The University of New Orleans

College of Education and Human Development

CANDIDATE ASSESSMENT HANDBOOK

2015 - 2016

THE UNIVERSITY of NEW ORLEANS

College of Education and Human Development
Teacher Education Program

CANDIDATE'S ASSESSMENT HANDBOOK

As a developing teacher, you will be assessed in multiple ways throughout your teacher preparation program. This handbook is designed to help you understand the Candidate Assessment System. It should help you organize information about the assessment system and provide many answers to your questions in friendly language.

Four aspects of your readiness to teach will be assessed at different points during your teacher preparation program. These include:
- your *academic background*
- your *content knowledge* related to your teaching area
- your *performance* on field experiences and other teaching tasks
- your *dispositions* related to effective teaching

Each of these aspects is explained in more detail below.

➢ **Candidate academic background and content knowledge includes your Grade Point Average (GPA) and PRAXIS scores.**

GPA requirements vary at different stages of your teacher preparation program.

UNDERGRADUATE (BS)	
Stages	Requirements
To enter the College of Education and Human Development (COEHD)	• An overall GPA of 2.2 or higher for a minimum 24 hours of coursework.
To be admitted to the Teacher Education Program (TEP)	• An overall GPA of 2.5 for 36 hours of coursework with a grade of C or higher in early (Tier 1 and Tier 2) education courses.

To be admitted to student teaching	• Completion of all coursework (except EDUC 4000) with an overall GPA of 2.5 • Obtain grades of C or higher in advanced (Tier 3) education courses • Pass all required PRAXIS exams
To be eligible for graduation and certification	• Successful completion of student teaching • Successful completion of EDUC 4000 with a grade C or higher • Obtain an overall GPA of 2.5 or higher

MASTER OF ARTS IN TEACHING (MAT)	
Stages	Requirements
To enter the College of Education and Human Development (MAT program)	• Bachelor's degree • An overall GPA of 2.5 or higher for all college coursework • Praxis I or ACT or SAT 1030 or Master's degree • Passing Score for Praxis II (Specialty Content Area) • GRE Score • The content knowledge of candidates applying secondary education programs
To be admitted to student teaching	• Completion of all coursework (except Student Teaching/Capstone Internship) with an overall GPA of 3.0 • Pass all required PRAXIS exams
To be eligible for graduation and certification	• Complete Capstone Internship or Student Teaching and Pass Exit Performance Review • Students in Integrated to Merged Program must pass an additional assessment in special education. • Complete Disposition 3

Praxis requirements include passing the Praxis I sub-tests in reading, writing, and math OR obtaining a passing score on ACT or SAT. In addition, you are required to achieve a passing score on the Praxis II in your selected content area(s) and a passing score on the Principles of Learning and Teaching (PLT). For more information on the Praxis, go to http://www.ets.org/praxis.

To be eligible for graduation and certification, you must meet all the requirements for *both* GPA *and* Praxis.

➢ **Candidate <u>performance</u> on field experiences and other teaching tasks is included in the following:**

Conceptual Framework Assessment:
During the semester in which you are enrolled in EDUC 2200 or EDUC 2204 (if you are an undergraduate), EDUC 6210 or EDCI 6500 (if you are in the Master of Arts in Teaching (MAT) program of study), you will complete an assessment that links your field-based experiences with the Conceptual Framework of the College of Education and Human Development. Detailed preparation for this assessment will be provided prior to the assessment.

Professional Standards Assessment:
In all field-based courses throughout the Teacher Education Program, you will be required to engage in field activities and create artifacts that provide evidence of your abilities to meet professional and state standards for teacher performance. *<u>You are strongly encouraged to upload these artifacts into LiveText each semester.</u>* At the end of coursework and prior to student teaching or internship, you will be asked to identify artifacts collected from the body of your coursework and evaluate those field-based artifacts against professional and state standards for teacher performance in your specific program area. For example, if you are seeking mathematics certification, you will select artifacts from your field experience work that meet each of the standards of the professional association for mathematics education, the National Council of Teachers of Mathematics (NCTM), and complete a reflection describing how each artifact meets particular content standards. You will become very familiar with the professional and state standards for teacher performance in your specific program area as you progress through coursework in the Teacher Education Program. While you may wish to keep a portfolio of actual artifacts created in field-based courses (and in some program areas this may be required), you will also be required to submit artifacts

electronically via LiveText for evaluation by Teacher Education faculty. Each certification area has slightly different procedures for evaluating a candidate's performance against professional and state standards, but they all follow the same general format of assessing candidate performance at the end of coursework.

Area of Concentration	Professional Organization / Standard Bearers
Grades1-5	Association for Childhood Education International (ACEI) http://www.acei.org/
Secondary School English	National Council of Teachers of English (NCTE) http://www.ncte.org/
Secondary School Mathematics	National Council of Teachers of Mathematics (NCTM) http://www.nctm.org/
Secondary School Social Studies	National Council for the Social Studies (NCSS) http://www.socialstudies.org/
Secondary School Science	National Science Teachers Association (NSTA) http://www.naeyc.org/
Special Education: Mild/Moderate, Early Intervention	Council for Exceptional Children http://www.cec.sped.org/

Teacher Work Sample:
During student teaching or internship, you will also create a teacher work sample, a collection of artifacts that demonstrate your performance as a teacher and specifically, your impact on student learning. This work sample will be evaluated by a college coordinator using a rubric based on standards for effective teaching and learning. The rubric is designed to evaluate your ability to plan, implement, and assess a unit of study and will be scored by the instructor for EDUC 4000 or by your college coordinator. To view the instruction guide with rubrics, click the link Teacher Work Sample (Renaissance Model).

End of Semester Evaluation:

At the completion of your student teaching/internship experience, your cooperating/mentor teacher in cooperation with your college coordinator will complete an End of Semester Evaluation. This evaluation identifies critical areas of knowledge and practice that lead to desired results for good teaching and learning. This evaluation was developed by Teacher Education faculty in alignment with the college's Conceptual Framework, state standards for teacher performance and standards from professional associations in education. Areas of competencies include:

- Managing classroom contexts and environments
- Designing curriculum and instruction
- Delivering instruction and assessing learning
- Participating in professional responsibilities

These competencies will be addressed individually and in combination in increasingly complex ways throughout your education coursework. You will demonstrate evidence of your understanding of these competencies in course-based assignments and ability to apply these competencies in field experiences. Click on the link to view the End of Semester Evaluation rubrics.

➢ **Candidates' Dispositions related to effective teaching are outlined below:**

Candidate dispositions are assessed three times throughout the Teacher Education Program. Professional dispositions are defined by the National Council for the Accreditation of Teacher Education (NCATE) as "attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities." (NCATE Glossary). The Teacher Education faculty developed rubrics aligned with state and professional standards that address dispositions indicative of effective teachers. Five dispositions were identified and highlighted in the following table.

Equity & Advocacy

Effective educators:
   ✓ Value and respect individual differences;
   ✓ Commit to the premise that all students can learn; and
   ✓ Engage in advocacy when the welfare of the student is a need or at risk to address social justice issues is identified.

Professionalism & Communication

Effective educators:
   ✓ Practice and model ethical and professional behavior in and out of the classroom.
   ✓ Communicate effectively in a variety of situations for a variety of purposes.
   ✓ Demonstrate reliable and punctual attendance in all situations.

Constant Improvement

Effective educators:
   ✓ Seek opportunities for expanding knowledge and improving practice
   ✓ Commit to lifelong learning and professional development.
   ✓ Exhibit intrinsic motivation and continually engage in inquiry, reflection, and self-assessment.

Collaboration

Effective educators:
   ✓ Commit to collaboration with all stakeholders to ensure their own improvement and the success of their students.
   ✓ Balance personal initiative with recognition of others' contributions in group work.
   ✓ Participate actively with colleagues in a respectful manner.

Flexibility & Perseverance

Effective educators:
   ✓ Work through difficulties and commit to finding solutions.
   ✓ Effectively develop a problem-solving and experimental orientation through reflection and questioning.
   ✓ Accept constructive feedback and adjust accordingly.

Faculty in your teacher preparation program will help you develop these dispositions throughout your coursework and field experiences, and will guide you in reflecting upon your own dispositions. The following chart outlines the timeline for the process.

Assessment	When Completed	Description
Dispositions 1 Teacher Candidate's Review	First semester of coursework in an initial certification program	Teacher candidates will complete a Dispositions Review designed to measure beliefs and attitudes in areas relevant to professional dispositions (e.g. beliefs about students and families, diversity, and professional conduct). The purpose of the review is to introduce teacher candidates to professional dispositions and identify areas for growth and further study. The review also provides program faculty with data to assess teacher candidates' dispositions and to use for planning instruction.
Dispositions 2 Program Coordinator's Review	Semester prior to student teaching or internship	A screening meeting is held with Program Coordinators and teacher education faculty. During this meeting, the Program Coordinator will complete a Dispositions 2 Review of the candidate, provide feedback related to dispositions review to the candidate, and enter data in LiveText.
Dispositions 3 Cooperating Teacher & College Coordinator's Final Review	Student teaching or internship	The candidate's cooperating/mentor teacher and the college coordinator will conduct a final review of dispositions during student teaching or internship, based on the candidate's performance in the classroom. The college coordinator will enter the average of the two scores in LiveText.
Dispositions Concern	At any point during the program	Any faculty, staff, or partner school member that is a stakeholder in the teacher candidate career, may submit the Dispositions Concern form if a candidate exhibits behavior not in line with the college's expectations. This form may also be submitted during the scheduled review process any time a problem is identified or a student scores a 1 in any area of the dispositions. Dispositions Concern forms will be stored in the college office. Any student with

		2 or more concerns on file will be referred to the college's Review and Retention Committee.
Prescription Form	After the Review and Retention committee meet about a teacher candidate's dispositions concern	If warranted, a Prescription form will be completed after the faculty member and Review and Retention committee has met and discussed a candidate's dispositions concern. The teacher candidate will then either be asked to complete additional work to address and remedy the issue or allowed to continue without remediation. Prescription forms will be kept on file in the college office.

To view the entire document including all dispositions and rubrics, go to [Disposition Process](#).

> **Frequently Asked Questions**

Why do I have to participate in this candidate assessment system?
The candidate assessment system is designed to help you become an effective teacher in three ways:
1. The system is designed to help you become a more reflective practitioner; researchers tell us that more reflective teachers are better teachers.
2. The system is designed to help Teacher Education faculty evaluate your performance so that we can plan specific experiences you will need to become an effective teacher.
3. The system is designed to showcase your development as a teacher in order to help you move from one level of the Teacher Education Program to the next and ultimately to exit the program, graduate, receive certification, and obtain a position as a teacher.

Additionally, the system is designed to help Teacher Education faculty continuously improve the Teacher Education Program in order to provide optimal experiences for candidates preparing to be teachers.

What kinds of activities do I have to complete?
Throughout your teacher preparation program, you will engage in activities that will allow you to create artifacts showing your development as a teacher. Because the candidate assessment system is based on reflective practice, the Teacher

Education Program provides you with a structure for reflecting specifically upon your professional practice related to roles and responsibilities developed from unit, state, and national standards. For an explanation of the roles and responsibilities, including the conceptual framework, that provides a context for the roles, go to the following link: Conceptual Framework.

As you engage in field experience activities, you will practice these roles in various combinations depending on the context of the teaching situation, the needs of the students with whom you are working, and your own developing understandings of teaching. Faculty members in the Teacher Education Program will guide you throughout your coursework and field experiences to create and select artifacts that represent increasingly complex thought and actions and to engage in deeper levels of reflection about your own performances. As you progress through the program, you will develop an understanding of how single artifacts from field activities represent engagement in multiple teaching roles and you will articulate this understanding through written reflection.

When will I be assessed?
The progress of all initial certification candidates (BS & MAT) in the Teacher Education Program will be assessed at various times during the program. These assessment points and the evidence that will be reviewed at each point are outlined below.

Undergraduate Program:

Tier 1
- Sign Student Acknowledge Form
- Obtain a curriculum sheet with an authorized signature
- Pass Unit Assessment: Dispositions 1 EDUC 1010(1-5)
- Pass Unit Assessment: Dispositions 1 EDUC 2204(6-12)
- Pass Unit Assessment: Conceptual Framework EDUC 2204(6-12)
- Achieve a GPA of 2.2 or higher with 24 degree hours earned

Tier 2
- English 1158
- Math 1000 level applicable to curriculum
- All EDUC 2000 level courses
- Achieve a GPA of 2.5 or higher with 36 credit hours total

- Pass Praxis 1 (PPST: Reading, Writing, Math) OR achieved a composite score of 22 on ACT or combined verbal and math score of 1030 on SAT
- Submit a Teacher Education Application
- Pass Unit Assessment: Conceptual Framework (EDUC 2200)
- Complete Individualized prescriptive plan, if applicable

Tier 3
- Complete ALL coursework except for EDUC 4000 (1-5) or EDCI 42XX (6-12)
- Maintain an overall 2.5 GPA or above
- Meet or exceed content/performance GPA for specific content area
- Pass Content Specific Program Assessment (EDUC 3001-3008)
- Students in Integrated to Merged Program will complete Program Assessments in both general & special education.
- Pass Unit Assessment: Dispositions 2 (EDUC 3001-3008)
- Complete Individualized prescriptive plan if applicable
- Pass Praxis II (Content Exam and PLT)

Tier 4
- Pass Unit Assessment: Teacher Work Sample (EDUC 4000)
- Pass Student Teaching
- Pass Unit Assessment: Dispositions 3
- Pass Unit Assessment: End of Semester Evaluation
- Complete Individualized prescriptive plan, if applicable
- Students in Integrated to Merged Program must pass an additional assessment in special education.

<u>Master of Arts in Teaching (MAT) Program:</u>

I. Program Entrance Requirements
- Bachelor's degree
- Official and/or unofficial transcript with degree posted
- 2.5 overall GPA on ALL college coursework
- Admission to Graduate School
- Passing Scores for Praxis I (Reading, Writing, Math) OR achieved a composite score of 22 on ACT or combined verbal and math score of 1030 on SAT OR possesses a Master's Degree
- Passing Score for Praxis II (Specialty Content Area)

- GRE Score: Verbal + Quantitative (5 year limit on GRE scores)
    - If student has earned a Master's Degree, GRE is not required.
- The content knowledge of candidates applying to the secondary education programs will be assessed via a transcript review. In some cases, additional content coursework will be required prior to program admission.

II. Second Semester Enrollment
- Student must complete requirements below before second semester enrollment:
    - The college office must have OFFICIAL transcripts. The undergraduate transcript must have ALL college courses included on the undergraduate transcript. If not, official transcripts from ALL schools attended must be submitted.
    - The college office must have OFFICIAL GRE scores, PRAXIS I, ACT or SAT scores, and PRAXIS II Scores.

III. Student Teach/Internship
- Student must complete the requirements below in order to Student Teach or complete an Internship:
    - Pass the Unit Assessment: Conceptual Framework Assessment (EDUC 6210 or EDCI 6500)
    - Pass Content Specific Program Assessment (SPA) (EDUC 60016011). Students in Integrated to Merged Program will complete Program Assessments in both general & special education.
    - Complete Dispositions 1 and 2.
    - Complete Individualized prescriptive plan if applicable
    - Passing Scores for Praxis II (Principles of Learning and Teaching & Content Exam)

IV. Program Completion/Graduation
- Student must complete requirements listed below to earn a degree and certification:
    - Complete Capstone Internship or Student Teaching and Pass Exit Performance Review
    - Students in Integrated to Merged Program must pass an additional assessment in special education.
    - Complete Dispositions 3

How will faculty support me throughout my teacher preparation program?
Faculty will support you in a number of ways. In the very first education courses you take, your instructors will introduce you to the components of the Candidate Assessment System (academic background, content knowledge, performance on field experiences, and dispositions) the COMPASS state standards for teachers, and the four roles related to teaching which are based on state and professional standards and form the heart of the Conceptual Framework for the teacher preparation program. Throughout your education courses, faculty will introduce you to professional performance standards for specific certification areas and design class assignments and field experiences that help you understand the roles of a teacher, ways to engage in these roles, and how to create artifacts that demonstrate your development in each role. These experiences will become more complex as you progress through your program. Faculty members will also guide you in developing habits of reflection so that you will be able to demonstrate your growing understanding of teaching. Finally, faculty members will provide you with instruction and experiences that will support you in the development of dispositions needed to be an effective teacher.

How will the COEHD support me?
The college office will support you by maintaining records of your progress throughout the Teacher Education Program and by conducting your academic review at each transition point.

Additionally, the college office will assist you in navigating LiveText, a computerized management tool, which will help you document evidence of your growth as a teacher. LiveText will enable you to:
- create a standards-based electronic portfolio
- manage artifacts using web-based tools
- communicate with program faculty.

For a full description of LiveText, go to https://college.LiveText.com/

What happens if I receive an unsatisfactory evaluation at any time during my teacher preparation program?
To ensure fairness, accuracy, and consistency in the candidate assessment system, the Teacher Education Program has established provisions for student status reviews, prescriptive plans, and an appeal process.

Student Status Review

During various transition points, the Academic Advisor conducts a review of all required components (academic, performance, dispositions) using the Student Status Information sheet as a guide. For more detailed information, contact the Academic Advisor in the college office.

Prescriptive Plans

If, after completing the requirements of a particular tier or level of the teacher preparation program, your performance and/or dispositions review is unsatisfactory, faculty members may develop a prescriptive plan for you that will focus on individualized coursework and additional performance reviews. Go to the following link to access the Prescription Form .

Appeal Process

If you are dissatisfied with the results of your review at any transition point, you may schedule an appointment with the Assistant Dean. The Assistant Dean will work to resolve the issue with you. If you are not satisfied, you may then request that the concern be brought to the Review and Retention Committee. The Committee collectively makes a decision about the issue/concern.

What happens after I graduate or become certified?

Prior to graduation, an exit survey will be sent to you through LiveText. This survey allows you to provide feedback regarding your teaching education program. This information is used for program review and improvement.

One year later, a similar survey will be sent to you via email asking about your employment status and your thoughts about your teacher preparation program after entering the teaching field.

What if I have additional questions about the Assessment System?

Any time you have questions regarding the Assessment System, you can consult your instructor for the course or the Assessment Coordinator, Kurt Ovella (kovella@uno.edu or 280-1278) who is located in the college office.