
Unit Meeting

October 11, 2007

Priorities

- ☐ Undergraduate Education Major
- ☐ Faculty Positions
- ☐ Assessment

Assessment

Why should we assess?

Improve programs

Improve the College of Education [Unit]

Improve the quality of our graduates

Improve the education of P-12 students

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- ❑ NCATE
 - ❑ CACREP
 - ❑ Middle States

Candidate Performance

Past vs. Current Expectations

What Should we Assess?

- ☐ Assess what is important
- ☐ Conceptual Framework
- ☐ Unit competencies
- ☐ NCATE standards
- ☐ State standards
- ☐ Program Standards [SPA's]Program Review

Unit Competencies/Proficiencies

☐ 20 Undergraduate

☐ 6 Graduate

NCATE STANDARDS

- ❑ Standard 1: K, S, D, and Student Learning
- ❑ Standard 3: Field Experiences and Clinical Practice
- ❑ Standard 4: Diversity
- ❑ Standard 5: Faculty
- ❑ Standard 6: Governance & Resources

- ❑ Unit Operations [advisement, library, number of sections offered, placements, quality of offerings, etc.]

State Standards

☐ New Jersey Standards for Teachers

Professional Standards/SPA's

- ☐ Program Review
- ☐ ACEI, NAEYC, NCTM, NCTSS, etc.
- ☐ All require 6 common assessments and 2 other optional assessments

On-line

Due: One year prior to the NCATE visit [2010]

Results: Nationally recognized, recognized with conditions, not recognized

Program Reviews/SPA's Assessments

1. State Licensure Exam
2. Content Assessment
3. Assessment of Planning (e.g., unit plan)
4. Student Teaching/Internship assessment
5. Assessment of candidate impact on student learning/providing a supportive learning environment
6. Another assessment to show SPA standards are met

When to Assess

Transition Points:

- ☐ Admissions to the Program
- ☐ Prior to Practicum
- ☐ Prior to Student Teaching
- ☐ Program Completion

Who Assesses

- ☐ All of us: Every one needs to be involved
- ☐ Office of Field Experiences
- ☐ Office of Certification
- ☐ Faculty
- ☐ Program Coordinators
- ☐ Principals
- ☐ Cooperating Teachers
- ☐ Candidates

ISSUES

- ❑ Unit assessments Vs. Program assessments
- ❑ Aggregating, summarizing, and analyzing unit data at the advanced level
- ❑ Programs with no SPA's [one solution: Teacher Work Sample, another: assessment tools used by National Boards]
- ❑ How to collect, summarize, aggregate data: Waypoint



Questions?