

ASSESSMENT/NCATE

Timelines and Structure

November 2007

Organization

Coordinators:

- Rochelle Kaplan
- Hilary Wilder

NCATE Steering Committee:

- Department Chairs & Directors
- NCATE Coordinators
- Dean, Associate Dean

Working Committees

- ☐ Conceptual Framework Committee
- ☐ Ad Hoc Initial and Advanced Committees
- ☐ Field Experiences Committee
- ☐ Diversity Committee
- ☐ Assessment Committee
- ☐ Dispositions Committee

Timeline

□ Long-range Target Dates:

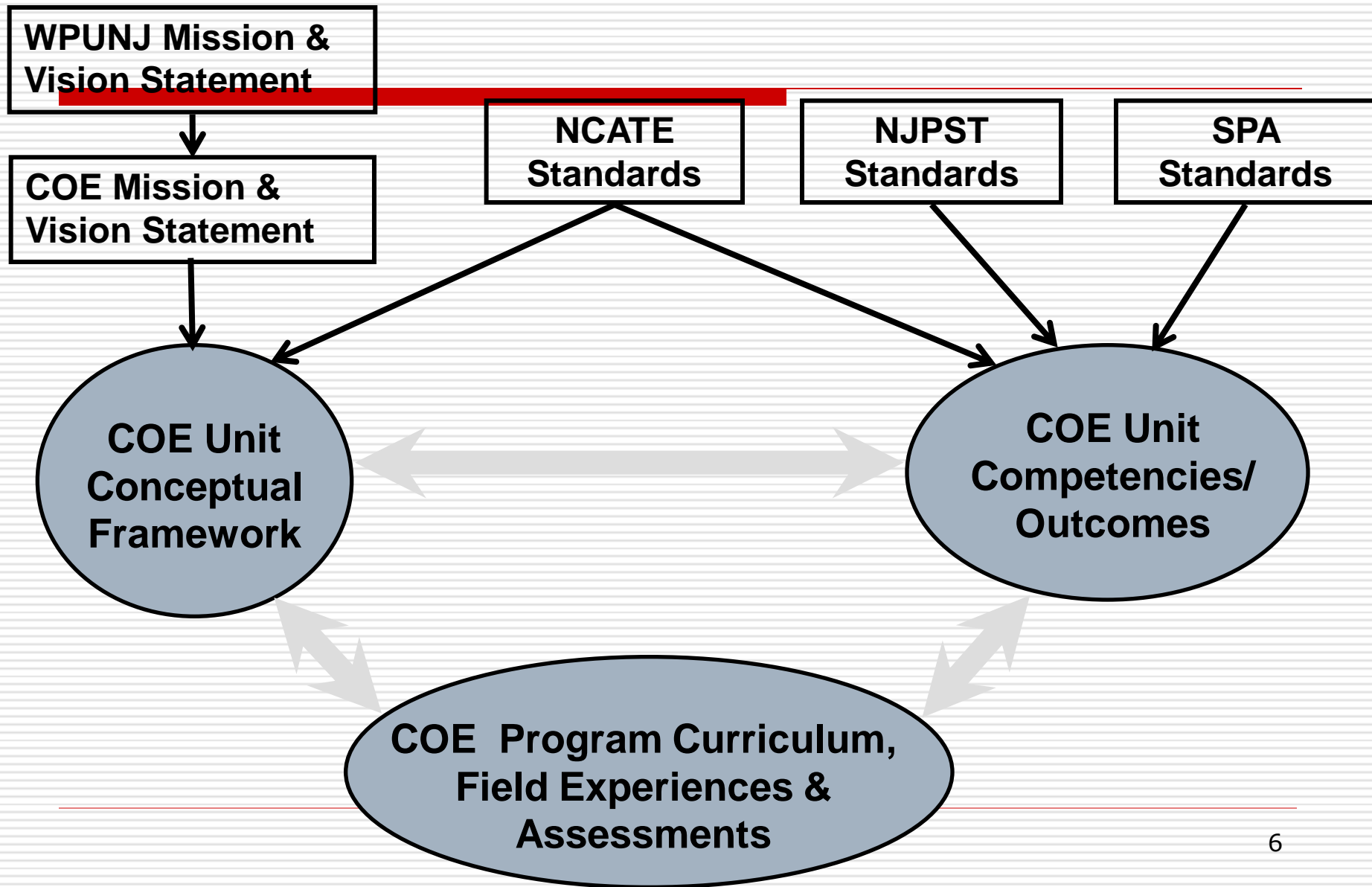
Fall 2010-Spring 2011: Program Reviews to SPAs need to be submitted—3 years of data Needed

Spring 2012: NCATE visit

What needs to be done in 2007-2008

- ☐ Review Conceptual Framework
- ☐ Align SPA Standards for each program with program assessments
- ☐ Refine assessments and rubrics as needed
- ☐ Start entering data on Waypoint
- ☐ Spring 2008: Begin to summarize and look at data collected on Waypoint
- ☐ What are we learning about our programs?
- ☐ What changes do we need to make?

Relationship of Mission Statements, Standards, Competencies, Assessments, and Conceptual Framework on Our Programs



Alignment

- ❑ Each program needs to review its SPA standards to ensure that the program has a key assessment (s) that will provide data for each of those standards
- ❑ Look for “power assessments” which yield data for more than one standard and covers more than one assessment (e.g. Teacher Work Sample)
- ❑ We must have the 5 common assessments for all SPAs

Required Assessments in Program Review

1. State licensure exam for content
 2. Assessment of Content Knowledge
 3. Assessment of Planning (e.g., lesson plan or unit plan)
 4. Student teaching/internship assessment
 5. Assessment of candidate impact on student learning or providing a supporting learning environment
 6. Other assessment to show SPA standards are met
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Where to Begin?

- There are 2 charts in each of the SPAs Program Reports that need to be filled out:

First Chart: List of Assessments 1-6

Name of Assessment

Type of Assessment

When Assessment is Administered

□ 2nd Chart:

Relationship of Assessment to Standards

Standard

Applicable Assessments from previous chart

Examples

□ Standard 1 of NAEYC and ACEI

Development, Learning and Motivation

Candidates understand the concepts
and create learning opportunities
(ACEI)

healthy, supportive environments
(NAEYC)

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- What Assessments from the Chart 1—
give us data to demonstrate that our
candidates have mastered Standard
one
of ACEI or NAEYC?

ADVANCED PROGRAMS

Tasks:

- ☐ Review 6 Advanced Competencies
- ☐ Advanced programs that do not have SPAs consider something else (e.g. NBPTS)
- ☐ Define internships/clinical experiences
- ☐ Documentation of candidates opportunities to work with diverse K-12 students (specifically when teachers are conducting experiences in their own classrooms)

Immediate Tasks

- ❑ Nov. 30th: all existing assignments and rubrics for scoring them for the 6-8 critical assessments are submitted to COE-research@wpunj.edu
- ❑ Jan. 30th: data from assessments completed in Fall 2007 will be tabulated (see form). Data will then be entered into WayPoint
- ❑ Feb. 29th: full alignment showing which assessment addresses each and every SPA standard for each program

Save the Dates

□ Teacher Work Sample
presentation -- January 25,
2008 (Friday) 9:30-2:30

Dr. Barbara Chesler- Buckner

Associate Provost for
Assessment

Coastal Carolina University

□ Diversity Conference
Friday, March 28th 2008

□ Lesson Study Conference
March 5, 6, 7th 2008

Break-out Groups

- ☐ Conceptual Framework
- ☐ Initial Programs: Directors & SPA Report Writers
- ☐ Advanced Programs: Directors
- ☐ Dispositions (volunteers needed)