

**New Mexico State University**

**College of Education**

**Teacher Education Program**

**Candidate Assessment Process and Forms**

**Fall 2008**

# NMSU College of Education: Candidate Assessment Process and Forms

## Introduction

In order to benefit fully from aligning our teacher preparation assessment practices with NCATE standards, the College of Education (CoED) is developing processes that foster discussion about candidate performance and can lead to evidence-based program changes. To this end, we have developed a format intended to insure the comprehensive assessment of candidates as they matriculate through our programs, together with the opportunity for departments to discuss the results and make programmatic changes based on these discussions.

Each faculty member who teaches a course or supervises a course or pre-student teaching practicum identified by her/his department for candidate performance assessment will be required to complete the relevant Candidate Assessment Form using the CoED's Candidate Assessment Rubric. The forms were developed in accordance with the CoED's Conceptual Framework Theme (PREPARED) and provide a method for evaluating teacher candidates on each of the Candidate Proficiencies. After completing each semester's assessment, departments can use the information to discuss the results and consider program changes intended to improve teacher candidate performance.

In the following pages you will find materials to assist you in the Candidate Assessment Process. These include:

- **Conceptual Framework Theme: PREPARED.** Our Conceptual Framework Theme provides the foundation for goals and outcomes for our candidates, their proficiencies, and the ways in which these proficiencies are demonstrated.
- **Candidate Proficiencies.** Each course or pre-student teaching practicum must have at least one assessment technique or strategy used to assess one or more of the Candidate Proficiencies. These proficiencies derive directly from our Conceptual Framework Theme (PREPARED), NCATE standards, and state licensure competencies. Use this as a guide for completing the Candidate Assessment Forms for Courses and for Pre-Student Teaching Practica.
- **Candidate Assessment Rubric for Courses.** This is the scale to be used to assess each candidate's performance in identified courses.
- **Candidate Assessment Form for Courses.** Complete this form for each candidate enrolled in identified courses.
- **Example.** A completed Candidate Assessment Form for Courses is provided as an example.
- **Candidate Assessment Rubric for Pre-Student Teaching Practica.** This is the scale to be used to assess each candidate's performance in identified practica.
- **Candidate Assessment Form for Pre-Student Teaching Practica.** Complete this form for each candidate in identified practica.

**Please submit your completed forms to the appropriate coordinator at the end of each semester at the time that grades are due**

## Conceptual Framework Theme: PREPARED

The Unit's conceptual framework provides an underlying structure, giving conceptual meaning to its operations through an articulated rationale. The conceptual framework also provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability (adapted from *Professional Standards for the Accreditation of Teacher Preparation Institutions*, NCATE: 2008).

The NMSU College of Education has adopted PREPARED as its Conceptual Framework Theme. The elements of PREPARED are described below. This Conceptual Framework Theme provides the foundation for goals and outcomes for our candidates, their proficiencies, and the ways in which these proficiencies are demonstrated.

### **P**ractitioners, Clinicians and Leaders

The Unit's commitment extends beyond preparing candidates to teach or continuing the professional development of practicing teachers; for, the Unit also prepares principals, school psychologists, counselors, mental health professionals, speech language pathologists, and physical education specialists for a broad range of professional roles in education.

### **R**eflection

This is the process by which candidates are provided opportunities to be meta-cognitive and engage in thoughtful questioning and problems-based learning.

### **E**ffectiveness

This refers to the content, pedagogical and professional knowledge, skills and dispositions that candidates utilize to ensure that all students learn. Assessment of candidate effectiveness is performance-based, uses multiple measures, and is authentic. The preparation of effective practitioners addresses the mandates of *No Child Left Behind* and the demand for "highly qualified" and "effective" professionals.

### **P**edagogy

The Unit's and the candidate's educational and clinical practices are grounded in the general concepts, theories and research pertaining to effective teaching.

### **A**ssessment

This encompasses the formal and informal procedures for eliciting evidence related to Unit effectiveness, and both candidate and student learning. The Unit's assessment system is based on professional, state and institutional standards. It includes measures that are systematically used to collect data at predetermined transitional points in order to predict candidate success and improve programs. Candidates also gain expertise in the principles of classroom assessment.

### **R**esearch

Theories, investigations, and policies drive the work of the Unit and undergird candidate preparation and practice.

### **E**valuation

This is the continuous process for determining the Unit's realization of its stated Mission, Goals and Outcomes. Both the Unit and candidates use rubrics to evaluate their effectiveness.

### **D**iversity

Candidates, faculty, and students represent differences in gender, ethnicity, race, socio-economic status, language, religion, sexual preference, regional culture, and ability-level. The Unit provides opportunities for candidates to work with diverse students and to demonstrate dispositions that value fairness and the belief that all students can learn.

## Candidate Proficiencies for Courses

Each course must have at least one assessment technique or strategy used to assess one or more of the Candidate Proficiencies. These proficiencies derive directly from our Conceptual Framework Theme (PREPARED), NCATE standards, and state licensure competencies.

Below is the list of Candidate Proficiencies, the demonstrations of the proficiencies and the corresponding abbreviations that appear on the Candidate Assessment Form for Courses.

<b>Candidate Proficiencies</b>	<b>Demonstrations</b>	
Assessment of Student Learning	The candidate understands principles of assessment and various assessment techniques.	<b>A</b>
Content Knowledge	The candidate demonstrates knowledge of academic content.	<b>CK</b>
Classroom Management	The candidate understands principles of classroom management.	<b>CM</b>
Dispositions	The candidate demonstrates good interpersonal and communication skills.	<b>D</b>
Multi-culturalism/Diversity	The candidate understands principles necessary to work with diverse learners.	<b>MC</b>
Pedagogical Knowledge	The candidate demonstrates knowledge of different teaching strategies.	<b>PK</b>
Pedagogical Skills	The candidate understands the elements of effective teaching.	<b>PS</b>
Special Needs	The candidate understands principles necessary to work with students who have exceptional needs.	<b>SN</b>
Technology	The candidate demonstrates effective technology skills.	<b>T</b>

## Candidate Assessment Rubric for Courses

The rubric below was developed in accordance with the CoED Conceptual Framework Theme and is intended to guide the assessment of candidates as they progress through the Unit's various programs.

This is the scale to be used with the Candidate Assessment Form for Courses.

4	3	2	1
Exceptional/Exceeds Expectations	Meets Expectations	Progressing	Does Not Meet Expectations
Demonstrates a level of knowledge and understanding clearly beyond the level expected of a pre-service educator.	Demonstrates a level of knowledge and understanding commensurate with the level expected of a pre-service educator.	Demonstrates a level of knowledge that indicates the candidate is progressing but needs improvement	Does not demonstrate an acceptable level of knowledge and understanding expected of a pre-service educator.





## Candidate Proficiencies for Pre-Student Teaching Practica

Each pre-student teaching practicum must have at least one assessment technique or strategy used to assess one or more of the Candidate Proficiencies. These proficiencies derive from directly from our Conceptual Framework Theme (PREPARED), NCATE standards, and state licensure competencies.

Below is a list of the Candidate Proficiencies, the demonstrations of these proficiencies, and the corresponding abbreviations that appear on the Candidate Assessment Forms.

<b>Candidate Proficiencies</b>	<b>Demonstrations</b>	
Assessment of Student Learning	The candidate uses at least two assessment techniques.	<b>A</b>
Content Knowledge	The candidate demonstrates knowledge of academic content.	<b>CK</b>
Classroom Management	The candidate demonstrates awareness of classroom situations.	<b>CM</b>
Dispositions	The candidate demonstrates good interpersonal skills. The candidate clearly explains lessons, directions, and expectations.	<b>D</b>
Multi-culturalism/Diversity	The candidate demonstrates skills necessary to work with diverse learners.	<b>MC</b>
Pedagogical Content Knowledge	The candidate demonstrates the skills and knowledge necessary to teach a particular discipline. This is measured through the mean ratings of CK, PK, and PS.	<b>PCK</b>
Pedagogical Knowledge	The candidate uses at least three different teaching strategies.	<b>PK</b>
Pedagogical Skills	The candidate plans and implements instruction effectively.	<b>PS</b>
Special Needs	The candidate works effectively with students who have exceptional needs.	<b>SN</b>
Technology	The candidate demonstrates effective technology skills.	<b>T</b>

## Candidate Assessment Rubric for Pre-Student Teaching Practica

The rubric below was developed in accordance with the CoED Conceptual Framework Theme and is intended to guide the assessment of candidates as they progress through the Unit's various programs.

This is the scale to be used with the Candidate Assessment Form for Pre-Student Teaching Practica.

4	3	2	1
Exceptional/Exceeds Expectations	Meets Expectations	Progressing	Does Not Meet Expectations
Exceptional performance demonstrating a level of knowledge and skill clearly beyond what is expected of a pre-service educator.	Adequate performance indicating a level of knowledge and skill commensurate with what is expected of a pre-service educator.	Demonstrates a level of knowledge, performance, and skills that indicates the candidate is progressing but needs improvement.	Did not demonstrate an acceptable level of knowledge, performance, and skills during the practicum.

