



2015

CAEP

**Spring
Conference**

Denver, CO

Quality Assessments Workshop

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Session Overview



- **Developing quality assessments**
 - Provide evidence of alignment of assessments to standards
 - Use the CAEP Evidence Guide as a resource
 - Establish reliability and validity of assessments



Objective



IWBAT analyze my current assessment practices and set goals for improvement.

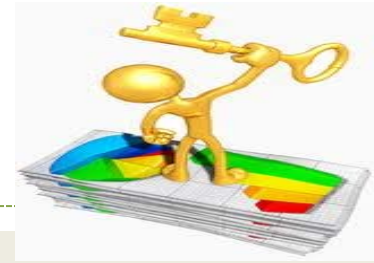


Essential Questions



- **What are the InTASC Standards and Learning Progressions?**
- **How can I develop assessments that are linked to candidate learning targets and relevant standards?**
- **How can I generate quality assessments that meet CAEP standards?**

Key Vocabulary



Performance Assessment: Product- and behavior-based measurements based on setting designed to emulate real-life contexts or conditions in which specific knowledge and skills are actually applied (CAEP Glossary, 2014).

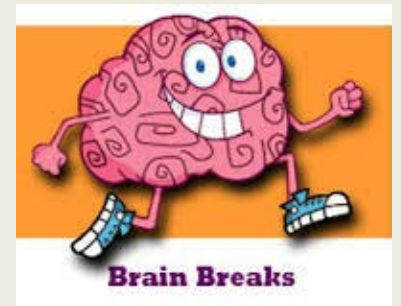
Embedded Signature Assessments (ESAs) are “campus-specific assignments chosen from standard criteria that track a teacher candidate’s growth over time” (Larsen & Calfee, 2005, p. 151).

Relevant standards include, but are not limited to, CAEP, InTASC, NBPTS, content area standards, state standards

Learning Agenda



- **Overview:** Review InTASC standards & resources
- **Exemplar:** Align standards, learning targets, & assessments
- **Questions:** Reflect on learning
- **Group work:** Apply to own practice
- **Closure:** Establish next steps



Do Now



- How do you identify student learning targets for your program?
- How do you assess those targets?
- How do you align candidate learning targets and assessments to relevant standards?





InTASC

InTASC

Model Core Teaching Standards:
A Resource for State Dialogue



Developed by
CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)
April 2011

Overview: InTASC Standards

- **1992**
- **2011**

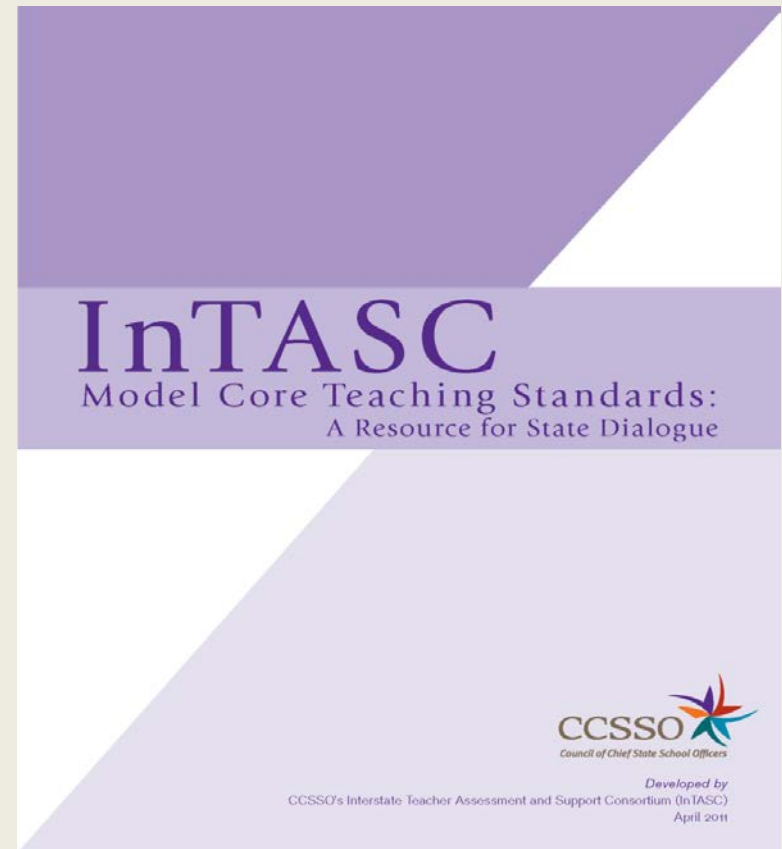
1992 INTASC Model Core Teaching Standards



- **INTASC is an acronym for the Interstate New Teacher Assessment and Support Consortium**
 - Commissioned by the Council of Chief State School Officers (CCSSO) to develop model standards for beginning teachers
 - Developed a “common core” of teaching knowledge, dispositions, and skills as a resource for dialogue
 - Identified 10 principles for competent beginning teachers
 - Improved the preparation, licensing, assessment, and ongoing professional development of novice teachers.

Process: 2011 InTASC Model Core Teaching Standards

- Offer a new vision for preparing, supporting, evaluating, and rewarding teachers along their careers
- Respond to imperative that every student can and must achieve high academic standards
- Develop a resource for dialogue for states, districts, professional organizations, teacher education programs, teachers, policy makers



Product: 2011 InTASC Model Core Teaching Standards



Categories	Standards
The Learner & Learning	Standard 1: Learner development Standard 2: Learning differences Standard 3: Learning environments
Content	Standard 4: Content knowledge Standard 5: Application of content
Instructional Practice	Standard 6: Assessment Standard 7: Planning for instruction Standard 8: Instructional strategies
Professional Responsibility	Standard 9: Professional learning and ethical practice Standard 10: Leadership and collaboration



- **Key themes**
 - Personalized learning for diverse learners
 - Stronger focus on application of knowledge and skills
 - Improved assessment literacy
 - Collaborative professional culture
 - Leadership roles

- **Cross-cutting themes**
 - Cultural competence, families/communities, leadership, student-directed learning, technology, use of data to support learning

Impact: 2011 InTASC Model Core Teaching Standards

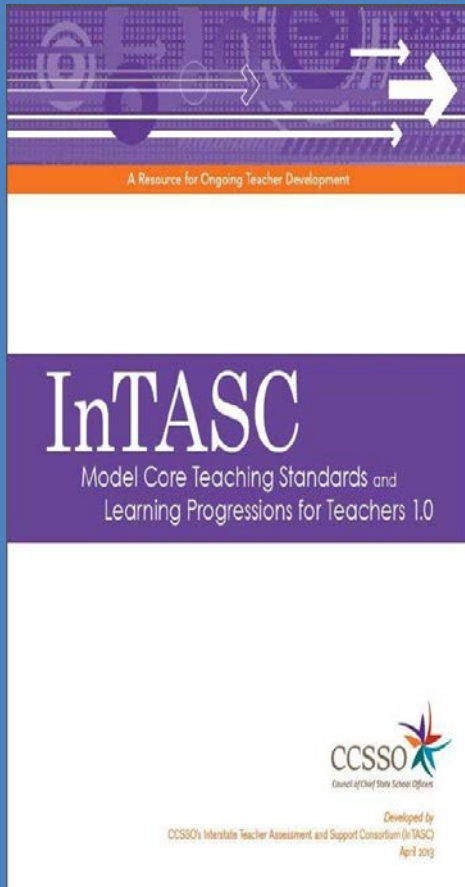


- Utilized across the U.S. by state education agencies and institutions of higher education
- Adopted by 45 states (1992, 2011)
- Aligned to national teacher effectiveness initiatives (e.g., CAEP, NBPTS, edTPA, Danielson, Marzano, etc.)



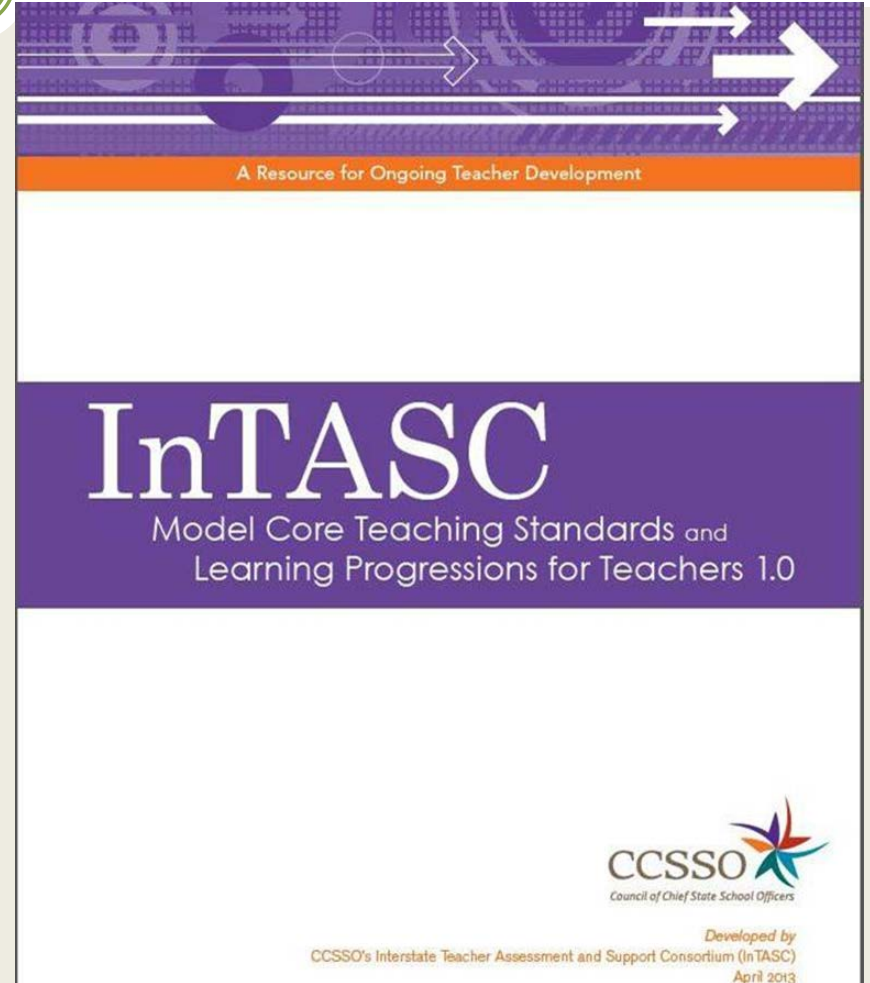
- **Overview: Resources of the InTASC Standards**

- Learning Progressions
- LumiBook



2013 InTASC Learning Progressions for Teachers 1.0

www.ccsso.org/intasc



2013 InTASC Learning Progressions for Teachers 1.0



- **Developmental progressions of teaching practice that can be used as a support tool for ongoing teacher development**
- **Increasing complexity and sophistication of teaching practice for each core standard across three developmental levels**
- **A systematic approach and supportive infrastructure to promote and improve teacher effectiveness and growth**

Progression for Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.



1

The teacher uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective.

The teacher uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. S/he keeps digital and/or other records to support his/her analysis and reporting of learner progress. (6c; 6g; 6j; 6l; 6o; 6t)

The teacher participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data. (6c)

2

And...

The teacher provides learners with multiple ways to demonstrate performance using contemporary tools and resources. (6a; 6b; 6e; 6g; 6i; 6j; 6o; 6r; 6t)

The teacher uses data to guide the design of differentiated individual learning experiences. (6g)

The teacher collaborates with colleagues to analyze performance on formative and summative assessments across groups of learners and engages in joint development of strategies for improving instruction and support to meet standards. (6c; 6l)

3

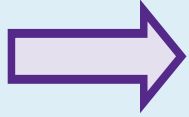
And...

The teacher uses formative classroom assessments to maximize the development of knowledge, critical thinking, and problem solving skills embedded in learning objectives. (6a; 6c; 6o; 6t)

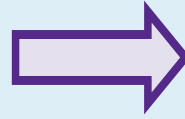
The teacher works individually and with colleagues to gather additional data needed to better understand what is affecting learner progress and to advocate for necessary change. S/he works with colleagues to analyze progress against standards and expand the range of supports for learners with varied learning needs. (6c; 6g; 6l)

The teacher collaborates with others to use summative assessment information to evaluate the effect of the curriculum and instruction on the learner. (6c; 6j; 6l)

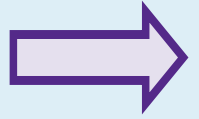
Shift to increased ability to:



Use assessment flexibly to expand and deepen understanding of learner performance and determine best supports for continued learner growth



Align assessment techniques to information needed to maximize individual student learning and improve school curriculum and instruction



Developed through professional learning that will, for example

BUILD KNOWLEDGE AND SKILL in using assessment effectively

- Access structured input (e.g., workshops, in-person or online courses, webinars, social media) on matching learning objectives to types of assessments
- Use protocols to develop strength in using, adapting, or designing assessments to support student learning

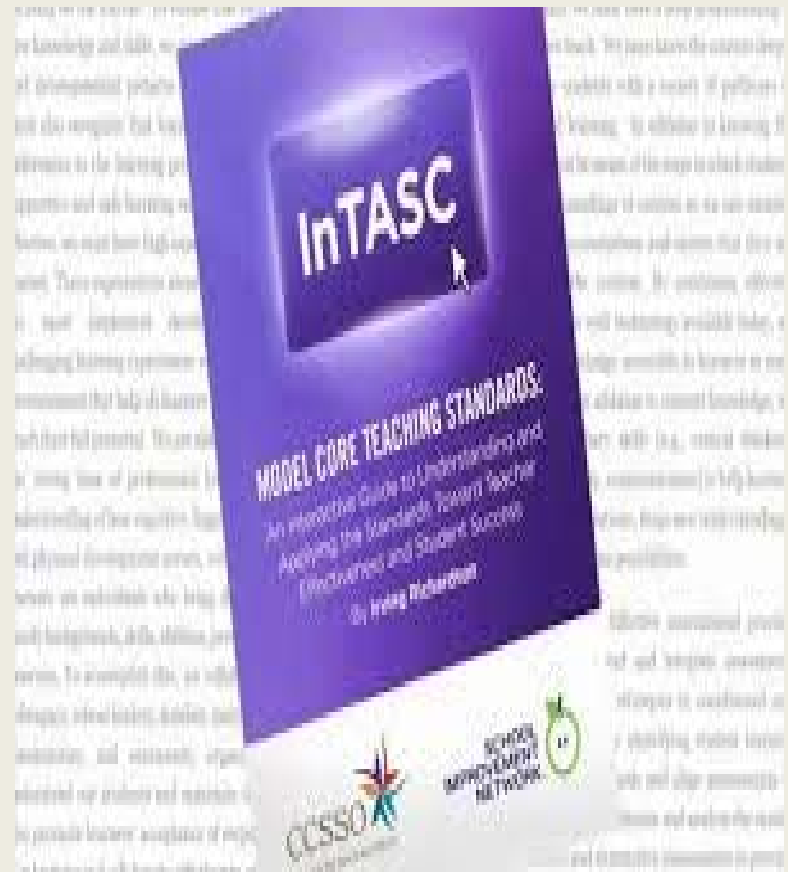
EXPAND KNOWLEDGE AND SKILL to assess higher order skills

- Learn and use techniques to develop complex performance tasks (e.g., Understanding by Design's GRASPS)
- Share complex assessments with a critical friend(s) and use feedback to strengthen the design

LumiBook



www.ccsso.org/intasc



LumiBook (cont.)



- A free online resource to deepen understanding of the InTASC Model Core Teaching Standards and Learning Progressions for Teacher and improve professional practice
- An interactive e-reading platform serves as a guide to understanding and applying the standards through an online community centered around the text of a book
- A wealth of supporting resources and social media environments that enable users to explore and improve teaching practices aligned to the InTASC Standards



- **CAEP Standards**
 - **Standard 1: Content & Pedagogical Knowledge**
 - **Standard 2: Clinical Partnerships & Practice**
 - **Standard 3: Candidate Quality, Recruitment, and Selectivity**
 - **Standard 4: Program Impact**
 - **Standard 5: Provider Quality, Continuous Improvement, and Capacity**

CAEP Standard 1



○ Standard 1: Content & Pedagogical Knowledge

- ✦ 1.1 Demonstrate 10 InTASC Standards at the appropriate level(s)
- ✦ 1.2 Use research and evidence to understand profession, measure students' progress and own professional practice.
- ✦ 1.3 Apply content and pedagogical knowledge in response to standards as reflected in outcome assessments
- ✦ 1.4 Demonstrate skills and commitment to college-and career-ready standards
- ✦ 1.5 Model and apply technology standards to learning experiences



MORGRIDGE COLLEGE OF EDUCATION

Exemplar: Aligning Student Learning Targets & Assessments to Standards

- CAEP Standards 1.1 & 1.3:
 - Develop quality assessments aligned to mission/vision/standards
- CAEP Standard 1.4
 - Develop quality assessments that support college and career-readiness
- CAEP Standard 1.2
 - Use CAEP Evidence Guide to integrate a focus on research and evidence

Alignment to CAEP Standards



- **1.1 Demonstrate 10 InTASC Standards at the appropriate level(s)**
- **1.3 Apply content and pedagogical knowledge in response to standards as reflected in outcome assessments**

Mission & Vision Statement



- The **mission** of the University of Denver Morgridge College of Education (MCE) Teacher Education Program (TEP) is to provide an intensive, integrated, and transformational experience that supports the development of dispositions, knowledge, and skills for equitable and effective teaching.
- Our **vision** is that equitable and effective teachers engage, plan, teach, and lead to promote the growth and development of *all* learners.

Personal Mission/Vision



I went to school with all my treasures, including my Spanish language, Mexican culture, *familia* (family), and ways of knowing. I abandoned my treasures at the classroom door in exchange for English and the U.S. culture; consequently, my assimilation into U.S. society was agonizing. One of my earliest memories is of wishing away my dark skin; I wanted desperately to be White, and I abhorred being *la morena*, the dark-skinned girl. I came to associate whiteness with success and brownness with failure. I was overwhelmed with feelings of shame over the most essential elements of my humanness. As a result, my experience in the U.S. educational system was marked by endless struggles to preserve my humanity.

Salazar, M. (2013). A humanizing pedagogy: Reinventing the principles and practice of education as a journey toward liberation. *Review of Research in Education*, 37, pp. 121-148.

Developing Quality Assessments: Start with the End in Mind



- **Big Ideas**
 - Programmatic and personal mission & vision

- **Claim**
 - TEP candidates and completers are equitable and effective teachers that facilitate the growth and development of all learners.


- **Performance-based Assessment**
 - Framework for Equitable & Effective Teaching (FEET)
 - ✦ 4 Dimensions: Engage, Plan, Teach, Lead
 - ✦ 20 competencies & 66 indicators
 - ✦ Rubrics and clinical observation tool

- **Embedded Signature Assessments**
 - ✦ Aligned to standards

Dimension	Competency	Indicator	
ENGAGE Engage students in an inclusive and supportive learning community. [I 1, 2, 3; CoQS 2, CAEP 1.1, 1.4, NBPTS 1, 3]	Establish respectful and productive relationships with students and families. [I 2; CoQS 2, CAEP 1.1, 1.4, NBTS 1]	LC.1	Demonstrates interest, value, and respect for students' family members, home culture, and community. [I2g, I2h, I2k, I2m, Co QS 2b, CoQS 2c, CAEP 1.1, 1.4, NBPTS 1]
		LC.2	Demonstrates positive rapport (e.g. empathy, patience, caring) with students and facilitates positive rapport between students.
		LC.3	Communicates belief in capacity of all learners to achieve at high levels (e.g. college and career readiness, high expectations).
		LC.4	Communicates with parents/families to gather information on student needs, provide support, and share data about student progress.
	1.2 Use equitable classroom management strategies.	LC.5	Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student independence and accountability.
		LC.6	Uses predictable transition strategies effectively to maximize time on task.
		LC.7	Uses classroom resources and space effectively by facilitating access to materials, and creating opportunities for individual and collaborative learning.
		LC.8	Monitors challenging student behavior and promptly redirects inappropriate behaviors and enforces consequences.
		LC.9	Incorporates student voice and choice, and shared decision-making.
	1.3 Engage students by making content engaging.	LC.10	Uses a variety of active engagement strategies (e.g, interactive technology, manipulatives, realia, total participation techniques), monitors student participation, and makes adjustments to maximize student engagement.
		LC.11	Provides learning experiences that target multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal.
		LC.12	Engage students in joyful learning that includes discovery, application, and/or collaboration.

Item

Tag to InTASC, Co QTS, CAEP, NBPTS


Dimension	<p align="center">ENGAGE Engage students in an inclusive and supportive learning community</p>			
Competency	Unsatisfactory Indicators (1)	Developing Indicators (2)	Proficient Indicators (3)	Advanced Indicators (4)
<p>1.1 Establish respectful and productive relationships with students and families.</p>  <p align="center">Item</p>	<ul style="list-style-type: none"> • Dismisses students' culture and community through deficit language or lack of acknowledgement. • Demonstrates apathetic or negative interactions with students and/or families. • Interactions among peers reflect bullying, disrespect, and/or bias. • Communicates negative beliefs of students' ability to learn. • Models poor communication skills. 	<ul style="list-style-type: none"> • Demonstrates respect in interactions with students. • Engages in interactions with students that are formal and/or distant. • Communicates belief in the capacity of all students to learn. • Models effective skills in listening, clarifying, and mediating. • Poses questions to students and parents/ families about their interests and needs. 	<ul style="list-style-type: none"> • Demonstrates interest, value, and respect for students' home culture and community. • Demonstrates positive rapport (e.g. empathy, patience, caring) with students and facilitates positive rapport between students. • Communicates belief in capacity of all learners to achieve at high levels (e.g. college readiness, high expectations). • Models and promotes effective communication including active listening, clarifying, and mediating. • Communicates with parents/families to gather information on student needs, provide support, and share data about student progress. <p align="center">INTASC Level 1</p>	<ul style="list-style-type: none"> • Solicits information about student and family interests and values and provides positive reinforcement about important values in student success. • Collaborates with students to set classroom norms that facilitate positive rapport between peers and between the teacher and students. • Engages students in articulating their own beliefs in their capacity to achieve at high levels. • Holds self and students accountable for the use of active listening, clarifying, mediating, and advocating for self and others. • Engages students, parents/families in identifying school, home, and community resources that may support student learning. <p align="center">INTASC Levels 2-3</p>

Field Evaluation Fall 2014-2015

Apprentice:	Supervisor:	Date:	Grade/Content:
Dimension	Competency and Indicators	Feedback and Evidence	Score (1-4)
ENGAGE Learning Community	1.1 Establish respectful and productive relationships with students and families. <ul style="list-style-type: none"> • Demonstrates interest, value, and respect for students' family members, home culture, and community. • Demonstrates positive rapport (e.g. empathy, patience, caring) with students and facilitates positive rapport between students. • Communicates belief in capacity of all learners to achieve at high levels (e.g. college readiness, high expectations). • Communicates with parents/families to gather information on student needs, provide support, and share data about student progress. 	Respect for culture and community <ul style="list-style-type: none"> • Rapport <ul style="list-style-type: none"> • Communication with Students/Families <ul style="list-style-type: none"> • 	
	1.2 Use equitable classroom management strategies. <ul style="list-style-type: none"> • Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student independence and accountability. • Uses predictable transition strategies effectively to maximize time on task. • Uses classroom resources and space effectively by facilitating access to materials, and creating opportunities for individual and collaborative learning. • Monitors challenging student behavior and promptly redirects inappropriate behaviors and enforces consequences. • Incorporates student voice and choice, and shared decision-making. 	Management strategies <ul style="list-style-type: none"> • Redirection and consequences <ul style="list-style-type: none"> • Transitions <ul style="list-style-type: none"> • Materials and Resources <ul style="list-style-type: none"> • 	
	1.3 Actively engage students in learning. <ul style="list-style-type: none"> • Uses a variety of active engagement strategies (e.g., interactive technology, manipulatives, realia, total participation techniques), monitors student participation, and makes adjustments to maximize student engagement. • Provides learning experiences that target multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal. • Engage students in joyful learning that includes discovery, application, and/or collaboration. 	Active engagement <ul style="list-style-type: none"> • Multiple learning styles <ul style="list-style-type: none"> • Joyful <ul style="list-style-type: none"> • 	

Clinical Experience
Observation Instrument



<p>Focus on student achievement:</p> <p>What learning objective(s) did you target? Did your students master the objective(s)? How do you know?</p>	<p>Objective:</p> <p>Student progress toward objective:</p>			
<p>Strengths:</p> <p>What are your areas of strength?</p>	<p>Apprentice Teacher:</p> <ul style="list-style-type: none"> • 	<p>Supervisor:</p> <ul style="list-style-type: none"> • 		
<p>Areas of growth:</p> <p>What are your areas of growth?</p>	<p>Apprentice Teacher:</p> <ul style="list-style-type: none"> • 	<p>Supervisor:</p> <ul style="list-style-type: none"> • 		
<p>Interventions to next level of development:</p> <p>What do you need to develop your skills to the next level?</p>	<p style="text-align: center;">  </p>			
<p>Goals:</p> <p>What are 3 goals to improve your instruction and increase student learning and development?</p>	<p>Former Goals and Progress:</p>	<p>New Goals:</p> <ol style="list-style-type: none"> 1. 		
<p>Performance</p>	<p>Unsatisfactory</p>	<p>Developing</p>	<p>Proficient</p>	<p>Advanced</p>


Clinical Experience Observation Instrument

*One unsatisfactory rating: the apprentice teacher will be placed on **'watch'** status.
 Two unsatisfactory ratings: the apprentice teacher will be placed on **'intervention' status
 ***Three unsatisfactory ratings: the apprentice teacher will be placed on **'probationary'** status

Embedded Signature Assessments



ESAs	Tag to FEET	Tag to IntASC	Tag to CO State Standards	Tag to CAEP	Tag to NBPTS
Fabric of Teaching & Learning Classroom & School Analysis	FEET Dimension 1: Engage	The Learner & Learning Standards 1-3	Quality Teaching Standard 2	Standard 1	Proposition 1
Unit Plan Lesson Plans	FEET Dimension 2: Plan	Content Standards Standards 4-5	Quality Teaching Standard 1	Standard 1	Proposition 2 & 3
Literacy Case Study Data Analysis & Goal Setting	FEET Dimension 3: Teach	Instructional Practice Standards 6-8	Quality Teaching Standard 3	Standard 1	Proposition 3 & 4
Professional Belief Statement Professional Development Plan	FEET Dimension 4: Lead	Professional Responsibility Standards 9-10	Quality Teaching Standards 4 & 5	Standard 1	Proposition 4 & 5

Learning Outcome	Essential Questions	Learning Assessment	Learning Experiences
<p>FEET 1.1 Establish respectful and productive relationships with students and families.</p> <p>FEET 1.3 Make content and language accessible to all learners.</p> <p style="text-align: center;">Skills</p>	<p>What is effective instruction for CLD learners and how is it informed by second language acquisition theory?</p> <p style="text-align: center;">Purpose</p>	<p>I Quilt</p> <p>Community Cultural Wealth Quilt</p> <p>Reflective Analysis</p> <p style="text-align: center;">Assessment</p> <p style="text-align: center;">  ESA </p>	<p>Read: Yosso Cultural Wealth</p> <p>Discuss: Discussion Board 5 Discussion Board 6</p> <p style="text-align: center;">Knowledge</p>



Alignment to CAEP Standards



- 1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous **college- and career-ready** standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

Developing Assessments Aligned to State Standards: College & Career Readiness



- **Colorado Quality Teaching Standards**
 - **Standard 1: Teachers demonstrate mastery of and pedagogical expertise in the content they teach.**
 - ✦ Element A Provide instruction aligned with Colorado P-12 Academic Standards
 - **Standard 6: Teachers take responsibility for student academic growth.**
 - ✦ Element B: Teachers demonstrate high levels of student academic growth and skills necessary for postsecondary and workforce readiness.

- **Colorado P-12 Academic Standards**
 - **Prepared Graduate Competencies**
 - ✦ Content-specific (10 standards aligned to CC, NGSS in process)
 - ✦ Emphasis on 21st century skills: collaboration, critical thinking, reasoning, problem-solving, self-direction, inquiry, relevance, application, democratic and civic participation

Developing Assessments Aligned to State Standards: College & Career Readiness



Engage	Plan	Teach	Lead
1.1 Establish respectful and productive relationships with students and families.	2.2 Design measureable, challenging, and relevant lessons.	3.1 Set context for learning	4.4 Analyze practice for continuous improvement.
1.3 Engage students by making content engaging.	2.2 Design measureable, challenging, and relevant lessons.	3.3 Promote rigorous academic talk.	
	2.4 Demonstrate deep knowledge of content and student development	3.5 Use formal and informal assessment data to monitor student progress toward learning targets.	

Dimension	Competency	Indicator	
ENGAGE Engage students in an inclusive and supportive learning community. [I 1, 2, 3; CoQS 2, CAEP 1.1, 1.4, NBPTS 1, 3]	Establish respectful and productive relationships with students and families. [I 2; CoQS 2, CAEP 1.1, 1.4, NBTS 1]	LC.1	Demonstrates interest, value, and respect for students' family members, home culture, and community. [I2g, I2h, I2k, I2m, Co QS 2b, CoQS 2c, CAEP 1.1, 1.4, NBPTS 1]
		LC.2	Demonstrates positive rapport (e.g. empathy, patience, caring) with students and facilitates positive rapport between students.
		LC.3	Communicates belief in capacity of all learners to achieve at high levels (e.g. college and career readiness, high expectations).
		LC.4	Communicates with parents/families to gather information on student needs, provide support, and share data about student progress. <h1 style="text-align: center; color: red;">Link to CCR</h1>
	1.2 Use equitable classroom management strategies.	LC.5	Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student independence and accountability.
		LC.6	Uses predictable transition strategies effectively to maximize time on task.
		LC.7	Uses classroom resources and space effectively by facilitating access to materials, and creating opportunities for individual and collaborative learning.
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		LC.12	Engage students in joyful learning that includes discovery, application, and/or collaboration.

Tag to IntASC	Tag to CO State Standards	Tag to CAEP	Tag to NBPTS	Tag to Item	ESAs
The Learner & Learning Standards 1-3	Quality Teaching Standard 2	Standard 1	Proposition 1	FEET Dimension 1: Engage	Fabric of Teaching & Learning: I & Other Classroom & School Analysis
Content Standards Standards 4-5	Quality Teaching Standard 1	Standard 1	Proposition 2 & 3	FEET Dimension 2: Plan	Unit Plan Lesson Plans
Link to CCR					
Instructional Practice Standards 6-8	Quality Teaching Standard 3	Standard 1	Proposition 3 & 4	FEET Dimension 3: Teach	Literacy Case Studies Data Analysis & Goal Setting
Professional Responsibility Standards 9-10	Quality Teaching Standards 4 & 5	Standard 1	Proposition 4 & 5	FEET Dimension 4: Lead	Professional Belief Statement Professional Development Plan



Alignment to CAEP Standards



- **1.2 Use research and evidence to understand profession, measure students' progress and own professional practice.**

CAEP Evidence Guide



- **Building a culture of evidence**
 - A habit of using evidence in assessment, decision making, planning, resource allocation, and other institutional processes that is embedded in and characteristic of an institution's actions and practices.

CAEP Evidence Guide (cont.)



- **Good evidence is...**
 - intentional and purposeful
 - used to facilitate interpretation and reflection
 - integrated and holistic
 - quantitative and qualitative
 - direct or indirect

CAEP Evidence Guide (cont.)



- **Measures**
 - Examinations
 - Surveys
 - Observations
 - Statistics
 - Curricular features
 - Validity & Reliability

CAEP Evidence Guide (cont.)



- Establishing reliability and validity
 - ✦ Research project
 - Phase 1: Development
 - Phase 2: Pilot & Implementation
 - Phase 3: Reliability (consistency) & Validity (content, convergent)
 - Phase 4: Validity (predictive)

Making Connections



- Questions: Reflection on Learning

Application of Learning



- **Discuss the following:**
 - What are your insights, concerns, and/or questions?
 - How do your assessment practices compare and contrast with the exemplar?
 - What are your goals for creating quality assessments?
 - What is your timeline for meeting your goals?



Closure



- 1 word: What is your takeaway?

Engaged

FEEDBACK

is vital to
CAEP.

You will have an opportunity to complete a survey on preconference workshops at the end of the day.

Surveys will be sent via email on Wednesday, April 8.

We encourage your participation.

Thank you!

