

Analysis and Interpretation(s): The purpose of the analysis is to provide an overview of each of the state-mandated teaching portfolio four tasks. The Teaching Portfolio assesses competency according to the state professional standards which are clustered into six focus areas (i.e. Analysis of Contextual Information Factors, Analysis of Learning Environment Factors, Instructional Implementation, Analysis of Classroom Learning Environment, Analysis of Assessment Procedures, and Reflection and Self-Evaluation). Each area represents critical aspects of teaching practice. The teaching portfolio measures the teacher candidate's ability to design, deliver, and reflect on an entire unit of study through four distinct sources of evidence. The data table consists of the tagged CAEP, InTASC and state standards aligned with tasks on the instrument. Data include the EPP mean and Specialty Licensure Area means (i.e., Elementary Education, Early Childhood Unified, Secondary Education, and Alternative track to Teaching); total number of teacher candidates in each program; and the minimum and maximum scores, or range. Each focus area consists of a subtotal score with a point range scale for ten tasks assigned for a possible score of 30. A passing score is 20 out of 30 possible points. Each subtotal indicated that all teacher candidates were not maximizing the subtotal maximum score.

Overall pass rates on the Teaching Portfolio are above 90 percent for the last three semesters with the pass rate increasing each semester. There are 10 percent of the candidates who fall below the pass rate. The EPP identifies those candidates who did not pass and they are given an opportunity to rewrite. Although the Teaching Portfolio is administered by the State Department of Education, the EPP conducts a content analysis to assess learning outcomes over a period of time. The data indicate teacher candidates are comfortable in their ability to apply technology effectively. The data also indicate that teacher candidates understand classroom pedagogy, classroom management, lesson planning, assessment, and reflection. In terms of area of weakness, data indicate that candidates scored lowest in areas that focus on the learner and learning, instructional practice, and alignment with college- and career-ready standards.

Use and Continuous Improvement Statement: The EPP will implement curriculum mapping to conduct a systematic evaluation of course syllabi, textbooks, exams, and other materials to help clarify learning objectives, program outcomes, and standards. The EPP will investigate differences and similarities between course sections, and/or assess the effectiveness of instructional materials aligned with the Teaching Portfolio. It will offer a way to document which courses will cover which objectives to help in sequencing courses within programs that require candidates to prepare lesson plans that focus on the learner and learning, content, instructional practice, and alignment with college- and career-ready standards.