

# PORTFOLIO HANDBOOK FOR EDUCATION MAJORS



*Enter to Learn....  
....Depart to Serve*

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## INTRODUCTION

The Portfolio Handbook is designed to guide candidates in developing their professional portfolios. All candidates must develop a **portfolio** that will demonstrate their knowledge, skills and dispositions as competent teachers. A Portfolio will serve as a guide for candidates to develop and improve their work. This tool also provides opportunities for candidates to learn how to examine, reflect and assess their own work. As a result, candidates become active participants in the learning process. The Portfolio process developed by the Oakwood University Teacher Education Department is designed to serve as a map for candidates to plan, develop and assess the products and processes of their education.

**To the Candidate:** The Portfolio Handbook provides information regarding items that will be placed in the Portfolio during your study at Oakwood University. The professor in each Education class will assist in developing the required products. Your **portfolio** becomes a collection of your work and documentation that you have accomplished the Unit Conceptual Framework Outcomes. At the end of the senior year or supervised teaching experience, the **portfolio** is designed to serve as a marketing portfolio during your job search.

The Curriculum Laboratory provides the technical resources and assistance for candidates in learning how to infuse a variety of instructional technologies into **portfolio** entries.

This Handbook will answer the following questions:

1. What is a Professional Portfolio?
2. What is the purpose of a Professional Portfolio?
3. How does the Portfolio relate to the Teacher Education Program?
4. How will the Portfolio be organized?
5. How will the Portfolio be reviewed?
6. How will the Portfolio be assessed?

### **What is a Professional Portfolio?**

Portfolios are a means to collect and organize documentation of work samples that demonstrate achievement of Conceptual Framework Outcomes over a period of time. The focus of the candidate's **portfolio** will be samples of work that encompass the Outcomes of the Teacher Education Program. In addition, the **portfolio** will provide candidates with opportunities to reflect on their progress.

The **portfolio** is presented in a format that can assist candidates in creating a richer illustration of their skills and accomplishments. Candidates will gather a collection of artifacts that represent their efforts and achievements throughout the course of their learning experience. The entries may be in any medium – text, graphics, audio or video – but appropriate multimedia should be used to create a format with style and individuality.

Portfolios are considered an “authentic assessment” because they reflect growth over time and are directly related to the candidates’ learning experiences. This handbook provides guidelines for entries, however, candidates will make many of the decisions about which work samples best demonstrate and reflect the candidates’ performance. Finally, the **portfolio** encourages candidates to assess course work and experiences in the development of knowledge and skills essential to become competent teachers.

## **What is the purpose of the Portfolio?**

The development and maintenance of the **portfolio** will assist the candidates in the following ways:

- Provides a way to organize and display accomplishments
- Provides meaningful accounts of knowledge and skills
- Demonstrates achievement of Conceptual Framework Outcomes
- Provides opportunities for reflection on personal and professional development
- Provides a means for communicating professional and personal assets
- Provides visual references for use during job interviews
- Provides opportunities to prepare for initial certification
- Provide knowledge of use of portfolio in the classroom
- Provides a unique academic profile and a collection of artifacts

## **How does the Portfolio relate to the Teacher Education Program?**

The portfolio is designed to directly link to the Outcomes of the Teacher Education Program. This connection will allow candidates to correlate learning experiences to Conceptual Framework Outcomes.

## **Portfolio Organization**

Portfolios are more effective when they are well organized. The Portfolio must be organized and professional in appearance. Information in the Professional Portfolio will be based on the fifteen Conceptual Framework Outcomes of the Unit. These Outcomes are an integral part of the Conceptual Framework of the Unit and reflect the Unit Mission as well as INTASC principles, and Alabama State Standards. These Conceptual Framework Outcomes are listed on page five:

## TIMELINE FOR THE IMPLEMENTATION OF THE REDESIGNED ASSESSMENT SYSTEM

August	Sept.	October	November	December	January	February	March	April	May	June
College Admission Requirements Enrollment Management	Student assessment Advisement survey	First Portfolio Review by Unit Faculty	TEC-Admit candidates to TEP	TEAC Meeting	TEAC Meeting		TEC Admit Candidates to program		TEAC Meeting	TEAC Meeting
<b>Teacher Education Faculty(TEF)</b> Meetings (weekly)	TEF Place block Candidate for Practicum (8 <sup>th</sup> or 9 <sup>th</sup> week)	TEF Meeting	TEF Meeting	TEF Meeting	TEF Meeting	TEF Meeting	TEF Place block Candidate for Practicum (8 <sup>th</sup> or 9 <sup>th</sup> week)	TEC Collect intern final evaluation (2 <sup>nd</sup> setting)	TEF Candidate evaluation of TEF	TEF Meeting
Receive & explain portfolio profess ED130 by the instructor		Collect intern final evaluation (1 <sup>st</sup> setting) by college Supervisor	Candidates evaluation of teachers	Collect intern final evaluation (2 <sup>nd</sup> setting) by college Supervisor			Collect intern final evaluation (1 <sup>st</sup> setting) by college Supervisor	Candidates evaluation of faculty		TEC admits candidates for Fall placements
Academic advisement by faculty. Faculty response to candidate evaluation	Collection initial intern evaluation form by college Supervisor	Academic advisement for Spring	Graduate Exit Survey  Program Strengths & Weaknesses	Academic advisement	Advisor final program review for May graduate	Academic advisement for Fall by faculty advisors	Handbook workshop with all Education majors by the Unit Chair	Program strength & weakness Graduate exit survey	Graduate follow-up surveys to employees and employers	
<b>Teacher Education Assessment Council (TEAC)</b>	<b>Teacher Education Council TEC)</b> Admit interns for Spring Placement	Review <b>Alabama Prospective Teacher Test(APTTP)</b> Scores by Unit Faculty	Collection of field practicum evaluation (block) by college Supervisor	Freshman Composition Exit Exam by English Dept.	Faculty response to candidate evaluation data		Collection of field practicum evaluation (block) by college Supervisor	Freshman Composition Exit Exam by English Dept.	Advisor's program review for prospective graduates the next academic year	
2 <sup>nd</sup> Portfolio review for Spring placement by Faculty	English Proficiency by English Dept.	Chair sits in class to evaluate faculty	English Proficiency by English Dept.	Course evaluation by faculty	English Proficiency by English Dept.		Chair sits in class to evaluate Teacher			
Collection from initial student teacher evaluation forms	Faculty response to student evaluation data		Collection to teacher candidate disposition assessment		Review APTTP scores by Unit Faculty	Faculty response to candidates' evaluation	Collection of teacher candidate disposition assessment	Review APTTP scores by Unit Faculty	Course evaluation by faculty	
	Department Exit Exam		Capstone review of intern portfolios by Faculty		Department Exit Exam			Capstone review of intern portfolios by Faculty	Unit operation by faculty	

## **Conceptual Framework**

1. The candidate knows the facts and principles of the subject matter in his/her field of study
2. The candidate uses multiple approaches for instruction to assist students in the mastery of the content in his/her field of study
3. The candidate knows and can demonstrate effective strategies in his field of study in a multicultural setting
4. The candidate demonstrates the ability to integrate technology in his/her field of study as a tool to enhance learning
5. The candidate is a caring professional committed to preparing students for life long learning
6. The candidate has a broad knowledge of the humanities, sciences and religion
7. The candidate knows and can demonstrate skills in assessing student progress
8. The candidate understands and demonstrates sensitivity to student needs
9. The candidate has the knowledge of the integration of faith and learning
10. The candidate shows a commitment to professional development
11. The candidate utilizes research to improve professional practice
12. The candidate has a broad knowledge of the Seventh-day Adventist beliefs and doctrines
13. The candidate is a reflective practitioner
14. The candidate works in a collegial and cooperative manner

The Unit faculty place great value on professional dispositions. These dispositions are indicative of exemplary candidates. The following is a list of dispositions that the Unit considers necessary to make each candidate an effective teacher.

### **The Unit's Dispositions:**

1. Responsibility
2. Independence
3. Initiative
4. Professional Ethics
5. Leadership
6. Service
7. Diversity sensitivity
8. Reflectivity

## OVERVIEW OF PORTFOLIO REVIEW PROCESS

### First Checkpoint & Review – Admission to the Program

Candidates will prepare entries for the Portfolio that correlate with the following Conceptual Framework Outcomes:

- Knowledge of the central concepts of the tools of inquiry and structures of the discipline and content
- Demonstration of technologies operations and concepts
- Reflection

The candidate will include a **rationale statement** explaining the connection between the entry and the Conceptual Framework Outcome. This statement will include the title of the entry, related Conceptual Framework Outcome, date and the reason it was selected for inclusion in the portfolio. A sample **rationale statement** is shown on page six.

### Second Checkpoint & Review – Admission to Internship Semester

Prior to the Professional Semester, candidates will present evidence of competence of the following Conceptual Framework Outcomes:

- Knowledge of the central concepts of the tools of inquiry and structures of the discipline and content
- Create learning experiences making subject matter relevant
- Knowledge of how students learn and differ in their approaches in learning
- Demonstration of technologies operations and concepts
- Plan instruction based on knowledge of subject matter, student needs, district curriculum goals and standards
- Reflection

The candidate will include a **rationale statement** explaining the connection between the entry and the Conceptual Framework Outcome. This statement will include the title of the entry, related Conceptual Framework Outcome, date and the reason it was selected for inclusion in the Portfolio. (Pg. 5)

Again, candidates may wish to replace previous work.

### Third Checkpoint & Review – Internship Semester

During the Professional Semester experience, the candidate will present his/her **portfolio** for peer review. At this time, the **portfolio** will contain at least one entry that reflects each of the fourteen Conceptual Framework Outcomes in the Unit.

The candidate will include a **rationale statement** explaining the connection between the entry and the Conceptual Framework Outcome. This statement will include the title of the entry, related Conceptual Framework Outcome, date and reason it was selected for inclusion in the Portfolio.

### Fourth Checkpoint & Review – Capstone Portfolio

The final **portfolio**, reviewed the semester after student teaching, must contain at least one entry that reflects each of the fourteen Conceptual Framework Outcomes. All **portfolios** must include artifacts from student teaching including lesson plans, examples of student work and assessments, evaluations, and self reflections. Candidates will want to submit their best work after completing their program. When choosing and organizing entries, the candidate should consider using a wide range of samples, including the following:

- Video
- Technologies infused into classroom activities
- Photographs
- Samples of student work

Tools of assessment and evidence of student learning

Table I provides suggestions for the types of activities that may be used as entries for each Conceptual Framework Outcome. These activities are provided as a guide. Candidates are encouraged to demonstrate creativity in their selection. It is wise for each candidate to save every assignment for every class in order to have a wealth of material to choose from for inclusion in the **portfolio**.

### Rationale Statement

For each entry, the candidate will include a rationale statement explaining the connection between the entry and the Conceptual Framework Outcome. This statement will include the title of the entry, related Conceptual Framework Outcome, date and the reason it was selected for inclusion in the portfolio. (Pg. 8) This rationale statement must precede each entry.

Figure I display's an acceptable rationale statement.

<b>Figure I</b>	
<b>Title of selection:</b>	<b>Video Review of: The Other Sister</b>
<b>Date:</b>	November 16, 2003
<b>Title of course:</b>	Introduction to Exceptional Children
<b>Rationale for selection:</b>	
This entry was selected because it allowed me to show my knowledge of the characteristics of mentally-retarded individuals. It also allowed me to show my understanding of the family relationships when a member has a disability. In addition, this selection allowed me to reflect on the depiction of the mentally retarded in film as well as societal views towards those with disabilities.	

<b>Portfolio Review</b>
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Once candidates have completed an item for the Portfolio, it will be reviewed by the course professor, faculty advisor, or Arts and Sciences faculty members. If the artifact meets the specific criteria, it will be approved and submitted into the **portfolio**.

Candidates' **portfolios** will be reviewed at four specific checkpoints:

- Admission to the Education Program
- Admission to Internship
- Peer Reviews (Student Teaching Seminars)
- Capstone Event (Application for graduation and exit assessments)

Matrices will be utilized at each of these four checkpoints in order to guide the progress of the candidates as they move towards becoming competent teachers. (See Appendix A – Matrix for assessment system). Specific faculty members will assess the Portfolio components and determine whether the Portfolio demonstrates:

- **'Developing'** Level – Evidence of the Conceptual Framework Outcomes reflects development and movement towards mastery of performance.
- **'Proficient'** Level – Evidence of the Conceptual Framework Outcomes reflects expected performance.
- **'Professional'** Level – Evidence of the Conceptual Framework Outcomes reflects the performance of a professional educator.

Candidates who perform at the 'Developing Level will be required to continue revising their Portfolio until the 'Proficient' Level is accomplished. Portfolios **must** receive a final assessment of at least 'Proficient' for all Reviews.

If the Portfolio is considered 'Developing', candidates must make an appointment with the faculty advisor to resubmit the Portfolio within the following two weeks. Candidates must bring the Portfolio to the interview along with the document stating specific changes made in their Portfolio to meet the criteria for the 'Proficient' Level.

### **Portfolio presentation and interview for admission to the Education Program**

At least two Education faculty members conduct the Portfolio interview. The review will be based on the criteria listed below:

1. Content and organization of the Portfolio.
2. Content and writing proficiency in the documents.
3. Candidate's demonstration of understanding of the Conceptual Framework Outcomes.
4. Candidate's oral responses during the interview. (This entry will also be done by the Teacher Education Council).

### **Admission to the Education Program**

#### **Review I**

The initial portfolio review is conducted by two Education Department faculties as well as at least one member of the Teacher Education Council for the purpose of determining the candidate's eligibility for the Teacher Education Program. In addition to the portfolio requirements, the candidate must have completed the application packet that includes the application form with APTTP scores, completed check sheet, recommendations, completed 48 hours in general studies, no more than 5 courses in the professional studies, Cumulative G.P.A. of 2.5, Professional studies & Teaching field G.P.A. of 2.5, field practicum service hours

completed, high school unofficial transcript to verify foreign language and typing, fingerprint/background check, and candidate inventory with autobiography.

**Review Process**

During this review process, faculty will review the Portfolio and conduct the interview with the candidate. Additionally, the faculty will:

- Review the Rationale Statement and address concerns, if necessary
- Address concerns related to writing skills
- Discuss experiences, courses and individuals who have impacted professional decisions
- Discuss perceptions of the candidate’s professional strengths
- Discuss the candidates’ perception of the Teacher Department Conceptual Framework Outcomes
- Assess the Portfolio
- Sign the Review Form

**Figure 2**

**Interview Questions**

In addition to the following questions, the candidate will be asked unannounced questions relating to professional dispositions, diversity and/or managing the learning environment.

**Matrix I  
Admission to the Education Program  
Review I**

Conceptual Framework Outcomes	Entries	Courses
1. The candidate knows the facts and principles of the subject matter in his/her field of study	Research project  Term paper	ED 130 – Orientation to Teaching  ED 200
4. The candidate demonstrates the ability to integrate technology in his/her field of study as tool to enhance learning	Technology project	ED 275 Instructional Technology
14. The candidate is a reflective practitioner	Lesson reflections	ED 240 Principles of Teaching

At least three entries are required.

**Review II**

The second review is conducted before the candidate is admitted to the Internship semester. The **portfolio** entries will be centered on the Teacher Education Conceptual Framework Outcomes that relate to planning instruction, creating experiences, and utilizing multiple teaching and learning strategies. These outcomes are shown in Matrix II; at least eleven entries are required. The candidate will also submit an autobiography. Along with the portfolio review an intensive interview will be conducted to determine this candidate’s readiness to enter the student teaching phase.

**Include in your autobiography:**

- A rationale for entering the education profession

- Honors/awards
- Activities
- Experiences in teaching and working with children and young adults
- Interests
- Family
- Future goals
- Geographic area of childhood/high school years
- Travel experiences
- Comment on how you will contribute to society through your efforts as a teacher

### Review Process

During the review process, faculty will review the Portfolio and conduct the interview with the candidate. Additionally, the faculty will:

- Review the Rationale Statements and address concerns, if necessary
- Discuss experiences, courses and individuals who have impacted professional decisions
- Discuss perceptions of the candidates professional strengths
- Discuss the candidates perception of the Teacher Education Department Conceptual Framework Outcomes
- Discuss the candidates readiness to student teach
- Discuss the candidates student teaching placement
- Assess the Portfolio
- Sign the Review Form

## Matrix II Admission to the Internship Semester Review II

Conceptual Framework	Possible Entries	Courses
1. The candidate knows the facts and principles of the subject matter in his/her field of study	Philosophy of Education Position Paper  Example of work from content courses (not previously used)	Foundation Courses Method Courses
2. The candidate knows and demonstrates effective strategies in his/her field of study in multicultural setting	Lesson Plans Unit Plans	Method Courses
3. The candidate uses multiple approaches for instruction to assist students in the mastery of the content in his/her field of study	Field Experience (Five Full Day Blocks I & II) Lesson Plans  Evaluation Report	Student Internship
5. The candidate is a caring professional committed to preparing students for life long learning	Community Service Report (Tutoring)	Selected Method Courses
6. The candidate has a broad knowledge of the	Passing grade in general	General Education Courses

humanities, science and religion	education courses. Cumulative grade point average 2.5 or above	
7. The candidate knows and can demonstrate skills in assessing student progress	Interpretation of assessment data from Mini-unit or lesson taught	ED 313 Lang. Arts and Children Literature
8. The candidate understands and demonstrates sensitivity of student needs	Practicum Assignment	ED 240 Princ. Of Teaching ED 350 Special Education Method Courses
9. The candidate demonstrates a commitment to student service	Community Service Service Learning Activity	ED 130 Orientation of Teaching ED 323 Teach Language Arts in Secondary School
10. The candidate shows a commitment to professional development	Education Club Membership and Professional activities	
11. The candidate utilized research to improve professional practice	Research Project	ED 130 Research Project
12. The candidate has a broad knowledge of the SDA beliefs and doctrine	Position Paper Program Check Sheet (Passing Grade)	ED 250 Philosophy of Christian Education Religion Classes 12 hours

11 entries are required.

### **Review III**

In order to provide candidates with the opportunity to learn from peers and gain additional feedback, the **portfolio** will be reviewed by two student teachers during the time the candidates are student teaching. During this review, there will be opportunities for questions and feedback. Candidates will be encouraged to reflect on the current status of their **portfolios** with their peers.

At this review, candidates at any stage of their program are welcome to attend. Faculty will check **portfolios** to ensure that there are entries for all of the Outcomes. There must be an entry for every Outcome for Review III. Candidates may use entries that have been previously submitted to Review II.

Candidates are responsible for scheduling the peer review session at times suggested by the Teacher Education Department.

**Matrix III**  
**Peer Review Component**  
**Student Teacher Seminars**  
**Review III**

<b>Conceptual Framework Outcomes</b>	<b>Courses/Experiences</b>	<b>Assessments</b>
<p>1. The candidate knows the facts and principles of the subject matter in his/her field of study</p>	<p>ED 250 Philosophy of Christian Education Position Paper</p> <p>ED300 Classroom Org. &amp; Management</p> <p>ED 313 Teaching Lang. Arts &amp; Children’s Lit.</p> <p>ED 3315 Teaching Mathematics</p> <p>ED 316 Teaching Art</p>	<p>Topic Evaluations, Group Presentation, Reading Reports, Position Paper</p> <p>Topic Evaluations, Management Workshops: Preventing Problems &amp; Coping with Problems Effectively Co-operative Learning Strategies, Classroom Demonstrations (Critique Video Tape)</p> <p>Topic Evaluations Mini-Unit &amp; lesson Plan Presentations, Literature Genre File.</p> <p>Topic Evaluations, Computational Skill Competency, Unit Plan &amp; Skill Lesson Plan, Hands-on Math Kit, Piaget Experiment Report</p> <p>Topic Evaluations, Art Motivations, Art Principles, Art Elements, Mini Unit Bulletin Board, Field Trip to Huntsville Art Museum</p>
<p>2. The candidate uses multiple, well orchestrated approaches for instruction to assist students in the mastery of content in his/her field of study</p>	<p>ED 300 Classroom Org. &amp; Management</p> <p>ED 313 Teaching Language Arts &amp; Children Literature</p> <p>ED 315 Teaching Mathematics</p>	<p>Field Experience: Observation &amp; Participation Journal, Significant Incident Report, Cooperating &amp; Supervising Teacher Report</p> <p>Field Experience: Observation &amp; Participation Journal, Co-operating &amp; Supervising Teacher Reports</p> <p>Field Experience: Observation &amp; Participation Journal, Co-</p>

	ED 316 Teaching Art	operating & Supervising Teacher Reports  Team/Group Teach, Selected Art Process to Elementary
	ED 300 Classroom Org. & Management  ED 313 Teaching Mathematics	Report of Taped Lesson involving Teaching in a Heterogenous Class using Differentiating Instruction  Compare & Contrast award winning books of different cultures that have the same theme. Cite lessons taught
3. The candidate knows and can demonstrate effective strategies in hi/her field of study in a multi-cultural setting	ED 315 Teaching Mathematics  ED 316 Teaching Art  ED 250 Phil. Of Christian Education  ED 313 Teaching Lang. Arts & Children's Literature  ED 300 Classroom Organization & Management  ED 315 Teaching Math Explore activities & instructional ideas in technology tools for enhancing learning, teaching & assessment in text (part 2)	Research the contributions of different cultures to the field of mathematics  Compare & contrast art works from different cultures with the same theme  Group presentation will integrate multimedia or power-point into presentations  Field Trip: Huntsville Public Library (technology workshop & library offerings for teachers)  Integrate ED 300 & ED 315 design a lesson that represents real data in a concrete graph, picture graph and bar graph. (interpret data)  Group Work: Design a lesson plan that includes calculator or computer technology. ( Groups will choose activities suitable for primary, middle or upper elementary grades) Class presentation Project
4. The candidate demonstrates the ability to integrate technology in his/her field of study as a tool to enhance learning	ED 316 Explore Topic: New directions for the 21 <sup>st</sup> Century/Technology and Curriculum Design	Cooperative Group Work: Develop an integrated lesson plan (Visual Arts & Lang. Arts) based on: The creation by <i>Harry Fonseca</i> Class Presentation Project
5. The candidate is a caring	ED 313 Teaching Lang.	Field Practicum at O.U.

<p>professional committed to preparing students for life long learning</p>	<p>Arts &amp; Children’s Lit. ED 316 Teaching Art (Illustrated poem) collections to be shared across grade levels. Selections may be sent to students, faculty or staff members who are absent due to illness, etc.)</p>	<p>Elementary School: Students conduct creative writing workshops in poetry writing (Individual &amp; group assessment of work according to rubric)</p>
<p>6. The candidate has a broad knowledge of the humanities, science and religion</p>	<p>ED 250 Philosophy of Christian Education ED 300 Classroom Org. &amp; Management ED 313 Teaching Lang. Arts &amp; Children’s Literature ED 316 Teaching Art</p> <p>Ed 300 Classroom Org. &amp; Mgt. Improving teacher awareness through observational feedback</p> <p>ED 313 Teaching Lang. Arts &amp; Children’s Literature <b>Listening:</b> (information &amp; understanding, literature response &amp; expression, critical analysis &amp; evaluation, social interaction)</p> <p><b>Reading:</b> (Emergent Literacy, Basal Approach Lit. based instruction)</p> <p><b>Speaking:</b> (conversation, discussion, reports, creative dramatics, storytelling)</p> <p><b>Writing:</b> (planning, drafting, revising, publishing) <i>Writing Forms</i></p>	<p>Position Paper on Students version of an ideal education process (beliefs, about purpose, activities/experiences &amp; outcomes). Relate to humanities, science, religion and classroom climate. (Narrative strategies, frequency counts questionnaires, interview)</p> <p>Teacher &amp; student informal observation &amp; self-assessment checklists</p> <p>Teacher observation of reading in groups and individual conferences (assess responses, enjoyment, comprehension &amp; fluency)</p> <p>Informal assessment scales created by teacher and child and used constantly</p> <p>Create rubric with children before planning phase begins. Use student &amp; teacher input. Note beginning, developing &amp; independent phases</p> <p>Student products that demonstrate key ideas about Spelling, Grammar, &amp;</p>

	(creative, narrative, expository, persuasive)  <b>Language Tools:</b> Spelling, Grammar & Handwriting  Literature File Portfolio	Handwriting Rubric: (self, peer & teacher evaluation) Topic Evaluations: Cooperative Group Work  Topic Evaluations Cooperative Group Work  Topic Evaluations
7. The candidate knows and can demonstrate skills in assessing student progress	ED 315 Teaching Mathematics ED 316 Teaching Art Artworks demonstrating elements and principles of art Field trip Huntsville Museum of Art Art Portfolio & Art Exhibit	Written report of work(s) of personal significance Rubric: (self, peer teacher & guest)
8. The candidate understands and demonstrates sensitivity to student needs	ED 300 Classroom Org. & Management ED 313 Lang. Arts ED 315 Math ED 316	Field Practicum: Observation & Participation Journal (note students with special needs)
9. The candidate demonstrates a commitment to student service	ED 313 Language Arts ED 315 Math ED 316 Art	Community Service Tutoring
10. The candidate shows a commitment to professional development	Education Lab	Professional Development
11. The candidate utilizes research, assessment, and reflection to improve professional practice	ED 300 Classroom Org. & Management	Compare & Contrast Cooperative Learning Research with Field Practicum Observations Write a report of findings
12. The candidate has a broad knowledge of the SDA beliefs and doctrine	ED 250, ED 300, ED 313, ED 315, and ED 316	Reflection on belief & doctrine relative to current class topic
13. The candidate has knowledge of the integration of faith and ED learning	ED 250, ED 300, ED 313, ED 315, and ED 316	Sharing experience related to persona integration of faith and learning
14. The candidate is a reflective practitioner	ED 250, ED 300, ED 313, ED 315, and ED 316	Weekly journal entry on reflection of significant incident relative to a current course
15. The candidate works in a collegial and cooperative manner	ED 250, ED 300, ED 313, ED 315, and ED 316	Contributes to an participates in cooperative group activities

### Review IV

At the conclusion of the Internship, candidates are required to submit artifacts from the student teaching phase that demonstrate 'Proficient' of each of the Conceptual Framework Outcomes with a maximum of twenty entries. All entries must be approved by the faculty advisor/mentor. Candidates may not use entries submitted for Review I or Review II. Entries from Review III may be used if not previously submitted. Candidates are also encouraged to submit a resume as another entry.

The candidate's advisor/mentor will review the **portfolio** prior to presentation as capstone event. At this time, the faculty member will conduct an exit interview. During the exit interview, the faculty member will discuss:

- Overall development of skills as a perspective teacher
- Focus on professional strengths and needs as reflected in the Portfolio
- Discuss targeted goals as the candidates continues to develop into a competent teacher
- Discuss the effectiveness of the Teacher education Program in the candidate's preparation
- The candidate and the faculty advisor/mentor will determine the time and date to showcase the Portfolio
- Together, the candidate and the faculty member will sign the Capstone Event Form

Please refer to Matrix IV.

**Matrix IV  
Capstone Event  
Review IV**

<b>Conceptual Framework Outcomes</b>	<b>Possible Entries</b>	<b>Courses</b>
1. The candidate knows the facts and principles of the subject matter in his/her field of study	Example of content course (not previously used)	Content Courses Student Internship
2. The candidate used multiple, well orchestrated approaches for instruction to assist students in the mastery of content in his/her field of study	Examples of work from Methods course (not previously used in Portfolio)	Methods courses Student Internship Internship Seminar
3. The candidate knows and can demonstrate effective strategies in his/her field of study in a multi-cultural setting	Projects related to Methods Courses (not previously used in Portfolio)	Methods Courses Student Internship
4. The candidate demonstrates the ability to integrate technology in hi/her field of study as tool to enhance learning	Projects related to Methods Courses and Instructional Technology Course (not previously used in Portfolio)	Methods Courses Student Internship ED 275 Instructional Technology
5. The candidate is a caring professional committed to preparing students for life long learning	Projects related to Methods Courses (not previously used in Portfolio)	Methods Courses Student Internship
6. The candidate has a broad knowledge of the humanities, science and religion	Lesson Plan(s) integrating humanities, science religion in lesson presentation	Methods Courses
7. The candidate knows and can demonstrate skill in assessing student progress	Projects related to Methods Courses (not previously used in Portfolio)	Methods Courses ED 370 Educational Test and Management
8. The candidate understands and demonstrates sensitivity to student needs	Projects related to Methods Courses (not previously used in Portfolio)	Methods Courses Student Internship
9. The candidate demonstrates a commitment to student service	Community Service Learning Activity Report	ED 130 Orientation to Teaching Selected Foundations & Methods Courses
10. The candidate shows a commitment to professional development	Education Club Activities Report	Selected Foundation and Methods Courses
11. The candidate utilizes research, assessment, and reflection to	Research Projects	Selected Foundation and Methods Courses

improve professional practice		
12. The candidate has a broad knowledge of the SDA beliefs and doctrine	Reflection of belief and doctrine relative to class topics Reflective Journal Entries	HI 314 Denom. History ED 250 Philosophy of Christian Ed. Selected Religion Courses
13. The candidate has knowledge of the integration of faith and learning	Reflective Journal Entries	Foundation Courses Method Courses Internship Seminar
14. The candidate is a reflective practitioner	Reflective Journal Entries	Block Assignments Student Teacher Journal
15. The candidate works in a collegial and cooperative manner	Cooperative Group Assignments	ED 300 Classroom Organization & Management Methods Courses

The goals of the Portfolio are to assist the candidates in becoming competent teachers and to provide the Education Department feedback regarding program and candidate improvement. The **portfolio** also serves as an assessment too. Portfolios are used in conjunction with other measures to assess the level of preparation and ability at four distinct time frames in the Teacher education Program. The **portfolio** will be evaluated on the following guidelines:

- ‘Developing’: Evidence of the Conceptual Framework Outcomes reflects development and movement towards mastery of performance.
- ‘Proficient’: Evidence of the Conceptual Framework Outcomes reflects and expected to performance.
- ‘Exemplary’: evidence of the Conceptual Framework Outcomes reflects an exemplary level of performance.
- ‘Professional’: Evidence of the Conceptual Framework Outcomes reflects the performance of a Professional Educator.

All candidates receive the **Portfolio** Handbook in August of their first year of study at Oakwood University.

- Candidates receive the Portfolio Handbook in the Orientation to Teaching class, or
- Candidates receive the Portfolio Handbook from their academic advisor at their initial registration conference or
- Candidates receive the Portfolio Handbook at their initial orientation sessions.

Continually, yearly, candidates enter documents that demonstrate knowledge and skills in the conceptual Framework Outcomes of the Teacher Education Department.

**TABLE I****Possible Entries for the Portfolio from Specific Courses**

<b>Conceptual Framework</b>	<b>Possible Entries</b>	<b>Courses</b>
1. The candidate knows the facts and principles of the subject matter in his/her field of study	Example of work from content courses (not previously used)	Content Courses in the student major areas
2. The candidate used multiple approaches of instruction to assist students in the mastery of the content in his/her field of study	Example of work form courses (not previously used in the Portfolio)	Methods Courses Internship Seminar
3. The candidate knows and can demonstrate effective strategies in his/her field of study in multicultural learning	Project related to courses (not previously in Portfolio)	Test and Measurement Courses Student Internship
4. The candidate demonstrates the ability to integrate technology in his/her field of study as tool to enhance learning	Technology Projects (not previously in Portfolio)	Method Courses Student Teaching Seminar
5. The candidate is a professional committed to preparing students for life long learning	Lesson and Unit Plans	SPE Method Courses Student Teaching Professional Seminar Selected Humanities Science and Religion Courses
6. The candidate has a broad knowledge of the humanities, science and religion	Integrated Lesson and Unit Plans	Method Courses Student Teaching Student Internship
7. The candidate knows and can demonstrate skills in assessing student progress	Lesson and Unit Plans Assessment	Test and Measurement Courses Methods Courses Student Teaching
8. The candidate understands and demonstrates sensitivity of student needs	Lesson and Unit Plans	Methods Courses Internship
9. The candidate demonstrates a commitment to student service	Student Service Logs and Summaries	Orientation to Teaching
10. The candidate shows a commitment to professional development	Summary of Professional Development and Activity	Professional and Method Courses

11. The candidate utilizes research to improve professional practice	Research Project	Professional and Method Courses
12. The candidate has a broad knowledge of the SDA beliefs and doctrine.	Reflective Journal Entries.	Selected Methods Courses Student Teaching Seminar
13. The candidate has knowledge of the integration of faith and learning.	Reflective Journal Entries.	Selected from All Classes
14. The candidate is a reflective practitioner.	Reflective Journal Entries.	Selected from All Classes
15. The candidate works in a collegial and cooperative manner.	Report of Cooperative Learning Activities.	Professional Courses Teaching field Course

# First Portfolio Review

## Admission to the Teacher Education Program

Conceptual Framework Outcomes	1 Developing	2 Proficient	3 Exemplary	4 Professional	Score
	<i>Evidence of the Program Outcomes reflects development toward expected performance</i>	<i>Evidence of the Program Outcomes reflects expected performance</i>	<i>Evidence of the Program Outcomes reflects an exemplary level of performance</i>	<i>Evidence of the Program Outcomes reflects the performance of a professional educator</i>	
1) The candidate knows the facts and principle of the subject matter in his/her field of study.					
<i>Comments:</i>					
4) The candidate demonstrates ability to integrate technology in his/her field of study as a tool to enhance learning.					
<i>Comments:</i>					
14. The candidate is reflective practitioners who continually evaluate the effects of his/her choices and actions on others.					
<i>Comments:</i>					

Candidate: \_\_\_\_\_

## Second Portfolio Review Admission to the Internship Semester

<b>Conceptual Framework Outcomes</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>	<b>4 Professional</b>	<b>Score</b>
	<i>Evidence of the Program Outcomes reflects development toward expected performance</i>	<i>Evidence of the Program Outcomes reflects expected performance</i>	<i>Evidence of the Program Outcomes reflects an exemplary level of performance</i>	<i>Evidence of the Program Outcomes reflects the performance of a professional educator</i>	
1) The candidate knows the facts and principles of the subject matter in his/her field of study.					
<i>Comments:</i>					
2) The candidate uses multiple approaches for instruction to assist students in the mastery of the content in his/her field of study.					
<i>Comments:</i>					
3) The candidate knows and can demonstrate effective strategies in his/her field of study.					
<i>Comments:</i>					

Candidate: \_\_\_\_\_

## Second Portfolio Review

<b>Conceptual Framework Outcomes</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>	<b>4 Professional</b>	<b>Score</b>
	<i>Evidence of the Program Outcomes reflects development toward expected performance</i>	<i>Evidence of the Program Outcomes reflects expected performance</i>	<i>Evidence of the Program Outcomes reflects an exemplary level of performance</i>	<i>Evidence of the Program Outcomes reflects the performance of a professional educator</i>	
5) The candidate is a caring professional committed to preparing students for long life learning.					
<i>Comments:</i>					
6) The candidate has a broad knowledge of the humanities, science and religion.					
<i>Comments:</i>					
7) The candidate knows and can demonstrate skills in assessing student progress.					
<i>Comments:</i>					
8) The candidate understands and demonstrates sensitivity of student needs.					
<i>Comments:</i>					

Candidate Name: \_\_\_\_\_

## Second Portfolio Review

<b>Conceptual Framework Outcomes</b>	<b>1</b> <b>Developing</b>	<b>2</b> <b>Proficient</b>	<b>3</b> <b>Exemplary</b>	<b>4</b> <b>Professional</b>	<b>Score</b>
	<i>Evidence of the Program Outcomes reflects development toward expected performance</i>	<i>Evidence of the Program Outcomes reflects expected performance</i>	<i>Evidence of the Program Outcomes reflects an exemplary level of performance</i>	<i>Evidence of the Program Outcomes reflects the performance of a professional educator</i>	
9) The candidate demonstrates a commitment to student service.					
<i>Comments:</i>					
10) The candidate shows a commitment to professional development.					
<i>Comments:</i>					
11) The candidate utilizes research to improve professional practice.					
<i>Comments:</i>					
12) The candidate has a broad knowledge of the Seventh Day Adventist belief and doctrine.					
<i>Comments:</i>					

Candidate Name: \_\_\_\_\_

## Third Portfolio Review Peer Review

<b>Conceptual Framework Outcomes</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>	<b>4 Professional</b>	<b>Score</b>
	<i>Evidence of the Program Outcomes reflects development toward expected performance</i>	<i>Evidence of the Program Outcomes reflects expected performance</i>	<i>Evidence of the Program Outcomes reflects an exemplary level of performance</i>	<i>Evidence of the Program Outcomes reflects the performance of a professional educator</i>	
1) The candidate knows the facts and principles of the subject matter in his/her field of study.					
<i>Comments:</i>					
2) The candidate uses multiple approaches for instruction to assist students in the mastery of the content in his/her field of study.					
<i>Comments:</i>					
3) The candidate knows and can demonstrate effective strategies in his/her field of study.					
<i>Comments:</i>					
4) The candidate demonstrates the ability to integrate technology in his/her field of study as a tool to enhance learning.					
<i>Comments:</i>					

Candidate Name: \_\_\_\_\_

## Third Portfolio Review Peer Review

<b>Conceptual Framework Outcomes</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>	<b>4 Professional</b>	<b>Score</b>
	<i>Evidence of the Program Outcomes reflects development toward expected performance</i>	<i>Evidence of the Program Outcomes reflects expected performance</i>	<i>Evidence of the Program Outcomes reflects an exemplary level of performance</i>	<i>Evidence of the Program Outcomes reflects the performance of a professional educator</i>	
5) The candidate is a caring professional committed to preparing students for long life learning.					
<i>Comments:</i>					
6) The candidate has a broad knowledge of the humanities, science and religion.					
<i>Comments:</i>					
7) The candidate knows and can demonstrate skills in assessing student progress.					
<i>Comments:</i>					
8) The candidate understands and demonstrates sensitivity of student needs.					
<i>Comments:</i>					

Candidate Name: \_\_\_\_\_

## Third Portfolio Review Peer Review

<b>Conceptual Framework Outcomes</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>	<b>4 Professional</b>	<b>Score</b>
	<i>Evidence of the Program Outcomes reflects development toward expected performance</i>	<i>Evidence of the Program Outcomes reflects expected performance</i>	<i>Evidence of the Program Outcomes reflects an exemplary level of performance</i>	<i>Evidence of the Program Outcomes reflects the performance of a professional educator</i>	
9) The candidate demonstrates a commitment to student service.					
<i>Comments:</i>					
10) The candidate shows a commitment to professional development.					
<i>Comments:</i>					
11) The candidate utilizes research to improve professional practice.					
<i>Comments:</i>					
12) The candidate has a broad knowledge of the Seventh Day Adventist belief and doctrine.					
<i>Comments:</i>					

Candidate Name: \_\_\_\_\_

## Third Portfolio Review Peer Review

<b>Conceptual Framework Outcomes</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>	<b>4 Professional</b>	<b>Score</b>
	<i>Evidence of the Program Outcomes reflects development toward expected performance</i>	<i>Evidence of the Program Outcomes reflects expected performance</i>	<i>Evidence of the Program Outcomes reflects an exemplary level of performance</i>	<i>Evidence of the Program Outcomes reflects the performance of a professional educator</i>	
13) The candidate has a knowledge of the integration of faith and learning.					
<i>Comments:</i>					
14) The candidate is a reflective practitioner.					
<i>Comments:</i>					
15) The candidate works in a collegial and cooperative manner.					
<i>Comments:</i>					

Candidate Name: \_\_\_\_\_

## Fourth Portfolio Review The Capstone

<b>Conceptual Framework Outcomes</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>	<b>4 Professional</b>	<b>Score</b>
	<i>Evidence of the Program Outcomes reflects development toward expected performance</i>	<i>Evidence of the Program Outcomes reflects expected performance</i>	<i>Evidence of the Program Outcomes reflects an exemplary level of performance</i>	<i>Evidence of the Program Outcomes reflects the performance of a professional educator</i>	
1) The candidate knows the facts and principles of the subject matter in his/her field of study.					
<i>Comments:</i>					
2) The candidate uses multiple approaches for instruction to assist students in the mastery of the content in his/her field of study.					
<i>Comments:</i>					
3) The candidate knows and can demonstrate effective strategies in his/her field of study.					
<i>Comments:</i>					
4) The candidate demonstrates the ability to integrate technology in his/her field of study as a tool to enhance learning.					
<i>Comments:</i>					

Candidate Name: \_\_\_\_\_

## Fourth Portfolio Review The Capstone

<b>Conceptual Framework Outcomes</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>	<b>4 Professional</b>	<b>Score</b>
	<i>Evidence of the Program Outcomes reflects development toward expected performance</i>	<i>Evidence of the Program Outcomes reflects expected performance</i>	<i>Evidence of the Program Outcomes reflects an exemplary level of performance</i>	<i>Evidence of the Program Outcomes reflects the performance of a professional educator</i>	
5) The candidate is a caring professional committed to preparing students for long life learning.					
<i>Comments:</i>					
6) The candidate has a broad knowledge of the humanities, science and religion.					
<i>Comments:</i>					
7) The candidate knows and can demonstrate skills in assessing student progress.					
<i>Comments:</i>					
8) The candidate understands and demonstrates sensitivity of student needs.					
<i>Comments:</i>					

Candidate Name: \_\_\_\_\_

## Fourth Portfolio Review

<b>Conceptual Framework Outcomes</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>	<b>4 Professional</b>	<b>Score</b>
	<i>Evidence of the Program Outcomes reflects development toward expected performance</i>	<i>Evidence of the Program Outcomes reflects expected performance</i>	<i>Evidence of the Program Outcomes reflects an exemplary level of performance</i>	<i>Evidence of the Program Outcomes reflects the performance of a professional educator</i>	
9) The candidate demonstrates a commitment to student service.					
<i>Comments:</i>					
10) The candidate shows a commitment to professional development.					
<i>Comments:</i>					
11) The candidate utilizes research to improve professional practice.					
<i>Comments:</i>					
12) The candidate has a broad knowledge of the Seventh Day Adventist belief and doctrine.					
<i>Comments:</i>					

Candidate Name: \_\_\_\_\_

## Fourth Portfolio Review

<b>Conceptual Framework Outcomes</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>	<b>4 Professional</b>	<b>Score</b>
	<i>Evidence of the Program Outcomes reflects development toward expected performance</i>	<i>Evidence of the Program Outcomes reflects expected performance</i>	<i>Evidence of the Program Outcomes reflects an exemplary level of performance</i>	<i>Evidence of the Program Outcomes reflects the performance of a professional educator</i>	
13) The candidate has a knowledge of the integration of faith and learning.					
<i>Comments:</i>					
14) The candidate is a reflective practitioner.					
<i>Comments:</i>					
15) The candidate works in a collegial and cooperative manner.					
<i>Comments:</i>					

Candidate Name: \_\_\_\_\_

## Professional Semester Interview Response Rubrics 2008 – 2009

### DIVERSITY

Interview Prompt: What are five things you will do to create acceptance of diversity within the classroom?  
Please include cultural, racial, ethnic, religious, and gender diversity.

1	2	3	4
<p>Response addresses few or no issues of diversity. Suggested activities promote a lack of diversity. Respect for the individual is not indicated.</p>	<p>Response includes superficial strategies or activities to address diversity. Respect for individual differences is not apparent. Attitudes conveyed suggest limited understanding of diversity issues.</p>	<p>Response includes some awareness and acceptance of differing values and lifestyles. Instructional material and strategies show some respect for differences, but do not allow for students to learn about diversity.</p>	<p>Response reveals an awareness, understanding and acceptance of differing values and lifestyles. Instructional material and strategies show respect for differences and provide opportunities for students to learn about diversity. Respect for human dignity and individual rights are evident.</p>

Comments:

Candidate Name: \_\_\_\_\_

**Professional Semester Interview Response Rubrics 2008 – 2009**

**DISPOSITIONS**

Interview Prompt: Which of the above dispositions do you believe are your strengths? Give detailed examples of how those dispositions guide your behaviors.  
Which of the above dispositions do you want to improve or strengthen? What are several strategies you plan to use to improve those dispositions?

1	2	3	4
Indicated dispositions are inconsistent with program outcomes. Examples are missing or do not support the stated dispositions. Strategies for improvement are missing or inappropriate.	Indicated dispositions are consistent. Examples do not reveal that dispositions guide behavior. Examples lack intensity. Strategies for improvement are limited.	Indicated dispositions are consistent with program outcomes. Examples reveal that dispositions somewhat guide behaviors. Moderate intensity displayed in the examples; strategies are somewhat appropriate.	Indicated dispositions are consistent with program outcomes. Examples reveal that dispositions guide and direct behavior. Examples show that dispositions are intense; strategies are appropriate.

Comments:

Candidate Name: \_\_\_\_\_

**Professional Semester Interview Response Rubrics 2008 – 2009**

**MANAGING THE LEARNING ENVIRONMENT**

Interview Prompt: What are five procedures you will use to ensure that you maintain a classroom environment that encourages learning and respect for others?

1	2	3	4
Response does not include five effective procedures. Strategies are not conducive to effective learning.	Response includes strategies that manage behavior versus promote learning. Strategies do not encourage a sense of respect and individual value.	Response includes a few procedures that promote effective learning and make students feel valued as individuals.	Response includes a variety of strategies/procedures that are conducive to effective learning and that make students feel valued as individuals.

Comments:

Candidate Name: \_\_\_\_\_

For each of the categories below, rate the candidate's interpersonal skills using the suggested key. Make comments to help explain ratings.

\_\_\_Enthusiasm

\_\_\_Positive Expressions

\_\_\_Upbeat Attitude

\_\_\_Grammar

\_\_\_Vocabulary

\_\_\_Word Choice

\_\_\_Clear Explanation

\_\_\_Elaboration of Responses

\_\_\_Logical Presentation of Ideas

\_\_\_Ability to Think

\_\_\_Active Listening