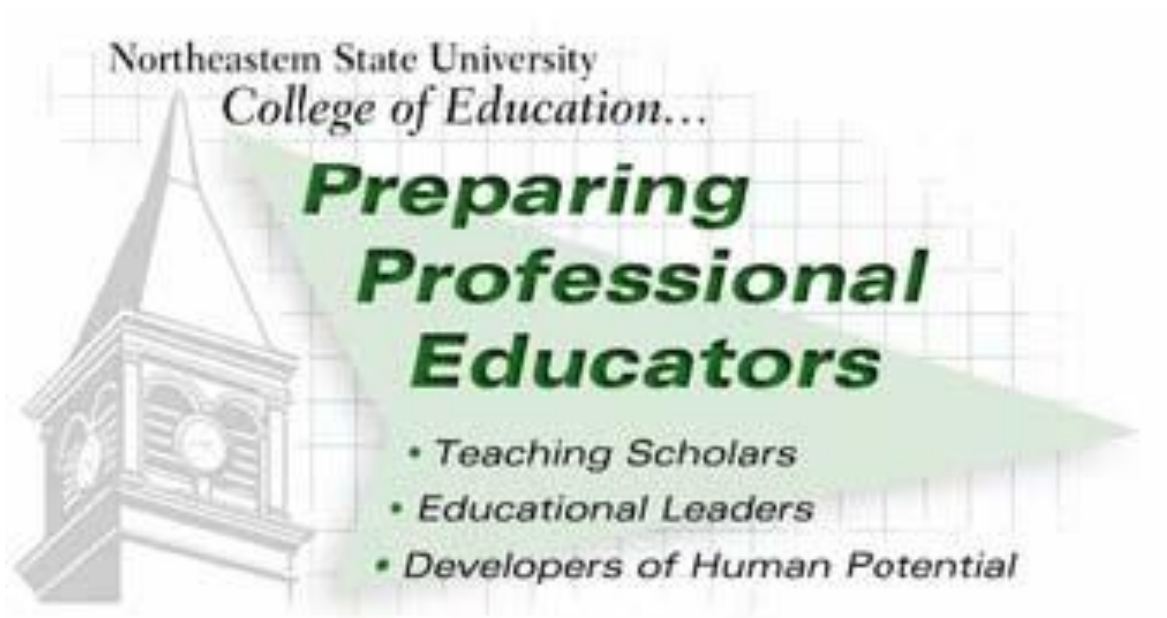


# Northeastern State University Northeastern State University



## **College of Education Portfolio Handbook Initial Level 2009-2010**

**(For those admitted into teacher education  
Spring 2009, or later)**



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College of Education  
717 N Grand Avenue  
Tahlequah, OK 74464

Dear Prospective Teachers,

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

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

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

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

Kay Lallier Grant, Ed.D.  
Dean

## **About This Handbook**

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

## **Northeastern State University**

### **Mission Statement**

Founded on the rich educational heritage of the Cherokee Nation, the campuses of Northeastern State University provide our diverse communities a broad array of lifelong learning, undergraduate, graduate, and professional doctoral degree programs. Through quality teaching, research and scholarly activities, service to local and professional communities, and high expectations, our dedicated faculty and staff provide a friendly learning environment where students are prepared to achieve socially responsible careers and personal goals for success in a challenging global society.

### **Focused Mission Statement**

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

### **Vision Statement**

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

### **College of Education Mission Statement**

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

### **College of Education Philosophy**

The Northeastern State University Teacher Education Program is guided by the philosophy that learning is a social transaction and an active, constructive process. The COE believes that in order for social transaction and active learning to occur, professional educators must:

- be well grounded in their content subject area;
- have knowledge of learning and pedagogical theories and be able to put them into practice;
- be able to put their knowledge of best practice to use;
- be knowledgeable, caring, and thoughtful educators who inspire others to be advocates for an educational system that benefits all students;
- be reflective practitioners; and
- continue to refine their pedagogical skills through continued professional development.

***This philosophical approach to teaching and learning provides the foundation***

*for the Conceptual Framework that is threaded throughout the NSU Teacher Education Program.*

# NORTHEASTERN STATE UNIVERSITY

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

### I. Teaching Scholars

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

*Educators as Teaching Scholars will:*

1. Demonstrate a deep understanding of subject matter relative to their area of preparation. (Oklahoma General Competencies for Teachers, 1, 2, 3, 4, 7, 11, 14, 15)
2. Create an environment conducive to learning in the classroom, use developmentally appropriate practices, and have the pedagogical skills necessary to facilitate growth and learning for all P-12 students under their care. (Oklahoma General Competencies for Teachers 1, 2, 3, 4, 5, 6, 7, 13, 14)
3. Demonstrate effective oral and written communication skills. (Oklahoma General Competencies for Teachers 3, 6, 7, 9, 12, 13, 14)
4. Use classroom-based research to improve teaching and learning for P-12 students. (Oklahoma General Competencies for Teachers 1, 3, 4, 6, 7, 8, 14, 15)
5. Demonstrate an understanding of how diversity, including multicultural, ethnic, socioeconomic, gender, and exceptionality issues, affects P-12 student learning. (Oklahoma General Competencies for Teachers 2, 3, 5, 13)
6. Use technology appropriately to enhance teaching and learning opportunities in the classroom environment. (Oklahoma General Competencies for Teachers 1, 3, 4, 7, 14)
7. Demonstrate an understanding of the philosophical, historical, and sociological foundations of education.
8. Demonstrate competence in designing instructional strategies with appropriate technologies that incorporate the Oklahoma Criteria for Effective Teaching Performance indicators. (Oklahoma General Competencies for Teachers 1, 2, 3, 4, 7, 8, 11, 14, 15)
9. Develop instruction based on the Priority Academic Student Skills (P.A.S.S.). (Oklahoma General Competencies for Teachers 1, 2, 3, 4, 7, 8, 11, 14, 15)
10. Work collaboratively with P-12 students, parents, colleagues, and other professionals. (Oklahoma General Competencies for Teachers 2, 3, 5, 9, 12, 13)
11. Demonstrate proficiency in the use and interpretation of both informal and formal assessments. (Oklahoma General Competencies for Teachers 3, 6, 7, 8, 14, 15)
12. Demonstrate awareness and understanding of the knowledge bases underlying research and practice in multicultural education;
13. Demonstrate understanding, through classroom and experiential learning, of a language and culture different from their own.



## II. Educational Leaders

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

*Educators as Leaders will:*

1. Demonstrate professional ethical behavior. (Oklahoma General Competencies for Teachers 2, 3, 5, 9, 12, 13)
2. Use professional and pedagogical expertise to inspire others to make positive changes in their classrooms. (Oklahoma General Competencies for Teachers 9, 12, 13)
3. Demonstrate an understanding of current legal aspects of teaching. (Oklahoma General Competencies for Teachers 9, 12, 13)
4. Demonstrate through traditional and technological means, the process of inquiry relative to the subject areas(s) of preparation. (Oklahoma General Competencies for Teachers 1, 2, 7, 11, 14, 15)
5. Make connections within and between disciplines. (Oklahoma General Competencies for Teachers 1, 3, 4, 7, 14)
6. Effectively communicate their own educational philosophies and instructional practice to others. (Oklahoma General Competencies for Teachers 9, 12, 13)
7. Demonstrate sensitivity to community and social norms and be an advocate for equal educational opportunities for all children. (Oklahoma General Competencies for Teachers 2, 3, 5, 13)
8. Demonstrate understanding of the teacher's obligation for assertive advocacy on behalf of the well-being and rights of all children; (Oklahoma General Competencies for Teachers 2, 3, 5, 13)
9. Demonstrate an understanding of technology operations and concepts and advocates for appropriate technological resources.
10. Use technology to increase productivity and professional practices including communication and assessment processes. (Oklahoma General Competencies for Teachers 7, 8, 14, 15)

### III. Developers of Human Potential

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

*Educators as Developers of Human Potential will:*

1. Demonstrate commitment to the idea that the well being of the P-12 student is equally as important as subject matter by diligent attention to the emotional, physical, and health needs of students under their care.
2. Recognize that the P-12 student learning potential may be affected by failure to learn basic educational skills and actively seek to identify educational needs and the appropriate professional services. (Oklahoma General Competencies for Teachers 2, 3, 5, 6, 7, 13, 14)
3. Challenge P-12 students to achieve their potential and to stretch their abilities while offering a supportive and nurturing environment. (Oklahoma General Competencies for Teachers 1, 2, 7, 11, 14, 15)
4. Treat all P-12 students as individuals and demonstrate dignity and respect for all. (Oklahoma General Competencies for Teachers 2, 3, 5, 13)
5. Demonstrate sensitivity and skills to foster classroom and school climates that recognize student competence and foster student confidence, particularly for children of diverse backgrounds. (Oklahoma General Competencies for Teachers 2, 3, 5, 13)
6. Demonstrate knowledge of and respect for past and present influences of race, ethnicity, gender, religion and other aspects of culture on a teacher's practices and a child's development and personality. (Oklahoma General Competencies for Teachers 2, 3, 5, 13)
7. Develop, clarify and sustain the belief that "all children can and will learn when given proper instruction" (SECA, 2003, p. 5) and demonstrate the ability to develop and present a situationally and developmentally appropriate curriculum that promotes that learning. (Oklahoma General Competencies for Teachers 1, 2, 3, 7, 11, 14, 15)
8. Resolve complex social, ethical, and human issues surrounding the acquisition and use of technology in the classroom.

## **College of Education Portfolio Philosophy**

The transformation process from candidate to teacher occurs through intentional synthesis of content and pedagogy. As the College of Education Mission Statement and Conceptual Framework attest, the NSU Teacher Education Program has a long-standing commitment to student-centered, performance-based learning as the catalyst for that synthesis. This commitment is exemplified in the key elements of the program: Focus on the teacher candidate's ability to positively impact student learning, emphasis on clinical practice-based learning, integration of technology in the classroom, and use of research-based, sound professional practices.

The portfolio provides a vehicle for teacher candidates to demonstrate their growing professional competency as they complete the transformation process within the context of the theme and sub-themes of the Teacher Education Program. The portfolio development process encourages teacher candidates to be critically reflective of their own learning outcomes as well as those of the students they will teach. The artifacts from each teacher candidate's courses and clinical practice reflect the full range and depth of the teacher candidate's professional preparation. Creation of the portfolio in web-based format gives teacher candidates an early technology application experience as well as greater flexibility to develop and include multi-dimensional artifacts as evidence of their growing professional competency. Established checkpoints for assessment and review ensure teacher candidates receive on-going support and feedback on individual artifacts as well as a more global review of their work and progress. Finally, the candidate portfolio process provides a source of information for authentic faculty and administrative assessment and improvement of the program.

## College of Education Portfolio General Policies

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

### CONTENT

- The fifteen (15) Oklahoma General Competencies for Teacher Licensure and Certification provide the standard by which all teacher candidates will be measured. In addition, other competencies related to specific subject areas and grade levels may be reflected.
- The portfolio will be comprised of selected artifacts related to classroom and clinical practice. Every artifact must be **teacher candidate created** and related to at least one of the 15 Oklahoma State Board of Education (OSBE) Competencies for Teacher Licensure and Certification.
- An Artifact Cover Sheet which includes a rationale statement and a reflection section must accompany each artifact submitted to meet competencies. The standard format for the Artifact Cover Sheet is provided in Appendix A: Standard Elements of the Portfolio. Templates for the Artifact Cover Sheet for each of the 15 OSBE Competencies for Teacher Licensure and Certification are available on the NSU College of Education (COE) ePortfolio web site: [www.eportfolio.nsuok.edu](http://www.eportfolio.nsuok.edu)

### FORMAT

- Each portfolio will be prepared using the Chalk and Wire ePortfolio system. A license for accessing the system and setting up the initial candidate's portfolio is available in NSU bookstores.

## ASSESSMENT

- Teacher candidates will submit artifacts for assessment at designated points in designated courses in the teacher education program. The number of artifacts to be submitted for assessment is detailed in Appendix A. Additionally, teacher candidates should be prepared to submit their portfolios for review upon request of the University, the Oklahoma Portfolio Review Team from the Oklahoma Commission on Teacher Preparation (OCTP), or other accrediting agencies.
- Artifacts to meet the 15 competencies will be assessed through the Chalk and Wire ePortfolio system. Rubrics for assessment are available on the NSU COE ePortfolio web site. The number of successfully assessed artifacts required for Checkpoint I, Checkpoint II, and Checkpoint III is listed in Appendix A.

***Initial level candidates (undergraduates) will demonstrate their competency through course-required artifacts that meet the 15 Oklahoma General Competencies for Licensure and Certification. The NSU College of Education ensures high quality teacher education graduates through implementation of a standards-based curriculum as required by the State of Oklahoma.\* Initial level candidates (undergraduates) will demonstrate their competency through course-required artifacts that meet the 15 Oklahoma General Competencies for Licensure and Certification. Failure to achieve an acceptable level of assessment for ALL elements of the required competency-based artifacts for this course will result in a grade of "F" for the course.***

*\*[Oklahoma Teacher Preparation Act, 1995; State Statute 70-6-185, 70-6-185 (Oklahoma School Law, sect. 180.5 & 180.6) <http://sde.state.ok.us/Law/LawBook/default.html> ].*

- Deficiencies and corrections identified during checkpoint assessments must be addressed prior to a specified deadline. Candidates must achieve a rating of acceptable or target on each element of the rubric used to assess their artifact.
- Successful assessment of Portfolio Checkpoint I is a prerequisite for admission to the Teacher Education Program and for placement in the Pre II Internship.
- Successful assessment of Portfolio Checkpoint II is a prerequisite for placement in the Full Internship.
- Successful assessment of Portfolio Checkpoint III is a requirement for completion of the Full

Internship and a prerequisite for graduation.

- The ePortfolio coordinator and faculty in the College of Education are available to assist teacher candidates in identifying the appropriate remedies for deficiencies and corrections reported at each of the portfolio assessment checkpoints.
- Transfer candidates seeking entrance into the NSU Teacher Education Program shall have their portfolios initially assessed as a requirement of EDUC 3313, Clinical Teaching and Pre-Internship I. Prior to the next internship, transfer candidates are responsible for addressing any deficiencies or corrections identified and reported in the initial assessment.

## Overview of the Portfolio Development Process

Initial level candidates in the Teacher Education Program at Northeastern State University are required to develop a portfolio. The candidate's portfolio will be comprised of selected evidence and documents, known as artifacts, related to classroom and clinical practice. All of the artifacts in the portfolio are to reflect the teacher candidate's understanding and practical application of the knowledge base and field experience components of the NSU Teacher Education Program.

The initial level teacher candidate will meet portfolio requirements at three checkpoint designated times prior to completion of the program. In addition, candidates are to be prepared to submit their portfolios for review upon request of the University, the Oklahoma Portfolio Review Team from the Oklahoma Commission on Teacher Preparation, or other accrediting agencies.

The initial level portfolio provides a system for the presentation of the candidate's best work and document special talents, abilities, and accomplishments while demonstrating enthusiasm and commitment to the teaching profession (Frederick, McMahon & Shaw, 2000). To be most useful, the teacher candidate's portfolio must stand alone; it should not require extensive explanation (Giuliano, 1998). The candidate's portfolio forms the foundation on which to build a career as an effective teacher. After the candidate begins a teaching career, the portfolio becomes a developmental document, changing regularly to reflect professional growth and development. The portfolio should serve as a commitment to life-long learning throughout the teacher's career.

**IMPORTANT NOTE:** As teacher candidates create portfolio artifacts that make reference to students, teachers, parents, or schools, **they can not use last names or other identifying information;** it is always critical to maintain confidentiality.

### References:

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

Giuliano, F. J. (1997). Practical professional portfolios. *Science Teacher*, 64, 42-45.

## TIMELINE FOR PORTFOLIO DEVELOPMENT

1. During the initial teacher candidate's first semester of professional education (EDUC 3313 – Clinical Teaching, EDUC 3113 – Educational Psychology), upon declaring a major in Education, or upon entering the University as a transfer teacher candidate (whichever is first), the teacher candidate will be required to:
  - Bookmark the College of Education ePortfolio web page:  
[www.eportfolio.nsuok.edu](http://www.eportfolio.nsuok.edu)
  - Attend the required portfolio training sessions. Upon successful completion of the training sessions, the candidate will receive a “Hands on Workshop” (H.O.W.).
  - Read the current Teacher Education Portfolio Handbook, paying special attention to the portfolio rubric.
  - Become familiar with the fifteen (15) Competencies for Licensure and Certification.
  - Obtain a parent/legal guardian signature on a *Release Form for Student Participation in the Portfolio Process* for any student whose schoolwork or image/photograph may be displayed in the teacher candidate portfolio (see confidentiality in the glossary of terms.)
  - Complete the following for Checkpoint I: Successfully assessment of
    - Competencies 2, 3, 9, and 12 – Artifact Cover Sheets and Artifacts



**2. During enrollment in education courses and courses in the teacher candidate's major field, they should:**

- Read the current Teacher Education Portfolio Handbook on the College of Education ePortfolio webpage: [www.eportfolio.nsuok.edu](http://www.eportfolio.nsuok.edu)
- Continuously develop the teacher candidate portfolio by successful completion of designated artifacts within courses to fulfill the portfolio requirements.
- Check the College of Education web page regularly for updates on activities and information of particular interest to teacher candidates.
- Obtain a parent/legal guardian signature on a *Release Form for Student Participation in the Portfolio Process* for any student whose schoolwork or image/photograph may be displayed in the teacher candidate portfolio. (See *confidentiality* in the glossary of terms.)

**3. While enrolled in EDUC 4032 (Pre-Internship II), the teacher candidate will be required to:**

- Read the current Teacher Education Portfolio Handbook on the College of Education ePortfolio webpage: [www.eportfolio.nsuok.edu](http://www.eportfolio.nsuok.edu)
- Obtain a parent/legal guardian signature on a *Release Form for Student Participation in the Portfolio Process* for any student whose schoolwork or image/photograph may be displayed in the teacher candidate portfolio. (see confidentiality in the glossary of terms.)
- Complete the following for Checkpoint II: Successful assessment of:
  - Competencies 1, 4, 5, 6, 10, 11, 13, and 14 – Artifact Cover Sheets and Artifacts. These artifacts should have been submitted and assessed in selected courses. Checkpoint II verifies that all cover sheets and artifacts are in place and are evaluated at the acceptable or target levels.

**IMPORTANT NOTE:** *Teacher candidates whose portfolios contain deficiencies shall receive an “I” grade for Pre-Internship II until the portfolio meets the requirements for Checkpoint II. Candidates will not be allowed in the full internship until successful completion of all Checkpoint II requirements.*

**4. During the teacher candidate's enrollment in EDUC 4712 (Assessment & Evaluation) the teacher candidate will be required to:**

- Read the current Teacher Education Portfolio Handbook; annual revisions are available from the College of Education ePortfolio webpage: [www.eportfolio.nsuok.edu](http://www.eportfolio.nsuok.edu)
- Obtain a parent/legal guardian signature on a *Release Form for Student Participation in the Portfolio Process* for any student whose schoolwork or image/photograph may be displayed in the teacher candidate portfolio. (See confidentiality in the glossary of terms.)
- Complete the following for Checkpoint III: Successfully assessment of:
  - Competencies 7, 8, & 15 – Embedded and demonstrated in the Learning Project
  - Credentials
  - Learning Project

**IMPORTANT NOTE:** *Teacher candidates whose portfolios contain deficiencies shall receive an "I" grade for EDUC 4712 and will not be approved for graduation until the portfolio is successfully completed.*

*Portfolios will be randomly selected for verification of artifacts being used only one time to meet competencies.*

**5. Suggestions for residency year of teaching:**

- Continue using the teacher candidate portfolio as a repository for evidence of the candidate's professional development.
- Obtain a parent/legal guardian signature on a *Release Form for Student Participation in the Portfolio Process* for any student whose schoolwork or image/photograph may be displayed in the teacher candidate portfolio.
- Periodically write reflective statements on his/her first year teaching experiences.
- Share/review these reflective statements with the Residency Coordinator and, in subsequent years, with other teachers to further improve teaching practices.
- In his/her third year of teaching, contact the NSU College of Education regarding participation in cohort preparation for National Board Certification.
- Prepare for and pass the National Board Certification exam.

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

### **What is a portfolio?**

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

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

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

A transfer teacher candidate who has received credit for completing a course equivalent to EDUC 3313, will have his/her portfolio reviewed for meeting the requirements of Checkpoint I prior to admission to the NSU Teacher Education Program. If the candidate does not have a portfolio and is not required to enroll in EDUC 3313, a referral will be made to the ePortfolio Coordinator for the College of Education for assistance in establishing a portfolio.

### **Why must I develop a portfolio?**

The portfolio is considered an effective means of demonstrating the candidate's professional competency and is a mandated element of the licensure and certification process for Oklahoma teachers as established by the Oklahoma Commission on Teacher Preparation (OCTP), the Oklahoma State Regents for Higher Education, the Oklahoma State Legislature, and Northeastern State University. It is authentication of a candidate's experiences within the Teacher Education Program in preparation for positively impacting P-12 student learning as a classroom teacher.

**How are the 15 General Competencies for Licensure and Certification related to the portfolio development process?**

The competencies provide the framework for development of the portfolio. They establish the standards by which teacher candidates are evaluated for licensure and certification, therefore they guide the proficiencies and experiences that should be documented in the portfolio. Each artifact in his/her portfolio must be related to one (or more) of the 15 competencies.

**Is there a standard format for my portfolio?**

Yes, there are standards for portfolio structure and content in the web-based format. See Appendix A for templates.

**Who decides what goes in my portfolio?**

Throughout the program, Teacher Education Program faculty members have aligned selected assignments with the 15 competencies. Each artifact can be used one time only; therefore 15 different artifacts will meet the 15 competencies.

**What is an artifact? How do I identify artifacts for my portfolio?**

Original, teacher candidate created work completed as an assignment or activity in an education core or subject area major course becomes an artifact when it is used to demonstrate mastery of a competency. Artifacts as class assignments will be guided by the themes and sub-themes of the Conceptual Framework for the NSU Teacher Education Program in addition to the 15 Oklahoma Competencies for Teacher Licensure and Certification.

**Who assesses the portfolio and when is it done?**

The teacher candidate portfolio artifacts are assessed by the Teacher Education Faculty within designated coursework.

### **What are the Portfolio Checkpoints? When do they occur?**

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

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

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

### **My goal is alternative certification. Is this candidate required to develop a portfolio?**

No. As a teacher candidate seeking alternative certification, the candidate is not required to develop a portfolio. However, any competency-based course assignments must be completed.

### **My current educational goal is teacher certification only. Am I required to develop a portfolio?**

Yes. A "certification only" teacher candidate is required to develop a portfolio.

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

A portfolio will be considered 100% complete for Checkpoint III if it contains evidence documenting each of the 15 competencies (*no duplication of artifacts*), the Learning Project, and credentials. If some portion of the portfolio is missing (artifacts or documentation), a grade of "I" will be assigned in EDUC 4712, Assessment and Evaluation. The "I" grade indicates there are "unresolved issues" with the portfolio. Upon satisfactory review of the complete portfolio, the teacher candidate's final grade for EDUC 4712 will be assigned by the teacher candidate's coordinator.

*The teacher candidate will not be approved for graduation until the "I" is removed and a final grade is assigned. NSU policy states, "I" grades not changed by the instructor to a credit bearing grade or an "F" within one year period will remain as a permanent "I" and not contribute to the student's GPA (NSU Undergraduate Catalog, p. 36)."*

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

A teacher candidate may use *one* artifact to document *one* competency. Each artifact must have an artifact cover sheet with a rationale statement and a reflection. Parts of the Learning Project (full internship) will be used to document competencies as well as the completion of this culminating teaching unit.

Candidates' portfolios will be randomly selected at Checkpoint III to verify there has not been duplicate use of an artifact to meet competencies.

## **What if I need assistance with my portfolio?**

Assistance is provided by the (1) ePortfolio Coordinator (2) ePortfolio Administrator and (3) ePortfolio peer assistants. Contact information for any of these is on the ePortfolio webpage.

## **Where can I read more about the portfolio process?**

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

- Bullock, A. A. & Hawk, P. A. (2001). *Developing a teaching portfolio: A guide for pre-service and practicing teachers*. Upper Saddle River, NJ: Prentice-Hall, Inc.
- Campbell, D. M., Melenzyer, B. J., & Cignetti, P. B. (1996). *How to develop a professional portfolio: A manual for teachers*. Boston: Allyn & Bacon Incorporated.
- Frederick, L., McMahon, R., & Shaw, Jr., E. L. (Summer, 2000). Pre-service teacher portfolios as autobiographies. *Education*, 120, 634-640.
- Giuliano, F. J. (1997). Practical professional portfolios. *Science Teacher*, 64, 42-45.
- Hurst, B., Wilson, C., & Cramer, G. (1998). Professional teaching portfolios: Tools for reflection, growth and achievement. *Phi Delta Kappan*, 79, 578-82.
- Oswald, R. J. (1999). *Potential use of pre-service portfolios in the hiring process by site-based decision making councils*. Paper presented at Southeastern Regional Association of Teacher Educators 46<sup>th</sup> Annual Conference, Mobile, AL. (Cited in Frederick, McMahon & Shaw, 2000).

**INITIAL LEVEL PORTFOLIO CHECKPOINTS &  
COURSES FROM WHICH ARTIFACTS  
WILL BE CREATED & ASSESSED  
(Courses are dependent upon major)**

<b>Competency</b>	<b>Checkpoint I (completion prior to Pre-II)</b>	<b>Checkpoint II (completion prior to Full Internship)</b>	<b>Checkpoint III (prior to graduation)</b>
<b>Competency 1</b>		ECED 4213 Content Methods Course (Secondary) ELED 4343	
<b>Competency 2</b>	EDUC 3113		
<b>Competency 3</b>	EDUC 3113		
<b>Competency 4</b>		EDUC 4823	
<b>Competency 5</b>		ECED 4513 ELED 4563 EDUC 4353 SPED 4563	
<b>Competency 6</b>		ECED 4213 ELED 4563 EDUC 4353 SPED 4563	
<b>Competency 7</b>			EDUC 4712 Learning Project
<b>Competency 8</b>			EDUC 4712 Learning Project
<b>Competency 9</b>	EDUC 3313		
<b>Competency 10</b>		EDUC 4823	
<b>Competency 11</b>		EDUC 4032	
<b>Competency 12</b>	EDUC 3313		
<b>Competency 13</b>		SPED 4433	
<b>Competency 14</b>		EDUC 4032	
<b>Competency 15</b>			EDUC 4712 Learning Project
<b>Complete Learning Project</b>			
<b>Credentials: Cover Sheet and Resume</b>			

## Glossary of Terms

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

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

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

**Checkpoint I** - Portfolio assessment by the faculty from the Teacher Education Program and members of the larger professional community of educators in northeastern Oklahoma. Satisfactory completion is a requirement for admission to NSU’s Teacher Education Program.

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

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

**Clinical Faculty** – School and higher education faculty responsible for instruction, supervision, and assessment of candidates during field experience and clinical practice.

**Competency** – Performance statement that outlines the knowledge, skills, and disposition expected of teacher candidates. Oklahoma has identified 15 General Competencies for Licensure comprise Component 1 of the 9 Portfolio Components.

**Confidentiality** – The teacher candidate is required to obtain a *Release Form for Student Participation in the Portfolio Process* to ensure the privacy of any individual, whether obtained through forms of written work/school work/images/or photographs before he/she can include that student in his/her portfolio. View the Release form in Appendix B of this document.

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

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

**ePortfolio Coordinator** – Member of NSU faculty who provide support and training to all teacher candidates and faculty throughout their professional education experience.



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

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

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

**Larger Professional Community** – Current and retired school teachers and administrators in northeastern Oklahoma who assist in the training and professional development of teacher candidates for professional practice as teachers.

**OGET** – Oklahoma General Education Test. A passing score is required for admission to NSU's Teacher Education Program.

**OSAT** – Oklahoma Subject Area Test. A passing score is required prior to Full Internship placement

**OPTE – Oklahoma Professional Teaching Examination. A passing score is required for recommendation for licensure / certification.**

**Pre-I Internship** – 8 days, once a week for a total of 56 hours of field experience and observation in a P-12 classroom. This field experience is a requirement of EDUC 3313.

**Pre-II Internship** – 10 days of field experience (70 hours) in a P-12 classroom. Application is made one semester prior to enrollment in Pre-II Internship.

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

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

**Students** – Pupils in grades Pre-K through 12.

## Appendix A: Standard Elements of the Portfolio

### Artifact Cover Sheet

Artifacts provide teacher candidate-created evidence of professional growth related to the Portfolio Components and Competencies. Generally, an artifact will be a course assignment (e.g., an essay or class activity), a reflective essay related to a significant learning event or activity, a teacher candidate created instructional activity (e.g., a Web Quest, a unit plan or lesson plan), or a teacher candidate-created assessment activity (e.g., a unit assessment plan or assessment instrument.)

Each artifact in the portfolio must be accompanied by an Artifact Cover Sheet the purpose of which is to provide performance-based evidence of a teacher candidate's acquisition or mastery of the proficiencies identified in a competency. Critically reflective thinking is the tool for establishing the link between the proficiencies and the teacher candidate's learning.

The elements of an Artifact Cover Sheet are:

**Competency addressed by this artifact:** The full text of the competency should be included in this section. This section of the Rationale Statement establishes the basis for the claim that the artifact provides performance-based evidence of mastery or acquisition of the skill(s) identified in the competency.

**Title:** Provide the title, or name, of the assignment or activity.

**Date the artifact was created or completed:** Indicate the date on which the assignment was completed.

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

**Rationale:** Overall, the rationale statement should be written clearly and concisely, developing a logical and structured basis for the connection between the artifact and the competency. The rationale statement should be the product of critically reflective thinking about the competency and the assignment. How does the artifact demonstrate the competency?

**Reflection:** Because the candidate demonstrates understanding of the competency, how will that understanding impact future student learning?

**EXAMPLE OF ARTIFACT COVER SHEET STANDARD FORMAT**

**Artifact Cover Sheet**

Artifact for Licensure Competency #2: The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

**Candidate:**

**Name of Artifact:**

**Date:**

**Course:**

**RATIONALE:**

**Description:**

- **What is your artifact?**

**Analysis:**

- ***How* does this artifact demonstrate you understand the competency?**

**REFLECTION:**

- ***How* will your understanding of this competency impact your future students' learning?**

**Appendix B: Portfolio Forms**

**Northeastern State University  
College of Education**

**Release to Review Portfolio**

As a teacher candidate of the College of Education at Northeastern State University, I understand the requirement to present my portfolio for review. The reviewers include, but are not limited to, Northeastern State University personnel, Oklahoma State Board of Education, Oklahoma Commission for Teacher Preparation, and national and state accreditation personnel, as well as others with a need to know. Furthermore, this request can be made at any point in my educational career as a teacher candidate of Northeastern State University. I am responsible for obtaining the required permission forms from parents/legal guardians whose children’s images/photographs (in any form) or sample schoolwork is displayed in my portfolio. These forms will be available upon request of portfolio reviewers.

Teacher Candidate Name (printed) \_\_\_\_\_

Social Security Number \_\_\_\_\_

Teacher Candidate Signature \_\_\_\_\_

Northeastern State University  
College of Education

**Release Form for Student Participation in the Portfolio Process**

Dear Parent/Guardian,

As a teacher candidate of the Northeastern State University College of Education, I am required to participate in several field experiences in area schools. I am also required to document my developing competence as a teacher in the form of a portfolio. The portfolio will be reviewed by members of the Oklahoma Commission for Teacher Preparation, NSU faculty, and others who need to know.

During this semester, I will be completing a portion of the required field experiences and portfolio documentation in your child's classroom. As part of the portfolio process, I may include your child's picture or completed schoolwork. These items will serve as evidence of my ability to teach, and inclusion of the item will not be used to evaluate your child's learning process. Your child's last name will not appear in the materials submitted.

The form below will serve as your permission for your child's participation in my portfolio process. If you have questions, please call the NSU College of Education, 918-456-5511 extension 3700.

This release pertains to the portfolio of

\_\_\_\_\_, a teacher candidate of the NSU College of Education Teacher Education Program.

**Select ONE box below:**

I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_ **GIVE** permission for participation in the portfolio creation process of the above-named NSU teacher candidate. I understand my child's image and/or sample schoolwork may be included for demonstration of the teacher candidate's instructional ability and that inclusion of the item will not be used to evaluate my child's learning process. Furthermore, my child's last name will not be used.

Signature of parent/guardian \_\_\_\_\_ Date \_\_\_\_\_

I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_ **DO NOT GIVE** permission for participation in the portfolio creation process of the above-named NSU teacher candidate. I understand my child's image and/or sample schoolwork **WILL NOT** be included for demonstration of the teacher candidate's instructional ability.

Signature of parent/guardian \_\_\_\_\_ Date \_\_\_\_\_

## **Appendix C: General Competencies for Licensure and Certification**

(Adopted by the State Department of Education as required by Legislative House Bill 1549 for creation of a competency-based teacher preparation program to be implemented July 1, 1997.)

Competency #1: The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Competency #2: The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

Competency #3: The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

Competency #4: The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills and effective use of technology.

Competency #5: The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.

Competency #6: The teacher develops knowledge of, and uses a variety of, effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Competency #7: The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community.

Competency #8: The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

Competency #9: The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.

Competency #10: The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of student's learning and well-being.

Competency #11: The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

Competency #12: The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when change lead to greater student learning and development.

Competency #13: The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.

Competency #14: The teacher understands the Oklahoma core curriculum and is able to develop instructional strategies/plans based on Priority Academic Student Skills (PASS).

Competency #15: The teacher understands the State teacher evaluation process, Oklahoma Criteria for Effective Teaching Performance, and how to incorporate these criteria in designing instructional strategies.

***Primary Sources of Competencies B Adopted by the State Board of Education as required by Legislative House Bill 1549 for creation of a competency-based teacher preparation program to be implemented July 1, 1997.***

*Competencies 1-10 are based on A Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue®, prepared by the Council for Chief State School Officers= Interstate New Teacher Assessment and Support Consortium. Competencies 11-13 were developed as a result of input from Oklahoma educators. Competencies 14 and 15 are based on Oklahoma law.*