**Eastern EPP Key Assessments in Initial and Advanced programs**

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|  | **Initial** | **Advanced** |
| **Admission** | * CARE admission * Test Scores basic skills (Praxis I) or waiver * Praxis II (Secondary graduate) | * Graduate Admission * Professional Recommendation |
| **Midpoint** | * Core I portfolio * Core II portfolio * Core III portfolio * Clinical Evaluations in Core I and II * Pre-Student Teaching (or Practicum in Special Education for Early Childhood) Evaluation in Core III | * Clinical Assessment * Case study * Consultancy Protocol * Learning from Student Work |
| **Exit** | * Student Teaching Evaluation * Student Impact Portfolio * End of Program/Exit Survey | * Action Research * Capstone Portfolio * End of Program/Exit Survey |

Initial Candidates: In addition to the admission requirements for the initial programs, candidates are evaluated at Core I, II, and III (coinciding with three subsequent semesters or terms of clinical) through portfolios as key assessments that document their understanding and application of knowledge and skills relevant to their discipline and our conceptual framework and candidate learning outcomes. They are also evaluated with clinical assessments during their field experiences. At exit, candidates are evaluated during student teaching (Core IV) with the student teaching evaluation instrument and the impact portfolio.. At exit, candidates also complete the end of program/exit survey.

Advanced Candidates: Given that advanced programs are predicated on the notion that potential candidates will hold teacher licensure prior to matriculation, the revised assessment system for advanced candidates is uniquely different from that for initial programs. Currently, advanced level, graduate (non-certification) candidates complete one clinical experience. This clinical occurs during the English language learners (ELL) course. Embedded within this course is a Case Study assessment, which focuses on diagnostic, instructional design, implementation, and evaluation knowledge and skills to support English language learners.

Several of the newly developed, key assessments are formative and promote collaborative inquiry. The key assessments for advanced programs are as follows:

1. Consultancy Protocol (pilot fall 2016 to complement the ELL Case Study), in which candidates identify, reflect on, and collaboratively investigate a particular classroom-based dilemma in order to think more expansively about the dilemma.
2. Learning from Student Work Protocol (pilot summer 2016), in which candidates collect and systematically examine P-12 students’ work samples via collaborative inquiry to better understand students’ cognitive processes.
3. Looking Backwards Looking Forward (LBLF)critical analysis. For this assignment advanced candidates will be encouraged to construct a professional development plan to inform a capstone portfolio or the forthcoming action research project that focuses on content/discipline area teaching and learning.
4. Action research, as a culminating assessment, has been proposed for advanced candidates. The assessment is designed in alignment with tenets of the National Board for Professional Teaching Standards, with particular focus on propositions 2: (Teachers know the subjects they teacher and how to teacher those subject to students) and 4: (Teachers think systematically about their practice and learn from experience). This option is integral to the redesign of Eastern’s advanced programs (still under development) toward a single advanced master’s program for licensed/experienced teachers. The proposed program is interdisciplinary in nature with a content/discipline area concentration. Candidates may either complete an action research project in their classrooms that focuses on improving teaching and learning within the content/discipline area as a culminating assessment or a capstone portfolio addressing student growth within a single content/discipline area. The proposed, advanced master’s program (interdisciplinary with a content/discipline area concentration) is forthcoming and will replace all existing advanced master’s programs upon approval.