UG ASSESSMENT #2: Step 2 Portfolio Content Knowledge

a. **A brief description of the assessment and its use in the program.**

To show evidence of mastery of content knowledge, candidates include in Step 2 electronic portfolios artifacts that meet InTASC Standard 4 (Content Knowledge), specifically content standards as articulated by the National Council of Teachers of English (NCTE/CAEP 2021 Standards) the Pennsylvania Department of Education (candidate competencies for English[1]), and the National Council of Teachers of English (NCTE/IRA Standards for the English Language Arts). Step 2 e-portfolios are submitted at the culmination of candidates' second pre-student teaching course and experience (███████████████). In addition to being a course requirement, the Step 2 e-portfolio is also a requirement for admission to Step 3 of the teacher certification program.

b. **A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.**

Assessment	NCTE/CAEP Standards
Step 2 electronic portfolio (InTASC Standard 4/Content Knowledge	Standard 2 • Component 2.1 • Component 2.2 • Component 2.3

c. **A brief analysis of the data findings.**

Available data indicate that 100% of candidates possess adequate content knowledge, as artifacts included in e-portfolios to indicate mastery of content to meet NCTE/CAEP Standard 2 components were scored as Distinguished and Proficient, with one score of Acceptable on component 2.3. Score options include Distinguished, Proficient, Acceptable, and Unacceptable. In past years there have been a small number of Unacceptable scores due to candidates failing to submit an adequate number of artifacts, misunderstanding the NCTE/CAEP standards, and/or failing to submit at all. To address this issue, the Step 2 Portfolio is now introduced earlier within the course (EDUC 342/ARHU 343), candidates read and analyze the NCTE/CAEP Standard 2 components in class with their peers, and candidates share possible relevant artifacts during this discussion. These changes have made the assignment a richer one for candidates, as they are meaningfully engaging the standards through social interaction and reflecting on their diverse courses and projects. These changes have also led to all candidates submitting the full number of artifacts and demonstrating accurate understanding of the standard components. In addition, candidates are now more prepared to write their required rationales. Each rationale explains how artifacts show understanding of a particular aspect of the standard component.

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[1] PDE Program Guidelines for Secondary 7 – 12

d. **An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording.**

One component of candidates' Step 2 e-portfolios includes artifacts that show mastery of content knowledge to meet InTASC Standard 4 (Content Knowledge). Candidates are directed to include artifacts that meet Pennsylvania Department of Education (PDE) competencies for subject matter/English and NCTE/IRA Standards for the English Language Arts. The Pennsylvania Department of Education requires that professional education programs provide evidence that English certification candidates complete a program of English studies the same as the academic content courses and required electives of a major in a bachelor's degree. The program must require candidates to demonstrate knowledge of and competence in teaching students the English language, literatures, and communication processes necessary for a teacher at the secondary level (7 – 12), including the following areas:

- Language/Linguistics
- Reading/Literature
- Literature
- Composition/Writing
- Speaking and Listening
- Research and Technology

Likewise, the NCTE/IRA Standards for the English Language Arts include standards that relate to reading, writing, speaking, listening, and viewing. These 2 sets of standards meet NCTE/CAEP Content Knowledge Standards, as indicated in the following chart.

PDE Candidate Competencies/English	NCTE/IRA Standards for the English Language Arts	NCTE/CAEP
I.A. Language/Linguistics	4, 6, 9, 10	2.3
I.B. Reading/Literature	3	2.1
I.C. Literature	1, 2, 3, 11	2.1
I.D. Composition/Writing	4, 5, 6, 11, 12	2.2
I.E. Speaking & Listening	4, 12	2.3
I.F. Research & Technology	7, 8, 12	2.1, 2.2

Given the required major courses that students take, they have at their disposal a variety of artifacts to include in their Step 2 e-portfolios to show mastery of content knowledge. The ability to read independently and critically is often demonstrated by assignments completed in a variety of literature categories: American, British, multicultural, young adult, Shakespeare, and film (2.1). All candidates also take an additional literature elective. Literature electives are wide-ranging, such as LGBTQ literature and film, environmental literature, women's literature, postcolonial literature, video games as literature, the Bible as literature, myth, etc.

Proficiency in rhetoric and composition is demonstrated by assignments completed in both literature and specialized writing courses, such as ENGL ■■ Advanced Composition (2.2). Understanding of research and technology can be demonstrated by research and synthesis produced in literature courses, primary research in pedagogy

courses, and products from ENGL ▮▮ Composition II, a research writing course (2.1, 2.2, and 2.3). Knowledge of language and linguistics can be indicated by assignments completed in ENGL ▮▮ English Language Studies for Teachers, a course in which students focus on the fundamentals of language study with equal emphasis on the sound, the word, the sentence, the meaning, and the discourse patterns of English as they manifest in daily lives (Standard 2.3). Candidates cover similar topics in ENGL ▮▮ ESL Methods and Materials, where they also tackle second language acquisition (Standard 2.3). Many candidates use reading responses, their Mini Unit Plan, and/or their Multilingual Student Interview from ENGL ▮▮ to showcase their understanding of multilingual students' literacies, pedagogical opportunities for both linguistic agency and language development, and the relationship between language and power, especially as experienced by students within educational settings (2.3). Candidates also use their Grammar Mini Lessons from their Methods Unit Plans (EDUC ▮▮), which tackle a grammatical concept embedded within a meaningful context and purpose from the unit.

Along with their artifacts, candidates include rationales that explain how artifacts show understanding of content encompassed by that standard component.

e. The assessment tool itself or a rich description of the assessment.

The Step 2 portfolio is submitted for review at the culmination of EDUC ▮▮ Pre-Student Teaching II/▮▮▮▮▮▮ Applied English Language Arts, and candidates must score at least "Acceptable" for each NCTE/CAEP standard to be accepted into Step 3.

Step 2 E Portfolio

Directions from the Educator Preparation Program

The portfolio is an electronic presentation of documents and artifacts created and compiled by teacher candidates to provide evidence that they have met the rigorous standards and requirements of our teacher preparation programs. The portfolio is developed and evaluated in LiveText at each of the three stages of ▮▮'s Three-Step Process. A completed portfolio is a requirement for graduation from all of ▮▮'s teacher preparation programs.

All Teacher Education majors are required to take ▮▮▮▮▮, ▮▮▮▮▮, or ▮▮▮▮▮, which gives you the basics on how to create your electronic portfolio. If you transferred any of these courses, it is your responsibility to make arrangements to purchase LiveText and create your e-portfolio. See your academic advisor or program coordinator who will assist you with finding support for the process.

General information such as your contact information, philosophy of education, résumé, as well as artifacts and descriptions of how you have met the standards specified for your teacher education program should be included in your e-portfolio. Your electronic portfolio should be in LiveText and up-to-date with your application for teacher education (Step 1), and before student teaching (Step 2). Your course instructor will evaluate the Step 1 portfolio, and your academic advisor or program coordinator will evaluate your Step 2 Portfolio in LiveText. For Step 2, it is essential to include artifacts and reflections that meet the InTASC standards. Your academic advisor or program coordinator should be able to assist you with questions regarding the Step 2 e-portfolio submission. Your Teacher Work Sample will be your Step 3 e-portfolio artifact and will be evaluated by your student teaching supervisor.

English Education Directions

Link 3 appropriate artifacts from your courses that demonstrate each relevant NCTE/CAEP standard component. For each standard component, write a lengthy paragraph explaining the selections.

You will have a total of 9 artifacts and 3 long paragraphs (or 9 shorter paragraphs).
For each artifact:

1. Introduce each artifact (name the genre, assignment, and course). You should have three.
2. Connect the artifact to the standard: how does it exemplify the standard? What did you do in this assignment that relates to this standard?
3. Offer ways this assignment could influence your teaching. (Examples: *How has it increased your ELA knowledge that is relevant to teaching 7-12 ELA? How might you use this knowledge in that capacity? What did you gain that might impact your teaching choices*?)

The depth of understanding and knowledge of education evident in your reflection statement are critical factors in determining the quality of your portfolio. Be certain to address the above in a thoughtful and professional manner in the reflection statement for each artifact. Remember to delete the directions once you have completed the standard.

NCTE/CAEP Content Standards
Standard 2: Candidates apply and demonstrate knowledge and theoretical perspectives, including antiracist/antibias ELA, pertaining to texts, composition, language, and languaging.

● **Component 2.1**: Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts—e.g., young adult, classic, contemporary, and media—that represent a range of world literatures, historical traditions, genres, cultures, and lived experiences.
● **Component 2.2:** Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, digital, media).
● **Component 2.3:** Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.

f. The scoring guide for the assessment.

NCTE/CAEP Standard 2.1: Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts—e.g., young adult, classic, contemporary, and media—that represent a range of world literatures, historical traditions, genres, cultures, and lived experiences.			
	Distinguished	**Proficient**	**Acceptable**	**Unacceptable**

NCTE/CAEP 2.1 InTASC 4 Danielson 1a	3 artifacts provide ample evidence of the standard. Paragraph highlights how artifacts offer different approaches to the standard, highlighting depth and breadth of knowledge. Paragraph connects content knowledge to potential teaching choices.	3 artifacts provide evidence of the standard. Paragraph highlights how artifacts offer different approaches to the standard, highlighting breadth of knowledge. Paragraph connects content knowledge to potential teaching choices.	2 or 3 artifacts provide some evidence of the standard. Paragraph highlights how artifacts demonstrate the standard. Paragraph may not connect content knowledge to potential teaching choices.	Inadequate evidence of the standard due to insufficient number of artifacts, lack of explanation of artifacts, or poor quality of artifacts.

NCTE/CAEP Standard 2.2: Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, digital, media).

	Distinguished	**Proficient**	**Acceptable**	**Unacceptable**
NCTE/CAEP 2.2 InTASC 4 Danielson 1a	3 artifacts provide ample evidence of the standard. Paragraph highlights how artifacts offer different approaches to the standard, highlighting depth and breadth of knowledge. Paragraph connects content knowledge to potential teaching choices.	3 artifacts provide evidence of the standard. Paragraph highlights how artifacts offer different approaches to the standard, highlighting breadth of knowledge. Paragraph connects content knowledge to potential teaching choices.	2 or 3 artifacts provide some evidence of the standard. Paragraph highlights how artifacts demonstrate the standard. Paragraph may not connect content knowledge to potential teaching choices.	Inadequate evidence of the standard due to insufficient number of artifacts, lack of explanation of artifacts, or poor quality of artifacts.

NCTE/CAEP Standard 2.3: Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.

	Distinguished	Proficient	Acceptable	Unacceptable
NCTE/CAEP 2.3 InTASC 4 Danielson 1a	3 artifacts provide ample evidence of the standard. Paragraph highlights how artifacts offer different approaches to the standard, highlighting depth and breadth of knowledge. Paragraph connects content knowledge to potential teaching choices.	3 artifacts provide evidence of the standard. Paragraph highlights how artifacts offer different approaches to the standard, highlighting breadth of knowledge. Paragraph connects content knowledge to potential teaching choices.	2 or 3 artifacts provide some evidence of the standard. Paragraph highlights how artifacts demonstrate the standard. Paragraph may not connect content knowledge to potential teaching choices.	Inadequate evidence of the standard due to insufficient number of artifacts, lack of explanation of artifacts, or poor quality of artifacts.

g. Charts that provide candidate data derived from the assessment.

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N = 11

NCTE/CAEP 2.1	Distinguished (4)	Proficient (3)	Acceptable (2)	Unacceptable (1)	Mean	Median
Artifacts and Paragraph for 2.1	5	6	0	0	3.5	3
NCTE/CAEP 2.2	**Distinguished (4)**	**Proficient (3)**	**Acceptable (2)**	**Unacceptable (1)**	**Mean**	**Median**
Artifacts and Paragraph for 2.2	3	8	0	0	3.3	3
NCTE/CAEP 2.3	**Distinguished (4)**	**Proficient (3)**	**Acceptable (2)**	**Unacceptable (1)**	**Mean**	**Median**
Artifacts and Paragraph for 2.3	5	5	1		3.4	3