

Minutes
Teacher Education Program Assessment Committee Meeting
Thursday, September 26, 2002

Present: Sandy Alvstad Shawna Beaudry Elizabeth Densmore Patti Dols
 Tap Payne Tim Soderberg Renae Tostenson Michelle Page

Agenda

The committee was presented with a copy of the proposed lesson and unit pilot study to take place during the 2002-2003 academic year. The following questions and topics of discussion were proposed by the chair:

- What are the committee's general comments? What should the teacher education program be thinking about or concerned about?
- Do you think the preservice teachers should use the same assessment instrument as the pre- and post-assessment to assure validity?
- What types of assessment instruments or methods could be used in such a study?

Discussion

The committee's discussion was deep and far-ranging and produced a variety of comments, suggestions, and questions. A list or summary of these follow.

- Committee members liked that the study format required candidates to engage in self-reflection on their own teaching and learning style
- Members thought it might be a good idea for candidates to engage in analysis of the learning style(s) of students who didn't succeed in the lesson or unit
- The current trend in assessment is to examine "rate of gain" as well as overall results to see if all students are achieving comparable or equitable gains. Is this something the candidates should examine as well? Different groupings could be examined, such as racial groupings, gender groupings, LD, gifted, etc.
- Usually in assessment data is derived from 3 different sources. Committee was unsure whether this was necessary in this case but suggested we think about the idea of multiple data sources, especially in the unit part of the study.
- Committee supported the process of candidates setting goals and doing assessment, as this is a requirement of teachers that new teachers are often unprepared for. They suggest an emphasis on performance-based assessment.
- Question: Is there any way to assess skills (improvement in problem-solving, for example) during the unit plan part of the assessment project?
- Committee wished to remind teacher education program of the need to protect P-12 students' privacy in this study.
- One idea raised was that the candidate allow the students to evaluate the candidate and describe what they learned from him/her.
- A question was raised about how or whether to assess the P-12 student's responsibility and engagement in the learning process. Does the focus need to be entirely on the preservice teaching candidate?
- Committee raised the possibility (especially during student teaching and the unit phase of the study) of examining pre-existing data and information already collected by the school in order to engage in a fuller assessment of students and have a data baseline.
- Will the preservice teacher candidate be so concerned with "proving" that students learned (and thus, in proving himself or herself) that the assessment would not be reliable or valid, that it would be "stacked" or "slanted" in certain ways?
- Some concern raised about the time factor—how much can really be assessed in one lesson?
- Educating cooperating teachers about this would be very helpful in enabling them to support the practicum student or student teacher and the students.
- Technology is not mentioned in the pilot study. What is the role of this? Teacher education could recommend that candidates look into what technology would be available and how they could use it effectively. Spreadsheets and support technologies could be used to group and interpret data.

Meeting adjourned at 7PM. Submitted by Michelle Page