Building a College of Education Electronic Assessment System:
From the LiveText Beginning to the NCATE Ending

Abstract

Educational systems can be very complex, but assessments and the assessment processes are usually among the key factors in educational systems. Often colleges and universities have a driving force that guides and impels them toward the future in many areas. For many higher educational institutions, this driving force is the National Council for Accreditation of Teacher Education (NCATE). Standard 2 addresses the Assessment System and Unit Evaluation. This standard evaluates the assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. This presentation will include the developing processes and products of an electronic system in LiveText. Presenters will share NCATE ready examples of products and the assessment databases at both the College of Education and departmental levels.

Educational systems can be very complex, but assessments and the assessment processes are usually among the key factors in educational systems. Assessment is defined by Huba and Freed (2000) as a process for gathering and discussing information to develop an understanding of what students know, understand, and how they can use their knowledge. The final part of the process is the use of the assessment results to improve learning.

Often colleges and universities have a driving force that guides and impels them toward the future in many areas. For many higher educational institutions, this driving force is the National Council for Accreditation of Teacher Education (NCATE). NCATE is the teaching professional's organization that provides a process of professional accreditation of schools, colleges, and departments of education. The evaluation process includes several standards. NCATE Standard 2 addresses the Assessment System and Unit Evaluation. The unit in our case is the College of Education (COE) within our state university. This standard evaluates the assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

During the spring 2005 semester, this NCATE driving force encouraged the COE Executive Committee at a state university to develop a faculty committee to investigate and evaluate several electronic assessment systems. The faculty committee recommended the College LiveText edu solution system.

The presentation will include the developing processes and products of an electronic system in LiveText. Presenters will share examples of products and the assessment databases at the College of Education and departmental levels. At the departmental level, presenters will share e-portfolios that are aligned with the Conceptual

Framework Standards and individual program standards. The e-portfolios will showcase the program and course designated artifacts that provide evidence for the standards. The presentation will include the process of developing a template for a departmental e-portfolio and how the template is available to students in their LiveText accounts. Presenters will share examples of the College of Education level assessments such as, disposition forms, content forms, and observation evaluation instrument. The presentation will highlight the LiveText generated tables with linking assessments and teacher candidate products. Presenters will also give examples of how the assessment information has been used to improve unit and department programs.

References

Huba, M. E. & Freed, J. E. (2000). Learner-centered assessment on college campuses. Needham Heights, MA: Allyn & Bacon.

National Council for Accreditation of Teacher Education. Retrieved October 23, 2006. Web site: http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4#stnd2