

Instructions for Portfolio Development and Presentation

Portfolio Overview

The purpose of the portfolio is for teacher candidates to demonstrate their ability to meet the knowledge, skills, and dispositions identified in the four program SLOs, as aligned to InTASC Standards (see table 1). Teacher candidates integrate technology and experiences with diversity through artifact selection, written rationale, and professional presentation. The portfolio development and presentation supports teacher candidates' understanding and application of the Educator Preparation Program's (EPP) conceptual framework, the Reflective Experiential Model. As a requirement for graduation, teacher candidates will create a professional portfolio throughout their teacher education program within their TaskStream account. Teacher candidates will be guided to reference the Portfolio Information Module to guide the development of quality TaskStream submissions at program entrance and in several courses throughout their teacher education program. Every semester, the Division of Education will offer virtual help sessions for portfolio development. The final portfolio presentation occurs during the semester teacher candidates are enrolled in EDUC 400 and 401.

Table 1: InTASC Standards aligned to SLOs

SLO	InTASC	Standard
1	1	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
	3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
2	4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
	5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3	6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
	7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
	8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
4	9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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

1. Recognize assets and needs of diverse learners
2. Understand cultural self-awareness and worldviews as they relate to teaching and learning decisions
3. Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner
4. Reflect on context, multiple perspectives, actions, and personal decisions as they related to diversity
5. Pursue information, resources, and supports to meet the needs of diverse learners
6. Exhibit respect, openness, and value of diversity across the spectrum of differences
7. Demonstrate actions consistent with the belief that all students are valued and can learn

Knowledge: 0(i), 0(j), 0(k), 1(g), 2(h), 2(i), 2(j), 2(k), 3(l), 4(m), 5(p), 6(k), 6(p), 7(i), 7(j), 7(k), 7(m), 8(k), 8(l), 9(i), 9(j), 10(l), 10(m)

Skills: 0(a), 0(b), 0(c), 0(d), 0(e), 0(f), 0(g), 2(a), 2(b), 2(c), 2(d), 2(e), 2(f), 3(f), 4(b), 4(d), 4 (g), 4(i), 5(a), 5(d), 5(g), 6(h), 7(e), 8(a), 9(e), 0(h)

Disposition: 1(h), 2(l), 2(m), 2(n), 2(o), 4(o), 4(p), 6(u), 7(q), 8(p), 8(s), 9(m)

Technology Objectives

1. Applies strategies to become a technology-using teacher (SLO 1, CAEP 1)
2. Align learning goals and objectives with digitally responsible & ethical use of technology. (SLO 1, CAEP 1)
3. Use technology to support planning, differentiation, implementation, and evaluation of student learning experiences (SLO 1, CAEP 1)
4. Engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information (SLO 1,2; CAEP 1)
5. Supports skill development and content knowledge through media and technology (SLO 1, CAEP 1)
6. Promote learner success with using appropriate technologies for diverse learners (SLO 1, CAEP 1)
7. Enrich professional practice through effective use of digital tools and resources (SLO 4, CAEP 1)

Teacher candidates will reference the Portfolio Rubric to guide quality completion of their portfolio. The rubric identifies important criteria to which teacher candidates will be evaluated. The portfolio process concludes with a professional presentation that includes an engaging verbal **introduction** that hooks the audience and connects the teacher candidates' professional goals, educational philosophy, and elements of the Reflective Experiential Teacher Model. During the presentation, teacher candidates are expected to display a high level of **professionalism** and confidence by sharing information fluently and with enthusiasm. Teacher candidates will also be expected to utilize academic vocabulary related to the teaching profession throughout their portfolio presentation. The **organization** of the presentation will follow a logical sequence with clear introduction, body, and conclusion. Evidence of deep reflection aligned to program learning outcomes will be clearly shared in the presentation.

The rubric will evaluate teacher candidates on their ability to embed evidence of two cross-cutting themes throughout their portfolio and presentation, those themes being **diversity and equity** and **technology** (see *Diversity and Technology program objectives listed above*). Rationale, artifacts, and explanation during the presentation must provide evidence that teacher candidates understand and can apply Mayville State's Teacher Education Program's Diversity Goals related to incorporating multiple perspectives, demonstrating respect for and responsiveness to cultural differences, and displaying an understanding of diverse contexts.

Teacher candidates must also include reflective rationale, artifacts, and explanations of meeting program Technology Goals by incorporating technology to engage students and enhance instruction and managing student assessment data.

Teacher candidates will be guided through the development and presentation process through a series of checkpoints that scaffold their understanding of writing reflective, standards-based **rationale** and selecting high quality **artifacts**. Well-written rationales and quality artifacts reflect teacher candidates' understanding and application of the InTASC Standards aligned to the EPP's **four SLOs**: 1) learner and learning, 2) content knowledge, 3) instructional practice, and 4) professional responsibility. The portfolio rubric is also aligned to CAEP (Council for the Accreditation of Educator Preparation) accreditation and special education professional standards from the Council for Exceptional Children (CEC). The portfolio artifacts and rationale should demonstrate the teacher candidate's competencies in their major (double major if applicable), minor, and/or specialization area of study. The portfolio represents the capstone project for the Teacher Education Program and is a measure for Mayville State University's essential learning outcomes (ELO).

Checkpoints

Throughout the teacher education program, an introduction and three checkpoints provide guidance for the development and presentation of the teacher candidates' electronic portfolio.

- **Portfolio Introduction:** The portfolio introduction takes place in EDUC 250 (and co-requisite class, EDUC 272).
 - Teacher candidates are introduced to their program responsibilities in TaskStream and are provided with an overview of the portfolio process. Teacher candidates will write a reflective rationale of the EDUC 272 **Key Assessment** and upload both the rationale and completed Key Assessment to their electronic portfolio.

When adding this assignment in the designated section for key assessments in TaskStream portfolio, students will also add a short (1-2 paragraphs) well-written reflective rationale for the assignment. The reflective rationale should address the following three questions in fluent, narrative form (not numbered or bulleted):

 - How does this key assessment support your knowledge and/or skills development as a professional educator?
 - What future action steps might you take to support development of further competencies in the concepts and processes that were a part of this key assessment?
 - How will you apply these concepts to your future classroom?
 - If a teacher candidate did not take EDUC 250 and/or EDUC 272 from Mayville State University, it is the responsibility of the teacher candidate to use the Portfolio Information Module to review Portfolio Introduction information.
- **Checkpoint 1:** This checkpoint takes place in EDUC 301 (Early Childhood and Elementary majors) and EDUC 480 (Secondary majors).
 - Teacher candidates will select **four (4) artifacts** from current and previous coursework that provide evidence of their knowledge and skills related to the SLOs. Artifacts must be

uploaded into the teacher candidate's electronic portfolio under two (2) or more SLO areas.

- Teacher candidates will develop an **outline** to support eventual writing of SLO rationale. The outline will include reasons for artifacts selection, how the artifacts demonstrate knowledge and performance of the chosen SLO, how the artifact aligns to the SLO, why the artifact was personally and professionally meaningful, and insights for future application. The outline will be uploaded to the selected SLO rationale area in the teacher candidate's electronic portfolio in TaskStream.
- Checkpoint 1 concludes with teacher candidates completing a **self-evaluation** form in TaskStream, including a goal statement, along with an informal peer review completed in class.
 - If a teacher candidate did not take EDUC 301 or EDUC 480 from Mayville State University, it is the responsibility of the teacher candidate to use the Portfolio Information Module to review Checkpoint 1 information to guide completion of Checkpoint 2.
- **Checkpoint 2:** This checkpoint takes place in EDUC 401S for all majors.
 - Teacher candidates will write an **introduction** that integrates professional goals and educational philosophy and the EPP's conceptual framework, the Reflective Experiential Model. The introduction to the portfolio should demonstrate an understanding of how previous educational experiences have the potential to influence a teacher candidate's future career as an educator.
 - This introduction will be typed as text (not an attachment) in the Introduction section of teacher candidate's electronic portfolio in TaskStream. The Introduction should be formally written, free of spelling and grammatical errors, and succinctly stated in 2-3 paragraphs.
 - Teacher candidates will receive peer feedback on the written introduction as part of an EDUC 401S assignment. Peers will provide feedback on content organization, spelling, grammar, and use of professional vocabulary.
 - The Introduction section should also include a **professional looking photo**. The photo needs to be embedded rather than uploaded as an attachment. Teacher candidates should choose a current, headshot of themselves in professional dress, with plain background.
 - In addition to the artifacts uploaded in Checkpoint 1, teacher candidates will select **two (2) artifacts** from current and previous coursework that provide evidence of their knowledge and skills related to the SLOs not addressed in Checkpoint 1. At Checkpoint 2, teacher candidates must have uploaded one or more artifacts in each of the four SLO areas. There should be a minimum of six (6) total artifacts uploaded at the conclusion of Checkpoint 2.
 - Teacher candidates will use the outline developed in Checkpoint 1 to write **one (1) SLO rationale**. Reflective rationale should justify teacher candidates' selection of the artifact, its meaningfulness, and its alignment to the SLO and the Reflective Experiential Model. Written rationale should thoroughly describe the artifact(s) and the context for use, clearly connecting performance, knowledge, and professional applications.
 - EPP's four SLOs: 1) learner and learning, 2) content knowledge, 3) instructional practice, and 4) professional responsibility.
 - Checkpoint 2 presentation process includes:

- The student completing a **self-evaluation** form in TaskStream (found in the Checkpoint 2 section of the portfolio) to assess the completion of Checkpoint 2 requirements. Students will use the rubric form to evaluate the quality of their written rationale and artifacts. The self-evaluation must be completed and 'saved as a draft' prior to the Checkpoint 2 presentation.
 - **Student presentation** of one SLO to a small group of peers and EPP instructors. Teacher candidates will receive verbal feedback from faculty and peers on alignment of rationale and artifacts to SLOs, professionalism, presentation fluency, organization, and use of academic vocabulary. The final portfolio rubric will be used to guide feedback. Presenters will take written notes while feedback is given to them after their presentation. Students will take the feedback received and complete the rest of the self-evaluation form in TaskStream. A reflective feedback summary and reflective goal statement for improvement will be added to the self-evaluation form post-presentation. The presentation will be held during one or more of the EDUC 401S seminar dates.
 - EDUC 401S course instructor(s) will provide guidance for preparing for Checkpoint 3.
- **Checkpoint 3:** This checkpoint takes place near the end of the semester in EDUC 401 for all majors.
 - Checkpoint 3 is the final portfolio presentation demonstrating teacher candidate's knowledge, skills, and professional dispositions. All components of the portfolio are completed prior to the presentation, this includes: **Introduction, written rationale and artifacts for SLOs 1-4, and Key Assessments** completed within the program. Teacher candidates are required to embed evidence of knowledge and skills related to **diversity and equity** and **technology** throughout portfolio rationale and artifacts.
 - A minimum of **three (3) artifacts** need to be uploaded for each SLO. These artifacts must provide evidence of the teacher candidates' understanding and application of competencies that meet professional standards. A **reflective rationale** needs to accompany each SLO and should describe the artifact and its context for use, and provide a justification that connects the artifact to the teacher candidates' performance, knowledge, and personal insights.
 - Using the developed TaskStream e-portfolio, teacher candidates will prepare for a **30-minute presentation** as outlined below:
 - Introduction (approximately 5 minutes) will include the teacher candidate's goals of learning and a discussion of their philosophy of education as it relates to the Reflective Experiential Model. The introduction should engage the audience and provide the framework for the remainder of the presentation.
 - Body (approximately 15 minutes) includes an explanation of why teacher candidates selected specific artifacts as effective measures of their knowledge and skills of the SLOs. The main concepts of the written rationale should be shared fluently in the presentation.
 - Teacher candidates will present on 2 SLOs determined by portfolio reviewers which will be identified immediately before the presentation. Teacher candidates should be prepared to discuss on all SLOs but will only present on the 2 SLOs identified by the reviewers. The presentation encourages teacher candidates to be able to speak about their knowledge

and skills related to professional standards and the candidates' ethical responsibility for upholding standards.

- Conclusion (approximately 1-2 minutes) will wrap up by highlighting the main ideas the presentation.
- Questions: (approximately 8 minutes) Portfolio reviewers and audience members will have the opportunity to ask questions based on information given in the presentation. If time allows, reviewers and audience members may ask questions that focus on teacher professionalism.
- During the presentation, teacher candidates are expected to display a high level of professionalism and confidence by sharing information fluently, utilizing academic vocabulary of the teaching profession.
- In preparation for the presentation, students may choose to either use their electronic portfolio and have important artifact documents opened and ready to share to support presentation timeline, or they may choose to put together a short slide presentation on each of the SLOs. Snapshots of artifacts or main presentation points could be included to assist in fluently guiding the presentation.
- Faculty across the Division of Education and Secondary methods instructors will be assigned to review teacher candidate portfolios. The EDUC 401 instructor will guide students to sign up for a pre-determined portfolio presentation date and time in the EDUC 401 Blackboard course within the first 6 weeks of class. A list of teacher candidate portfolio presentation dates and teacher candidates' reviewers will be available in Blackboard when sign up is completed.

Portfolios must be completed 7 days prior to the presentation date to allow reviewers time to read/review and score the portfolios prior to the presentation.

- Teacher candidates' portfolio presentations will be open to peers, professional educators, campus faculty, P-12 administrators, and anyone candidates would like to invite.
- On campus and distance/online students may choose to present either on-campus or virtually. Spring 2021, virtual presentations may be requested due to COVID precautions.
- Checkpoint 3 concludes with the teacher candidates' completion of the portfolio presentation AND faculty reviewers' completion of the **portfolio rubric**. The reviewers' rubrics will be completed in TaskStream and averaged to determine the teacher candidate's grade in EDUC 401.
- Grading: A competency-based rubric (see portfolio rubric) is provided for students to guide the development and presentation criteria for their portfolio. Points/grade are as follows:
 - 42-52 pts = A
 - 36-41 pts=B
 - 28-35 pts=C
 - 20-27 pts=D
 - <20 pts=F

Artifacts and Rationale

An artifact is anything that represents a teacher candidate's knowledge or performance. Artifacts included in the portfolio should clearly demonstrate the core principles of teaching and learning and showcase teacher candidate's ability to apply knowledge and skills in educational settings. Artifacts should include course assignments that were impactful. Teacher candidates are required to select artifacts that best represent their growth and competencies as a professional educator. Completion of the portfolio will

require teacher candidates to select at least **three (3) artifacts** to represent **each of the SLOs**, as aligned to InTASC Standards: 1) learner and learning, 2) content knowledge, 3) instructional practice, and 4) professional responsibility. Artifact selection should be “rich” in nature, meaning connections between content, pedagogy, standards, and technology are considered and discussed. Artifacts should demonstrate a teacher candidate’s knowledge and skills related to teaching. A list of potential artifacts can be found below:

- Videos of teaching /teaching demonstrations
- Lesson Plans
- Unit Plans
- Evidence of respect for and responsiveness to diversity
- Evidence of technology integration
- Students' work samples or photos of students working
- Pre- Post-test analysis results
- Service-learning project
- Student engagement survey results
- Self-efficacy assignment
- Impactful course assignments
- Reflections on evaluations (Disposition, STOT)
- Research papers or projects
- Observation reflections
- Evaluations completed by cooperating teacher or university supervisors
- Conference presentations
- Evidence of professional development activities
- Assessments and rubrics
- Awards/Certificates/Grants
- Peer and instructor feedback documents

Rationale are written for each SLO and demonstrate the teacher candidates’ ability to connect all InTASC standards addressed in the SLO. Students majoring in special education will want to add reference to CEC standards in their rationale if selecting artifacts from SPED courses. The rationale should justify the teacher candidate’s selection of the artifact and the artifact’s alignment to the standards/SLO. To write a quality rationale, teacher candidates should keep the following points in mind:

- Rationale should be well-written, concise, use formal language, and free from spelling or grammatical errors: Rationale must demonstrate a professional educator’s writing.
- Alignment to the SLOs is an essential part of writing the rationale. Teacher candidates will review the standards within each SLO for specific academic vocabulary that can be used to write the rationales.
- Rationale should include a summary of each artifact. Introduce the artifact, what it is and what *purpose* the artifact served in your professional learning. Next, provide justification of the reason for choosing the artifacts. *Include in your rationale* how the artifacts demonstrate your competencies in relation to the standard(s), and how they represent your knowledge or performance in relation to the standard(s).
- Consider using the following phrases (among others) to justify WHY you chose the artifacts to showcase your learning:

- I chose this artifact because...
- These artifacts demonstrate... or, This artifact demonstrates...
- This artifact shows...
- I feel this experience impacted me by...
- I learned...
- I think that *this artifact* (name the specific artifact) demonstrates my ability to...
- SLO 3 focuses on...and....
- This experience influenced my growth as an educator because...
- I have chosen these artifacts because I believe...
- These artifacts represent my knowledge and skills related to SLO 4 because...

Key Assessments

Your portfolio contains areas for key assessments have been designed and administered by the Teacher Education Program. These assessments are “key” because they assure teacher candidates master and apply content and pedagogical knowledge in each of the four program SLOs: 1) learner and learning, 2) content knowledge, 3) instructional practice, and 4) professional responsibility. The following courses contain key assessments:

- EDUC 272
- EDUC 290
- EDUC 380
- EDUC 381
- EDUC 390
- EDUC 422

Key assessments in the above courses are required to be passed with a "C" or better as candidates demonstrate pedagogical competencies that afford all students the opportunity to learn. With guidance from course instructors, teacher candidates will upload each Key Assessment to its designated area in the portfolio. Reflection rationale will also be included as part of the submission.

When adding a key assessment assignment to your portfolio, you see a designated section for key assessments in your TaskStream portfolio. You will upload your completed assignment and add a short (1-2 paragraphs) well-written reflective rationale for each key assessment. The reflective rationale should address the following three questions in fluent, narrative form (not numbered or bulleted):

- How does this key assessment support your knowledge and/or skills development as a professional educator?
- What future action steps might you take to support development of further competencies in the concepts and processes that were a part of this key assessment?
- How will you apply these concepts to your future classroom?

Instructors of courses with a Key Assessment will provide feedback to teacher candidates via TaskStream and scores will be transferred to the learning management system gradebook. As key assessments are included in the portfolio, selecting artifacts other than key assessments for the SLO's is encouraged.