

## Section

### 4

# Connecting the Task to Unit Assessment

### *Task Relationship to NCATE's Standard 1*

This performance assessment task relates to candidate dispositions, a requirement of NCATE Standard 1. Specifically, candidates are expected to develop and model dispositions that are expected of educators. The task contained herein is in the form of a survey that assesses candidates' dispositions of Professionalism and Reflective Practice. These two major dispositions are reflected in the Conceptual Framework of the Division of Education, as shown in Section II.

### *Support for Survey*

The Dean of the College of Education, Nursing, and Health Professions at the University of Hartford is committed to improving the overall program of teacher preparation and has given permission and support for the development of the survey. The Chair of the Division of Education has been part of the assessment team and has actively participated in the workgroup to develop the survey. The Chair of the Division of Education, with the full support of the Dean, will initiate the piloting and implementation of this disposition survey. As part of the application to the professional program process, candidates will be required to complete the disposition survey.

This survey has been in various stages of development between June 2002 to April 2003. The first step once an initial version of the survey had been completed was to obtain feedback from the Title II Project Director, who worked closely with this workgroup to refine the survey. In May 2003 a pre-pilot of the survey was conducted among the workgroup members and six teachers from the University of Hartford Magnet School, to determine the appropriateness of the vignettes and responses for Elementary and Elementary/Special Education candidates in the program. In May 2003, an attempt was made to pilot the survey with undergraduate candidates, however, feedback from students was very minimal because it final examinations were also being administered, and students departed for the summer immediately after the exams. Although the workgroup found the feedback useful, sufficient data was not obtained to perform statistical analyses and to get a true picture of candidates' responses. The next step will be to pilot the survey among sophomore education candidates in September 2003. The first set of data will be analyzed at that time. Further steps to revise the survey will be taken by the workgroup, if refinements are deemed necessary based on the pilot study data.

This survey will become part of the assessment process for the University of Hartford's teacher education program for candidates in the Elementary and the Elementary/Special

Education programs. A committee has been formed to examine ways in which the dispositions will be integrated into the conceptual framework of the Division of Education.

The disposition survey is one task which candidates will be asked to complete as part of the process for entry into the professional phase of the program. The focus of the survey is to analyze candidate readiness at various key transition points. Candidates will demonstrate capacity to analyze and reflect on their dispositions, and will be provided with feedback as to their relative standing on their dispositional development. Instructors and advisors will also provide candidates with feedback on improving their dispositions.

***Use of Assessment***

The assessment will be administered online and an appropriate rubric will be used to determine the candidates' readiness for entry to the next stage of the program. The results of the assessment will be maintained in the Division of Education database and tracked over two transition points: entry into the professional program and at the point of exit from the program. This activity will have great potential for identification of and support for change in candidate dispositions. This information will be used to assist the Division of Education to prepare candidates to know and demonstrate those dispositions necessary to help all students learn, and also to evaluate the efficacy of the program in developing these dispositions in the candidates.

***University of Hartford Division of Education Assessment Plan***

The following plan shows the current University of Hartford Division of Education timeline and assessment plan for teacher candidates. As shown below, the survey will be administered in the sophomore year as well as in the senior year.

<p><b>If you are a Freshman:</b></p> <ul style="list-style-type: none"> <li>• Praxis 1</li> <li>• PPST</li> </ul>	<p>If you have not yet passed the Praxis 1, you have to complete the PPST in preparation for applying to the professional studies in the sophomore year.</p>
<p><b>If you are a Sophomore: Professional Studies Application</b></p> <ul style="list-style-type: none"> <li>• A 2.67 Overall GPA.</li> <li>• Praxis 1 Scores or a praxis waiver letter.</li> <li>• Two letters of recommendation.</li> <li>• A written 250-500 word essay on the topic " Why I want to be a teacher."</li> <li>• Teaching Survey</li> </ul>	<p><b>Please contact Division of Education, H252, Dr. Joan Pedro, email <a href="mailto:pedro@hartford.edu">pedro@hartford.edu</a>, or Dr. Claudia Nunn, email <a href="mailto:nunn@hartford.edu">nunn@hartford.edu</a>, about completing this application.</b> The Professional Studies Application must be completed online.</p> <p>You are also required to complete the teaching survey online as part of your application to this program.</p>

<p><b>If you are a Junior: Practicum Application</b></p> <ul style="list-style-type: none"> <li>• Overall GPA 2.67</li> <li>• Letter of reference from field placement.</li> </ul>	<p>Apply in <b>January</b> for practicum in Fall. <b>Application forms are available online.</b></p>
<p><b>If you are a Senior: Application for Student Teaching</b></p> <ul style="list-style-type: none"> <li>• Overall GPA 2.67</li> <li>• Subject Area GPA 2.67</li> <li>• 6 credits of Methods Courses</li> </ul>	<p>Apply in <b>September</b> for Student Teaching in Spring. <b>Application forms are available online.</b></p>
<p><b>If you have completed student teaching:</b></p> <ul style="list-style-type: none"> <li>• Teaching Survey</li> </ul>	<p>You are required to complete the teaching survey online prior to exit from this program.</p>