KEAN UNIVERSITY
COLLEGE OF EDUCATION

The Conceptual Framework for Professional Education
The SPECTRUM
Creating Informed Dynamic Professionals for Diverse Settings

Created and Adopted by the Faculty of the College of Education, Kean University
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ACKNOWLEDGMENTS:
CONTRIBUTORS TO REVISING THE CONCEPTUAL FRAMEWORK
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Since the last NCATE visit in 2004, the Conceptual Framework has been reviewed, updated, and re-examined to assure integration at the program level. Formal discussions of the framework have occurred at College of Education Retreats, College of Education faculty and staff meetings, and at coordinators’ meetings, and among the members of the Conceptual Framework committee. Refinements to the conceptual framework were discussed collaboratively initially by the committee and then by the faculty of the College of Education. Final endorsement of the framework occurred at a meeting of the entire faculty of the College in fall 2007. Faculty from the College of Education and key faculty from the university’s other colleges were invited to be involved in the development of the framework and its revision in 2007. Subsequently, all College of Education faculty received a final copy of the Conceptual Framework. Acknowledgment, however, of key individuals are in order for their direct input in framing the elements of this updated document. We thank the following faculty members who have served NCATE and have participated most directly in refining our Conceptual Framework by participating on the Conceptual Framework committee:

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I. THE VISION AND MISSION OF KEAN UNIVERSITY
AND THE COLLEGE OF EDUCATION

A. The Vision and Mission of Kean University

Founded in 1855 as a Normal School for the public school system in the City of Newark, New Jersey, Kean University today is a comprehensive regional institution of higher education serving about 13,000 full-time and part-time students. Of this number, approximately 3,000 are graduate students, the majority of whom attend on a part-time basis. Over half of the students currently at Kean will be the first in their families to obtain a college education. Kean University is the oldest of nine public institutions in the New Jersey State higher education system. The University, two miles from Newark International Airport and 30 minutes from New York City, sits on two adjoining campus sites covering 155 acres.

Kean formally received university status on September 26, 1997. Kean’s mission is to be a comprehensive, interactive teaching university that serves as a national model for other urban/metropolitan state universities.

Mission Statement of Kean University
Kean University is a public metropolitan university serving undergraduate and graduate students in the liberal arts, the sciences, and the professions. The University dedicates itself to the intellectual, cultural, and personal growth of all its members – students, faculty, and professional staff. In particular, the University prepares students to think critically and creatively; to adapt to changing social, economic, and technological environments; and to serve as active and contributing members of their communities.

While maintaining its significant role in the training of teachers, Kean has become a comprehensive institution offering 48 undergraduate and 28 graduate degree programs across four undergraduate colleges and the Nathan Weiss Graduate College. Kean’s academic programs cover an exceptional range of disciplines that provide the high quality of instruction and the academic support services necessary to assure that the socially, linguistically, and culturally diverse students are provided the means to reach their full potential. Kean students range from the traditional college student to students from academically disadvantaged backgrounds, students with special needs, and adults returning or entering higher education.

Kean is steadfast in its dedication to maintaining an educational environment in which diversity can flourish and an atmosphere in which mutual respect characterizes relations among the members of a pluralistic community with an urban commitment. The University seeks to combine excellence with equity in providing opportunities for all students.

Kean is a teaching university, and Kean faculty dedicate themselves to student learning as well as academic rigor. The focus on teaching excellence is supported by a commitment to research, scholarship, creative work, and innovative uses of technology. The focus includes the advancement of knowledge in the traditional disciplines and the enhancement of skills in professional areas.
Kean University serves as a major resource for regional advancement. Kean collaborates with business, labor, government and the arts, as well as educational and community organizations and provides the region with cultural events and opportunities for continuous learning. Kean is also committed to providing students and faculty educational opportunities in national and international arenas.

(May 15, 2000)

B. The Vision and Mission of the College of Education

Currently, there are over 2,300 students enrolled in 14 undergraduate programs and over 1,300 students enrolled in nine graduate programs in the College of Education at Kean University. Kean University is one of the largest producers of teachers in the state of New Jersey and ranks 15th in the nation in the number of education degrees awarded to Hispanics. Its Professional Development Schools (PDSs) provide optimum guidance through the student teaching experience. Kean University is committed to improving the quality of its teacher education programs, to increasing its capacity to prepare effective educators for New Jersey schools, and to positively impacting student learning within those schools.

Mission Statement of the College of Education

The mission of the College of Education, based on our conceptual framework, is to prepare informed, dynamic professionals for diverse settings who:

- believe that all children are capable of learning,
- demonstrate a broad background in humanities, mathematics, and the sciences, have an in-depth understanding of one academic discipline, and can apply this knowledge and understanding in their professional settings, (Knowledge and Skills);
- think creatively and critically in solving educational problems and can make sound decisions based on their knowledge of theory, (Knowledge and Skills);
- design and integrate a variety of instructional strategies and technologies matched to appropriate diverse learning styles (Skills);
- accurately assess, analyze, and monitor student learning; make appropriate adjustments to instruction; and have a positive effect on all students, (Skills and Dispositions);
- recognize, respect, and respond appropriately to individual and cultural differences, (Dispositions);
- establish professional and collaborative relationships among all educational stakeholders, (Dispositions);
- commit to be life-long learners and advocates for quality schooling for all, (Dispositions);

(Adopted, College of Education, October 4, 2000)
II. PHILOSOPHY, PURPOSE, AND GOALS OF THE PROFESSIONAL EDUCATION UNIT

Our philosophy, purposes, and goals are rooted in our beliefs. Beliefs are psychologically held understandings, premises, and propositions about the world. One’s beliefs may be influenced by many factors including, among others, family, culture, and experience. The Kean University College of Education has framed and articulated its beliefs about teacher education. When the Conceptual Framework committee revisited this set of beliefs in spring 2007, we found them to continue to articulate the philosophy of the College of Education.

• We believe that quality learning for students depends on quality learning for educators and their ability to demonstrate the impact they have on their students’ learning. (Darling-Hammond, 2006; Levine, 2006)
• We believe that each program must articulate specific knowledge, skills, and dispositions related to how its graduates will promote teaching and learning. (Kohn, 2004; Grant, 1997)
• We believe that all educators need to be willing and able to participate as collegial partners with the school community including students’ families to enhance school/classroom improvement. (Furger, 2006; Fullan & Hargreaves, 1996)
• We believe that all educators must appreciate and celebrate diversity and cultural understanding among all people in a free, democratic society (Villegas & Lucas, 2002; McFalls & Cobb-Roberts 2001; Gay, 2002; Becker & Couto, 1996).
• We believe that our candidates have a right to high-quality preparation programs that provide opportunities for reflection and self-improvement. (Darling-Hammond, 2006; LePage, Darling-Hammond, Akar, Gutierrea, Jenkins-Gunn, Rosebrock, 2005; Brubacher, Case, & Reagan, 1994)
• We believe that our College of Education is responsible for preparing educational leaders who are willing and able to be agents of change. (Ackerman & Mackenzie, 2006; Haberman, 2004; Sirotnik & Associates, 2002; Hoy & Miskel, 1996)
• We believe that educators have an ethical responsibility to make a difference in the lives of their students. (Weinbaum, 2007; Guskey, 1988)

(Adopted April 1998 and reaffirmed October 2001; April 2007)

A. The SPECTRUM: A vision for educating informed, dynamic professionals for diverse settings - Introduction and Historical Context

On April 3, 1998, the faculty of the College of Education adopted a revised Conceptual Framework, originally called a curriculum model, to reflect our intention to provide a coherent vision and meaningful experiences guaranteeing our graduates the requisite knowledge, skills and values to affect student learning positively. The Conceptual Framework, known as SPECTRUM, was originally developed by the College of Education's Knowledge Base Committee (Volume I, Institutional Report submitted to NCATE, 1993) in spring 1991 and presented to faculty in September 1991 for general acceptance. During the 1991-1992 academic year, it was revised and modified as additional input was garnered. The working model was adopted by each department in the College of Education in April 1992, and during the summer of 1992, a final model for publication was drafted. The Conceptual Framework was formally presented during the NCATE visit in the fall of 1993. In 1999 and again in 2004, NCATE
confirmed that the College of Education had successfully integrated the SPECTRUM model into the curriculum. Since the 2004 NCATE visit, our faculty has continued to integrate the Conceptual Framework at the program level and in our field experiences. In fall 2007 we also aligned our performance assessment initiative, the Teacher Work Sample (The Renaissance Partnership for Improving Teacher Quality Project), to the SPECTRUM Model and its relevance carries us well into the 21st century.

Our Conceptual Framework continues to represent our commitment to assist candidates in becoming “informed dynamic professionals.” Although this version maintains many of the same features as the former Conceptual Framework, we have attempted to explore more fully the implications of providing evidence of student learning within the SPECTRUM Model for pre-service and in-service teacher development (Wise & Leibbrand, 2001) as well as for the development of advanced educational leaders. We have updated references and have expanded our vision and understanding of what it means to prepare future educators for culturally relevant teaching (Gay, 2002) in a technological society that requires accountability for P-12 student learning. As a result, we not only continue to challenge ourselves to define the knowledge, skills, and dispositions essential to good teaching, but also to strive to help our candidates demonstrate their impact on students’ learning.

B. Description and Vision of the SPECTRUM

Kean’s College of Education prepares its graduates to be informed, dynamic professionals capable of functioning successfully in diverse settings. Toward this end, a basic curriculum model called “SPECTRUM” has been implemented to provide teacher education students with the knowledge, skills, and dispositions necessary to make well-informed, sound educational decisions that will positively impact their students’ learning. Inherent to SPECTRUM is our overriding belief that all children are capable of learning given appropriate instruction and positive environmental factors.

The SPECTRUM model embraces the components of general education, specialization, and professional education to provide a context for teacher education students to acquire, apply, and evaluate the knowledge, skills, and dispositions essential to their profession. This model is based on the premise that a teacher is first and foremost a committed professional whose primary responsibility is the academic, social, and emotional growth of students. The SPECTRUM model guides the growth of future teachers as they learn to identify and analyze factors that impede student progress and develop solutions by applying the key values developed through the model. The framework of SPECTRUM forms the basis by which we make our programs, and graduates, stronger and continually relevant in today’s global and technology-rich society.

Webster defines a SPECTRUM as an array of components, separated and arranged in order of some varying characteristics. Kean University models its SPECTRUM as a series of circles. The center or locus of the circles is the informed, dynamic professional whose development is created by the intersection of three smaller inner circles representing knowledge, skills, and dispositions. Each of the small circles is interconnected, giving and receiving input from the classroom, school, community, state, nation and world. Surrounding the inner core is a larger circle that establishes boundaries of professional studies, field experience, academic specialties and general
education. The turning of the circles emphasizes that development of an informed, dynamic professional is interconnected, interdependent and interrelated. The colors of SPECTRUM blend together as do the content, process and context of the College of Education. Each course and field experience supports the learning outcomes in each of the three areas—knowledge, skills, and dispositions and contributes to the sum of an educator who is well grounded in basic skills and in content knowledge, is competent in the practices of instruction as measured by the learning success of students, and is a reflective member of the larger community of learners. (Figure 1).

These separations and arrangements are also similar to the SPECTRUM of colors created when white light passes through a prism. In our curricula each component - Knowledge, Skills, and Dispositions - is represented by a primary color of the SPECTRUM. Areas of Application are represented by secondary colors of the SPECTRUM, and when they all meet or are added together they produce the white light that signifies the “Informed Dynamic Professional”.

Through its rich history stemming from its days as the Newark Normal School, Kean’s College of Education is uniquely suited to produce highly effective teachers. It houses a cadre of active scholars pursuing and advancing theoretical and applied knowledge. The faculty in the College of Education takes great pride in serving as models of teaching excellence for their students and the Kean University community. The original motto of Newark Normal School, "who dares to teach must never cease to learn", remains the motto of the College of Education at Kean University.

Figure 1
II. THE KNOWLEDGE BASES OF THE SPECTRUM MODEL:
THEORIES, RESEARCH, THE WISDOM OF PRACTICE, AND
EDUCATION POLICIES

A. Knowledge:
Knowing subject matter, instructional strategies, learning theory, and the community where you teach; based on mastery of content, theory and critical thinking. (College of Education, Kean University, 2002, 2007)

This component is represented in the SPECTRUM by the color blue. Shulman (1986) proposed that effective educators possess at least three kinds of knowledge:
   (1) Content Knowledge - knowledge about the subject matter they are teaching;
   (2) Pedagogical Knowledge - knowledge of general instructional strategies; and
   (3) Pedagogical Content Knowledge - knowledge of specific strategies for teaching a particular subject matter.

Grossman (1990) proposed a fourth component known as Context Knowledge that includes essential knowledge of community, district, and school. Furthermore, The Renaissance Group (2002) defines a set of Contextual Factors that include Grossman’s Context Knowledge and adds classroom factors and student characteristics and varied approaches to learning. The key areas of knowledge, (i.e., information, concepts, understandings), that the informed, dynamic professional exhibits have been identified by the faculty of each program. The areas of knowledge are addressed in the curricula via General Education (undergraduate), Professional Studies (undergraduate and graduate), and Content Studies (undergraduate and graduate).

Because the literature supports the development of a meaningful knowledge base (Wise, & Leibbrand, 2001; Carnegie Forum, 1986; Christensen, 1996; Holmes, 1986; Shulman, 1987), the College of Education has updated its knowledge base at both the general and programmatic levels. General Education requirements have been revised university-wide, elementary and secondary education majors are required to have a second major in a liberal arts subject area maintaining a 2.75 cumulative grade point average. Every course syllabus has been revised within the last five years to guarantee an up-to-date knowledge base and to reflect the Conceptual Framework.

B. Skills:
Planning and facilitating instruction, analyzing and assessing student learning, managing the classroom, and making instructional decisions based on knowledge, experience and practice (College of Education, Kean University, 2002 & 2007).

This component is represented in the SPECTRUM by the color red. The key skills exhibited by the dynamic professional have been identified by the faculty of each program. Probing the question, “How do our candidates demonstrate the key skills?” the collaborative Teacher Work Sample committee worked throughout the 2006-2007 academic year to integrate the teaching processes from The Renaissance Group’s Teacher Work Sample (2002) into our professional sequence so that our candidates are provided opportunities to demonstrate the requisite key skills including how they are impacting PreK-12 student learning.
C. Dispositions
Making a commitment to be a life-long, reflective professional; having enthusiasm for teaching, caring, fairness, honesty, responsibility and social justice; based on beliefs held about the world. (College of Education, Kean University, 2002, 2007)

This component is represented by the color green. The key dispositions, ethics, conventions, principles, etc., that under gird the behavior of the professional have been identified by the faculty of each program. The Kean University College of Education evaluates candidates’ dispositions in the context of their commitment to the profession and enthusiasm for teaching. Dispositions in teaching include caring, fairness, honesty, responsibility and social justice. Research has shattered the myth that education programs at the university level play a relatively small role in framing one’s dispositions and beliefs about teaching and learning (McDarmid, 1990; Rokeach, 1968; Mahllos & Maxson, 1995). We maintain that beliefs can be framed and altered by the College of Education if they are examined in a systematic and ongoing way. Our learning outcomes in this area ask our candidates to demonstrate cultural responsiveness, have high expectations for their students, and take the responsibility to be a positive role model.

D. The Interaction of Knowledge, Skills, and Dispositions/Values:
The “Application” of each of these components is represented on the SPECTRUM by the colors magenta, yellow, and cyan. Application may take place in field experiences, as well as experiential learning built into professional education and content studies courses. All of these applications of knowledge, skills, and dispositions come together and combine, creating the white light at the center of the SPECTRUM, symbolic of informed dynamic professionals. Their knowledge provides competence in content areas and the ability to articulate philosophies, attitudes, and beliefs; as well as defining the contextual factors that guide instructional decision-making (Renaissance Partnership, 2002; Fenstermacher, 1994). As skillful teachers, they plan and facilitate instruction, match curricular content with individual needs of students, and provide opportunities for active learning (Renaissance Partnership, 2002; Friedman & Fisher, 2002; Marzano, Pickering & Pollack, 2001; Richardson, 1997). Informed dynamic professionals also have dispositions or "mindsets" that radiate dedication, enthusiasm, empathy, resourcefulness, and imagination (Hare, 1993); along with demonstrating leadership (Ackerman & Mackenzie, 2006) and cultural responsiveness (Gay, 2002).

The three circles of our conceptual framework are also connected with local and state initiatives involving the implementation of the New Jersey Core Curriculum Content Standards (1996, 2004). Also, in 2003 New Jersey adopted the NJ Professional Standards for Teachers to which the SPECTRUM Model is also aligned. We believe that our conceptual framework accurately represents and supports our efforts to develop informed, dynamic professional educators with the essential knowledge, skills and dispositions that will enable them to work successfully in New Jersey schools. Furthermore, despite the fact that the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles are not policy in New Jersey, the SPECTRUM aligns with its tenets as well.

Thus, the SPECTRUM model represents much more than a vision or a hope. It conveys our commitment and enthusiasm to be on the cutting edge of educational theory and practice. As a College of Education, we continue to evolve and the SPECTRUM Model provides us with a
relevant, solid foundation recently illustrated by our work in initiating the Teacher Work Sample as performance assessment for our candidates to demonstrate their achievement of the college’s learning outcomes represented by the SPECTRUM Model. Such efforts to integrate theory and practice advance our institutional mission as an "interactive university" by integrating what we do with schools, higher education, and the community at large. We remain steadfast in our belief that we can indeed become a model of excellence for Colleges of Education in the State of New Jersey and across the nation.

E. The Expected Candidate Learning Outcomes in Professional Education Programs in the Kean University College of Education

The Conceptual Framework has been incorporated in Student Learning Outcomes (Institutional Standards) at both the Initial and Advanced levels. The College of Education has unanimously adopted student outcomes at both these levels.

i. Preparing Informed Dynamic Professionals at the Initial Level
Student Outcomes/Institutional Standards

Knowledge

A. Subject Matter

The beginning teacher has a thorough understanding and knowledge of subject matter and national, professional, and New Jersey Core Curriculum Content Standards, and uses such knowledge to create effective learning experiences for students.

B. Student Learning

The beginning teacher has knowledge of how students learn and develop and creates opportunities for each student’s academic development.

C. Diversity of Learners

The beginning teacher understands differences in how students learn and knows how to provide instruction and classroom settings to accommodate such diversity through the use of differentiated instruction and collaborative learning.

D. Classroom Management

The beginning teacher understands classroom management theories.

E. Assessment

The beginning teacher knows how to assess, evaluate, analyze, and monitor student learning.
Skills

A. Planning Instruction

The beginning teacher plans instruction based on knowledge of subject matter, of national, professional, and New Jersey Core Curriculum Content Standards, of students, and of curriculum goals and models.

B. Instructional Strategies/Technologies

The beginning teacher uses a variety of instructional strategies and technologies that encourage each student to develop critical thinking and problem-solving skills.

C. Learning Environment

The beginning teacher creates a learning environment that encourages active, engaged learning, positive interaction, and self-motivation for all students.

D. Communication

The beginning teacher effectively communicates in the classroom by using a variety of communication skills including verbal and nonverbal techniques, technology, and media.

E. Assessment

The beginning teacher effectively uses formal and informal assessment strategies to evaluate student progress and makes appropriate adjustments to instruction based on his/her assessment.

F. Student Support

The beginning teacher works with parents/family members, school colleagues, and community members to support student learning and development.

G. Reflection and Professional Development

The beginning teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.
Dispositions

A. Diversity/Individual Differences

The beginning teacher appreciates individual, cultural, and linguistic differences, shows respect for the diverse talents of all learners, and is committed to helping develop self-confidence and competence.

B. High Expectations and Fairness

The beginning teacher believes that all students can learn at high levels and demonstrates a commitment to meet the educational needs of all students in a caring, non-discriminatory and equitable manner.

C. Community/Culture

The beginning teacher works productively within community and cultural norms.

D. Positive Climate

The beginning teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

E. Positive Role Model

The beginning teacher recognizes her/his responsibility to serve as a positive role model.

F. Life-long Learner

The beginning teacher is a life-long learner who seeks out opportunities for continued growth.

ii. Preparing Informed Dynamic Professionals at the Advanced Level
Student Outcomes/Institutional Standards

Knowledge

A. The candidate knows subject/field and knows appropriate pedagogy, strategies, practices.
B. The candidate understands the role of social, psychological, political, historical and technological forces in making sound educational/clinical decisions.
C. The candidate examines the nature of teaching and schooling as a reflective practitioner and formulates a personal education philosophy.
D. The candidate demonstrates understanding of diversity and multiple perspectives.
E. The candidate is knowledgeable about various federal, state, and/or local educational agencies and professional organizations.
F. The candidate understands the range of technological applications within the field and recognizes the importance of technology in professional practice.
G. The candidate demonstrates knowledge of national, professional and state standards (New Jersey Core Curriculum Content Standards).
H. The candidate demonstrates knowledge of assessment and evaluation appropriate to field.
I. The candidate demonstrates an understanding of research terminology, concepts and practices.
J. The candidate interprets educational/clinical data, issues and trends.

Skills

A. The candidate applies knowledge and content pedagogy and/or professional practice appropriate to field and setting.
B. The candidate applies a practical problem-solving perspective sensitive to the context of school, community and society.
C. The candidate evaluates, clarifies and refines personal philosophy of professional practice.
D. The candidate fosters and participates in collaboration in all professional settings.
E. The candidate demonstrates ability to assess, analyze, monitor and promote student/client progress.
F. The candidate uses technology appropriate to field.
G. Implements effective strategies for teaching/supervision/professional practice and supports and fosters the belief that all children can learn.
H. The candidate integrates knowledge derived from professional research into practice in various educational/clinical settings.
I. The candidate applies action research to discover new information and/or solve problems in professional settings.
J. The candidate demonstrates effective oral and written communication skills.
K. The candidate analyzes and evaluates his/her own professional skills.

Dispositions

A. Promotes an appreciation and understanding of diversity in schools and society and demonstrates a commitment to meet the educational needs of all stakeholders in a caring, non-discriminatory and equitable manner.
B. The candidate commits to collaborative professional partnerships in schools and other learning communities.
C. The candidate creates a positive school climate in which teaching and learning are primary concerns.
D. The candidate recognizes the ethical implications surrounding contemporary problems and issues.
E. The candidate commits to ethical principles of research.
F. The candidate commits to moral and ethical principles of leadership; affirms human dignity and an ethic of caring for all people.
G. The candidate models professional and leadership behaviors in all interactions with school and community.

F. Shared Vision, Coherence, Professional Commitments and Dispositions

Shared Vision
The SPECTRUM Conceptual Framework continues to provide the shared vision for the unit’s programs and preparation of educators. The SPECTRUM is presented at every candidate orientation (e.g. Introductory Field Workshop on development of the Teacher Work Sample Portfolio with SPECTRUM-aligned rubrics) and meetings. The SPECTRUM appears around campus on posters, flyers, newsletters and bookmarks.

Since its development in 1993, it has served as a common foundation for the entire professional education unit, and is consistent with the mission of the institution and the College of Education. Most recently in spring 2007, the College of Education’s reformed Conceptual Framework committee met to review the document and the beliefs and basic tenets of the SPECTRUM Model were upheld. Input from that meeting as well as the committee’s follow-up meeting in fall 2007 was used to revise this document. All courses, program Teacher Work Samples, field experiences and other assessments are aligned with the SPECTRUM. The SPECTRUM is well-articulated within the professional education unit. It is discussed at faculty meetings, and faculty members contribute to its continual updating and address it in course syllabi.

Coherence
In addition to a shared vision, the SPECTRUM provides a system for ensuring coherence within the curriculum of all programs, to assessment systems and to field experiences. Course outlines address the learning outcomes and candidates demonstrate their connection to the SPECTRUM in the development of the Teacher Work Sample. Candidates in the Introductory Field Experience reflect on their classroom observations using the Contextual Factors aligned with the SPECTRUM model. In the Preprofessional and Professional Field Experiences candidates demonstrate teaching processes of the Teacher Work Sample within the framework of the SPECTRUM, and their coursework and professional conduct are evaluated on assessment forms aligned to the SPECTRUM.

Professional Commitments and Dispositions
The Conceptual Framework provides the foundation for the professional commitments and dispositions specified by the professional education unit. It identifies “caring, fairness, honesty, responsibility and social justice” as important general dispositions in teaching. Corresponding College of Education and Institutional Standards include:

• Appreciation of and respect for individual differences
• Commitment to developing self-confidence and competence in all children
• High expectations for all children to achieve success
• Sensitivity to community and cultural norms
• Responsibility for establishing and maintaining positive learning climates
• Responsibility for serving as a positive adult role model

Appropriate disposition goals for candidates are stated in the syllabus of every course. Every field experience assessment asks supervisors and cooperating teachers to assess students on disposition competencies.
Administration, faculty and supervisory staff have committed to the mandatory Teacher Work Sample portfolio to measure both teaching competence and student learning. The College of Education standards/outcomes are listed in the Teacher Work Sample Portfolio Guidelines and candidates must reflect on the outcomes to demonstrate that they have internalized the dispositions necessary to teach effectively. Moreover, candidates must be able to reflect upon those dispositions accurately and meaningfully.

Commitment to Diversity: Toward a Culturally Responsive Teaching Model
Kean’s College of Education is noted for its commitment to diversity. Issues relating to diversity are fully integrated into all coursework and clinical components of professional education programs. Candidates’ competencies in the area of diversity are assessed continuously throughout the programs. The SPECTRUM supports our current and future mission to effectively prepare future educators who are committed to diversity, multicultural education, and culturally responsive teaching (Gay, 2002; Hoffman & Pearson, 2000).

Teacher educators face complex challenges to better prepare pre-service teachers to work with students of diverse cultural, racial, ethnic, and linguistic backgrounds (Darling-Hammond, 2006; Banks, 2001; Freppon, 2001). The need for high quality teachers in urban areas across the country continues to be high. The goal of recruiting and retaining effective teachers where they are needed most is crucial to achieve. According to Darling-Hammond (2006), there are several “key actions needed to make a substantial, immediate difference in the capacity of this country to educate its students well.” (p.20) She suggests that teacher education programs prepare their candidates well to “teach content to diverse students in ways that carefully attend to the learning process.” (p. 15) Kean’s College of Education has responded to addressing the kinds of concerns Darling-Hammond raises. In fall 2007, with the implementation of the Teacher Work Sample requirement, we began requiring our candidates to analyze their placement classrooms for the contextual factors (The Renaissance Partnership, 2002) that contribute students’ learning. Within the Contextual Factors analysis, our candidates are required to analyze the classroom context for these dimensions of diversity that have implications for teaching and learning: community, school, and classroom factors; characteristics of students; students’ varied approaches to learning; students’ skills and prior learning; and implications for instructional planning and assessment.

The professional education unit at Kean is committed to preparing educators for multicultural settings and to developing and sustaining partnerships with the local education and business communities. Diversity is reflected in the College’s mission, student body, faculty, curriculum, and field experiences. As of fall 2006, the student population in teacher education was over 28% minority, 14.5% Hispanic, 10.9% African American, and another 2.9% representing other ethnicities. Women make up approximately 80 percent of the teacher education program. Also, as of fall 2006, just over 25% of the faculty were members of underrepresented groups, up from 7.2 percent in 1980; 62.9 percent of the full-time faculty are female, up from 33 percent in1980. Each year, close to 800 Kean University graduates enter educational professions, over 75% of them teach in urban schools, mostly in the diverse cities of Newark, Elizabeth, Roselle, Hillside, Perth Amboy, Plainfield and Passaic.
The College of Education has special programs and scholarships for minority paraprofessionals and several award-winning pre-college academic programs to encourage students of color to complete high school and pursue teaching careers. In addition, the College has a large number of collaborative programs with surrounding school districts designed to promote the simultaneous renewal of the schools and the University. These partnerships can be grouped into five categories:

- Pre-college programs, designed to increase the graduation rate and college participation rates of students for urban schools;
- Programs to increase the number and quality of underrepresented groups in the teaching profession;
- Programs to provide staff development for educators designed to increase knowledge and skills of prospective teachers and other educators in the areas of technology, mathematics, science, multicultural education, early childhood, leadership, bilingual education, etc.;
- Programs for the community at large that increase understanding of diversity issues in the schools of New Jersey like the Diversity 2000 Council supported by students and teachers in over 500 schools in the State.
- Other programs for the community on the University campus such as the Institute of Child Study and the Campus School.

The professional education unit has developed and implemented sixteen Professional Development Schools (PDS) in urban schools. These professional development schools are model sites for professional development for both pre-service and in-service teachers where best practices lead to success for all students.

We have found the work of Villegas and Lucas (2002) particularly helpful in terms of thinking clearly about providing comprehensive pedagogy for preparing culturally responsive educators. Villegas and Lucas argued that in order to “successfully move the field of teacher education beyond the fragmented and superficial treatment of diversity that currently prevails, teacher educators must articulate a vision of teaching and learning in a diverse society and use that vision to systematically guide the infusion of multicultural issues . . .” (p. 20). They identified six (6) strands that lay out the knowledge, skills, and dispositions essential for teaching in a culturally diverse society. Their curriculum model has influenced the way we in the College of Education conceive the work of pre-service teachers in culturally and linguistically diverse classrooms.

These six strands are:
1) Sociocultural Consciousness. An educator is socioculturally conscious when she/he recognizes that there are multiple ways of perceiving reality and that these ways are influenced by one’s location in the social order.
2) Affirming views of students from diverse backgrounds and seeing resources for learning in all students rather than viewing differences as problems to overcome.
3) Educators as change agents. These educators see themselves as both responsible for and capable of bringing about educational change that will make schools more responsive to all students.
4) Culturally responsive educators understand how learners construct knowledge and promote learners’ knowledge construction. Culturally responsive teaching is grounded in constructivist epistemology.

5) The necessity for culturally responsive teachers to know about the lives of their students. Effective teachers not only are competent in their discipline, but also are knowledgeable about their students.

6) Culturally responsive teaching practices. Culturally responsive teachers, according to Villegas and Lucas, “not only know their students well, they use what they know about their students to give them access to learning” (p. 27).

Villegas and Lucas’ (2002) six strands provide models for us at Kean University in terms of fostering and promoting sensitivity towards culturally responsive teaching. Because of our location and mission, culturally responsive education remains a moral imperative for us (Sleeter, 2001). Our candidates demonstrate their development of culturally responsive teaching through their ability to define the Contextual Factors (listed on page 16) of their field placement classrooms.

**Commitment to Technology**
The unit is committed to insure that candidates are prepared to incorporate technology into the teaching and learning process. The commitment is consistent with the unit’s Conceptual Framework outcomes/standards. Candidates complete coursework in technology in the classroom and faculty model the use of technology in required coursework. Candidates and faculty are assessed on an on-going basis on their knowledge and skills regarding technology. Furthermore, each candidate during his/her professional internship is observed integrating technology into one or more lessons.

In recent years, Kean University and the College of Education have made great strides in the development of technology resources and in technology education. In the summer of 2006, the Center for Innovative Education was established. Housed in the College of Education, the Center seeks to strike a balance between the demands of formal educational accountability and the challenges of the 21st century global environment. Tapping a number of key statewide and national contacts, we seek to provide a high-quality, meaningful environment to explore 21st century learning and the demands it places on contemporary educators. Toward this end, we offer rich professional development activities ranging from short workshops to national caliber conferences on topics ranging from classroom instruction to specific content areas to deepen explorations of cutting edge technologies. The Center is a joint effort with the New Jersey Consortium for Middle Schools and Kean University. It is supported by a USDOE grant and is a registered New Jersey professional development provider.

In its first academic year of operation, the Center had many noteworthy events. The Center sponsored a two day conference on “21st Century Learning at the Crossroads,” featuring several of the pivotal technology educators in our country. The New Jersey Literacy Consortium was also launched. Other successful workshops focused on technology (e.g. Smartboard and ipods), autism and middle level education. A valuable conference on kindergarten education occurred. A 21st Century Learning Series was initiated for university educators. Many onsite workshops also were provided for districts in technology and differentiation of instruction.
In addition to the Center of Innovative Education, progress has included continued effort to provide state-of-the-art technology resources for students and faculty. Fall 2006 saw the campus go wireless and in 2005, Kean’s newest building, the Center for Academic Success was opened and includes classrooms with teaching stations allowing for all tools of technology, technology labs, wireless lounges, and tutoring services. There also continues to be an array of on-line courses and web-supported courses offered each semester. The College of Education has been at the forefront of these developments. Our commitments to both teacher education and technology have enabled us to establish profound and systemic changes across the entire College of Education.

**Use of Information Technologies**

Kean’s Colleague System collects and maintains institutional and candidate data, including but not limited to names, demographic information, ethnicity, GPA, transcript data (e.g., major, degree, non-degree seeking, course lists, grades) and test scores. For advisement and monitoring candidate’s progress at transition points, COE faculty and staff can access student information via the Datatel interface using a system of double passwords for the protection and security of student data.

The Teaching Performance Center maintains an MS Access database to track the placement, assessment and supervision of all initial field experience students, as well as student eligibility requirements for field experiences. The database provides student/program reports to the College of Education and unit programs.

The unit maintains assessment information, handbooks, forms, rubrics and tutorials on several department websites including NCATE and the Teaching Performance Center.

Since fall of 2000, the unit has been scanning all field assessments at the initial level. Faculty, field supervisors and cooperating teachers submit completed field assessments to the Teaching Performance Center. The assessments are scanned using Remark OMR software; the data is cleaned and repaired and then transferred to SPSS for analysis and reporting.

The College is beginning to transition the collection of field data to online instruments. Beginning with the fall 2008 semester, Introductory Field Experience instructors will enter introductory field experience students’ composite scores in an online collection survey using Checkbox 4.3.0 survey software. The use of online collection and assessment instruments allows the unit to ensure the accuracy of data eliminating the possibilities of scanning and repairing errors. Beginning in the spring 2009, trial online submission of other assessment instrument data will begin.
IV. ALIGNMENT OF EXPECTED CANDIDATE LEARNING OUTCOMES WITH NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS AND WITH INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) PRINCIPLES AT THE INITIAL LEVEL

One of the steps the College of Education has taken to ensure the effectiveness of each program and to provide program accountability is the alignment of the unit’s standards with the New Jersey Professional Standards for Teachers and the standards generally supported by national education associations. The charts below illustrate the alignment of the unit’s institutional standards/learning outcomes, the current New Jersey Professional Standards and the INTASC Principles.

A.

<table>
<thead>
<tr>
<th>Unit’s Institutional Standards/Learning Outcomes</th>
<th>New Jersey Professional Standards for Teachers</th>
<th>INTASC Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(A) Subject Matter</td>
<td>Standard One: Subject Matter Knowledge. Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.</td>
<td>Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</td>
</tr>
<tr>
<td>(B) Student Learning</td>
<td>Standard Two: Human Growth and Development. Teachers shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.</td>
<td>Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</td>
</tr>
<tr>
<td>(C) Diversity of Learners</td>
<td>Standard Three: Diverse Learners. Teachers shall understand the practice of culturally responsive teaching.</td>
<td>Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
</tr>
<tr>
<td>(D) Classroom Management</td>
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</table>

The beginning teacher understands classroom management theories.
(E) Assessment
The beginning teacher knows how to assess, evaluate, analyze, and monitor student learning.

<table>
<thead>
<tr>
<th>Unit’s Institutional Standards/Learning Outcomes</th>
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</tr>
</thead>
</table>
| **Skills**
(A) Planning Instruction
The beginning teacher plans instruction based on knowledge of subject matter, of national, professional, and New Jersey Core Curriculum Content Standards, of students, and of curriculum goals and models. | Standard Four: Instructional Planning and Strategies.
Teachers shall understand instructional planning, design long and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners. | Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. |
| **(B) Instructional Strategies/Technologies**
The beginning teacher uses a variety of instructional strategies and technologies that encourage each student to develop critical thinking and problem-solving skills. | Standard Four: Instructional Planning and Strategies.
Teachers shall understand instructional planning, design long and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners. | Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. |
<table>
<thead>
<tr>
<th>C) Learning Environment</th>
<th>Standard Six: Learning Environment. Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe, and respectful learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</th>
<th>Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(D) Communication</td>
<td>Standard Eight: Communication. Teachers shall use knowledge of effective verbal, nonverbal, and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions.</td>
<td>Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit’s Institutional Standards/Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>(E) Assessment</td>
<td>Standard Five: Assessment. Teachers shall understand and use multiple assessment strategies and interpret results to evaluate student learning and to modify instruction in order to foster the continuous development of students.</td>
<td>Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</td>
</tr>
<tr>
<td>(F) Student Support</td>
<td>Standard Nine: Collaboration and Partnerships. Teachers shall build relationships with school colleagues, families, and agencies in the larger community to support students’ learning and well-being.</td>
<td>Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.</td>
</tr>
</tbody>
</table>
(G) Reflection and Professional Development
The beginning teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard Ten: Professional Development. Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Dispositions/Values**

(A) Diversity/Individual Differences
The beginning teacher appreciates individual, cultural, and linguistic differences, shows respect for the diverse talents of all learners, and is committed to helping develop self-confidence and competence.

Standard Seven: Special Needs. Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

(B) High Expectations
The beginning teacher believes that all students can learn at high levels and persists in helping all students achieve success.

Standard Seven: Special Needs. Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

(C) Community/Culture
The beginning teacher works productively within community and cultural norms.

Standard Nine: Collaboration and Partnerships. Teachers shall build relationships with school colleagues, families, and agencies in the larger community to support students’ learning and well-being.

(D) Positive Climate
The beginning teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

Standard Nine: Collaboration and Partnerships. Teachers shall build relationships with school colleagues, families, and agencies in the larger community to support students’ learning and well-being.
<table>
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<tr>
<th>Unit’s Institutional Standards/Learning Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>(E) Positive Role Model</strong>&lt;br&gt;The beginning teacher recognizes her/his responsibility to serve a positive role model.</td>
<td>Standard Ten: Professional Development. Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.</td>
<td>Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.</td>
</tr>
<tr>
<td><strong>(F) Life-Long Learner</strong>&lt;br&gt;The beginning teacher is a life-long learner who seeks out opportunities for continued growth.</td>
<td>Standard Ten: Professional Development. Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.</td>
<td>Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.</td>
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</table>

**B. National Board for Professional Teaching Standards**

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<thead>
<tr>
<th>National Board for Professional Teaching Standards</th>
<th>Unit’s Institutional Standards/Learning Outcomes/Advanced</th>
<th>New Jersey Professional Standards for Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposition #1: Teachers are committed to students and their learning</td>
<td>I B. Understands the role of social, psychological, political, historical and technological forces in making sound educational/clinical decisions. II E. Demonstrates ability to assess, analyze, monitor and promote student/client progress</td>
<td>Standard II: Human Growth and Development. Teachers shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.</td>
</tr>
<tr>
<td>Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students.</td>
<td>I A. Knows subject/field and knows appropriate pedagogy, strategies, practices. I G. Demonstrates knowledge of national, professional and state standards (New Jersey Core Curriculum Content Standards).</td>
<td>Standard I: Subject Matter Knowledge. Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the new Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.</td>
</tr>
<tr>
<td>Proposition #3: Teachers are responsible for managing and monitoring student learning.</td>
<td>Standard V: Assessment. Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.</td>
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<tr>
<td>I H. Demonstrates knowledge of assessment and evaluation appropriate to field. I J. Interprets educational/clinical data, issues and trends. II E. Demonstrates ability to assess, analyze, monitor and promote student/client progress.</td>
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<tr>
<th>Proposition #4: Teachers think systematically about their practice and learn from experience.</th>
<th>Standard III: Diverse Learners. Teachers shall understand the practice of culturally responsive teaching. Standard V: Assessment. Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I C. Examines the nature of teaching and schooling as a reflective practitioner and formulates a personal education philosophy. I J. Interprets educational/clinical data, issues and trends. II C. Evaluates, clarifies and refines personal philosophy of professional practice. II H. Integrates knowledge derived from professional research into practice in various educational/clinical settings. II J. Demonstrates effective oral and written communication skills. II I. Applies action research to discover new information and/or solve problems in professional settings.</td>
<td></td>
</tr>
<tr>
<td>National Board for Professional Teaching Standards</td>
<td>Unit’s Institutional Standards/Learning Outcomes/Advanced</td>
</tr>
<tr>
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</tr>
<tr>
<td>Proposition #5: Teachers are members of Learning Communities.</td>
<td>II B. Applies a practical problem-solving perspective sensitive to the context of school, community and society. III B. Commits to collaborative professional partnerships in schools and other learning communities. II D. Fosters and participates in collaboration in all professional settings.</td>
</tr>
</tbody>
</table>
V. THE SYSTEM BY WHICH CANDIDATE PERFORMANCE IS REGULARLY ASSESSED

A. Philosophy and Principles of unit assessment

To guide its work in assessing student learning, the Kean University College of Education has adopted the nine principles for Good Practice for Assessing Student Learning adopted under the auspices of the American Association of Higher Education Assessment Forum. (Outcomes Assessment at Kean University, a Design for Excellence and Continuous Improvement, January 2001). The principles as articulated below are consonant with our conceptual framework:

1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities, but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations – those derived from the institution’s mission, from faculty intentions in program and course design, and from knowledge of students’ own goals.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students end up matters greatly. But to improve outcomes, we need to know about student experience along the way – about the curricula, teaching, and kind of student effort that lead to particular outcomes.

5. Assessment works best when it is ongoing, not episodic. Assessment is a process whose power is cumulative. Though isolated, “one-shot” assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time.

6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community.

7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. Assessment recognizes the value of
information in the process of improvement. But to be useful, information must be connected to issues or questions people really care about.

8. **Assessment is most likely to lead to improvement when it is a part of a larger set of conditions that promote change.** Assessment alone changes little. Its greatest contributions come on campuses where the quality of learning is visibly valued and worked out.

9. **Through assessment, educators meet responsibilities to students and to the public.** There is a compelling public stake in education. As educators, we have a responsibility to the public that supports or depends on us to provide information about the ways students meet goals and expectations.

Guided by these Kean University Assessment Principles, the College of Education began the development and implementation of a comprehensive assessment system in the fall of 2000 based on the SPECTRUM Model. With the involvement of the professional community, the unit developed a system that uses multiple measures to assess candidate performance based on national, state and program standards and linked to P-12 student learning. It is our belief that our candidates must have the opportunity to connect their own practice to the learning of P-12 students. These learning opportunities must be at the core of our teacher education program and assessment is integral in the process.

The Unit Assessment System (UAS) is based on the belief that assessment is both developmental and continuous. Candidates must have the opportunity to connect their own practice to the learning of P-12 students and through field experiences, reflect on the congruence between theory and practice. These learning opportunities must be at the core of our teacher education program and assessment is integral in the process. As candidates progress through the teacher education program, they engage in multiple assessments that allow faculty and candidates to reflect on their teaching and learning and to use this information for continuous improvement of both candidate performance and program implementation. As the Unit continues to examine data for evidence of candidate growth and program improvement, it also looks at the effectiveness of the assessment tools and makes revisions as necessary.

We continue to reflect on the philosophy and principles of our assessment system. They remain current through periodic analysis and review of our unit and program assessment tools and procedures. Below are examples of changes made in assessments based on our reflection and supported by our philosophy and principles of assessment.

Two examples of changes made to our assessment system involved the adding of two new assessment tools at the initial certification level to be used to measure our candidates’ abilities to positively impact student learning. Principles one and four are supported through the implementation of the Teacher Work Sample requirement. Through the presentation of an integrated unit plan implemented in the field experiences, candidates demonstrate how assessment is used to guide instruction and promote successful student learning. Through differentiated
instruction, candidates demonstrate the ability to link assessment data to meeting individual student needs.

Another example at the initial certification level brings pieces of principles two, five, and six were brought together in developing a new assessment for evaluation of candidates in their internship based on national program standards. Principle two supports examining performance over time; the fifth principle confirms that assessment works best when it is ongoing, not episodic; and the sixth principle describes how assessment fosters wider improvement when representatives from across the educational community are involved. In the COE’s newest assessment, titled, *Supplemental Program Assessment*, we invited the cooperating teachers to examine how their teacher candidate performs, according to the national program standards, over the course of the semester. Prior to this evaluation, we had no assessment that looked purposefully at a continuum of progress, rather we evaluated interns in snapshot style every two weeks.

An example from an advanced program includes the principle addressed in number four: Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. When the assessment data from the comprehensive examinations in Early Childhood was not providing a clear picture of the candidates’ capabilities to meet the advanced learning outcomes, other culminating assessments were explored. A requisite course was developed with the objectives aimed at providing candidates with genuine ‘field into practice’ opportunities which also related directly to the EC’s advanced learning outcomes. A portfolio is the final product in which students provide reflective analytic evidence for meeting advanced outcomes based on artifacts from their field experiences which is often from their own P-3 classrooms.

**B. Structure of the Unit Assessment System**

The Unit Assessment System (UAS) is designed to determine eligibility for entrance into the COE and to continuously monitor the professional growth of candidates toward proficiency at both the initial and advanced levels. The UAS is structured to provide assessments at critical stages (levels) as well as to guarantee common assessments across programs. The following matrices identify the assessment points at critical stages, the benchmarks, the assessment tools, and the people responsible for each assessment. In addition, the matrices explain the assessment process and how the documentation is used to program improvement.

The matrix for the initial programs is divided into the Exploratory Stage, the Preprofessional Stage, the Professional Stage and Program Completion. The matrix for the advanced programs is divided into Admission, Prior to Field Experience, Academic Course Gateways, and Program Completion.

Data from the undergraduate and graduate programs are regularly and systematically compiled, analyzed and reported for the purpose of improving candidate performance, program quality and unit operations. Program Coordinators are the collectors and keepers of the initial data. Program
changes based on the data reside within the programs. All field experience is collected, stored and analyzed by the Teaching Performance Center. Courses and other data such as admissions, GPA, Praxis, demographics and comprehensive examination scores are obtained from the Office of Institutional Research, the Dean of the Graduate School, the Office of the Registrar, and the Admissions Office. The Dean of the College of Education is responsible for the aggregation and dissemination of data.

A matrix showing the benchmarks, assessment tools, responsibility for data collection and analysis, processes and mechanism for program improvement based on data at each critical assessment point appears on the next page.
## Kean University

**College of Education**

### KEY COMMON UNIT & PROGRAM ASSESSMENTS

(I = Initial programs, A = Advanced programs)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>When Collected</th>
<th>How Collected</th>
<th>What Happens Once Collected</th>
</tr>
</thead>
</table>
| Praxis I (I)                                         | Entry to Program                | ETS to Dean’s Office to Departments                                         | • Used for entry to COE/Program
|                                                      |                                |                                                                               | • Evidence of competency in education general requirements                                   |
| Introductory Field Performance Competency Assessment (I) | Intro. Field Course (Sophomore Field) | Course Instructors compile data and submit online www.kean.edu/~ncate | • Distributed to programs for program improvement
|                                                      |                                |                                                                               | • Entry to COE/Program                                                                        |
| Teacher Work Sample Portfolio (I)                    | One phase each year in program  | Levels I, II, & II by Course Instructors to TPC; Level III also by University Supervisor to TPC | • Distributed to programs for program improvement
|                                                      |                                |                                                                               | • Distributed to COE for unit evaluation                                                      |
| Preprofessional Field Experience Performance Competency Assessment (I) | During Preprofessional Field Experience (Junior Field) | By Cooperating Teacher and University Supervisor to TPC | • Distributed to programs for program improvement
|                                                      |                                |                                                                               | • Distributed to COE for unit evaluation                                                      |
| Professional Internship Performance Competency Assessment (I) | During Professional Internship (Senior Field) | By Cooperating Teacher and University Supervisor to TPC | • Distributed to programs for program improvement
|                                                      |                                |                                                                               | • Distributed to COE for unit evaluation                                                      |
| Video Tape Analysis (I)                              | During Professional Internship  | By University Supervisor to TPC                                              | • Distributed to programs for program improvement                                           |
|                                                      |                                |                                                                               |                                                                                              |
| Praxis II Exam (s) (I)                               | Before Professional Internship  | Candidate submits score to TPC and ETS to Dean’s Office to Departments      | • Used for entry to Professional Internship
|                                                      |                                |                                                                               | • Distributed to programs as evidence of competency in content knowledge                    |
|                                                      |                                |                                                                               | • Distributed to COE for unit evaluation                                                      |
| Report Cards (surveys about your learning experiences) (I, A) | Each semester in culminating classes | Instructor submits to COE NCATE office                                      | • Distributed to programs for program improvement
|                                                      |                                |                                                                               | • Distributed to COE for unit evaluation                                                      |
| Survey of Graduates (I, A)                           | Mailing one year after graduation | Graduates complete online www.kean.edu/~ncate                              | • Distributed to programs for program improvement
<p>|                                                      |                                |                                                                               | • Distributed to COE for unit evaluation                                                      |</p>
<table>
<thead>
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<th>When Collected</th>
<th>How Collected</th>
<th>What Happens Once Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer Survey (I, A)</td>
<td>Each June</td>
<td>Mailed invitation to complete survey by mail or online.</td>
<td>• Distributed to COE for unit evaluation</td>
</tr>
<tr>
<td>Focus Groups (small groups of employers &amp; graduates) (I, A)</td>
<td>Each spring semester</td>
<td>Videotaped question &amp; answer session</td>
<td>• Distributed to COE for unit evaluation</td>
</tr>
<tr>
<td>Comprehensive Exam and/or Project (A)</td>
<td>Varies by Program</td>
<td>Program administered &amp; scored</td>
<td>• Used as exit requirement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Distributed to programs for program improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Distributed to COE for unit evaluation</td>
</tr>
<tr>
<td>Graduate Clinical/Experiences/Practicum (A)</td>
<td>Varies by Program</td>
<td>Data compiled by course instructors/ supervisors</td>
<td>• Distributed to programs for program improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Distributed to COE for unit evaluation</td>
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</tbody>
</table>

Additional program assessments based on national standards provide further evidence of candidate knowledge, skills and dispositions and are accomplished through key assignments within courses.
<table>
<thead>
<tr>
<th>Assessment Points at Critical Stages</th>
<th>Benchmarks</th>
<th>Assessment Tools Internal (I) and External (E) Measure</th>
<th>Aggregated Data Responsibility</th>
<th>Process</th>
<th>Documentation and Use for Program Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Stage</strong></td>
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<tr>
<td>• Admission to Teacher Education</td>
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<tr>
<td>• 2.75 GPA</td>
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<td>• Transcripts (I)</td>
<td>• Dean’s Office</td>
<td></td>
<td>Transcripts and the results of the PRAXIS I are reviewed by the advisor.</td>
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<tr>
<td>• Grades of C or better in:</td>
<td></td>
<td>• Observation/Interview</td>
<td>• Program Coordinators</td>
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<tr>
<td>- English Comp</td>
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<td>• Essay</td>
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<td>- Speech</td>
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<td>- History</td>
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<td>- Health</td>
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<td>- Biology</td>
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<td>- Mathematics</td>
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<tr>
<td>• Passing score on the PRAXIS I</td>
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<td>•  PRAXIS I (E)</td>
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<td>• Speech/Hearing Test</td>
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<td>• Teacher Work Sample</td>
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<tr>
<td>• Satisfactory performance in Introductory Field Experience</td>
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<td>• Recommendation from instructor of Introductory Field Experience</td>
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<td>• Assignments in identified key courses</td>
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<tr>
<td><strong>Academic Progress</strong></td>
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<tr>
<td>• Contextual Factors rubric</td>
<td></td>
<td>• Program Coordinators</td>
<td>• Program Coordinators</td>
<td></td>
<td>The completion of the Introductory Field Experience, data from the Performance-Based Assessment Forms are aggregated by the Teaching Performance Center (TPC) and shared with the Dean and program coordinator.</td>
</tr>
<tr>
<td>• Introductory Field Experience Form</td>
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<td>• Assessment Coordinator</td>
<td>• Assessment Coordinator</td>
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<tr>
<td>• Teaching Performance Center</td>
<td></td>
<td>• Teaching Performance Center</td>
<td>• Assessment Coordinator</td>
<td></td>
<td>Faculty from the Introductory Field Experience course complete recommendations based on classroom performance, Performance-Based Assessment Forms and successful submission of the Contextual Factors</td>
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<tr>
<td>• Assignments in identified key courses</td>
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<td>• Rubrics</td>
<td>• Rubrics</td>
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<tr>
<td>Assessment Points at Critical Stages</td>
<td>Benchmarks</td>
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<td><strong>Assessment Tools</strong></td>
<td><strong>Aggregated Data Responsibility</strong></td>
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<tr>
<td>Internal (I) and External (E) Measure</td>
<td>Coordinator</td>
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<td><strong>Process</strong></td>
<td><strong>Documentation and Use for Program Improvement</strong></td>
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</tbody>
</table>

**Preprofessional Stage**

- Admission to Pre-Professional Field Experiences
- Competency in mathematics, oral and written communications and demonstration of positive dispositions
- 2.75 GPA
- 60+ credits General Education
- Prerequisite coursework with C or better:
- Transcripts (I)
- Application to Pre-Professional Experience (I)
- Recommendation of advisor (I)
- Instructor evaluation (I)
- Essay: “Why do I want to teach?” (I)
- Candidates are allowed to continue in the teacher preparation program if they have the required GPA and have successfully completed coursework and the Introductory Field Experience
- Transcripts and results of prerequisite coursework are reviewed by the advisor.

Data from common assignments in key courses are submitted to the assessment specialist, aggregated and submitted to the Dean and assessment committee.
<table>
<thead>
<tr>
<th>Assessment Points at Critical Stages</th>
<th>Benchmarks</th>
<th>Assessment Tools Internal (I) and External (E) Measure</th>
<th>Aggregated Data Responsibility</th>
<th>Process</th>
<th>Documentation and Use for Program Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>toward teaching.</td>
<td>• Satisfactory completion of Introductory Field Experience</td>
<td>• Introductory Field Experience Forms</td>
<td>Experience data are aggregated and analyzed where necessary.</td>
<td>Rubrics are used to assess candidate performance at key points in identified courses. The same assignment and scoring rubric are used in all sections of the course and data.</td>
<td>Experience data are reviewed by the advisor and the Teaching Performance Center. Aggregated data is distributed to program coordinators to be used for program improvement as needed. Introductory Field Experience data are also reviewed by Program Coordinators and faculty to ensure remediation if necessary.</td>
</tr>
<tr>
<td>• Academic Progress</td>
<td>• Satisfactory performance in content and methods coursework</td>
<td>• Rubrics</td>
<td>The Teacher Work Sample process is continued from the Introductory Level. Faculty and supervisors work with candidates to develop the “Mini” Teacher Work Sample. It is submitted for review by the university supervisor. TWS teaching processes of Learning Goals, Design for Instruction, Instructional Decision-making, and Analysis of Student Learning are developed.</td>
<td>Data are aggregated and distributed to supervisors and faculty. If areas of weakness are identified, appropriate revisions and/or changes are made. Portfolio data is maintained in the candidate’s file.</td>
<td>Data are aggregated and distributed to supervisors and faculty. If areas of weakness are identified, appropriate revisions and/or changes are made. Portfolio data is maintained in the candidate’s file.</td>
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<tr>
<td>• Successful completion of EDUC 3000</td>
<td>• Transcripts</td>
<td>• Teacher Work Sample rubrics and scoring guide are used</td>
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<td>• “Mini” Teacher Work Sample</td>
<td>• Reflective journal</td>
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<tr>
<td>Professional Stage</td>
<td>• Admission to Professional Field</td>
<td>• Passing score on PRAXIS II</td>
<td>• Recommendation from Field Experience</td>
<td>Candidates are allowed to continue in the teacher</td>
<td>Transcripts and evidence of satisfactory completion</td>
</tr>
<tr>
<td>• Passing score on PRAXIS II</td>
<td>• Program Coordinator Teaching</td>
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<tr>
<td>Assessment Points at Critical Stages</td>
<td>Benchmarks</td>
<td>Assessment Tools Internal (I) and External (E) Measure</td>
<td>Aggregated Data Responsibility</td>
<td>Process</td>
<td>Documentation and Use for Program Improvement</td>
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<tr>
<td>Experiences</td>
<td>• 2.75 GPA&lt;br&gt;• 95 completed credits&lt;br&gt;• Major in Liberal Arts or Sciences completed&lt;br&gt;• Demonstration of Content Knowledge in Pre-Professional Field Experience&lt;br&gt;• Recommendation by clinical faculty&lt;br&gt;• Reflective journal&lt;br&gt;• Satisfactory performance in method and content coursework&lt;br&gt;• Teacher Work Sample</td>
<td>Supervisor, advisor and Cooperating Teachers (I,E)&lt;br&gt;• Transcripts (I)&lt;br&gt;• Application for Professional Field Experience (I)&lt;br&gt;• Preprofessional Experience Forms(I,E)&lt;br&gt;• Self-analysis&lt;br&gt;• Rubrics&lt;br&gt;• Teacher Work Sample rubrics and scoring guide</td>
<td>Performance Center&lt;br&gt;• Faculty&lt;br&gt;• Program Coordinator&lt;br&gt;• Assessment Coordinator</td>
<td>preparation program if they have the required GPA, have successfully completed the coursework and the Preprofessional Field Experience.&lt;br&gt;Rubrics are used to assess candidate performance at key points. The same assignment and rubric are used in all sections of the identified courses. At the end of the semester scoring rubrics are submitted to the assessment coordinator, aggregated, and analyzed.</td>
<td>of field experience and coursework are reviewed by the advisor and the Teaching Performance Center. Field experience data are aggregated and analyzed by program. The data are shared with program coordinators and are distributed at the College of Education meetings and are used to modify or improve programs based on need. Preprofessional data are aggregated, analyzed and distributed to the program coordinators. The data are used by faculty to modify or improve courses as needed. Data is shared at COE meetings twice a year, at Clinical Supervisors meetings and at the Network of Partnership Schools.</td>
</tr>
</tbody>
</table>
# TRANSITION POINTS: ADVANCED PROGRAMS

<table>
<thead>
<tr>
<th>Assessment Points at Critical Stages and Standards/Outcomes</th>
<th>Benchmarks</th>
<th>Assessment Tools Internal (I) and External (E) Measure</th>
<th>Aggregated Data Responsibility</th>
<th>Process</th>
<th>Documentation and Use for Program Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prior to Admission</strong></td>
<td>Overall GPA Application Official transcripts GRE Other (determined by program)</td>
<td>(E) (E) (E) (E)</td>
<td>Graduate College Admissions</td>
<td>Upon application to graduate college</td>
<td>Transcripts and the results of GRE are reviewed by the advisor.</td>
</tr>
<tr>
<td><strong>Prior to Comprehensive</strong></td>
<td>Satisfactory completion of required courses</td>
<td>Transcripts (E)</td>
<td>Program advisors/course instructors</td>
<td>If external criteria are not met, applicants may continue to work with advisors to determine plans to meet criteria.</td>
<td>Candidate progress through the program as a group and on a case-by-case basis is reviewed by program faculty via data from course assignments that serve as key assessments for program review.</td>
</tr>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>Successful completion of assignments in identified courses</td>
<td>Course specific rubrics (I)</td>
<td>Program advisors/course instructors</td>
<td>Each applicant works with an advisor so their academic progression is monitored, and the courses are aligned with the specific program of study and also to ensure compliance with the benchmarks.</td>
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<tr>
<td><strong>Pedagogical Knowledge and Skills</strong></td>
<td>Satisfactory completion of internship/practicum</td>
<td>Internship/practicum evaluation forms (I)</td>
<td>Course instructors/ supervisors</td>
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<tr>
<td><strong>Dispositions</strong></td>
<td>Satisfactory completion of internship/practicum</td>
<td>Internship/practicum evaluation forms (I)</td>
<td>Course instructors/ supervisors</td>
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<tr>
<td>Assessment Points at Critical Stages and Standards/Outcomes</td>
<td>Benchmarks</td>
<td>Assessment Tools Internal (I) and External (E) Measure</td>
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<td>Documentation and Use for Program Improvement</td>
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<td>Program Completion</td>
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<tr>
<td>Content Knowledge</td>
<td>Satisfactory completion of comprehensive exam</td>
<td>Comprehensive Exam/culminating project (E)</td>
<td>Course instructors/ comp readers</td>
<td>If external criteria are not met, applicants may continue to work with advisors to determine plans to meet criteria.</td>
<td>Candidate performance in the field and in culminating assignments as a group and on a case-by-case basis are reviewed by program faculty via data from appropriate key assessments for program review.</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>Satisfactory completion of coursework</td>
<td>Transcripts (E)</td>
<td>Program advisors/course instructors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedagogical Knowledge and Skills</td>
<td>Satisfactory completion of practicum/ internship</td>
<td>Internship/ Practicum evaluation form(I)</td>
<td>Course instructors/ supervisors</td>
<td></td>
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</tr>
<tr>
<td>Pedagogical Knowledge and Skills</td>
<td>Satisfactory completion of thesis</td>
<td>Thesis Grades (I)</td>
<td>Program coordinators/course instructors</td>
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</table>
FAIRNESS, ACCURACY, CONSISTENCY, AND ELIMINATION OF BIAS

The unit uses the following strategies to ensure fairness, accuracy, consistency, and elimination of bias throughout its assessment system:

- The unit ensures that unit and program assessments are linked to the unit’s conceptual framework and aligned with NCATE, state, and program standards.

- Initial undergraduate and graduate candidates are informed of all requirements in the education program when they attend College of Education orientation sessions and when they initially meet with their education advisors at the program level. Additionally, they are also made aware of unit and program requirements in the application process for admission and orientation to Preprofessional and Professional field experiences. Field experience handbooks with required assessments are distributed to all field students at orientations and are also available online. Advanced candidates are informed of the requirements upon meeting with their program advisor. Information about the conceptual framework, dispositions expected of candidates, transition points, key assessments, and other requirements are included in program handbooks and on department, COE, and NCATE websites.

- Cooperating teachers and supervisors are trained every semester to increase consistency and reliability of raters. A high retention rate of supervisors also serves to increase the reliability of the data across time.

- Rubrics are used in assessing candidates’ competencies throughout unit evaluations and embedded program assignments and are shared with the candidates before the rubrics are used. Thus, candidates know in advance what they will be assessed on, what is expected of them, and the level of proficiency associated with each scoring decision. Rubrics that are used to assess candidates on field competencies are discussed by the director of internships and field experiences at the beginning of each semester with the student teachers, cooperating teachers, and college supervisors. Rubrics that are used for program specific assessments are discussed with the candidates each semester by the program faculty members.

- Unit faculty members periodically review the rubrics used for the Teacher Work Sample and for assessment of field experience competencies in small committees and in yearly COE meetings and NCATE retreats. Rubrics are revised and clarified where needed. The revised field experience and TWS rubrics are updated and included in the associated handbooks.

- Data are triangulated wherever possible to enhance the reliability of findings. For example, many of the same questions are asked on the “COE Report Cards,” “Graduate Follow-Up Surveys,” “Employer Surveys” and focus groups for both the initial and advanced programs. To process insure triangulation of data at the initial certification level requires the intern, cooperating teacher, and college supervisor to complete the Preprofessional and Professional Competency Assessment at the end of the semester. A conference is held to discuss the coherence in the ratings in terms of their agreements and disagreements, explore possible reasons for the variance, and the steps that could be taken to prevent similar rating discrepancies in the future. Examples of this at the advanced level are interrater reliability measures on comprehensive exams, self assessment of clinical experiences and candidate reviewing ratings with supervisor and with program coordinators.
• In order to show candidate progress during a semester, interns are assessed twice each semester – once at the midpoint and again at the end of semester with suggestions provided for remediation by the instructor, and then for a final score or grade. The competency assessment is also used as a tool throughout the preprofessional and professional internship when the university supervisor observes the field student and provides a narrative of the experience highlighting the student’s strengths and weaknesses using the indicators for the required competencies.
References


