

PORTFOLIO REQUIREMENTS

Teacher Education Portfolio Guidelines

The process of becoming a teacher is not one of merely completing a sequence of courses and experiences leading to graduation. It is a process of becoming competent in the knowledge, skills, and dispositions that result in effective teaching. When this change in perception is fully understood, it is apparent that this competency is the difference between simply becoming a teacher and becoming an effective practitioner who can successfully motivate students to achieve high levels of learning.

As part of the assessment process in teacher education, teacher education candidates are expected to provide evidence of their accomplishments of the identified teacher education expected outcomes. The professional portfolio will encompass both the products collected during professional education courses and documentation of the required field experiences relating to out-of-classroom activities. The purposes of the portfolio development and assessment process are: 1) to provide a method for candidates to display the competence in effective teaching that has been acquired throughout the teacher education program, 2) to monitor and assess candidate progress, 3) to assist candidates in the development of competent practice, and 4) to show proficiency of content knowledge.

The portfolio is an edited, integrated collection of a teacher candidate's evidence that identified program outcomes have been met. It is not merely a file of course projects, nor is it a scrapbook of teaching memorabilia. While it is a collection of documents, the portfolio provides tangible evidence of the wide range of knowledge, dispositions, and skills that one possesses while growing professionally.

There is no standard way to organize a portfolio, but to be effective, it must have a system that is meaningful to the candidate and other educators. For the purpose of standardizing the professional portfolio in teacher education, one should organize the contents into three sections as outlined on the portfolio items sheets. Each section should include demonstration of content proficiency, research-based teaching competencies and personal identity or reflective practices.

Portfolio Levels

The portfolio is divided into three levels. Each level will include submission of your portfolio to a committee followed by an interview. Successful completion of Level I of the portfolio and other academic requirements as listed in the Catalog and Teacher Education Handbook will indicate a readiness to be admitted to teacher education. (Successful completion of Level II of the portfolio and other academic requirements as listed in the Catalog and Teacher Education Handbook, including maintaining a successful major GPA of 2.75, will indicate a readiness to be admitted to student teaching. Successful completion of Level III of the portfolio and other academic requirements as listed in the Catalog and Teacher Education Handbook will indicate a readiness to exit the program.

The collection of items in your portfolio provides tangible evidence of the wide range of knowledge, dispositions, and skills that you possess as you grow professionally.

Appearance

Portfolio: The portfolio should be neat and professional in appearance and of such quality that it could be submitted to a prospective employer.

- The binder should be clean and all items securely attached inside the binder.
- Plastic display/scrapbook type pages should be used to display photographs.
- Pockets may be required to hold games, activities, and other such artifacts.
- Use dividers and/or tabs to correlate to each portfolio item as listed in the Table of Contents.
- Reproduced material must be neat, unmarred by shading, straight on the pages, referenced as to source, and not in violation of copyright laws.
- Some examples may need to be retyped.
- **ALL** items should be free of grammatical and mechanical errors and professor's suggestions/corrections.

Interview: When you are scheduled for a portfolio interview, you should appear neatly attired in professional clothing.

- Arrive early to avoid being late.
- Gum and candy are not acceptable.
- Shake hands with the members of the committee as you introduce yourself.
- Avoid heavy make-up or excessive jewelry.
- Interviewees should be clean-shaven and hair done in attractive, but not attention-grabbing style.
- Sandals, tennis shoes, shorts, t-shirts,.. are not acceptable dress. If you have a question about what professional attire is, ask an education professor.

GUIDELINES for ASSESSMENT of TEACHER EDUCATION CANDIDATES

General Information for Levels I and II

- A letter will be sent to all teacher candidates informing them of the dates for portfolio interviews. Each teacher candidate is responsible to sign up for an interview time on the sheet posted in the Education Department. Each sign-up sheet will specify the interview location. **Please do not call or e-mail the education office secretary or faculty members to schedule your interview.**
- Elementary and secondary professors in the Teacher Education Unit may be involved at all interview levels.
- The completed original copies of the interview/portfolio forms will be housed in the Teacher Education Office.
- The entire interview process should take between 15 and 20 minutes. The teacher candidate is expected to respond to direct questions for approximately 10 minutes.

LEVEL II

In order to qualify for the Level II interview, teacher candidates must do the following:

1. Submit the student teaching application by December 1 of the year preceding the academic year in which the teacher candidate intends to student teach.
2. Successfully complete all academic requirements to this point (2.75 GPA in the major and 2.5 cum GPA).
3. Successfully complete all field experiences.
4. Pass the Subject-Matter Knowledge Test component of the Illinois Certification Testing System.

The LEVEL II interviews will be scheduled at the end of the semester before you student teach.

LEVEL III

In order to qualify for LEVEL III interviews, teacher candidates must do the following:

1. Complete all academic requirements (2.75 GPA in the major and 2.5 cum GPA).
2. Successfully complete the student teaching experience.

The LEVEL III interviews will be scheduled during the final week of the student teaching semester.

**ONU TEACHER EDUCATION PORTFOLIO
LEVEL II
ADMISSION TO STUDENT TEACHING**

REQUIREMENTS FOR INCLUSION IN YOUR PORTFOLIO

COVER PAGE: Include your name, the date, and the title – Professional Teaching Portfolio.

TABLE OF CONTENTS: List all the items you have chosen to include in your portfolio and sequence those items in a logical order. Your portfolio should be user friendly, as well as attractive.

PHILOSOPHY OF EDUCATION: Your philosophy should be revised and updated throughout your educational process, and this was required of you in EDUC 376. Elements required in the revision include references from textbooks and/or professional journals and a demonstration of your understanding of the education of students of diversity and exceptionalities and the Conceptual Framework. This paper will also be used to demonstrate your proficiency in the use of written English.

STUDENT TEACHING AUTOBIOGRAPHY: The autobiography should be one page in length and considered an introduction for cooperating teachers in field experiences. Should not include professor's comments or marks.

DIVERSITY ASSIGNMENT (ETHNIC/GENDER): You must provide evidence of competency in supporting home language preservation and promoting anti-bias approaches through creation of caring and safe learning environments and experiences. Evidences may include Diversity Lit Review, Multicultural book critiques (EDUC 269), ELL assignment (EDUC 349/EDUC 376), or other appropriate source.

EXCEPTIONALITY ASSIGNMENT: You must provide evidence of competency in creating and modifying environments and experiences which meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities. Evidences may include Literature Review of an exceptionality (EDUC 376), field trip assignment (EDUC 376), or other appropriate source.

STATE/NATIONAL PROFESSIONAL ORGANIZATION or LOCAL STUDENT EDUCATION ASSOCIATION (SEA): You must provide evidence of an ability to develop relationships with professionals in your field of study (SEA, Kappa Delta Pi, or other organization in your specialty area) in a professional manner.

LESSON PLAN: In writing your lesson plan, you must provide evidence of competency in creating, selecting, evaluating, and incorporating developmentally and culturally appropriate materials and equipment into the instructional plans based on the Illinois Learning Standards. You must include Illinois Learning Standards and your post-teaching reflections on the lesson.

FIELD EXPERIENCE EVALUATIONS (ONE MULTICULTURAL): You must provide evidence of competency in interpreting and communicating information, reasoning, concepts, and procedures within and across content areas and a diverse group of learners. Include a copy of the final assessment for each field experience.

REFLECTIONS ON FIELD EXPERIENCES: You must provide evidence of an ability to participate in continuous learning as a reflective practitioner to support your own development.

VISUAL TEACHING AID: You must provide evidence of competency in designing visual aids for learning. Evidences may include bulletin board, game, brochure, or secondary project.

ASSESSMENT ACTIVITY/RUBRIC: You must provide evidence of competency in developing and using a variety of formal and informal assessments with a selection of appropriate instructional resources and technologies to evaluate the progress and performance of students.

CHAPEL ATTENDANCE: You must demonstrate evidence of professional conduct through punctual and satisfactory attendance. The education office will collect this data.

COMMUNITY SERVICE/CHRISTIAN SERVICE: As a teacher candidate, you must provide evidence of participation in a variety of experiences which support the professional standards. You must have at least one official letter to satisfy this requirement in addition to the letter(s) you provided in Level I.

TECHNOLOGY INTEGRATION PLAN/POWERPOINT: You must provide evidence of competency in selecting and using technologies to support learning. Include a sample Power-Point used to teach a lesson.

**ONU TEACHER EDUCATION PORTFOLIO
LEVEL III
PROGRAM EXIT**

REQUIREMENTS FOR INCLUSION IN YOUR PORTFOLIO

COVER PAGE: Include your name, the date, and the title – Professional Teaching Portfolio.

TABLE OF CONTENTS: List all the items you have chosen to include in your portfolio and sequence those items in a logical order. Your portfolio should be user friendly, as well as attractive.

LETTER TO PARENTS: You must provide evidence of competency in your ability to communicate with parents from diverse homes and community situations.

PROFESSIONAL DEVELOPMENT ACTIVITY (INSTITUTE DAY/WORKSHOP): You must provide evidence of participation in continuous learning to support your own development. This can be a flyer, an agenda, etc.

TEACHING AND LEARNING STRATEGIES: You must provide evidence of competency in using at least two teaching and learning strategies, one of which must integrate technology. Examples might include cooperative learning, learning centers, higher-level questioning, creative drama.

HIGHER LEVEL QUESTIONING: Provide evidence from lesson plans and/or evaluations of your ability to use higher level questioning. Include a brief reflection on your ability to use higher level questioning.

CLASSROOM DISCIPLINE PLAN: You must provide evidence of competency in practicing effective listening, conflict-resolution, group-facilitation and classroom management skills.

TEACHER WORK SAMPLE: You must provide evidence of your competency in moving through all phases of the teaching process, including the assessment of prior learning, instructional preparation, teaching, assessment of student learning, analysis of data, and reflection. For detailed information on this portfolio component, visit <http://education.olivet.edu/handbooks.teachworksample.pdf>

REFLECTION ON STUDENT TEACHING: You must provide evidence of competency in monitoring and adjusting strategies in response to student learning and results of various assessments.

**OLIVET NAZARENE UNIVERSITY
DEPARTMENT OF EDUCATION**

INFORMED CONSENT FORM

As a student teacher in your son or daughter's class, I would like to videotape and/or photograph some of the lessons I teach. Videotapes and/or photographs include student interactions and student responses during the lessons. However, before I can videotape and/or photograph classroom lessons which could identify either your son or daughter, I need to receive your written permission.

Videotapes and/or photographs will only identify students as they are called on by the teacher or student teacher or as they talk with each other. Videotapes and/or photographs will be used when I interview for teaching positions. The videotapes and/or photographs will not be copied at any time and will only be released for short periods of time for administrators to view.

Please complete and sign the short release form, below, and return it to your child's teacher by _____.

Thank you,

I give my permission for my child to be included in any videotapes and/or photographs made within the classroom for the purposes as stated above.

Student's Name _____

Student's Teacher _____

Parent's Signature _____

Date _____

ONU TEACHER EDUCATION
“Professionals Influencing Lives”

- I. Foundations
- II. Professionalism
- III. Curriculum/Instruction/Evaluation
- IV. Christ-Centered Character

Authentic Program Assessment
(Interview Questions)
(Portfolio)

LEVEL I

Admission to
Teacher Education

Sophomore Year

LEVEL II

Admission to
Student Teaching

Semester Preceding Student
Teaching

LEVEL III

Program
Exit

Completion of All Education
Requirements

**ONU TEACHER EDUCATION
PORTFOLIO/INTERVIEW**

“Professionals Influencing Lives”

- I. Foundations
- II. Professionalism
- III. Curriculum/Instruction/Evaluation
- IV. Christ-Centered Character

ID# _____ **Name** _____ **Date** _____

_____ **LEVEL I - Admission to Teacher Education**

Overall Portfolio Rating: (Circle one) Unsatisfactory Satisfactory

Overall Interview Rating: (Circle one) Unsatisfactory Satisfactory

_____ **LEVEL II - Admission to Student Teaching**

Overall Portfolio Rating: (Circle one) Unsatisfactory Satisfactory Commendable

Overall Interview Rating: (Circle one) Unsatisfactory Satisfactory Commendable

_____ **LEVEL III - Program Exit**

Overall Portfolio Rating: (Circle one) Unsatisfactory Satisfactory Commendable

Overall Interview Rating: (Circle one) Unsatisfactory Satisfactory Commendable

COMMENTS: _____

I acknowledge that this evaluation has been discussed with me, and understand my signature does not necessarily imply agreement.

STUDENT'S SIGNATURE

DATE

INTERVIEWER'S SIGNATURE

INTERVIEWER'S SIGNATURE

**ONU TEACHER EDUCATION
LEVEL II (Admission to Student Teaching)**

“Professionals Influencing Lives”

- I. Foundations
- II. Professionalism
- III. Curriculum/Instruction/Evaluation
- IV. Christ-Centered Character

ID# _____ Name _____ Date _____

Directions: Each teacher candidate should review the interview questions prior to Level II interview. Each panel member should do an individual rating on each response to the interview questions and portfolio items. Following the interview, a final tally sheet with the committee’s recommendation will be completed.

CF	IPTS	PORTFOLIO ITEMS	Evidence Met - M		Quality		
			Not Met - NM		1	2	3
I	1-11	Philosophy of Education (References)(Conceptual Framework)					
I, II	11	Student Teaching Autobiography					
I, III	1-10	Diversity Assignment or Paper (Ethnic/Gender)					
I, VI	1-10	Exceptionality Assignment or Paper					
II	9, 11	State/National Professional Organization or Local Student Education Association (SEA)					
III	4, 5, 6	Lesson Plan noting integration of Illinois Learning Standards					
II, III, IV	1-11	All Completed Field Experience Evaluations (One Multicultural)					
	10	Reflections on All Completed Field Experiences					
III	7	Visual Teaching Aid					
III	8	Assessment Activity/Rubric					
IV	11	Chapel Attendance (Collected by Education Office)					
IV	11	Letter(s) noting Community Service/Christian Service					
I, III	1, 4, 5, 6	Technology Integration Plan & PowerPoint Example					

Overall Portfolio Rating: (Circle one) Unsatisfactory Satisfactory Commendable

INTERVIEW QUESTIONS	Rating			CF	IPTS
	1	2	3		
1. How has your philosophy of education changed since writing your original philosophy? Describe a field experience that caused you to affirm or modify your philosophy.	1	2	3	I, III	1, 4, 5, 6, 7, 8, 10
2. Describe any teaching tasks you were involved in during your field experiences.	1	2	3	III	4, 5, 6, 7, 8, 10
3. How have you effectively integrated technology in your teaching?	1	2	3	I, III	1-10
4. What evidences can you provide of your effort to participate in extra-curricular activities (both on and off campus) to help you grow as a professional educator?	1	2	3	II	10, 11
5. In our Conceptual Framework, one of the four strands focuses on Christ Centered Character. What is your understanding of this component and how it relates to the profession?	1	2	3	IV	10, 11
6. Describe the value of lesson plans and how you will insure quality planning during student teaching.	1	2	3	III	4, 10
7. In what ways are you prepared to create a positive learning climate?	1	2	3	III	4, 5, 6, 7
8. What evidence can you provide that you can adapt to student diversity (i.e., ethnicity, disability, and academics)?	1	2	3	I, III	1, 3-8
9. What are some different techniques you have practiced to assess student learning?	1	2	3	III	8
10. What skills are necessary for successful collaboration with your cooperating teacher and other school personnel?	1	2	3	II	9
11. Discuss the adjustments you will make in preparation for student teaching.	1	2	3	II	10
12. Identify a strength and an area of needed improvement in your teaching ability.	1	2	3	II	10

Overall Interview Rating: (Circle one) Unsatisfactory Satisfactory Commendable

**LEVEL II
INTERVIEW/PORTFOLIO RUBRIC**

Rating		Unsatisfactory 1	Satisfactory 2	Commendable 3
Evidence Rating	Each item is marked as M (Met) or NM (Not Met)	All evidences not met in items	All evidences met in all items	All evidences met in all items
Quality Rating	Standard of Work Level of Professionalism in Presentation and Organization	Not Acceptable No evidence of professional quality	Met Standard Reflective of appropriate professional quality	Exemplary High level of professional quality
Overall Rating		One Unsatisfactory	All Satisfactory or Higher	7 Interview questions and 7 portfolio items must be evaluated as Commendable All Others – Must be Satisfactory

ADDITIONAL COMMENTS:

**ONU TEACHER EDUCATION
LEVEL III (Program Exit)**

“Professionals Influencing Lives”

- I. Foundations
- II. Professionalism
- III. Curriculum/Instruction/Evaluation
- IV. Christ-Centered Character

ID# _____ Name _____ Date _____

Directions: Each teacher candidate should review the interview questions prior to Level III interview. Each panel member should do an individual rating on each response to the interview questions and portfolio items. Following the interview, a final tally sheet with the committee’s recommendation will be completed.

CF	IPTS	PORTFOLIO ITEMS	Evidence Met - M		Quality		
			Met	Not Met - NM	1	2	3
II	7	Letter to Parents					
II	11	Professional Development Activity (Institute Day/Workshop)					
III	1-8	Teaching/Learning Strategies (at least two evidences) including Technology					
III	1-8	Higher Level Questioning (two evidences)					
III	1-8	Classroom Discipline Plan					
II, III, IV	1-11	Teacher Work Sample					
II	10	Reflection on Student Teaching					

Overall Portfolio Rating: (Circle one) Unsatisfactory Satisfactory Commendable

INTERVIEW QUESTIONS	Rating			CF	IPTS
	1	2	3		
1. What have you learned from your student teaching experience about your ability to collaborate?	1	2	3	II	9
2. What strengths do you bring to the teaching profession?	1	2	3	II, III	1-11
3. What plan do you have to strengthen needed teaching skills?	1	2	3	II	1-11
4. During your student teaching, how were you able to demonstrate moral and ethical principles in decision making?	1	2	3	IV	10, 11
5. Describe your response to a situation when you received constructive criticism from a supervisor, a peer, a student, or a parent.	1	2	3	II, IV	1-11
6. What are your future plans in education?	1	2	3	II	10
7. In what areas of community service would you be able to make a contribution?	1	2	3	II, IV	11
8. Cite an example which demonstrates your teaching skill in modeling the theme, “Professionals Influencing Lives.”	1	2	3	I, II, III, IV	1-11

Overall Portfolio Rating: (Circle one) Unsatisfactory Satisfactory Commendable

**LEVEL III
INTERVIEW/PORTFOLIO RUBRIC**

Rating		Unsatisfactory 1	Satisfactory 2	Commendable 3
Evidence Rating	Each item is marked as M (Met) or NM (Not Met)	All evidences not met in items	All evidences met in all items	All evidences met in all items
Quality Rating	Standard of Work Level of Professionalism in Presentation and Organization	Not Acceptable No evidence of professional quality	Met Standard Reflective of appropriate professional quality	Exemplary High level of professional quality
Overall Rating		One Unsatisfactory	All Satisfactory or Higher	5 Interview questions and 5 portfolio items must be evaluated as Commendable. All Others – Must be Satisfactory

ADDITIONAL COMMENTS:

**OLIVET NAZARENE UNIVERSITY
TEACHER EDUCATION**

_____ has demonstrated professionalism in satisfactory attendance for this course.

Professor's Signature

Date

Course #/Name

**OLIVET NAZARENE UNIVERSITY
TEACHER EDUCATION**

_____ has demonstrated professionalism in satisfactory attendance for this course.

Professor's Signature

Date

Course #/Name