

**COLLEGE OF EDUCATION  
UNDERGRADUATE WHOLE  
PERSON ASSESSMENT  
HANDBOOK**

**Initial Portfolio Assessment  
System 2014**

# TEACHER CANDIDATE PORTFOLIO

In accordance with the requirements of the Oklahoma Commission for Teacher Preparation (OCTP), the College of Education at Oral Roberts University requires all education majors to prepare an electronic portfolio. The OCTP defines a portfolio as follows: “A documented profile of an individual’s accomplishments, learning, and strengths related to the competencies, standards, and outcomes established by the Commission, State Regents, State Department of Education and institution.”

## *Portfolio Assessment by the Oklahoma Commission for Teacher Preparation (OCTP)*

Following are the guidelines set forth by the OCTP for review of student portfolios:

As part of each teacher candidate's educational experience, a portfolio is developed that emphasizes Oklahoma's General Competencies for Certification as well as the national standards set for each program area. Candidate portfolios provide an opportunity for teacher candidates to critically evaluate what teachers need to know to be successful and to consider different types of learners and school environments. The activities and field experiences, which are described and reflected on in a candidate's portfolio, demonstrate the knowledge, skills and dispositions teacher candidates acquire during their teacher preparation.

A team of trained evaluators assesses each institution's portfolios on a 5- or 7-year rotating basis. The purpose of this assessment is to determine if the philosophy of the teacher education program is being realized in the students' educational experiences and to ensure that institutions are providing candidates with the necessary knowledge-base to be a successful teacher.

## *College of Education Purpose and Goals*

The Unit has been charged by the President of the University with a unique over-arching goal of preparing educators for service in Christian schools, private schools, public schools, and in homeschool education. The theme of the Unit, Transformed Educators, is to produce transformed professional educators who demonstrate the character and dispositions of that found in Christian values, ethics and moral integrity, along with being able to demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn and to become educational leaders.

The Unit has also incorporated Unit standards which have been aligned with state competencies and national standards to reflect the teaching knowledge, the professional commitments, dispositions, and performance standards which serve as Unit goals in the support of developing qualified, competent, professional teacher/administrator candidates for the profession.

## *Statement of Purpose*

The Oral Roberts University College of Education’s vision and purpose is aligned with the Institution’s purpose of “Going into Every Person’s World.” The Unit’s purpose is to train and develop professional school personnel with a Christian worldview who will go into every person’s world, into public, private, Christian, and homeschools as transformed educators. As transformed educators they will make an impact in transforming society so that we might see a transformed generation.

The Unit is charged with providing the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for professional public and private responsibilities in the field of education throughout the world.

### *College of Education Portfolio Philosophy*

The portfolio is a collection of artifacts which reflect the competencies required by the Oral Roberts University College of Education, the Oklahoma Commission for Teacher Preparation, and the National Council for Accreditation of Teacher Education. The College of Education believes that the benefits of the portfolio include the opportunity for candidates to demonstrate growth and development toward mastery of these competencies, and for candidates to engage in self and peer-reflection. Additionally the portfolio serves as the foundation of the Unit's assessment system and is used to inform program and unit level improvements.

### *Institutional Standards*

The following are the College of Education's institutional standards, which reflect the teaching knowledge, the professional commitments, dispositions, and performance standards adopted by the College of Education Faculty Assembly in support of the development of teacher/administrator candidates. It is the goal of the Oral Roberts University College of Education to achieve the following:

1. The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.
2. The candidate is a reflective, transformed educator who actively seeks opportunities to grow professionally and understands the evaluation process of relative constituencies.
3. The candidate makes educational decisions (i.e. plans instruction and/or administrative) based on a Christian philosophy of education and promotes Godly principles among students, colleagues, parents, and agencies in the larger community.
4. The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects.
5. The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, *Core Curriculum*, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
6. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners.
7. The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues.
8. The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidence to adapt his/her practices to meet the needs of each learner.
9. The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal and career development.

10. The candidate demonstrates an understanding of the legal aspects of education.
11. The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide.
12. The candidate understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, spiritual and physical areas.
13. The candidate understands how to connect concepts and uses differing perspectives to engage learners in critical/creative thinking, collaborative problem solving, and applying performance skills to authentic local and global issues.
14. The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources.
15. The candidate understands how to use assessment data to engage learners in their own growth, document learner progress, inform ongoing planning, instruction, and program improvement.
16. The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self motivation.
17. The candidate demonstrates the competencies necessary to foster active inquiry, collaboration, and supportive interaction to build skills to access and appropriately apply information that supports lifelong learning.
18. The candidate demonstrates an understanding of individual differences and diverse communities by creating inclusive learning environments and educational opportunities that allow each learner to reach his/her full potential

### *Portfolio Assessment by the College of Education*

All education majors will be required to compile and maintain an electronic, developmental portfolio. This allows the unit accessibility to candidates' portfolios for the purposes of aggregating and disaggregating data, which leads to program improvement. Candidates will be evaluated on portfolio artifacts: supporting documents, evaluations and recommendations, evidence of competencies, written samples and projects to support competencies, evidence of creativity and performance, and evidence of extracurricular activity.

Accomplishment of portfolio requirements will be noted during four benchmarks. The first benchmark, the **Entry Level**, must be completed and approved by the candidate's advisor prior to scheduling the candidate's interview for admission to the Professional Education Program. The second benchmark, the **Intermediate Level**, must be completed and approved by the candidate's advisor prior to application for the student teaching internship. The Intermediate Level is divided into two parts; **Part I** is to be completed by all education candidates, and **Part II** is program specific. Candidates complete one or more components based on their major and area of concentration. The third benchmark, the **Capstone Level**, must be completed and approved by the candidate's advisor and/or the student teacher supervisor during the internship semester, and the fourth benchmark, the **Professional Level**, must be completed immediately following the internship, but before the candidate graduates.

## *Profile Survey*

This is an electronic survey that is automatically integrated into the ePortfolio. Each time the candidate submits an artifact for assessing, he/she will be asked if their *profile data* is correct or needs to be updated. Follow the on-screen instructions to complete the survey.

## *Initial Portfolio Assessment Sheet (IPAS)*

The IPAS is a list of all of the artifacts the candidate is required to put in the electronic portfolio along with a rating scale for each artifact. It is color coded so the candidate will know how to enter the artifact into the ePortfolio. If the artifact is color coded as green, the artifact should be typed as a word document and uploaded into the portfolio; if it is blue, the artifact should be scanned and attached to the ePortfolio; and if it is red, there is a template and rubric available to be used when completing the artifact. The candidate will need to refer to the color coded IPAS to use as a reference in building the portfolio.

[Initial Portfolio Assessment Sheet \(IPAS\)](#)

Please note: when uploading an artifact into ePortfolio, a screen will come up asking you what you want to call that artifact. Please refer to your IPAS and title it with the **EXACT** title you see listed. This helps eliminate potential confusion for students and faculty.

## *ePortfolio Format*

### **Assessor's Response**

**PLEASE NOTE: THE ITEMS CONTAINED IN THE BOXES ARE AN EXPLANATION OF WHAT THE FACULTY MEMBER AND/OR ADVISOR WILL DO WHEN ASSESSING THE ARTIFACT.**

## ENTRY LEVEL ARTIFACTS

The following is a description of each of the portfolio artifacts that are to be placed in your portfolio prior to the completion of the first benchmark, the Entry Level. This portion of the portfolio must be completed by the candidate and approved by the candidate's advisor prior to scheduling the candidate's interview for admission to the Professional Education Program. The artifacts are completed as a required assignment as part of the coursework or independently with the assistance of the advisor.

### *Candidate ePortfolio Agreement Form*

The candidate is required to read the Teacher Candidate Portfolio Handbook in its entirety. A Candidate ePortfolio Agreement Form is attached. During ePortfolio training, held within the College of Education, each candidate will print a copy of the form and sign it. They will then scan and upload the signed form in the appropriate area of portfolio (please use the "help" feature in ePortfolio for assistance with this process). This form will be sent to the Field Experience Coordinator, to be assessed.

[Candidate ePortfolio Agreement Form](#)

#### Assessor's Response:

Verify that the candidate has uploaded the signed agreement form and then record it in the appropriate area.

### *Philosophy of Education*

The statement of philosophy should reflect the candidate's perspective from a Christian viewpoint. It should express the candidate's views on important issues that affect the classroom teacher. These should include but not be limited to your view of the student, roles and responsibilities of the teacher, and the influence of God on the educator's performance. A comparison of the candidate's philosophy with standard philosophies (Perennialism, Progressivism, etc.) is required. This artifact is completed as an assignment in the PED 203 Foundations and Methods of Education course and is graded by the professor of record. A rubric is provided for use as a reference when completing the assignment. Upload the completed philosophy paper into the portfolio and share it with the professor for it to be assessed (please use the "help" feature in ePortfolio for assistance with this process).

[Philosophy of Education Rubric](#)

#### Assessor's Response:

The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment. Candidates can access the results in the electronic portfolio to view the scores obtained for each of the areas as well as the overall grade for the project.

## *FIELD EXPERIENCE*

The following is a description of each of the artifacts required for this section of the portfolio:

### *Contextual Information Sheet*

The candidate is expected to complete the Contextual Information Sheet during the field experience practicum. The candidate will need to access the template below, fill in the information and upload it into their portfolio (please use the "help" feature in ePortfolio for assistance with this process). An interview with the field experience cooperating teacher will be required to obtain some of the information needed to complete the assignment. The information may also be found on the school's or school district's website. A rubric is also available for use as

a reference when completing the assignment. Please note that candidates are not expected to achieve at a level higher than “Acceptable” on the scoring rubric for this assignment. Upload the completed Contextual Information Sheet to the portfolio and submit to be assessed by the Coordinator of Field Experience (please use the “help” feature in ePortfolio for assistance with this process).

[Contextual Information Sheet](#)

[Contextual Information Rubric](#)

Assessor’s Response:

The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment. The professor will also record the final grade in the appropriate space. Please note: At this point in the program candidates are not expected to achieve above the “Acceptable” level on this artifact.

*Final Teacher Evaluation*

Once the final field experience evaluation form has been completed by the cooperating teacher, scan and upload it in the appropriate area of portfolio (please use the “help” feature in ePortfolio for assistance with this process). This form is included as part of the packet you receive when assigned to the practicum. Submit this form for assessment to the Coordinator for Field Experiences.

Assessor’s Response:

The professor will review the Field Experience Evaluation Form and record the final grade in the appropriate location.

*Final Self-Evaluation*

At the completion of the field experience practicum each candidate is required to complete a self-evaluation form. Scan and upload it in the appropriate area of portfolio (please use the “help” feature in ePortfolio for assistance with this process). This form is included in the field experience journal. Submit this form for assessment to the Coordinator for Field Experiences.

Assessor’s Response:

The professor will review the Field Experience Final Self-Evaluation Form and record the final grade in the appropriate location.

*Disposition Evaluation Form*

Candidates are required to have two Disposition Evaluation Forms completed. The forms can be obtained in the College of Education office. Disposition #1 is to be completed by the teacher candidate on themselves and is to be sent to the faculty of PED203 Foundation of Education to be assessed. Disposition #2 is to be completed by a general education or College of Education faculty member. This form must be sent to your College of Education advisor. Once they are completed, scan and upload them in the appropriate area of portfolio (please use the “help” feature in ePortfolio for assistance with this process).

Assessor’s Response:

The assessor will calculate the scores and record them in the appropriate location.

### *Oklahoma General Education Test*

Scan and upload the official Oklahoma General Education Test results notification document in the appropriate area of portfolio (please use the “help” feature in ePortfolio for assistance with this process). Please submit this item to be assessed to your advisor.

Assessor’s Response:

The assessor will record the score in the appropriate area.

### *Transcript*

Scan and upload an unofficial transcript from each college or university attended in the appropriate section of the portfolio, this includes a current ORU transcript (please use the “help” feature in ePortfolio for assistance with this process). Each teacher candidate can retrieve this document by using a computer and the university’s Vision system.

Assessor’s Response:

The advisor will record the following grades and GPA information:

- Oral Communications
- English 101
- Foundations & Methods of Ed.
- Field Experience
- Language Proficiency

Please note: The classes listed above must be at least at the acceptable level for a candidate to be admitted into the Professional Education Program.

### *PED ADMISSION*

The following is a description of each of the artifacts required for this section of the portfolio:

#### *PED Application*

Teacher candidates originally obtain and partially fill out this document in Foundations & Methods (PED 203/204). This document goes to the College of Education undergraduate chair. Prior to the PED Interview, the teacher candidate must go to the Chair of the department, Dr. Linda Dunham and retrieve the form. They will need to update and finish filling it out. Once completed, scan and upload it into the appropriate section of their portfolio (please use the “help” feature in ePortfolio for assistance with this process). Please submit to Dr. Dunham to assess.

Assessor’s Response:

The assessor will need to review the candidate’s portfolio prior to the PED Interview to ensure all required artifacts have been included and scores have been recorded.

#### *PED Interview*

Teacher candidates will be interviewed by a panel of faculty members representing the College of Education and the candidate’s area of certification. Candidates will be asked a series of questions including items on their application, in their portfolio, etc. Please submit to Dr. Dunham to assess.

Assessor's Response:

The interview committee will review the candidate's portfolio during the PED Interview and the assessor will rate the candidate at the appropriate level based on the candidate's responses to the interview questions at the conclusion of the interview.

*Professional Education Program Admittance*

Upon completion of the interview the committee will determine if the candidate met or did not meet the necessary requirements. Please submit to Dr. Dunham to assess.

Assessor's Response:

The committee will also determine if the candidate has met all of the requirements to be admitted into the Professional Education Program and the assessor will enter the information into their portfolio.

\*In order to be admitted into the Professional Education Program, the candidate must be at "Acceptable Level" for all items with an asterisk on the IPAS.

**INTERMEDIATE LEVEL ARTIFACTS**

The following is a description of each of the portfolio artifacts that are to be placed in your portfolio prior to completion of the second benchmark, the Intermediate Level. The **Intermediate Level** must be completed and approved by the candidate's advisor prior to application for the student teaching internship. The Intermediate Level is divided into two parts; **Part I** is to be completed by all education candidates, and **Part II** is program specific. Candidates complete one or more components based on their major and area of concentration. The artifacts are completed as a required assignment as part of the coursework or independently with the assistance of the advisor.

*Intermediate Level – Part I*

The following artifacts must be completed by **ALL** education majors:

*Audit: Subject Area Courses & GPA*

The candidate will secure a degree audit from the university Registrar's office. Scan and upload only the portion of the audit that has the subject area courses, grades and GPA in the appropriate section of the portfolio (please use the "help" feature in ePortfolio for assistance with this process).

Assessor's Response:

The advisor is responsible for reviewing the audit and recording the GPA at the appropriate level.

*Disposition Evaluation Form*

Candidates are required to have one Disposition Evaluation Form completed. The form can be obtained in the College of Education office. The form is to be completed by the candidate's advisor. Once completed, scan and upload the form in the appropriate area of portfolio (please use the "help" feature in ePortfolio for assistance with this process).

Assessor's Response:

The advisor will average the disposition scores and record them.

## ***PRACTICUM INFORMATION***

Teacher candidates are required to complete additional practicum experiences specific to their major while in the Intermediate Level of their program. Candidates may choose any one of those practicum experiences completed during this phase of the program to address the following portfolio artifact requirements. Once the candidate has decided which practicum to use, it is the responsibility of the teacher candidate to inform the professor of record that the artifact has been placed in the portfolio and needs to be assessed.

### ***Contextual Information Sheet***

The candidate is expected to complete the Contextual Information Sheet during the practicum. The candidate will need to access the template and fill in the information. An interview with the cooperating teacher will be required to obtain some of the information needed to complete the assignment, or the information may be found on the school's or the school district's website. Note that additional information is required for this Contextual Information Sheet. The candidate will answer questions that require them to reflect on how the classroom environment affects instruction. A rubric is provided for use as a reference when completing the assignment. Upload the completed Contextual Information Sheet to the portfolio and share it with the professor (please use the "help" feature in ePortfolio for assistance with this process).

[Contextual Information Sheet](#)

[Contextual Information Rubric](#)

#### **Assessor's Response:**

The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment.

### ***Final Teacher Evaluation***

Once the final field experience evaluation form has been completed by the cooperating teacher, scan and upload it in the appropriate area of portfolio (please use the "help" feature in ePortfolio for assistance with this process). This form is included as part of the packet you receive when assigned to the practicum.

#### **Assessor's Response:**

The professor will review the evaluation form and record the final grade.

### ***Reflection***

At the completion of the practicum the candidate is required to type a reflection paper based on the practicum. The candidate will need to access the rubric provided for use as a reference when completing the assignment. Upload the completed Reflection paper to the portfolio and share it with the professor or advisor (please use the "help" feature in ePortfolio for assistance with this process).

[Reflection Rubric](#)

#### **Assessor's Response:**

The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment.

## *VIDEO PRESENTATION*

The following is a description of each of the artifacts required for this section of the portfolio:

### *Video Clip*

This assignment should be completed in conjunction with a methods course. The candidate must submit a video of themselves teaching a simulated lesson to peers or to PreK-12 students, which is a maximum of three minutes in length. The candidate will need to compress the video. Go to the College of Education Technology lab for assistance with this process. Once this process has been completed, upload the video clip in the appropriate section of the portfolio (please use the “help” feature in ePortfolio for assistance with this process).

#### Assessor’s Response:

The advisor is to determine if the video has been submitted and select met or not met in the appropriate location.

### *Self-Evaluation*

The candidate is expected to complete the Self-Evaluation and Reflection Form after viewing the video. The candidate will need to access the template and fill in the information. A rubric is also provided for use as a reference when completing the reflection portion of the assignment. Even though the Self-Evaluation and Reflection is on one form, the candidate will receive two separate grades for this document. The candidate is required to complete the entire form and rate your overall performance by changing the font color for the level the best describes your performance. Once completed, upload the Self-Evaluation and Reflection form to the portfolio and share it with the professor (please use the “help” feature in ePortfolio for assistance with this process).

#### [Video Reflection Template](#)

#### Assessor’s Response:

The professor will record the candidate’s self-evaluation grade in the appropriate area.

### *Reflection*

The professor will use the scoring rubric which is a duplicate of the rubric the candidate uses to complete the reflection portion of the assignment to grade that part of the Reflection.

#### [Video Reflection Rubric](#)

#### Assessor’s Response:

The professor will then assess and reflection portion of the assignment and record the grade in the appropriate area.

### *Peer-Evaluation*

Your peers in the education field will often have insight or suggestions valuable to you. Interacting with peers, colleagues, etc. is known as collaboration. As a professional, collaborating with a peer or colleague can make all involved even more successful. The candidate will need to access the template in the portfolio resource website and give it to an individual who is knowledgeable regarding the theories and methods of education. This person should be another education major or an educator you know. Ask them to view your video clip and fill out the form. Then scan and upload the form in the appropriate section of the portfolio (please use the “help” feature in

ePortfolio for assistance with this process). Share the completed Peer-Evaluation form with the professor (please use the “help” feature in ePortfolio for assistance with this process).

[Video Peer Evaluation Template](#)

Assessor’s Response:

The professor will review the document and record the peer-evaluation grade in the appropriate area.

### *STUDENT TEACHING ADMISSION*

The following is a description of each of the artifacts required for this section of the portfolio:

#### *Student Teacher Application*

Prior to the admittance to student teaching, the advisor will need to review the candidate’s portfolio to ensure all required artifacts have been included and scores have been entered. In order to be admitted to student teaching, the candidate must be at the “Acceptable Level” for all items with an asterisk on the IPAS. Scan and upload a copy of the completed Student Teacher Application in the appropriate section of the portfolio (please use the “help” feature in ePortfolio for assistance with this process). The candidate must obtain all of the appropriate signatures on the application prior to uploading it into the portfolio. Upon completion, submit document to the Coordinator of Student Teaching

Assessor’s Response:

The Coordinator of Student Teaching will review the Entry & Intermediate Levels of the portfolio and record whether or not the candidate met the requirement in the appropriate section.

#### *Student Teaching Admittance*

Assessor’s Response:

The Coordinator of Student Teaching will access the candidate’s portfolio and indicate whether or not the candidate has been admitted to student teaching in the appropriate section.

### *Intermediate Level – Part II – Program Specific*

Candidates complete one or more components based on their major and area of concentration. The subject area advisor will provide additional directions for subject specific assignments. Rubrics for each assignment are attached.

#### *Art Education*

[Art IPAS](#)

[Art OSAT Rubric](#)

[Crafts Rubric](#)

[Graphic Design Rubric](#)

[Art Methods Rubric](#)

#### *Communication Arts Education*

[Communication Arts IPAS](#)

[Communication Arts OSAT](#)

[Debate Plan Rubric](#)

### *Early Childhood Education*

[ECE IPAS](#)

[ECE OSAT](#)

[ECE 4X12 Course Requirement](#)

[ECE Lesson Plan Rubric](#)

[ECE Psychosocial Case Study](#)

[ECE Parent Community Involvement](#)

[ECE Audience Specific Assignment Symbol Development](#)

[ECE Parent Newsletter](#)

[ECE Reggio Emilia Brochure](#)

### *Elementary Education*

[ELE IPAS](#)

[ELE OSAT Subtest 1](#)

[ELE OSAT Subtest 2](#)

[ELE 4X12 Course Requirement](#)

[ELE Lesson Plan Rubric](#)

### *English Education*

[ENG IPAS](#)

[ENG OSAT](#)

[ENG Curriculum Unit with Lesson Plan](#)

### *English Language Learners*

[ELL IPAS](#)

[ELL OSAT](#)

[ELL Thematic Unit Plan](#)

[ELL Curriculum Design Unit](#)

[ELL Cross Cultural Presentation Paper](#)

[ELL Linguistic Project](#)

[ELL Assessment Project](#)

### *Health and Physical Education*

[HPE IPAS](#)

[HPE OSAT](#)

[HPE Reflection Paper for Special Olympics](#)

[HPE Verification for Involvement in Professional Extra Curricular Activity](#)

[HPE Adaptive HPE Research Paper](#)

[HPE Motor Learning Lesson Plan](#)

### *Mathematics Education*

[MAT IPAS](#)

[MAT OSAT](#)

[MAT Measurement Homework](#)

[MAT Historical Development](#)

[MAT College Proofs](#)

[MAT Geometry Analysis](#)

### *Modern Foreign Language Education*

[MOD IPAS](#)

[MOD Spanish OSAT](#)

[MOD French OSAT](#)

[MOD Lesson Plan](#)

[MOD Official ACTFL OPI](#)

[MOD Professional Development](#)

### *Music Education*

[MUS IPAS](#)

[MUS Vocal OSAT](#)

[MUS Instrumental OSAT](#)

[MUS Sight Ear IV Exam](#)

[MUS Conducting](#)

[MUS Applied Performance](#)

[MUS Harmony IV Exam](#)

### *Science Education*

[SCI IPAS](#)

[SCI OSAT \(Biology\)](#)

[SCI Safety Module](#)

[SCI Calendar/Objectives](#)

[SCI Unit Plan](#)

[SCI Lesson with Lab History](#)

[SCI Assessment Bloom's Taxonomy](#)

[SCI Unifying Concepts in Science](#)

[SCI Service Learning](#)

[SCI Peer Evaluation Form](#)

### *Social Studies Education*

[SOC IPAS](#)

[SOC World History – Geography OSAT](#)

[SOC US History- OK Hist Gov Econ OSAT](#)

[SOC Unit Plan](#)

[SOC Lesson Plan](#)

### *Special Education*

[SPED IPAS](#)

[SPED OSAT](#)

[SPED 4X12 Course Requirement](#)

[SPED Parent Handbook](#)

[SPED Pre-Referral Document](#)

[SPED IEP A Written Notification to Parents](#)

[SPED IEP B Multidisciplinary Evaluation and Eligibility Group Summary](#)

[SPED IEP C MEEGS Additional Procedures and Requirements Page 1](#)

[SPED IEP D MEEGS Additional Procedures and Requirements Page 2](#)

[SPED IEP E Page 1](#)

[SPED IEP E Page 2](#)

- [SPED IEP E Page 3](#)
- [SPED IEP E Page 4 Service Page](#)
- [SPED IEP E Page 5 Signature Page](#)
- [SPED Consideration for Extended School Year](#)

## CAPSTONE LEVEL

The following is a description of each of the portfolio artifacts that are to be placed in your portfolio prior to the completion of the third benchmark, the Capstone Level. The artifacts are completed as assignments during the Student Teaching Internship with the assistance of the advisor, the Student Teaching Coordinator, and the student teaching supervisor.

### *Disposition Evaluation Form*

Candidates are required to have three Disposition Evaluation Forms completed. One form is to be completed by the cooperating teacher at each of the student teacher placements (i.e. Disposition #1 & #2). The third form (i.e. Disposition #3) is to be completed by the university supervisor. Once they are completed, scan and upload them in the appropriate area of portfolio (please use the “help” feature in ePortfolio for assistance with this process).

**Assessor’s Response:**

The university supervisor will average the disposition scores and record them at the appropriate area.

### *FIRST PLACEMENT: STUDENT TEACHING INTERNSHIP*

#### *Evaluation*

Scan and upload all Performance Evaluations forms from the first student teaching internship placement. The candidate will only have to scan and upload the final copies of the evaluation form once. However, the university supervisor will enter both the first *and* second observation grades in the appropriate areas at the same time.

#### *University Supervisor 1st & 2nd Evaluation*

Scan and upload the white copy of the University Supervisor’s Performance Evaluation form in the appropriate section of the portfolio (please use the “help” feature in ePortfolio for assistance with this process).

**Assessor’s Response:**

The university supervisor will review the artifact and record in both 1<sup>st</sup> and 2<sup>nd</sup> evaluation grades at the level at which the candidate met the requirement.

#### *Cooperating Teacher 1st & 2nd Evaluation*

Scan and upload the white copy of the Cooperating Teacher’s Performance Evaluation in the appropriate section of the portfolio (please use the “help” feature in ePortfolio for assistance with this process).

**Assessor’s Response:**

The university supervisor will review the artifact and record in both 1<sup>st</sup> and 2<sup>nd</sup> evaluation grades at the level at which the candidate met the requirement in the appropriate areas.

### *Teacher Work Sample*

Teacher candidates are required to complete a Teacher Work Sample. The directions for the TWS are in the Teacher Work Sample manual which can be accessed below. Follow the instructions in the manual to complete the assignment. Additionally, a workshop on Teacher Work Sample Methodology will be conducted during the Professional Education Seminar/Portfolio (PED 361). Attach the completed TWS in the appropriate area of the portfolio and share it with the supervisor (please use the “help” feature in ePortfolio for assistance with this process).

[Teacher Work Sample Prompt](#)

[Teacher Work Sample Rubrics](#)

#### Assessor’s Response:

The university supervisor will assess the artifact and record the grade at the level at which the candidate met the requirement.

## *SECOND PLACEMENT: STUDENT TEACHING INTERNSHIP*

### *Evaluations*

Scan and upload all Performance Evaluation forms from the second student teaching internship placement. The candidate will only have to scan and upload the final copies of the evaluation form once. However, the university supervisor will enter both the first *and* second observation grades in the appropriate areas at the same time.

#### *University Supervisor 1st & 2nd Evaluation*

Scan and upload the final copy of the University Supervisor’s Performance Evaluation in the appropriate section of the portfolio and share it with the supervisor (please use the “help” feature in ePortfolio for assistance with this process).

#### Assessor’s Response:

The university supervisor will review the artifact and record both 1<sup>st</sup> and 2<sup>nd</sup> evaluation grades at the level at which the candidate met the requirement.

#### *Cooperating Teacher 1st & 2nd Evaluation*

Scan and upload the final copy of the Cooperating Teacher’s Performance Evaluation in the appropriate section of the portfolio and share it with the supervisor (please use the “help” feature in ePortfolio for assistance with this process).

#### Assessor’s Response:

The university supervisor will review the artifact and record both 1<sup>st</sup> and 2<sup>nd</sup> evaluation grades at the level at which the candidate met the requirement.

### *Contextual Information Sheet*

The candidate is expected to complete the Contextual Information Sheet during the internship. The candidate will need to access the template and fill in the information. The candidates will answer questions that require them to reflect on how the classroom environment affects instruction. A rubric is provided for use as a reference when completing the assignment. Upload

the completed Contextual Information Sheet to the portfolio and share it with the university supervisor (please use the “help” feature in ePortfolio for assistance with this process).

[Contextual Information Sheet](#)

[Contextual Information Rubric](#)

Assessor’s Response:

The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment.

## PROFESSIONAL LEVEL

### *Oklahoma Professional Education Exam (OPTE)*

Scan and upload the official Oklahoma Professional Education Exam result notification document in the appropriate area of portfolio (please use the “help” feature in ePortfolio for assistance with this process). This document must be submitted before the candidate graduates. Please submit your results to the Coordinator of Student Teaching for assessment.

Assessor’s Response:

The Coordinator of Student Teaching will record the score at the appropriate area.

### *Senior Defense*

Candidates graduating with honors (3.40-4.0 GPA) will be expected to complete a senior defense. Each candidate will receive their Senior Defense Assessment Form at the Senior Day event. At the conclusion of the defense candidates will receive a copy of the senior defense assessment and rubric. Scan and upload this document into the appropriate area of the portfolio (please use the “help” feature in ePortfolio for assistance with this process).

[Senior Defense Rubric](#)

Assessor’s Response:

The advisor will average the scores received and enter the score in the appropriate area of the portfolio.

### *Transcript*

Scan and upload an unofficial ORU transcript with the final GPA into the appropriate section of the portfolio (please use the “help” feature in ePortfolio for assistance with this process). The teacher candidate can retrieve this document by using a computer and the university’s Vision system.

Assessor’s Response:

The advisor will record the final GPA.

### *Exit Interview*

Candidates are expected to complete the Educational Benchmark, Inc. (EBI). The candidate will receive an email notification to complete the EBI. Candidates will complete the questionnaire and bring it with them to the Senior Day. Once completed, the candidate will receive another email notification that the EBI has been completed. Please upload the email message into the portfolio and submit it to your advisor to assess (please use the “help” feature in ePortfolio for assistance with this process).

Assessor’s Response:

The advisor will record whether or not the candidate placed the document in the portfolio.