

## Section 4: Connecting the Task to Unit Assessment

Since the new teacher education program approval process will use the NCATE standards, the most appropriate standards related to this project are NCATE Standard 1 and Standard 2.

### *NCATE Standard 1: Candidate Knowledge, Skills, and Dispositions*

*Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.*

*Describe the element of NCATE Standard 1 to which your performance assessment task relates. See Alignment Table.*

*The Process to institutionalize this task.* Western Connecticut State University has an established Education Review Committee (ERC) to coordinate governance-based issues among the Education and Educational Psychology Department, the Music Department, Health Sciences, and the School of Arts and Sciences. This committee has a long history of responding effectively in order to facilitate communication among its members and to determine joint policies and practices. The ERC will play a key role in meeting the requirements of the proposed 2003 CSDE regulations and will assist in redefining both processes and products in preparation for national accreditation through NCATE. ERC members have served, along with other university faculty on Consultant Team 1 and Consultant Team 2.

As with any programmatic decisions at WestConn, a series of several governing bodies must review and approve of any changes brought forward with a specific proposal for change.

The proposal must be accepted by the following governing bodies (WCSU Faculty Handbook, 2001-05):

Departmental Approval: Departmental Review and Adoption

Department of Biology

Department of Chemistry

Department of Education and Educational Psychology

Department of English

Department of Foreign Languages

Department of History and Social Sciences

Department of Mathematics

Department of Physics

School Curriculum Committee: Education Review Committee (ERC)

Committee of Undergraduate Curriculum and Academic Standards

Administrative Review

Before any agreed upon changes are made, students must be informed via the undergraduate catalog. In other words, the catalog is the legal document presenting the program and course requirements. The catalog goes to the printer during the winter of every year and represents information to be followed for the next academic year. For example, all catalog items must be received by December of 2003 for information that will be implemented for the 2003-2004 academic year. A change cannot be implemented if it is not published in the catalog. In order to establish this task as an integral feature of the elementary and secondary certification programs, this process will be followed.

*Plans and timelines for expanding this task in this content area and in other content areas.* The task has already influenced the way all mathematics professors teach the mathematics sequence for undergraduate students in elementary and secondary certification programs in education. In addition, since two professors of education at the undergraduate elementary level were also involved in this project, their teaching of certification courses has changed as a result of this work.

Plans to thoroughly inform faculty members in all disciplines that certify students will continue this fall. The task and scoring rubric will be presented at department meetings and faculty will discuss procedures to apply the PAM to other content areas using content specific standards and state testing items, where applicable. Following this, each department will make a proposal for developing similar assessments, integrating them into their respective programs, and presenting these proposals to the governing committees of the university.

*Plans to Combine the Assessment Task with other Indicators in Order to Make Decisions about a Candidate's Knowledge, Skills, and Dispositions.* Presently, WestConn employs a minimum undergraduate GPA of 2.8 as one entry criterion into the professional semester (prior to student teaching). An interview prior to the professional semester is also required. Students must maintain their GPA in order to be placed in a student teaching assignment. A satisfactory student teaching evaluation must be obtained. With the development of this task, this committee recommends an assessment of competency in each major subject area in which the pre-service teacher will teach. This project was developed to specifically support the use of this task in the area of mathematics.

## *NCATE Standard 2: Assessment System and Unit Evaluation*

*The unit has an assessment system that collects and analyzes data on the application qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.*

*Describe how the information you gather from this assessment will be used for reviewing the efficacy of courses, field experiences, and programs.* This purpose of this project was to develop a task and corresponding scoring system that could be used to assess a teaching candidate's ability to teach mathematics. This task and rubric will be presented as a model for faculty members in other departments. With that in mind, the Team members of this project envision that this is only the beginning of an integrated evaluation process that each department will develop and employ.

### *Supporting Documentation*

All members of the Department of Education and Educational Psychology have been involved with the revision of a Conceptual Framework established to guide not only the self-study process, but to provide future directions for the elementary and secondary certification in education programs as well as the graduate programs. This document is available to all faculty members through a departmental link that allows editing of the text.

Additionally, all courses for the certification programs in education will be assessed using NCATE standards. In order to assist faculty members to examine their course outlines and syllabi, a chart was developed instructing faculty to relate their course objectives, competencies and assessment tools and techniques with the NCATE standards and target performances. See Appendix G for the template of this table and the specific questions to be answered by each faculty member teaching each course section.