



College of Education Assessment Description

National/State Standard Tests / Teaching Portfolios / Evaluations

ACT & SAT- The ACT and SAT are nationally recognized assessments used to measure college and career readiness. These assessments confirm that the College of Education sets rigorous admission requirements aligned with the CAEP minimum criteria.

The Graduate Record Examination (GRE) & The Miller Analogies Test (MAT)- The GRE and MAT are nationally standardized assessments used for graduate school admission. The GRE is developed and administered by Educational Testing Service (ETS) and assesses the skills of graduate school candidates in three main areas: Analytical Writing, Quantitative Reasoning, and Verbal Reasoning. The MAT, administered by Pearson Education, measures the analytical thinking ability of graduate school candidates.

Praxis II Assessment-Content- The Praxis II Content Tests are scaled scored assessments in specific content areas. The Praxis II assesses a teaching candidate's specific/general content knowledge about instructing students within the subject area in which the teacher candidate is pursuing licensure.

Praxis Core Assessment- *Praxis*[®] Core Academic Skills for Educators is a national scaled score assessment that measures the academic skills of teacher certification candidates in reading, writing, and mathematics. These tests were designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs (Praxis).

TEAM Evaluation-The Tennessee Educator Acceleration Model (TEAM) is a comprehensive, student outcomes-based, statewide educator evaluation system which allows educational professionals to work together to better procure the best possible instructional practices and experiences for students every day.

edTPA- The edTPA, administered by Pearson, is a performance-based assessment used nationwide by teacher preparation programs. This assessment is subject-specific and features a common building strategy that focuses on three factors: Planning, Instruction, and Assessment.

Surveys

Alumni Follow-up Survey- The Alumni Follow-up Survey, developed and administered by the College of Education, was created to examine and measure alumni perceptions in areas of the College's interests. The survey has a total of 51 questions. It polls graduate's attitudes in the areas of Learner Development, Learner Differences, Learning Environments, Assessment, Instructional Strategies, Professional Learning, and Ethical Practice, and Leadership and Collaboration and also collects demographic information.

Employer Satisfaction Survey- The Employer Satisfaction Survey is created and administered by the College of Education. The survey consists of 47 questions (including demographics) designed to measure the overall satisfaction of employers and their perceptions of TSU College of Education graduates across a variety of areas pertinent to performance: Planning, Instruction, Collaboration, Content Knowledge, Evaluation, Assessment, and Communication.

Exit Survey/Completer Survey- The College of Education utilizes the Exit/Completer Survey to measure student perceptions regarding their overall experiences within the College of Education. The survey consists of 65 questions (including demographics) designed to assess student perceptions in 10 key components: Planning/Collaboration, Classroom Management, Engage the Community, School Culture, Communication, Student Interactions, Assessment, Ethics, Instructional Strategies, and Function Effectively in Profession. This survey is administered after a candidate's final semester before graduation.

Additional Assessments

Demographics- The College of Education at Tennessee State University demographic information on subpopulations, such as gender and race/ethnicity. The collection of demographics data is mainly collected at admission to TSU and admission to a program within the college.

Professional Dispositions- The College of Education's Disposition Assessment is utilized to assess candidates across seven overall disposition categories: *Planning* (values learners' experiences and strengths as a basis for growth and their errors as learning opportunities), *Maximize Learning* (provides quality education to all learners, encourages critical thinking and self efficacy, and believes in and helps all to succeed), *Evaluate* (facilitates ongoing learning through reflection and assessment), *Manage* (maintains a positive and productive learning environment that both encourages and protects learners), *Model Professionalism* (consistently demonstrates caring, fairness, responsibility, professional dress and behaviors, appropriate interactions, professional standards and ethics, commitment to service, and respect for all learners and constituents), *Communicate* (habitually communicates effectively in all teaching

and learning interactions, cooperates with all components, and values the communication of others), and *Specialize* (demonstrates dispositions consistent with specialty area(s) standards in order to facilitate the success of all).

Grade Point Average (GPA)- Grade Point Averages (GPAs) offer evidence of TSU's teacher candidates' academic performance across program curriculum and demonstrated content knowledge. The GPA is a measure of the students earned grade points and the total hours for the course.

Program Subject Specific Assessments- Program subject-specific assessments are the specific assessments each respective program utilizes to measure progress towards student learning outcomes (SLOs). These assessments are measured unrelated to individual course grades, with the overarching goal being to understand student's progress throughout the program and to develop ways to improve the learning process.

Comprehensive Examination-The Comprehensive Examination ("Comps") is used to confirm that the candidate demonstrates mastery of the essential academic knowledge and/or scholarship required to proceed to degree attainment.