

# **UNDERGRADUATE PORTFOLIO HANDBOOK**

## **THE CHALLENGE OF TEACHING**



**College of Education and Psychology  
East Central University  
2010 - 2011**

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## **INTRODUCTION**

Congratulations upon your interest in becoming a member of the teaching profession. In addition to being the largest of the professions, teaching may be considered to be basic to all other professions. In other words, other professions are made possible through the work of teachers in elementary and secondary schools, colleges, and universities.

Becoming a successful teacher presents a greater challenge today than at any previous time in history. Students expect more from schools and their teachers than they did in earlier days. Pressures applied by them, as well as by parents and by the profession itself, to find improved ways of teaching have led to the development of new programs and instructional strategies such as inquiry approaches, simulation games, contract approaches, computer-assisted instruction, and programmed learning materials. Teachers are being challenged to utilize new approaches in an effort to improve learning results. Furthermore, schools and teachers today are dealing with a clientele which is considered more knowledgeable than previous students due to such factors as mass media, population mobility, population shifts from rural to metropolitan areas, and the economic ability to travel widely.

But a genuine challenge serves to attract people equipped to accept and meet the challenge. As a result, better qualified persons today are being attracted to teaching. They also have the benefit of improved teacher preparation programs. For those who are personally and professionally qualified, teaching offers a genuine challenge and an opportunity to make a major contribution to the improvement of society.

## **TEACHER CERTIFICATION PROGRAMS**

East Central University offers undergraduate professional preparation for teachers in the following specialized areas:

### **Standard Certification**

#### **Elementary**

Early Childhood Education, grades PK-3 (Required for Kindergarten - 1-93)  
Elementary Education, grades 1-8 (and 7-8 Middle School Endorsements)

#### **Elementary-Secondary - K-12**

Art, grades K-12  
Health and Physical Education, grades K-12  
Music, grades K-12  
Special Education, grades N-12 (Mild/Moderate Disabilities Certificate)

## **Secondary Grades - 7-12**

Biology	History
Chemistry	Mathematics
English	Physics
Family and Consumer Sciences	Speech

### **PHILOSOPHY/PURPOSE/GOALS**

The faculty of the School of Education and Psychology at East Central University believe that teacher education graduates must reflect the highest ideals of the teaching profession. They must possess knowledge in the traditional areas of scholarly endeavors as well as in pedagogy. The teacher education program has followed the philosophy that the effective teacher must be able to translate theory into practice which includes developing and adapting education strategies to meet the needs of diverse learners.

### **EAST CENTRAL UNIVERSITY MISSION STATEMENT**

East Central University's mission is to foster a learning environment in which students, faculty, staff, and community interact to educate students for life in a rapidly changing and culturally diverse society. Within its service area, East Central University provides leadership for economic development and cultural enhancement.

### **NATIONAL, STATE, AND INSTITUTIONAL STANDARDS**

The standards for ALL Teacher Education programs at East Central University are those required by the National Council for the Accreditation of Teacher Education (NCATE) and those of the State of Oklahoma plus those Institutional Standards identified and implemented by the Unit. NCATE standards for undergraduate and advanced programs have been utilized in the development of the ECU Teacher Education Programs. The NCATE Standards, the fifteen competencies required by the State of Oklahoma, and the Institutional Standards for East Central University noted in the appendices of this document serve as the framework utilized for all ECU Professional Education Programs.

## **COLLEGE OF EDUCATION AND PSYCHOLOGY MISSION STATEMENT**

The teacher education program's mission is to provide a quality program that prepares students to enter careers as teachers and/or administrators. Academic preparation requires traditional general studies, professional studies, and specialty course work. Programs lead to state certification as teachers and/or administrators. The program mission is further expanded to meet the growing needs of the southeast region of Oklahoma and mandates of the Oklahoma Legislature. Essentially, the Teacher Education Program provides an avenue for gaining knowledge, skills and dispositions necessary for success as a teacher and/or administrator and an avenue to upgrade knowledge and skills related to more effective teaching and administration.

### **DEPARTMENT OF EDUCATION**

#### **Early Childhood Mission Statement**

The mission of the Early Childhood Education Program is to provide a quality educational program that prepares students to enter careers as pre-kindergarten through third grade teachers and to provide leadership in other child education and child care settings.

#### **Elementary Education Mission Statement**

The mission of the Elementary Education Program is to provide a quality educational experience that prepares candidates to be successful teachers in first through eighth grades.

#### **Special Education Mission Statement**

The mission of the Special Education program is to provide a quality educational program that prepares students to enter careers as Special Education teachers of children and youth with mild/moderate disabilities ages birth through 21.

### **CANDIDATE DISPOSITIONS**

The Conceptual Framework (Figure 1) reflects the focus of the ECU Teacher Education Programs to ensure that candidates have the dispositions necessary to allow them to be successful in the teaching profession. The dispositional areas identified and integrated throughout our conceptual framework and therefore throughout our program area as follows:

- Professionalism
- Learning
- Respect
- Hold High Expectations
- High Teacher Efficacy

A detailed list of the dispositions as well as the behaviors associated with each disposition is listed in Appendix C along with the evaluation instruments used to measure the dispositions in field experiences as well as in methods classes. Additionally, the process for mentoring teacher candidates who are identified as having dispositional concerns is included in the back of the

handbook in Appendix D. The evaluation instruments used for teacher education candidates clearly define the educational dispositions expected of our candidates at each level of the program. Candidates are assessed not only by education faculty at the university but also by stakeholders involved in the public school. These assessments focus on the knowledge, skills, and dispositions required for each of our candidates. A list of the skills is found in Appendix E.

## CONCEPTUAL FRAMEWORK

The conceptual framework model developed, adopted, and implemented by the East Central University professional education unit faculty is based on essential knowledge, established and current research, and sound professional practice (Figure 1). The framework model has been established to reflect the university mission and the unit philosophy and beliefs and the competencies and knowledge base for general studies, speciality areas, and professional studies. The unit adopted the unifying phrase “Prescriptive, Reflective, Integrative Model for Educators,” or its acronym PRIME, to represent the model. The PRIME model is based on current research and incorporates the five adequacy criteria for knowledge base models described by Valli and Tom (1988): scholarship, multiplicity, relatedness, usefulness, and reflectivity. The works of Bruner, Bloom, Maslow, and Rogers are among those which have guided the development of the Model. The ECU model was reviewed by stakeholders in numerous meetings during 2001 and revised to more clearly align terminology utilized in the current professional arena and more clearly demonstrate the system interconnectiveness.

The theme selected for the PRIME Model organization and curriculum is “The Educator: A Prescriptive, Reflective, and Integrative Practitioner.” This signifies that the approach is to be prescriptive with regard to what should be taught and to be reflective regarding what has been taught, as well as to integrate the curriculum. The focus on prescriptive and reflective teaching comes from the work of Cruickshank (1985), Barnes (1989), Rikard and Beachman (1992), and Wellington (1991) and the call for an integrated curriculum comes from the work of Bereiter and Scardamalie (1987), Brophy (1989), Ducharme and Ducharme (1999), and Resnick (1987).

The professional education unit faculty is convinced, both from the weight of its own collective teaching experience and observation, and from the lessons of research, that the most fruitful teaching judgments are generally rooted in assessment (i.e., *prescription* and *reflection*). It was felt that a program needed to be developed that provided a framework for thinking about teaching. A program that would build confidence and competence in using theory and research as well as “wisdom of practice.”

*Prescriptive* and *reflective* teaching involves teachers in carefully observing their own and their students’ actions and in finding ways to make sense of situations or difficulties. It can involve uncovering the factors teachers or students find important in making certain decisions (Fenstermacher, 1978; Bullough, 1989; Schon, 1983; Zeichner, 1987; Canning, 1991; Thomas and Montgomery (1999); and Dill and Stafford, 1994). This process may involve looking for new and more helpful ways to characterize situations. Prescription and reflection of this sort enables teachers to make themselves aware of student diversity, students’ needs, and their own

## A Prescriptive, Reflective, Integrative Model for Educators

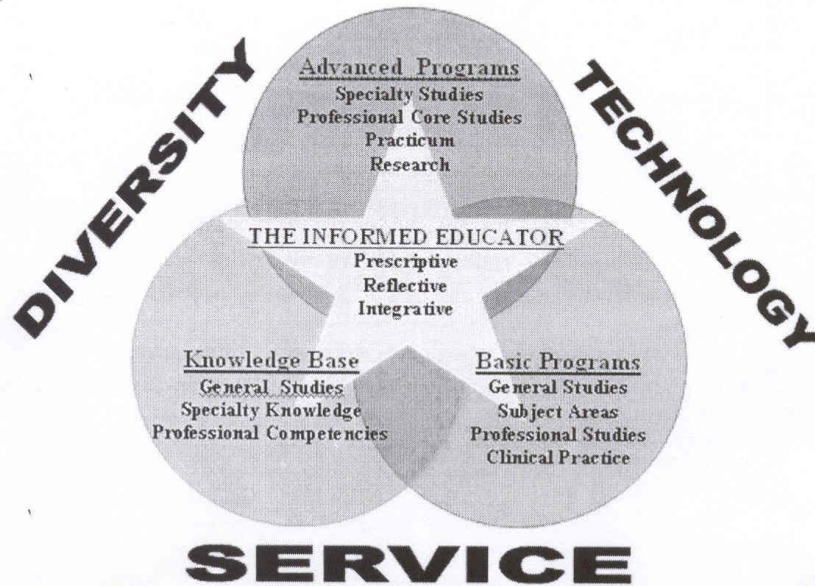


Figure 1-PRIME Model

strategies of reasoning, and their assumptions about teaching situations; this awareness, in turn, can be the starting point for systematically improving their thinking and decision-making (Siegel and Shaughnessy, 1994; Edmundson, 1990). Similarly, prescription and reflection become a direct tool of instruction when teachers find ways to get their students to articulate and review the reasoning which has helped or hindered them in their learning activities (Sparks-Langer and Colton, 1991).

The East Central emphasis on an *integrated approach* to the instructional process is based on the premise that the teacher's role should be to foster an understanding of integrated academic disciplines rather than isolated disciplines. The *integrated discipline curriculum approach* focuses on learning with understanding which diminishes the fragmentation and reduction of information into isolated bits of knowledge (Oxley, 1994; Perkins and Blythe, 1994). This approach integrates the content with an emphasis on whole, meaningful experiences that absorb and engage students. The focus is on teaching for understanding. Individual elements are not taught in isolation; but instead, students are taught to think critically and make integrative connections among these various elements. In so doing, students are better able to use the elements in applicable situations in and out of school. Students no longer simply "parrot back" information and phrases from lectures and textbooks; but instead, apply information to new situations (Gardner and Boix-Mansilla, 1994).

Professional educators cannot learn about instruction in a vacuum. The actions of candidates and the content they learn impact instruction. Knowledge related to student diversity, characteristics, and behaviors and content interacts with knowledge of pedagogy when making decisions about the instructional process (Anderson, 1989). Thus, the PRIME Model developed and adopted by the unit faculty utilized a systematic, experience-based approach to developing program competencies. As such, all graduate certification and certification only programs require extensive practica.

Through an explicit four-stage model of instruction which focuses on competencies, acquisition of knowledge, modeling and practice of pedagogy, clinical and field-based application, as well as professional application, students are provided avenues to learn and practice skills designed to meet the program competencies (see Figure 2). An evaluation system which allows for institutional self-study, instructor evaluation, follow-up studies, and student evaluation, instructor self-evaluation, and chair evaluation provides the mechanism to constantly evaluate the student, the faculty, the leadership, and the program.

A cycle of continuous improvement is embedded in the Teacher Education Program at East Central University. Practitioners, university faculty and administration and other program stakeholders meet regularly to review the program and to plan for revisions as they are needed. Thus, the East Central University program has a clearly delineated knowledge base which is part of a continuous improvement process which involves the stakeholders of the program. The program is knowledge-based and experiential and is targeted to meet the required competencies of both “NCATE and the Oklahoma State Department of Education.”

## **PORTFOLIO POLICY**

Beginning in the Fall, 1997 teacher education students have been required to submit a comprehensive document that provides evidence of their competency in identified competency areas for initial teacher certification (see Appendix A for Competencies).

## **PORTFOLIO DEFINITION**

The portfolio is an edited, integrated collection of a teacher candidate’s evidence that identified program competencies have been acquired. It is not merely a file of course projects nor is it a scrapbook of teaching memorabilia. It is a collection representing a candidate’s best work over a period of time. It should showcase the candidate’s best creative work as a professional education candidate to demonstrate your accomplishment of the state’s competencies with reflections on each document. While it is a collection of documents, the portfolio provides tangible evidence of the wide range of knowledge, dispositions, and skills that you possess as a professional. A satisfactory portfolio is a requirement for completion of the education program.



The purpose of the portfolio is for the teacher candidate to demonstrate mastery of the 15 state competencies. Therefore, it is imperative for the candidate to choose artifacts, from the assignments they have completed, that best demonstrate their understanding of the competencies. The candidate will then reflect on the meaning of the competency and then describe how the artifact they have chosen demonstrates their understanding of the competency. Some possible artifacts and related competencies are listed below.

1. Any philosophies that have been written including, but not limited to: Philosophy of Teaching, Philosophy of Parent Involvement, Multicultural Statement, Philosophy of Education, Philosophy of Reading, etc.
2. Evaluations and/or critiques of the student's field experiences by the cooperating teachers and supervisors. The student's critical reflections on these experiences should also be attached.
3. Research paper or video tape of presentations.
4. Photographs or copies of any audio materials developed.
5. Student observations and critiques of schools and teachers, including any case studies done in the field.
6. Case study of special students and lesson plans showing provision for the learner in a heterogeneous classroom.
7. Video or audio tapes of the students' interactions with students or parents or of student teaching.
8. Critiques or responses from colleagues, administrators, or supervisors.
9. Lesson plans used, and evaluation instruments developed, with critiques.
10. A statement of plans for continued professional development.
11. An annotated bibliography of readings completed during the program or concerning special topics.
12. List of workshops, conferences, or speeches attended; subscriptions to professional journals; self-initiated visits or substitute teaching in schools and classrooms.
13. A critique and modification of a teaching unit.
14. A record and critique of innovative methods initiated (such as cooperative learning introduced into traditional classrooms).
15. A check sheet or other record-keeping devices developed to assess individual learners' progress toward instructional goals.
16. Forms documenting teaching experience as well as other experiences that enhance your role as an educator, for example teaching a Sunday School class or helping at a children's camp, coaching a little league team, etc.
17. Lesson plans or unit plans' games or activities that have been developed.
18. Document by listing books, materials, supplies that have been obtained to enhance your education and/or teaching skills.
19. Any public school student product or graphs of grade distribution for an assignment that has been taught and assessed. Keep copies of a product where written comments or suggestions have been made.
20. Personal letters from public school students or parents.
21. Dialogue from journals/learning logs.
22. Awards or honors.
23. Photographs of student projects.

24. Various types of assessment—objective, multiple choice, true/false, matching, essay, rubric and other forms of alternative assessment.
25. Self-analysis or self-critiques.
26. Documentation of parent-teacher conferences, newsletters, notes as well as school board meeting agendas, teacher meetings and conference agendas, interviews, volunteer or organizations to which one belongs.
27. Tutoring activities, substitute teaching activities, clinical experiences, reflective observations.
28. Written products: essays, position papers, case-study analysis, observation of events, peer analysis, essay exams, creative expressions in art, photograph or video or audio tape.
29. Descriptions of steps taken to evaluate/improve one's teaching.
30. Sample instructional materials.
31. Program goals.
32. Resume.
33. School-community partnerships.
34. Professional writing.
35. Educational travel.
36. Record of professional course work.
37. Critiques of teaching performance
38. Disk that contains lesson plans; teaching session; self-analysis; grouping arrangements and why chosen; strategies used and why; material used and why; techniques used for evaluation/measurement and why; adaptations for special students and why; time allocated and why; problems encountered and how they were solved.
39. Computer/media technology activities—samples of electronic grade book, seating chart, weekly work plan, calendar, grade analysis sheet, progress report, group work sheet, classroom management plans, rules, homework pass, good news note, coupon sheet, parent conference plan sheet, graphics in content area of lesson, use of the computer in instruction, use of Internet to enhance instruction.
40. Description and evidence of activity that reflects commitment to diversity. Include description of multicultural experiences including information relative to experiences with languages other than English, travel, volunteer or work experience with other cultures, etc. Attitudes and perceptions about working with diverse cultures.
41. A list of school and community resources.
42. Samples of progress reports/report cards/notes sent to parents.
43. Student work that demonstrates an understanding of the scientific process, scientific concepts, social studies, mathematical concepts, language arts, or any subject area which may be taught.
44. Student pre-post scores on tests.
45. Examples of graded essays along with comments on why there were so graded.

## **PORTFOLIO EVALUATION SCHEDULE**

All students will be provided with this unit Undergraduate Portfolio Handbook in Block I. Candidate portfolios will be graded at the end of each professional education block according to the rubrics in Appendix B. The designated course responsible for fulfillment of the portfolio requirement in Block I is Foundations of Education. The designated course for Block II is Educational Psychology. The designated course for Block III is Strategies for Effective Teaching, and the designated course for block IV is the Student Teaching Seminar. These courses have a program portfolio requirement. You DO NOT receive a grade for the portfolio, but failure to satisfactorily complete the portfolio by the deadline will result in an F for the designated course.

## **APPENDIX A**

### **Oklahoma General Competencies**

**OKLAHOMA  
GENERAL COMPETENCIES  
FOR TEACHER LICENSURE AND CERTIFICATION**

{Adopted May 23, 1996 by the State Board of Education as required by Legislative House Bill 1549 for creation of a competency-based teacher preparation program to be implemented July 1, 1997}

1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.
3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.
4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.
5. The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self motivation and active engagement in learning, thus, providing opportunities for success.
6. The teacher develops a knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.
8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.
9. The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.
10. The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.

11. The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.
12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.
13. The teacher understands the legal aspects of teaching, including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.
14. The teacher understands, and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.
15. The teacher understands the state teacher evaluation process, “Oklahoma Criteria for Effective Teacher Performance,” and how to incorporate these criteria in designing instructional strategies.

## **APPENDIX B**

### **Rubrics for Evaluation of General Competencies**

**East Central University Department of Education  
 Rubric for Scoring Portfolio  
 Level One: Foundations of Education**

NAME \_\_\_\_\_ ID# \_\_\_\_\_

Major \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

Standard Evaluated	Met	Met/Weakness	Not Met	Comments
Portfolio Rationale/Philosophy				
Resume				
Transcript (unofficial)				
Comp. 12: Artifact Reflection				
Comp. 13: Artifact Reflection				
Comp. 15: Artifact Reflection				
Portfolio is placed in 3-ring binder				
Portfolio Handbook is included				
Portfolio has dividers				
Portfolio has Table of Contents				
Portfolio has page protectors				
Artifacts are labeled				
Correct spelling				
Correct grammar				
Portfolio is consistent, neat, organized, and easy to follow				
Portfolio is complete for Level 1.				

**Additional Comments:**

**Instructor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

### **Rubric Standards for Artifacts and Reflections**

**Met:** This is assigned when ALL of these conditions are met.

- Artifacts have been created by student and fully demonstrate competency understandings.
- Reflection is tied to understanding of the theory related to the competencies covered.
- No spelling, typographical or usage errors.

**Met With Weakness:** This is assigned if any of these conditions exist.

- There are no student generated artifacts, but all are handouts or pre-existing artifacts.
- Reflection mentions theory or words of the competency, but does not demonstrate understanding of competencies covered.
- No more than five total spelling, typographical or usage errors.

**Not Met:** This is assigned if any of these conditions exist.

- The artifacts do not show understanding of the covered competencies.
- Reflection is not tied to theory or language of the covered competencies.
- More than 5 spelling, typographical or usage errors.
- One or more standards/items are not included.

**Failure to complete the portfolio and/or presentation at this level will prevent the student from entering Block 2.**

**Not Met portfolios may be redone to meet the requirements as indicated on this rubric.**

**East Central University Department of Education**  
**Rubric for Scoring Portfolio**  
**Level Two: Educational Psychology & Educational Technology**

NAME \_\_\_\_\_ ID# \_\_\_\_\_

Major \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

Standard Evaluated	Met	Met/ Weakness	Not Met	Comments
Signed Portfolio Rubric – Block I				
Admission to ECU Teacher Education Program letter				
Service Learning Project				
Electronic Portfolio				
Peer Reviews				
Comp. 2: Artifact/Reflection				
Comp. 3: Artifact/Reflection				
Comp. 5: Artifact /Reflection				
Comp. 6: Artifact/ Reflection				
Comp. 9: Artifact/ Reflection				
Comp.10:Artifact /Reflection				
Portfolio is consistent, neat, organized, and easy to follow.				

**Additional Comments:**

**Instructor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

### **Rubric Standards for Artifacts and Reflections**

**Met**: This is assigned when ALL of these conditions are met.

- Artifacts have been created by student and fully demonstrate competency understandings.
- Reflection is tied to understanding of the theory related to the competencies covered.
- No spelling, typographical or usage errors.

**Met With Weakness**: This is assigned if any of these conditions exist.

- There are no student generated artifacts, but all are handouts or pre-existing artifacts.
- Reflection mentions theory or words of the competency, but does not demonstrate understanding of competencies covered.
- No more than five total spelling, typographical or usage errors.

**Not Met**: This is assigned if any of these conditions exist.

- The artifacts do not show understanding of the covered competencies.
- Reflection is not tied to theory or language of the covered competencies.
- More than 5 spelling, typographical or usage errors.
- One or more standards/items are not included.

**Failure to complete the portfolio and/or presentation at this level will prevent the student from entering Block 3.**

**Not Met portfolios may be redone to meet the requirements as indicated on this rubric.**

**East Central University Department of Education  
 Rubric for Scoring Portfolio  
 Level Three: Strategies for Teaching**

NAME \_\_\_\_\_ ID # \_\_\_\_\_

Major \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

<b>Standard Evaluated</b>	<b>Met</b>	<b>Met/Weakness</b>	<b>Not Met</b>	<b>Comments</b>
Signed Portfolio Rubric – Block II				
Statement of Educational Philosophy				
Peer Review Form completed				
Comp. 1: Artifact /Reflection				
Comp. 4: Artifact /Reflection				
Comp. 7: Artifact /Reflection				
Comp. 8: Artifact /Reflection				
Comp. 11: Artifact /Reflection				
Comp. 14: Artifact /Reflection				
Portfolio is consistent, neat, organized, and easy to follow.				
Portfolio is complete for Level 3.				

Additional Comments:

**Instructor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

### **Rubric Standards for Artifacts and Reflections**

**Met**: This is assigned when ALL of these conditions are met.

- Artifacts have been created by student and fully demonstrate competency understandings.
- Reflection is tied to understanding of the theory related to the competencies covered.
- No spelling, typographical or usage errors.

**Met With Weakness**: This is assigned if any of these conditions exist.

- There are no student generated artifacts, but all are handouts or pre-existing artifacts.
- Reflection mentions theory or words of the competency, but does not demonstrate understanding of competencies covered.
- No more than five total spelling, typographical or usage errors.

**Not Met**: This is assigned if any of these conditions exist.

- The artifacts do not show understanding of the covered competencies.
- Reflection is not tied to theory or language of the covered competencies.
- More than 5 spelling, typographical or usage errors.
- One or more standards/items are not included.

**Failure to complete the portfolio and/or presentation at this level will prevent the student from entering Block 4.**

**Not Met portfolios may be redone to meet the requirements as indicated on this rubric.**

**East Central University Department of Education  
Rubric for Scoring Portfolio  
Level Four: Student Teaching**

NAME \_\_\_\_\_ ID # \_\_\_\_\_

Major \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

Standard Evaluated	Met	Met/Weakness	Not Met	Comments
Signed Portfolio Rubric – Block III				
Teacher Work Sample Capstone Assignment				
Comp. 1: Artifact /Reflection				
Comp. 2: Artifact /Reflection				
Comp. 3: Artifact /Reflection				
Comp. 4: Artifact /Reflection				
Comp. 5: Artifact /Reflection				
Comp. 6: Artifact /Reflection				
Comp. 7: Artifact /Reflection				
Comp. 8: Artifact /Reflection				
Comp. 9 Artifact /Reflection				
Comp. 10: Artifact /Reflection				
Comp. 11: Artifact /Reflection				
Comp. 12: Artifact /Reflection				
Comp. 13: Artifact /Reflection				
Comp. 14: Artifact /Reflection				
Comp. 15: Artifact /Reflection				
Portfolio is complete for Level IV				

Additional Comments:

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Rubric Standards for Artifacts and Reflections**

**Met**: This is assigned when ALL of these conditions are met.

- Artifacts have been created by student and fully demonstrate competency understandings.
- Reflection is tied to understanding of the theory related to the competencies covered.
- No spelling, typographical or usage errors.

**Met With Weakness**: This is assigned if any of these conditions exist.

- There are no student generated artifacts, but all are handouts or pre-existing artifacts.
- Reflection mentions theory or words of the competency, but does not demonstrate understanding of competencies covered.
- No more than five total spelling, typographical or usage errors.

**Not Met**: This is assigned if any of these conditions exist.

- The artifacts do not show understanding of the covered competencies.
- Reflection is not tied to theory or language of the covered competencies.
- More than 5 spelling, typographical or usage errors.
- One or more standards/items are not included.

**Not Met portfolios may be redone to meet the requirements as indicated on this rubric.**

## **APPENDIX C**

### **Format for Writing Reflections**

East Central University  
Education Program  
Reflection Format

The reflection that is written by teacher education candidates for their teacher education portfolios should contain the following elements: Identification of the competency, selection and explanation of the artifact, purpose of the competency, and analysis of artifact in relation to the competency.

1. Identify Competency

The entire list of the 15 state competencies are listed in the teacher education handbook. At the top of each reflection statement page you should identify the artifact and reflection that you are writing about and then write the entire competency as it is listed in your handbook. Ex:

Artifact 2/Reflection 1

*The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.*

2. Selection and identification of the artifact

The candidate should identify the artifact, explain where the artifact was created, and give the semester and year the artifact was created.

3. Purpose of the competency

The candidate should explain the purpose of the competency. Address why it is important for teachers to understand this competency. This ensures that the teacher candidate understands the meaning of the competency and can explain, in his/her language, the purpose of the competency.

4. Analysis of the artifact in relation to the competency

The candidate should address how the artifact demonstrates their understanding of the competency in one or more of the following areas:

- a. In what way has this artifact changed your knowledge?
- b. In what way has this artifact changed your skills?
- c. In what way has this artifact changed your dispositions?

East Central University  
Teacher Education Program  
Reflection Checklist

- Did I identify the artifact and reflection at the top of the page?
- Did I write the entire competency as it is written in the handbook?
- Did I explain the purpose of the competency in my own words?
- Did I address how the artifact changed my knowledge, skills, and/or dispositions?

## **APPENDIX D**

### **Mentoring Plan**

East Central University  
Education Program Mentoring Plan

1. If the teacher candidate is deficient in any of the following ways concerning dispositions, the following mentoring plan will be initiated:
  - A. The field experience/student teacher director receives a report about a teacher candidate during the semester that violates ECU teacher dispositions as indicated on the evaluation form.
  - B. The teacher candidate receives two or more negative indicators in one domain from different sources at the end of the semester.
  - C. The teacher candidate is involved in a severe incident which warrants immediate review.
2. The director of student teacher/field experience will review each student's evaluations at the end of the semester. The director will pull the files of those students who have negative disposition indicators. The files pulled will go to the **Teacher Candidate Mentoring Committee** for review. (committee will be established by the Director of Student Teaching/Field Experience) If the disposition violation is reported during the semester the same process will be followed.
3. The Mentoring Committee will determine the course of action for the student. At this point it could involve simply a letter stating that a disposition has been found to be problematic and that they are responsible for taking action to improve the disposition. Also, they will be notified that if the disposition problem doesn't improve that they will be required to meet with the mentoring committee to establish a formal Plan of Improvement.

Or, the mentoring committee may determine that a formal Plan of Improvement be drawn up which will include the student problem, the steps to take to solve the problem, and the student and committee signatures. The student will be required to take the Improvement Plan to his/her advisor and the director of the program. Additionally, the director of field experience/student teaching will keep a copy for the student's file.

4. If additional assessment data indicates that the problem still exists and/or steps to improve have not been taken, the student automatically is referred to **The Appeals Committee** (made up of the Dean, student advisor, student teaching director, and two outside professors familiar with the education program). At this point the student will make a case for his/her failure to improve in the identified area. The committee will determine if the student is to be removed from the program or if the student can go through step 3 for a second and final time.

## **APPENDIX E**

### **Skills**

East Central University  
Education Program  
Skills

1. **Communication Skills:** The teacher education candidate will utilize the following communication skills.
  - A. Writing: The teacher candidate demonstrates knowledge of correct writing tools such as grammar, punctuation, and spelling. The candidate can also communicate by using standard writing skills such as topic sentences, complete sentences, transitions, and cohesive thoughts.
  - B. Speaking: The teacher candidate demonstrates knowledge of correct speaking conventions such as enunciation, proper English, and complete sentences.
  - C. Technology: The teacher candidate demonstrates knowledge of technology. They can use technology in teaching, researching, and communication.
  
2. **Interpersonal Skills:** The teacher education candidate will demonstrate appropriate interpersonal skills.
  - A. Rapport: The candidate is able to establish and maintain rapport with students, families, colleagues, and administration.
  - B. Conferencing: The teacher candidate can lead a parent teacher conference knowing how to present positive information in addition to any problems that may exist.
  - C. Collaboration: The teacher candidate can effectively work in groups (i.e. special education IEP teams, other educators on planning teams, and community groups).
  
3. **Classroom Management Skills:** The teacher education candidate will demonstrate skills necessary to create a positive learning environment.
  - A. Rules and Procedures: The teacher candidate understands, creates, and applies age appropriate rules, procedures, and consequences.
  - B. Organization: The teacher candidate demonstrates organization skills necessary to plan, prepare, teach, assess, and keep records of student progress.
  - C. Environment: The teacher candidate demonstrates the skill necessary to create a learning environment that invites investigation, collaboration, and positive interaction in a safe orderly manner.
  - D. Multitasking: The teacher candidate demonstrates the skill to concurrently teach, manage, and assess.
  
4. **Teaching Skills:** The teacher candidate demonstrates the skill necessary to communicate objectives, teach objectives, assess objectives in a motivational, positive learning environment.
  - A. Lesson/Unit Planning: The teacher candidate can write lesson plans connected to state learning objectives.
  - B. Assessment: The teacher candidate can create assessments that are valid and reliable and understands that assessment leads to appropriate planning for student success.
  - C. Motivation: The teacher candidate can create a motivational environment conducive to learning in addition to creating age appropriate motivational lessons.
  - D. Teaching: The teacher candidate can clearly communicate the lesson objective in an appropriate lesson sequence which includes both a connection to students' prior knowledge and application of the new learning, and as a scaffold for future learning.
  - E. Reflection: The teacher candidate reflects on the lesson and uses the experience to plan future lessons.