NCATE/CAEP Documents

The Assessment System still remains similar to what was expected from using the 2003 Preservice Science Teacher Standards. Many of the new standards are similar to the old standards, but the evaluation of meeting the standards and elements is different. The new submission guidelines require six assessments and allows up to 8 assessments to meet all standards. As a whole, the assessments must demonstrate candidate mastery of the 2012 NSTA Preservice Science Teacher Standards.

The main difference between the old and new evaluation system is the passing of a standard and not the passing or meeting of each individual element of each standard. There are fewer standards and elements. For a program to pass, it only needs to meet the 2012 Preservice Science Teacher Standards holistically. The attached set of rubrics delineates how this is accomplished for each standard and will guide program developers, instrument developers, program writers, and reviewers on how to determine if a program has met each standard.

The key assessments must be required by all candidates. Assessments, scoring guides, and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. The following list shows the Assessment and the required instrument for data collection. Programs still have latitude to develop the instrument and directions.

Assessment 1 – Science content knowledge - Licensure tests. Information must be given as to the name of all licensure tests required by candidates. The must be a description between the licensure test content and the NSTA standards. If the test is a science content Praxis II test, the alignment is not required. This matches 2012 NSTA Standard 1.

Assessment 2 – Science content knowledge – General content knowledge of candidates can be shown using content grade point averages, portfolio requirements, or comprehensive examinations that match 2012 NSTA Standard 1.

Assessment 3 – Pedagogical and professional knowledge and skills – Planning instruction and assessment. These skills are shown in a Unit Plan.

Assessment 4 – Pedagogical and professional knowledge and skills - Student Teaching Assessment with Legal/Safety/Ethical Issues. This instrument could be a formative or summative instrument that focuses on each element and used in a clinical or practicum setting.
Assessment 5 – Effects on student learning - Knowledge and skills are exemplified in the candidate’s ability to effect learning with secondary students. This type of assessment usually involves the use of pre and posttest results that match the standards and allows the candidate to reflect on their teaching.

Assessment 6 – Pedagogical and professional knowledge and skills – These are important concepts related to the candidate’s science content area and to science education. The instrument is left to the program to decide the best method for collecting data.

All data for candidates should be disaggregated by 2012 Preservice Science Teacher Standard and elements. Even though the decision on each standard is holistic in nature, the disaggregation by elements is important so that the reviewers can accurately determine and make decisions on meeting the standard. Data should also be disaggregated by program area. If a program licenses separate science disciplines (i.e., biology, chemistry, physics, and physical science), then data disaggregation should report all candidates in each science discipline for each assessment.

Option A Form

Option B Form