

SCHOOL OF EDUCATION PORTFOLIO HANDBOOK

The Teacher As A Promoter of Academic Excellence



University of Arkansas at Pine Bluff

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Introduction and Purpose of the Professional Portfolio

The professional portfolio is a purposeful collection of the teacher candidate's work which exhibits teaching processes, strategies, progression, achievements, and effort over time. The portfolio provides documentation of what the teacher candidates have learned from their coursework and demonstrates their mastery of the standards in their field. Each item in the portfolio includes the teacher candidate's self-reflection based on specific criteria. The purpose of the portfolio is to engage teacher candidates in active exploration of the best teaching practices, to communicate their journey toward effectiveness, and to set goals for future learning.

The portfolio is required of *all* candidates who successfully complete the teacher education program. Portfolio construction begins with enrollment in *EDUC 1300—Foundations and Development of American Education* and receives final review upon completion of the professional semester. The portfolio provides documentation in support of the teacher candidate's professional development as an evolving scholar-practitioner. It also illustrates, in concrete ways, what the teacher candidate knows and is able to do. The portfolio is used as an assessment tool that reflects evidence of student competencies in coursework during their professional development. The portfolio will be reviewed at the following benchmarks:

- The semester following EDUC 1300 (by the advisor)
- Each semester until admitted to the School of Education (by the advisor)
- During the application to the School of Education (by the Admission, Exit, and Retention Committee)
- During the Professional Semester (by the student teacher supervisor, field experience coordinator, and the advisor)
- After completion of the professional semester (by the field experience coordinator, portfolio committee, and the advisor)

Professional Portfolio Development

The portfolio must be designed to demonstrate that the teacher candidate understands: the School of Education's (SOE) Conceptual Framework (see Appendix A); Arkansas Licensure Standards for Beginning Teachers (see page 9); INTASC Standards (see Appendix B); National Educational Technology Standards (NETS) (see Appendix C); the university assessment system (see Appendix E); and the standards of the various learned societies. The portfolio process is ongoing and each standard must be supported by documentation (i.e., an artifact) and reflection.

In order to organize the portfolio, the student must create a conceptual map (see Appendix D). This conceptual map will be a "blueprint" for the development of the portfolio and will serve as a visual map showing the relationship(s) between teacher education standards and the portfolio items.

Research supports the importance of using portfolios to demonstrate understanding of content; e.g., Danielson and Abrutyn (1997) suggests that the portfolio development process covers the following stages:

- Collection - collect artifacts that represent the day-to-day results of teaching and learning;
- Selection – save reviewed and evaluated artifacts saved, and identify those that demonstrate achievement of specific identified standards or goals;
- Reflection – write statements that reflect on the significance of the artifacts chosen for the portfolio in relationship to specific learning goals;
- Projection (or Direction) – compare the reflections to the standards/goals and performance indicators, and prepare a list of learning goals for the future;
- Presentation – share the portfolio with peers and faculty;

Teacher candidates consult regularly with their assigned education advisor which makes the portfolio development process manageable and accurate.

P-4, MIDDLE LEVELS 4-8, REHABILITATION, AND VOCATIONAL EDUCATION MAJORS

Advisors	Office Location	Student's Last Name
Dr. S. Anderson	Suite 343	A-C
Dr. B. Martin	Suite 328	D-G & VOC. ED. MAJORS
Dr. F. Carroll	Suite 230	H-J
Dr. E. Eddings	Suite 339	K-L
Dr. B. Green	Suite 338	M-R
Dr. G. Kennedy	Suite 114	S-T
Dr. H. Linton	Suite 330	U-Z & REHAB MAJORS
	SECONDARY MAJORS	
Dr. G. Herts	Suite 326	A-Z
	GRADUATE STUDENTS	
Dr. B. Green	Suite 338	A-F
Dr. F. Carroll	Suite 230	G-Q
Dr. B. Martin	Suite 328	R-Z
Mrs. W. Nesby-Walters	Suite 340	STUDENT TEACHERS

Format of the Portfolio

Candidates must use the School of Education's Conceptual Framework as a guide for organizing their portfolio. Each component of the Conceptual Framework was developed from an extensive review of pertinent literature from research in education, from guidelines of professional organizations, and from professional experiences. It also equips the teacher candidate with valuable knowledge for working effectively in a diverse and ever changing society.

Beginning in Fall, 2005, all students taking EDUC 1300 will begin creating a web-based portfolio using the LiveText online program. Students who were enrolled before Fall Semester, 2005, will use a CD or DVD to accumulate and organize portfolio documents. Rooms 114 and 115 in Dawson-Hicks Hall are equipped to assist students with the technological needs associated with constructing the portfolio. Students who were enrolled in EDUC 2309 Instructional Media and Technology, from Spring Semester, 2004 to Fall Semester, 2005, will continue to use the Live Text program.

Digital/Web-Based Portfolio

The Digital/Web-Based portfolio will be organized around the seven areas of the School of Education's Conceptual Framework, which include:

- Knowledge of Content
- Professional Education
- Social, Cultural and Human Diversities
- Community and Global Awareness
- Professional Growth
- Technology
- Assessment

The Portfolio will include artifacts in a range of formats (audio, video, graphics, and text). Teacher candidates will use hyperlinks to organize the material which connects artifacts to appropriate standards to their skills and reflections. They will be encouraged to demonstrate their creativity, knowledge and skills as they design the layout for their portfolio. While teacher candidates will have the flexibility in design layout, they must include the required components.

Those teacher candidates using CD or DVD for portfolio development will have the choice of creating their layout in Microsoft PowerPoint, Microsoft Word, MS FrontPage, or any other web development software. Those teacher candidates who wish to convert files to PDF format for placement on the CD or DVD must create bookmarks for navigation through the content.

Portfolio Requirements

The portfolio must include these specific items:

- School of Education's Conceptual Framework
- Rationale for each artifact (to keep the collection from growing haphazardly)
- Required artifacts from education courses
- A resume
- An autobiographical sketch
- A statement of the candidate's educational philosophy
- Work samples chosen by the student
- Instructor feedback
- The assessment rubrics from the Admissions, Retention, and Exit Committee
- The student's self-reflection pieces (for each artifact and for the overall portfolio)
- A conceptual map showing how the portfolio is organized and connected to the educational standards

Assessment of the Portfolio

Assessment of the portfolio includes entry-level, mid-level, and exit-level assessment within the Unit Assessment System (See Appendix F). The assessment system collects, analyzes, and evaluates performance data on each teacher candidate. The portfolio will be evaluated based on criteria stated in the Portfolio Scoring Guide.

See SCORING GUIDE on next page.

In response to the reviewers' comments during each benchmark, a teacher candidate whose portfolio was unacceptable must revise and re-submit an acceptable portfolio within two weeks of the initial review. Reviewers will specify how the candidate can remove an unacceptable rating. If a revised portfolio is not submitted within the two-week period, the candidate must wait until the following semester to resubmit the portfolio. The evaluation of the final portfolio submission is based on a total of thirty-five (35) points. The teacher candidate must receive an *adequate* rating for each criterion (3 points) and a total that would equal a letter grade of "C" or better (24.5 points).

Portfolio Scoring Guide

Teacher Candidate: _____

Benchmark 1 _____

Benchmark 2 _____

Benchmark 3 _____

Major: _____ Date: _____

Benchmark 4 _____

Benchmark 5 _____

☐ Self

☐ Peer (Name) _____

☐ Committee

	LITTLE EVIDENCE	ADEQUATE EVIDENCE	TARGET
	0 points	3 points	5 points
Knowledge of content	The teacher candidate has demonstrated little understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she will be teaching, and cannot create learning experiences that make these aspects of subject matter meaningful for students.	The teacher candidate has demonstrated adequate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she will be teaching, and can create learning experiences that make these aspects of subject matter meaningful for students.	The teacher candidate has a clear understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she will be teaching, and can create learning experiences that make these aspects of subject matter meaningful for students.
Professional education	The teacher candidate has demonstrated little understanding of the pedagogy of teaching, instructional skills and technology, and classroom organization and management.	The teacher candidate has demonstrated adequate understanding the pedagogy of teaching, instructional skills and technology, and classroom organization and management.	The teacher candidate has a clear understanding of the pedagogy of teaching, instructional skills and technology, and classroom organization and management.
Social, cultural and human diversities	The teacher candidate has demonstrated little understanding of the importance of human relations skills, respect for human dignity, and appreciation for cultural diversity in the teaching learning process.	The teacher candidate has demonstrated adequate understanding the importance of human relations skills, respect for human dignity, and appreciation for cultural diversity in the teaching learning process.	The teacher candidate has a clear understanding of the importance of human relations skills, respect for human dignity, and appreciation for cultural diversity in the teaching learning process.
Community and global awareness	The teacher candidate has demonstrated little understanding of the utilization of external resources, quality of life assessment, and community relations in the teaching learning process.	The teacher candidate has demonstrated adequate understanding of the utilization of external resources, quality of life assessment, and community relations in the teaching learning process.	The teacher candidate has a clear understanding of the utilization of external resources, quality of life assessment, and community relations in the teaching learning process.

	LITTLE EVIDENCE	ADEQUATE EVIDENCE	TARGET
	0 points	3 points	5 points
Professional growth	The teacher candidate has demonstrated little professional growth in research, commitment to teaching, ethics and ethical conduct, and teacher expectations in the teaching learning process.	The teacher candidate has demonstrated adequate understanding of professional growth in research, commitment to teaching, ethics and ethical conduct, and teacher expectations in the teaching learning process.	The teacher candidate has a clear understanding of professional growth in research, commitment to teaching, ethics and ethical conduct, and teacher expectations in the teaching learning process.
Assessment	The teacher candidate has demonstrated little understanding of the effective assessment techniques that address varied learning styles, course objectives, and systematic adjustments to meet student needs.	The teacher candidate has demonstrated adequate understanding of the effective assessment techniques that address varied learning styles, course objectives, and systematic adjustments to meet student needs.	The teacher candidate has a clear understanding of the effective assessment techniques that address varied learning styles, course objectives, and systematic adjustments to meet student needs.
Technology	The teacher candidate has demonstrated little understanding of the effective use of technology to support student learning of content to enrich learning opportunities.	The teacher candidate has demonstrated adequate understanding of the effective use of technology to support student learning of content to enrich learning opportunities.	The teacher candidate has a clear understanding of the effective use of technology to support student learning of content to enrich learning opportunities.
Total Points (35)			

Comments: _____

Student Signature

Advisor Signature

Dean Signature

Portfolio Chairperson Signature

Portfolio Committee Signature

Portfolio Committee Signature

Expectations for Candidate Performance: Learning Outcomes

Arkansas Licensure Standards for Beginning Teachers	The Teacher as a Promoter of Academic Excellence
<p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students, and teaches in a manner that links the discipline(s) to other subjects.</p>	<p>Professional Education/Professional Growth</p> <ul style="list-style-type: none"> • Instructional Skills and Technology • Classroom Organization and Management • Commitment to Teaching • Teacher Expectations • Ethics and Ethical Conduct • Research <p>Assessment</p> <ul style="list-style-type: none"> • Peer, Self, and Committee-Assessment
<p>The teacher plans a curriculum appropriate to the students, to the content, and to course objectives.</p>	<p>Professional Education</p> <ul style="list-style-type: none"> • Instructional Skills • Classroom Organization and Management <p>Technology</p> <ul style="list-style-type: none"> • Audio and video presentations
<p>The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Social, Cultural, and Human Diversities</p> <ul style="list-style-type: none"> • Human Relations Skills • Appreciation for Cultural Diversity • Respect for Human Dignity
<p>The teacher exhibits human relations skills which support the development of human potential.</p>	<p>Social, Cultural and Human Diversities</p> <ul style="list-style-type: none"> • Human Relations Skills • Appreciation for Cultural Diversity • Respect for Human Dignity
<p>The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.</p>	<p>Community and Global Awareness</p> <ul style="list-style-type: none"> • Professional Growth • Utilization of External Resources • Quality of Life Awareness • Community Systems Analysis Skills

SUGGESTIONS FOR ORGANIZING YOUR PORTFOLIO

The following Table of Contents is an example of how to use the School of Education's Conceptual Framework to organize your portfolio.

TABLE OF CONTENTS

1. Knowledge of Content
2. Professional Education
3. Social, Cultural, and Human Diversities
4. Community and Global Awareness
5. Professional Growth
6. Technology
7. Assessment

Begin with the first item in the Table of Contents above, *Knowledge of Content*. The artifacts to include in this section will relate to core components of instruction the student will need in order to become an effective teacher. Samples of work that you will display in this section include:

- highlights of a research paper you developed for a course, reflection on your learning*, and implications for future classroom instruction;
- a description of travel, with pictures, describing how this experience contributed to your knowledge of content and its application to classroom instruction;
- descriptions of courses, workshops, study groups, and staff development experience that enhanced knowledge of subject matter and/or theory;
- original materials developed (books, papers, articles) that demonstrate knowledge of subject matter and/or theory;
- a general reflection about your level of mastery of the subject matter;
- test results that show your competency in content areas-- PRAXIS I and II;
- notes, letters, and written feedback from other professionals regarding your subject matter competency;
- an explanation of how your knowledge of teaching and learning theory has informed your instructional decisions.

* This means that you think back about your experiences as you work on a research paper and write about collecting data, organizing your paper, and whatever work you put into the development of the paper. You should also reflect, in writing, on how this information will be useful for you in the future.

The second item in the Table of Contents is *Professional Education*. Professional education includes information related to the pedagogy that is learned in the methods courses. In this section, you should include samples of work you have done in these courses pertaining to instructional and technological skills. Also include samples of lesson plans, and reflective entries on your thoughts, feelings, insights, and questions that represent your thinking about your experiences in teaching, and learning as well as your beliefs about professional issues that you have noted in your studies concerning pedagogy. *Remember that your reflections will communicate, to the portfolio reviewer, information about how you make teaching decisions, how you apply theory to classroom practice, how your teaching has made a difference both in the lives of students and in the goals of the school, and how you intend to increase your teaching effectiveness and your students' learning; i.e., your assessment and plan for improvement should be a part of your reflection entries.*

Examples of items included in this category which will document your competencies in these areas include:

- sample lesson plans;
- an explanation of how you use knowledge of the learner to plan instruction;
- an explanation of how you modify instruction to meet the needs of all students;
- pictures of bulletin boards, plays, special events, special projects, field trips, and guest speakers with captions explaining what occurred;
- professional development plans for increasing your effectiveness in planning, delivery, and assessment of instruction;
- a statement of your philosophy of education;
- a statement of your philosophy of classroom management and discipline;
- a description of your policy and procedures for managing your classroom;
- a diagram of the classroom arrangement and explanation of how this arrangement facilitates instruction and management;
- a description of a situation in which you were successful in changing inappropriate student behavior to on task behavior. Explain what happened and what was learned;
- include pictures of bulletin boards and centers that relate to management and organization of the classroom;
- a description of strategies used for instructional management and/or behavior management;
- a sample of how you keep accurate records (grades, attendance, etc.), notes, letters, and written feedback regarding the effectiveness of your classroom management;
- written reflections regarding a self-analysis of your classroom management.

The third item in the Table of Contents, *Social, Cultural, and Human Diversities*, provides an opportunity to document cultural identities and to develop cultural responsibility as educators to facilitate learning for all students, including students with learning disabilities. This category has a significant impact on your success as a teacher. Examples of documents that support this category are:

- a letter of introduction written by you to the parents of your students;
- an explanation of special strengths you have in creating positive working relationships with students, other teacher candidates, faculty, and the community;
- a descriptions of experiences working with diversity in the classroom and what you do to make all students feel included;
- lesson plans that outline topics related to diversity.

The fourth item in the Table of Contents, *Community and Global Awareness*, pertains to how you interact with students, colleagues, parents, and the community. This category has a significant impact on your success as a teacher. Examples of documents that support these categories are:

- a statement of what you would do to involve the broader educational community in the instruction program for students;
- a lesson plans and other coursework that reflect your knowledge of global awareness;
- a reflective entry describing your views on national and international events and their relationship to education;
- a letter of introduction written, by you, to the parents of your students;
- an explanation of special strengths you have in creating positive working relationships with students, other teachers, parents, administrators, and supervisors;
- a description of experiences in working with diversity in the classroom and examples of what you would do to make all students feel included;
- a collection of notes and letters from students, parents, school, or university professionals regarding your interpersonal skills;
- a reflective entry describing your interpersonal style of developing positive and productive working relationships.

The fifth item in the Table of Contents above relates to the T-PAE Conceptual Framework for *Professional Growth*. Professional growth emphasizes professional qualities that demonstrate your commitment to the profession. In this section of your portfolio include:

- a current resume highlighting your professional experiences; include in your resume the following information:
 - a description of leadership positions held;
 - evidence of degrees, honors, awards, and recognitions received;
 - evidence of your volunteer work, special projects, programs, and participation on committees related to education;
 - research articles and papers written or co-authored by yourself;
- letters from administrators commenting on your professional qualities in the areas of responsibility, reliability, punctuality, attitude, etc.;
- a copy of your teaching evaluations;
- a written statement regarding your goals for future professional growth.

The sixth item in the Table of Contents, *Technology* pertains to the effective integration of technology in the classroom. Items will demonstrate the student's knowledge, skills, and dispositions in using technology to enhance learning in the educational setting. Items selected will also exhibit teaching and learning aids that infuse technology across the curriculum. Sample items for this section could include:

- pictures with captions of students engaged in a learning activity;
- pictures of yourself teaching and working with students;
- video tapes demonstrating your teaching with a written explanation of what is on the video and your analysis of the instruction;
- documentation of how you use technology for planning, delivery, and assessment;
- examples of student activities you have created;
- examples of media presentations you have developed and used;

- audio and video recordings of oral presentations, debates, panel discussions;
- computer multimedia projects;
- documents using productivity software (word-processing, database, spreadsheets, reports, charts, tables, etc.);
- technology for professional growth.

The seventh item in the Table of Contents, *Assessment* pertains to your use of varied artifacts that display multiple assessment techniques used in the classroom. Samples of work in this section include:

- samples of assessment tools used to diagnose learning needs;
- a chart illustrating before and after assessment of student learning;
- results of solicited feedback from students regarding your effectiveness as a teacher;
- notes or written feedback from an administrator, supervisor, or cooperating teacher regarding the effectiveness of your instruction;
- a written self-analysis reflecting on your growth in planning, delivery, and assessment of instruction;
- assessment using technology.

APPENDICES

Appendix A –School of Education Conceptual Framework

The Teacher As A Promoter of Academic Excellence



University of Arkansas at Pine Bluff

Appendix B- Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

- Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle 2: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.
- Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Appendix C – National Educational Technology Standards (NETS) for Teachers

Educational Technology Standards and Performance Indicators for All Teachers

Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on preservice teacher education, defines the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators, listed below, are designed to be general enough to be customized to fit state, university, or district guidelines yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

1. TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students);
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

Teachers plan and design effective learning environments and experiences supported by technology.

Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners;
- apply current research on teaching and learning with technology when planning learning environments and experiences;
- identify and locate technology resources and evaluate them for accuracy and classroom suitability;
- plan for the management of technology resources within the context of learning activities;
- plan strategies to manage student learning in a technology-enhanced environment.

3. TEACHING, LEARNING, AND THE CURRICULUM

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards;
- use technology to support learner-centered strategies that address the diverse needs of students;
- apply technology to develop students' higher order skills and creativity;
- manage student learning activities in a technology-enhanced environment.

4. ASSESSMENT AND EVALUATION

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques;
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning;
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Teachers use technology to enhance their productivity and professional practice. Teachers:

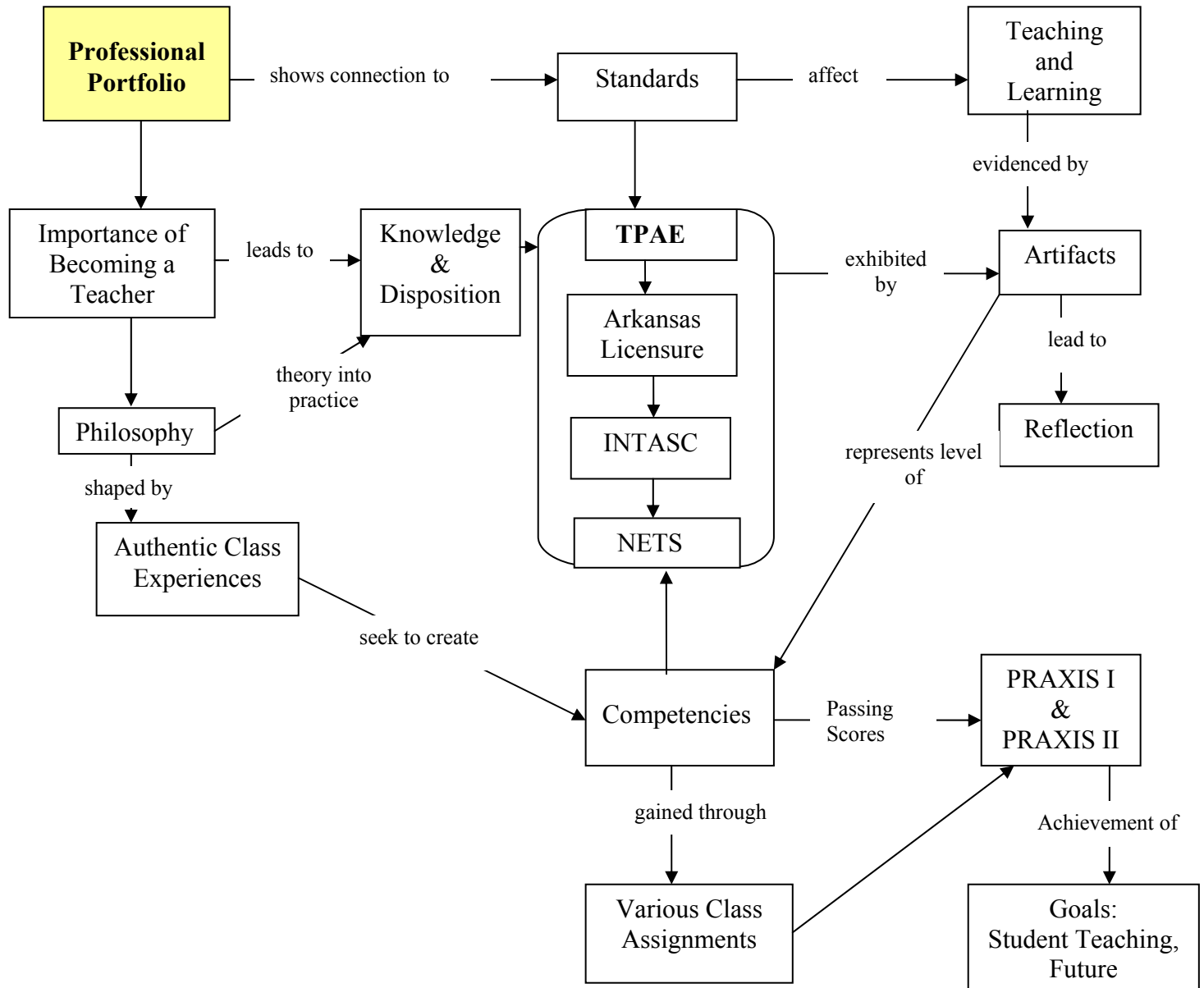
- use technology resources to engage in ongoing professional development and lifelong learning;
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning;
- apply technology to increase productivity;
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- model and teach legal and ethical practices related to technology use;
- apply technology resources to enable and empower learners having diverse backgrounds, characteristics, and abilities;
- identify and use technology resources that affirm diversity;
- promote safe and healthy use of technology resources;
- facilitate equitable access to technology resources for all students.

Appendix D – Conceptual Map (Example)



Each student will generate a concept map that will serve as a “blueprint” of their ideas in the development of the professional portfolio. This visual map will display how the portfolio is organized and the relationship between the necessary components.

Concept map created by Glenda Kennedy

Appendix E – Glossary

Artifacts— assignments developed in or out of class pertaining to the foundation and pedagogy of teaching; i.e., term papers, transparencies, lesson plans, pictures of projects made, video tapes of teaching, audio tapes, pictures of bulletin boards, etc.

Conceptual Framework— model used by the institution displaying all the qualities expected of its teacher education majors once they complete their degree plans

Concept map— A visual map of concepts connected to each other by live links. A graphic representation of ideas

Hyperlink— text or images that can take you to additional relevant artifacts in your electronic portfolio

Hypertext— text and images that are connected to key subjects on the website

Matrix— a network of cells, in a chart format, displaying procedurals and periods when educational goals are to occur and/or be completed as documented by the school, university, department, etc.

Portfolio— a collection of artifacts, documents, and reflections, pertaining to a teacher candidate's scholarly performance while participating in an NCATE approve teacher education program

Portfolio Blueprint— the prescribed arrangement (organization) of content that is placed or housed in the portfolio

Rationale— the fundamental reasons for doing something

Reflections— the act of reflecting (or thinking about), and assessing what one has accomplished over a period of time

Reproduction— that which is reproduced or copied

Rubric— an assessment tool that describes levels of mastery standards for each outcome presented for completion in an assignment. The rubric(s) is given to the student before he/she begins work on an assignment so that he/she will know exactly how he/she will be evaluated

Appendix F- Unit Assessment System

<u>Bachelor's Degree Programs</u>	Entry Level (Admission)	Mid Level (Professional Preparation)	Exit Level (Professional Semester)	Follow-Up (Post Graduation)
*Early Childhood Education (P4)	Complete these courses with grade of "C" or better: ENGL 1311 & 1321; SPCH 2390; MATH 1330; EDUC 1302	Complete all education course work with a grade of "C" or better	Successfully complete Praxis II Examination-- Principles of Learning & Teaching	Employer Satisfaction Survey
*Middle Level Language Arts/Social Studies	Minimum 2.5 GPA	Maintain a 2.5 GPA	Maintain a 2.5 GPA	Student Teacher Exit Interview Form
*Middle Level Mathematics/ Science	Exit University College	Successfully complete Praxis II—(Specialty & Subject Area Assessments)	Submit Final Portfolio for Review/Conference	Graduating Class Survey (University)
<u>Secondary Education Degree Programs</u>	Successfully complete Praxis I	Complete a Formal Application	Successfully complete the Professional Semester	Graduate Follow-Up Survey (Unit)
*Art	Complete a Formal Application	Apply for a criminal background check	Cooperating Teacher and University Supervisor Final Evaluations	Title II Report
*Agriculture	Complete Admission Interview	Submit a Portfolio for Review/ Conference	Recommendation for Licensure (Initial)	Praxis III Exam (Performance Assessment for Arkansas Required for a Standard License)
*Business				Licensure (Standard)
*English				
*Human Sciences				
*Music,				
*Mathematics				
*Science				
*Social Studies				
*Physical Education	Faculty Recommendations			
*Vocational Education	Complete CAAP Examination			
	Submit Entry-Level Portfolio for Review/Conference			

References

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<http://arkedu.state.ar.us>

Arkansas Department of Higher Education

<http://www.arkansashighered.com>

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National Educational Technology Standards for Teachers

http://cnets.iste.org/teachers/t_stands.html

National Education Association

<http://www.nea.org>

National Council for Accreditation of Teacher Education

<http://www.ncate.org>

Sadker, M. P., & Sadker, D. M. (2000). *Teachers, schools, and society* (5th ed.). St Louis: McGraw Hill.

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