

#6A (Required)

Tier III/Level 2 General Assessment

Upon completion of all Tier III coursework in the undergraduate program, or Level 2 coursework in the non-masters alternative certification program, elementary candidates are required to complete an ACEI standards-based assessment for entry into Tier IV (Student Teaching) or Level 3 (Internship). Candidates must select from the artifacts they have produced during their field experiences in Tier III those that they believe best demonstrate that they have met ACEI standards 1, 2, 3, 4, and 5.1 and 5.2. (Standards 5.3 and 5.4 are assessed during student teaching when undergraduate candidates have more opportunities to interact with students' families and collaborate with mentor teachers.) Candidates are limited in the number of artifacts they can submit so that they must choose those that demonstrate multiple standards. As with the content specific assessment (Assessment #3), candidates must provide a reflective statement that ties the artifacts they have selected to both the standards and state (LCET) standards. Candidates frequently select artifacts that address state standards related to planning (LCET I), management (LCET II), instruction (LCET III), and occasionally professional development associated with new teachers (LCET IVB). This assessment aligns with the UNO Conceptual Framework by providing candidates opportunities to design and deliver instruction; manage time, tasks, and environments; use inquiry; and improve practice.

Tier III/Level 2 General Assessments are evaluated by elementary program faculty.

Revised instructions to candidates and the assessment tool are included below. The scoring rubric for the Tier III general assessment currently used in both the undergraduate and non-masters alternative certification elementary programs and an analysis of this data are attached. The scoring rubric is coded to the ACEI standards, but not to LCET standards or our conceptual framework because part of the task of candidates on this assessment is to identify which national, state, and UNO standards each of their selected artifacts represents. Because candidates are given the rubric when they are given instructions for the assessment, the rubric is necessarily not coded for all three sets of program standards.

Assessment #6 Tier III/Level 2 General Assessment Instructions to Candidates

Tier III/Level 2 General Assessment Instructions Work Samples and Reflective Statements

Now that you have completed most of your teacher education program at UNO, you have collected work samples in your electronic portfolio to demonstrate your developing knowledge, skills, and dispositions as a teacher. These initial work samples will be evaluated by Teacher Education faculty as you move from course work into student teaching or internship. You will add to your work samples during the course of your student teaching/internship semester and will again be evaluated when you complete student teaching/internship, prior to graduation and teacher certification. The standards from the ACEI and the evidence sets developed by our teacher education program in correlation with the LCET will be used to evaluate your performance.

For this Tier III/Level 2 assessment, you should select five products you have created for your teacher education courses and reflect on what each item represents about your development as a teacher. Please

review the standards and evidence sets below, and choose artifacts from your work that provide evidence that you have met these standards. Prepare a written reflection in which you describe each artifact that you selected, which standards and evidence set(s) it exemplifies, and why you think each particular artifact demonstrates evidence of the selected standards and evidence set(s). Because you may only include five artifacts, you must carefully choose artifacts that reflect multiple standards and demonstrate cross-curricular lessons (for example, an arts-based language arts lesson with a social studies focus).

ACEI Standards

Standard 1: Development, Learning, and Motivation

Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Standard 2: Curriculum (Must address at least 4 of the following areas at Tier III)

Standard 2.1: English Language Arts

Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Standard 2.2: Science

Candidates know, understand, and use fundamental concepts in the subject matter of science – including physical, life, and earth and space sciences – as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

Standard 2.3: Mathematics

Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and special relationships that can represent phenomena, solve problems, and manage data.

Standard 2.4: Social Studies

Candidates know, understand, and use the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences, and other related areas to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Standard 2.5: The Arts

Candidates know, understand, and use – as appropriate to their own knowledge and skills – the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

Standard 2.6: Health Education

Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

Standard 2.7: Physical Education

Candidates know, understand, and use – as appropriate to their own understanding and skills – human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Standard 2.8: Connections across the curriculum

Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues.

Standard 3: Instruction**Standard 3.1: Integrating and Applying Knowledge for Instruction**

Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

Standard 3.2: Adaptation to Diverse Students

Candidates understand how elementary students differ in their development and approach to learning, and create instructional opportunities that are adapted to diverse students.

Standard 3.3: Development of Critical Thinking, Problem Solving and Performance Skills

Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

Standard 3.4: Active Engagement in Learning

Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

Standard 3.5: Communication to Foster Learning

Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Standard 4: Assessment for Instruction

Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

For more information on these standards, go to: www.acei.org.

UNO College of Education Evidence Sets

- planning effective instruction
- maintaining an environment conducive to learning
- maximizing time available for learning
- supporting learner behavior to provide productive learning opportunities
- delivering effective instruction
- presenting appropriate content
- providing opportunities for student involvement in the learning process
- demonstrating ability to assess and facilitate student academic growth
- creating partnerships with parents/caregivers and colleagues
- using inquiry and reflection to improve practice
- engaging in advocacy efforts
- planning for professional development
- taking an active role in building-level decision making