Teacher Education:
Professionalism, Leadership,
Understanding, Scholarship

Portfolio Handbook

Revised January 2019
# Table of Contents

Introduction ........................................................................................................................................... 3
Jeannine Rainbolt College of Education Mission Statement ................................................................. 3
Education Professions Division (EPD) Mission Statement ................................................................. 3
Conceptual Framework for the Educator Preparation Program ............................................................ 3
  Professionalism .................................................................................................................................. 3
  Leadership ......................................................................................................................................... 3
  Understanding .................................................................................................................................... 3
  Scholarship ........................................................................................................................................ 3

Purpose, Content, and Policies .............................................................................................................. 4
  Purpose of Portfolio .......................................................................................................................... 4
  Content of the Portfolio ..................................................................................................................... 4
  Permission for Use of Photos, Videos, and Student Work .............................................................. 4
  Program Completion .......................................................................................................................... 4

Transition Points and Requirements .................................................................................................... 5
  Program-Specific Information ........................................................................................................... 5
  Student Resources ............................................................................................................................ 5
  Transition Point 1: Embarking ......................................................................................................... 5
  Transition Point 2: Learning ............................................................................................................ 5
  Transition Point 3: Doing .................................................................................................................. 5
  Transition Point 4: Pulling it all Together ......................................................................................... 6

Release Form for Use of Photos, Videos, and Student Work ............................................................. 7
Introduction

Jeannine Rainbolt College of Education Mission Statement
The mission of the College of Education is to promote inquiry and practices that foster democratic life and that are fundamental to the interrelated activities of teaching, research, and practice in the multi-disciplinary field of education.

Education Professions Division (EPD) Mission Statement
The mission of the Education Professions Division at the University of Oklahoma is to prepare professional educators to participate productively in a culturally diverse, democratic society. The mission is actualized through the four characteristics of a professional educator as described in the Conceptual Framework.

Conceptual Framework for the Educator Preparation Program
The acronym TE-PLUS represents the major concepts driving the program: Teacher Education - Professionalism, Leadership, Understanding, and Scholarship.

Professionalism
Professionalism involves the conduct, aims, or qualities that characterize or mark a profession.
Teachers possess dispositions that include deepening their own professional understanding, assuming shared responsibility for student learning, understanding the strengths and needs of diverse learners, advocating for the wellbeing of all students, and working collaboratively with colleagues, families and communities. Teachers engage in ongoing professional development and learning, reflect critically and constructively upon their practice, use various forms of authentic assessment to evaluate and improve their teaching, engage in ethical decision-making, and consider the impact of their choices on others.

Leadership
A leader is one who leads. Leadership is the quality, condition, or act of leading.
Teachers exercise leadership both formally and informally. Teachers can demonstrate leadership by striving for excellence their everyday practice, sharing scholarship and action research, taking active roles on instructional teams, developing and evaluating curricular materials, and assuming leadership positions within the school, the community, and professional organizations. Teacher leaders are committed to spreading excellence in education in the various settings in which it exists. They continually explore how to use discipline specific, interdisciplinary, and social, cultural and developmental knowledge as a lens for exploring and addressing local and global issues.

Understanding
Understanding implies a mental grasp or the power of comprehending. It can also mean a friendly or harmonious relationship, an agreement of opinion or feeling, or an adjustment of differences.
Teachers understand and apply historical and contemporary knowledge appropriate to their teaching emphases, including understanding of relevant subject matter, pedagogical theories and practices, social conditions and relationships, and assessment approaches. In addition to developing content and instructional expertise, teachers must model social behavior and learning processes, manage school responsibilities and classroom environments, create learning conditions that help motivate students to learn and achieve, and promote habits of inquiry, deep content knowledge, and integrated understanding that will apply in real world contexts.
Scholarship
A scholar is a person who has studied a subject for a long time and knows a lot about it, an intelligent and well-educated person who knows a particular subject very well.

Teachers have significant knowledge of subject matter content, teaching strategies, social and cultural contexts and relationships, and assessment techniques, as well as the tools for acquiring this knowledge. Teachers continuously pursue scholarly depth and breadth through activities such as professional reading and writing, professional study, and active participation in professional organizations to ensure that their teaching is engaging, dynamic, imaginative, relevant, functional, and useful to students. While deepening their professional knowledge, they actively engage in continuous evaluation and refinement of their learning.

Purpose, Content, and Policies

Purpose of Portfolio
The purpose of the portfolio is to document the teacher candidate’s accomplishments, learning, and strengths related to the competencies, standards, and outcomes established by the Council for the Accreditation Educator Preparation (CAEP), the Oklahoma State Department of Education (OSDE), the Office of Educational Quality and Accountability (OEQA), the Oklahoma State Regents for Higher Education (OSRHE), and the Jeannine Rainbolt College of Education (JRCoE).

Content of the Portfolio
The portfolio is a collection of required artifacts that serve to demonstrate achievement of competencies embodied in the Council for the Accreditation Educator Preparation (CAEP) Standards and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. Portfolio content is organized around the four formal Transition Points in the TE-PLUS program. All required artifacts must be present in the portfolio at each Transition Point. If required artifacts are missing from the portfolio, the candidate may be barred from enrolling in subsequent education courses or field experiences.

The “Student Resources” section of the portfolio also serves as a handy repository for handbooks and documents with which candidates need to be familiar.

Permission for Use of Photos, Videos, and Student Work
Any student work, photographs of students, or video or audio recording of students in a candidate’s portfolio must have pre-approval from the student’s parent or guardian. Please use the Release Form for Use of Photos, Videos, and Student Work found in this handbook when requesting permission from parents/guardians.

Program Completion
The portfolio is a requirement for completion of the TE-PLUS program. At each of the four Transition Points in the TE-PLUS program, portfolios will be checked for the presence of required artifacts. Progression through the teacher education program will be contingent upon a successful portfolio check at each Transition Point.
# Transition Points and Requirements

<table>
<thead>
<tr>
<th>Portfolio Section</th>
<th>Requirements and Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program-Specific Information</strong></td>
<td>Information specific to individual programs of study can be found here.</td>
</tr>
<tr>
<td><strong>Student Resources</strong></td>
<td>Documents provided in this section:</td>
</tr>
<tr>
<td></td>
<td>• Academic and Dispositions Monitoring</td>
</tr>
<tr>
<td></td>
<td>• CAEP Standards</td>
</tr>
<tr>
<td></td>
<td>• Evaluation of EIPT3473 Field Placement Students</td>
</tr>
<tr>
<td></td>
<td>• Evaluation of Interns</td>
</tr>
<tr>
<td></td>
<td>• Evaluation of Level 3/PIP Field Placement Students</td>
</tr>
<tr>
<td></td>
<td>• InTASC Intern Evaluation Rubric</td>
</tr>
<tr>
<td></td>
<td>• InTASC Learning Progressions for Teachers</td>
</tr>
<tr>
<td></td>
<td>• InTASC Model Core Teaching Standards</td>
</tr>
<tr>
<td></td>
<td>• InTASC Unit Plan/Impact on Learning Assessment Rubric</td>
</tr>
<tr>
<td></td>
<td>• Internship Handbook</td>
</tr>
<tr>
<td></td>
<td>• Portfolio Handbook</td>
</tr>
<tr>
<td></td>
<td>• Professional Behavior Policy</td>
</tr>
<tr>
<td></td>
<td>• Professional Dispositions Report and Plan of Support</td>
</tr>
<tr>
<td></td>
<td>• Professional Dispositions Self-Assessment (fillable form)</td>
</tr>
<tr>
<td></td>
<td>• Retention Contract example</td>
</tr>
<tr>
<td></td>
<td>• TE-PLUS Conceptual Framework</td>
</tr>
</tbody>
</table>

## Transition Point 1: Embarking

Reviewed at the end of the first semester following full admission to teacher education.

### Portfolio Artifacts:
- Professional Dispositions Self-Assessment
- OU Integrity: Interactive Tutorial – Avoiding Plagiarism, Evidence of Completion

## Transition Point 2: Learning

Reviewed upon application for Student Teaching Internship.

### Portfolio Artifacts:
- Ungraded copies of specified assignments from:
  - EIPT3473: Learning, Development, & Assessment for Teachers OR EDEC 3413: Early Childhood Development
  - EIPT3483: Motivation & Classroom Management for Teachers
  - EDSP3053: Students with Exceptionalities
  - EIPT3043: Learning with Educational Technology
  - EDS4003: Schools in American Cultures

## Transition Point 3: Doing

Reviewed at the beginning of the Internship semester.

### Portfolio Artifacts:
- Teaching in Context: EIPT3473 OR EDEC3541
- Teaching in Context: EDS4003
- Teaching in Context: Level 3/PIP
- IT Workshops, Evidence of Completion (minimum = 4)
- Resume – draft
- OPTIONAL Required program-specific artifacts (see your program area Portfolio Checklist for details)
<table>
<thead>
<tr>
<th><strong>Transition Point 4: Pulling it all Together</strong></th>
<th>Portfolio Artifacts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed at the end of the Internship semester.</td>
<td>- Teaching in Context: Internship</td>
</tr>
<tr>
<td></td>
<td>- Unit plan/Impact on Learning Project (ungraded copy)</td>
</tr>
<tr>
<td></td>
<td>- Resume – final</td>
</tr>
<tr>
<td></td>
<td>- OPTIONAL Required program-specific artifacts (see your program area Portfolio Checklist for details)</td>
</tr>
</tbody>
</table>
Dear Parent/Guardian:

I am a University of Oklahoma teacher candidate. As part of my teacher education coursework, I am involved in a field experience or internship in your child’s classroom. One component of the teacher education program is to develop a portfolio that shows evidence of my proficiency and professional growth. To do this, I might like to use photos, videos, and/or duplicates of class work from this classroom experience. The photos and videos would only be used to demonstrate my growth and progress and would not focus on students. I am seeking your permission to include your photos or videos of your child, or copies of your child’s classwork in my portfolio.

All materials will be kept confidential and only used as part of the required portfolio. The portfolio will be reviewed by teacher education faculty at OU and possibly by the Oklahoma Office of Educational Quality and Accountability and/or national/state review teams for the purposes of accreditation. **NO STUDENT NAME WILL APPEAR WITH ANY MATERIALS.**

Thank you for considering this request.

(signature of teacher candidate here)

Student Name (please print): ________________________________________________________________

Name of school and teacher (please print): __________________________________________________

As a parent or guardian, I give permission for this information about my child to be used for portfolio documentation. This documentation could include a duplicate of my child’s work, or an image in a photo or video.

________________________________________   Date ______________________

Parent/Guardian signature

As a parent or guardian, I **do not** give permission for this information about my child to be used for portfolio documentation.

________________________________________   Date ______________________

Parent/Guardian signature

Thank you for considering this request!
La Universidad de Oklahoma

Facultad de Educación / División de Educación Profesiones

Formulario de publicación para el uso de fotos, videos y trabajos de estudiantes

Estimados Familias,

Soy un(a) alumno(a) de la Universidad de Oklahoma y estoy estudiando para ser maestro(a). Como parte de un curso pre-profesional, estoy haciendo observaciones de clases y/o la práctica de enseñanza en el salón de clases con su(s) hijo(s). Uno de los componentes del programa requerido por parte del estado de Oklahoma consiste en desarrollar un portafolio que muestra evidencia de mi habilidad como maestro(a) tanto como mi crecimiento profesional. Otra responsabilidad que tengo consiste en recoger y analizar el trabajo realizado por los estudiantes para mostrar mi competencia en la planificación y evaluación curricular. Para cumplir con mis tareas, me gustaría utilizar fotos, grabaciones de vídeo, y/o duplicados de trabajo de clase de esta experiencia en el salón de clase. Las fotografías y grabaciones de vídeo sólo se utilizarán para demostrar mi crecimiento y progreso y no incluirán ninguna información de identificación personal de su(s) hijo(s).

Todos los materiales serán utilizados solamente para completar el portafolio requerido y la información se mantendrá confidencial. El portafolio será revisado por la facultad de educación. Sin embargo, ningún nombre de estudiante aparecerá con el material.

Atentamente,

Nombre de estudiante: _________________________________________________________

Escuela/Maestro(a): ______________________________________________________________________

Como padre o guardián, doy permiso para que esta información sobre mi hijo(a) sea incluida en la documentación del portafolio. Esta documentación podría incluir un duplicado del trabajo de mi hijo(a) una imagen fotográfica o una grabación de vídeo.

_________________________________________________ Fecha ______________________

Firma del padre o guardián

Como padre o guardián, no doy permiso para que se use esta información sobre mi hijo.

_________________________________________________ Fecha ______________________

Firma del padre o guardián

Ningún nombre de estudiante aparecerá con ningún material. ¡Gracias por su consideración!

8