

## Assessment Workshop

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## SPAs Specialized Professional Associations

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1. Section I: Context
2. Section II: List of Assessments
3. Section III: Relationship of Assessments to Standards
4. Section IV: Evidence for Meeting Standards
5. Section V: Use of Assessment Results to Improve Candidate Performance
6. Other SPA Specific Requirements

## Section I: Context

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- State and Local Policy Affecting SPA
- Field and Clinical Experiences
- Portals
- Conceptual Framework
- Program Assessment Relationship to Unit Assessment
- Program of Study/Coursework
- Candidate Information (3 years)
- Faculty Information

## Section II: List of Assessments

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- #1: State Licensure
- #2: Content Knowledge
- #3: Lesson Planning
- #4: Student Teaching/Internship
- #5: Assessment of P-12 Student Learning
- #6: One additional *required* assessment
- #7, #8: One to two additional *optional* assessments

### SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NAEYC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NAEYC standards.

NAEYC STANDARD (Initial Teacher Preparation)	APPLICABLE ASSESSMENTS FROM SECTION II
1. <b>Promoting Child Development and Learning.</b> Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2. <b>Building Family and Community Relationships.</b> Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3. <b>Observing, Documenting, and Assessing to Support Young Children and Families.</b> Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4. <b>Teaching and Learning.</b> Candidates integrate their understanding of and relationships with children and families, their understanding of developmentally effective approaches to teaching and learning, and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
5. <b>Becoming a Professional.</b> Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work; making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

### Section IV: Evidence for Meeting Standards (MP Column 1)

- Content Knowledge
  - #1: PRAXIS content
  - #2: Content course GPAs or grades
- Pedagogical and Professional Knowledge, Skills, and Dispositions (KSDs)
  - #3: PLT
  - #4: FEE III
- Effects on Student Learning
  - #5: LATAAP A5 student learning analysis
- Additional content-specific assessments (#6 required; #7, #8 optional)

### Section V: Use of Assessment Results to Improve Candidate Performance (MP Column 3)

- Evidence that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program.
- Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program.
- This information should be organized around
  - content knowledge
  - professional and pedagogical knowledge, skills, and dispositions
  - effects on student learning