INDIANA UNIVERSITY EAST
School of Education
Portfolio Guidelines

TABLE OF CONTENTS

PORTFOLIO GUIDELINES
(2010-2011)

PORTFOLIO RATIONALE

Expectations are ever increasing for teachers to be able to monitor, assess, and document their own professional behaviors and develop plans for continued growth and improvement. In addition, NCLB (No Child Left Behind) and Public Law 221 require Indiana teachers to be able to provide evidence of student achievement as well as professional growth. Portfolios are one method for teachers to demonstrate that they meet these expectations by providing an accurate, holistic view of a teacher's performance. A portfolio is more than a collection or scrapbook. It is a cohesive presentation that includes ***evidence, connections,*** and ***impacts***.

The portfolio process described in these guidelines prepares IU East pre-service teachers to document their pre-service teaching experiences and accomplishments. The purpose of this documentation is to present evidence of K-12 student learning and improvement in professional practice resulting from the-pre-service teacher's development as an instructional leader, reflective practitioner and global citizen

PORTFOLIO PURPOSE

Indiana University East begins preparing candidates for the portfolio process early in the teacher education program with the goal of helping undergraduates learn the skills that will be needed to accurately and convincingly document their competencies as teachers for program progress, graduation, initial licensure and independent practice. As of Fall 2000 the School of Education requires student teaching candidates and student teachers to develop teaching portfolios for review at two points in their program of study. The first portfolio is submitted at the end of the Methods/M401 block, usually just prior to the student teaching semester. This is called the M401 portfolio and is used as an assessment component for determining admission to student teaching**.** The second portfolio is submitted after the conclusion of student teaching. This is called the capstone portfolio and is one of the assessment components for the capstone course.

Ratings from the M401 portfolio and scores from the capstone portfolio are used to determine whether candidates satisfactorily demonstrate the knowledge, performances and dispositions appropriate at each level or whether additional preparation or remediation is required. In both portfolios, candidates are expected to demonstrate their implementation of the School of Education's conceptual framework as well as INTASC principles while representing <u>who they are as teachers</u> in an organized, selective, and professional manner. At the same time, creativity and innovation should be showcased in a way that demonstrates personal and professional teaching characteristics and style.

The M401 and capstone portfolios are highly individualized expressions of the candidates they represent. These portfolios provide opportunities for candidates to demonstrate their own unique qualifications for the profession. Future purposes of the portfolio extend beyond university life; for example, a portfolio is an excellent tool for seeking initial employment as a teacher.

PREPARING PORTFOLIOS

The **M401** portfolio is culminating documentation of the candidate's preparation for student teaching. Artifacts will be selected from any or all education foundation and methods courses and from field experiences. The selected items and writings in this portfolio are reviewed as evidence of the candidate's readiness to move forward to the student teaching semester.

The **capstone** portfolio is culminating documentation of the candidate's preparation for graduation and initial teaching licensure in the State of Indiana. While a few artifacts may be selected from previous coursework and field experiences, the focus of this portfolio is on the student teaching experience. A good guideline for balancing artifact selection for the capstone portfolio is that at least 80% of the artifacts should come from the student teaching experience. These portfolios are reviewed as the major assignment of the capstone course.

The ideas, suggestions and requirements that follow are intended to provide guidance for portfolio preparation and to spark creativity. There is some room for choice in the structure of the portfolio. It is in the purposeful selection of artifacts and writing style that individuality and creativity become evident. The main focus of both portfolios is for candidates to communicate <u>who they are as teachers</u>; keep this in mind while selecting artifacts, writing about experiences and any other means used for meeting all portfolio requirements.

Layout

Consider the following when selecting the layout:

- Showcase creativity and skills in writing, organizing, and use of technology.
- Theme: Consider using a theme that could be carried throughout the portfolio.
- Title page: Think about how a title page could create interest.
- Pages: Remember to connect pages with the Table of Contents.
- Sections: Think about organization of the entire portfolio into sections (by titles, topics, etc.) as well as the organization of each section. (Note: Numbering sections is less effective than titling the sections).
- Be consistent with formats (color, font size, borders, etc.) for titles, captions, explanations, reflective entries, indications of School of Education themes and INTASC principles.
- Technology: Show case/display technology talents/skills.
- Every artifact should be clearly identified with a title.
- A caption should accompany all photographs.

Organization

There are many different and appropriate ways to organize a portfolio. Whatever organizational pattern is used should be clearly explained to the audience at the beginning of the portfolio. Possible organizational categories include but are not limited to the following:

- Introduction
- Beliefs
- Instruction
- Classroom Management
- Professionalism
- Professional Growth
- Endorsements and Special Qualifications
- Community
- Classroom Environment
- Meeting the Needs of Diverse Learners (Individualization)

Standards Grid (required item)

The standards grid is a chart of all the artifacts included in the portfolio and the INTASC standards or School of Education theme connections made to each of these artifacts. Portfolio reviewers will use this chart as a standards guide while reading and reviewing each portfolio. An example of a standards grid can be found in **Appendix A.**

Introduction (required item)

The portfolio introduction should summarize for reviewers the contexts and experiences from which the candidate has gathered information for his/her portfolio. For the M401 portfolio this means candidates will include the settings and grade levels where they have had field experiences and a few of the highlights from these experiences. It also previews for the readers what they can expect to see evidence of within the portfolio. (**Appendix B**) For the capstone portfolio student teachers describe their student teaching setting, areas they want/need to improve or further develop during student teaching, and define student teaching goals appropriate to address their setting and areas of improvement. (**Appendix B**)

Teaching Videos (required item – **Appendix E**)

A short video (3 to 5 minutes) of the candidate's teaching in the classroom is required for both portfolios. This video is the portfolio reviewers' opportunity to see the candidate in action. It is highly recommended that candidates videotape their teaching on more than one occasion so there are multiple video clips from which to choose the best example of teaching. Teaching videos must include interaction with students as well as an example of teacher instruction in the classroom.

Note: Any ideas regarding editing of video segments must be discussed beforehand with the M401 or capstone instructor.

For the **M401** portfolio, include a 3 to 5 minute video of a teaching segment from the M401 experience along with a written lesson plan for the segment and a written explanation and reflection of what the video segment demonstrates. M401 candidates are advised to video tape their teaching as often as possible so they have more than one video segment from which to choose for submission with their portfolios.

For the **capstone** portfolio, student teachers should video tape their teaching as often as possible (a minimum of 3 video tapings is required) during their student teaching semester to ensure they have ample recordings from which to choose. These taping sessions should be spaced throughout the student teaching experience in order to provide examples from the beginning, middle and end of the student teaching experience. Candidates should view all of their video recordings and select the tape that demonstrates the best 3 to 5 minute example of teacher instruction and interaction with students to include in the portfolio. A written lesson plan for the segment and a written explanation and reflection of what the video segment demonstrates are required. The other videotaped sessions can serve as resources as the candidate writes his/her explanation and reflection of the teaching episode reviewers will see in the selected video segment.

Other Requirements

- Elementary portfolios must contain at least one lesson plan for each subject area: reading, math, social studies, science, and language arts
- Secondary portfolios must contain at least one lesson plan from each course taught during that semester and a minimum of 5 total lesson plans
- Impact on student learning must be demonstrated
- Portfolio must contain a final reflection (See Portfolio Conclusion, page 6, and **Appendix G**)

Artifact Selection

Select the items to include in your portfolio with care. Remember that quantity is not synonymous with quality. Avoiding overloading the portfolio with redundancy is critical in the selection process. Careful selection of artifacts demonstrates that the candidate possesses the skills to organize materials in a way that facilitates learning.

Candidates should **select** what is most appropriate for their portfolio based on their purpose(s). Carefully read the School of Education’s Conceptual Framework (**Appendix C**), the ten INTASC standards, focusing on the descriptors in bold type (priority standards) (**Appendix C**), and the appropriate portfolio rubric (**Appendix D**). There is no required number of artifacts, but each artifact selected should address between one and three INTASC principles and up to two School of Education themes. All School of Education themes and priority INTASC principles must be adequately met throughout the portfolio as a whole. Candidates should keep in mind that careful artifact selection helps portfolio reviewers “see” them as teachers by showing evidence of what they did in the classroom and explaining why they did it, by demonstrating how they are growing as professionals, and by documenting evidence of their impact on K-12 student learning. The following list suggests some artifacts/materials that could be included in the portfolio:

Lesson plans Thematics and units Examples of student work Course materials you created Year-long Plan or Syllabus Adaptations and/or Differentiation for Diverse Learners Informal Assessment Teacher-made assessments Examples of Classroom management Study Buddy Logs Journal Entries Resource Files Photographs Student surveys Parent Letters Technology Plan Student comments/notes/letters Evaluations/critiques from instructors, principals, cooperating teachers, and supervisors Charts and/or graphs	Professional growth plan (capstone portfolio) Student teaching goals (M401 portfolio) Content related research you have conducted Philosophies (such as) Multiculturalism Classroom Management Community Assessment Reading Teaching/Learning Multiple Intelligences Graphic Organizers Transcript Workshops/conferences attended Praxis test results Awards received Self-assessments Field experience evaluation forms Letters of recommendation Resume

Connections and Impacts

Each artifact is accompanied by a Connections and Impacts statement, which consists of the following:

Brief Artifact Description / Summary: The statement must begin with 3-5 concise sentences, possibly including:

- Setting: whole group or small group; subject
- Objective(s) / Essential Questions / Enduring Understandings
- Teaching strategy/strategies used; activity/activities
- Assessment(s)

Connections: Candidates must make clear connections between the artifacts and no more than 3 INTASC standards + 1 School of Education Theme

- INTASC #: Describe the preparation/planning/instruction that reflects your knowledge/attitude/performance of each principle that you list.
- School of Education Theme: Describe the preparation/planning/instruction that reflects your knowledge/attitude/performance of each theme that you list.

Instructional Impact (impact on students): Candidates must describe how the preparation, planning, instructional process, &/or assessment impacted students' learning, motivation, attitude, &/or skills. Some suggestions may include your reflection on the following:

- What did students learn? How do you know?
- What went well? Why? How do you know?
- What would you change for future instruction? Why?

Professional Impact (impact on self): Describe how the preparation, planning, instructional process, &/or assessment impacted your growth as a teacher. Some suggestions may include your reflection on the following:

- How could I increase student achievement?
- What did I do to create a learning, motivating environment? What attitudes did I foster?
- What resources could I utilize?
- How has this (event, lesson, experience) influenced my feelings about teaching and learning?
- How has this (event, lesson, experience) changed or deepened my beliefs about teaching?
- What did I learn about myself as a teacher?
- What did I learn about my planning (time management, strategies/activities, assessment, etc.) that worked well or that could be improved?
- What do I understand better about (assessment, curriculum development, challenging students, you fill in the blank)?

Connections / Instructional & Professional Impacts accompany each instructional piece (lesson plan, unit, behavior management plan, tutoring, short &/or long-range plan) that you choose to include in your portfolio.

Connections / Professional Impacts accompany every other artifact from your field experience (Examples: parent teacher conferences, attending professional development opportunities [COPE, HASTI, etc.], parent communication, community involvement, grant writing, classroom management, long-range planning) that you choose to include in your portfolio.

Examples of Connections and Impacts can be found in **Appendix F**.

Portfolio Conclusion: Overall Reflection

The overall reflection is designed to be a culminating view of pre-service teaching and learning experiences at each decision point (admission to student teaching with the M401 portfolio and graduation with the capstone portfolio) particularly in relation to the candidate's understanding and implementation of the School of Education themes. This type of reflection enables candidates to affirm their growth as a teacher and their impact on K-12 student learning. It also enables candidates to identify areas for improvement or continued learning or practice that lead to goals for student teaching (at the **M401** level) or a professional growth plan (at the **capstone** level). The actual outline of goals and objectives for student teaching (M401) or the professional growth plan (capstone) are the artifacts that accompany the overall reflection. This overall reflection with the planning artifact becomes the conclusion of the portfolio.

Keep in mind that reflection is the focus of this portfolio conclusion. Consider the following: What are your strengths? What resources, professional literature, mentors, etc. have/are impacting your development as a teacher? What areas have you identified for improvement? What is your plan of action for working toward improvement? Throughout the portfolio candidates will have explained a variety of artifacts demonstrating their knowledge and implementation of INTASC standards and SoE themes. The overall reflection is a final opportunity to reflect over everything accomplished to this point in relation to development as a global citizen, instructional leader, and reflective scholar. (**Appendix G**)

Cautions

The following violations should be taken seriously to avoid issues of academic misconduct.

Plagiarism and copyright violations: The portfolio should primarily be a display of *your* work. Include artifacts created by others sparingly and give credit to the authors. For example, artifacts that demonstrate the results of your teaching (e.g., carefully selected samples of student work) as well as artifacts that evaluate the quality of your work (i.e., feedback on your performance, letters of recommendation, M401 or student teaching evaluations, transcripts, awards, etc.) are acceptable. The authors of any documents (see note about student work below) should be clearly identified. Otherwise, you run the risk of being guilty of plagiarism, a serious offense, in which a person attempts to pass off the work of another as his or her own. You may include brief segments of copyrighted materials, giving full credit to the author, rather than entire pieces to avoid copyright violations – a similarly serious offense.

FERPA violations: The Buckley Amendment (20 U.S.C.A. § 1232G), commonly referred to as the Family Educational Right to Privacy Act (FERPA), is a federal law that provides public school students legal protection from invasion of their privacy resulting from schools making certain types of information public. Each school should have a directory policy that lists exactly what types of information may be released without the permission of the student (or if the student is a minor, a parent or legal guardian). To avoid FERPA violations, you should:

- check with your cooperating teacher and/or the school principal regarding school policy regarding videotaping and incorporating student artifacts into your portfolio,
- request parent permission for students less than 18 years of age and student permission of those who are 18 years old or older to include items in your portfolio, and
- remove all student names and other personally identifiable materials from any items in your portfolio.

BEFORE SUBMITTING YOUR PORTFOLIO

<u>Requirement checklist</u>

- o <u>INTASC and School of Education themes grid</u> indicating which artifacts meet which standards.
- o Table of Contents
- o Put your portfolio in a 3-ring binder with the clear plastic pockets on the front and spine. <u>Remember to put your name on the front and on the bound edge (spine)</u> along with any other titles or appropriate identifying information. <u>An expensive leather binder is not necessary and is not preferred</u>. If you decide to purchase a professional quality binder for job interviewing purposes, transfer your portfolio to that binder after the reviewers return your portfolio to you.
- o <u>Use both sides of the page</u>. Printing on both sides of the paper is perfectly acceptable as long as the paper is a heavy enough weight to avoid seeing through from the other side Because it isn’t always easy to print on both sides of a single sheet of paper, plastic page holders may be used to turn 2 single-sided printed pages into 1 double-sided plastic page. However, plastic page holders are not a requirement. If page holders are used, do not put multiple pages (more than two) in one plastic holder. Readers do not want to take pages in and out of these holders. Also, non-glare plastic page holders are much more reader-friendly.
- o Use dividers with clearly labeled, visible tabs.
- o Introduction (as explained above)
- o Video recording (as explained above)
- o Connections and Impacts on all artifacts (as explained above)
- o Overall reflection accompanied by student teaching goals (M401) or professional growth plan (capstone)
- o Evidence of K-12 student learning
- o Evidence of professional growth
- o Examples of student work with teacher feedback
- o Evidence and variety of assessment of K-12 student learning
- o Elementary Education candidates must include instructional artifacts from all subject areas (reading, language arts, math, science, social studies)
- o Secondary Education candidates must include instructional artifacts that demonstrate a wide variety of instructional strategies from all grade levels being taught during field experiences and/or student teaching
- o Solid evidence of having met all priority INTASC principles and School of Education themes

<u>Recommendations</u>

- The introductory section should explain the organization of the portfolio so the readers can easily understand the format which presents <u>who you are as a teacher</u>.
- <u>Do not cover artifacts with connections</u>. They can be in boxes on the side or placed before or after the artifact.
- Clearly label each artifact.
- Address INTASC principles and School of Education themes clearly and specifically. Reviewers cannot be expected to guess how standards have been implemented.

- Grammatical errors are very serious in a portfolio. When in question, use a grammar checking program, get assistance from IUE Tutorial Services, or ask a friend who is knowledgeable.
- Avoid overusing “not only”, “but…”, “I”.
- “I feel…” is not appropriate terminology for the portfolio. “I think….” should be used sparingly and should be accompanied or supported with why or how you think a certain way.
- Avoid the use of “cutsie” paper with multiple, bright colors and border designs that overpower portfolio content.
- View this as a final product—not a rough draft. Revise and edit!!
- With some exceptions, do not include class papers (e.g. philosophy of education paper, multicultural rationale, content area papers). Integrate ideas into the introduction and reflection, summarize concepts in explanations, or graphically represent them.
- Use the same font as much as is possible, and at least for Connections and Impacts.

<u>Final Questions</u>

- Does the organizational framework make it easy for a reviewer to follow? (dividers, appropriate size binder, cover page with your name clearly identified)
- Is all of the documentation attractive and easy to read?
- Does the portfolio look professional?
- Does the portfolio accurately describe <u>you as a developing teacher</u>?
- Does the portfolio represent your unique talents and skills accurately?
- Is the portfolio concise? Can anything be removed without reducing the quality of the overall picture presented?

PORTFOLIO POLICIES

<u>Due dates</u>

Fall semester portfolios are due in late November or early December. Spring semester portfolios are due in late April. Exact portfolio due dates and times and the room location where portfolios are to be submitted are determined each semester and are included on appropriate course syllabi.

When candidates submit their portfolios, they must sign-in and give contact information. Also, the time each portfolio is submitted will be recorded by the faculty overseeing portfolio submission.

If it is impossible for a candidate to be on campus at the specified date and time for portfolio submission, that candidate must make prior arrangements with the course instructor for meeting the submission deadline. Typical options include turning the portfolio in prior to the due date or having a trusted family member, friend or colleague deliver the portfolio and appropriate contact information at the designated time.

<u>Late submission</u>

If a portfolio is submitted late, it will be reviewed and scored one time and is not eligible for resubmission.
➢<u>EXCEPTION</u>: significant family illness or crisis that occurs unexpectedly. In the case of an exception, the School of Education Assessment Committee agrees to an extension for the specific candidate. The terms and dates of this extension will be in writing.

Portfolio reviewers have the option of reviewing late portfolios after all on-time portfolios have been reviewed. Late submissions often compromise the schedules of portfolio reviewers and since these portfolios can not be re-submitted it is not essential for the review to be completed in time for the resubmission due date.

A portfolio is considered late if it is submitted even one second after the established due date and time. Late portfolios will be accepted until 4:59 p.m. on the due date with no option for resubmission. After 4:59 no more portfolios will be accepted for the semester. The candidate who does not submit his/her portfolio by 4:59 p.m. on the due date fails the M401 or capstone course.

<u>Portfolio rubrics</u>

Sample rubrics are included in **Appendix D**. Section 1 assesses School of Education themes and INTASC standards. Section II assesses format, style, artifact selection, and professional qualities. There are separate portfolio rubrics for the M401 and capstone portfolios. Additionally, other programs designed for license additions have their own portfolio rubrics based on appropriate standards (i.e. Reading licensure program).

Notification of portfolio results – All candidates are notified of their portfolio review results on a designated date and time frame established each semester. One portfolio review team member will use the candidate's contact information recorded when the portfolio was submitted to reach the candidate. In keeping with FERPA regulations, portfolio results will only be given directly to candidates.

Scoring

An M401 portfolio is passing if it earns all CP (consistent progress) and/or SP (some progress) ratings on the first review. Passing portfolios have no need or option for resubmission. If any IP (insufficient progress) ratings are earned on the first review, the resubmission process begins. Resubmitted portfolios must earn ratings of CP and/or SP on each rubric item for the candidate to be recommended or conditionally recommended for student teaching.

If a capstone portfolio earns sufficient portfolio points on the first review for the candidate to pass the capstone course with a grade of C+ or higher, there is no need or option for resubmission. If a capstone portfolio does not earn sufficient points on the first review for the candidate to pass the capstone course with a minimum grade of C+, the resubmission process begins. During the resubmission review the capstone portfolio may earn additional points up to but not exceeding the number of points needed for a grade of C+ in the capstone course. Capstone portfolio reviewers do not have knowledge of or access to candidates' earned capstone course points prior to the 1st portfolio review or prior to the resubmitted portfolio review.

RESUBMISSION of PORTFOLIOS

A resubmission due date and time are established each semester by the SoE assessment committee. This date is usually set to give candidates 3 to 4 calendar days to work on portfolio revisions. Weekend days are usually included in the 3 to 4 day time span.

The resubmission due date is communicated to the candidate by one of his/her original portfolio review team members during the **resubmission conference** held to advise the candidate of improvements to be made. Also at this conference review team members will refer the candidate to the portfolio resubmission responsibilities of candidates as stated below, and schedule a day and time to meet with the candidate after their review of the resubmitted portfolio. This meeting is the **resubmission interview**. It is important for the candidate to understand the difference between the resubmission conference and the resubmission interview. The conference occurs before resubmitting the portfolio. The interview occurs after the evaluation of the resubmitted portfolio.

Portfolio resubmission responsibilities for candidates

With the resubmission, candidates include on a separate page a written explanation of the concerns raised (their understanding of what needed to be changed, improved, added or deleted) in the first review and how they addressed these concerns in the resubmitted portfolio.

Original portfolio pages, post-it notes, and the original rubric must be included with the resubmission. Original portfolio pages with post-it notes must be placed in a folder or pocket at the front or back of the portfolio in the order in which they appear in the portfolio. The candidate's written explanation of the portfolio concerns (see paragraph above) must be placed on the top of these original portfolio pages.

Evaluation of resubmitted portfolios

The resubmitted portfolio is reviewed by the same team that did the original review. If circumstances or schedules make it impossible for the same review team to review the resubmitted portfolio, at least one member of the original review team must be on the resubmission review team.

The same rubric will be used for the re-evaluation. All changes and/or additions made to the rubric during the re-evaluation process will be circled.

Faculty who evaluate the resubmitted portfolio will contact the candidate after their 2nd review and will inform the candidate of the expected date and time of this contact.

Resubmission Interview

Resubmission interviews do not take place if the resubmitted portfolio passes on the 2nd review, but may take place if the portfolio does not meet passing criteria on the 2nd review. For the resubmission interview the candidate has the option (it is not a requirement) of inviting one person as a reference. This reference person **must have a professional connection** to the candidate such as his/her advisor, university supervisor, cooperating teacher, or another professor; relatives, friends, guardians, step-relations, etc. are not acceptable choices. If this reference person is unable to attend at the scheduled resubmission interview time, the candidate is responsible for arranging a time for the reference person to talk with the review team via telephone conference. The candidate is responsible for communicating any and all resubmission interview or telephone conference arrangements to his/her selected reference person.

At the resubmission interview, reviewers meet first with the candidate and begin with any introductory information and explain the process that will be followed. Then, reviewers will give the floor to the candidate allowing him/her the opportunity to explain the changes s/he made. The reviewers have the option to ask additional questions exchanging information back and forth as needed. The portfolio review team is responsible for concluding this portion of the resubmission interview and dismissing the candidate giving an estimated time* when s/he will be contacted.

*When a time is arranged to call or meet with the candidate, the reviewers expect the candidate to arrive or be available on time and will wait no longer than 15 minutes beyond the designated time. If the candidate does not arrive or return the call, the review process is ended and 2nd review scores are forwarded to the course instructor. *An unexpected and serious accident, illness, or injury would be the only exception.*

Depending on whether or not the candidate has made prior arrangements for a reference person to speak on his/her behalf, one of the following will be the next step in this process:

- If the candidate has made no arrangements for a reference person to speak on his/her behalf the portfolio review team will complete their final assessment of the portfolio privately.

- If the reference person is present or if telephone conference arrangements have been made in advance the interviewers will call at the arranged time or invite the reference person into the room to meet with the reviewers on behalf of the candidate. The candidate will not be present in the room during this portion of the resubmission interview.

  The portfolio reviewers may ask the reference person to comment on his/her experiences with the candidate's performance especially in the areas of concern. Also, this person could be offered the opportunity to add anything else they would like to say with regard to the candidate's knowledge, skills, or dispositions.

  The portfolio review team is responsible for concluding this portion of the resubmission interview, dismissing the reference person, and completing their final assessment privately.

2nd and/or 3rd Portfolio Reviews

If a portfolio goes to a 2nd or 3rd review team, those teams will know the portfolio did not pass on the lst review and will see the post-it note comments of the original review team. However, the additional review teams do not see the original team's completed rubric. The additional review teams score the portfolio on a blank, identical rubric.

M401 Portfolio Review Process Chart

See **Appendix H** for a complete overview of this process for M401 portfolios.

Capstone Portfolio Review Process Chart

See **Appendix H** for a complete overview of this process for Capstone portfolios.