

Secondary Education Candidate Assessments

➤ Program Portfolio Evaluation <

The secondary education M.A.T. program has three major assessments of candidates' overall performance:

The Comprehensive Apprentice/Intern Teacher Assessment (CA/ITA) focuses on planning and implementing classroom instruction, as observed by supervising teachers, mentor teachers, and college supervisors.

The Program Portfolio Evaluation (PPE) requires documentation of a candidate's skill in designing instruction using the Understanding by Design (UbD) approach for use with a specific class.

The capstone evaluation matrix provides an opportunity for candidates to present their personal, professional synthesis of all experiences in their respective programs, with emphasis on performance as a teacher.

All three assessments align with two sets of criteria:

The Core Candidate Outcomes (CCLOs) provide guidance for all aspects of all Piedmont School of Education Programs, including these three assessments. As you prepare for these assessments, be sure to refer frequently to the CCLOs for ways to enhance your work. See Appendix A for the current CCLOs (October 2009).

The Extended Georgia Framework for Teaching (Extended Framework) provides an elaborate rubric of best practices to be used to assess teachers throughout their careers in the classroom. The Secondary Education Department reviewed the entire Framework to select for each assessment the criteria most suited to candidates just beginning their teaching careers. The entire Framework is available at gapsc.com.

Program Portfolio Evaluation (PPE)

All education programs at Piedmont are required to include the PPE as a program component.

The PPE has two purposes: (1) As *one assessment* of a candidate's performance during an apprenticeship or internship and (2) as an evaluation of each program's performance in meeting standards relevant to that program.

PPE documentation consists of (a) a major exhibit and (b) additional exhibits as the candidate deems necessary to document meeting the criteria.

Each candidate should develop her/his PPE so that *any reader* can make a considered appraisal of how well the criteria have been met. *Think: professional audience.* Do not pile documents into the notebook (or flash drive) with the intent of using quantity to meet the criteria.

The Major Exhibit consists of a unit plan of instruction designed for a specific class, annotated and reflected on for implications for future practices. The Exhibit will be presented *with a narrative* that guides readers to focus on key elements. Required components:

- A class profile of the class for which the unit was planned and implemented.
- A unit plan using UbD format, *with daily lesson plans* which include plans for scaffolding specific skills in the unit
- The classroom management plan as implemented for this unit.
- An assessment plan for the unit.
- A section of results, showing student achievement and an overall appraisal of the effectiveness of instruction.
- A reflective review of the unit, critiquing all aspects of the plan *and* implementation of the plan, as well as insights about what was learned about students, learning, the school, and yourself as a teacher.

*Descriptions of each component in the Major Exhibit include the “accomplished” level criteria from the Extended Framework relevant to that component.

Additional exhibits would consist of discrete collections of documents intended to supplement the major exhibit in the same categories as the major exhibit, e.g., more types of assessments, examples of results, etc. Additional exhibits are **not** required to meet the criteria, so you should not provide them except to demonstrate competencies which you feel might not be adequately documented in the Major Exhibit.

Evaluating the PPE

Evaluators assign ratings on each component of the Major Exhibit (with any additional exhibits) using the Unaware-to-Inspired rating categories, then assign an overall rating for the Major Exhibit, using the Unaware-to-Inspired ratings, and adding comments (optional, but encouraged).

Reporting ratings:

1. Candidates will receive a full report of ratings.
2. Summaries of the Overall Ratings of the Exhibitions will be provided to whomever the dean designates as the person responsible for assembling PPE results.
3. The Secondary Education Department will assemble all ratings for reviews of (a) candidate performances on each element of both evaluations, and (b) the evaluation scheme itself.

Criteria for major exhibit components:

Note that there are no ratings for organization, neatness, clarity, etc. This is because the lack of those will necessarily affect the efforts of evaluators, resulting lower ratings.

The class profile should combine the demographics of the class, with observations about the dynamics of the class, all of which would improve the prospects for effective instruction, hence improved prospects for student learning. It should **not** look like a template with the blanks filled in.

- *Extended Framework 2.5.3* – Is informed about and adapts instruction based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.

Unaware – Profile is too generic to be useful; could describe most any class.

Aware – Presents descriptors which could serve to distinguish this class from others.

Capable – Provides a profile that really serves as a guide for planning instruction.

Inspired – Presents a profile which is unique, reflecting keen insights from observations, and providing clear direction for instructional practices

The UbD unit plan should reflect understanding of backward design, careful consideration of curricular givens (standards, essential questions, etc.), the teacher's own aims for this class, and thoughtful selection of instructional strategies.

- *Extended Framework 1.2.3* - Understands and uses subject-specific content and pedagogical content knowledge that is appropriate for diverse learners in your classroom.

- *Extended Framework 1.6.3* - Constructs and implements curricula for instruction that reflects an understanding of state and national content standards.

Unaware – The UbD categories are there but not effectively connected. Looks like a generic plan that was not thought through with this class in mind.

Aware – Shows some care in connecting the components of UbD planning, as well as some indications of planning for this class.

Capable – Planning for this class is evident throughout, and the UbD components clearly connect.

Inspired – A model of planning that uses UbD concepts to design instruction for this class.

The classroom management plan (CMP) should include practices intended to promote a climate for learning, reflecting awareness of the members of this class.

- *Extended Framework 3.1.3* - Creates a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.

Unaware – The CMP consists of generic practices seemingly intended primarily for controlling behaviors.

Aware – The CMP reflects some consideration of the dynamics of this class.

Capable – The CMP facilitates engagement with the content of the course and seems unobtrusive.

Inspired – The CMP seems to fit naturally into to processes of instruction and facilitates students' engagement with the subject matter.

The assessment plan should combine an ongoing view of student achievement with directions for improving instruction.

- *Extended Framework 4.2.3* - Uses pre-assessment data to select or design clear, significant, varied and appropriate student learning goals.

- *Extended Framework 4.3.3* - Chooses, develops, and uses classroom-based assessment methods appropriate for instructional decisions.

Unaware – Assessments consist primarily of conventional teacher-made tests intended to produce student grades, providing negligible direction for instruction.

Aware – There is some variety of assessments employed, but not designed to be a systematic process for gauging student learning.

Capable – The plan aligns goals for learning, instruction, and assessments, thereby providing feedback to students *and teacher* for improved performance *by both*.

Inspired – The assessment plan seamlessly pervades all elements of instruction, stimulating best efforts by students and adjustments in instruction by the teacher.

Results would include data from assessments, especially summative assessments, as well as students' self-assessments, levels of engagement checks, and other measures of student gains.

- *Extended Framework 5.3.3* - Understands and uses a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.

Unaware – The results reported do not seem connected to the intended purposes of the unit and do not convey much about what students actually learned.

Aware – The results reported reflect student achievement primarily on teacher-made tests.

Capable – The results reported reflect a systematic use of assessments to guide instruction and chart students' achievement.

Inspired – The results reported clearly convey both individual gains and gains by the class as a whole on a variety of indicators.

The reflective review conveys what you have learned about instruction, adolescents, classrooms, curriculum, etc., as well as a self-assessment of yourself as a beginning teacher.

Unaware – Reflections are shallow, predictable, and not well-connected to the exhibit.

Aware – Reflections clearly connect to what was experienced in teaching this unit (and other teaching experiences) and manifest interest in improved performance.

Capable – Reflections demonstrate a high degree of awareness of both student learning and your efforts as a teacher, with clear implications for improved performance.

Inspired – Reflections manifest the indicators for "Capable," above, plus insights into the elements of schooling that both promote and inhibit student learning.

Overall exhibition rating: _____ (Unaware, Aware, Capable, Inspired)

Rater comments: