

CENTRAL CONNECTICUT STATE UNIVERSITY
School of Education and Professional Studies
Performance Assessment Team
Meeting on 5/3/01

Present: Dick Arends, Judy Bourell-Miller, Nancy Hoffman, Paulette Lemma, Georgette Nemr, Tony Rigazio-Digilio, Sue Seider, Joanne Walker

Review and comments about DRAFT Conceptual Framework

- Concerning language of conceptual framework:
 - incorporate physical development to "understanding human development"
 - replace scholar with "learner"
 - include "critical thinking" as part of content knowledge
 - include "affects student learning" as well as understands the learning process

- Concerning unit outcomes of initial preparation programs
 - affective/disposition upon entry into program/ need baseline data (e.g., via essay or interview)
 - redefine or find alternate wording for "deep understanding"
 - map outcomes/create an alignment chart linking outcomes to different sets of standards e.g., NCATE, CCT, INTASC,

- Concerning CCSU assessment of general education requirements/skills:
 - note performance indicators for general education and use as a possible data source
 - ⇒ e.g., critical thinking, communication skills (written and oral), computation, technology, etc.
 - ⇒ CCSU to pilot assessment of general education indicators in Fall 2001 for exiting undergraduates
 - ⇒ No current proposal to assess "Post-Bacs" entering professional program; could be tested through GRE, CAPP (ETS) or content portfolio.

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3 levels of Performance Assessment:

- The work group discussed and agreed that it was feasible and manageable to develop and pilot 3 levels of performance assessment for the 2001-2002 academic year. In addition, it was agreed that the assessments should be used as "gates" to ensure that students qualified for progressing to next course sequence or to student teaching. The work group also identified an overall need for **funding** faculty time for the following development/implementation tasks related to the assessment:
 - faculty time to develop the assessments, rubric, select benchmark performances from pilot tasks in order to refine and clarify rubrics/tasks;
 - trainers to train all other faculty;
 - implement/score the assessments, review assessment data in the winter and summer of 2002 for ongoing refinement of assessment tasks;
 - data to be entered into PED and data analyses run to consider correlation with other student variables (GPA, UG/Grad level, transfer status, content area, etc.).

- **Assessment Level 1: Foundations Level**
 - ⇒ **Which outcomes is assessed?**
 - *Knowledge* of students, pedagogy
 - *Skills* related to instruction/classroom environment
 - *Dispositions*, to some extent, related to responsibility for student learning (bullet #2)
 - Learners, learning theory and positive classroom environment

 - ⇒ **When assessed?**
 - EDTE 315
 - identify course in ECE program to assess this level of performance

 - ⇒ **How are outcomes assessed at this level?**
 - short video vignette / case study or supporting contextual information
 - all students respond to same task
 - one rubric developed
 - all faculty are trained to assess/ assigned faculty score assessment

 - ⇒ **Resources needed:**
 - video vignette mixed positive/negative evidence, middle school setting, urban setting/diverse student population
 - contextual information
 - prompts to which students must respond and demonstrate the outcomes assessed
 - rubric

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□ **Assessment Level 2:** Methodology Level

⇒ **Which outcomes is assessed?**

- *Knowledge* of students, pedagogy, content (to some extent, if possible)
- *Skills* related to planning, instructing, assessing
- *Dispositions*, to some extent, related to responsibility for student learning (bullet #2)
- Understanding of building on students' prior knowledge, planning for subsequent instruction based on student assessment data and planning strategies/modifications/adaptations based on student need.

⇒ **When assessed?**

- EDTE 420, PE 405 or PE 304, SPED 435, etc
- identify course in ECE program and other methods courses in which to assess this level of performance

⇒ **How are outcomes assessed at this level?**

- short video vignette / case study with lesson plan and student work, students asked to develop subsequent lesson plan based on information provided related to teaching context, student need and performance
- all students respond to same task within certain content areas/levels
- one rubric developed
- all faculty are trained to assess
- task assessed in teams and may include PDS partner teachers
- take one week at end of course for scoring assessment

⇒ **Resources needed:**

- video vignette
- contextual information
- prompts to which students must respond and demonstrate the outcomes assessed
- rubric

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□ **Assessment Level 3: Practical Level**

⇒ **Which outcomes is assessed?**

- *All Knowledge*
- *All Skills*
- *Dispositions*: responsibility for student learning (bullet #2), collaboration and leadership (initiative)

⇒ **When assessed?**

- Student teaching
- (what do we do about DSAPs?, need to create required seminar or supervised course for those waived of student teaching such as EDSC 582 for secondary DSAP holders)

⇒ **How are outcomes assessed at this level?**

- mini portfolio requiring the following documentation
 - ◆ description of school context
 - ◆ baseline data on two students
 - ◆ lesson plans for 1 week
 - ◆ 2 videotaped lessons during same week
 - ◆ analysis of student work or student performance
 - ◆ analysis of teaching
- each content area develops prompts (take from BEST portfolio handbooks)
- one rubric developed (except for different criteria in assessing demonstration of content knowledge/skills)
- student teaching seminars must support the development of the portfolio through guided tasks, exemplars and discussion/support groups
- workshops for cooperating teachers related to portfolio requirement
- all faculty are trained to assess
- task assessed in teams by supervisor and cooperating teachers
- take one week at end of student teaching for scoring portfolio

⇒ **Resources needed:**

- Portfolio prompts
- exemplars
- rubric (with different content area criteria for assessing demonstration of content knowledge/skill)