

Fall 2017

Electronic Portfolio Handbook

ED 400 Field IV: Pre-Student Teaching
ED 410 Field V: Student Teaching
E411: Professional Seminar



Saint Vincent College

<https://education.stvincent.edu>

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PURPOSE OF THE ELECTRONIC PORTFOLIO

As the mandatory capstone to all teacher certification programs, the electronic portfolio acts as both a marketing and self-reflection tool. Through electronic portfolio construction, candidates are able to revisit key experiences in their teacher preparation programs to emphasize personal skill sets and professional practices. The process leads the candidate to define his/her educational philosophy and future goals while demonstrating technological proficiency through website development. This culminating assignment is a valuable interviewing tool that can be used to market each candidate as he/she begins the job search.

PORTFOLIO CREATION PROCESS

To begin the portfolio construction each candidate should engage in the following steps.

- Step 1: Create a Google Account. This can be accomplished by going to <https://accounts.google.com/signup>. The account is free and provides access to other Google Programs such as Google Docs, Google Drive, and YouTube.
- Step 2: Sign in to your Google account through www.google.com.
- Step 3: Access the app menu in the top right hand corner of the Google page. It is represented by a 3 X 3 array of squares.
- Step 4: Click “Even more from Google” at the bottom of this menu.
- Step 5: Scroll down to the bottom of the page where all the apps are listed and select “Google Sites”. Choose classic sites in the bottom left corner. It currently offers more features than the new Google Sites (which is basic and intended for mobile sites).
- Step 6: Click the “Create” button on the left hand side of the page.
- Step 7: Choose a template for the portfolio. Search templates for additional choices.
- Step 8: Name your portfolio in the text box. This will show up in the URL for your portfolio that you give to employers, so make it easy to identify by name, and keep it professional, concise, and organized. Avoid characters such as slashes and symbols. This name also appears as a permanent link on your portfolio page, so type it exactly as it should appear.
 - Example 1: Jane Smith’s Electronic Portfolio
 - Example 2: Electronic Portfolio—John Smith
- Step 9: Decide if a theme is necessary. Themes are necessary in the following examples.
 - Example 1: A premade template was chosen, but you do not like the background theme that comes with it.
 - Example 2: A blank template was chosen.
- Step 10: Inserting additional information about the site is not necessary. Click the check box to verify you are not a robot. Security will offer you a picture question where you will have to choose 2-4 pictures based on a food category. Submit your answers.
- Step 11: Scroll to the top of the page and click the create button.
- Step 12: Click the pen icon at the top right of the page and begin editing.

**Additional support for editing the portfolio will be given during ED 400 portfolio seminars.

SETTING PRIVACY PREFERENCES

Because Google Sites is a free website creator, the privacy settings are initially set to public, allowing anyone to view the site. Privacy settings should immediately be changed to “Anyone with the link” prior to putting information on the Internet. Despite the protected nature of this setting, candidates should still be conscientious of any private or personal information put on the site. Remove any sensitive information such as social security numbers from documents and remove or obscure identifying student information. Protect the link to your site and only offer trusted individuals such as supervisors, evaluators, and potential employers viewing privileges.

Steps for changing privacy settings:

Step 1: On your portfolio’s main page, click the blue “Share” link at the top right hand corner.

Step 2: Under “Who has access,” click the blue “Change” text on the same line as “Anyone can view.”

Step 3: Choose “Anyone with the link” to protect your portfolio information.

QR CODE CREATION

When interviewing, candidates may choose to use the link to their portfolio to create a QR code for business cards or other application materials. To create the QR code through Google, use the following steps.

Step 1: Right click to copy the link for your electronic portfolio from the Google Sites Permissions Page. Access this page through the blue “Share” button.

Step 2: Using an Internet Browser, go to Google’s URL Shortener at goo.gl.

Step 3: Paste your long URL into the textbox.

Step 4: Click “Shorten URL.” This creates a short goo.gl case-sensitive link to your portfolio site. You can use this link instead of the longer one to distribute your website if you have chosen “Anyone with the link” in the Permissions Page.

Step 5: On the same line as the shortened link, click “Details.”

Step 6: The QR code is pictured in the top right corner of the page. Click on the QR code to access the ability to right click copy and paste this document into a Word or Publisher file or to save it as an image.

* Any personal device with a camera and QR code reader can scan this image to directly access the portfolio.

** If the image is too small or too large the square dimensions of the QR code’s pixels are changeable. On the details page, click on the QR code image. In the address bar, you will notice dimension of 150 X 150 or 100 X 100 as part of the URL. Change these dimensions to your desired dimensions. Go no smaller than 50 X 50 and no larger than 500 X 500.

TURNING IN THE PORTFOLIO

ED 400 Seminar

In ED 400 the final portfolio is due at the start of the last seminar meeting. The portfolio must be shared with the College Supervisor and the Education Department prior to that time.

ED 400 sharing instructions:

Step 1: Go to the blue “Share” button on the main portfolio page.

Step 2: Scroll down to the grey “Invite People” text box.

Step 3: Type in the email of your College Supervisor and set the grey drop down menu to “can view.”

Step 4: Make sure that the “notify by email” checkbox is checked and click “send.” An email will be sent to your supervisor inviting him/her to view your electronic portfolio.

Step 5: Repeat steps 1-4 using the Education Department email (education@stvincent.edu).

Step 6: College supervisors will present you with a completion certificate when the portfolio is complete to the acceptable standard. A copy of this document will be included in your permanent file.

ED 411 Professional Seminar

You will continue to work on and finalize your electronic portfolio during ED 411 Professional Seminar. Near the conclusion of the course, the professor will grade your electronic portfolio based on completion and quality of revised artifacts as well the inclusion of new artifacts, aesthetics, and ease of use. Completion of the outside evaluator as well as the College Supervisor electronic portfolio rubrics will be factored into the final grade.

ED 411 students must share their portfolio with both their College Supervisor and with an outside evaluator. The outside evaluator must be a faculty member from another department. You will share your final electronic portfolio link, as well as the rubrics from your Supervisor and Second Evaluator, as per the due date on the ED 411 syllabus.

Electronic Portfolio Sharing Instructions:

Step 1: Go to the blue “Share” button on the main portfolio page.

Step 2: Scroll down to the grey “Invite People” text box.

Step 3: Type in the email of your College Supervisor, and set the grey drop down menu to “can view”.

Step 4: Make sure that the “notify by email” check box is checked and click “send.” An email will be sent to your supervisor inviting him/her to view your electronic portfolio.

Step 5: Repeat steps 1-4 using the second evaluator’s email. See the section “Choosing the ED 410 Second Evaluator” for additional information.

Step 6: Repeat steps 1-4 using the Education Department email (education@stvincent.edu).

Step 7: The professional seminar professor will present each student teacher with a certificate of completion when the portfolio is completed to an acceptable standard. A copy of this document will be included in your permanent file.

** For state review purposes, ED 410/411 candidates are required to maintain the sharing permissions of their electronic portfolio with the Education Department for 7 years. If used in any review, confidentiality of the portfolio site will be kept.

PROTECTING AND MANAGING HYPERLINKED ARTIFACTS

To ensure that documents are protected, candidates are encouraged to use a cloud storage system such as Google Drive. This will “back up” student documents to guarantee that the document is available for upload and will prevent large amounts of memory taken by uploaded files. To prevent purposeful or accidental manipulation of documents and credentials, files used for upload should be saved as .pdf when uploading to Google Docs. Google Doc permissions must also be changed to “anyone with the link” to allow hyperlinks to work smoothly.

SUMMARY OF REQUIRED PORTFOLIO ELEMENTS

The following chart shows the required domain menus and elements of the electronic portfolio for both the ED 400 and ED 411 semesters.

Required Menu Pages and Evidence	ED 400	ED 411
Home Page		
Welcome	X	Revised
Philosophy of Education and Infographic		New
Link to Marketing Brochure		New
Contact Information (Name, address, email, phone)	X	(Revised)
List of Certifications	X	(Revised)
Link to Senior Thesis (K-12 and Secondary)		New
Planning and Preparation		
Section Overview	X	(Revised)
Sample Unit Plan	X	(Revised)
Working with Diverse Populations		
-IEP Action Plan	X	(Revised)
-At-Risk Action Plan	X	(Revised)
Tiered Assessment Project	X	(Revised)
Student Learning Objective (SLO) Project with Data Analysis		New
Annotated Bibliography of Resources & Samples	X	(Revised)
Differentiation Lesson Plan	X	
Reflection of Planning and Preparation Artifacts	X	(Revised)
Self-Selected Artifact		New
Classroom Environment		
Section Overview	X	(Revised)
Classroom Tour-Part 1 Virtual Classroom Design	X	(Revised)
Classroom Tour-Part 2 Student Work Samples/Board Displays		(New)
Classroom Management Plan	X	(Revised)
Self-Selected Artifact		New
Reflection of Classroom Environment Artifacts		New
Instruction		
Section Overview	X	(Revised)
Video Sample 1: Set Purpose for Learning – 3-5 minutes	X	
Video Sample 2: Conducting a Class Discussion- 3-5 minutes		X
Teacher Evaluation with Reflection	X-practice	X
Teacher Evaluation with Reflection	X-practice	X
Lesson Demonstrating Strong Formative Assessment (includes an anecdotal explanation of artifact)	X	
Self-Selected Artifact		New
Reflection of Instruction Artifacts		New
Professional Responsibilities		
Section Overview	X	(Revised)
Service to School Community-Project Proposal	X	(Revised)
Service to School Community-Evidence and Reflection of Project		(New)
SAS: Maintaining Accurate Records Project		X
SAS: Communicating With Families Project		X
Professional Development-Evidence of Opportunity 1	X	
Professional Development-Evidence of Opportunity 2		(New)
Professional Growth Plan	X-practice	(Revised)
Self-Selected Artifact		New
Reflection of Professional Responsibilities Artifacts		New
Credentials & References		
Résumé	X	(Revised)
Transcripts	X	(Revised)
Letters of Recommendations		X
Evidence of Professional Memberships	X	(Revised)

PORTFOLIO EVALUATION PROCEDURES

ED 400

During the ED 400 Pre-student teaching semester, the ED 400 College Supervisor assesses and assigns a grade for the electronic portfolio.

- All portfolios are due at the beginning of class on the date of the last seminar meeting as indicated by the ED 400 Syllabus.
- Each pre-student teacher should complete a self-evaluation of their portfolio using the ED 400 Portfolio Rubric and turn it into his/her College Supervisor at the last ED 400 seminar session.
- To turn in the electronic portfolio, each student teacher must share his/her portfolio through Google Sites with both his/her College Supervisor and the Education Department. Sharing privileges must be set to view when sharing with both the supervisors and the Education Department.
- Following the successful sharing of the electronic portfolio with the Education Department, the student will be given a certificate of completion for his/her records.
- Copies of the supervisor's evaluation, self-evaluation, and certificate of completion will be put into each pre-student teacher's file in the education office.

ED 411

During the ED 411 student teaching semester, the College Supervisor and an evaluator outside of the department, of the student's choice, review and give feedback the electronic portfolio. The final portfolio is reviewed and graded by the Ed 411 professor.

- All portfolios are due on a date near the end of the semester as assigned by the ED 411 professor.
- Prior to turning in the electronic portfolio, each student teacher should use the ED 410 Portfolio Rubric to complete a self-evaluation of his/her electronic portfolio.
- To turn in the electronic portfolio, each student teacher must share his/her portfolio through Google Sites with his/her College Supervisor, his/her chosen evaluator, and ED 411 professor. Sharing privileges must be set to view when sharing with the supervisor, the evaluator, and the ED 411 professor.
- The student is responsible for sharing the portfolio rubric and due date with the second evaluator and College Supervisor.
- Copies of the ED 411 professor evaluation, the College Supervisor, the outside evaluator, the self-evaluation, and certificate of completion will be put into each student teacher's file in the education office.

CHOOSING THE ED 411 OUTSIDE EVALUATOR

During the ED 411 semester and in addition to the student teacher's College Supervisor, each student teacher must choose an additional evaluator to review his/her electronic portfolio. The outside evaluator must be a faculty member from another department. Candidates who are having difficulty finding an outside reviewer should meet with the ED 411 professor to discuss possible alternatives. The outside evaluator

does not have influence over the course grade assigned. Instead, the evaluation is used to triangulate the evaluation between the ED 411 professor and the student teacher. Candidates are encouraged to select their evaluator early in the semester.

PROCEDURES FOR OUTSIDE EVALUATORS

Each student teacher must obtain an outside evaluator to complete a review of his/her electronic portfolio. This outside evaluation provides triangulation of feedback for the student teacher and College Supervisor and helps provide the student teacher with additional feedback for professional growth as he/she begins a professional career. Outside evaluators are encouraged to view the portfolio through the lens of a “future employer” and provide the student teacher with reactions to the artifacts and documents he/she is using in the portfolio. Outside evaluators will receive an email from the student teacher inviting the evaluator to view the portfolio. By clicking the link in the email, outside evaluators will be taken to the portfolio on Google Sites through any Internet Browser such as Explorer, Firefox, Safari, or Chrome. Your outside evaluator will use the designated checklist (see p. 11 in the Handbook).

This rubric can be printed from the education.stvincent.edu website. Please contact Dr. Stacie Nowikowski (stacie.nowikowski@stvincent.edu) with any questions regarding the role of the outside evaluator.

The student will be responsible for submitting the outside evaluator’s completed rubric to the ED 411 professor. Completion of this step will play into the final electronic portfolio grade.

PROCEDURES FOR THE COLLEGE SUPERVISOR

Your supervisor will review your electronic portfolio once during the semester prior to submission to your ED 411 professor. Your College Supervisor will use the designated checklist (see p. 11 in the Handbook). The checklist will be submitted to your ED 411 professor on the date specified in the syllabus.

ED 400 Electronic Portfolio Rubric

Pre-Student Teacher: _____ Date: _____

Design and Effort

Points	Points Earned	Evaluative Criteria
10	_____	Professional overall appearance
10	_____	Clear navigation and organization
10	_____	Creative, consistent screen design/quality images
10	_____	Menus and section overviews are well defined
40	_____ Total	

	Points Possible	Points Earned
Welcome Page		
Contact Information, Credentials & Welcome	10	
Planning and Preparation-Section Overview		
Sample Unit Plan	10	
Working with Diverse Populations-IEP Action Plan	10	
Working with Diverse Populations-At-Risk Action Plan	5	
Tiered Assessment Project	10	
Annotated Bibliography of Resources & Samples	5	
Differentiation Lesson Plan	10	
Reflection of Planning and Preparation Artifacts	10	
Classroom Environment-Section Overview		
Classroom Tour--Virtual Classroom Design	20	
Classroom Management Plan	5	
Instruction-Section Overview		
Video Sample 1: Set Purpose for Learning – 3-5 minutes	10	
Teacher Evaluation with Reflection	10	
Teacher Evaluation with Reflection	10	
Lesson Demonstrating Strong Formative Assessment (includes an anecdotal explanation of artifact)	10	
Professional Responsibilities-Section Overview		
Service to School Community-Proposal of Project	10	
Professional Development -Evidence of Opportunity 1	5	
Professional Growth Plan	10	
Credentials & References		
Résumé	10	
Transcripts	5	
Evidence of Professional Memberships	5	

Total points: _____/180

Total points for Electronic Portfolio: _____ / 220 = _____ Grade: _____

Comments:

ED 411 Electronic Portfolio Checklist for Outside Evaluator

Student Teacher: _____ Date of Evaluation: _____

The purpose of an outside faculty review is to provide a different viewpoint and feedback to a new teacher. Your quick review of this online portfolio is to offer a second opinion and guidance to assist a preservice teacher in preparing for the workplace. Thank you for assisting in this quick review and collaborating with the student and the education department to offer a triangulated review.

Portfolio Criteria	Yes	No	Comments
Professional and easy to navigate			
Links to documents are working/documents open easily/videos play			
Content mastery is demonstrated and student evidenced his/her teaching using sound subject knowledge			
Student selection of artifacts are well chosen and appear to be exemplars of good teaching			
Creativity is demonstrated throughout the evidence			
In your opinion, this student demonstrates his/her likeliness to succeed in teaching			

Additional Comments and Recommendations:

Evaluator Signature: _____

Evaluator Name (Printed): _____

SVC Department: _____

ED 411 Electronic Portfolio Checklist for College Supervisor

Student Teacher: _____ Date of Evaluation: _____

Required Menu Pages and Evidence	Quality artifact included in portfolio (✓)	Artifact technology is working properly (✓)
Home Page		
Welcome Message		
Philosophy of Education and Infographic		
Link to Marketing Brochure		
Contact Information (Name, address, phone, email)		
Listing of Certifications		
Link to Senior Thesis (K-12 and Secondary Only)		
Feedback on Section:		
Planning and Preparation		
Sample Unit Plan (Revised)		
Working with Diverse Populations-IEP Action Plan (Revised)		
Working with Diverse Population-At-Risk Action Plan (Revised)		
Tiered Assessment Project (ED400)		
Student Learning Objective (SLO) Project (ED 411)		
Annotated Bibliography of Resources & Samples (Revised)		
Differentiation Lesson Plan (from ED 400)		
Self-selected Artifact		
Reflection of Planning and Preparation Artifacts (Revised)		
Feedback on Domain:		
Content Mastery		
Classroom Tour-Virtual Design (from ED 400)		
Classroom Tour-Student Work Samples/Displays (ED 410)		
Classroom Management Plan (Revised)		
Self-selected Artifact		
Reflection of Classroom Management Artifacts (Revised)		
Feedback on Domain:		

Required Menu Pages and Evidence	Quality artifact included in portfolio (✓)	Artifact technology is working properly (✓)
Instruction		
Video Sample 1: Set Purpose for Learning – 3-5 minutes (from ED 400)		
Video Sample 2: Conducting a Class Discussion- 3-5 minutes (ED 410)		
Teacher Evaluation with Reflection (ED 410)		
Teacher Evaluation with Reflection (ED 410)		
Lesson Demonstrating Strong Formative Assessment (from ED 400)		
Self-selected Artifact		
Reflection of Instruction Artifacts (ED 410)		
Feedback on Domain:		

Professional Responsibilities		
Service to School Community-Project Proposal (ED 400)		
Service to School Community-Evidence/Reflection of project (ED 410)		
Maintaining Accurate Records Project (ED 410)		
Communicating with Families Project (ED 410)		
Professional Development-Opportunity 1 (ED 400)		
Professional Development-Opportunity 2 (ED 410)		
Professional Growth Plan (Revised)		
Self-selected Artifact		
Reflection of Professional Responsibilities Artifacts (ED 410)		
Feedback on Domain:		

Credentials & References		
Résumé (Revised)		
Transcripts (Pending Completion)		
Letters of Recommendation (ED 410)		
Evidence of Professional Memberships (from ED 400)		
Feedback on Domain:		

Additional Comments and Recommendations:

Evaluator Signature: _____

Evaluator Name (Printed): _____

ED 411 Electronic Portfolio Rubric

Student Teacher: _____ Date of Evaluation: _____

Required Menu Pages and Evidence	2=Meets Standard 1=Does Not Meet Standard 0=Missing
Home Page	
Welcome Message	
Philosophy of Education and Infographic	
Link to Marketing Brochure	
Contact Information (Name, address, phone, email)	
Listing of Certifications	
Link to Senior Thesis (K-12 and Secondary Only)	
Feedback on Section:	
Planning and Preparation	
Sample Unit Plan	
IEP Action Plan	
At-Risk Action Plan	
Tiered Assessment Project	
Student Learning Objective (SLO) Project	
Annotated Bibliography of Resources & Samples	
Differentiation Lesson Plan	
Self-selected Artifact	
Reflection of Planning and Preparation Artifacts	
Feedback on Domain:	
Content Mastery	
Classroom Tour-Virtual Classroom Design Screencast-o-matic	
Classroom Tour- Student Work Samples/Bulletin Board Displays	
Classroom Management Plan	
Self-selected Artifact	
Reflection of Classroom Management Artifacts	
Feedback on Domain:	
Instruction	
Video Sample 1: Set Purpose for Learning – 3-5 minutes	
Video Sample 2: Conducting a Class Discussion- 3-5 minutes	
Teacher Evaluation with Reflection	
Teacher Evaluation with Reflection	
Lesson Demonstrating Strong Formative Assessment	
Self-selected Artifact	
Reflection of Instruction Artifacts	
Feedback on Domain:	

Student Teacher: _____ Date of Evaluation: _____

Required Menu Pages and Evidence	2=Meets Standard 1=Does Not Meet Standard 0=Missing
Professional Responsibilities	
Service to School Community -Proposal of Project	
Service to School Community -Evidence/reflection of project	
Maintaining Accurate Records Project	
Communicating with Families Project	
Professional Development -Evidence of Opportunity 1	
Professional Development-Evidence of Opportunity 2	
Professional Growth Plan	
Self-selected Artifact	
Reflection of Professional Responsibilities Artifacts	
Feedback on Domain:	
Credentials & References	
Résumé	
Transcripts (Pending Completion)	
Letters of Recommendation	
Evidence of Professional Memberships	
Feedback on Domain:	
Design, Operability, Second Evaluator	
Clear navigation and organization	/5
Working Links	/5
Appearance	/5
Second Evaluator Checklists Completed	/5

TOTAL POINTS _____/100

Additional Comments and Recommendations:

Evaluator Signature: _____

Evaluator Name (Printed): _____

Artifact Descriptions



By Domain



GENERAL REQUIREMENTS

WELCOME PAGE

Purpose: To present interviewers with an aesthetically pleasing, easy reference to the key contact information, credentials, and main documents of the candidate.

Directions: The first web page designed in the electronic portfolio is the Welcome (or Home) Page. This page is the main menu interviewers will see when accessing your portfolio. Because it is the first impression of your professional credentials, it should be both well organized and designed.

In ED 400, candidates will begin by adding the following information and details.

- 1) **Contact Information-** Candidates should make this information a main feature of the page. List current name, address, telephone numbers, and emails where you can be reached for additional information. Think carefully about where you want to be contacted for job interviews. Control who may be able to answer the phone at these numbers and make sure that all emails, voicemail recordings, and connecting music (if that is a feature of your wireless carrier) are professional in nature.
- 2) **Certifications:** Candidates should clearly list all certifications they anticipate receiving upon program completion. List all content areas and grades to clarify for hiring administrators what you are eligible to teach.
- 3) **Welcome Message:** Each welcome page should contain a brief overview welcoming the reader. Brief information about the structure of your portfolio as well as how to navigate it can help a potential interviewer find their way through your documentation.

In ED 411 Professional Seminar, candidates will be asked to add additional documents that will further streamline access to the most important information for interviewers.

- 1) **Philosophy of Education:** Candidates will be asked to revise or rewrite the Philosophy of Education they wrote in ED 100 and create an accompanying infographic that visually represents the teaching philosophy.
- 2) **Link to Marketing Brochure:** Candidates will develop a trifold brochure that targets strengths and serves as an engaging piece to share with prospective employers, especially to hand out at a job fair with your resume, when submitted an application for employment, or during a teaching interview. A marketing brochure might include some of the following: a snapshot of your philosophy, pictures from your student teaching and other teaching experiences, contact information with a link to your portfolio, and quotes from references.
- 3) **Link to Senior Thesis (K-12 & Secondary):** The senior thesis is a body of work that shows the culmination of your content area expertise. You will be asked to save your work in a PDF file and/or provide a link or the full document as a part of your final portfolio.

SECTION OVERVIEWS

Purpose: To give potential readers a general description of what a domain contains and how it is organized.

Directions: For each domain (except Credentials & References) candidate should provide a brief narrative description which highlights the contents and organization of the artifacts of the domain. Helping interviewers know what artifacts are available to them, how they are organized, and how to access them can assist with maximizing your portfolio as an interviewing tool.

SELF-SELECTED ARTIFACTS

Purpose: To allow student teacher to provide distinction and variety of high quality artifacts in various domains.

Directions: During interviewing, it is important that a candidate be distinctive from others in the field. To help accomplish this within the portfolio, student teacher candidates are expected to choose one additional artifact in each of the Danielson Domains (Planning & Preparation, Classroom Environment, Instruction, Professional Responsibilities). Artifacts should be strong and current pieces which truly showcase the descriptors of the domain to which they are assigned. These “free choice” artifacts should embody what strengths set the candidate apart from others in the field.

*Additional discussion on the selection of these artifacts will occur during an ED 411 Professional Seminar.

REFLECTION OF ARTIFACTS BY DOMAIN

Goal: To allow candidates to demonstrate knowledge of content, philosophy, disposition, and pedagogy to future employers.

Directions: By the end of ED 410/411, students will write a reflection of the artifacts on each main domain of the portfolio (Planning & Preparation, Classroom Environment, Instruction, & Professional Responsibilities). As a teacher, it is important to have a detailed philosophy of professional practices. Each reflection document should be at least 2-3 pages in length, double-spaced in 12-pt. font. The reflection should discuss each artifact from the domain, giving an overview and description of each. Reflections should demonstrate the candidate’s professional thoughts and beliefs. The narrative should demonstrate personal growth as well as future plans and any classroom implementations. When an administrator finishes reading a reflection, he or she should have an excellent picture of a candidate’s work and course experience, and personal teaching practices. Candidates should also reference Charlotte Danielson multiple times through each document, including plans for future practice in the domain of the reflection.



PLANNING AND PREPARATION DOMAIN

SAMPLE UNIT PLAN

Purpose: To demonstrate the candidate's abilities to plan and organize units of instruction.

Directions: When choosing a unit of instruction for the electronic portfolio, candidates should use a unit that is as recent as possible to showcase their most current abilities. Candidates should avoid using a unit with an abundance of commercially produced worksheets, and remember to include an APA list of citations for any copyrighted materials. Ideally, the unit will demonstrate the candidate's knowledge of content and ability to structure quality learning experiences for the developmental levels of learners he/she serves. The unit should also reflect a varying repertoire of pedagogical methods and an understanding of how to set and achieve learning goals in the candidate's certification area. For this artifact, candidates should hyperlink the Sample Unit Plan artifact title to a separate Google Site page to allow for better formatting and organization of materials. Using a calendar graphic or organized list of hyperlinks is recommended to make navigation efficient.

*All units should include the SVC Unit Plan Format and a calendar. Candidates should include all lessons and materials, summary lessons, and assessments.

WORKING WITH DIVERSE POPULATIONS (2 Parts)

PART 1: INTERVIEW ON IEP USAGE – Grade Level Appropriate

Grade Level Determined By Certification Type

Purpose: To demonstrate to future employers the candidate's ability to understand and utilize IEPs.

Directions: First introduced during the ED 400 semester, the candidate should prepare a paper that demonstrates his/her ability to implement IEPs. During the ED 410 semester, the candidate should revise the paper to reflect his/her most current skills and experiences of working with students with exceptionalities. The paper should reflect the active nature of student learning and a differentiated approach to instruction.

PART 2: AT-RISK ACTION PLAN

Purpose: To demonstrate the candidate's knowledge of policy and procedures for valuing all students, especially those traditionally underserved.

Directions: Introduced in ED 400, the At-Risk Action Plan should communicate to future employers a candidate's beliefs about serving all students in the school. The plan should discuss the candidate's knowledge of special programs for students considered to be at-risk for failure socially, emotionally, and/or academically. The paper should also reflect the candidate's knowledge of traditionally underserved populations of students and their diverse needs in the classroom. Candidates should revise this paper during the ED 410 semester to reflect his/her most current and up-to-date knowledge.

DIFFERENTIATED INSTRUCTION LESSON PLAN

Purpose: To demonstrate the ability to differentiate lesson outcomes for groups of students based on various types of diversity.

Directions: During ED 400, candidates will be asked to select a lesson plan which shows strong use of differentiated learning outcomes. This assignment should involve more complex levels of differentiations such as tiered assignments based on ability, readiness, or other flexible group strategy. This lesson plan may be chosen from a past or current course and improved as necessary. If the candidate does not have a lesson plan in mind, it is recommended that during the ED 400 Semester the opportunity to create a differentiated lesson plan for the students in his/her field placement site be taken. This artifact should also have an accompanying narrative to call attention to the specific differentiations and to describe the effectiveness of the differentiations utilized.

TIERED ASSESSMENT PROJECT

Purpose: To demonstrate the ability to make and use quality assessments to determine students' needs and to demonstrate the ability to use assessment to guide instruction to achieve appropriate learning goals.

Directions: During ED 400, pre-student teachers are responsible to demonstrate the ability to construct, administer, interpret, and utilize the results of assessments in their certification area/grade levels.

Ideally, this project takes the form of an appropriate, reliable, and valid teacher created assessment in a content area and level mutually agreed upon by both the student teacher and the cooperating teacher. Because of the diverse needs of heterogeneous groups in classrooms, assessment trends indicate a need to provide multi-leveled assessments tiered by readiness (both above and below grade level).

*A teacher-made test may not be ideal in all certification areas, especially in secondary or K-12 certifications where students may be grouped by ability levels. In these cases, students will demonstrate how assessment standards and content may be altered for different courses of study or different accommodation levels. Students should provide evidence of constructed assessments for multiple levels or time periods appropriate for their groups of students.

** In the portfolio, candidates should provide copies of all assessments as well as any rubrics or keys used to assess. A linked narrative file is helpful in guiding the reader to the context and process of the project.

STUDENT LEARNING OBJECTIVE (SLO) PROJECT & DATA ANALYSIS

Purpose: To allow the candidate to demonstrate ability to engage, construct, and interpret formal and informal assessments to guide instruction through the SLO process.

Directions: In ED 411, using the Pennsylvania Department of Education templates, student teachers will plan a formal Student Learning Objective (SLO) assessment project for a group of students identified with their cooperating teacher. Candidates will create a plan for assessment based on the skill identified.

The SLO will include the following components:

- SLO Goal Statement, Aligned Standards, and Rationale
- SLO Performance Measures (Including a Growth Measure)
- SLO Performance Indicators
- SLO Rating Scale
- Copies of pre/post tests and assessment tools and explanations of sources of student assessment data.

- Results of the project and interventions, and discussion of future implications for instruction.

* Models for the project will be provided during the ED 411 seminar.

**To create this artifact in the electronic portfolio, candidates may want to link to a new Google Site page if using multiple document sources. If using a single document source, a hyperlink to the individual file will suffice.

ANNOTATED BIBLIOGRAPHY OF CLASSROOM RESOURCES

Purpose: To demonstrate knowledge of school, library, and classroom multimedia resources and instructional technologies to future employers

Directions: First introduced in ED 400, pre-student teachers research multimedia resources and instructional technologies available at the assigned school. During this assignment, candidates research technology and resources and create a graphic organizer and list a minimum of ten (10) available resources. Under each listed resource, candidates construct a description that sufficiently communicates information about what the resource is and how it is used. This list should be revised and extended during student teaching. It is recommended that student teachers show as much diversity as possible with varied resources. As an accompaniment to this section of the portfolio, students will provide samples of selected technologies used in the resource list. An acceptable number of artifacts during the ED 400 semester is three (3). During ED 411, students should expand the artifacts to include an explanation and artifact for at least one piece of technology in each domain.

**Required Categories: Databases; Instructional Technologies; Periodicals; Books or E-Books; Computer Software; Web-Based Tools

SCHOOL NAME: _____

Graphic Organizer Sample:

Type:	Examples:	How Used:
Databases	1) Ebscohost	1) Students taught how to find quality journal articles for a research-based historical perspective paper.
Instructional Technologies	1) Promethean Board 2) ELMO Document Camera	1) Proficient in the use of the Promethean Board for mathematics instruction including the use of advanced flipcharts with Maths tools. 2) Used ELMO document camera daily for student note organization.



CLASSROOM ENVIRONMENT DOMAIN

CLASSROOM VIRTUAL TOUR (2 parts)

Part 1: CLASSROOM DESIGN VIDEO & ARRANGEMENT RATIONALE

Purpose: To provide illustration and discussion of the ideal classroom environment created by the teacher candidate.

Directions: In this artifact, the candidate designs a multimedia presentation using Screencast-o-matic. To complete the presentation the candidate will need to adhere to the following steps.

1. Create a PowerPoint presentation using pictures taken personally or found from Google Images with appropriate reuse permissions.
2. Create narration for each slide and practice with the slides as a slide show.
3. Go to <https://screencast-o-matic.com/>.
4. Download the screencast app by clicking "Launch Recorder." Follow on screen directions.
5. Click record and choose both video and screencast. This will put your picture in the corner as you narrate your video. Dress professionally and control background environment and noises.
6. Resize the recorder to fit only your presentation and make sure your picture is only in the lower right hand corner.
7. Click record and present your narration with each slide to create a screencast video of your ideal classroom. When finished, click done.
6. The site will automatically ask you if you would like to upload your video to YouTube. Change the privacy settings to "Unlisted" and put in your portfolio by linking to the YouTube url.

**More specific examples and support will be provided during the ED 400 Seminar.

Part 2: STUDENT WORK SAMPLES/BULLETIN BOARD DISPLAYS

Purpose: To demonstrate rigorous student work samples and visual learning aids from the classroom environment.

Directions: During the student teaching semester, candidates update their classroom environment domain by including additional samples of student work and bulletin boards (or learning centers/stations). Candidates will display these artifacts as a VoiceThread presentation, Screencast-o-matic video, or any other multimedia presentation tool. Narrative description should accompany any included sample. Candidates need to remove identifying information to protect the identities of students. Candidates are responsible for obtaining appropriate photo permissions when necessary.

CLASSROOM MANAGEMENT PLAN

Purpose: To communicate ability to create a positive learning environment, and to discuss a plan for implementing an organized, positive classroom climate.

Directions: During ED 400, candidates create a 2-3 page, double-spaced narrative paper that discusses the fashion in which he/she plans to set procedures (Danielson 2c) and manage student behavior (Danielson 2d). The artifact content must include effective techniques that may be used with current or future students. This paper should be written from the perspective of a new professional ready to implement the discussed plans. Candidates should avoid solely reporting on what was done by past cooperating teachers.

**If outside resources are referenced, proper citations should be utilized.



INSTRUCTION DOMAIN

VIDEO SAMPLES 1 & 2

Purpose: To provide future employers with authentic samples of the candidate's teaching.

Directions: During the portfolio process, the candidate must collect two (2) 3-5 minute video samples as artifacts in the electronic portfolio. Candidates are responsible for obtaining video permissions from their school district and/or obscuring faces in the video samples. Candidates may also chose to video with students omitted from the frame. Candidates can collect video samples from any digital source such as a personal technology device or digital video camera. Once the file is saved to the candidate's computer, students can upload it to YouTube through their Google sign on.

Step 1: Go to youtube.com and click upload in the top right hand corner.

Step 2: Choose the file to upload and set it to "Unlisted."

Step 3: Use the unique link to create a hyperlink to the video on the electronic portfolio.

Video Sample 1 (ED 400): Candidates should capture the unpacking of a learning target or purpose for learning. This video should highlight the candidate's ability to build background knowledge and scaffold content knowledge to students' needs. Candidates may also demonstrate knowledge of common misconceptions students encounter and purposeful use of vocabulary development.

Video Sample 2 (ED 410): Candidates should capture a sample of a teacher/student discussion. The video should highlight the candidate's ability to engage students through deep questioning and high-level discourse.

** Each video should be accompanied with a lesson plan and original reflective narrative that explains the content of the video and the context of the lesson. Candidates should be descriptive enough to allow administrators to understand the context of the lesson goals and learning outcomes.

***Additional support for obtaining videos, utilizing permissions, and editing will be provided during the ED 400 portfolio seminars.

****Videos must adhere to the 5-minute time limit. Any video that doesn't adhere to the time limit will result in a reduction of points.

*****Videos must come from the ED 400/ED 410 Field Placements.

TEACHER EVALUATIONS

Purpose: To demonstrate ability to engage students in learning and participate in reflective teaching practices.

Directions: During ED 400 candidates will choose two evaluations completed by the College Supervisor or the cooperating teacher. These evaluations should come from page 9-10 in the ED 400 handbook and should be from an observed lesson during the semester. Students will scan the documents as a .pdf or insert them in their original electronic form. This evaluation must include an original, 2-3 paged, double-spaced reflection of the lesson. The lesson plan for the evaluation must also be included.

***A weekly reflection cannot fill this requirement.**

During ED 410: Candidates should choose two new observations from the student teaching semester. These observations may come from either the cooperating teachers or the College Supervisor. Each evaluation should have a corresponding original, 2-3 page, double-spaced reflection of the lesson. For this artifact, candidates will scan the evaluation documents or insert them as a .pdf. The lesson plan for the evaluation must also be included.

***A weekly reflection cannot fill this requirement.**

Candidates should consider the following topics when reflecting on the experience.

Questions that reflective teachers ask themselves:

1. Did the instruction meet the learning goals? (Why? Why not?)
2. Was the teaching strategy effective? (Why? Why not?)
3. What other strategies might have been more effective?
4. How well was the lesson related to the students' knowledge, experiences, interests?
How might this have been done improved?
5. How flexible was the teacher (or yourself) in modifying the lesson according to student responses?
6. How was the classroom environment managed?
7. What other management techniques could have been used?
8. What management technique worked/ didn't work?
9. What are some alternatives for conducting the lesson?
10. Were students motivated to learn and how might students' motivation been improved?

LESSON PLAN WITH STRONG FORMATIVE ASSESSMENT

Purpose: To present the candidate's skill for using formative assessment during instruction.

Directions: During the ED 400 semester, the candidate should identify a lesson from a past or current course where he or she displayed strong and confident use of formative assessments. The ideal lesson would be one where formative assessment is used extensively, and there is evidence that the students are using self-assessment and monitoring their progress. There should also be evidence that the data from the formative assessments were used to drive the pace or trajectory of the lesson. The lesson should evidence the use of a variety of feedback techniques to inform the students of their individual progress. Candidates should hyperlink to a separate page and include any lesson materials, formative assessment materials, and anecdotal explanations of materials and lesson context. A narrative of the materials is necessary to help reviewers understand the accompanying materials



PROFESSIONAL RESPONSIBILITIES DOMAIN

SERVICE TO SCHOOL COMMUNITY PROJECT (2 parts)

Purpose: To engage in the school community and provide service to a project of need within a school district.

PROPOSAL OF PROJECT

Directions: During the ED 400 semester, candidates will be asked to create a proposal for a service project within their assigned school environment. The project must be academically or community driven and cannot be completed through other field assignments or coaching activities. Students are encouraged to identify special groups of students who may need academic assistance or a project that involves outreach through the school or community. This project must involve a minimum of 10 hours of volunteered time. To meet the requirements of the project proposal, candidates should include in their portfolio a summary of the project they intend to complete during the ED 410 semester. The ED 400 College Supervisor must approve project proposals.

EVIDENCE/REFLECTION OF PROJECT

Directions: During the ED 410 semester, candidates should implement the proposed service plan. While completing the proposed project, candidates are required to document their project through reflection and must also include more specific artifacts such as pictures or completion certificates to better present and document the volunteering experience.

SAS: MAINTAINING ACCURATE RECORDS PROJECT

Purpose: To demonstrate the ability to maintain accurate records of student progress in learning and other non-instructional tasks.

Directions: During the ED 410 semester, candidates must complete an online professional development course in maintaining accurate records. This course is available through the Pennsylvania Department of Education-Standards Aligned System Professional Development Center. The final assessment for this course requires the candidate to create a tool for documenting a unique event in the classroom. To document the completion of the course in the electronic portfolio, candidates should include a digital copy of the tool created and the reflective annotation required for the final assessment of the course. If the tool contains private student information, the information should be obscured or eliminated to protect the student's identity. Candidates should also include the email verification from PDE SAS in their portfolio as evidence of completion.

SAS: COMMUNICATION WITH FAMILIES PROJECT

Purpose: To demonstrate the ability to effectively communicate with families and engage them in student learning.

Directions: During the ED 410 semester, candidates must complete an online professional development course on communicating with families. This course is available through the Pennsylvania Department of Education-Standards Aligned System Professional Development Center. The final assessment for this course requires the candidate to create a written or online newsletter. To document the completion of the course in the electronic portfolio, candidates should include a digital copy or link of the newsletter created and the reflective annotation required for the final assessment of the course. Candidates should also include the email verification from PDE SAS in their portfolio as evidence of completion.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Purpose: To validate a candidate's drive for continued growth through professional development

Directions: This artifact is derived from the documentation and reflections required from the Professional Development Components in ED 400 & 410 where each candidate must attend two (2) 3-6 hour professional development experiences (one per semester). These experiences can be evidenced in the portfolio by including the certificates of completion or agendas signed by the instructor. Candidates must also complete reflections following attendance of the opportunities. Candidates are encouraged to hyperlink their required reflections for each workshop attended for additional documentation.

****Suggested Training Choices:** School field placement in-service training (if permitted), an intermediate unit, on-campus educational speaker event (Spring), an opening day event, parent/teacher conferences

*****All training choices must be approved by the College Supervisor prior to completion.**

PROFESSIONAL GROWTH PLAN

Purpose: To summarize and analyze both personal strengths and plans for future growth in each of the four Danielson domains.

Directions: As a culminating portfolio artifact, both ED 400 and ED 410 candidates are required to compose a personal growth plan. This narrative should be several double-spaced pages in length and specifically address each of the Danielson Domains (Planning and Preparation; Classroom Environment; Instruction; Professional Responsibilities). Candidates should discuss their coursework, fieldwork and artifacts as they relate to the descriptors of the Danielson rubric. Candidates should also identify areas of strength and experience as well as areas for personal growth. Candidates should also discuss personal research interests, continuing education plans, and personal career goals over the next few years. Candidates should include the first version of this document with the ED 400 portfolio. Then, in ED 410 the document should be revised to reflect the experiences of the student teaching semester.



CREDENTIALS & REFERENCES DOMAIN

RÉSUMÉ

Purpose: To communicate credentials to potential employers in a concise and organized document.

Directions: During the ED 400 semester, each candidate is to create résumé that will be included with his/her electronic portfolio. Candidates are encouraged to explore various templates for educational résumés online and at the Career Center located in Carey Center. Since this document is often the one of the first that potential employers review, it is important that this document be aesthetically pleasing with strong organization, formatting, and mechanics. The résumé should be revised during the ED 410 semester to reflect the candidate's most current credentials.

TRANSCRIPTS

Purpose: To provide documentation of college coursework to potential employers.

Directions: During the ED 400 semester, candidates are required to run an informal transcript evaluation through the portal. This list of coursework and grades can be pasted into a word document or scanned as a picture to be inserted as an artifact in the portfolio. Following ED 410 fieldwork, candidates should do a formal transcript request through the registrar and scan the documents into the portfolio. Candidates should obscure any sensitive information on the transcript document inappropriate for Web use.

LETTERS OF RECOMMENDATION

Purpose: To provide references and more personalized information about the professional abilities and performance of the candidate.

Directions: During the ED 410 semester, candidates should obtain at least three (3) letters of recommendation. These letters should come from College Supervisors, cooperating teacher(s), and other professional contacts including past professors or employers. These letters should be more specific in nature and provide detailed information about work experience and teaching ability. To include these letters with the electronic portfolio, hyperlink to an additional page that organizes the letter links. Then, scan each letter to digital form to include as a separate hyperlinked document.

EVIDENCE OF PROFESSIONAL MEMBERSHIPS

Purpose: To document professional activities and interests to future employers.

Directions: During both ED 400 and ED 410, it is important for candidates to become involved with professional organizations. These memberships often provide networking opportunities, research resources, and opportunity for professional growth. Active membership indicates to an employer that the candidate is a colleague concerned with continued growth and improvement of practice.

Examples: NCTM, Kappa Delta Pi, SPSEA