Portfolio Handbook

Initial Level

2013 - 2014

(For those admitted into teacher education Spring 2009, or later)
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Dear Prospective Teachers,

Congratulations on your decision to become a teacher! You will be joining what many consider the most noble of professions. As H.G. Wells said, “The teacher...is the real maker of history.”

The NSU Teacher Education Program will guide you in your transformation from student to teacher. Our faculty and staff as well as our mentor teachers in the public schools are committed to preparing professional teachers who have high expectations and abide by high professional standards. As a teacher candidate at NSU, through a variety of professional education courses and courses in your major, you will have the opportunity to interact with our faculty, other teacher candidates, and students and teachers in the field. You will engage in a full range of experiences – academic service learning projects, student group activities, internships and more – designed to help you positively impact the learning of children.

The NSU College of Education requires each teacher candidate to construct a portfolio throughout his/her teacher preparation process. A portfolio is a purposeful collection of tangible evidence that indicates the teacher candidate has met the requirements of the teacher preparation program at Northeastern State University. The NSU Teacher Education Program embraces rigorous standards, incorporating requirements of the Oklahoma Commission on Teacher Preparation, the Oklahoma State Department of Education, and the Oklahoma State Regents for Higher Education as well as the National Council for Accreditation of Teacher Education.

I hope the Portfolio Handbook is helpful in guiding you through the reflective process of documenting your professional development. Your portfolio will be a document that gives concrete evidence of your growth as a person and as a professional educator. Many outstanding educators have come through the program at NSU, and we want to help you be the next. Along with the faculty and staff, I am eager to respond to your questions and accept suggestions about how to best help you attain your educational and professional goals. Again, welcome to the College of Education.

Deborah Landry, Ed.D.
Dean
About This Handbook

This handbook is designed for initial level (undergraduate) teacher candidates and faculty in the Northeastern State University (NSU) Teacher Education Programs. It provides the basic information needed to successfully complete the portfolio development process as required for degree completion, licensure and certification. Check the College of Education ePortfolio webpage http://academics.nsuok.edu/education/eportfolio.aspx for the most current information.
Northeastern State University
Mission Statement

We empower students to be socially responsible global citizens by creating and sustaining a culture of learning and discovery.

Vision Statement

We will be the partner of choice in eastern Oklahoma, embracing the educational, cultural and economic challenges and opportunities of our global society.

NSU Core Values

Integrity: We model ethical and intellectual development by advancing honesty, human dignity, and accountability

Excellence: We pursue continuous improvement individually and as a community.

Creativity: We advance knowledge by exploring new possibilities through critical inquiry and intellectual freedom.

Leadership: We have a compelling commitment to serve, inspiring and preparing others to do the same.

Collaboration: We build partnerships to create learning opportunities and promote educational and economic success.

College of Education Mission Statement

Consistent with the university’s mission, vision, and values, the mission of the College of Education is to prepare educators, professional school personnel, and other allied professionals to have a positive impact on the lives of all students, families, and communities with whom they come in contact. The College of Education is committed to continual program improvement by providing and maintaining high quality faculty, program content, and utilization of resources, thus creating the context for effectively facilitating the transformation of candidate to professional.

To accomplish its mission, the College of Education is guided by the conceptual framework, a shared philosophy which serves as the foundation for the unit’s curriculum, internships, and assessments. Originally developed in 2003, the conceptual framework is reviewed periodically to ensure it clearly articulates the standards, beliefs, and best practices of the unit’s faculty, public school partners and the professional community as a whole.
NORTHEASTERN STATE UNIVERSITY

CONCEPTUAL FRAMEWORK
Preparing Professional Educators as
Teaching Scholars
Educational Leaders
Developers of Human Potential

I. Teaching Scholars

Teaching scholars read widely and think deeply about subject matter, teaching, and research. They reflect critically on their own beliefs and their classroom practice in order to make pedagogical improvements. Teaching scholars use appropriate communication skills. They know how to facilitate authentic learning, and they encourage P-12 students to be critical, creative thinkers with the ability to be lifelong learners.

Educators as Teaching Scholars will:

1. Demonstrate a deep understanding of subject matter relative to their area of preparation. (OK 1, 14)

2. Create an environment conducive to learning in the classroom, use developmentally appropriate practices, and have the pedagogical skills necessary to facilitate growth and learning for all P-12 students under their care. (OK 2, 4, 7, 15)

3. Demonstrate effective oral and written communication skills. (OK 6, 10)

4. Use classroom-based research to improve teaching and learning for P-12 students. (OK 4, 7, 8)

5. Demonstrate an understanding of how diversity, including multicultural, ethnic, socioeconomic, gender, and exceptionality issues, affects P-12 student learning. (OK 2, 3, 5)

6. Use technology appropriately to enhance teaching and learning opportunities in the classroom environment. (OK 4, 7)

7. Demonstrate an understanding of the philosophical, historical, and sociological foundations of education. (OK 13)


10. Work collaboratively with P-12 students, parents, colleagues, and other professionals. (OK 6, 10)

11. Demonstrate proficiency in the use and interpretation of both informal and formal assessments. (OK 7, 8, 15)

12. Demonstrate awareness and understanding of the knowledge bases underlying research and practice in multicultural education; (OK 3, 10)

1 Oklahoma General Competencies for Teacher Licensure and Certification
13. Demonstrate understanding, through classroom and experiential learning, of a language and culture different from their own. (OK 3, 10)

II. Educational Leaders

Educational leaders serve as advocates for children/adolescents and families; they understand the political nature of teaching; and they are able to inspire and motivate others by modeling effective communication skills, professional demeanor, and professional attitudes.

Educators as Leaders will:

1. Demonstrate professional ethical behavior. (OK 9, 10, 13)
2. Use professional and pedagogical expertise to inspire others to make positive changes in their classrooms. (OK 9, 12, 13)
3. Demonstrate an understanding of current legal aspects of teaching. (OK 13)
4. Demonstrate through traditional and technological means, the process of inquiry relative to the subject areas(s) of preparation. (OK 1, 4)
5. Make connections within and between disciplines. (OK 1, 4, 7, 15)
6. Effectively communicate their own educational philosophies and instructional practice to others. (OK 9, 10, 12)
7. Demonstrate sensitivity to community and social norms and be an advocate for equal educational opportunities for all children. (OK 2, 10, 13)
8. Demonstrate understanding of the teacher’s obligation for assertive advocacy on behalf of the well-being and rights of all children; (OK 2, 13)
9. Demonstrate an understanding of technology operations and concepts and advocates for appropriate technological resources. (OK 4)
10. Use technology to increase productivity and professional practices including communication and assessment processes. (OK 4, 6, 8, 10)

III. Developers of Human Potential

Educators who are developers of human potential are committed to the philosophical position that the development of human potential is their fundamental task.

Educators as Developers of Human Potential will:

1. Demonstrate commitment to the idea that the well being of the P-12 student is equally as important as subject matter by diligent attention to the emotional, physical, and health needs of students under their care. (OK 2, 5, 10)
2. Recognize that the P-12 student learning potential may be affected by failure to learn basic educational skills and actively seek to identify educational needs and the appropriate professional services. (OK 2, 5, 10)
3. Challenge P-12 students to achieve their potential and to stretch their abilities while offering a supportive and nurturing environment. (OK 3, 4, 5, 15)
4. Treat all P-12 students as individuals and demonstrate dignity and respect for all. (OK 2, 13, 15)

5. Demonstrate sensitivity and skills to foster classroom and school climates that recognize student competence and foster student confidence, particularly for children of diverse backgrounds. (Oklahoma General Competencies for Teachers 2, 3, 5, 13)

6. Demonstrate knowledge of and respect for past and present influences of race, ethnicity, gender, religion and other aspects of culture on a teacher’s practices and a child’s development and personality. (OK 2, 3, 4, 7)

7. Develop, clarify and sustain the belief that “all children can and will learn when given proper instruction” (SECA, 2003, p. 5) ² and demonstrate the ability to develop and present a situationally and developmentally appropriate curriculum that promotes that learning. (OK 2, 4, 7)

8. Resolve complex social, ethical, and human issues surrounding the acquisition and use of technology in the classroom. (OK 7)

College of Education Portfolio Philosophy

The transformation process from candidate to teacher occurs through intentional synthesis of content and pedagogy. As the College of Education Mission Statement and Conceptual Framework attest, the NSU Teacher Education Program has a long-standing commitment to student-centered, performance-based learning as the catalyst for that synthesis. Key elements of the program exemplify this commitment:

- a focus on the teacher candidate’s ability to positively impact student learning,
- an emphasis on clinical, practice-based learning,
- integration of technology in the classroom, and
- use of research-based, sound professional practices.

The portfolio provides a vehicle for teacher candidates to demonstrate their growing professional competency. The portfolio development process encourages candidates to be critically reflective of their own learning outcomes as well as those of the students they will teach. The artifacts from each teacher candidate’s courses and clinical practice reflect the full range and depth of the teacher candidate’s professional preparation. The initial level portfolio provides a system for the presentation of the candidate’s work and documents special talents, abilities, and accomplishments while demonstrating enthusiasm and commitment to the teaching profession (Frederick, McMahon & Shaw, 2000). To be most useful, the teacher candidate’s portfolio must stand alone; it should not require extensive explanation (Guiliano, 1998).

Creation of the portfolio in web-based format gives teacher candidates an early technology application experience as well as greater flexibility to develop and include multi-dimensional artifacts as evidence of their growing professional competency. Established checkpoints for assessment and review ensure teacher candidates receive on-going support and feedback on individual artifacts as well as a more global review of their work and progress. Finally, the candidate portfolio process provides a source of information for authentic assessment and program improvement.

The candidate’s portfolio forms the foundation on which to build a career as an effective teacher. After the candidate begins a teaching career, the portfolio becomes a developmental document, changing regularly to reflect professional growth and development. The portfolio should serve as a commitment to life-long learning throughout the teacher’s career.

References:

Frederick, L., McMahon, R., & Shaw, Jr., E. L. (Summer, 2000). Pre-service teacher portfolios as autobiographies. Education, 120, 634-640.

Teacher candidates in the Teacher Education Program at Northeastern State University are required to develop a portfolio documenting their growth and professional development as they make the transition from teacher candidate to professional educator. The portfolio development process begins when a teacher candidate officially declares a major in the Teacher Education program, when a teacher candidate enrolls in the introductory teacher education course, EDUC 3313 – Clinical Teaching and Pre-Internship I, or when a transfer teacher candidate is admitted to the Teacher Education Program, whichever comes first.

CONTENT

• The 15 Oklahoma General Competencies for Teacher Licensure and Certification provide the standard by which all teacher candidates will be assessed. In addition, other competencies related to specific subject areas and grade levels may be reflected in the portfolio.

• The portfolio will be comprised of selected artifacts related to classroom and clinical practice. Every artifact must be teacher candidate created and related to at least one of the 15 Oklahoma State Board of Education (OSBE) Competencies for Teacher Licensure and Certification.

• An Artifact Cover Sheet which includes a rationale statement and a reflection section must accompany each artifact submitted to meet competencies. The standard format for the Artifact Cover Sheet is provided in Appendix A: Standard Elements of the Portfolio. Templates for the Artifact Cover Sheet for each of the 15 Competencies for Teacher Licensure and Certification are available on the NSU College of Education (COE) ePortfolio web site: http://academics.nsuok.edu/education/eportfolio/Resources/ArtifactCoverSheets.aspx

FORMAT

Candidates will prepare portfolios using the Chalk and Wire ePortfolio system. A license for accessing the system and setting up the initial candidate’s portfolio is available in NSU bookstores.

CONFIDENTIALITY

As teacher candidates create portfolio artifacts that reference students, teachers, parents, or schools, they should avoid using last names or other identifying information; instead, they should use pseudonyms or initials. It is always critical to maintain confidentiality.

Candidates should obtain parent/legal guardian signatures on a Release Form for Student Participation in the Portfolio Process for any student whose schoolwork or image/photograph may be displayed in the teacher candidate portfolio (see confidentiality in the glossary of terms.)
ASSESSMENT

• Candidates demonstrate their competency through course-required artifacts submitted for assessment at designated points in program courses.

• Deficiencies and corrections identified during checkpoint assessments must be addressed prior to a specified deadline.

• **Candidates must achieve a 3, 4 or 5 rating on each criterion of each competency to receive a passing grade for the course the competency is embedded in.**

• Faculty assess artifacts through the Chalk and Wire ePortfolio system. Assessment rubrics are available on the COE ePortfolio web site. The number of successfully assessed artifacts required for Checkpoint I, Checkpoint II, and Checkpoint III is listed on the chart, “Portfolio Checkpoints & Courses”.

• Successful assessment of Portfolio Checkpoint I is a prerequisite for admission to the Teacher Education Program and for placement in the Pre II Internship.

• Successful assessment of Portfolio Checkpoint II is a prerequisite for placement in the Full Internship.

• Successful assessment of Portfolio Checkpoint III is a requirement for completion of the Full Internship and a prerequisite for graduation.

• The ePortfolio administrator and faculty in the College of Education are available to assist candidates in identifying the appropriate remedies for deficiencies and corrections reported at each of the portfolio assessment checkpoints.

• Teacher candidates should be prepared to submit their portfolios for review upon request of the University, the Oklahoma Commission on Teacher Preparation (OCTP), or other accrediting agencies.

• Transfer candidates seeking entrance into the NSU Teacher Education Program shall have their portfolios initially assessed as a requirement of EDUC 3313, Clinical Teaching and Pre-Internship I. Prior to the next internship, transfer candidates are responsible for addressing any deficiencies or corrections identified and reported in the initial assessment.
TIMELINE FOR PORTFOLIO DEVELOPMENT

Initial Enrollment / Admission to program
During candidates’ first semester of professional education (EDUC 3313 Clinical Teaching, EDUC 3113 Educational Psychology), upon declaring a major in education, or upon entering the University as a transfer teacher candidate (whichever is first), candidates are required to:

- Bookmark the College of Education ePortfolio web page:
  - http://academics.nsuok.edu/education/eportfolio.aspx
- Attend the required portfolio training sessions.
- Read the current Portfolio Handbook, paying special attention to the rubrics.
- Become familiar with the 15 General Competencies for Teacher Licensure and Certification.
- Complete Checkpoint I through successful assessment of
  - Competencies 2, 3, 9, and 12 Artifact Cover Sheets and Artifacts

*Important Note:* Transfer candidates who completed portfolio artifacts at other teacher education institutions must visit with the associate dean to determine if artifacts will transfer. Candidates will have to complete NSU assignments for the artifacts that do not transfer.

Continuous Enrollment / Progress through program
During continuing enrollment in education courses and courses in the major field, candidates should:

- Check the COE ePortfolio web page regularly for updates on activities and information of particular interest to teacher candidates. Read the current Portfolio Handbook on the COE ePortfolio webpage.
- Continuously develop the portfolio by successful completion of designated artifacts within courses.

EDUC 4032 Pre-Internship II
While enrolled in EDUC 4032 Pre-Internship II, candidates are required to:

- Check the COE ePortfolio web page regularly for updates on activities and information of particular interest to teacher candidates. Read the current Portfolio Handbook on the COE ePortfolio webpage.
- Complete Checkpoint II through successful assessment of
  - Competencies 1, 4, 5, 6, 10, 11, 13, and 14 Artifact Cover Sheets and Artifacts. These artifacts should have been submitted and assessed in selected courses. Checkpoint II verifies that all cover sheets and artifacts are in place and evaluated with a rating of 3, 4, or 5 on all criterion of the rubrics.
Important Note: Teacher candidates whose portfolios contain deficiencies shall receive an “I” grade for Pre-Internship II until the portfolio meets the requirements for Checkpoint II. Candidates will not be allowed in the full internship until successful completion of all Checkpoint II requirements.

**EDUC 4712 Full Internship**

During candidates’ enrollment in EDUC 4712 Assessment & Evaluation, candidates are required to:

- Check the COE ePortfolio web page regularly for updates on activities and information of particular interest to teacher candidates. Read the current *Portfolio Handbook* on the COE ePortfolio webpage.
- Complete Checkpoint III through successful assessment of
  - Learning Project
  - Competencies 7, 8, & 15 – Embedded in the Learning Project
  - Credentials

**Important Notes:** Teacher candidates whose portfolios contain deficiencies shall receive an “I” grade for EDUC 4712 and will not be approved for graduation until the portfolio is successfully completed. Portfolios will be randomly selected for verification of artifacts being used only one time to meet competencies.

**Frequently Asked Questions about the Portfolio Development Process**

**What is a portfolio?**

A portfolio is a purposeful collection of tangible evidence verifying the teacher candidate has met the requirements of the NSU Teacher Education Program as established by the University, the Oklahoma State Board of Education, the Oklahoma Commission on Teacher Preparation (OCTP), the Oklahoma State Regents for Higher Education, and the Oklahoma State Legislature.

**Where and how do I begin the portfolio development process?**

Formal instruction on developing the teacher candidate portfolio begins in EDUC 3313 – Clinical Teaching and Pre-Internship I and training sessions instructed by the ePortfolio Coordinator, the ePortfolio Administrator and/or ePortfolio peer assistants.

Transfer teacher candidates who receive credit for completing a course equivalent to EDUC 3313, will have their portfolio reviewed for meeting the requirements of Checkpoint I prior to admission to the NSU Teacher Education Program.
Why must I develop a portfolio?
The portfolio is considered an effective means of demonstrating professional competency and is a mandated element of the licensure and certification process for Oklahoma teachers as established by the Oklahoma Commission on Teacher Preparation (OCTP), the Oklahoma State Regents for Higher Education, the Oklahoma State Legislature, and Northeastern State University. The portfolio authenticates candidates’ preparation and ability to positively impact P-12 student learning as a classroom teacher.

How are the 15 General Competencies for Licensure and Certification related to the portfolio development process?
The competencies provide the framework for development of the portfolio. They establish the standards by which teacher candidates are evaluated for licensure and certification; therefore they guide the proficiencies and experiences that should be documented in the portfolio. Each artifact in a candidate’s portfolio must be related to one (or more) of the 15 competencies.

Is there a standard format for my portfolio?
Yes, NSU has an established portfolio structure and specified content artifacts in the web-based format. See Appendix A for templates and forms.

What else besides the 15 General Competencies for Licensure and Certification are included in the portfolio?
In addition to collecting evidence for the 15 competencies, the portfolio is used for forms and evaluations required for the three field experience internships: Pre-Internship I, Pre-Internship II and Final Internship.

Who decides what goes in my portfolio?
Throughout the program, Teacher Education Program faculty members have aligned selected assignments with the 15 competencies. Each artifact can be used one time only although the learning project, because of its scope, includes more than one competency.

What is an artifact? How do I identify artifacts for my portfolio?
Original, candidate-created work completed as an assignment or activity in an education core or subject area major course becomes an artifact when it is used to demonstrate mastery of a competency.

Who assesses the portfolio and when is it done?
Teacher Education Faculty assess portfolio artifacts within designated coursework.
What are the Portfolio Checkpoints? When do they occur?

Checkpoint I occurs during the pre-admission semester, i.e., the semester the candidate applies for admission into the Teacher Education Program.

Checkpoint II occurs during the candidate’s Pre-Internship II field experience.

Checkpoint III occurs near the end of the candidate’s Full Internship.

I have a Bachelor’s degree and my goal is alternative certification. Do I have to develop a portfolio?

No. Keep in mind that alternative certification is handled by the Oklahoma State Department of Education and available only to those who have at least a bachelor’s degree. At the current time, the SDE does NOT require a portfolio of those seeking alternative certification. However, any competency-based course assignments must be completed to fulfill class requirements.

What happens at Checkpoint III if I do not have successful assessments for all 15 competencies?

A portfolio will be considered 100% complete for Checkpoint III if it contains evidence documenting successfully passing the Learning Project (in which competencies 7-8 and 15 are embedded). Competencies 1-6 and 9-14 (no duplication of artifacts) will have been completed in Checkpoint I and Checkpoint II, for a total of 15 competencies that must be passed successfully. If some portion of the Learning Project is missing (artifacts or documentation), a grade of “I” will be assigned in EDUC 4172, Assessment and Evaluation. The “I” grade indicates there are unresolved issues. Upon satisfactory review of the Learning Project, the coordinator will assign the candidate’s final grade for EDUC 4172.

Important Note: The teacher candidate will not be approved for graduation until the “I” is removed and a final grade is assigned. NSU policy states, “I” grades not changed by the instructor to a credit bearing grade or an “F” within one year period will remain as a permanent “I” and not contribute to the student’s GPA. (http://catalog.nsuok.edu/content.php?catoid=11&navoid=302#grades).

How many times can I use an artifact to demonstrate my achievement of a competency, and am I required to prepare an Artifact Cover Sheet for each competency?

A teacher candidate may use one artifact to document one competency. Each artifact must have an artifact cover sheet with a rationale statement and a reflection. Parts of the Learning Project (full internship) will be used to document competencies as well as the completion of this culminating teaching unit. Candidates’ portfolios will be randomly selected at Checkpoint III to verify there has not been duplicate use of an artifact to meet competencies.
What if I need assistance with my portfolio?

Candidates may contact the (1) ePortfolio Administrator or (2) ePortfolio peer assistants. Contact information is on the ePortfolio webpage.

Where can I read more about the portfolio process?

Following is a list of recommended readings related to portfolio development:


Frederick, L., McMahon, R., & Shaw, Jr., E. L. (Summer, 2000). Pre-service teacher portfolios as autobiographies. Education, 120, 634-640.


PORTFOLIO CHECKPOINTS, COMPETENCIES & COURSES
(Courses are dependent upon major)

<table>
<thead>
<tr>
<th>Competency</th>
<th>Checkpoint I (completion prior to Pre-II)</th>
<th>Checkpoint II (completion prior to Full Internship)</th>
<th>Checkpoint III (prior to graduation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1</td>
<td></td>
<td>ECED 4213 Cog. Dev. Yng Ch Content Methods Course (Secondary) ELED 4343 Soc Stud Elem</td>
<td></td>
</tr>
<tr>
<td>Competency 2</td>
<td>EDUC 3113 Ed Psyc</td>
<td></td>
<td></td>
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<tr>
<td>Competency 3</td>
<td>EDUC 3113 Ed Psyc</td>
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<td></td>
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<tr>
<td>Competency 4</td>
<td></td>
<td>EDUC 4823 Tech in Ed</td>
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<tr>
<td>Competency 5</td>
<td></td>
<td>ECED 4513 Org &amp; Impl ELED 4563 Mgmt El Cslrm EDUC 4353 Tch Mthd Prac SPED 4563 Mths &amp; Case Stdy</td>
<td></td>
</tr>
<tr>
<td>Competency 6</td>
<td></td>
<td>ECED 4213 Cog. Dev. Yng Ch ELED 4563 Mgmt El Cslrm EDUC 4353 Tch Mthd Prac SPED 4563 Mths &amp; Case Stdy</td>
<td></td>
</tr>
<tr>
<td>Competency 7</td>
<td></td>
<td></td>
<td>EDUC 4712 Learning Project</td>
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<tr>
<td>Competency 8</td>
<td></td>
<td></td>
<td>EDUC 4712 Learning Project</td>
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<tr>
<td>Competency 9</td>
<td>EDUC 3313 Clinical//Pre-I</td>
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<tr>
<td>Competency 10</td>
<td></td>
<td>EDUC 4823 Tech in Ed</td>
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<tr>
<td>Competency 11</td>
<td></td>
<td></td>
<td>EDUC 4032 Pre-Internship II</td>
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<tr>
<td>Competency 12</td>
<td>EDUC 3313 Clinical//Pre-I</td>
<td></td>
<td></td>
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<tr>
<td>Competency 13</td>
<td></td>
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<td>SPED 4433 Educ Ex. Child</td>
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<tr>
<td>Competency 14</td>
<td></td>
<td></td>
<td>EDUC 4032 Pre-Internship II</td>
</tr>
<tr>
<td>Competency 15</td>
<td></td>
<td></td>
<td>EDUC 4712 Learning Project</td>
</tr>
<tr>
<td>Complete Learning Project</td>
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</tr>
</tbody>
</table>

Checkpoint I occurs during the candidate’s Pre-Internship I field experience.
Checkpoint II occurs during the candidate’s Pre-Internship II field experience.
Checkpoint III occurs during the candidate’s Final Internship field experience.
Glossary of Terms

Artifact – Tangible, teacher candidate-created evidence presented by the teacher candidate to document professional growth and development related to the required components and competencies of the NSU Teacher Education Program.

Artifact Cover Sheet -- Identifies each artifact and provides the Portfolio reader with an explanation of how the artifact relates to one of the 15 General Competencies for Teacher Licensure and Certification. It is comprised of a two-part rationale statement and a reflection.

Candidates – Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other professional school personnel. Candidates are distinguished from “students” in P-12 schools.

Checkpoint I - Portfolio assessment by the faculty from the Teacher Education Program. Satisfactory completion is a requirement for admission to NSU’s Teacher Education Program.

Checkpoint II - Portfolio assessment during Pre-Internship II field experience. Satisfactory completion is a requirement before a teacher candidate will be placed for Full Internship.

Checkpoint III - Portfolio assessment during Full Internship field experience. Satisfactory completion is a requirement for completion of the Full Internship.

Competency – Performance statement that outlines the knowledge, skills, and disposition expected of teacher candidates. Oklahoma has identified 15 General Competencies for Licensure.

Confidentiality – Confidentiality is protecting the privacy of individuals as designated under the Family Educational Rights and Privacy Act (FERPA). Teacher candidates must obtain a Release Form for Student Participation in the Portfolio Process to ensure the privacy of individuals whose identity is apparent in written work/school work/images/or photographs to be placed in the portfolio. View the release form in Appendix B of this document.

ePortfolio – A portfolio designed and saved in a web-based format.

ePortfolio Administrator– Member of NSU staff who provides support and training for the ePortfolio and who serves as the administrator for the ePortfolio.

ePortfolio peer assistants – Identified NSU students who provide ePortfolio training and assistance to candidates.

Full Internship – Field experience, also known as student teaching, taken during the final semester.

Initial Teacher Preparation – Programs at baccalaureate or post-baccalaureate levels that prepare
candidates for the first license to teach.

**Portfolio** – A purposeful collection of tangible evidence that the teacher candidate has met the requirements of the teacher preparation program at Northeastern State University.

**Program Faculty** – Members of the University faculty who teach courses in the Teacher Education Program. These faculty members may be found throughout the University; they are not found only in the College of Education.

**Students** – Pupils in grades Pre-K through 12.
Appendix A: Standard Elements of the Portfolio

Artifact Cover Sheets

Artifacts provide performance-based evidence of a teacher candidate’s acquisition or mastery of the proficiencies identified in a competency. Generally, an artifact will be a course assignment, a reflective essay related to a significant learning event or activity, a candidate-created instructional activity (e.g., a Web Quest, a unit plan or lesson plan), or a candidate-created assessment activity (e.g., a unit assessment plan or assessment instrument.)

Each artifact in the portfolio must be accompanied by an Artifact Cover Sheet which includes a rationale statement and a reflection section. The Artifact Cover Sheet provides an introduction for the competency artifact. Critically reflective thinking is the tool for establishing the link between the proficiencies and the teacher candidate’s learning.

The elements of an Artifact Cover Sheet are:

• **Name of Artifact:** Provide the title, or name, of the assignment or activity.

• **Date** Indicate the date on which the assignment was completed.

• **Course:** The specific course number and course name in which the artifact was developed should be included in this. If the assignment or activity was not developed for a specific course, briefly describe the occasion for which it was developed.

• **Rationale:**
  o Description: provide a brief description to help assessors understand the artifact. Is it a lesson plan, essay, activity assignment. If the assignment is part of a group project, indicate that here and list the names of the other members of the group. Briefly explain the candidate’s contribution to group assignment.
  o Analysis: In this section, clearly and concisely develop a logical basis for the connection between the artifact and the competency. The rationale statement should be the product of critically reflective thinking about the competency and the assignment. The analysis should inform the reader where and how the artifact contains the elements of the competency?

• **Reflection:** In this section, explain how the candidate’s understanding of the competency will impact future student learning? What changes in teaching and professional behavior will the candidate exhibit as a result of his/her understanding of the competency?
EXAMPLE OF ARTIFACT COVER SHEET STANDARD FORMAT

Artifact Cover Sheet

Artifact for Licensure Competency 2 [InTasc std. 1] – Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences. (Teaching Scholars)

Candidate:

Name of Artifact:

Date:

Course:

RATIONALE:

Description:
• What is your artifact?

Analysis:
• How does this artifact demonstrate you understand the competency?

REFLECTION:
• How will your understanding of this competency impact your future students’ learning?
Portfolio Competency Rubrics:

• Competencies 1-6 and 9-14 each have a rubric that is used to assess the artifact. In addition, the Learning Project contains seven elements that satisfy competencies 7-8 and 15. Each element has a specific rubric.

• Each rubric has six criterion: Rationale, Reflection, Knowledge, Skills, Dispositions, and Writing Traits. Each criterion is scored on a 5 point scale, for a total of 6 scores.

• Faculty members assess artifacts through the Chalk and Wire e-Portfolio system.

• A successful completion (pass) for a competency is defined as a score of 3 (Effective) or 4 (Highly Effective) or 5 (Superior) on each of the 6 criterion. If one or more of the criterion receives a score of a 1 (Ineffective) or a 2 (Needs Improvement) then a successful completion has not been achieved and the candidate must revise those criterion which did not pass and resubmit prior to the deadline.

• Competency rubrics are available on the NSU COE e-Portfolio web site.

• The courses associated with each competency and which competencies are required for Checkpoint I, Checkpoint II, and Checkpoint III are listed in “Portfolio Checkpoints & Courses” located in this Portfolio Handbook.