**UNK UNIT ASSESSMENT INSTRUMENT—ADVANCED PROGRAMS**

**EMPLOYER SURVEY**

**DRAFT 4**

To: Advanced Programs

From: Dick Meyer and Dennis Potthoff

RE: EMPLOYER SURVEY

Overview: Thanks so much for your feedback relative to our first fledgling draft of an employer survey. We tried to “listen carefully” to the written comments that you provided.

One really crucial issue was challenging us to address key standards as opposed to our own UNK Conceptual Framework. In truth, the new CAEP system has eliminated the requirement for a conceptual framework. We are confident, however that our three unit-wide strategic themes (democracy, diversity, and technology) and our three unit-wide dispositions (collaboration, reflection, and responsibility) are sufficiently accounted for within the proposed items.

In this vein, we went back to the drawing board. We spent time reviewing the emergent CAEP (INTASC) Standards, the soon-to-be implemented statewide student teaching assessment instrument, and the emerging assessment instrument to be used with practicing educators in Nebraska. We offer this instrument as a second draft. Our vision is that the employers would assign a single rating to each of the SEVEN PROPOSED ITEMS – and that they will judge each rating upon a holistic sense of how the graduate of one of our advanced programs is performing as per the example indicators. One of the major positives of this second draft, we think, is that it is forward-looking. We think it is better to align our newly developed instruments with what assessment expectations are becoming –and not what they were. A few key issues relative to this second draft are obvious:

1. Each advanced program should judge the applicability of each proposed assessment item for their specific content (school counseling, reading, instructional technology, etc.). As a part of this, we visualize that additional or alternative “example indicators” could be inserted/used.
2. Each advanced program should identify possible “additional items” that would be useful/necessary as per the program-specific standards / expectations set forth by the Nebraska Department of Education (Rule 24) and/or your program-specific national accrediting body. It is assumed that adding additional items is acceptable.

**EMPLOYER SURVEY -- DRAFT 4**

Directions: Please indicate your rating of the educator’s performance on each standard according to the following rubric. For each standard, example indicators are provided to clarify and develop the standard but are not an exhaustive list. There is a text box at the end of the evaluation for you to include comments.

**1 = Beginning/Novice** The educator demonstrates serious difficulties with implementation of this standard; he/she exhibits a lack of awareness about the need for and/or the ways to demonstrate the standard.

**2 = Progressing** The educator demonstrates occasional difficulties with implementation of the standard, but is generally successful and able to handle situations independently.

**3 = Proficient** The educator consistently demonstrates what is expected for the standard.

|  |
| --- |
| ***Learning Environments. The educator works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*** |
| Example Indicators:   * Collaborate with students and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work * Manage the learning environment to actively and equitably engage students by organizing, allocating, and coordinating the resources of time, space, and students’ attention * Communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives students bring to the learning environment * Promote responsible student use of interactive technologies * Develop learning experiences that engage students in collaborative and self-directed learning * Demonstrate/Model a firm commitment to the core democratic principles of freedom (liberty), equality, and justice in ways that help prepare others for productive living in a democratic society. * Demonstrates a belief that all learners can be successful and an understanding of the impact of diverse perspectives and experiences on learning. |
| ***Content Knowledge. The educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content. This includes the ability to integrate literacy skills and Nebraska Content Standards into instruction.*** | |
| Example Indicators:   * Effectively use multiple representations and explanations that capture key ideas in the discipline * Engage students in learning experiences in the discipline(s) that encourage students to understand, question, and analyze ideas from diverse perspectives * Stimulate student reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to students’ experiences * Use supplementary resources and technologies effectively to ensure accessibility and relevance for all students * Evaluate and modify instructional resources and curriculum materials | |

|  |
| --- |
| ***Assessment. The educator understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher candidate’s and student’s decision making.*** |
| Example Indicators:   * Balance the use of formative and summative assessment as appropriate to support, verify, and document learning * Design assessments that match learning objectives with assessment methods and minimizes sources of bias * Work independently and collaboratively to examine test and other performance data * Effectively use multiple and appropriate types of assessment data * Engage students in understanding and identifying quality work * Provide students with effective descriptive feedback to guide their progress toward that work. * Engage students in multiple ways of demonstrating knowledge and skill as part of the assessment process * Continually seek appropriate ways to employ technology to support assessment practice |

|  |
| --- |
| ***Planning for Instruction. The educator plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of students and the community context.*** |
| Example Indicators:   * Individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to students * Plan how to achieve each student’s learning goals * Choose appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of students * Plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest * Plan collaboratively with professionals who have specialized expertise * Evaluate plans in relation to short- and long-range goals * Systematically adjust plans to meet each student’s learning needs and enhance learning * Develop appropriate sequencing of learning experiences * Provides multiple ways to demonstrate knowledge and skill |

|  |
| --- |
| ***Instructional Strategies. The educator understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication.*** |
| Example Indicators:   * Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of students * Continuously monitor student learning, engage students in assessing their progress, and adjust instruction in response to student learning needs * Collaborate with students to design and implement relevant learning experiences * Vary his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students * Provide multiple models and representations of concepts and skills * Engage all students in developing higher order questioning skills and metacognitive processes * Engage students in using a range of learning skills and technology tools * Ask questions to stimulate discussion that serves different purposes |

|  |
| --- |
| ***Professional Learning and Ethical Practice. The educator engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.*** |
| Example Indicators:   * Engage in ongoing learning opportunities to develop knowledge and skills * Engage in meaningful and appropriate professional learning experiences * Advocate, model, and teach safe, legal, and ethical use of information and technology * Use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice * Reflect on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences * Demonstrates the ability to evaluate the impact and refine instruction/treatment (intervention). * Engages in reflective management decisions for the welfare of those served. * Selects and analyses appropriate assessment strategies for individuals or systems served. |

|  |
| --- |
| ***Leadership and Collaboration. The educator seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth, and to advance the profession.*** |
| Example Indicators:   * Take an active role on the instructional team * Work with other school professionals to plan and jointly facilitate learning * Work collaboratively with students and their families to establish mutual expectations and ongoing communication * Use technological tools and a variety of communication strategies to build local and global learning communities * Advocates at individual and systemic levels. * Facilitates positive influences on decision-making affecting those served. |