

COMMON ASSESSMENT PORTFOLIO (CAP) REVISED GUIDELINES
COLLEGE OF EDUCATION, UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
EARLY CHILDHOOD & ELEMENTARY EDUCATION PROGRAM
2010-2013

WHAT IS THE COMMON ASSESSMENT PORTFOLIO (CAP)?

In 2005, the Council on Teacher Education (CoTE) published its revised guidelines for the Common Assessment Portfolio (CAP) to be prepared by all teacher education candidates across the University. At that time, CoTE stated, "All University of Illinois at Urbana-Champaign teacher education candidates will develop a CoTE Common Assessment Portfolio. The portfolio will contain performance-based documentation of each candidate's knowledge, skills, dispositions, and professional behaviors achieved throughout the entire teacher education preparation program. It represents the culmination of a candidate's professional growth through content and professional education coursework and clinical experiences."

At minimum, the Common Assessment Portfolio must contain:

- A philosophy statement that includes the candidate's view of education with respect to the *University of Illinois at Urbana-Champaign Conceptual Framework: Teaching and Learning in a Diverse Society*.
- Artifacts and accompanying reflective statements from coursework and/or clinical experiences that demonstrate their professional growth for each of the following state standards:
 - 11 Illinois Professional Teaching Standards
 - 3 Language Arts Standards for All Illinois Teachers
 - 8 Technology Standards for All Illinois Teachers
- At least two P-12 student work samples (for example, assignments, pre- and post-tests, analyses, etc.) that demonstrate a positive impact on student learning. Each work sample should be accompanied by a reflective statement that describes how this work sample documents progress in P-12 student learning.

Faculty/staff in each certification program will use the *CoTE Common Assessment Portfolio Scoring Rubric* (<http://www.cote.illinois.edu>) to evaluate the portfolio at the end of a candidate's program. The Clinical Experiences Program Coordinator for each teacher preparation program will submit a completed copy of the scoring rubric to CoTE. **Candidates must have a rating of at least "meets expectations" on the *CoTE Common Assessment Portfolio Scoring Rubric* as one requirement to be recommended for certification.**

The College of Education has elected to use www.weebly.com for the creation of all CAP's.

A candidate's portfolio is **one** of the common performance-based requirements to be recommended for certification that are included in the *CoTE Common Assessment Plan for Undergraduate Professional Education Programs Leading to Initial Certification* and *CoTE Common Assessment Plan for Graduate Education Programs Leading to Initial Certification* (<http://www.cote.illinois.edu>).

IS THE COMMON ASSESSMENT PORTFOLIO USED FOR EMPLOYMENT?

Simply put, no, the Common Assessment Portfolio (CAP) is a lengthy authentic assessment of your preparation as a teacher, according to the Illinois Professional Teaching Standards and the Conceptual Framework of teacher education programs at UIUC. It is not intended for review by others outside of your clinical courses.

Because this CAP is a common assessment, specific guidelines for its design, content, and evaluation should be expected. While teacher candidates will have the opportunity to select a number of the artifacts to be included, this is not an exercise in creativity.

While some may wish to share the CAP with prospective employers, it is the recommendation of the Office of Clinical Experiences that students devise a separate, distinct employment portfolio, either electronically or in hard copy, that highlights **select** features of your CAP, if you intend to present a portfolio in future job interviews. Even then, please be advised that some employers may elect not to review your employment portfolio.

DO THE NEW GUIDELINES FOR THE COMMON ASSESSMENT PORTFOLIO AFFECT THE WORK THAT I HAVE ALREADY DONE?

In most cases, yes, there will be some need to revisit work previously done in your early field clinical courses. However, the new guidelines also streamline many of the processes associated with the Common Assessment Portfolio and should lead to easier preparation of future artifacts and reflections.

PLEASE NOTE: Any changes that you will be asked to make to your Common Assessment Portfolio, at this point in your program, will only be with the design/formatting of your Weebly site. **You will not be asked to revise or re-write any reflection statements that have already been graded and uploaded to your site.** The changes will, however, apply to all future reflections you will write, beginning no later than October 7, 2011.

WHY WEREN'T THESE GUIDELINES ANNOUNCED WHEN I BEGAN THE CLINICAL COURSE SEQUENCE?

The Common Assessment Portfolio design, content, and evaluation change routinely in light of new policies and procedures from the College, CoTE, and the state of Illinois. Consequently, some changes must be made while students are in progress of completing the clinical course sequence.

A committee of instructors, supervisors, OCE staff, and C&I administration set these new guidelines in response to a number of ongoing questions and concerns, namely from students, over how to best facilitate the CAP process and support all who work with them—students, faculty, and staff. We are confident that these new guidelines, announced now, will make the completion of the CAP easier and strengthen the learning process associated with this form of assessment.

NEW COMMON ASSESSMENT PORTFOLIO GUIDELINES

Please refer to the sample website below as you review these guidelines:

<http://eledcertificationportfolio2011.weebly.com>

STRUCTURE AND CONTENT

General Information and Homepage

- All Common Assessment Portfolios should be constructed using Weebly. (www.weebly.com)
- All portfolios should be titled “Common Assessment Portfolio” and the homepage (“Home”) should include:
 - Your name
 - Your program (Elementary Education or Early Childhood Education)
 - Your university (University of Illinois)
 - The current academic year (2011-2012)
- A menu should be created across the top of the page or to the left margin. There, the follow links should be created:
 - Home
 - Philosophy Statement
 - Professional Teaching Standards
 - Language Arts Standards
 - Technology Standards
 - Impact on Learning

*While you may wish to include other links (About Me, Featured Work, Other Links, etc.), these are not necessary and will not be routinely viewed or evaluated by instructors or supervisors. They are better included in a separate Employment Portfolio. Any photos/video included throughout the site should conform to copyright and privacy regulations as set by schools, the University, and/or state and federal guidelines.

Menu Links

- **Philosophy Statement:**
 - This link should redirect to a separate webpage that includes your current educational philosophy statement (draft prepared during your early field course; final version completed during EDPR 432).
 - The entire text of the philosophy should appear on the page. No downloadable files or links to other pages are necessary.
 - Photos/Artwork on this page are optional. (See above for photo/video guidelines)

- **Professional Teaching Standards**

- When placing your cursor over this link, a separate drop-down/pop-out menu should appear. That secondary menu will list the eleven (11) professional teaching standards, listed by number and name. They are:
 - 1. Content Knowledge
 - 2. Human Development and Learning
 - 3. Diversity
 - 4. Planning for Instruction
 - 5. Learning Environment
 - 6. Instructional Delivery
 - 7. Communication
 - 8. Assessment
 - 9. Collaborative Relationships
 - 10. Reflection and Professional Growth
 - 11. Professional Conduct and Leadership
- Each of the 11 professional teaching standards from the drop-down/pop-out menu should be actively linked to a separate webpage. Upon clicking on any of the Standards links, the following should appear in a new webpage:
 - The complete language of the standard (as provided by the state of Illinois; see <http://www.isbe.state.il.us/profprep/pcstandardrules.htm>; this should include all knowledge and performance indicators.
- When placing your cursor over each of the Standards, another down-down/pop-out menu should appear with a single option, “Artifact and Reflective Statement.” Upon clicking on that, the following should appear in a separate webpage:
 - The respective Illinois Professional Teaching Standard (You do not need to include the Knowledge and Performance Standards again).
 - A link to the appropriate artifact (this should open to a separate webpage) that addresses the standard; this artifact should appear as a separate webpage, not a downloadable document.
 - A reflective statement which addresses the standard and artifact, addressing each of the following questions (This should be done in more than a single paragraph, though some questions may be answered within the same paragraph; the entire reflection should be no longer than ¾ of a page, single-spaced):
 - What standard is this artifact addressing?
 - Why was the artifact chosen?
 - Why is the artifact an appropriate representation of the standard?
 - How does the artifact demonstrate your growth and development as a teacher?

Please note: You **no longer need to re-write the standard in bold-faced type, explain the standard in your own words, or write a separate paragraph specifically addressing how each artifact demonstrates your ability to Teach and Learn in a Diverse Society.*

- **Language Arts Standards**

- When placing your cursor over this link, a separate drop-down/pop-out menu should appear. That secondary menu will list the three (3) Language Arts Standards for All Teachers, listed by number. They are:
 - LA Standard #1
 - LA Standard #2
 - LA Standard #3
- Each of the 3 language arts standards from the drop-down/pop-out menu should be actively linked to a separate webpage. Upon clicking on any of the Standards links, the following should appear in a new webpage:
 - The complete language of the standard (as provided by the state of Illinois; see <http://www.isbe.state.il.us/profprep/pcstandardrules.htm>; this should include all knowledge and performance indicators.
- When placing your cursor over each of the Standards, another down-down/pop-out menu should appear with a single option, “Artifact and Reflective Statement.” Upon clicking on that, the following should appear in a separate webpage:
 - The respective Language Arts Standard (You do not need to include the Knowledge and Performance Standards again).
 - A link to the appropriate artifact (this should open to a separate webpage) that addresses the standard; this artifact should appear as a separate webpage, not a downloadable document.
 - A reflective statement which addresses the standard and artifact, addressing each of the following questions (This should be done in more than a single paragraph, though some questions may be answered within the same paragraph; the entire reflection should be no longer than ¾ of a page, single-spaced):
 - What standard is this artifact addressing?
 - Why was the artifact chosen?
 - Why is the artifact an appropriate representation of the standard?
 - How does the artifact demonstrate your growth and development as a teacher?

Please note: You **no longer need to re-write the standard in bold-faced type, explain the standard in your own words, or write a separate paragraph specifically addressing how each artifact demonstrates your ability to Teach and Learn in a Diverse Society.*

- **Technology Standards**

- When placing your cursor over this link, a separate drop-down/pop-out menu should appear. That secondary menu will list the eight (8) Technology Standards, listed by number and name. They are:
 - 1. Basic Computer/Technology Operations & Concepts
 - 2. Personal and Professional Use of Technology
 - 3. Application of Technology Instruction
 - 4. Social, Ethical, and Human Issues
 - 5. Productivity Tools
 - 6. Telecommunication and Information Access

- 7. Research, Problem Solving, and Product Development
- 8. Information Literacy Skills
- Each of the 8 Technology standards from the drop-down/pop-out menu should be actively linked to a separate webpage. Upon clicking on any of the Standards links, the following should appear in a new webpage:
 - The complete language of the standard (as provided by the state of Illinois; see <http://www.isbe.state.il.us/profprep/pcstandardrules.htm>; this should include all knowledge and performance indicators.
- When placing your cursor over each of the Standards, another down-down/pop-out menu should appear with a single option, “Artifact and Reflective Statement.” Upon clicking on that, the following should appear in a separate webpage:
 - The respective Technology Standard (You do not need to include the Knowledge and Performance Standards again).
 - A link to the appropriate artifact (this should open to a separate webpage) that addresses the standard; this artifact should appear as a separate webpage, not a downloadable document.
 - A reflective statement which addresses the standard and artifact, addressing each of the following questions (This should be done in more than a single paragraph, though some questions may be answered within the same paragraph; the entire reflection should be no longer than ¾ of a page, single-spaced):
 - What standard is this artifact addressing?
 - Why was the artifact chosen?
 - Why is the artifact an appropriate representation of the standard?
 - How does the artifact demonstrate your growth and development as a teacher?

Please note: You **no longer need to re-write the standard in bold-faced type, explain the standard in your own words, or write a separate paragraph specifically addressing how each artifact demonstrates your ability to Teach and Learn in a Diverse Society.*
- **Impact on Learning**
 - When placing your cursor over this link, a separate drop-down/pop-out menu should appear. That secondary menu will list the following:
 - Work Sample and Reflective Statement #1
 - Work Sample and Reflective Statement #2
 - Each of the work samples from the drop-down/pop-out menu should be actively linked to a separate webpage. Upon clicking on any of the Work Sample links, the following should appear in a new webpage:
 - A work sample from students that clearly illustrates growth in P-12 student learning (All student identifying information should be removed and photos/video should only be used with permission).
 - A reflective statement, no more than 1 page single-spaced, which answers:
 - Why was this work sample chosen?
 - How did this work sample make an impact on P-12 learning?

Effective 10/11

- How did the activities related to these work samples enhance your ability to understand and assess student learning?

GENERATING ARTIFACTS AND REFLECTIVE STATEMENTS

Students generate appropriate artifacts for inclusion in the Common Assessment Portfolio (CAP) throughout their time at the University. In most cases, these artifacts come from the Professional Education course sequence; however, some other coursework may be appropriate to use for certain standards. A considerable number of artifacts will be generated in conjunction with early field experiences and the culminating student teaching semester.

In the first early field course, all students will complete assignments related to four (4) of the twenty-two total standards. You will create the artifacts, prepare appropriate reflective statements, and upload them to the Weebly site. Your instructor will assess these artifacts, reflective statements, and the general structure of the Weebly site.

The next semester, students will add artifacts and reflective statements to their CAP websites. Six (6) standards will be addressed through artifacts and reflections due during the experience; the additional twelve (12) standards and the two (2) Impact on Learning work samples will be addressed through artifacts and reflections written during the EDPR 432 (Student Teaching) semester.

For an outline of the CAP development, please see:

http://edwebsfiles.ed.uiuc.edu/ci/oce/Documents-new/ELE_portfolio_assign_Rev_Fa11.pdf

Your assigned University supervisor will evaluate your continue CAP development.

Due dates for these assignments will be set each semester by your instructor or supervisor.

While individual instructors and supervisors may request or agree to read hard copies of your artifacts and reflective statements, no final points for these entries may be awarded until the information is uploaded to the Weebly site, in accordance with the guidelines above.

TECHNOLOGY SUPPORT

Beginning in Spring 2011, students received instruction on the use of www.weebly.com. This fall, instructors reviewed/will review the basic functions of www.weebly.com and will discuss these new guidelines with current students.

During the 2011-2012 academic year, all students will receive Weebly instruction and be informed of these new guidelines.

For students still struggling with the creation or editing of Weebly sites, additional technology support workshops will be arranged with College learning/instructional technology staff. Please watch for announcements via e-mail and for announcements made in your classes.

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FURTHER ASSISTANCE

If you have additional questions about the Common Assessment Portfolio (CAP), please direct them as follows:

Jay Mann, Director, Office of Clinical Experiences:

- General overview of the CAP process
- Specific concerns about the new guidelines above not addressed

Instructor/TA (for students currently enrolled in CI 405 or EDPR 250):

- General, introductory questions about the CAP
- General assistance with Weebly site
- Specific artifacts and reflective statements assigned during CI 405

Instructors (for students currently enrolled in CI 406 or EDPR 438):

- General questions/concerns about the new guidelines above
- Limited assistance with Weebly site

Supervisors:

- Specific questions regarding additional artifacts and reflective statements prepared during Year II of the Professional Course Sequence [Supervisors will monitor compliance with the above guidelines and set periodic due dates for new artifacts and reflections, as well as a revised Philosophy State and the Impact on Learning section.]

Learning Technologies/Instructional Technologies Support Staff

- Further training and specific questions unable to be addressed by instructors