Response #3

to UW Milwaukee Assessment and Accreditation Material

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Middle Childhood-Early Adolescence Program

Based on documents I received Sept. 24, 2004, from Rita Cheng:

- Table of Contents
- Outline of Formal Assessments
- Linking Seminar (CURRINS 470) Curriculum
- Guidelines for Portfolio Development
- Block I End-of-Semester Oral Presentation Rubric
- Block II End-of-Semester Oral Presentation Rubric
- Block III End-of-Semester Oral Presentation Rubric
- Blocks I, II, and III Rubric for Essays
- Block IV (CURRINS 471) Portfolio Description and Expectations
- Block IV Showcase Portfolio Rubric

CURRICULUM MAP – PERFORMANCE AREAS

- SOE Guiding Principle 1; TEACHING IN URBAN COMMUNITIES
- SOE Guiding Principle 2; CHILD AT THE CENTER OF TEACHING AND LEARNING
- SOE Guiding Principle 3 & 4; LIBERAL ARTS/PROFESSIONAL/DISCIPLINARY KNOWLEDGE
- SOE Guiding Principle 5; STATE OF THE ART PEDAGOGY
- SOE Guiding Principle 6; INCLUSIVE EDUCATION
- SOE Guiding Principle 7; FAMILIES AND COMMUNITIES
- SOE Guiding Principle 8; PROFESSIONALISM AND PROFESSIONAL DEVELOPMENT

Strengths

- Numerous points of Formal Assessment
- Clear portfolio instructions to students
- Portfolios organized around SOE’s Guiding Principles and student goal-setting
- Course Distribution and Evidence Codes show a curriculum carefully planned, with sequenced student learning experiences and evidence gathered at multiple points throughout.

Suggestions

- Rubric for portfolios: These rubrics contain a great deal of effective language that clearly distinguishes levels of performance. I don’t know whether the rubric is actually working well for you, with good inter-rater reliability. If reliability is high, I would leave well enough alone; clearly, your scorers have enough common understanding to make the rubric work. If your reliability is not as strong as you would wish, I’d examine your use of words like “strong,” “moderate,” “good,” and similar terms to distinguish levels of performance. But what traits lead to the judgment that, for example, the analysis of strengths and weaknesses is
“good,” or the ability to analyze SOE Principles and the relationship between knowledge and experiences is “strong”?

- How does the faculty use these data for PROGRAM-level improvement, and what are some examples of changes that have been made on the basis of strengths and weaknesses identified through assessment?

**Nitpicking:**

- “Assessment” is misspelled in bottom left-hand column of first page of “Collaborative Program-Linking Seminar Curriculum”
Department of Curriculum and Instruction

Based on
“Currins 471 Spring 2004 Portfolio Description and Expectations”

Strengths
- Opening explanation to students of the purposes of the portfolio
- Portfolio is organized around 8 guiding principles
- Students are given the responsibility to choose their portfolio artifacts, but are also given clear guidance for that choice.
- Clear instructions for students to each of the portfolio sections
- Helpful final section on “common errors” and guidelines for avoiding them;
- Final portfolio planning chart provides an easy checklist for students, identifying which artifacts are required, and which are left to the student’s choice.

Suggestions
- How are the portfolios used for PROGRAM-level assessment, and how has the department acted on weaknesses and strengths that emerged in the portfolios?
Middle/High Special Education

Based on “UMW Middle/High Special Education Program Standards and Performance Assessment” sent to me September 24, 2004, by Rita Cheng.

Strengths
- Standards are clearly laid out, tied to courses and projects, with developmental benchmarks
- Standards are mapped to National Council of Teachers of English principles

Suggestions
- How are all these data used for program-level improvement?
Administrative Leadership


Strengths

- The chart works well to identify knowledge, dispositions, skills, courses/experiences, and assessment measures for each principle.
- Language of the chart is clear, specific, and helpful.

Suggestions

- How are data from all these assessments aggregated and used for PROGRAM-level improvement?
Surveys: Principle, Student Teacher, First-Year Teacher

I responded to these surveys as part of the “Response #2” I sent earlier.