

University of Illinois at Urbana-Champaign (UIUC)
Council on Teacher Education (CTE)
CTE Common Assessment Portfolio Requirement for
All UIUC Teacher Education Candidates

As one component of the UIUC Common Assessment Plan (CAP), adopted by the Council on Teacher Education*, all UIUC teacher education candidates will develop a CTE 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. The CTE Common Assessment Portfolio provides the UIUC Professional Education Unit with one way to ensure that all teacher candidates have met state and institutional standards and to aggregate candidates' performance data across programs.

*The Council on Teacher Education is the UIUC Professional Education Unit.

The CTE Common Assessment Portfolio core requirements are the following:

I. Section One: Philosophy Statement

A philosophy statement that includes the candidate's view of education with respect to the *UIUC Conceptual Framework: Teaching and Learning in a Diverse Society*.

II. Section Two: Artifacts and Reflective Statements Related to Meeting Standards

Candidates must include artifacts and accompanying reflective statements* from coursework and/or clinical experiences that demonstrate their professional growth for each of the following state standards:

- the 11 Illinois Professional Teaching Standards;
- the 3 Language Arts Standards for All Illinois Teachers; and
- the 8 Technology Standards for All Illinois Teachers.

*An artifact is a sample of the candidate's work that provides evidence of meeting a standard. The candidate must identify the standard(s) the artifact is addressing and write an accompanying reflective statement for each artifact that includes why the artifact was chosen, how the artifact meets a particular standard, and what the artifact demonstrates about the candidate's development as a teacher. Candidates may select multiple forms of artifacts and ways of presenting the reflective statements such as through paper copy, video clips, vhs tape, slide show or audio overlays. One artifact may be used to document more than one standard; however, a reflective statement must be included for each standard.

III. Section Three: Impact on P-12 Student Learning

Candidates must demonstrate their ability to understand and assess their students' learning. Candidates must include at least two P-12 student work samples (for example, assignments, pre- and post-tests, analyses, etc.) that demonstrates 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.

The format of the portfolio may be hardcopy, electronic, or a combination of both hardcopy and electronic.

Faculty/staff in each teacher education program will use the *CTE Common Assessment Portfolio Scoring Rubric* (<http://www.cote.uiuc.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 CTE. **Candidates must have a rating of at least "meets expectations" on the *CTE Professional Assessment Scoring Rubric* as one requirement to be recommended for certification.**

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

Individual teacher education programs may require assignments and/or assessments in addition to the portfolio core requirements. Any additional assignments and/or assessments will be evaluated according to criteria set by the program.

Copies of CTE Common Assessment Portfolios will be made available to the Illinois State Board of Education review team members as part of the institutional accreditation process.