BUILDING A BETTER MOUSETRAP . . . ASSESSMENT

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West Texas A&M University
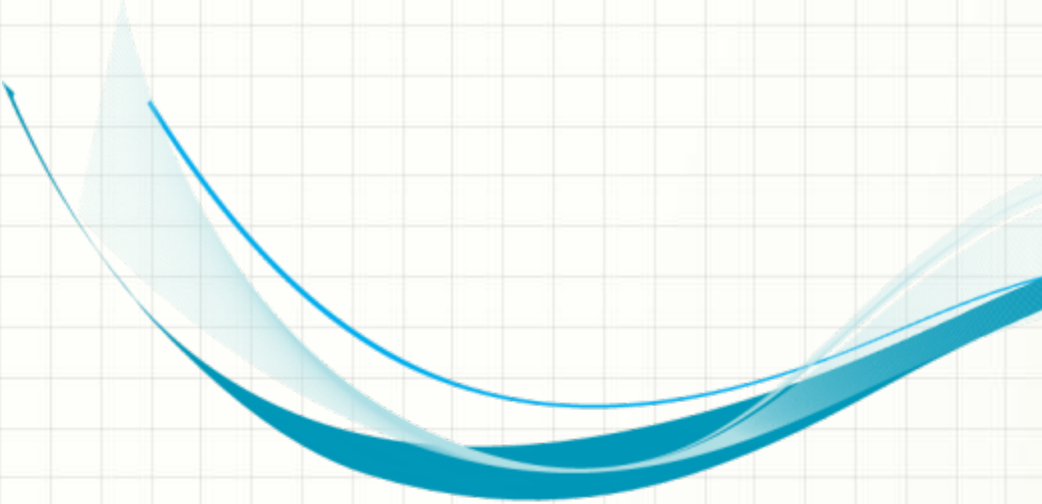CSOTTE Fall Conference - October 27, 2015

Welcome

The question is not about how to build a better mousetrap, but rather, how do you build a better *assessment*?

Learning Outcomes

- Building a Better Mousetrap

- New Thinking and New Tools

- A Culture of Evidence

- Backward Design and Assessment

New Thinking and New Tools

WTAMU Department of Education Conceptual Framework

- The WTAMU Department of Education prepares **confident, skilled, and reflective professionals** through course work and field experiences who are critical creative thinkers, effective communicators, advocates for diverse learners, integrators of technology, life-long learners, and stewards of the profession.

Conceptual Framework (CF) / Program Educational Outcomes (PEOs) (Department-wide Standards)	Explanation of CF/PEOs	General Learning Outcomes (GLOs) (University-wide Standards)
1. Critical creative thinkers	Who develop solutions to improve the educational environment and who inspire students or co-workers.	GLO 2; GLO 7
2. Effective communicators	Who use verbal, nonverbal, electronic, and print modes of communication to establish a positive school or work environment and promote thinking and learning.	GLO 1
3. Advocates for diverse learners	Who appreciate, promote, and model the values of diversity.	GLO 4; GLO 5
4. Integrators of technology	Who integrate multimedia in learning environments as instructional and management tools to enhance learning.	GLO 6
5. Life-long learners	Who take responsibility for their own learning and continuously foster their professional renewal.	GLO 3; GLO 5; GLO 6
6. Stewards of the Profession	Who represent ethical and professional dispositions.	GLO 4

West Texas A&M University

DEPARTMENT OF EDUCATION

Confident   Skilled   Reflective

Syllabus

COURSE TITLE

Course/Number/Section

Professor/Instructor

Fall 2015

Contact; Office Hours; and Course Information –

Professor/Instructor:

Email:

Office:

Office Hours:

Mailbox: Department of Education, WTAMU Box 60208, Canyon, TX 79016

Office Phone:

Class Meeting Dates:

Times:

Location:

All other appointments are welcome to be made in person, by telephone, or by email.

Department of Education Conceptual Framework—

The WTAMU Department of Education prepares **confident, skilled, and reflective professionals** through course work and field experiences who are critical creative thinkers, effective communicators, advocates for diverse learners, integrators of technology, life-long learners, and stewards of the profession.

Conceptual Framework (CF) / Program Educational Outcomes (PEOs) –

Content Knowledge -- InTASC Standards 4 & 5

Program Educational Outcomes/Objectives:

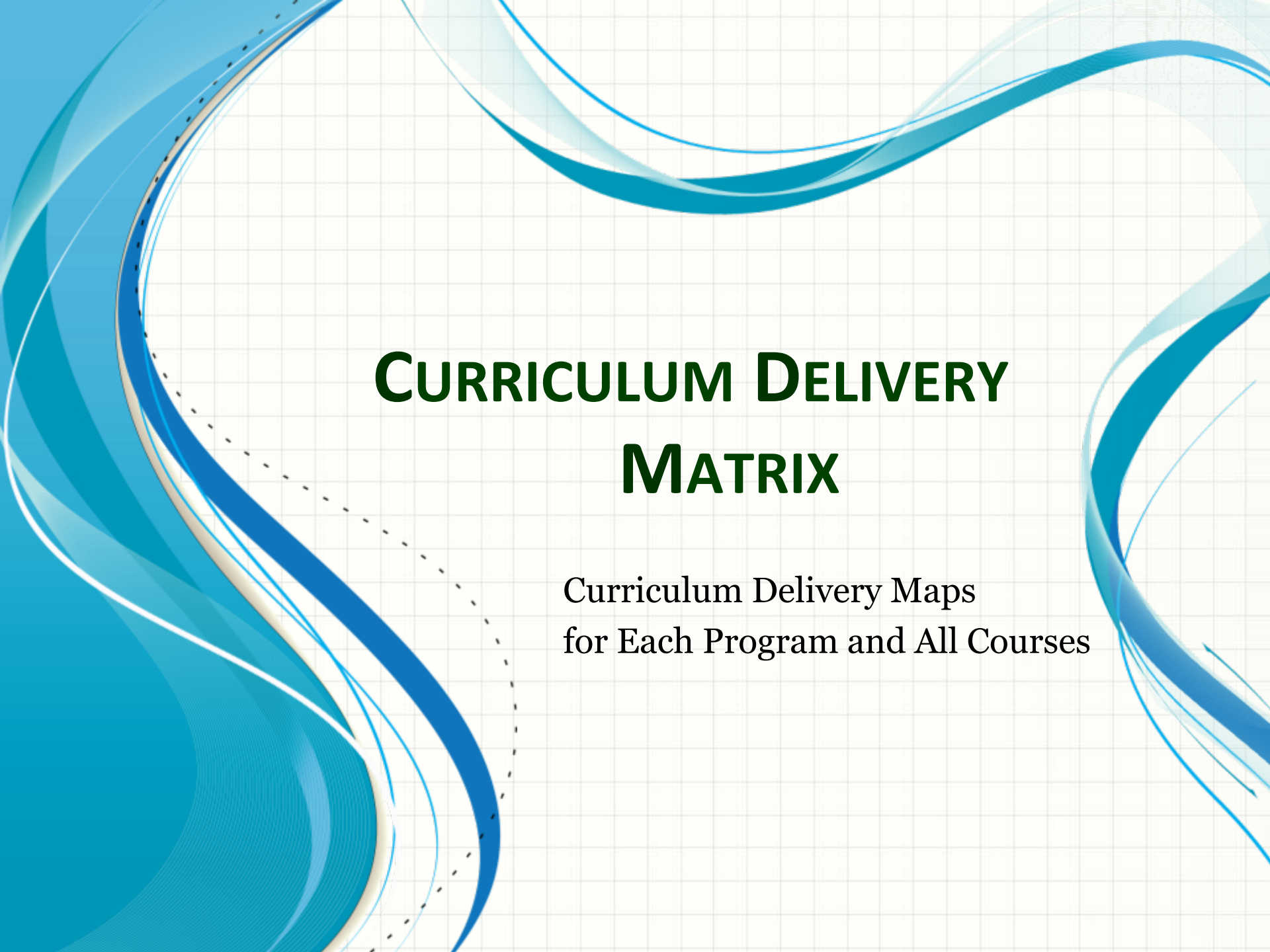After participating in the (*Type Name of Program here), our candidates will be:

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Sources: WTAMU 2014-2016 Learning Assessment Plan/General Learning Outcomes or GLOs (See https://www.aacu.org/leap/); and the DoE Conceptual Framework.

Ethical and Professional Dispositions

Candidates will:

| Items	Dispositions	Research and Standards
A.	Demonstrate an expectation that all students can learn and are a vital part of the learning community.	DL 1, 3; CF 2, 3; *InTASC* 1, 2, 8.

CURRICULUM DELIVERY MATRIX

Curriculum Delivery Maps
for Each Program and All Courses

Reading Curriculum Delivery Map

Course	PEO 1/ GLO 2; 7: Critical Creative Thinkers/Problem Solving	PEO 2/GLO 1: Effective Communicators	PEO 3/GLO 5: Advocates for Diverse Learners	PEO 4: Users of Technology	PEO 5/ GLO 3: Life-long Learners/Discipline Specific Knowledge	PEO6/GLO 4: Stewards of the Profession/Ethical Decision Making/ Social Responsibility	KEI Assignment	Evidence
EDRD 6331.70	√ Developing	√ Developing			√ Developing	√ Developing	Culminating Paper-Synthesis of Balanced Literacy Components	Project Evaluation Rubric
EDRD 6332.70		√ Developing			√ Emerging	√ Mastery	Course Reflection Paper	Reflection Assessment Rubric
EDRD 6340.70	√ Developing			√ Emerging	√ Developing	√ Developing	Global Leaders Research Paper	Project Evaluation Rubric
EDRD 6341.70	√ Developing	√ Developing	√ Emerging		√ Developing		Case Study Project	Project Evaluation Rubric
EDRD 6344.70		√ Developing	√ Mastery	√ Developing		√ Developing	Author/ Illustrator Study	Project Evaluation Rubric
EDRD 6345.70	√ Emerging		√ Emerging	√ Developing	√ Developing		Online Storybook Report	Project Evaluation Rubric
EDRD	√	√	√		√		Multi-genre	Project
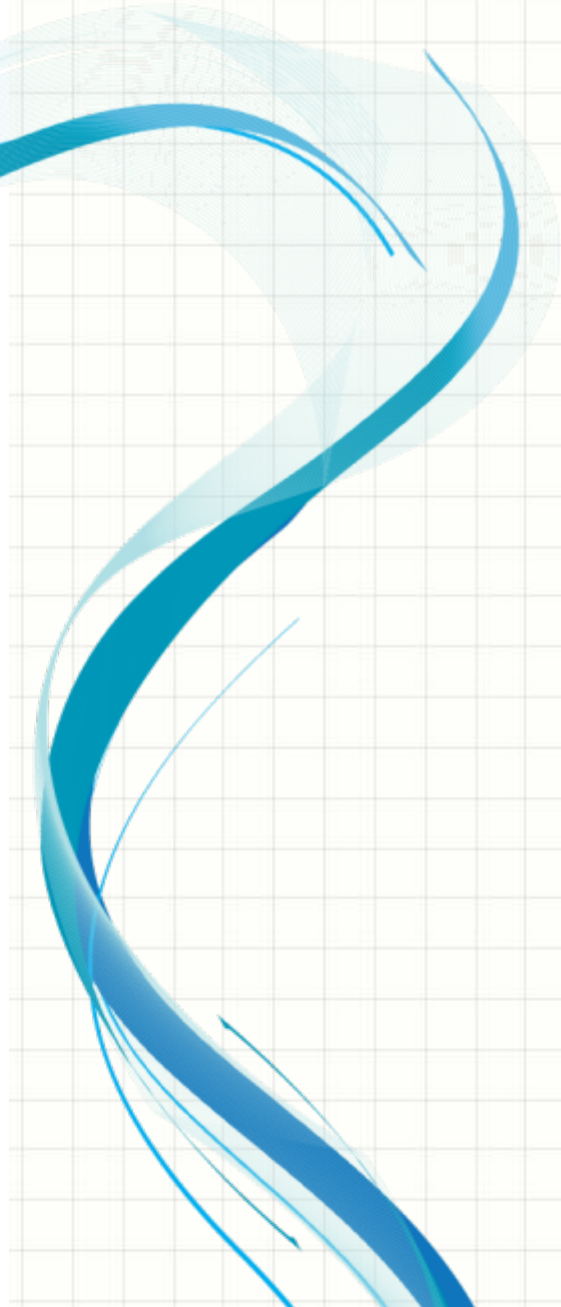
Building a Better Mousetrap

You want me to do What!?!?!

Trade in the old grading rubric for the new.

Assessment Rubric

Criteria is:

Definable

Observable

Has Distinct Levels of Performance

Provides Quality feedback.

Levels can be:

Additive

Qualitative

Both Additive and Qualitative

Assessment Rubric

Criteria is:

Definable

Observable

Has Distinct Levels of Performance

Provides Quality feedback

Levels can be:

Additive

Qualitative

Both Additive and Qualitative

AVOID:

Counting

Indefinites

Narrow Descriptions

Please do........

Consider a 4 level rubric rather than a 3 or 5 level rubric.

Please do.......

Within each level indicate the presence of actions rather than the absence of actions.

Integrators of Technology

Accomplished	Proficient	Developing	Needs Improvement
Creates and designs authentic, and problem-based learning that incorporates a variety of multimedia instructional tools.	Integrates multimedia in learning environments as tools to enhance learning.	Uses multimedia to deliver instruction.	Uses multimedia for purposes other than instruction.

Effective Communicators

Accomplished	Proficient	Developing	Needs Improvement
Consistently expresses ideas with clarity and authenticity.	Consistently expresses ideas with clarity.	Intermittently expresses ideas with clarity.	Expression lacks clarity.

Level descriptors will be precise and at the same time will require a level of inference.

A Culture of Evidence

Program Level: Assessment Cycle

- 2013-2014: Learning Outcomes
  - Learning Outcome 6: The student demonstrates ability to develop an organizational model for reading and literacy, or to enhance an existing reading and language arts curriculum.
  - Learning Outcome 8: The student becomes familiar with wealth of multicultural trade books currently available, and use diversity and equity guidelines in making quality selections for home, school, and library collections.
- 2014-2015: PEOs
- After participating in the Education Curriculum and Instruction Program, our candidates will be:
  - **Critical creative thinkers** who develop solutions to improve the educational environment and who inspire students.
  - **Life-long learners** who take responsibility for their own learning and continuously foster their professional renewal.

Program: Assessment Cycle

- 2015-2016: PEOs
  - **Effective communicators** who use verbal, nonverbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning.
  - **Stewards of the Profession** who represent ethical and professional dispositions.
- 2016-2017: PEOs
  - **Advocates for diverse learners** who appreciate, promote, and model the values of diversity.
  - **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning.

Life-long Learner Data Analysis Chart

Course Name:	Semester	Total # of Candidates Enrolled in Course	Activity Description: (Data Source 1)	Results: Based on the Reflection rubric criteria. See supplemental document.	% of mastery level	KEI Assignment: (Data Source 2)	Results: Based on the Reflection rubric criteria. See supplemental document.	% of mastery level
EDPD 5378: Language Development	Spring 2014	5	**SLA Journals:** This was a progressive series of 5 journals where candidates took free online language lessons to learn a 2nd language with which they had no previous experience. The candidates had to reflect on the language learning process, how potential CLD students might feel about 2nd language learning in the classroom, and how they could apply this learning to help future students.	**Distinguished:** 3 candidates	60%	**Philosophy Paper:** Candidates reflect over the course learning and synthesize the content learning by creating a philosophy of education concerning teaching CLD students. Candidates discuss specific ways in which they will apply the learning from the course to educating future students. They also discuss how to implement the ELPS standards and ways in which they will seek continuous improvement after they graduate.	**Distinguished:** 2 candidates	40%
				Proficient: 2 candidates	40%		**Proficient:** 2 candidates	40%
				Developing: 0 candidates	0%		**Developing:** 1 candidate	20%
				Emerging: 0 candidates	0%		**Emerging:** 0 candidates	0%
EDPD 5378:	Summer I	7	**SLA Journals:**	**Distinguished:**	71%	**Philosophy Paper:**	**Distinguished:**	N/A

Evaluating the PEOs on the LARS

- Methods and Criteria
- Non-Instructional Outcomes
- Instructional Outcomes
- Criteria of Data Sources
- Supplemental Documents
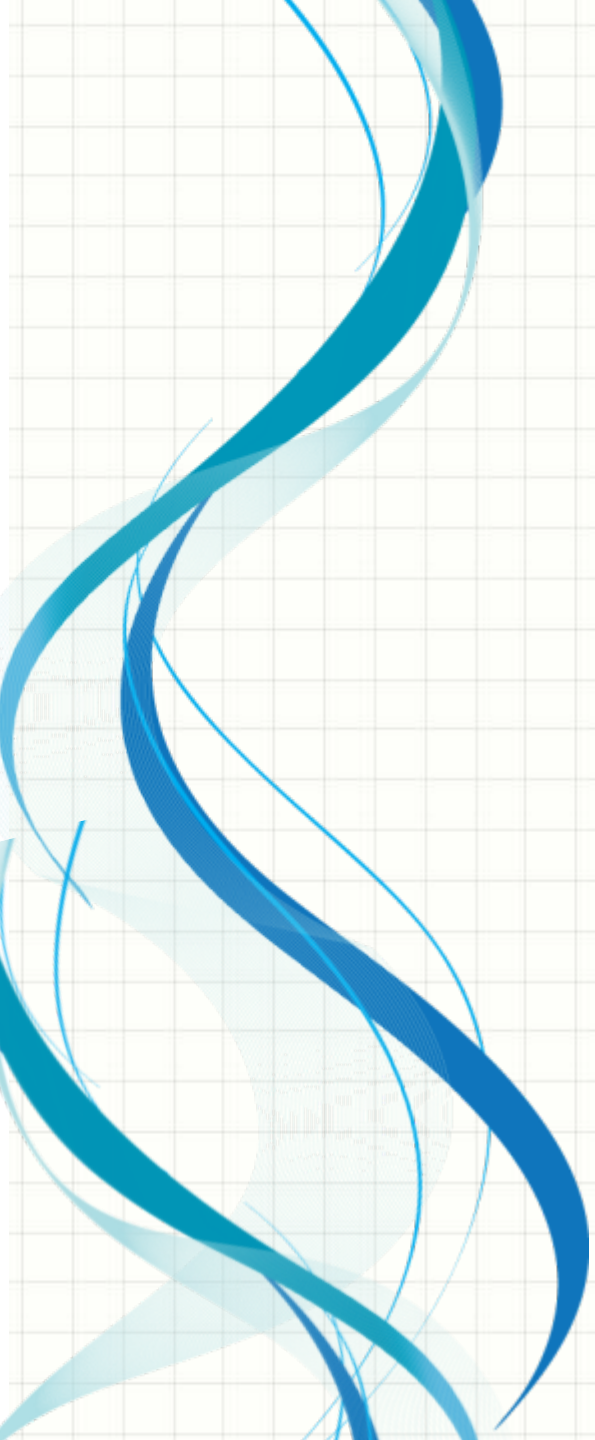- Assessment Results for Each PEO
- Implications
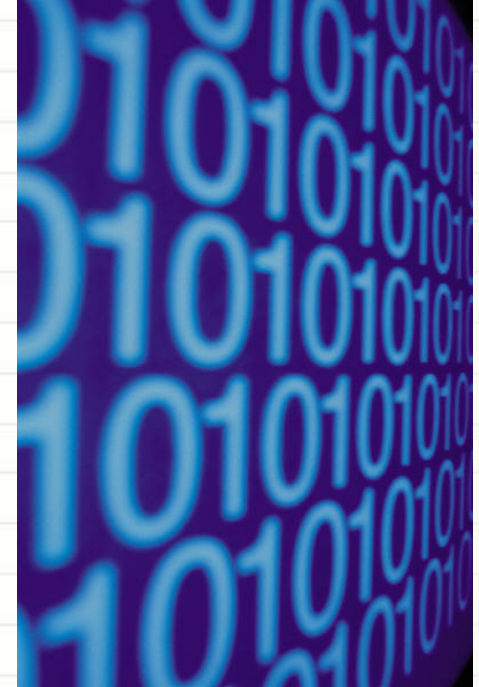
Evaluating the PEOs on the LARS

- Action Plan
- Next Steps
- Effectiveness of Actions

Closing the Loop

Educators as Confident, Skilled, and Reflective Professionals

| Items	Dispositions	Research and Standards
A.	Demonstrate an expectation that all students can learn and are a vital part of the learning community.	DL 1, 3; CF 2, 3; *InTASC* 1, 2, 8.
B.	Display sensitivity to students' needs.	DL 2; CF 1, 2, 3; *InTASC* 2, 3, 6, 7.
C.	Work with peers, clinical instructors, cooperating teachers, university field supervisors, and relevant stakeholders to advance learning.	DL 4; CF 1, 2, 4; *InTASC* 4, 5, 10.
D.	Model poise, maturity, and sound judgment.	DL 5; CF 5; *InTASC* 9.
E.	Engage in continuous self-evaluation and improvement.	DL 5, 6; CF 1, 2, 5; *InTASC* 9.
F.	Promote ethical and professional standards in teaching, learning, and research.	DL 6; CF 1, 2, 5; *InTASC* 9, 10.

Steps Toward Mastery
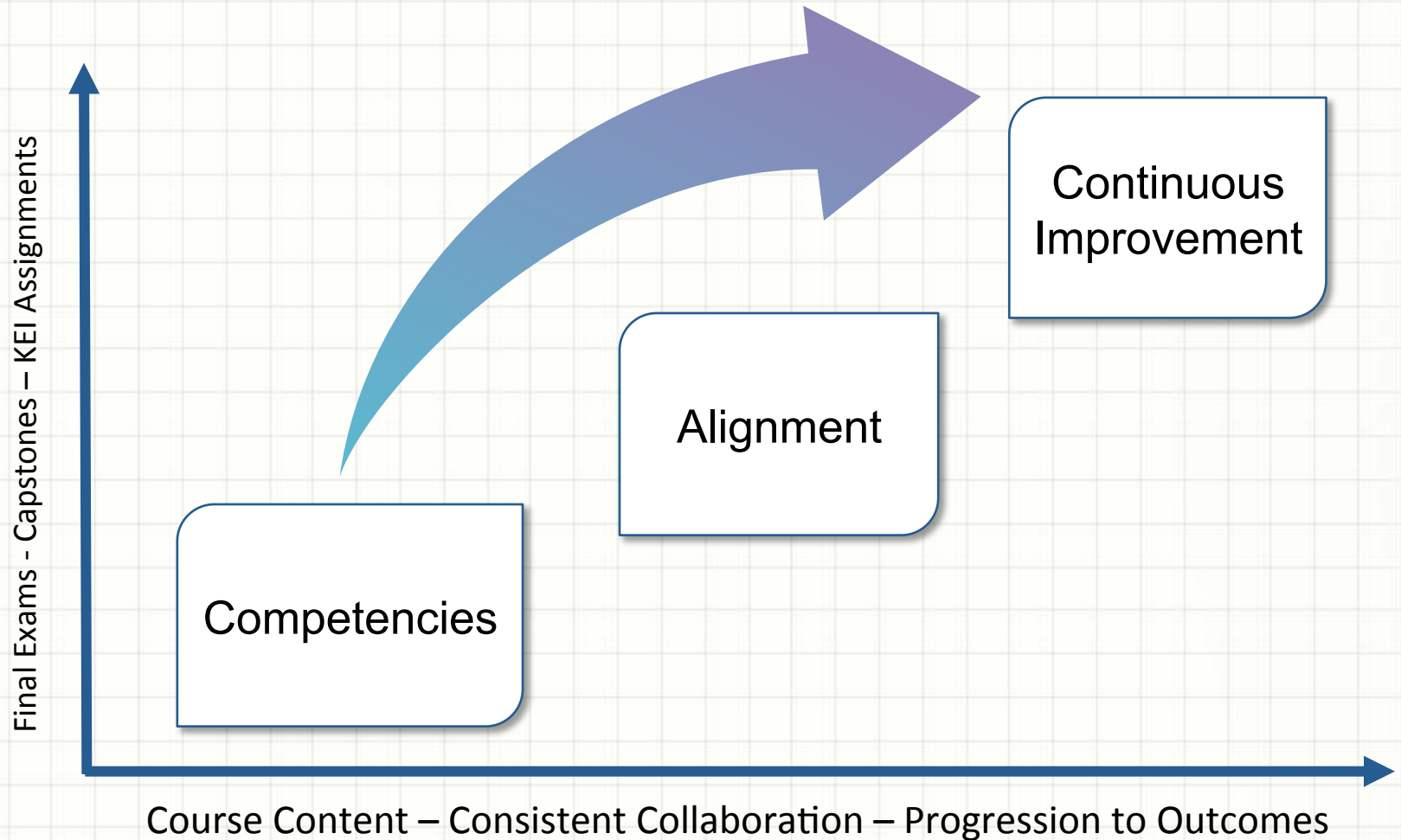
Scoring Guide to Assessment Rubric

CATEGORY	Substantial	Partial	Minimal	Incomplete
Research Paper (format)	Required information is complete. = 5 points	Most information is included = 3 points	Some information is included. = 2 points	Required information is missing = 0 points

CATEGORY	Distinguished 35 points	Proficient 30 points	Developing 15 points	Needs Improvement 5 points
Research Paper (format)	Effective written communication is achieved through the use of proper APA formatting, correct grammar, punctuation, and spelling throughout the paper.	Written communication contains inconsequential errors in APA formatting, grammar, punctuation or spelling.	Written communication contains errors in APA formatting, grammar, punctuation or spelling, but errors do not detract from understanding.	Written communication does not use APA formatting and is difficult to understand due to errors in grammar, punctuation, and spelling.

Journey Toward Accreditation
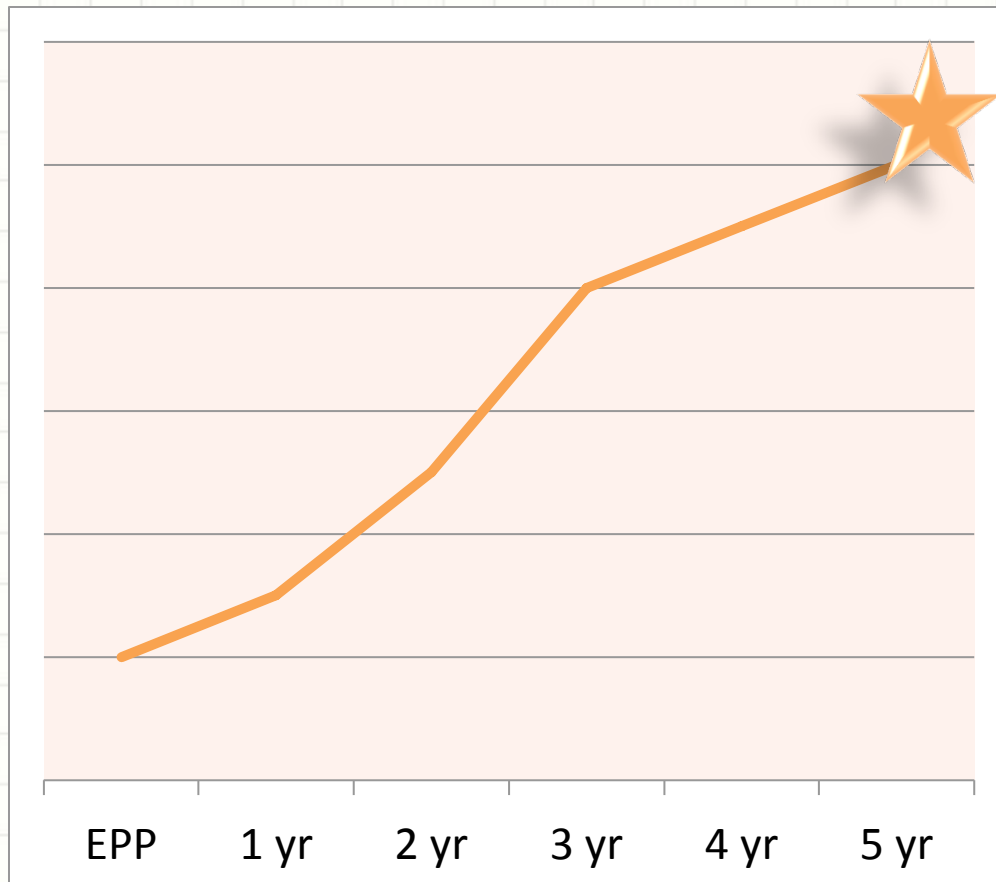
Our Learning Curve

Summary

- Foster a culture of collaboration!

- Test current assessments and revisit for continuous and cyclical improvement.

- It's a journey, not an event!

- Even though we are in the midst of our journey, this assessment process has made our EPP stronger and continues to challenge our thinking.

Dream Builders

"I've wanted to do things; I wanted to build things, to get something going."

--Walt Disney

"Alone we can do so little; together, we can do so much."

--Helen Keller

Resources

Allen, M. Coble, C. and Crowe, E. (2013). Teacher preparation analytics. Building an evidence-based system for teacher preparation.

Council of Chief State School Officers (2013, April). Interstate teacher assessment and support consortium InTASC model core teaching standards and learning progressions for teachers 1.0: A resource for ongoing teacher development. Washington, DC: Author.

Ewell, P. (May 29, 2013). Principles for measures used in the CAEP Accreditation Process. Retrieved on July 15, 2015 from <www.caepnet.org/resources>.

Marzano, R. (2014). The six dimensions of quality teaching and learning. Retrieved on July 15, 2015 from < http://wwwcreatingquality.org/ToolsResourcesLibrary/ResourceDetail/tabid/92/ArticleII)/137/Six-Dimensions-of-Quality-Teaching-and-Learning.aspx>.

Salazar, R. (March 12, 2013). The white rhino: A Chicago Latino English Teacher. Teaching and Learning blog.

Teacher Preparation Analytics. (2013). *Building an Evidence-Based System for Teacher Preparation.*

 Visit us at: <www.wtamu.edu/education>.

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QUESTIONS?

THANK YOU!