handled through the University’s Grade Appeal Policies and Procedures. The Associate Dean regularly updates the Executive Council on the TECC.

The overall sequence for program change/approval, including the above steps, is:

Programs
TECC
Executive Council
Dean of College
University Courses and Curriculum Committee (if applicable)
Nevada System of Higher Education (NSHE) if appropriate
Vice-Provost for Academic Affairs (if applicable)
Provost
President (if applicable)
Idaho State Board of Education (for addition of new programs/if applicable)

3.4 Evaluation of Unit Operation

Direct assessment of candidates, data from program and student teaching applicants, recent graduates, faculty and other members of the professional community are used to evaluate Unit operation. The evaluations and surveys used to gather information are revised, when necessary, to reflect the Unit’s mission and philosophy, and to be sure they reflect the extent to which the Unit is meeting the learning expectations stated in the conceptual framework. Also effectiveness of advisement, record keeping, the admissions system, student teaching
placement, and governance structures are assessed and modified as needed to improve Unit operation. The following are reviewed to determine the satisfaction with the operation of the Unit:

- Follow-up data from candidates
- Follow-up data from programs
- Performance of candidates in field experiences
- Candidate evaluation of instruction, courses, and field experiences including supervision
- Program and student teacher admission data
- Formal candidate complaints
- Due Process policies
- Unit Policies and Procedures handbook
- Evaluation of faculty and administration
- Budget allocations
- Tenure and promotion policies
- External university and program reviews (e.g. NCATE, CACREP, NSDE; NCTQ, US News and World Report)
- Internal program reviews by programs, schools, colleges, and University
- Faculty Handbook
- UNR Catalog
- Student Teaching Manual
- COE Website

3.5 Evidence of Fairness, Accuracy, Consistency, and Non-Bias

Programs and policies are reviewed by Programs, the College of Education Faculty Senate, TECC, and Dean’s office to determine fairness, accuracy, consistency, and non-bias. Such policies, procedures and opportunities include:

- An Education Appeals Committee appeals committee consisting of representatives from all programs of the College review program applicants that do not meet objective criteria
- Opportunities are provided for candidates to correct gaps in skills and knowledge
- Campus offices provide student assistance and accommodations for candidates with disabilities
- All candidates complete the diversity intensive general education requirement and each program includes a diversity component, to promote non-bias
- Statements are placed on syllabi to encourage candidates with disabilities to seek accommodations when needed (as per required University policy).
• Mentors and University supervisors training is conducted to ensure fairness, consistency, etc. with regard to evaluating student teachers.
• Policies regarding accuracy and consistency are outlined in Unit handbooks and these documents are reviewed periodically.

3.6 Cycle of Initial Program Review

Activity
• (Each Fall and Spring Semester) Programs collect student performance data
• (Summer) Associate Dean submits the Annual Follow-Up on Graduates Report July 1 and the Advanced Program Data on August 1 on to the Director of Teacher Education and Human Development (TEHD) and the Director of Professional and Specialized Studies (PSS). This starts of the annual program review process.
• (Each Fall Semester) Division Directors, Program Coordinators and faculty begin analyzing data from follow-up survey data provided by Associate Dean and Director of Clinical Experiences and Assessment and candidate data collected previous fall and spring
• (Each Fall Semester) Programs work to Identify successful practices in Teacher Education from current professional literature, conferences, PK-12 professionals, Unit faculty, etc. NCTQ, CAEP
• (Each Spring Semester) Programs continues to analyze data and identify program changes that are needed, if any and submits paperwork to the TECC and Executive Council for approval
• (Summer) Changes are submitted to the UCCC for fall meeting
• (Spring Semester) Changes go into effect formally

Section 4 System for Performance Assessment of Advanced Candidates

The sequence of the Unit’s system for performance assessment of advanced candidates includes three decision points:

Sequence of Advanced Program Decisions
• 4.1 Admission to Graduate College and Advanced Program (Decision Point 1)
• 4.2 Mid-Point/Disposition Assessment (Decision Point 2)
• 4.4 Culminating Activity (Decision Point 3)

The Office of Teacher Education has and continues to assess its professional programs for alignment with the University’s mission, the Unit’s mission and goals, state and regulatory agencies, the Unit’s conceptual framework, and research-based best practices for preparing teachers of the future.
The College of Education Advanced Programs offer three types of programs for its candidates: MA, MS, M.Ed. Not all programs offer all three. In the Advanced Programs in education, students can choose Thesis, Major Culminating Project, or a Portfolio II plan.

4.1 Admission to Graduate College and Advanced Program (Decision Point 1)

The first step of the assessment of advanced candidates is at the time of admissions to the Graduate College and Advanced Program at the University. At this point of entry into the Graduate College and Advanced Program, the following are required:

**Elementary 1st Time Licensure Program**

- Completion of a bachelor’s degree from an accredited college or university
- Submission of graduate application
- Submission of Elementary Program Application including Essay and Letters of Recommendation
- Submission of official transcripts from all colleges/universities attended
- Adequate preparation in the proposed area of specialization (to be determined by the program of specialization)
- Meet Pre-Professional skills requirements (Pass all three parts of the Core Academic Skills Test (or CBEST) or meet other requirements such as GRE, GPA minimums)
- GPA of 3.0 or higher for all undergraduate credits OR a GPA of 3.0 or higher for the last half of the undergraduate credits
- Program Admission Recommendation form
- Signed Dispositions Form

**Secondary 1st Time Licensure Program**

- Submission of graduate application
- Submission of the Secondary Education program application including Essay and Letters of Recommendation
- Completion of the Pre-Professional Skills Test or other basic competency exam at the level established by the Nevada Department of Education
- GPA of 3.0 or higher
- Prerequisite coursework

**Educational Leadership, Principals**

- Completion of a bachelor’s degree from an accredited college or university
- Submission of graduate application
- Submission of Educational Leadership Program Application including Essay and Letters of Recommendation
- Submission of official transcripts from all colleges/universities attended
• Adequate preparation in the proposed area of specialization (to be determined by the program of specialization)

School Counseling

• Completion of a bachelor’s degree from an accredited college or university
• Submission of graduate application
• Submission of Counseling and Educational Psychology program Application including Essay and Letters of Recommendation
• Submission of official transcripts from all colleges/universities attended
• Adequate preparation in the proposed area of specialization (to be determined by the program of specialization)
• Applicant Interview

Upon admission to an Advanced Program, each candidate is assigned a faculty advisor. Candidates are initially advised into an appropriate beginning sequence of courses that is intended to lead to a successful University experience. In some cases, admission to a specific program of advanced study is contingent on candidates completing one or more prerequisite courses. A number of instructional and personal support services are available. These resources include: Advising and Academic Enhancement, the Writing Center, the Math Learning Center, Medical and Wellness Services, Counseling Services, Center for Multicultural and Educational Opportunities, and the Disability Resource Center. Every candidate who is admitted to a graduate program (degree or certificate) must meet all of the academic performance requirements listed in this section.

• Semester GPA Requirement: A candidate who is admitted to a graduate program is required to achieve a semester GPA of 3.0 or better each and every semester or summer session in which he or she is enrolled through program completion.
• Program GPA Requirement: A candidate who is admitted to a graduate program is required to list on the Application for Admission to Candidacy form (for a degree program) or the Proposed Plan of Study for a Graduate Certificate form (for a certificate program) the specific courses to be applied to meet all of the credit requirements defined for the program. The program GPA is the grade point average computed for this set of specific courses. A candidate must achieve a program GPA of 3.0 or better.
• Individual Course Requirement: A candidate who is admitted to a graduate program cannot list a course on an Application for Admission to Candidacy or Proposed Plan of Study for a Graduate Certificate form if the course is graded lower than a ‘C’ or P, except that an undergraduate course, a G-designated course, or a transfer course cannot be listed if it is graded lower than a B.

4.2 Disposition Assessment

Program faculty across the unit review candidates at approximately the half-way point of a candidate’s program using the Mid-Point Assessment and again at the candidates exit on the Exit Assessment (based on the NBSTE).
Dispositions are assessed again the culminating experience. Candidates remain aware of the integration of knowledge, skills, and dispositions assessment and progress as they self-assess throughout the program.

**4.3 Mid-Point Assessment (Decision Point 2)**

At mid-point of their programs, candidates are evaluated by their advisor and relevant committee members or by the program faculty as a group. The college uses the NBSTE as a framework for the assessment. If there are concerns about a student, faculty can choose to file a Major Concerns About a Student Form. The faculty advisor meets with the student to configure plans.

**4.4 Culminating Activity (Decision Point 3)**

The program of study leading to a master’s degree must include at least one culminating activity that may be a thesis, project, portfolio, capstone course, series of practicums, performance recital or lecture recital, or comprehensive examination.

Advanced fields of study within the College may require comprehensive examinations, oral examinations, or other final assessments. There is a review of previously stipulated requirements by the advisor, program coordinator, and/or the Graduate College to verify that degree/program requirements have been completed.

Attention is given throughout the program assess the candidates ability to be a Professional Educator as defined by The Conceptual Framework. Course syllabi and other assessment instruments reflect this conceptual framework.

**Section 5 System for Advanced Program Assessment**

**5.1 Data Collection (places where data is obtained)**

The assessment systems for the advanced programs at University of Nevada, Reno are grouped into three categories. These categories include advanced candidate data, performance data, and other provided data. Data on the advanced candidates is regularly collected, compiled, analyzed, and reported in order to improve candidate performance, program quality, and unit operations. The focus of the ongoing assessment is to determine whether our advanced candidates are being prepared in their educational area for their future professional endeavors. The sources and methods of these assessments include:

- Assessment Category – Advanced Candidate Data
  Advanced candidate evaluations of the faculty and classes, including those completed on-line, are obtained through teaching evaluations. The teaching evaluation is administered each semester.
College-wide created surveys are also conducted. The College surveys current candidates and alumni about the quality of the program and request ideas for changes to improve the program. This data is provided to division directors.

Employer surveys of advanced candidates and alumni occur every three years. These groups provide data to programs for their program review, evaluation, and in some cases accreditation.

- Assessment Category – Performance Data
  Classroom assessment of candidates’ academic performance enables faculty to continually assess and develop program standards.

  Practica, internships, action research, and other PK-12 activities enable candidates to demonstrate achievement of program outcomes. Feedback about the advanced programs is continually provided and received from candidates, university supervisors and field-based supervisors.

  Comprehensive examinations, state exams, and final projects and/or thesis are required of advanced candidates. The exams or research-based projects assess the candidates’ knowledge of content across the scope of the advanced curriculum.

  Placement of graduates in their appropriate areas is, perhaps, the most significant indicator of successful performance of an advanced teaching or other school personnel program.

- Assessment Category – Other Data
  The committee that primarily governs the quality of advanced programs at University of Nevada, Reno is the Education Assessment Committee of the Teacher Education Coordinating Committee (TECC). Members of this committee meets each month to discuss advanced program concerns, vote on changes in advanced programs and provide quality control to all advanced programs in the College of Education.

  Annual reports and reviews from each program, the College, and the University provide information about the number of candidates in various programs, the number of graduates from these programs and the success of each of these units related to specific yearly goals. These are shared at the Executive Council meetings.

5.2 Data Tabulation and Analysis (those who review and tabulate data and recommend changes)

Once formal and informal data are collected in 5.1, various groups review, tabulate, and summarize the data. These groups include:

- College of Education Faculty
Summarized data are generated by College program faculty or subject area programs. Once summary data are available, faculty members identify strengths and weakness that need to be addressed. Changes that need to be made within a course, program, field experience, or other “in-house” requirements are proposed by the program. Such things as adding new courses, deleting existing courses, program admission or exit requirements, and adding new programs require review of appropriate college and university committees (see Section 3.3 above). During the review process, NCATE Standards and accreditation requirements, NBPTS principals, ISDE content area standards, and specialty organization accreditation requirements are considered. Alignment with standards and requirements are validated in this process. The review and approval sequence is:

Faculty/Programs Review data
Modifications (if any) are approved/Not Approved by the TECC Executive Council

5.3 Program Modification (what/who affects final decision making)

Before advanced education program changes such as adding new courses, deleting existing courses, program admission or exit requirements, and adding new programs become final, they must go through the UNR governance structure/sequence. Program modifications usually begin via respective programs or offices within a college or school needing to request the change. The program or office provides the justification and institutional paperwork for implementing the process to modify any existing policies or coursework. Once the change has been approved within the originating school/college it is then open for College-wide comment in the Executive Council, and other councils/committees having regular input on curricular matters. All curricular changes must be approved by the University Graduate Council prior to moving on to the University Courses and Curriculum Committee. The following steps occur:

Faculty/Programs Review data
Modifications (if any) are approved/Not Approved by the TECC Executive Council
Executive Council approves/disapproves
Dean approves/disapproves
University Graduate Dean’s Council – recommends approval/non-approval
University Courses and Curriculum Committee
Nevada System of Higher Education (NSHE) if appropriate
5.4 Evaluation of Unit Operation

Direct assessment of candidates, data from program and student teaching applicants, recent graduates, faculty and other members of the professional community are used to evaluate Unit operation. The evaluations and surveys used to gather information are revised, when necessary, to reflect the Unit’s mission and philosophy, and to be sure they reflect the extent to which the Unit is meeting the learning expectations stated in the conceptual framework. Also effectiveness of advisement, record keeping, the admissions system, student teaching placement, and governance structures are assessed and modified as needed to improve Unit operation. The following are reviewed to determine the satisfaction with the operation of the Unit:

- Follow-up data from candidates
- Follow-up data from programs
- Performance of candidates in field experiences
- Candidate evaluation of instruction, courses, and field experiences including supervision
- Program and student teacher admission data
- Formal candidate complaints
- Due Process policies
- Unit Policies and Procedures handbook
- Evaluation of faculty and administration
- Budget allocations
- Tenure and promotion policies
- External university and program reviews (e.g. NCATE, CACREP, NSDE; NCTQ, US News and World Report)
- Internal program reviews by programs, schools, colleges, and University
- Faculty Handbook
- UNR Catalog
- Student Teaching Manual
- COE Website
5.5 Evidence of Fairness, Accuracy, Consistency, and Non-Bias

Programs and policies are reviewed by Programs, the College of Education Faculty Senate, TECC, and Dean’s office to determine fairness, accuracy, consistency, and non-bias. Such policies, procedures and opportunities include:

- Advanced level candidates may be admitted on probationary status*
- Opportunities are provided for candidates to correct gaps in skills and knowledge
- Campus offices provide student assistance and accommodations for candidates with disabilities
- Statements are placed on syllabi to encourage candidates with disabilities to seek accommodations when needed (as per required University policy).
- Formal candidate complaints are reviewed by program chairs. If not resolved, the Associate Dean reviews and initiates appropriate action
- Candidates evaluate faculty
- Candidates are provided due process both at the Unit and University levels
- Policies regarding accuracy and consistency are outlined in Unit handbooks and these documents are reviewed periodically.

*This policy is under review

5.6 Cycle for Advanced Program Review

Activity

- (Each Fall and Spring Semester) Programs collect student performance data
- (Summer) Associate Dean submits the Annual Follow-Up on Graduates Report July 1 and the Advanced Program Data on August 1 on to the Director of Teacher Education and Human Development (TEHD) and the Director of Professional and Specialized Studies (PSS). This starts of the annual program review process.
- (Each Fall Semester) Division Directors, Program Coordinators and faculty begin analyzing data from follow-up survey data provided by Associate Dean and Director of Clinical Experiences and Assessment and candidate data collected previous fall and spring
- (Each Fall Semester) Programs work to identify successful practices in Teacher Education from current professional literature, conferences, PK-12 professionals, Unit faculty, etc. NCTQ, CAEP
- (Each Spring Semester) Programs continues to analyze data and identify program changes that are needed, if any and submits paperwork to the TECC and Executive Council for approval
- (Summer) Changes are submitted to the UCCC for fall meeting
- (Spring Semester) Changes go into effect formally
### Summary of Elements of the Teacher Education (and other School professionals) Assessment System per NCATE Standards

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Note: Depending on the advanced program, experiences may be formally identified as separate coursework or infused throughout the curriculum.