Description of TaskStream Assessments for WCU Undergraduate Candidates in Teacher Education

**Autobiography** – Statement by the candidate of 1.5 – 3 pages responding to questions about personal background, influences about decision to pursue teaching, and perceptions regarding diversity. This is the first written statement from candidates about who they are. The assignment is evaluated using a rubric based on whether the questions are answered. Advisors do not judge the content of the response. *Purpose:* Information about the candidate from the written submission helps to advise the candidate throughout the teacher education program. Assignment requires candidate reflection about personal identify and experiences, motivation to pursue teaching as a career, and consideration of possible challenges for the candidate.

**Teacher Education Interview** – Face-to-face interview of candidate by two faculty members about candidate’s background, experiences, and aspirations to teach. The interview is evaluated using a rubric concerning the candidate’s knowledge, experiences, values, and oral communication skills. *Purpose:* The major purpose is to have direct contact with teacher education candidates and to provide both candidates and faculty with an opportunity to gain knowledge of the candidate and the teacher education process. The teacher education interview is an early assessment of the candidate’s knowledge, skills, and dispositions as outlined in the conceptual framework.

**Host Teacher Evaluation** – Written rating of the candidate’s performance in an early P-12 field experience of at least 16 hours. The P-12 host teacher rates the candidate’s performance in the P-12 classroom. Indicators include attendance and interactions with students. *Purpose:* Performance assessment of the candidate in P-12 classroom early experience by the P-12 host teacher.

**PEVA** – The Professional Education Values Assessment is a written rating of the Conceptual Framework values. It can be a self-rating or can be assessed by someone familiar with the candidate such as advisor, instructor, or supervisor. *Purpose:* The PEVA is an assessment of the candidate’s dispositions as perceived by the rater.

**Field Experience Evaluation** – The candidate provides a written assessment of the perceived value of the early field experience completed and provides some description of the activities in which the candidate participated in the P-12 setting. *Purpose:* The evaluation requires candidate to reflect on the field experience and provides information to the program about the candidate’s activities in the field experience.

**Diversity Assessment** – The P-12 host teacher provides demographic information (gender, ethnicity, free lunch, exceptionality, etc.) about the P-12 class students in which the candidate is assigned. *Purpose:* The assessment documents the diversity of the P-12 students and host teacher.

**Intern/Student Teaching Life History** – Similar to the Autobiography but later in the program, the candidate provides a written description of personal and professional...
experiences, influences, and professional goals as part of the application for internship or student teaching. The advisor evaluates whether the candidate has provided the requested information in an acceptable format. **Purpose:** The Life History is used as part of the application folder provided to P-12 schools for placement and is a self-reflection for the candidate after completing some professional education courses and experiences.

**EDCI 231 Reflective Journal Entry** – Candidates post one reflective journal entry about the early field experience in a P-12 classroom according to instructor directions. The instructor evaluates the entry according to the posted rubric. **Purpose:** The entry demonstrates candidate reflection about an early field experience.

**PSY 320/322 Case Study** – The candidate reviews and analyzes a developmental case study on a given child. The instructor evaluates the depth of understanding of major developmental concepts. **Purpose:** Assignment demonstrates candidate understanding of human growth and development through childhood.

**PSY 321 Study of Effects of Poverty** – The candidate completes a written study of poverty in a particular P-12 school where assigned according to the directions of the instructor. The assignment requires review of literature, using the web to collect P-12 school data, interviews, and written analysis. The instructor evaluates the assignment according to a published rubric. **Purpose:** Assignment provides demonstration of research skills and understanding of socioeconomic effects on learning.

**SPED 335/336/337 Unit and Differentiated Lesson Plans** – The candidate completes a teaching unit with lesson plans showing differentiation to meet the needs of diverse learners. The assignment is evaluated by the instructor according to a published rubric. **Purpose:** Demonstration of knowledge and skills to plan a unit in the candidate’s specialty area to meet the needs of diverse learners.

**SPED 335/335/337 Final Reflection** - Candidates post a final reflective journal entry about the early field experience in a P-12 classroom according to the directions of the instructor. The instructor evaluates the entry according to the posted rubric. **Purpose:** The entry demonstrates candidate reflection about an early field experience.

**EDSE 322 Modified Teacher Work Sample** – The candidate develops a unit based on requirements of the TWS used in the internship or student teaching. The assignment is evaluated by the instructor according to a published rubric. **Purpose:** Demonstration of knowledge and skills to plan a unit in the candidate’s specialty area to meet the needs of diverse learners.

**Teacher Work Sample** – The candidate develops and teaches a unit to P-12 students in the internship II or student teaching semester. The TWS has the following required components: (1) description of the context, (2) goals, (2) unit overview (4) lesson plans, (5) pre- and post assessments, (6) assessment analysis, (7) diverse learner activity, and (8) synthesis. The TWS is evaluated by the cooperating teacher and university supervisor. It may also be evaluated by an academic supervisor and seminar instructor. **Purpose:** The
TWS is a culminating assessment of the candidate’s demonstration of planning, teaching, and assessment skills as well as reflective analyses. The TWS demonstrates ability to teach P-12 learners to high standards, to integrate technology, to analyze data, and to reflect.

Technology Portfolio – The candidate develops a portfolio of artifacts that demonstrate competency in ISTE – NETS standards and reflective statements by the candidate describing how the artifacts demonstrate competency. The portfolio is evaluated according to a published rubric by the cooperating teacher and university supervisor. It may also be evaluated by an academic supervisor and seminar instructor. Purpose: The requirement is a demonstration of technology competence.

Exit Criteria – The performance of the candidate in a P-12 public school during the internship II or student teaching semester is assessed using the WCU Candidate Performance Appraisal System based on a teaching performance instrument used in North Carolina public schools. It is a comprehensive instrument and includes the following major functions: Management of Instructional Time; Management of Student Behavior; Planning; Instructional Presentation; Instructional Monitoring; Instructional Feedback; Facilitating Instruction; Student/Candidate Rapport; Communicating within the Educational Environment; Facilitating Learning for All Learners; Curricula; and, Performing Non-Instructional Duties and Professional Conduct. The participants contributing to the assessment include: candidate, cooperating teacher, and university supervisor. For candidates in secondary and K-12 areas, an academic supervisor also contributes to the evaluation. Purpose: The Exit Criteria is a comprehensive assessment of candidate performance in a culminating semester-long, P-12 clinical experience.

Program Evaluation Candidate – At the end of the teacher education program, each candidate provides an evaluation of the helpfulness of the internship or student teaching supervision of cooperating teacher, university supervisor, and academic supervisor and the candidate’s perception of the degree to which the WCU Teacher Education Program prepared the candidate to teach. Purpose: The evaluation provides information to the program on the effectiveness of internship/student teaching supervision and the overall program.