



RANDALL

UNIVERSITY™

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TEACHER EDUCATION

PORTFOLIO PACKET

2020

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Educational Portfolio

Philosophy

It is a requirement of the School of Education for all initial certification candidates to develop a portfolio. The portfolio documents candidates' growth toward meeting the ten (10) InTASC Standards as well as Specialized Professional Association (SPA) standards. Therefore, it is the policy of Randall University that all teacher candidates, including students transferring from other institutions, shall submit required artifacts for all courses which are necessary to complete the portfolio assignment.

The portfolio is a collaborative undertaking between the teacher candidate, faculty, mentors and peers. It reflects the conceptual framework of the School of Education by showing the intellectual, moral, social, physical and spiritual growth of each teacher candidate as he/she progresses through the process of becoming a teacher. The portfolio illustrates the diverse range of experience and learning opportunities provided to candidates throughout the program. The School of Education at Randall University believes the portfolio allows teacher candidates the opportunity to reflect on their own learning as well as that of the students they will teach.

Structure

The portfolio is built around the InTASC Standards and the conceptual framework adopted by the unit. Creation of the portfolio in web-based format gives candidates more flexibility in how artifacts will be displayed. Artifacts are collected throughout the program of study beginning with EDUC 3112 and ending with EDUC 4622 Clinical Practice. Transition points established for candidate portfolio review and assessment give candidates feedback on their progress in becoming committed educators.

Portfolio Policies & Procedures

- All candidates admitted to the teacher education program at Randall University are required to develop an electronic portfolio.
- The portfolio is comprised of required artifacts and reflections. Every artifact must be created by the candidate and when specified accompanied by a reflection.
- The portfolio includes documentation that candidates meet InTASC Standards. Additional artifacts may be required for documentation of specific program standards.
- Each portfolio will be kept in the LIVE TEXT electronic management format.
- The portfolio development process begins in EDUC 3112 Foundations to Education or when a transfer student applies for admission to the Teacher Education Program.
- Satisfactory completion of each level is required before a student is allowed to proceed through the program.
- The portfolio will be built within the framework of Live Text e-Portfolio software. Initial training for the use of the software will be provided by the department, but it is the candidate's responsibility to maintain and manage the e-portfolio appropriately.

- Instructors in the professional education sequence will provide the opportunity for candidates to develop artifacts which demonstrate their progress in attaining the required standards. Candidates will have assigned artifacts from their coursework to include in their portfolios. Artifacts will be the original work of teacher candidates, not material copied from other sources. Artifacts should demonstrate the candidate's best work at the time of assignment.

- Once an artifact has been entered in the portfolio and assessed by an instructor, the artifact must remain in the portfolio.

Portfolio Evaluation

The portfolio will be evaluated according to the schedule below.

- Level I is evaluated at the end of EDUC 3112 Foundations of Education
- Level II is evaluated at the end of EDUC 4463 Secondary Teaching Methods for secondary education majors and EDEL 3243 Methods of Teaching Social Studies for elementary education majors
- Level III is evaluated at the end of EDUC 4622 for secondary education majors and EDEL 4622 for elementary education majors
- Level IV is evaluated by the TED Committee at the conclusion of the candidate's program of study

Assessment & Scoring

Each phase in the program represents a transition point for teacher candidates.

For admission to the School of Education, students must attain 80% of the total (200) points possible and meet all entrance requirements. Admission documents which carry point values are as follows:

- Disposition and Academic Recommendation Forms (40 pts)
- Essay (40 pts)
- Interview (40 pts)
- Completion of Foundations grade, Foundations final exam & portfolio requirements (80 pts)
 - Grade (16), exam (16), Portfolio (48)

There are multiple graders for recommendations, essay and interview. An average is taken to find the final points awarded to each applicant.

Each performance assessment has a corresponding rubric which has been designed to use in grading the assessment. Multiple graders are used for all key assessments. Scoring for performance assessments is as follows:

Teacher Candidates must score at least 80% on performance assessments with the exception of Field Experience Journals which is one of the first assessments given. For Field Experience Journals, Teacher Candidates must score at least 7 out of 12 for Level I Field Experience, at least 8 out of 12 for Level II Field Experience, and at least 9 out of 12 for Level III Field Experience. In addition, teacher candidates cannot have any ratings of “unacceptable”. If they do not attain the required score, they will be given feedback and an opportunity to correct their work in order to achieve the necessary score. Performance assessments which require multiple graders include:

- Field Experience Journals - graded by course instructor and School of Education Chair
- Portfolio Level I & Level II Reflections – graded by Selection Committee
- Final ISD Project – graded by EDUC 3423 & EDUC 3412 instructors
- Teacher Work Sample – graded by University Supervisor and EDUC/EDEL 4622 instructor

An evaluation form is used for field experience and clinical practice. The evaluation form contains a rubric. Scoring for these forms are as follows:

- Teacher candidates must average a score of level 3 for Early Field Experience – graded by cooperating teachers
- Teacher candidates must attain the “emerging” level for their Summative Clinical Practice – graded by University Supervisor and Mentor Teacher

Survey data is also collected and informs the unit of improvements which need to be made on an on-going basis.

Surveys include:

- Exit Survey completed by each graduate in Clinical Practice Survey
- First Year Surveys completed by graduates and their principals in the first year

INTASC COMPETENCIES FOR TEACHER LICENSURE and CERTIFICATION

This standard asserts the importance of a strong content background and foundation of pedagogical knowledge for all candidates. Teaching is complex and preparation must provide opportunities for candidates to acquire knowledge and skills that can move all P-12 students significantly forward—in their academic achievements, in articulating the purpose of education in their lives and in building independent competence for life-long learning. Such a background includes experiences that develop deep understanding of major concepts and principles within the candidate’s field, including college and career-ready expectations. Moving forward, college- and career-ready standards can be expected to include additional disciplines, underscoring the need to help students master a range of learner goals conveyed within and across disciplines. Content and pedagogical knowledge expected of candidates is articulated through the INTASC standards.

These standards are:

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies

to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

SUGGESTED ARTIFACTS FOR STANDARDS

***Key Program Assessments**

Standard #1: Learner Development.

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1. Student Development Project - PSYC 3323 Educational Psychology
2. Needs Analysis – EDUC 3423 Instructional Design
3. Case Studies – EDUC 4112 Exceptional Child
4. Lesson Plan – ENGL Morphology and Syntax (Elementary Ed.)

Standard #2: Learning Differences.

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

1. Assessment Unit Plan with accommodations for ESL, Special Ed., physical differences and/or Gifted – EDUC 4112 Exceptional Child
2. Cross Curricular Lesson Plan including Diversity/Culture in the classroom - EDEL 3243 Methods of Teaching Social Studies
3. Current Events – EDEL 3243 Methods of Teaching Social Studies (Elementary)
4. Learner Analysis – EDUC 3423 Instructional Design
5. Case Studies - from any education course
6. Media Critique – EDUC 2311 Cornerstone
7. Literature Review - ENGL Morphology and Syntax (Elementary Ed.) OR EDUC 3423 Instructional Design

Standard #3: Learning Environments.

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

1. Lesson Plan with technology integration – Technology and Media in Education
2. Curriculum night w/ newsletter – EDEL 3243 Methods of Teaching Social Studies (Elementary)
3. Classroom newsletter – EDUC 4463 Secondary Teaching Methods
4. Sample letter/email to parent – EDEL 3243 Methods of Teaching Social Studies (Elementary)
5. Classroom Management plan – EDUC 4513 Classroom Management

Standard #4: Content Knowledge.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

1. *Unit Plan of Subject Area – EDUC 3423 Instructional Design
2. *Standards Project – Mathematics – Subject Capstone
3. Subject Area Lesson Plan -
4. Dyslexia Research Essay –
5. *Official Transcript with 2.75 GPA (or higher) for Content Area Courses
6. *Methods course teaching evaluation – EDUC 4463 Secondary Teaching Methods/EDEL 3243 Methods of Teaching Social Studies

Standard #5: Application of Content.

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

1. Assessment Unit Plan with accommodations for ESL, Special Ed., physical differences and/or Gifted – EDUC 4112 Exceptional Child
2. Cross Curricular Lesson Plan including Diversity/Culture in the classroom - EDEL 3243 Methods of Teaching Social Studies (Elementary)
3. *Unit Plan of Subject Area – EDUC 3423 Instructional Design
4. ELL Lesson Plan - EDEL 4123 Methods of Teaching Language Arts (Elementary)
5. *Methods course teaching evaluation (pre/post reflections) – EDUC 4463 Secondary Teaching Methods/EDEL 3243 Methods of Teaching Social Studies
6. Subject Matter Lesson Plan -

Standard #6: Assessment.

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

1. Case Study – EDUC 3463 Development and Assessment (Secondary)
2. Assessment Plan with ELL and IEP modifications – EDUC 4112 Exceptional Child, EDUC 3463 Development and Assessment (Secondary) OR EDEL 4223 Assessment & Interventions in Literacy K-8
3. Assessment Design and Alignment – EDEL 4223 Assessment & Interventions in Literacy K-8
4. Instruction and Evaluation Plan – EDUC 3423 Instructional Design
5. Student Development Project --- PSYC 3323 Educational Psychology

Standard #7: Planning for Instruction.

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

1. Assessment Plan with accommodations for ESL, Special Ed., physical differences and/or Gifted – EDUC 4112 Exceptional Child
2. Final Project – EDUC 3423 Instructional Design
3. *Unit Plan of Subject Area – EDUC 3423 Instructional Design
4. Literacy Thematic Unit Center – EDEL 3123 Literacy in Primary Grades
5. Lesson Plan with ELL Modifications and Resources –

Standard #8: Instructional Strategies.

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

1. *Unit Plan of Subject Area – EDUC 3423 Instructional Design
2. Photo Story – EDUC 3412 Technology and Media in Education

Standard #9: Professional Learning and Ethical Practice.

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

1. Philosophy of Education – EDUC 3112 Foundations of Education
2. Evidence and summary of attending a professional meeting, conference, or training in teaching field
3. Evidence of workshop or in-service attendance – Agenda
4. Evidence of professional organization membership
5. Pedagogical Essay – PSYC 3323 Educational Psychology

Standard #10: Leadership and Collaboration.

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

1. Evidence of volunteering in community (church work, YMCA, coaching, etc.) and schools
2. Proof of attendance at Teacher Education (TED) meetings
3. Workshop Attendance or Presentation
4. Conferences Attendance or Presentation
5. Professional journal article review –
 - a. Scholarly journal review – EDEL 3123 Literacy in Primary Grades
 - b. Mini Lit Review – PSYC 3323 Educational Psychology
 - c. Lit Review – ENGL 3313 Morphology & Syntax
 - d. Lit Review – EDUC 3423 Instructional Design

Randall University

Teacher Education Program

REFLECTION/RATIONALE STATEMENT FOR INTASC STANDARDS

Guidelines for Reflections

As you prepare your reflections, consider the following steps and questions. Reflection carries with it the connotation of deep thinking, which is more than description. It requires you to analyze, synthesize and evaluate for the purpose of future intentional application.

The first step is to list the standard and describe what you know – what you can see and hear, or what a person tells you. Ask yourself questions such as the following if you are trying to describe your artifact: What is going on? When did it occur? Who was involved? Where am I? What is the perspective from which I am observing? How does my perspective impact what I see, hear and know?

Student Name

Standard # (List Standard)

Describe Artifact: Name of Artifact

Date artifact was completed:

Relationship to Conceptual Framework:

In paragraph form, reflect upon Randall University's School of Education's mission of holistic education. How does this artifact relate? Did you see anything that fit the goals of the School of Education?

Did you or someone else:

- 1) display a love of learning
- 2) practice personal and professional integrity
- 3) demonstrate care and acceptance for all students
- 4) have a reflective attitude with a scholarship minded approach

Reflection/Rationale: The reflection/rationale must be in narrative form. In a minimum of one paragraph for each of the sections below, explain:

- How does this artifact demonstrate your understanding of the standard? Explain.
- What have I learned from this? How could the experience be improved?
- How might this change my future thinking, behaving, and interactions?
- What questions remain about the experience?
- Next time a situation like this presents itself, what do I want to remember to think about? How do I want to behave? What will I do differently?
- How will this artifact help you be an effective teacher as it relates to this standard? How would this artifact be used to impact student learning?

Reflection/Rationale Rubric for InTASC Standards

Student Name:	Date:
Course:	Assessor:

	Exceeds Expectations (4 pts)	Meets Expectations (3 pts)	Needs improvement (2 pts)	Unacceptable (1 pt.)
Standard number, Artifact description, and Date of Completion	Candidate wrote out complete descriptions of all three (3) required assignments: 1) InTASC Standard including number 2) Name of Artifact 3) Date of completion of artifact. Information is without any error.	Candidate wrote out complete descriptions of two (2) required assignments: 1) InTASC Standard including number 2) Name of Artifact 3) Date of completion of artifact. Information contains 5 or less errors.	Candidate wrote out complete description of one (1) required assignments: 1) InTASC Standard including number 2) Name of Artifact 3) Date of completion of artifact. Information contains 10 or less errors	Candidate did not specify any of the descriptions of the required assignments: 1) InTASC Standard including number 2) Name of Artifact 3) Date of completion of artifact.
Relationship to Conceptual Framework	Candidate's reflection includes a connection to 3-4 goals of the Conceptual Framework.	Candidate's reflection includes a connection to 2 goals of the Conceptual Framework.	Candidate's reflection includes a connection to 1 goal of the Conceptual Framework.	Candidate's reflection does not address the goals of the Conceptual Framework
Reflection	Candidate's reflection includes all six (6) reflection prompts in narrative form. Reflections are insightful answers to prompt questions with no mistakes/concerns	Candidate's reflection includes four (4) – five (5) of the reflection prompts in narrative form. AND/OR Reflections are insightful answers to prompt questions with 5 or less mistakes/concerns	Candidate's reflections includes two (2) – three (3) of the reflection prompts in narrative form. AND/OR reflection with basic answers to prompt questions with 10 or less mistakes/concerns	Candidate does not meet minimal expectations because document is missing or done incorrectly

Signature of assessor: _____

score _____/12

RANDALL UNIVERSITY
School of Education
 Level I – Admission
Portfolio Scoring Rubric

Name _____ Major _____ Date _____

N	1	2	3	4
Not Observable	Unsatisfactory	Basic	Proficient	Distinguished
Unable to assess candidate at this point	Candidate does not meet minimal expectations because document is missing or done incorrectly	Candidate meets minimal expectations by having the required document completed, organized and correct to the extent of 5 or less mistakes OR a minimum grade of "C".	Candidate meets expectations by having the required document completed, organized and correct to the extent of 2 or less mistakes OR a minimum grade of "B".	Candidate exceeds expectations by having the required documents completed, organized and correct with no mistakes OR a minimum grade of "A"

Required document:	N	1	2	3	4	N / A
1. Admission application	score if present					
2. Transcript	score if present					
3. Foreign Language Competency	score if present					
4. OGET Scores	score if present					
5. Admission Essay	score by grade					
6. Interview Critique	score if present					
7. Criminal Disclosure Statement	score if present					
8. Professional Insurance	score if present					
9. Philosophy of Education	score by grade					
10. Observation Time Log (2)	score if present					
11. Journal Reflections and Score sheets (2)	score if present					
12. Early Field Evaluation Form 1	score by grade					
Total Score _____						

Students are allowed two (2) scores of N to be admitted with provisions to the School of Education Teacher preparation program. Students must also sign an agreement of a timeline that provisions will be satisfied before they can be fully admitted to School of Education Teacher Program.

Evaluator _____ Date _____

RANDALL UNIVERSITY
School of Education
 Level II – TEACH
Portfolio Scoring Rubric

Name _____ Major _____ Date _____

N	1	2	3	4
Not Observable	Unsatisfactory	Basic	Proficient	Distinguished
Unable to assess candidate at this point	Candidate does not meet minimal expectations because document is missing or done incorrectly	Candidate meets minimal expectations by having the required artifact and reflection with basic answers to reflection questions and 10 or less mistakes/concerns (% from key) OR a minimum grade of "C"	Candidate meets expectations by having the required artifact and reflection with insightful answers to reflection questions and 5 or less mistakes/concerns (% from key) OR a minimum grade of "B"	Candidate exceeds expectations by having the required artifact and reflection with insightful answers to reflection questions and no mistakes/concerns (% from key) OR a minimum grade of "A"

Required artifacts and reflection	N	1	2	3	4	N/A
1. Standard #1 – Learner Development	%					
2. Standard #2 – Learning Differences	%					
3. Standard #3 – Learning Environments	%					
4. Standard #4 – Content knowledge	%					
5. Standard #5 – Application of Content	%					
6. Standard #6 – Assessment	%					
7. Standard #7 – Planning for Instruction	%					
8. Standard #8 – Instructional Strategies	%					
9. Standard # 9 – Professional Learning and Ethical Practice	%					
10. Standard #10 – Leadership and Collaboration	%					
11. OSAT Score	score if present					
12. Observation Time Logs and Reflections for Methods (8)	score if present					
13. Early Field Evaluation Form 2 – Educational Psychology	%					
14. Early Field Evaluation Form 2 - Classroom Management	%					
15. Thematic Unit Assessment for field of study	score by grade					

No scores of N are allowed for student to be recommended for Clinical Practice.

Evaluator _____ Date _____

(KEY)

The following grades will be assigned by RU:

Distinguished (A) equals an average between 3.60 to 4.00

Proficient (B) equals an average between 3.00 to 3.59

Basic (C) equals an average between 2.50 to 2.99

Unsatisfactory (D) equals an average between 2.00 to 2.49

Unsatisfactory (F) equals an average below 2.0

**Proficient grade is required
 on Portfolio II for Candidate
 to participate in Clinical Practice**

RANDALL UNIVERSITY
School of Education
 Level III - EQUIP
Portfolio Scoring Rubric

Name _____ Major _____ Date _____

N	1	2	3	4
Not Observable	Unsatisfactory	Basic	Proficient	Distinguished
Unable to assess candidate at this point	Candidate does not meet minimal expectations because document is missing or done incorrectly	Candidate meets minimal expectations by having the required artifact (and when applicable) with rubric and a minimum grade of "C".	Candidate meets expectations by having the required artifact (and when applicable) with rubric and a minimum grade of "B".	Candidate exceeds expectations by having the required artifact (and when applicable) with rubric and a minimum grade of "A"

Required artifacts and reflection	N	1	2	3	4
1. Application to Clinical Practice					
2. OPTE Score Report					
3. Final ISD Project					
4. Teacher Work Sample					
5. Revised Philosophy of Education					
6. Clinical Practice Formative Evaluation Form 1 – Cooperating Teacher					
7. Clinical Practice Formative Evaluation Form 2 – University Supervisor					
8. Clinical Practice Summative Evaluation Form – Cooperating Teacher and University Supervisor					

Evaluator _____ Date _____

RANDALL UNIVERSITY
School of Education
 Level IV - SERVE
Portfolio Scoring Rubric

Name _____ Major _____ Date _____

N	1	2	3	4
Not Observable	Unsatisfactory	Basic	Proficient	Distinguished
Unable to assess candidate at this point	Candidate does not meet minimal expectations because document is missing or done incorrectly	Candidate meets minimal expectations by having the required document completed, organized and correct to the extent of 5 or less mistakes or concerns	Candidate meets expectations by having the required document completed, organized and correct to the extent of 2 or less mistakes or concerns	Candidate exceeds expectations by having the required documents completed, organized and correct with no mistakes or concerns

Required document:	N	1	2	3	4	n / a
1. Resume with Cover Letter						
2. Professional Membership						
3. Professional Development Plan						
4. Final Leadership Project (Thematic Unit Assessment)						
5. Professional Development Documentation						
Total Score _____						

Students are not allowed any scores of N.

Evaluator _____ Date _____