

Assessment: Electronic Portfolio (Summative)

1. Administration and Purpose (relevancy)	
When is the assessment administered?	The electronic portfolio assessment is administered each spring in EDUC 346/7 to that assessment cohort as a summative final evaluation (not part of the time-series assessment design).
What is the assessment's purpose and use in monitoring?	The purpose of the electronic portfolio is to showcase candidate learning across the 10 InTASC standards. Because it is summative, it is used to assess program effectiveness as well as candidates' readiness for the profession.
Does it have clear instructions?	The assessment includes a front page that outlines the purpose of the portfolio and key features of the assessment. The following two pages of the guidelines include specific directions for completing each tab (each corresponds to a different InTASC standard).
Is the basis for judgment made explicit?	Ratings are clearly defined on the rubric, so that candidates will know what is expected at each proficiency level.
Is the assessment aligned with standards?	To assess candidates' competence in each of the 10 InTASC Standards (Summative Evaluation) and CAEP Standard 1, and provide data for the Quality Assurance System and Continuous Improvement thereby meeting CAEP Standard 5
2. Content of the Assessment (relevancy)	
How well does the assessment assess the Standards?	As a result of our validation processes, we believe that the assessment adequately measures candidate competencies across InTASC Standards 1-10.
Does the assessment reflect the level of difficulty described in the Standards?	We have worked hard to create a rubric that reflects the level of difficulty described in the Standards.
Does the assessment clearly describe the proficiencies to be evaluated?	We have tried to make each indicator very clear and concise in our descriptions on the rubric. Indicators were revised through our validation processes (see Section 5 below).
Does the assessment judge higher order skills and knowledge?	Where appropriate, we have included language to communicate an expectation that candidates should engage in higher-order thinking and activity.
Does the assessment judge consequential attributes of proficiencies in the Standards?	As a result of our validation processes, we believe that the assessment adequately measures candidate competencies across InTASC Standards 1-10. This assessment combines candidate writing (interpretation of standard and evidence of competence) with documentation (picture, student work, etc.), and so is quite rich in what it can show as relates to each standard. In addition, candidates present their electronic portfolios both to their instructors (in a scoring meeting) and to their peers.
3. Scoring (reliability/actionability)	

Is there a clear and observable basis for judging proficiency?	Indicator descriptions are clear and include observable examples that should serve as evidence of competency.
Are proficiency levels clearly defined?	Indicators are described separately at each proficiency level, and faculty have worked to establish inter-rater reliability on these proficiency levels.
Do proficiency levels develop such that evaluators can note distinct growth?	Yes
Is feedback on the assessment to candidates actionable?	Feedback on the electronic portfolio comes in the form of conversation between course instructors and candidates during their individual evaluation meetings. Candidates get verbal and written feedback at this time. They also see their scores. Candidates also receive feedback from peers during their portfolio presentations.
4. Data Reliability	
What type of reliability was established?	In AY 2017-2018, we worked to establish content validity on this assessment.
How was reliability established?	Instructors of EDUC 346/7 met in the spring of 2018 once all changes to the electronic portfolio were complete to establish IRR. Each instructor independently scored six electronic portfolios. We then discussed each set of scores, seeing where we agreed and where we did not. When we disagreed, we discussed how we had evaluated the item, what had served as evidence, and resolved our discrepancies. We deferred to faculty with expertise in elementary, SPED and secondary, as appropriate. IRR: 92%
Who was involved?	Primary evaluators (instructors of EDUC 346/7)
5. Data Validity	
What type of validity was established?	In AY 2017-2018, we worked to establish content validity on this assessment.
What steps were taken to establish validity of the assessment?	<p>The electronic portfolio was validated at a meeting (Spring, 2018) among education faculty to discuss alignment of rubric with InTASC standards.</p> <p>The instrument was further validated through conversation held with school partners. In the spring of 2018, eight host teachers and administrators offered face-to-face feedback on the usability and appropriateness of the instrument.</p> <p>The instrument was further validated through piloting the instrument in EDUC 346/7—explaining the guidelines and rubric to candidates in parallel fashion across the courses—to ensure that candidates understood standards to which they would be held accountable.</p> <p>At each step of the validation process, we gathered user comments and drew from them to change and adapt the assessment to</p>

	<p>enhance its content validity. Few changes were made to the actual document after it was discussed by school partners and students. What was changed was implementation and scoring. We found that a few of the indicators (particularly those under Content Knowledge) were interpreted differently by our Special Education students and faculty. Therefore, we decided to have special education faculty work directly with students as they prepare these portfolios in the future and she will also serve as primary scorer because of her expertise in this area.</p>
<p>Was a pilot conducted?</p>	<p>Yes, in the spring of 2018.</p>
<p>How will data be analyzed and interpreted?</p>	<p>Scores received by candidates on each of ten indicators will be aggregated to see if patterns emerge in indicators that pose difficulty</p> <p>Candidates at this stage are expected to be at least proficient on all indicators.</p> <p>Analysis should yield insight as to which InTASC standards (1-10) are most challenging for candidates and where we need to adjust our teaching methods to enhance candidate learning (or counsel them out of pursuing a teaching career).</p>

Electronic Portfolio Guidelines

General Information about Focus for Portfolio Contents:

- to showcase you as an educator
- to highlight your development /personal history in becoming an educator
- to show your involvement in the community as it relates to schools and extracurricular events associated with schools
- to highlight strengths you bring to teaching and to the school community
- to present unique interests/aspects of your life which would prepare and/or promote you as a qualified, engaging educator

Important Features in Visual and Informational Appeal of Portfolio:

- Visual components represent/are more memorable than only narratives
- Short narratives are essential for key parts of portfolio (ex. biography), BUT these need visuals to accompany them (ex. photo of you with short biography)
- Photos should include captions (ex. students using computer lab—CAPTION: *Weekly grammar drills online in the computer lab*)
- Photos of your class rules; visual signals you use; bulletin boards, assessments, materials you created
- Links to content-rich sites with annotation about content appropriate;
- Links to music and why/how you use along with song titles also effective

Use the Guidelines to help you Present Yourself as a Well-Prepared Teacher.

- You may want to add other topics to those suggested.
- Note: titles for some subheadings have been changed slightly from those on WordPress; please make those changes in your final portfolio headings/links

Electronic Portfolio DUE week of April 30 at your individual appointment.

The portfolio will be assessed using the attached rubric.

Home	<ul style="list-style-type: none"> • Appropriate background related to your content and/or grade level • Quotation
About Me	<ul style="list-style-type: none"> • Brief bio (hometown, family, early schools attended, favorite hobbies ex. travel) • Photo (focused on you)
Academic Background	<ul style="list-style-type: none"> • Short statement about your major/minor (ex. I am a history major and secondary education minor.) I always loved history and teaching history gave me the chance to learn more about both the content and children.) • Short statement about experiences working with students/children. (May be in coaching, summer camps, church-related activities, internships as well as in school settings.) • Other components of your liberal arts preparation important to you (ex. j-term travel course; new interest based on books read/classes taken; SURF; work on campus) • Resume

InTASC CORE TEACHING STANDARDS

Each of the following four tabs should have a sub-tab for the individual standards.

For each of the 10 standards, you should include:

- (1) a piece of evidence demonstrating your mastery of the standard (photo, piece of student work, excerpt from lesson plan, communication with parent, etc.)**
- (2) a 300-400-word narrative explaining:**
 - **how you understand the standard**
 - **how the evidence demonstrates your mastery of the standard.**

<i>The Learner & Learning (Standards 1-3)</i>	<p><i>Standard 1: Learner Development</i>—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><i>Standard 2: Learning Differences</i>—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><i>Standard 3: Learning Environments</i>—The teacher 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.</p>
<i>Content (Standards 4-5)</i>	<p><i>Standard 4: Content Knowledge</i>—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><i>Standard 5: Application of Content</i>—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>
<i>Instructional Practice (Standards 6-8)</i>	<p><i>Standard 6: Assessment</i>—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p> <p><i>Standard 7: Planning for Instruction</i>—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>

	<i>Standard 8: Instructional Strategies</i> —The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Professional Responsibility (Standards 9-10)	<p><i>Standard 9: Professional Learning and Ethical Practice</i>—The teacher 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 (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><i>Standard 10: Leadership and Collaboration</i>—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>
Photo Highlights	Include a tab for a slide show or photo collage from your student teaching semester.
References	<p><i>List: Full name, title, email address, one phone #</i></p> <ul style="list-style-type: none"> - <i>Limit to 3 references</i> - <i>Be certain you have the person's permission</i>

Electronic Portfolio Evaluation Rubric

Teacher Candidate _____
 Website Link _____

Required Feature	Description	Complete	Incomplete	Missing
<i>Home</i>	Appropriate background related to your content and/or grade level; quotation			
<i>About Me</i>	Brief bio (hometown, family, early schools attended, favorite hobbies, travel); photo			
<i>Academic Background</i>	Major/minor; experiences working with students/children; liberal arts preparation; resume			
<i>Photo Highlights</i>	Photo collage or slide show of images from student teaching experience.			
<i>References</i>	Full name, title, email address, one phone number for three references			

<i>Content Ratings</i>	Exemplary (4): demonstrates deep understanding	Proficient (3): demonstrates moderate understanding	Developing (2): demonstrates emerging understanding	Unacceptable (0): demonstrates lack of understanding
<i>Standard 1: Learner Development</i> —The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Candidate’s interpretation of the standard demonstrates deep understanding of how learners grow and develop. Narrative includes a clear example of how the candidate drew on knowledge of learner differences in development to differentiate instruction. Interpretation and example are well tied together.	Candidate’s interpretation of the standard demonstrates moderate understanding of how learners grow and develop. Narrative includes an example of how the candidate drew on knowledge of learner differences in development to differentiate instruction. Interpretation and example are fairly tied together.	Candidate’s interpretation of the standard demonstrates emerging understanding of how learners grow and develop. Narrative includes an example from practice that is loosely tied to the standard. Interpretation and example are loosely tied together.	Candidate demonstrates no understanding of how learners grow and develop. Example is not an example of the standard.
<i>Standard 2: Learning Differences</i> —The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Candidate’s interpretation of the standard demonstrates deep understanding of learners’ cultural differences and the need to build inclusive learning environments. Narrative includes a clear example of how the candidate drew on knowledge of learner differences to create a welcoming environment. Interpretation and example are well tied together.	Candidate’s interpretation of the standard demonstrates moderate understanding of learners’ cultural differences and the need to build inclusive learning environments. Narrative includes an example of how the candidate drew on knowledge of learner differences to create a welcoming environment. Interpretation and example are fairly tied together.	Candidate’s interpretation of the standard demonstrates an emerging understanding of learners’ cultural differences and the need to build inclusive learning environments. Narrative includes an example from practice that is loosely tied to the standard. Interpretation and example are loosely tied together.	Candidate demonstrates no understanding of learners’ cultural differences and the need to create an inclusive environment.

Content Ratings	Exemplary (4): demonstrates deep understanding	Proficient (3): demonstrates moderate understanding	Developing (2): demonstrates emerging understanding	Unacceptable (0): demonstrates lack of understanding
Standard 3: Learning Environments —The teacher 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.	Candidate’s interpretation of the standard demonstrates deep understanding of how to create supportive, positive and engaging environments for learning. Narrative includes a clear example of how the candidate created supportive, positive and engaging environments for learning. Interpretation and example are well tied together.	Candidate’s interpretation of the standard demonstrates moderate understanding of how to create supportive, positive and engaging environments for learning. Narrative includes an example of how the candidate created supportive, positive and engaging environments for learning. Interpretation and example are fairly tied together.	Candidate’s interpretation of the standard demonstrates an emerging understanding of how to create supportive, positive and engaging environments for learning. Narrative includes an example from practice that is loosely tied to the standard. Interpretation and example are loosely tied together.	Candidate’s interpretation of the standard demonstrates no understanding of how to create supportive, positive and engaging environments for learning.
Standard 4: Content Knowledge —The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Candidate’s interpretation of the standard demonstrates deep understanding of his/her discipline and how to make it accessible to students. Narrative includes a clear example of how the candidate created learning experiences that were accessible and meaningful to students. Interpretation and example are well tied together.	Candidate’s interpretation of the standard demonstrates moderate understanding of his/her discipline and how to make it accessible to students. Narrative includes an example of how the candidate created learning experiences that were accessible and meaningful to students. Interpretation and example are fairly tied together.	Candidate’s interpretation of the standard demonstrates an emerging understanding of his/her discipline and how to make it accessible to students. Narrative includes an example from practice that is loosely tied to the standard. Interpretation and example are loosely tied together.	Candidate’s interpretation of the standard demonstrates no understanding of his/her discipline and how to make it accessible to students.
Standard 5: Application of Content —The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Candidate’s interpretation of the standard demonstrates deep understanding of how to engage learners in critical, creative and collaborative thinking related to authentic issues. Narrative includes a clear example of engaging learners in such thinking. Interpretation and example are well tied together.	Candidate’s interpretation of the standard demonstrates moderate understanding of how to engage learners in critical, creative and collaborative thinking related to authentic issues. Narrative includes an example of engaging learners in such thinking. Interpretation and example are fairly tied together.	Candidate’s interpretation of the standard demonstrates an emerging understanding of how to engage learners in critical, creative and collaborative thinking related to authentic issues. Narrative includes an example from practice that is loosely tied to the standard. Interpretation and example are loosely tied together.	Candidate’s interpretation of the standard demonstrates no understanding of how to engage learners in critical, creative and collaborative thinking related to authentic issues.

Content Ratings	Exemplary (4): demonstrates deep understanding	Proficient (3): demonstrates moderate understanding	Developing (2): demonstrates emerging understanding	Unacceptable (0): demonstrates lack of understanding
Standard 6: Assessment —The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.	Candidate’s interpretation of the standard demonstrates deep understanding of how to create and use multiple methods of assessment to monitor learning and inform decision making. Narrative includes a clear example of using multiple assessments to monitor learning and inform practice. Interpretation and example are well tied together.	Candidate’s interpretation of the standard demonstrates moderate understanding of how to create and use multiple methods of assessment to monitor learning and inform decision making. Narrative includes an example of using multiple assessments to monitor learning and inform practice. Interpretation and example are fairly tied together.	Candidate’s interpretation of the standard demonstrates an emerging understanding of how to create and use multiple methods of assessment to monitor learning and inform decision making. Narrative includes an example from practice that is loosely tied to the standard. Interpretation and example are loosely tied together.	Candidate’s interpretation of the standard demonstrates no understanding of how to create and use multiple methods of assessment to monitor learning and inform decision making.
Standard 7: Planning for Instruction —The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Candidate’s interpretation of the standard demonstrates deep understanding of how to plan instruction that supports all learners in meeting rigorous goals. Narrative includes a clear example of crafting instruction that holds all students to high standards. Interpretation and example are well tied together.	Candidate’s interpretation of the standard demonstrates moderate understanding of how to plan instruction that supports all learners in meeting rigorous goals. Narrative includes an example of crafting instruction that holds all students to high standards. Interpretation and example are fairly tied together.	Candidate’s interpretation of the standard demonstrates an emerging understanding of how to plan instruction that supports all learners in meeting rigorous goals. Narrative includes an example from practice that is loosely tied to the standard. Interpretation and example are loosely tied together.	Candidate’s interpretation of the standard demonstrates no understanding of how to plan instruction that supports all learners in meeting rigorous goals.
Standard 8: Instructional Strategies —The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Candidate’s interpretation of the standard demonstrates deep understanding of how to use a variety of instructional strategies to build learners’ knowledge and skills. Narrative includes a clear example of how the candidate used multiple strategies to teach content. Interpretation and example are well tied together.	Candidate’s interpretation of the standard demonstrates moderate understanding of how to use a variety of instructional strategies to build learners’ knowledge and skills. Narrative includes an example of how the candidate used multiple strategies to teach content. Interpretation and example are fairly tied together.	Candidate’s interpretation of the standard demonstrates an emerging understanding of how to use a variety of instructional strategies to build learners’ knowledge and skills. Narrative includes an example from practice that is loosely tied to the standard. Interpretation and example are loosely tied together.	Candidate’s interpretation of the standard demonstrates no understanding of how to use a variety of instructional strategies to build learners’ knowledge and skills.

Content Ratings	Exemplary (4): demonstrates deep understanding	Proficient (3): demonstrates moderate understanding	Developing (2): demonstrates emerging understanding	Unacceptable (0): demonstrates lack of understanding
<p>Standard 9: Professional Learning and Ethical</p> <p>Practice—The teacher 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 (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Candidate’s interpretation of the standard demonstrates deep understanding of the importance of engaging in ongoing professional learning and reflective practice. Narrative includes a clear example of how the candidate engaged in professional learning, engaged in reflective practice, and learned from various stakeholders. Interpretation and example are well tied together.</p>	<p>Candidate’s interpretation of the standard demonstrates moderate understanding of the importance of engaging in ongoing professional learning and reflective practice. Narrative includes an example of how the candidate engaged in professional learning, engaged in reflective practice, and learned from various stakeholders. Interpretation and example are fairly tied together.</p>	<p>Candidate’s interpretation of the standard demonstrates an emerging understanding of the importance of engaging in ongoing professional learning and reflective practice. Narrative includes an example from practice that is loosely tied to the standard. Interpretation and example are loosely tied together.</p>	<p>Candidate’s interpretation of the standard demonstrates no understanding of the importance of engaging in ongoing professional learning and reflective practice.</p>
<p>Standard 10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Candidate’s interpretation of the standard demonstrates deep understanding of actively participating in the school community, collaborating and assuming leadership as appropriate. Narrative includes a clear example of how the candidate was actively engaged in the school community in these ways. Interpretation and example are well tied together.</p>	<p>Candidate’s interpretation of the standard demonstrates moderate understanding of actively participating in the school community, collaborating and assuming leadership as appropriate. Narrative includes an example of how the candidate was actively engaged in the school community in these ways. Interpretation and example are fairly tied together.</p>	<p>Candidate’s interpretation of the standard demonstrates an emerging understanding of actively participating in the school community, collaborating and assuming leadership as appropriate. Narrative includes an example from practice that is loosely tied to the standard. Interpretation and example are loosely tied together.</p>	<p>Candidate’s interpretation of the standard demonstrates no understanding of actively participating in the school community, collaborating and assuming leadership as appropriate.</p>
Content Score				_____/40