

NCATE Program Review Assessment Data Technology Education Teacher Preparation

To achieve nationally recognized status through the ITEA/CTTE/NCATE program review process, technology teacher education programs must show, using teacher candidate/alumni data, that program completers are competent in their subject and teaching skills and have mastered CTTE program standards. Following are examples suggested by the CTTE Accreditation Committee for how universities might plan for and collect standards-based assessment data to use in their NCATE accreditation report. Other assessments can be developed by CTTE institutions; these are suggestions. Technology teacher educators should coordinate data collection with the teacher preparation unit at their universities. Since the unit has to report data on their candidates, technology educators might be able to use existing data or coordinate their efforts with their respective institution. All documents designed to collect performance data should align with the CTTE standards. **Note: NCATE does not want student work samples as assessment data.**

It is important that technology education programs show evidence proving that the program has collected data on candidate performance and that the program can document that it is making curriculum and instructional changes based on the performance of their teaching candidates/graduates. The examples that follow were developed by the Accreditation Committee and are fashioned after CTTE's 10 teacher preparation standards. They are not all requirements, but they are suggested to assist you in planning data collect that works best in your situation.

Content Knowledge, Possible Documentation Methods

Exit Examinations. Student content knowledge performance assessment tests such as Praxis 2, department administered comprehensive tests, state tests, or tests from other evaluation organization.

Exit Survey or Interview. Program establishes an instrument based on *Standards for Technological Literacy* (ITEA, 2000) and related benchmarks that students would be able to rate their knowledge, skills, and professional dispositions (attitudes) at the completion of their teacher preparation program.

Technical Content Knowledge Portfolio. Students could develop electronic or notebook portfolios, with selected technical classes in the curriculum. Program faculty develops a rubric based on CTTE standards to assess the portfolios and report aggregate data of student content knowledge gained through their teacher preparation. The data from all graduates would be aggregated to show student mastery of technical content.

Department Content Knowledge Tests/Projects. Develop a matrix for all technical courses in the teacher preparation program and their objectives. Aggregate for all students in all technical courses using averages of all grades or

provide other aggregated performance data. Data could be correlated to each of the CTTE Content Standards.

CTTE Standards Checklist with Indicators. Use a matrix to assess all students with course goals that align with CTTE Standards for Technology Teacher Education Standards showing the percentage of mastery using course evaluation/project grades to indicate if students met or did not meet standards.

Pedagogical/Profession Knowledge, Possible Documentation Methods

Exit Survey or Interview. Establish an instrument based on Standards for Technology Teacher Education and its indicators, which measure how students would rate their knowledge, skills, and professional dispositions (attitudes).

Aggregate Knowledge from Student Teaching Evaluation Forms. These forms should align with CTTE Standards 6-10. Institutions could aggregate data from cooperating teacher, university supervisor, and teaching candidate assessment forms used during the student teaching experience.

Professional Knowledge Portfolio. Students could develop electronic or notebook portfolios from selected professional class in the curriculum. Develop a rubric to assess the portfolios and report aggregate data of professional knowledge gained.

Collect Disposition Information Regarding Becoming a Teacher. Design an instrument that aligns with CTTE Standards. Administer it at admittance and during all field placements. Aggregate student changes in professional dispositions during evaluation points. Units have been tasked to do this so the data may exist.

Effect on Student Learning, Possible Documentation Methods

Employer Follow-Up of Graduate Effectiveness. Conduct follow-up on graduates at five-year cycles. Base your instrument design on content knowledge and professional knowledge standards from the CTTE Accreditation document. Possibly have graduate students undertake these studies with faculty guidance. These follow-up studies are also useful for unit's NCATE visit.

Assessment Rubrics. Collect and aggregate data on the before and after effects of student learning caused by student teachers. Faculty would need to create the rubric for students to use to base their lessons and their assessment tools. Faculty should direct student teachers to develop pre- and post-tests for their units of instruction. This would be important documentation for showing candidates as researchers and change agents.

Candidate Teaching Makes a Difference. Alumni would be trained, particularly during graduate study, to collect data on their teaching. They would collect data on their students' performance based on their own or state tests for technological literacy. Teachers could correlate the performance of their technology education students on their state's academic standards tests. This would need to be planned, but it would provide good evidence that graduates can perform as teachers.

Oral Review Board. Have standards-based questions developed from CTTE Standards and their indicators. Have students sit before a board of faculty and employers to answer their questions. Record and aggregate results.

Observation Forms. Aggregate data gathered from observation forms used when visiting student teachers. Have the observation forms designed around CTTE Standards.

School Administrator Assessment Forms. Have school administrators observe student teachers and rate them on an evaluation form designed from CTTE Standards.

Individual Course Standard Records. Using state or school systems technology education standards and achievement maps, collect data on the number of outcomes taught by the student teacher and the performance that his/her student made on the benchmarks while they were student teaching. This would be time consuming but this method is used by many state and school systems. Report aggregate data on student performance for those taught by your student teachers.

CTTE Accreditation Committee, Updated following Spring 2007