

Notes for Teacher Education Unit Assessment Committee Meeting

Prepared by Mary Todd

February 4, 2009

1. Dispositions:

- o Candidate survey at entry
- o Teacher survey at one transition point (perhaps first field experience)
- o Cooperating teacher or field supervisor in capstone or course prior

Ensure that dispositions are exactly the ones that we adopted

Adapt wording so that current dispositions apply across the unit (e.g. Speech Language Pathology)

2. Fairness, Accuracy, and Consistency

Embed in program plans

Conduct unit workshops on unit assessments

Expand on current procedures in written materials

3. Conceptual framework links to assessment measures

<b>Conceptual Framework Element</b>	<b>Areas to Assess with unit and program instruments</b>
Content	1a content knowledge 1b pedagogical content 1e knowledge and skills for other school professionals
Learner	1d student learning 1f student learning for other school professionals
Pedagogy	1c pedagogical knowledge and skills
Technology	1b pedagogical content 1e knowledge and skills for other school professionals 2a assessment system 3c KSD to help all students learn 5b Faculty model best practices
Reflection	
Diversity	4a Design, imp and eval of curriculum 4b work with diverse faculty 4c Work with diverse candidates 4d Work with diverse students
Dispositions	1g professional dispositions 3c KSD to help all students learn

17 questions minimum with 1 item each

Exit = alumnae; parallel to employer.

Is this a place to survey the cooperating teacher?

4. Not a fully operational unit-wide assessment mgmt system

TaskStream full implementation – used for data collection beginning Fall 2009

AMS as the documentation support instrument

5. Program data not regularly or systematically compiled summarized and analyzed.

Program Assessment plans embedded in AMS with building documentation following template