

FEB 10 FACULTY MEETING
ASSESSMENT INFORMATION

1. New assessments being used in initial programs
 - a. Show overall changes to initial assessment system
 - b. Exit-work sample, observation and progress report
 - c. Preparing to Teach-mini work sample, revised implemented lesson plan
 - d. Site to view TWS exemplars:
 - i. http://www.uni.edu/itg/Scored_TWS/index.htm
 - ii. <http://edtech.wku.edu/rtwsc/exemplars.htm>
2. All new assessments and all student teaching assessments are online and must be filled out electronically—on CheckBox or Chalk & Wire
 - a. Exit
 - i. Observation and Progress Report:
http://ric.checkboxonline.com/fsehd_observation_and_progress_report.aspx
 - ii. TCWS Rubric Scores:
http://ric.checkboxonline.com/TCWS_scores.aspx
 - iii. Cooperating Teacher Evaluation:
 - b. Preparing to Teach
 - i. Revised Implemented Lesson Plan:
http://ric.checkboxonline.com/implemented_lesson_plan.aspx
 - ii. Mini Work Sample Rubric Scores:
http://ric.checkboxonline.com/fsehd_mini_work_sample_scores.aspx
3. Student testimonials on TWS:
 - a. <http://www.youtube.com/watch?v=2KBsFEL8J6k> (University of Northern Iowa. Note: Level 3 = during student teaching; addresses split placement issue;)
4. Show participants Eileen's wiki containing hard copies
 - a. Go to <http://www.ric.edu/osfpf/index.php> to see link to wiki
 - b. Wiki link is <http://studentteachinginfo-ric.wikispaces.com/>
5. Update on progress of advanced program assessment redesign
 - a. Subcommittee of advanced program coordinators is working on refinement of PIP
 - b. Changed Professional Intervention Plan to Professional Impact Plan
 - c. Changed other "deficit" language
 - d. Working on revising rubrics
6. Update on dispositions assessment
 - a. Feedback from 25 faculty members and 29 cooperating teachers to survey—observable behaviors (+ and -) in college classroom and field settings
 - b. We've compiled this data and identified most commonly identified behaviors
 - c. List of observable behaviors for field identified. Before designing an assessment of these behaviors, we are seeing how they align with behaviors we already measure at exit and PTT. Want to avoid developing a new, redundant assessment, if possible.
 - d. We will need to do the same thing for advanced candidates
 - e. List of observable behaviors for college classroom identified; exploring semantic differential format
7. Update on trainings
 - a. October-training on WS and OPR—34 attended

Unit Assessment Update

FSEHD Faculty Meeting
March 10, 2010

Updates

- ▶ Revised unit assessment (initial programs)
- ▶ Training on new assessments
- ▶ Online data submission
- ▶ Student teaching wiki
- ▶ Revised unit assessment (advanced programs)
- ▶ Dispositions assessment work
- ▶ Cultural Competence Assessment

Revised Unit Assessment (Initial Programs)

| Program Admission (Initial Assessment) | Acceptance to Student Teaching (Formative Assessment) | Program Exit (Summative Assessment) |
|---|--|--|
| Admissions Portfolio: <ul style="list-style-type: none"> • An application form • Transcripts • Successful completion of FNED 346 with a minimum grade of "B-" • Completion of at least 24 semester hours with a GPA of 2.50 in all college level courses • Successful completion of the RIC Writing and Mathematics requirements • Successful completion of the Reading, Mathematics, and Writing sections of the Pre-Professional Skills Test of the PRAXIS I (new minimum requirements) or SAT or ACT • Proof of technology competency • Two confidential recommendations • B or better in Writing 100 • Career commitment essay • Pre-professional report • Other, program-specific requirements, as appropriate | Preparing to Teach Portfolio: <ul style="list-style-type: none"> • GPA of 2.5 in all undergraduate coursework • Passing scores on required PLT, Praxis II and/or Content tests • Implemented Lesson Plan • Reflective Essay • Implemented Lesson Plan (new format) • Mini Work Sample • Self Disposition Evaluation* • Faculty Disposition Evaluation* • Community Service • Other, program-specific requirements, as appropriate | Exit Portfolio: <ul style="list-style-type: none"> • School Analysis • Implemented Unit Plan with lesson plans and assessments of student learning • Professional Development Reflection • Teacher Candidate Work Sample • Teacher Candidate Observation and Progress Report (3) • Other, program-specific requirements, as appropriate • Student Teaching Final Evaluation • Student Teaching Mid-Term Evaluation • Observation Report (but no data collected) • Cooperating Teacher Evaluation • Teacher Preparation Program Evaluation • School Site Evaluation |

- Assessments with ~~strike through~~ have been eliminated
- Assessments in **bold** are new, with full scale implementation in Spring 2009
- Assessments marked with an asterisk (*) are currently being revised

Training on New Assessments

- ▶ Oct. 2009: Training for faculty on TCWS and OPR. 34 attendees.
- ▶ Nov. & Dec. 2009, Jan. & Feb. 2010: Training for cooperating teachers on OPR. Approximately 300 attendees.
- ▶ More trainings will be scheduled.
- ▶ Please give feedback on preferred format(s) and training needs.

| TCWS & Mini Work Sample Scoring | | | | |
|---------------------------------|--|--|---|--|
| Rating → Indicator ↓ | 1-2 Unacceptable | 3-4 Acceptable | 5-6 Target | |
| Indicator | Unacceptable performance for a beginning teacher | Acceptable performance for a beginning teacher | Exemplary performance that goes beyond what is acceptable for a beginning teacher | |

| OPR & Implemented Lesson Plan Scoring | | | | |
|---------------------------------------|-------------------|--|--|---|
| Rating → Indicator ↓ | 0 Unacceptable | 1-2 Developing | 3-4 Acceptable | 5-6 Target |
| Indicator | Not observed** | Unacceptable performance for a beginning teacher | Acceptable performance for a beginning teacher | Exemplary performance that goes beyond what is acceptable for a beginning teacher |

**Leave blank if not applicable (N/A)

Scoring Notes

- ▶ 6 or 7 point scale is designed to detect wide variation in performance by offering 6 possible ratings
- ▶ Accommodates faculty's frequent requests for "wider" scale (e.g., +, .5 ratings)
- Think of 1, 3, and 5 as the base ratings for unacceptable, acceptable, and target.
 - Ratings of 2, 4, and 6 account give raters the opportunity to describe performance that is a little higher than basic performance for that performance level – the equivalent of a + or .5 on old rubrics

Renaissance Partnership Teacher Work Sample Exemplars

- ▶ http://www.uni.edu/itq/Scored_TWS/index.htm
- ▶ <http://edtech.wku.edu/rtwsc/exemplars.htm>
- ▶ Please note that the Work Samples at the above link were developed in response to prompts that differ very slightly from those we are using. Hence, they differ slightly from the final products we are requiring from our candidates. However, they are still helpful models of what completed Work Samples look like.

Online Data Submission

- ▶ Assessments are being put into Chalk & Wire
- ▶ Assessments are on CheckBox:
 - Exit
 - Observation and Progress Report:
 - http://ric.checkboxonline.com/fsehd_observation_and_progress_report.aspx
 - TCWS Rubric Scores:
 - http://ric.checkboxonline.com/TCWS_scores.aspx
 - Cooperating Teacher Evaluation:
 - http://ric.checkboxonline.com/cooperating_teacher_evaluation.aspx
 - Evaluation of College Supervisor by the Cooperating Teacher
 - http://ric.checkboxonline.com/eval_of_college_supervisor.aspx
 - Student Teaching Final Evaluation
 - http://ric.checkboxonline.com/student_teaching_final_evaluation.aspx
 - School Site Evaluation
 - http://ric.checkboxonline.com/school_site_evaluation.aspx
 - Preparing to Teach
 - Revised Implemented Lesson Plan:
 - http://ric.checkboxonline.com/implemented_lesson_plan.aspx
 - Mini Work Sample Rubric Scores:
 - http://ric.checkboxonline.com/Mini_WS_scores.aspx

Cover Sheets



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Preparing to Teach Portfolio

Rubric Cover Sheet

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| | | |
|---|--------------------------|--------------------------|
| Revised Implemented Lesson Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| | Pass | Not Pass |
| Teacher Candidate Mini-Work Sample | <input type="checkbox"/> | <input type="checkbox"/> |
| | Pass | Not Pass |
| Disposition Self-Evaluation (Rubric Attached) | <input type="checkbox"/> | |
| Disposition Faculty Evaluation (Rubric Attached) | <input type="checkbox"/> | |
| All Degree Courses Have Been Successfully Completed | <input type="checkbox"/> | |
| Overall GPA | _____ | |

Student Teaching Wiki

- Access link on RIC web site:
<http://www.ric.edu/ospfp/index.php> to see link to wiki
- Direct wiki link is:
<http://studentteachinginfo-ric.wikispaces.com/>

Advanced Programs

- Subcommittee of advanced program coordinators is working on refinement of PIP
- Changed Professional Intervention Plan to Professional Impact Plan
- Changed other “deficit” language
- Working on revising rubrics

Dispositions Assessment

- Obtained feedback from 25 faculty members and 29 cooperating teachers to survey—observable behaviors (+ and -) in college classroom and field settings
- Identified list of observable behaviors for field.
- Identified list of observable behaviors for the college classroom.

Dispositions: Field Behaviors

PASSION FOR LEARNING

Accepts, seeks, and applies constructive criticism

Applies theory to the field setting

Designs well prepared, creative lessons that go beyond the minimum

Asks questions or conducts research that convey a quest for knowledge or application of previous knowledge in new ways

Conveys an energy/enthusiasm for teaching and learning

Is active outside the classroom (e.g., goes to conferences, chaperones, etc.)

Seeks to improve his/her practice

ADAPTABILITY

Elicits and responds to feedback

Learns from prior experience and adapts performance

Reacts appropriately to distractions, schedule changes, or new responsibilities

Modifies instruction in the moment to meet all learners' needs or respond to a teachable moment

COMMITMENT TO EQUITY

Plans and implements differentiated instruction for all learners in the classroom

Purposefully mixes groups of children

Advocates for ALL children

Considers students' cultural and linguistic characteristics in assessment and instructional planning

Incorporates diverse viewpoints/experiences into lessons

Uses inclusive language and strength-based terms in oral and written form

Acknowledges the whole child; treats the student as a person

Challenges expressions of racism, sexism, heterosexism, classism, ableism

Offers all students the opportunity to excel

Displays the expectation that all children will learn

Does not play favorites

Dispositions: Field Behaviors

CARING NATURE/CONCERN FOR OTHERS

Recognizes and responds to signs of student confusion or stress

Responds to signs of bullying/social exclusion

Is kind and respectful to students on a daily basis

Consults with cooperating teacher and others regarding students

Displays superb listening skills

Maintains confidentiality when speaking with other professionals or with a child

Does not gossip about teachers, students, or administrators

Is student centered

WORK ETHIC

Is punctual

Is reliable

Seeks extra responsibility, as appropriate

Has consistent attendance

Dresses appropriately

Is well prepared and organized

Follows through on commitments

Communicates and takes responsibility for problems

Dispositions Assessment

- Aligned with behaviors we already measure at Exit and PTT.
- We do not recommend developing a new, redundant assessment of dispositions in the field setting at the initial teacher preparation level.
 - See alignment matrix
- (We will need to do the same thing for advanced candidates.)
- Identified list of observable behaviors for college classroom; exploring *semantic differential* format.

| ADAPTABILITY | | | | | | | | |
|---|-----------|-------|----------|---------|----------|-------|-----------|---|
| The candidate: | | | | | | | | |
| | extremely | quite | slightly | neutral | slightly | quite | extremely | |
| Seeks feedback/guidance regarding work from instructors | 3 | 2 | 1 | 0 | 1 | 2 | 3 | Unresponsive or resistant to feedback/guidance on work from instructors |
| Revises work in response to feedback | 3 | 2 | 1 | 0 | 1 | 2 | 3 | Disregards opportunities to revise work |
| Accepts constructive criticism & changes behavior accordingly | 3 | 2 | 1 | 0 | 1 | 2 | 3 | Ignores constructive criticism; unwilling to change practice/attitude |
| Adapts positively to changes in schedules, timelines, plans | 3 | 2 | 1 | 0 | 1 | 2 | 3 | Reacts negatively to changes in schedules, timelines, plans, e.g. shows anxiety, negative attitude, or oversensitivity when change occurs |
| Open to input/guidance For alternative/additional solutions to problems | 3 | 2 | 1 | 0 | 1 | 2 | 3 | Demonstrates defensiveness to input/guidance for alternative/additional solutions to problems |
| Considers alternative positions/viewpoints beside one's own | 3 | 2 | 1 | 0 | 1 | 2 | 3 | Dismisses alternative positions/viewpoints even when data exist that support them |
| Is very willing/able to revise theories in light of supporting data | 3 | 2 | 1 | 0 | 1 | 2 | 3 | Is totally unwilling/unable to revise theories in light of supporting data |

Cultural Competence Assessment

- ▶ Developed for RITER project
 - Areas: Planning and Instruction; Assessment; Professional Behavior; Collaboration; Communication
- ▶ Consensus that it is an excellent tool for formative assessment
- ▶ For unit assessment, looking at alignment with dispositions work and behaviors measured at Exit and PTT—to decide how to integrate it into unit assessment system
 - See alignment matrix

Thank you for all of your hard work and patience as we transition to our new unit assessment system!

- b. 4 trainings for cooperating teachers on OPR in Nov., Dec., Jan., Feb. –over 200 CTs trained. Positive feedback
- c. More trainings will be held
- d. Please give us suggestions on your training needs