ED 301 Portfolio Assessment (Portfolio 1) _Updated Summer 2011

by ASU COE

Assessment

Context

Assessments of the Candidate Portfolio will occur four times (during ED 301, during the Teacher Education Interview semester, during the senior methods block, and at the end of Internship).

The assessment is to ascertain the knowledge of the candidate in the Conceptual Framework components and the ability of the candidate to demonstrate content knowledge, pedagogical knowledge and abilities, professional knowledge and abilities, and professional dispositions.

Requirements

1. Create your Candidate Portfolio- this is something you do ONE time; once the portfolio has been created you will continue to add artifacts to it throughout your time at ASU
2. Complete the following items from the candidate portfolio page titled "Candidate Introduction" (remember, this is a professional document and your writing should reflect this)

- Personal introduction - the information for this section is similar to the information contained in your advisor letter; you may modify and use that introduction in both places.
- Resume - create (or update) a resume and attach or paste it to this area. Below is information that will help you with this process.
- Education field experiences - follow the instructions for completing this section; you will add to this section each semester as you complete additional field experiences. Be sure to also attach your field experience verification form
- ASU Professional Dispositions - There are 7 professional dispositions listed in this area; each of which you should strive to meet. Next to the disposition, state how you include this disposition in your professional life, such as in the classroom, during field experiences, etc. As you continue in the program you may choose to revisit this area and update your statements.

3. Complete a minimum of 2 outcomes (1 artifact for each of the two selected outcomes is considered acceptable)

- There are 9 outcomes that should be exhibited by all ASU teacher candidates. These outcomes are listed on the portfolio pages "Content Knowledge", "Pedagogical Content Knowledge", Professional and Pedagogical Content Knowledge and Skills" and "Student Learning"
- Upon completion of your program you will have artifacts (and supporting rationales) for each of the outcomes. Begin this process in ED 301 by selecting 2 outcomes and providing supporting documentation for how you are exhibiting that outcome. You may use artifacts from ED 301, other courses you are taking or have taken, conferences you have attended or other professional development, etc.
- Example: You may select to include an article review under the outcome of "knowledgeable scholar". After attaching the artifact you should write a rationale for how the selected artifact provides evidence that you are a knowledgeable scholar.

Organization

Content Knowledge (Effective Communicator, Knowledgeable Scholar, Life Long Learner)
Pedagogical Knowledge (Resourceful Curriculum Planner)
Professional and Pedagogical Skills (Positive Supportive Professional, Student Centered Reflective Instructor,

Capable Classroom Manager)
Student Learning (Skilled Facilitator of Developmental Growth, Competent Evaluator)

Performance Assessment

Performance Assessment

	Target (4 pts)	**Acceptable (3 pts)**	**Unacceptable**
Effective Communicator (1, 11%) AL-PEPE-6	Targeted performance is evidenced by use of professional communication skills in all critiques, summaries, lesson plans, etc.	Acceptable performance is evidenced by use of professional communication skills in most critiques, summaries, lesson plans, etc.	Unacceptable performance is lack of professional communication skills in critiques, summaries, lesson plans, etc.
Knowledgeable Scholar (1, 11%) NCATE-1	Targeted performance is evidenced by strong content and pedagogical knowledge in all professional endeavors.	Acceptable performance is evidenced by moderate content and pedagogical knowledge in all professional endeavors.	Unacceptable performance is lack of content and pedagogical knowledge in professional endeavors.
Lifelong Learner (1, 11%) AL-PEPE-7	Targeted performance is evidenced by documentation of active participation in professional organizations and extensive reading of professional materials.	Acceptable performance is evidenced by documentation of membership in professional organizations and some reading of professional materials.	Unacceptable performance is evidenced by lack of documentation of membership in professional organizations and lack of reading of professional materials.
Resourceful Curriculum Planner (1, 11%) AL-PEPE-1 NETS-T.3.A NETS-T.3.B	Targeted performance is evidenced by documentation in planning all lesson plans and integrated curriculum units to meet the diverse needs for all students that incorporate national and state guidelines, local resources, and the use of technology for instruction.	Acceptable performance is evidenced by documentation in planning most lesson plans and integrated curriculum units to meet the diverse needs for all students that incorporate national and state guidelines, local resources, and the use of technology for instruction.	Unacceptable performance is lack of documentation in planning lesson plans and integrated curriculum units for all students that incorporate national and state guidelines, local resources, and the use of technology for instruction.
Positive, Supportive Professional (1, 11%) AL-PEPE-8.3 AL-PEPE-8.4	Targeted performance is evidenced by documentation of modeling, questioning, and planning to help all students achieve success in all field experiences, case studies, conferences, and community involvement.	Acceptable performance is evidenced by documentation of modeling, questioning, and planning to help all students achieve success in most field experiences, case studies, conferences, and community involvement	Unacceptable performance is lack of documentation of modeling, questioning, and planning to help all students achieve success in field experiences, case studies, conferences, and community involvement.
Student-Centered, Reflective Instructor (1, 11%) INTASC-2.E NBPTS-1.1	Targeted performance is evidenced by lesson plans with reflective analyses that exhibit strong knowledge of content, pedagogy, and professional skills to assess, monitor, and make appropriate adjustments to have a positive effect on all learners.	Acceptable performance is evidenced by lesson plans with reflective analyses that exhibit knowledge of content, pedagogy, and professional skills to assess, monitor, and make appropriate adjustments to have a positive effect on all learners.	Unacceptable performance is evidenced by lesson plans which lack reflective analyses that exhibit the use of instruction to assess, monitor, and adjust lessons to make a difference in student learning.
Capable Classroom Manager (1, 11%) AL-PEPE-4	Targeted performance is strong evidence of the management of time, materials, resources, and the classroom to maximize instruction for all learners.	Acceptable performance is evidence of the management of time, materials, resources, and the classroom to maximize instruction for all learners.	Unacceptable performance lacks evidence of the management of time, materials, resources, and the classroom to maximize instruction for all learners.

Skilled Facilitator of Developmental Growth (1, 11%) AL-PEPE-1.2	Targeted performance is strong evidence of the use and knowledge of age and developmentally appropriate materials to accommodate the needs of all learners in all teaching strategies and lesson plans.	Acceptable performance is evidence of the use and knowledge of age and developmentally appropriate materials to accommodate the needs of all learners in most teaching strategies and lesson plans.	Unacceptable performance is lack of knowledge or use of developmentally appropriate materials to accommodate the needs of all learners in teaching strategies and lesson plans.
Competent Evaluator (1, 11%) AL-PEPE-3	Targeted performance is evidenced by the extensive use of a variety of assessment tools and techniques to evaluate and plan instruction for all students.	Acceptable performance is evidenced by the use of assessment tools and techniques to evaluate and plan instruction for all students.	Unacceptable performance is evidenced by a limited use of assessment tools and techniques to evaluate and plan instruction for all students.

Standards

AL-PEPE.1	PREPARATION FOR INSTRUCTION Effective teachers plan carefully for instruction. That planning includes selection of both goals and objectives to be accomplished, identification of creative, innovative activities to accomplish the objectives and accommodate differences in learners, and preparation of instructional resources to support learning. Preparation for instruction also includes planning for the use of appropriate and effective strategies and practices in teaching and learning with technology.
AL-PEPE.1.2	STANDARD: Identifies Various Instructional Strategies
AL-PEPE.1.3.3	> selects and uses resources appropriate to student differences (ability, achievement, interests, learning styles)
AL-PEPE.3	ASSESSMENT OF STUDENT PERFORMANCE Effective teachers skillfully evaluate student performance and use assessment results to improve their instruction. They are expert in measuring student progress, providing feedback about performance to students and reporting student progress to others who need to know.
AL-PEPE.4	CLASSROOM MANAGEMENT Effective teachers manage class time and student behavior. They maximize instructional time and minimize disruptions to instruction.
AL-PEPE.6	COMMUNICATION Effective teachers are effective communicators. They speak and write clearly, coherently, and correctly.
AL-PEPE.7	PROFESSIONAL DEVELOPMENT AND LEADERSHIP Effective teachers seek to grow in professional knowledge and skills. Further, they seek ways to become leaders in improving their school, school system and profession.
AL-PEPE.8.3	STANDARD: Exhibits Professionalism with Peers, Administrators, Parents/Guardians
AL-PEPE.8.4	STANDARD: Promotes Cooperation with Parents/Guardians and Between School and Community
INTASC.2.E	D: The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.
NBPTS.1.1	...Teachers recognize individual differences in their students and adjust their practice accordingly.
NCATE.1	Candidate Knowledge -- Candidate Knowledge, Skills, and Dispositions: Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the

content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

| NETS-T.3.A | > facilitate technology-enhanced experiences that address content standards and student technology standards. |
| NETS-T.3.B | > use technology to support learner-centered strategies that address the diverse needs of students. |