



## 美国教师教育电子档案袋评价的比较研究 (二)

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Table 1. Process-Oriented Elements Within and Across the Credential Programs

Process-Oriented Elements	Evaluator-generated	Student-generated	FAC-generated
Education Specialist	<ul style="list-style-type: none"> <li>Liked the evaluation rubrics, however, would suggest changing the artifact rubric to a binary schema e.g., meet criteria, does not meet criteria</li> <li>Concern about the artifacts and the validity of candidates' original work vs. secondary sources</li> <li>Need to create a more comprehensive student assessment mechanism</li> </ul>		
Common	<ul style="list-style-type: none"> <li>Too much time for evaluation</li> <li>70+ hours for 20 students for one semester in Education Specialist; 60+ hours for 12 students for one semester in Single Subject</li> </ul>	<ul style="list-style-type: none"> <li>Timing of portfolio submission (end of semester) seemed very rushed</li> <li>Wanted more information on criteria of elements and what kinds of artifacts "count"</li> <li>Uncertainty and anxiousness over "who" was going to be evaluating portfolios</li> <li>Too much time was taken out of student teaching seminar to talk about portfolios</li> <li>Portfolio seems like an "add on" requirement</li> </ul>	<ul style="list-style-type: none"> <li>Too much time to coordinate all components between students and evaluators</li> </ul>
Single Subject	<ul style="list-style-type: none"> <li>Liked focusing on one element at a time across students</li> <li>Needed to have a context for student artifacts submitted (where is the connection?)</li> <li>Wanted more group training on the portfolio criteria &amp; purpose</li> <li>Most artifacts were class assignments--why reevaluate?</li> </ul>		



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Table 2. Tool-Oriented Elements Within and Across the Credential Programs

Tool-Oriented Elements	Evaluator-generated	Student-generated	FAC-generated
Education Specialist			
Common	<ul style="list-style-type: none"> <li>• The commercial program was very hard to use e.g., home computer speed and compatibility</li> <li>• Opening the artifacts was difficult especially with scanned documents</li> <li>• Too much time to evaluate e-portfolios</li> <li>• Was convenient to evaluate at home and "come and go" from the task</li> <li>• Time on technical use was excessive</li> </ul>	<ul style="list-style-type: none"> <li>• Liked being able to submit artifacts electronically</li> <li>• System was very easy to use</li> <li>• Liked being able to link lesson plans created in the commercial program directly into portfolio</li> <li>• Access to a scanner was sometimes problematic</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple simultaneous evaluators (only one evaluator can have access to artifact at a time)</li> <li>• Once students send artifacts in for "evaluation" they are locked out of portfolio</li> <li>• Can aggregate student scores but not reviewer comments</li> </ul>
Single Subject			<ul style="list-style-type: none"> <li>• Part-time student work was not evaluated--sent for review</li> <li>• Reflective narratives were not evaluated because of the system set-up</li> <li>• Primary source requirement not evaluated wholistically</li> </ul>

Discussion

Both teacher education programs made significant changes to their respective portfolio assessment processes based upon the results of this study. The Education Specialist Program faculty made three significant changes to the assessment of credential candidates using the electronic portfolio system. First, the content and development for each core competency of the portfolio will be embedded into coursework and fieldwork, and not as an additional requirement for program completion. Secondly, signature assignments will be identified and explicitly outlined in the program's coursework and fieldwork for the students. These signature assignments are aligned to the portfolio elements. The content of the student portfolios will be expanded to include signature assignments, reflective summaries for the core competencies, and student teaching evaluations - all of which must be original work. Lastly, the portfolio process was previously developed during the culminating semester when they would graduate - creating a tremendous amount of time and work for the evaluators and assessment coordinator at one point of time in the program. Since the portfolio process has now been embedded into all of the coursework and fieldwork throughout the program, students will begin the portfolio process at the inception of their program; therefore creating a greater sense of shared accountability for the portfolio assessment process across the program's faculty and students. The signature assignments to be included in the portfolios will receive a formative evaluation in the designated courses and a summative evaluation in the students' culminating semester of the program. These

aforementioned changes specifically addressed comments from the FAC, students, and evaluators regarding the identified obstacles of the portfolio process reported in this study.

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