

Assessment of Professional Competencies/Evaluation of Program Outcomes

During the final year of graduate study at Erikson, triple endorsement teacher licensure candidates will be asked to demonstrate that they have achieved appropriate mastery in each area of competency: knowledge, practice, and reflection. Students must receive a minimum score of 20 points (out of 40 possible points) for each area of competency. Therefore, students will need to exceed this minimum score in one or more of the competency areas to meet the required total score of 80 across the three areas.

Policy for students who achieve passing scores in each domain but do not achieve a total of 80 points

If a student passes (i.e., receives 20 or more points) in each of the three areas of assessment in the Culminating Requirements, knowledge, practice, and reflection, but does not achieve the overall minimum of 80 points required for graduation (for example, earning 25, 25, 25 points respectively in the three required areas), the student will meet with the Dean of Students to pursue the following steps:

1. Establish a 3-person committee including their Program Director to oversee the completion and assessment of additional work assigned by the committee. Possible committee members may include the Dean of Students, seminar instructor, and other faculty.
2. The committee will work with the student to determine the appropriate additional work to be completed based on a discussion of the student's relative strengths and areas for potential growth as reflected in their culminating scores profile.
3. The committee will establish a timeline for the completion of the additional work. All work will be completed within one year, at most, of the initial meeting with the Dean of Students.
4. The committee and Program Director will evaluate the student's additional work, once completed.

Assessment of Knowledge, Practice and Reflection

Portfolio (throughout the program)

Students will curate a portfolio of instructional strategies and resources as evidence of their learning throughout their time in the teacher licensure triple endorsement program at Erikson. Lesson planning, pedagogy, knowledge, accommodation and modification ideas, differentiation strategies, professional learning communities, technology and references will all be included in this portfolio. The portfolio will provide a resource for the teacher candidate to pull from during coming semesters, practicum, as well as in their future classrooms. Students will start creating this portfolio from their first semester in the program. Students will choose which artifacts to include in the portfolio from various courses assignments throughout the program. The portfolio will include 12-14 artifacts from throughout the program. The course assignments will not be evaluated as part of the portfolio.

The portfolio will be organized by the six knowledge and reflection outcomes. During the first semester in the program, students will be required to create the portfolio and create the various sections for the outcomes. The six outcomes that should be included in the portfolio are:

1. Social, historical, cultural contexts of and knowledge
2. Curricular and pedagogical knowledge
3. Child development knowledge
4. Partnerships
5. Research
6. Reflection

The portfolio will be organized by the six learning outcomes listed below. Students will be required to provide at least two artifacts per learning outcome. For each learning outcome, one artifact will need to be revised. The revision needs to be a change in the content presented in the artifact. This change will be a result of deep knowledge and reflection skills developed throughout their time in the program. For each artifact revised (a total of six), students will be required to write a reflection responding to the following questions:

1. What artifacts were included and why?
2. What changes were made?
3. Why were these changes made?
4. (include text and experiences that informed these changes)
5. What are your main take aways for this learning outcome?

Each reflection should be a minimum of 3 pages per artifact revised for a total of six artifacts, one for each learning outcome.

The reflection portion of the portfolio will be converted to a conference poster presentation. There will be a specific presentation day for students where current students, alumni, faculty and community members are invited. The event will be 3 hours with two 1.5 hour slots. Half of the program participants will be in one slot with the expectation that they are the audience for the other time slot. This format allows for conversation and feedback. Both the portfolio on OneNote and the presentation will be evaluated by two faculty members. (40 points for portfolio and 40 points for presentation)

Dimensions of the rubric (Learning Outcomes)

1. Students will situate their teaching/education practice in social, historical, cultural contexts of and knowledge of the field of early childhood education, special education and multilingual education (Knowledge/ Reflection)

*Educational Policy Case Study T463

2. Demonstrate curricular and pedagogical knowledge of Early childhood education, special education,

and multilingual education (Knowledge)

*Library Audit Follow up Lesson T422

2. Students will be able to apply and demonstrate Child development knowledge (cognitive, physical, social, emotional, and neurological as situated in cultural contexts and through a DEI framework) (Knowledge)

* Seminar 2-aligned and differentiated lesson plan T464

3. Students identify ways to co-construct partnerships to create meaningful learning experiences with diverse families/adults and demonstrate cultural humility (Knowledge)

*Advocating, Collaborating and Learning: Community Cultural Wealth Map Presentation T401/T421

4. Students will be able to critically analyze, integrate and apply research (Knowledge)

*Assessment Formal Screening T440

5. Students will use self-reflection to discern how bias, experiences and personal identity impact their professional practice (Reflection)

*Teaching Philosophy T400

Objective 1: Students will situate their teaching/education practice in social, historical, cultural contexts of and knowledge of the field of early childhood education, special education and multilingual education	
8 Exemplary	<ul style="list-style-type: none">Exceptionally situates teaching/education practice in all of the following contexts social, historical, and cultural contexts of early childhood education, special education, and multilingual education.Demonstrates a profound understanding, integrating context seamlessly into teaching practices. Clearly situates teaching practices within broader educational frameworksThis objective has all the required components: two artifacts, one revised artifact and a 3 page reflection.
6 Proficient	<ul style="list-style-type: none">Effectively situates teaching/education practice in most of the following contexts social, historical, and cultural contexts of early childhood education, special education, and multilingual education.Demonstrates a solid understanding, incorporating context appropriately in teaching practices.This objective has all the required components: two artifacts, one revised artifact and a 3 page reflection.
4 Developing	<ul style="list-style-type: none">Demonstrates a basic ability to situate teaching/education practice in some of the following contexts social, historical, and cultural contexts of early childhood education, special education, and multilingual education.Shows a developing understanding and application of context in teaching practices.This objective has some of the required components: two artifacts, one revised artifact and a 3 page reflection.
2 Beginning	<ul style="list-style-type: none">Shows limited ability to situate teaching/education practice in few or none of the following contexts social, historical, and cultural contexts of early childhood education, special education, and multilingual education.Demonstrates a limited understanding and application of context in teaching practices.This objective has some the required components: two artifacts, one revised artifact and a 3 page reflection.
Objective 2: Demonstrate curricular and pedagogical knowledge of Early childhood education, special education, and multilingual education	

8 Exemplary	<ul style="list-style-type: none"> • Demonstrates an outstanding ability to articulate and demonstrate curricular and pedagogical knowledge in early childhood education, special education, and multilingual education. • Exhibits a deep and sophisticated understanding, applying principles with exceptional effectiveness. • This objectives has all the required components: two artifacts, one revised artifact and a 3 page reflection.
6 Proficient	<ul style="list-style-type: none"> • Demonstrates a solid ability to articulate and demonstrate curricular and pedagogical knowledge. • Applies principles effectively in early childhood education, special education and multilingual education with a clear understanding. • This objectives has all the required components: two artifacts, one revised artifact and a 3 page reflection.
4 Developing	<ul style="list-style-type: none"> • Demonstrates a basic ability to articulate and demonstrate curricular and pedagogical knowledge. • Demonstrates a developing understanding and application of principles in early childhood education, special education and multilingual education. • This objective has some of the required components: two artifacts, one revised artifact and a 3 page reflection.
2 Beginning	<ul style="list-style-type: none"> • Demonstrates limited ability to articulate and demonstrate curricular and pedagogical knowledge. • Shows limited understanding and application of principles in early childhood education, special education and multilingual education. • This objective is missing some the required components: two artifacts, one revised artifact and a 3 page reflection.
Objective 3: Students will be able to apply and demonstrate Child development knowledge (cognitive, physical, social, emotional, and neurological as situated in cultural contexts and through a DEI framework)	
8 Exemplary	<ul style="list-style-type: none"> • Exceptionally applies and demonstrates a comprehensive understanding of child development knowledge (cognitive, physical, social, emotional, and neurological) within diverse cultural contexts and through DEI (Diversity, Equity and Inclusion) framework. • Effectively connects theory to practical application with a high degree of sophistication. • This objective has all the required components: two artifacts, one revised artifact and a 3 page reflection.
6 Proficient	<ul style="list-style-type: none"> • Applies and demonstrates a child development knowledge with diverse cultural contexts through a DEI framework. • Connects theory to practical applications with a clear understanding of the principles involved. • This objective has all the required components: two artifacts, one revised artifact and a 3 page reflection.
4 Developing	<ul style="list-style-type: none"> • Demonstrates a basic ability to apply and demonstrate child development knowledge in some aspects(cognitive, physical, social, emotional, and neurological) within cultural contexts and through DEI framework. • Developing connections between theory and practical applications. • This objective has some of the required components: two artifacts, one revised artifact and a 3 page reflection.

2 Beginning	<ul style="list-style-type: none"> Shows limited ability to apply and demonstrate child development knowledge. Demonstrates limited application in some aspects (cognitive, physical, social, emotional, and neurological) within cultural contexts and through a DEI Framework. Limited connections between theory and practical applications. This objective has some the required components: two artifacts, one revised artifact and a 3 page reflection.
Objective 4: Students identify ways to co-construct partnerships to create meaningful learning experiences with diverse families/adults and demonstrate cultural humility	
8 Exemplary	<ul style="list-style-type: none"> Demonstrates an outstanding ability to identify and articulate diverse ways to co-construct partnerships, creating meaningful learning experiences with families/adults. Exhibits an exemplary level of cultural humility, recognizing and respecting diverse perspectives and practices. This objective has all the required components: two artifacts, one revised artifact and a 3 page reflection.
6 Proficient	<ul style="list-style-type: none"> Identifies and articulates diverse ways to co-construct partnerships, creating meaningful learning experiences with families/adults. Demonstrates a strong level of cultural humility, recognizing and respecting diverse perspectives and practices. This objective has all the required components: two artifacts, one revised artifact and a 3 page reflection.
4 Developing	<ul style="list-style-type: none"> Identifies and articulates basic ways to co-construct partnerships, creating learning experiences with families/adults. Demonstrates a developing level of cultural humility, with some recognition of diverse perspectives and practices. This objective has some of the required components: two artifacts, one revised artifact and a 3 page reflection.
2 Beginning	<ul style="list-style-type: none"> Demonstrates limited ability to identify ways to co-construct partnerships, create meaningful learning experiences with families/adults. Shows limited demonstration of cultural humility, with minimal recognition of diverse perspectives and practices. This objective has some of the required components: two artifacts, one revised artifact and a 3 page reflection.
Objective 5: Students will be able to critically analyze, integrate and apply research	
8 Exemplary	<ul style="list-style-type: none"> Comprehensively critically analyzes, integrates, and applies research. Utilizes a diverse array of research sources and methodologies with a high degree of effectiveness. Artifacts show a sophisticated understanding of research principals and their application to the field. This objective has all the required components: two artifacts, one revised artifact and a 3 page reflection.
6 Proficient	<ul style="list-style-type: none"> Mostly critically analyzes, integrates, and applies research. Utilizes a variety of research sources and methodologies effectively. Artifacts show a clear understanding of research principles and their application to the field. This objective has all the required components two artifacts, one revised artifact and a 3 page reflection.

4 Developing	<ul style="list-style-type: none"> • Demonstrates a basic ability to critically analyze, integrate, and apply research. • Utilizes a limited range of research sources and methodologies. • Artifacts show a developing understanding of research principals and their application to the field. • This objective has some of the required components: two artifacts, one revised artifact and a 3 page reflection.
2 Beginning	<ul style="list-style-type: none"> • Demonstrates a limited ability to critically analyze, integrate, and apply research. • Utilizes only a few research sources and methodologies. • Artifacts demonstrate a limited understanding of research principals and their application to the field. • This objective has some of the required components: two artifacts, one revised artifact and a 3 page reflection.

Reflection Presentation (final semester of program)

The reflection portion of the portfolio will be converted to a conference poster presentation. There will be a specific presentation day for students where current students, alumni, faculty and community members are invited. The event will be 3 hours with two 1.5 hour slots. Half of the program participants will be in one slot with the expectation that they are the audience for the other time slot. This format allows for conversation and feedback.

Criteria	Advanced	Proficient	Developing	Limited
<p>Objective 1: Situating Teaching Practice</p> <p>3 points each=12 points</p>	<p>Exceptional integration of teaching practice in social, historical, and cultural contexts, showcasing profound knowledge and understanding.</p> <p>Articulates clear connections to early childhood education, special education and multilingual education.</p>	<p>Effective integration of teaching practice in social, historical, and cultural contexts, demonstrating solid knowledge and understanding.</p> <p>Articulates connections to early childhood education, special education and multilingual education.</p>	<p>Basic integration of teaching practice in social, historical, and cultural contexts, showing developing knowledge and understanding.</p> <p>Attempts to articulate connections to early childhood education, special education and multilingual education.</p>	<p>Limited integration of teaching practice in social, historical, and cultural contexts.</p> <p>Lacking clear connections to early childhood education, special education and multilingual education.</p>
<p>Objective 2: Self-reflection and impact on Professional Practice</p>	<p>Exceptional use of self-reflection to discern how to bias, experiences, and personal identity impact professional practice.</p>	<p>Effective use of self-reflection to discern how to bias, experiences, and personal identity impact professional practice.</p>	<p>Basic use of self-reflection to discern how to bias, experiences, and personal identity impact professional practice.</p> <p>Attempts to provide insights and developing understanding.</p>	<p>Limited use of self-reflection to discern how to bias, experiences, and personal identity</p>

3 points each=12 points	Demonstrates deep insights and sophisticated understanding.	Demonstrates clear insights and a solid understanding.		impact professional practice. Lacks clear insights and understanding.
Organization and clarity 2 points each = 8 points	Exceptionally well-organized presentation with clear structure. Seamless transitions and logical flow of ideas.	Well-organized presentation with clear structure. Smooth transitions and logical flow of ideas.	Adequately organized presentation, but some areas may lack clarity or cohesion. Transitions may be somewhat abrupt.	Poor organization and lack of clarity. Difficult to follow the presentation.
Engagement and Delivery 2 points each = 8 points	Highly engaging and dynamic delivery (includes a range of modalities such as visual aids (i.e written description or expressions; drawings or photos, and support like auditory expression Provides ample space for Q & A and engages the audience (i.e metimeter). Conveys the message clearly and demonstrates their development throughout the program.	Engaging delivery (includes a range of modalities such as visual aids (i.e written description or expressions; drawings or photos, and support like auditory expression Provides some space for Q & A and engages the audience (i.e metimeter). Mostly conveys the message and demonstrates their development throughout the program.	Adequate delivery (includes a range of modalities such as visual aids (i.e written description or expressions; drawings or photos, and support like auditory expression Provides limited space for Q&A At times, conveys the message and demonstrates their development throughout the program.	Delivery does not include a range of modalities i.e written description or expressions; drawings or photos, and support like auditory expression) Does not provide space for Q&A

Dispositions rubric and reflection (T463 First Seminar & T469 Final Seminar)

Students will self-evaluate themselves on the eight dispositions listed in the teacher licensure candidates' dispositions form. The eight dispositions are social justice and equity, collaboration, critical thinking, flexibility, professional ethics, reflective teaching and learning, life-long learning and advocacy. They will circle on the rubric where they see themselves in each category: unacceptable, approaches, meets. They will then fill out the dispositions reflection document where they will write a paragraph about why they evaluated themselves that way and the evidence they have to support that placement.

Site Observation for practicum supervisor (Practicum Supervisor)

Each student will be observed a minimum of two times by their practicum supervisor. This supervisor will use the observation form based on the Danielson Framework to take notes and score each student. Each of the various components of the Danielson Framework will live in the courses throughout the program so that students are familiar with the framework before their final semester in placements.

Teaching journal reflections (T468 Final Seminar)

Students will write a weekly teaching journal reflection. The reflection will be on problems of practice students experience in their practicum placement.

Social Studies Lesson Implementation (T468 Final Seminar)

During your final semester at Erikson, during your 10 week practicum the focus of your seminar will be to provide you with a community of practice and seminar instructor to guide you through the lesson plan implementation from the social studies unit previously completed.