

Proposal for Revision of FSEHD Exit Assessments (Initial Programs)

Key Points

Current unit assessments:

1. School Analysis
2. Implemented Unit Plan
3. Professional Development Reflection

Observations:

- Wording of tasks differs across departments
- Number of required artifacts varies among programs
- Artifacts tend to be evaluated separately
- Wording of unit “rubrics” are taken directly from RIBTS
- “Elaborated” rubrics are different for different departments
- There is a growing desire/willingness/recognition of need among faculty to revise the assessment system

Emerging trends in accreditation and program approval:

- NCATE unit standards and all SPAs incorporate standards related to candidates’ ability to affect student learning
- Teacher Work Sample (TWS) is the most widely recognized example of an assessment of a candidate’s ability to judge students’ prior knowledge, plan and carry out instruction, assess students’ learning, and analyze and reflect on the results (NCATE, 2008)
- Use of TWS demonstrates commitment to ensuring that candidates complete their programs with the ability to impact student learning (NCATE, 2008)
- Teacher Work Sample is organized around seven teaching processes critical to producing improved P-12 student learning:
 1. Use of student and classroom context to design instruction
 2. Use of instructional unit learning goals that addressed local and state content standards
 3. Use of pre-post and formative assessment to guide instruction and measure and report learning results
 4. Design of instruction for all students that addressed unit learning goals and were aligned with concepts and processes assessed
 5. Instructional decision making based on continuous formative assessment
 6. Analysis and reporting of learning for all students and significant groups
 7. Reflection and evaluation of teaching and learning
- Current unit assessments for Exit align well with Teacher Work Sample, with some additions/changes

Summer assessment committee work:

- Committee’s charge: Examine and revise unit assessment system. Committee worked “backwards,” starting with exit assessments
- Looked at exit assessment models at other universities
- Spent a lot of time examining Teacher Work Sample model developed by Renaissance Partnership (involved 11 institutions over 6 years; see <http://edtech.wku.edu/rtwsc/index.htm> for more information); borrows from method developed at Western Oregon University
- Examined alignment of Teacher Work Sample model with FSEHD exit assessments

- Based draft FSEHD TWS on Renaissance model but changed it in ways suitable to FSEHD
- Products: Prompt and scoring rubrics (6 pts., 3 performance levels)
- Aligned with RIBTS/RIPTS and CF

Draft FSEHD Teacher Work Sample	Current FSEHD Practice—in general—because actual tasks differ among programs
<p>1. Context of Learning</p> <ol style="list-style-type: none"> Community, district, school factors Classroom factors Student characteristics Instructional implications, with specific instructional decisions for at least 2 factors <p>1-2 pages, in chart or narrative form</p>	<p>1. School Analysis</p> <ul style="list-style-type: none"> Demographics of community and school Administrative structure Parental involvement/community support Children in classroom District curriculum
<p>2. Unit Learning Goals</p> <ol style="list-style-type: none"> Goals Alignment with state and/or nat'l standards Types and levels of learning goals (e.g., Bloom's Taxonomy or Webb's DOK) Appropriateness of goals in terms of development, pre-requisite knowledge & skills, student needs <p>1-2 pages</p>	<p>2. Rationale for the unit</p> <p>3. Goals</p> <p>4. Objectives</p> <p>5. GLEs</p>
<p>3. Unit Assessment Plan</p> <ol style="list-style-type: none"> Overview of assessment plan with assessment(s) for each learning goal, format of assessments, adaptations for individual needs of students Pre- and post-assessments with scoring guidelines Plan for formative assessment with importance of each in collecting evidence <p>2 pages, plus assessments, scoring rubrics/keys, assessment table</p>	<p>6. Pre-Assessment-purpose, results, decisions-with student work</p> <p>7. Formative assessment-description and samples of student work</p>
<p>4. Design for Instruction of Unit</p> <ol style="list-style-type: none"> Pre-test results with analysis of student performance relative to learning goals in narrative and graph form. Description of patterns of performance and how they will guide instruction or modify goals. Unit overview-outline or other visual organizer, including learning goal and activity/topic. Description of at least 3 activities reflecting variety of instructional strategies and reasons for planning these activities, including: how content relates to goals, alignment with standards, connection to pre-assessment and contextual factors, material needed, high and low tech mechanical aids, learning environment, assessment of student learning How technology will be used in planning and/or instruction <p>3 pages plus visual organizer</p>	<p>6. Lessons</p> <ul style="list-style-type: none"> Lesson topic Objectives Assessment Instructional materials Instructional activities Learner factors Environmental factors Standards/GLEs Samples of student work (In general, no commentary)

Draft FSEHD Teacher Work Sample	Current FSEHD Practice—in general—because actual tasks differ among programs
<p>5. Instructional Decision Making</p> <p>a. Two examples of instructional decision-making based on students' learning/responses, including description of students' learning, motivation, engagement or other response, instructional decision made, and why</p> <p>3-4 pages</p>	<p>9. Assessment paper- how instruction was modified based on assessment</p>
<p>6. Analysis of Student Learning</p> <p>a. Written and graphic presentation of progress of whole class, using pre- and post-assessment data</p> <p>b. Written and graphic analysis of group performance (e.g., girls/boys, ELLs/non-ELLs, etc.) on one learning goal using pre/post assessments</p> <p>c. Narrative analysis of learning of two individual students at different levels of performance, using pre, post, and formative assessments</p> <p>4 pages, plus charts and work samples</p>	<p>9. Assessment paper-assessments used, information learned about students, how instruction was modified based on assessment, formative and summative assessment</p> <p>(In general, no tracking of individual learning or disaggregation.)</p>
<p>7. Reflection and Self-Evaluation</p> <p>a. Reflection on performance as a teacher during unit and link your performance to student learning results.</p> <p>b. Description of learning goals in which students were most and least successful, reasons for this, what to do differently in the future.</p> <p>c. Description of at least two professional learning goals that emerged emerging from insights and experiences with TWS, including. two specific steps to improve performance in the critical area(s) identified</p> <p>2 pages</p>	<p>7. Unit reflection-how it went, what candidate learned, how approach changed during unit, what s/he'd do differently next time</p> <p>8. Professional development reflection-how candidate has grown in the program, reflection on student teaching, importance of reflection, what s/he learned in student teaching, future plans</p>