

## Key Assessment #6 – Professional Growth

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### Assessment #6 – Additional Assessment that addresses NCTE standards - portfolio assessment.

#### 6-1. Brief description of the assessment and its use in the program.

The portfolio assessment used in EDTE 165 (Philosophical & Social Foundations of Education) is specifically designed to gauge the candidate's ability to demonstrate continuing professional development, ethical behavior in all professional activities and balanced physical, mental, spiritual, and social development. This assessment requires students to demonstrate a commitment to holistic, personal, and professional growth which is evaluated through the construction of a professional portfolio which illustrates the candidate's personal strengths and interests in the teaching profession and the seven areas that represent the program's conceptual framework. This assessment allows beginning teacher candidates to demonstrate knowledge and understanding of the philosophical and social foundations of education, to reflect on professionalism, and to assess their role as teachers. The portfolio assessment is used to evaluate all candidates in the first required course of the program (EDTE 165), with a second evaluation when the candidates take a later course (EDTE 408).

#### 6-2. Description of how this assessment specifically aligns with the standards.

The portfolio assessment aligns with NCTE standards which assesses a candidate's ability to demonstrate continued growth in the knowledge of pedagogy, with a focus on standards involving (but not limited to) reflective practice, involvement in professional organizations and collaboration with both faculty and other candidates (2.3); to demonstrate knowledge of, and skills in the use of, the English language (3.1); and to create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability (4.4). See [Attachment 6](#).

#### 6-3. Brief analysis of the data findings.

The data (final course grades) taken from course records provide the following information for EDTE 165 for 2008-2009 and 2009-2010: See [Attachment 8](#).

- Using the mean, 2008-2009 candidates received an average of 3.59 for a final grade of B or higher, with 97% of the candidates meeting minimum expectation.
- Using the mean, 2009-2010 candidates received an average of 2.78 for a final grade of C or higher, with 83% of the candidates meeting minimum expectation

#### 6-4. Interpretation of how the data provides evidence for meeting standards

NCTE Standards 2.3, 3.1, and 4.4 is addressed in this course (see description in Alignment Matrix – SPA Standards). Course grades for 2008-2009 indicate that 97% of the candidates (n=37) met the performance standards, with 3% not reaching the performance standards. Course grades for 2009-2010 indicate that 83% of the candidates (n=64) met the performance standards, with 17% not reaching the performance standards. The majority of candidates for both cohorts met target performance as well as NCTE Standards. (Candidates receiving any ratings of less than Satisfactory must develop a plan for improvement, with evidence of improvement before the student teaching semester. All candidates must have a C or higher to pass the course.)

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### 6-5a. Assessment tool or a rich description of the assessment.

EDTE165 has its rubric to measure the knowledge and skills attained by the candidates. The rubric is provided below:

### 6-5b. Scoring guide for the assessment.

**Rubric.** Grading is based on mastery; quality points are awarded on a scale of 1-5 that range from Unsatisfactory to Exceptional for use in ascertaining the student's level of competence with regard to pedagogical knowledge and skills.

Exceptional	5
Proficient	4
Satisfactory	3
Emerging	2
Unsatisfactory	1

### 6-5c. Charts of candidate data derived from the assessment: See [Attachment 8](#) for Table for Final Course Grades.

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### EDTE165 Rubric for 2008-2009

	Exceptional (4 pts)	Proficient (3 pts)	Satisfactory (2 pts)	Emerging (1 pt)	Unsatisfactory
<b>Outcome 1.A</b> Understand basic philosophical perspectives (1, 16%)	Artifact(s) in this Role demonstrate advanced mastery of this outcome.		Artifact(s) in this Role demonstrate basic mastery of this outcome.		Artifact(s) in this Role do not demonstrate mastery of this outcome.
<b>Outcome 1.B</b> Critique philosophical approaches to education (1, 16%)	Artifact(s) in this Role demonstrate advanced mastery of this outcome.		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role do not demonstrate mastery of this outcome
<b>Outcome 1.C</b> Be able to articulate a personal and professional philosophy... (1, 16%)	Artifact(s) in this Role demonstrate advanced mastery of this outcome.		Artifact(s) in this Role demonstrate basic mastery of this outcome		Artifact(s) in this Role do not demonstrate mastery of this outcome
<b>Depth of Coverage</b> (1, 16%)	Artifacts in this Element demonstrate a depth of understanding that is representative of top candidates at this educational level		Artifacts in this Element demonstrate a depth of understanding that is representative of competent candidates at this educational level		Artifacts in this Element do not demonstrate a deep understanding in this Element
<b>Personalization</b> (1, 16%)	All artifacts in this Element communicate the candidate's mastery of personal goals for teacher preparation		At least one artifact in this Element communicates the candidate's mastery of personal goals for teacher preparation		Artifacts in this Element are not connected to the candidate's mastery of his/her personal goals for teacher preparation
<b>Artifact Guidelines</b> (1, 16%)	This area of the portfolio has a title page with a definition/ rationale and demonstrates mastery of the element with "TEA"		This area of the portfolio has a title page with a definition/ rationale and complete coverage of the element, but not all "TEA" elements are present		Mastery of the element is not demonstrated. Major gaps in information presented.

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	Exemplary (4 pts)	Proficient (3 pts)	Satisfactory (2 pts)	Emerging (1 pt)	Unsatisfactory
Cover Page (1, 16%)					
Title Page (1, 16%)					
Resume (1, 16%)					
Autobiographical Essay (1, 16%)					
Reflective Conclusion (2, 33%)					

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### EDTE165 Portfolio Rubric for 2009-2010

#### EDTE 165 Portfolio Rubric

	Exceptional (5 pts)	Proficient (4 pts)	Satisfactory (3 pts)	Emerging (2 pts)	Unsatisfactory (1 pt)
<b>Cover Page</b> (1, 5%)					
<b>Title Page</b> (1, 5%)					
<b>Resume</b> (1, 5%)					
<b>Autobiographical Essay</b> (1, 5%)					
<b>Personal Philosophy - Title</b> (1, 5%)					
<b>Personal Philosophy - Evidence</b> (2, 10%)					
<b>Personal Philosophy -Rationale</b> (2, 10%)					
<b>Artifact 2- Title</b> (1, 5%)					
<b>Artifact 2-Evidence</b> (2, 10%)					
<b>Artifact 2- Rationale</b> (2, 10%)					
<b>Artifact 3- Title</b> (1, 5%)					
<b>Artifact 3- Evidence</b> (2, 10%)					
<b>Artifact 3- Rationale</b> (2, 10%)					