

Appendix A

Portfolio Guidelines

PORTFOLIO GUIDELINES FOR THE ELEMENTARY EDUCATION PROGRAM

Background

Since the spring of 1997, the Indiana Professional Standards Board (IPSB) has been moving towards a new assessment framework for teacher education. This framework requires the faculty of the School of Education at Indiana University Southeast to demonstrate how candidates applying for teaching licenses meet state performance-based standards. **The purpose of the program portfolio is to document the candidate's attainment of the IUS Elementary Education Program Standards. The candidate is demonstrating achievement of the knowledge, skills, and dispositions that have been identified by the profession as necessary to becoming a competent teacher.** Although portions of the program portfolio may be used during employment interviews, that is **NOT** the purpose of the portfolio.

Your Portfolio and The Elementary Education Program Standards

As stated earlier in this manual, the Elementary Education Program has adopted five performance standards. These standards/outcomes encompass the Interstate New Teacher Assessment and Support Consortium (INTASC) principles and IPSB standards for early and middle childhood. These standards serve as the foundation for the entire assessment of a candidate. Additionally, they are the basis for the preparation of a program portfolio.

Specific examples of a candidate's work are referred to as "artifacts". These artifacts are presented in the portfolio and then assessed by the faculty to measure the attainment of a particular component of a standard. The specific artifacts to include in the portfolio and the course in which they are produced are shown in **Table 4** in this section. Each registry includes a description of how the artifact meets the "proficient" level of each component for that standard as described on the Elementary Education Program Standard Rubrics. The registry then includes an overall reflection on how the candidate attained the program standard using that particular artifact. **Table 5** in this section gives an example of a Portfolio Artifact Registry. Examples are available on the Elementary Education Website as well.

In **Table 4**, you will note that there are “formative assessments” listed as well as the required artifacts that will be used to actually demonstrate attainment of the component of the standard. These formative assessments are important and assist the candidate in achieving the component of a standard. However, they are not to be used in the portfolio.

Preparing the Portfolio

The portfolio is introduced in the Education Psychology Block and the candidate begins to prepare it. The specific artifacts shown in **Table 4** and their accompanying registries are then added during each subsequent methods course. The formal assessment and review of the portfolio occurs at Summative Decision Point 4. Two faculty members review the portfolio.

TABLE 2
Time Line for Completion of Portfolio

Course	Activities
During Education Psychology Block	<ul style="list-style-type: none"> <input type="checkbox"/> Guidelines introduced <input type="checkbox"/> Begin portfolio with purchase of notebook and tabs. Include: <ul style="list-style-type: none"> ❖ Cover page with identifying information ❖ Table of Contents ❖ Letter to the reader (first draft) ❖ Begin Professional Development Notebook
During General Methods (Summative Decision Point 2)	<ul style="list-style-type: none"> <input type="checkbox"/> Guidelines reviewed <input type="checkbox"/> Add General Methods unit to portfolio with registry or registries <input type="checkbox"/> Attend Portfolio seminar(s) when possible
During Language Arts/Reading I/Social Studies	<ul style="list-style-type: none"> <input type="checkbox"/> Add Language Arts/Reading I/Social Studies Instructional Evaluation to portfolio with registry or registries as indicated <input type="checkbox"/> Attend portfolio seminar(s) when available
During Math/Science	<ul style="list-style-type: none"> <input type="checkbox"/> Add Science/Mathematics Class Environment Artifact to portfolio with registry or registries as indicated <input type="checkbox"/> Attend portfolio seminar(s) when available <input type="checkbox"/> Summative Decision Point 3 Check of Portfolio if applying to Student Teach the following semester
Student Teaching	<ul style="list-style-type: none"> <input type="checkbox"/> Complete and refine total portfolio <input type="checkbox"/> Submit by the end of the fourth week of candidate teaching <input type="checkbox"/> Attend Exit Interview with faculty reviewers

Portfolio Checkpoints

There are four checkpoints in the portfolio process (Table 3). Checkpoints allow candidates to receive feedback on appropriateness of artifacts and registries. The portfolio is an important element of the elementary education undergraduate program and **an unacceptable portfolio will prevent a candidate from completing the program.**

Table 3
Portfolio Checkpoints

Portfolio Checkpoint	Program Block
1	1 – P250/251/W200 <input type="checkbox"/> Information about Portfolio distributed <input type="checkbox"/> Candidates begin Portfolio
2	2 – M310/311 <input type="checkbox"/> Candidates add artifacts and registries from General Methods <input type="checkbox"/> Emphasis on correct formats for Rationale for Selection and Reflection on Learning sections of the Registry Page
3	4 – E328/343 (Application for Candidate Teaching) <input type="checkbox"/> Candidates add artifacts and registries from all other professional education courses <input type="checkbox"/> Portfolio checked for completeness
4	5 – M425 Candidate Teaching <input type="checkbox"/> Submission of completed portfolio by fourth week of candidate teaching <input type="checkbox"/> Portfolio evaluated by two elementary education faculty <input type="checkbox"/> Candidates receives grade of unacceptable, basic, or proficient on portfolio

Portfolio Evaluation

General Requirements and Helpful Hints for Program Portfolio

- ❖ The portfolio should be a 3-ring, hard cover binder.
- ❖ All sections are to be identified with appropriately labeled dividers or tabs.
- ❖ All artifacts should be durable with plastic sleeves optional for some sections (photographs, multiple page artifacts, computer discs, videotapes, certificates and awards, etc.).
- ❖ All artifacts (including computer disks and video tapes) included in the portfolio must use appropriate devices to secure them firmly to the portfolio.
- ❖ All registry entries must be word-processed and exhibit correct grammar, punctuation, spelling, and good professional writing. Citations must be correct and use APA format. Proof read, proof read, proof read.
- ❖ Each portfolio entry submitted must be preceded by the registry or registries

- which detail your reflection on what you learned from this artifact or experience and perhaps what changes you may make in the future as a result of the experience.
- ❖ Videotapes and photographs of classroom performance may be used as artifacts for the program portfolio. You do not have permission to use the videotapes or photographs as a part of an employment portfolio without permission from the school corporation, the school, and the parents of each elementary candidate.
 - ❖ The use of children’s work samples may be used, but all names should be removed with whiteout.

Sections and Assembling the Portfolio

Identifying Page - Give name, address, phone numbers, email addresses

Table of Contents -- The Table of Contents should accurately reveal the contents of the portfolio and the order in which it is presented. **To be started in Education Psychology and modified as needed.**

Letter to the Reader — The letter to the reader is a **maximum of four (4) pages**. One page is a reference list page. Although letters will vary to fully represent the individual, there are some major ideas or concepts that should be presented in the letter. **To be started in Education Psychology and modified as needed.**

- ❖ **Introduce yourself as a person**

This should be a very brief three or four sentence paragraph with biographical information you feel relevant to the reader.

- ❖ **Why you chose education as a profession**

This paragraph should briefly explain why you chose to be a teacher and your expectations as a professional.

- ❖ **Philosophy of Education**

This is an important section that explains the foundation of your professional life. You should highlight major theorists or schools of thought on which you will base your teaching. Be specific about your teaching strategies based on theoretical assumptions. For example, “I believe in the constructivist view that teaching should incorporate authentic tasks, choices, and decision making by the learner.” Don’t speak in general terms such as, “I believe all children are good and deserve a good education.” You may also want to briefly discuss your beliefs about behavior guidance in the classroom. **You must reference at least three major educational theorists or educational theories. You must reference these theorists using APA format.**

- ❖ **Documentation of the Elementary Program Standards**

In one or two sentences for each program standard, state an artifact you have incorporated which demonstrates you attainment of that standard. Do not go into great detail. The in-depth coverage will be presented in each artifact registry. Simply give a brief summary of the portfolio. For example, “I demonstrate my ability to plan effectively by the inclusion of a resource unit from General Methods which incorporates a variety of age-appropriate and content relevant teaching strategies.”

- ❖ **Reference List**

You must reference sources of information for educational theorists or theories. Use APA style for reference list.

❖ **Note**

Remember that this is the introduction to your **program portfolio**. It is not a professional portfolio that you will take to employment interviews. Clearly, the content can be altered to make it appropriate for other uses. However, the program portfolio documents your attainment of the Elementary Education Program Standards.

Artifacts - Insert each artifact and its accompanying registry or registries as it/they become available in the various methods courses. The artifacts should be separated by standard and placed in plastic sleeves.

Artifact Registry Pages - Using the Elementary Program Standards Rubric: (1) describe in a short paragraph how this artifact shows attainment of each performance indicator for this standard; (2) reflect on how your attainment of these performance indicators is related to your attainment of the entire standard. Include references to pertinent theorists, research, and/or best practice. In addition, describe how your own understanding of this standard has evolved. Table 5 gives a sample registry page

Professional Development Documentation (Standard 4)

- Approximately 50 entries
- Examples of appropriate entries
 - Workshops attended
 - Special Programs
 - Professional Readings
 - Professional Organizations
 - School related meetings attended
 - Specialized training related to education
- Format of Entries
 - Title
 - Date
 - One to two sentence description
 - One to two sentence highlighting educational insights and/or how to implement in the classroom

Portfolio Scoring

Two faculty members score the portfolio using a scoring guide based on 100 points. There are seven sections of the portfolio scored:

Letter to the Reader (15 pts), Standards 1-5 (15 pts), Overall Professionalism (10 pts).

The Letter to the Reader is subdivided 6 points scored on Introduction and discussion of standards, and 6 points Philosophy of Education. 3 points are scored for use of conventions. Each Artifact registry is scored 6 points for the description of the components and 6 points for the overall reflection with 3 points for use of conventions. Overall professionalism relates to the overall appearance and ease of use of the portfolio. The scoring guide is available on the Elementary Education web-page.

TABLE 4

**Summary of Elementary Education Program Standards,
Formative and Summative Evaluations and Portfolio Artifacts**

Standard 1. The Candidate is knowledgeable in planning and preparation

Performance Indicator	<u>Formative</u> Course Assignment/Evaluation	Portfolio Artifact	<u>Summative</u> Evaluation
a. Demonstrates knowledge of planning for each of the content areas	Units from General Methods & specific methods courses	Unit(s) from General Methods or specific methods courses (do not include instructor evaluation)	Portfolio artifact, evaluation from Supervising Teacher and University Supervisor
b. Demonstrates knowledge of pedagogy	Assignment from P250; Lesson plans from specific methods	Unit(s) from General Methods or specific methods courses (do not include instructor evaluation)	Portfolio artifact, evaluation from Supervising Teacher and University Supervisor
c. Demonstrates knowledge of candidates' growth and development	P250 test scores	Unit(s) from General Methods or specific methods courses (do not include instructor evaluation)	Portfolio artifact, evaluation from Supervising Teacher and University Supervisor
d. Selects instructional goals that include candidates' interests and input	Lesson plans and/or units from methods courses	Unit(s) from General Methods or specific methods courses (do not include instructor evaluation)	Portfolio artifact, evaluation from Supervising Teacher and University Supervisor
e. Demonstrates knowledge and use of resources	Lesson plans and/or unit from methods courses specifically indicating resources used	Unit(s) from General Methods or specific methods courses (do not include instructor evaluation)	Portfolio artifact, evaluation from Supervising Teacher and University Supervisor
f. Designs coherent instruction, both within individual lessons and across a series of lessons in a unit	Observation records by instructor	Unit(s) from General Methods or specific methods courses (do not include instructor evaluation)	Portfolio artifact, evaluation from Supervising Teacher and University Supervisor
g. Plans for authentic assessment both formative and summative	Case report E341; practicum interview or observation checklist from math methods	Unit(s) from General Methods or specific methods courses (do not include instructor evaluation)	Portfolio artifact, evaluation from Supervising Teacher and University Supervisor
h. Demonstrates knowledge and planning for the use of technology	Assignment from W200 or methods class	Unit(s) from General Methods or specific methods courses (do not include instructor evaluation)	Portfolio artifact, evaluation from Supervising Teacher and University Supervisor

Standard 2. The Candidate is knowledgeable in creating an effective classroom environment and applies that knowledge.

Performance Indicator	<u>Formative</u> Course Assignment/Evaluation	Portfolio Artifact	<u>Summative</u> Evaluation
a. Creates a teaching environment of respect and rapport	Videotape from specific methods	Classroom Management Artifact from E328/E343 (do not include instructor evaluation)	Portfolio, Evaluation from Supervising Teacher and University Supervisor
b. Understands and respects cultural diversity in candidates and families	Diversity assignments from M310, E325, M300	Classroom Management Artifact from E328/E343 (do not include instructor evaluation)	Portfolio, Evaluation from Supervising Teacher and University Supervisor
c. Understands and respects differences in candidates' abilities	Assignments from K205	Classroom Management Artifact from E328/E343 (do not include instructor evaluation)	Portfolio, Evaluation from Supervising Teacher and University Supervisor
d. Manages classroom procedures	Videotapes, M301 Observations	Classroom Management Artifact from E328/E343 (do not include instructor evaluation)	Portfolio, Evaluation from Supervising Teacher and University Supervisor
e. Manages candidate behavior	Videotapes, M301 Observations	Classroom Management Artifact from E328/E343 (do not include instructor evaluation)	Portfolio, Evaluation from Supervising Teacher and University Supervisor
f. Organizes physical space	Videotapes, M301 Observations	Classroom Management Artifact from E328/E343 (do not include instructor evaluation)	Portfolio, Evaluation from Supervising Teacher and University Supervisor

Standard 3. The Candidate is knowledgeable of a variety of strategies for effective instruction.

Performance Indicator	<u>Formative</u> Course Assignment/Evaluation	Portfolio Artifact	<u>Summative</u> Evaluation
a. Communicates clearly and effectively with candidates	Videotape, M301 Observations	Practicum evaluation from E325 and E339/E340 instructors with candidate reflection of evaluation or video tape of lesson(s) with a detailed reflection	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
b. Uses questions and discussion techniques during lessons	Videotape, M301 Observations	Practicum evaluation from E325 and E339/E340 instructors with candidate reflection of evaluation or video tape of lesson(s) with a detailed reflection	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
c. Engages candidates in learning	Videotapes; recorded observations from instructor or supervising teachers	Practicum evaluation from E325 and E339/E340 instructors with candidate reflection of evaluation or video tape of lesson(s) with a detailed reflection	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
d. Uses assessment of candidate learning to shape oral and/or written feedback to the candidates	Samples of candidates' works, candidate journals; copies of email with candidates	Practicum evaluation from E325 and E339/E340 instructors with candidate reflection of or video tape of lesson(s) with a detailed reflection	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
e. Demonstrates flexibility and responsiveness while teaching	Videotapes; recorded observations	Practicum evaluation from E325 and E339/E340 instructors with candidate reflection of or video tape of lesson(s) with a detailed reflection	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
f. Utilizes available technology effectively in teaching	Assignments from specific methods	Practicum evaluation from E325 and E339/E340 instructors with candidate reflection of evaluation or video tape of lesson(s) with a detailed reflection	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor

Standard 4. The Candidate understands and carries out professional responsibilities.

Performance Indicator	<u>Formative</u> Course Assignment/Evaluation	Portfolio Artifact	<u>Summative</u> Evaluation
a. Reflects on teaching	H340 reflection; journals; others as appropriate	Reflection from specific methods courses or a lesson that has been taught	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
b. Maintains accurate records	Records in specific methods classes	No artifact necessary	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
c. Communicates with families as appropriate	Newsletters from M310, other communications during E341,	Parent Letter from E341 or family communication in specific methods courses	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
d. Contributes to the school community	Volunteer projects in methods classes	Professional Development Notebook (begun in Educational Psychology)	Formally evaluated prior to candidate teaching & candidate teaching
e. Grows and develops professionally	Records of attendance at professional conferences and other professional endeavors in methods classes	Professional Development Notebook (begun in Educational Psychology)	Formally evaluated prior to candidate teaching & candidate teaching
f. Shows professionalism	Evaluations of dispositions in M310 and candidate teaching	Evaluation of dispositions form from M310 or the report from a Professional Improvement Plan for Dispositions	Evaluation from M310 and candidate teaching

Standard 5. The Candidate is knowledgeable of and applies all professional standards and all content standards for K-6 Grades .

Performance Indicator	Formative Course Assignment/Evaluation	Portfolio Artifact	Summative Evaluation
a. Demonstrates use of professional standards and content standards in Mathematics	Lesson Plan	Lesson or unit that addresses both Indiana state content standard and professional teaching standard for Mathematics	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
a. Demonstrates use of professional standards and content standards in Science	Lesson Plan	Lesson or unit that addresses both Indiana state content standard and professional teaching standard for Science	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
c. Demonstrates use of professional standards and content standards in English Language Arts	Lesson Plan	Lesson or unit that addresses both Indiana state content standard and professional teaching standard for Language Arts/Reading	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
d. Demonstrates use of professional standards and content standards in Social Studies	Lesson Plan	Lesson or unit that addresses both Indiana state content standard and professional teaching standard for Social Studies	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
e. Demonstrates use of professional standards and content standards in Fine Arts	Lesson Plan	**Optional** Lesson or unit that addresses both Indiana state content standard and professional teaching standard for Fine Arts	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
f. Demonstrates use of professional standards and content standards in Physical Education	Lesson Plan	**Optional** Lesson or unit that addresses both Indiana state content standard and professional teaching standard for Physical Education	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
g. Demonstrates use of professional standards and content standards in Health Education	Lesson Plan	**Optional** Lesson or unit that addresses both Indiana state content standard and professional teaching standard for Health Education	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor

h. Demonstrates use of professional standards and content standards in Technology		Lesson or unit that addresses both Indiana state content standard and professional teaching standard for Technology	Portfolio artifact, Evaluation from Supervising Teacher and University Supervisor
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ARTIFACT REGISTRY

Artifact:

Standard Addressed: The candidate is knowledgeable about planning and preparation.

Descriptions of the attainment of the performance indicators:

P. 1. a. Demonstrates knowledge of planning for each of the content areas.

P. 1. b. Demonstrates knowledge of pedagogy.

P. 1. c. Demonstrates knowledge of candidates' growth and development.

P.1.d. Selects instructional goals that include candidates' interests and input.

P.1.e. Demonstrates knowledge and use of resources.

P.1.f. Designs coherent instruction, both within individual lessons and across a series of lessons in a unit.

P.1.g. Plans for authentic assessment both formative and summative.

P.1.h. Demonstrates knowledge and planning for the use of technology

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Overall Reflection on Standard I: