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# Providing Evidence Teacher Candidates Teach Well, How Well They Teach, and How We Know

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Providing Evidence Teacher  
Candidates Teach Well, How Well  
They Teach, and How We Know

# Another Way of Saying the Same Thing

- What did they do here?
- How well did they do it?
- How do we know?

# Providing Evidence Candidates Can Do The Standards Provides Content Validity.

- Early Childhood Education Standards
- INTASC
- Intern Keys
- Conceptual Framework
- ACEI
- ISTE
- PSC
- CAEP

# Cross-Listing Standards

- Review standards and learn which standards are repeated within other standards, saving time and effort. Some ISTE standards may be contained within Georgia Professional Standards Commission standards (PSC). Some CAEP standards may be contained within INTASC standards. Decide where the candidates do the standard within the program.

# Discuss What Candidate Does To Demonstrate the Standard

- Write what the candidate does (indicators) to demonstrate the competency (standard). Include all possible performance indicators to demonstrate the standard. Use the standard words in the description. The candidate may do a standard section rather than the entire standard.

# INTASC Standard 6

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

# Use the Informal Reading Inventory

- The teacher candidate will administer the informal reading inventory including explaining the reading motivation before the student reads aloud, timing the student reading aloud, marking insertion, omission, mispronunciation, and repetition errors using stated criteria while the student reads aloud, and asking comprehension questions upon the student completing the reading selection using stated criteria.



# Armstrong College of Education

## Conceptual Framework

- Essentials of Professionalism 2.1 Demonstrate professional, ethical standards of behavior in all interactions with students, parents/guardians, colleagues, administrators, and other constituents.
- What do people do who perform 2.1.? Teach candidates to do these things, and assess if they do them to your standard.

# Write an Assessment Rubric

- Perhaps use four columns: “Emerging,” “Developing,” “Proficient,” and “Exemplary.”
- Begin at “Proficient.”
- Write the “Exemplary” column explaining what a teacher does after five years of teaching. Few candidates, if any, at this level.
- Discuss explicit rubric terms to differentiate performance levels.
- Align the assessment perfectly to the rubric. Include all possible performances.

# Set Performance Benchmarks

- Set benchmarks to explain continuous performance improvement. CAEP seeks continuous improvement.
- 85% of teacher candidates will perform at the proficient level when administering the informal reading inventory.

# Plan Video Evidence

## Teach Classes Within the Schools

- Candidates video teaching.
- Videos seen on instructors' computer screens through LiveText or another electronic data depository
- Instructors teach university classes within the schools. They demonstrate teach and observe students teaching and discuss the results.

# Establish Reliability and Validity

- Leave not to chance assignment reliability and validity.

# Presenter References

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