**SCU Portfolio Requirements – Students & Families**

**YELLOW Highlights demonstrate communication with students and families**

**Portfolio Requirements: (those with \* must be included)**

The various required areas of the students' portfolio are:

Introduction

Scholarship

Reflective

Serving

Caring

**Introduction**

A. \*Title page-name, major

B. \*Table of contents

C. \*Conceptual Framework Personal Interpretation – Intro to Teaching

E. \*Autobiography

F. \*Resume

**Caring**: Create Positive and Caring Environments for Student Development and Learning

A. \* Lesson plans illustrating ability to plan for individual differences -Methods

B. \* Unit plan(s); interdisciplinary when appropriate - Methods

C. \* Development paper - Educational Psychology

D. \* Diversity paper - Classroom Strategies

E. \* Technological artifacts - Technology in Education

F. Photographs of interaction with students, learning centers, bulletin boards, etc.

G. Communications to students/parents other than report cards

H. \* Final Reflection Paper - Clinical Internship

**Reflective**: Assess Student Learning and Development with a Variety of Measures

1. \* Assessments #1-#5 (minimum of five) illustrating candidate’s ability to design various assessment tools - Methods / Assessment & Measurement
2. \*Modified lesson plan based on assessments - Assessment & Measurement

**Serving**: Establish professional and reciprocal relationships with others invested in students' learning.

A. \*Samples of letters, memos to parents, community agencies – Educational Technology

B. Awards, certificates of membership in SEA and other professional groups

C. Evidence of participation in campus activities

D. Evidence of volunteer and other service oriented experiences

E. \*Clinical Practice #1 - #4 log sheets

F. \*Clinical Practice #1 - #4 reflections

**Scholarship**: Construct and deliver appropriate curriculum for students.

A. \*Why I Want to Teach Essay –Foundations of Education

B. \* Philosophy of Education - Foundations of Education

C. \*Four samples of student's written communication work from courses in general education (not in major)

D. \*Program artifacts for program assessment – specific artifacts will be provided by program

E. \* Teacher Work Sample – Clinical Internship

**Portfolio Check Point Rubric**

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Check Point** | **Faculty** | **Artifact** | **5** | **4** | **3** | **2** | **1** |
|  |  | *Introduction* |  |  |  |  |  |
| 1 |  | A. \*Title page-name, major |  |  |  |  |  |
| 1 |  | B. \*Table of contents  |  |  |  |  |  |
| 1 |  | C. \*Conceptual Framework Personal Interpretation – Intro to Teaching |  |  |  |  |  |
| 1 |  | E. \*Autobiography  |  |  |  |  |  |
| 1 |  | F. \*Resume  |  |  |  |  |  |
|  |  | *Caring* |  |  |  |  |  |
|  2 |  | A. \* Lesson plans illustrating ability to plan for individual differences -Methods |  |  |  |  |  |
|  2 |  | B. \* Unit plan(s); interdisciplinary when appropriate - Methods |  |  |  |  |  |
|  2 |  | C. \* Development paper - Educational Psychology  |  |  |  |  |  |
|  3 |  | D. \* Diversity paper - Classroom Strategies |  |  |  |  |  |
|  2 |  | E. \* Technological artifacts - Technology in Education  |  |  |  |  |  |
|  3 |  | F. Photographs of interaction with students, learning centers, bulletin boards, etc.  |  |  |  |  |  |
|  4 |  | G. Communications to students/parents other than report cards  |  |  |  |  |  |
|  4 |  | H. \* Final Reflection Paper - Clinical Internship |  |  |  |  |  |
|  |  | *Reflective* |  |  |  |  |  |
|  2 |  | A. \* Assessments #1 (minimum of five) illustrating candidate’s ability to design various assessment tools - Methods / Assessment & Measurement |  |  |  |  |  |
|  2 |  | 1. \*Assessment #2
 |  |  |  |  |  |
|  2 |  | 1. \*Assessment #3
 |  |  |  |  |  |
|  2 |  | 1. \*Assessment #4
 |  |  |  |  |  |
|  2 |  | 1. \*Assessment #5
 |  |  |  |  |  |
|  3 |  | 1. \*Modified lesson plan based on assessments - Assessment & Measurement
 |  |  |  |  |  |
|  |  | *Serving* |  |  |  |  |  |
|  2 |  | A. \*Samples of letters, memos to parents, community agencies – Educational Technology |  |  |  |  |  |
|  3 |  | B. Awards, certificates of membership in SEA and other professional groups  |  |  |  |  |  |
|  3 |  | C. Evidence of participation in campus activities  |  |  |  |  |  |
|  3 |  | D. Evidence of volunteer and other service oriented experiences  |  |  |  |  |  |
| 1 |  | E. \*Clinical Practice #1 log sheets  |  |  |  |  |  |
|  2 |  | E. \*Clinical Practice #2 log sheets |  |  |  |  |  |
|  2 |  | E. \*Clinical Practice #3 log sheets |  |  |  |  |  |
|  3 |  | E. \*Clinical Practice #4 log sheets |  |  |  |  |  |
| 1 |  | F. \*Clinical Practice #1 reflections |  |  |  |  |  |
|  2 |  | F. \*Clinical Practice #2 reflections |  |  |  |  |  |
|  2 |  | F. \*Clinical Practice #3 reflections |  |  |  |  |  |
|  3 |  | F. \*Clinical Practice #4 reflections |  |  |  |  |  |
|  |  | *Scholarship* |  |  |  |  |  |
| 1 |  | A. \*Why I Want to Teach Essay –Foundations of Education |  |  |  |  |  |
| 1 |  | B. \* Philosophy of Education - Foundations of Education  |  |  |  |  |  |
| 1 |  | C. \*Four samples of student's written communication work from courses in general education (not in major)  |  |  |  |  |  |
|  2 |  | D. \*Program artifacts for program assessment – specific artifacts will be provided by program |  |  |  |  |  |
|  4 |  | E. \* Teacher Work Sample – Clinical Internship |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

Comments:

**Portfolio Rubric Evaluation Criteria:**

5 demonstrates goals and objectives with high competency reflects outstanding authentic and creative work reflects depth of knowledge of the teaching and learning process reflects diverse skills and abilities for classroom teaching is well-organized and sequenced contains caption statements that relate to content of items contains all portfolio requirements

4 demonstrates goals and objectives with competency reflects authentic and creative work reflects knowledge of the teaching and learning process reflects diverse skills and abilities for classroom teaching is organized and sequences contains caption statements that give general idea of item contains all portfolio requirements

3 demonstrates goals and objectives with moderate competency reflects some authentic work reflects some knowledge of the teaching and learning process reflects some diverse skills and abilities for classroom teaching is organized and sequenced contains limited caption statements contains all portfolio requirements

2 demonstrates goals and objectives with limited competency reflects mediocre level of work reflects limited knowledge of the teaching and learning process reflects limited skills and abilities of classroom teaching lacks organization and sequence contains no caption statements contains most portfolio requirements

1 demonstrates goals and objectives at a beginning level reflects low level of work reflects low level of knowledge of the teaching and learning process reflects unsatisfactory skill and ability development lacks organization and sequence contains no caption statements lacks many portfolio requirements

If the teacher candidate does not have a passing score, he/she must meet with the evaluator to discuss a plan of improvement. For each level of evaluation, the teacher candidate must have all documents that are listed under the checklist. No passing score will be given unless all documents are presented.