

Section

4

Connecting the Task to Unit Assessment

Section Overview: CCSU has NCATE accreditation and our site visit for continuance of that accreditation occurred in March 2003. The assessments we have developed have been carefully aligned with the SPA folios each content area submitted as part of the NCATE process. Our assessments are designed for use in CCSU preservice teacher preparation programs. Although content knowledge and pedagogical knowledge are required to successfully complete the assessments, the primary assessment focus is on pedagogical skills required to help all students learn. The exit portfolio also makes some assessment of dispositions related to diversity and reflection.

We hope to expand the midpoint assessment task to technology education and to music education in the next year. (Art, business, and English believe that they have alternative assessments that meet their needs.) Next fall we must reexamine the pilot passing standard for the midpoint assessment and establish a pilot passing standard for the exit portfolio. Both of these will require K-12 and CCSU faculty involvement.

The institutionalization of the assessments is expected as they are already in the CCSU Catalogue as program requirements. The assessments are also a key part of the NCATE unit assessment plan, which is attached. The preservice teaching midpoint and exit assessment measures used in the plan were developed with this grant. The dean has supported our development work by funding substitute teachers for scorers. She is also examining options for integrating responsibility for assessment into CCSU faculty load credits.

The work of the team has been integrated into our NCATE assessment patterns and our data will be entered into PED, our NCATE assessment database. We plan to build the entry fields this summer. We will then need to define who is responsible for developing, administering and coordinating the assessments as well as research on the assessments, data entry, and closing the loop with programs. Examples of program changes made to date are found in the assessment plan. We have a reasonable plan for getting data to each department and will need to also coordinate a review of data across the unit, probably through SEPS GC, the unit's faculty governance structure as well as through deans and chairs. Until this point in time, the Chair of Teacher Education has assumed most of these administrative responsibilities. That pattern will need to be reexamined. These should probably be institutional responsibilities that are assigned somewhere in the SEPS Dean's Office.