

**Assessment Committee Meeting
March 7, 2011**

Present: Mary Ann Traxler, Nancy Turner, Insook Chung, Kitty Green, and Loretta Li

We discussed getting on track with SPAs. Nancy will work on CECI. Kitty will work on NCTE. Loretta will work on TESOL. MaryAnn will work on ACEI. MaryAnn will find out about what to do about Reading.

Loretta is attending the TESOL conference pre-workshop.

Kitty is signed up for the NCTE/NCATE webinar.

Nancy is in communication with CEC.

We discussed at length the new benchmark at the end of Step 2, the Critical Reflection on the Standards. This is an important point for both Elementary and Secondary programs. Now that we have aligned our outcomes with the state P-12 developmental standards and the INTASC content standard, we want candidates internalizing them and using them. Insook will put out an email to El Eds regarding AWP. Nancy will do a workshop for the El Eds regarding the oral performance. Kitty will do the writing as a part of EDUC 346 and will prep them for the oral performance. We set April 22 as the date for the presentation. Kitty offered to get the rooms and put a schedule together. We will run 3 sessions simultaneously. We determined to require that they be no more than 10 minutes.

We created a table to align the elements of the conceptual framework with assessment measures we currently have. Do we need additional measures? Are there gaps?

The future:


1. Where are we assessing these elements in our course embedded assessments?
2. We will take part in the College alumnae survey of grads one and five years out.
3. What can we do to increase the return rate on the Principal Survey? We need to review it and update it to align to the new standards.

Education Department Conceptual Framework-Assessment Alignment

Element	Assessment
Scholarship	
<u>Step 1:</u>	
<ul style="list-style-type: none"> • Required GPA for admission to the Department 	Application to the Department
<ul style="list-style-type: none"> • Passing Praxis I or a combined SAT score of 1100, or combined ACT score of 24. 	Praxis Score Report, SAT Score Report, or ACT Score
<ul style="list-style-type: none"> • Attaining Basic Writing Proficiency 	Passing Basic W
<ul style="list-style-type: none"> • GPA of 2.5 	GPA check by advisor
<u>Step 2:</u>	
<ul style="list-style-type: none"> • Satisfactory progress in General Education 	GPA check with advisor
<ul style="list-style-type: none"> • Education course grades of C+ or better 	Advising meeting/Teacher Candidate Assistance Team minutes
<ul style="list-style-type: none"> • Passing AWP Paper 1 (Advanced Writing Proficiency) 	AWP Committee
<u>Step 3:</u>	
<ul style="list-style-type: none"> • A GPA of 2.5 	Advising meeting/Teacher Candidate Assistance Team minutes
<ul style="list-style-type: none"> • Passing Praxis II (Elementary and Secondary Education) 	Praxis Score Report
<ul style="list-style-type: none"> • Successful completion of the General Education Program 	Advising meeting/Teacher Candidate Assistance Team minutes
<ul style="list-style-type: none"> • Successfully passing the Department Senior Comprehensive (Education Portfolio) 	Portfolio rubric
<ul style="list-style-type: none"> • Successful Oral Presentation of the 	Oral Presentation rubric

Education Portfolio	
<u>Post Graduate</u>	
<ul style="list-style-type: none"> Principal Survey 	Principal Report, Question 1
<ul style="list-style-type: none"> 1 year Institution Survey 	Education Questions on IR Survey, Question 19, 20
<ul style="list-style-type: none"> 5 year Institution Survey 	Education Questions on IR Survey, Question 19, 20
Element	Assessment
Mission	
<input type="checkbox"/> Reflective decision-makers (Standards 1-8)	Questions 1-10 Field Evaluation
<input type="checkbox"/> Passionate & ethical (Standard 6)	
<input type="checkbox"/> Beginning teachers who value diversity (Standards 1, 5, 6)	
<input type="checkbox"/> Are active against causes of alienation, poverty, and oppression (Standards 1, 5, 6)	
<u>Step 1:</u>	
<ul style="list-style-type: none"> Midterm and Final Evaluations of Field Experience 	Questions 1-10 Field Evaluation
<ul style="list-style-type: none"> Pre/Post Disposition Survey 	Questions 1-44 Disposition Survey
<ul style="list-style-type: none"> Embedded Course Assessments 	As per syllabi
<u>Step 2:</u>	
<ul style="list-style-type: none"> Midterm and Final Evaluations of Field Experience 	Questions 1-10 Field Evaluation
<ul style="list-style-type: none"> Disposition Survey 	Questions 1-44 Disposition Survey
<ul style="list-style-type: none"> Critical Reflection on Teacher Standards (AWP 1 Elementary Education Major) 	AWP rubric
<ul style="list-style-type: none"> Critical Reflection on Teacher Standards (Secondary Education Minor in EDUC 346) 	CRT rubric (Secondary)
<ul style="list-style-type: none"> Oral Presentation on CRT 	Oral Presentation rubric
<ul style="list-style-type: none"> Embedded Course Assessments 	As per syllabi
<u>Step 3:</u>	
<ul style="list-style-type: none"> Midterm and Final Evaluations of Field Experience (Fall) 	Questions 1-10 Field Evaluation

• Oral Presentation on Standard 3	Oral Presentation rubric
• Education Portfolio	Portfolio Rubric
• Portfolio Presentation	Oral Presentation rubric
• Exit Survey	Exit Survey, Question 9
<u>Post Grad</u>	
• Principal Survey	Principal Survey, Questions 2, 10, 12, 14
• 1 year Institution Survey	1 year Survey, Questions 1-4, 8, 11, 12, 14
• 5 year Institution Survey	5 year Survey, Questions 1-4, 8, 11, 12, 14
Element	Assessment
Competence	
☐ Extensive professional knowledge and skills (Standards 1-8)	
☐ Chooses methodologies that are student-centered & focused on individual student needs with developmentally appropriate outcomes and assessments that are Standards-based (Standards 1-8)	
☐ Uses current technologies	
<u>Step 2:</u>	
• Uses current technologies (Standard 3)	C+ or better in EDUC 220
• Midterm and Final Field Evaluations	Final Field Evaluation Questions 1-9
• AWP Paper 1 (Critical Reflection on Teacher Standards-Elementary Education Major)	AWP rubric
• Critical Reflection on Teacher Standards (Secondary Education in EDUC 346)	CRT rubric
• Oral Presentation on Critical Reflection on Teacher Standards	Oral Presentation CRT rubric
• Disposition Survey	Disposition Survey, Questions 5, 8, 9, 11, 22, 31, 32
• Embedded Course Assessments	As per syllabi
<u>Step 3:</u>	
<u>First Semester</u>	
• Midterm and Final Field Evaluations 1 st Semester	Field Evaluations, Questions 1-8

<ul style="list-style-type: none"> • Oral Presentation on Reflection on Standard 3 	Oral Presentation rubric
<ul style="list-style-type: none"> • Embedded 1st Semester Course Assessments 	As per syllabus
<ul style="list-style-type: none"> • Praxis II (Elementary Education) 	Praxis II Score Report
<ul style="list-style-type: none"> • Praxis II (Secondary Education) 	Praxis II Score Report
<u>Student Teaching</u>	
<ul style="list-style-type: none"> • Formative Lesson Assessment-Cooperating Teacher 	Formative Lesson Assessment CT, Questions 1-8, 11-13
Element	Assessment
<ul style="list-style-type: none"> • Formative Lesson Assessment-College Supervisor 	Formative Lesson Assessment CS, Questions 1-8, 11-13
<ul style="list-style-type: none"> • Summative Standards-Based Assessment-Cooperating Teacher 	Summative Performance Assessment-C T, Questions 1-8, 11-13
<ul style="list-style-type: none"> • Cooperating Teacher Survey 	Cooperating Teacher Survey, Questions 1-9
<ul style="list-style-type: none"> • Education Portfolio 	Portfolio Rubric
<ul style="list-style-type: none"> • Oral Presentation of Education Portfolio 	Oral Presentation rubric
<ul style="list-style-type: none"> • Exit Survey 	Exit Survey, Questions 1-9
<u>Post Grad</u>	
<ul style="list-style-type: none"> • Principal Survey 	Principal Survey, Questions 1-15
<ul style="list-style-type: none"> • 1 year Institution Survey 	Institutional Survey, Education Questions 1-20
<ul style="list-style-type: none"> • 5 year Institution Survey 	Institutional Survey, Education Questions 1-20
	
<p>The mission of the Education Department is “to develop reflective decision- makers who are passionate, ethical school leaders, well prepared in the scholarship, methodology, and professionalism of teaching</p>	

	to successfully cultivate the diverse gifts of each student.”