ABSTRACT
        This paper presents the preservice teacher portfolio as a
multidimensional tool, addressing three dimensions of the portfolio based on
data compiled within one university's teacher preparation program. It
recommends the preservice teacher portfolio as a viable tool for assessing
preservice teachers' capacity (knowledge, skills, dispositions, and sense of
self) and ability to make connections among national standards, state goals,
and university vision. Data come from anecdotal notes recorded during
observations of students as they developed such portfolios; informal
questionnaires and faculty and student surveys addressing the portfolio as a
multidimensional tool; and informal faculty interviews about stages of
development they observe as teacher candidates progress toward the
university's goal of preparing learner centered, inquiring professionals
prepared to positively impact all students. Examples from the university's
early childhood licensure program are presented. Overall, this teacher
preparation program uses portfolios in supporting the capacity building
process identified in stages and benchmarks. Throughout the stages, the
university supports teacher candidates' increasing capacities to meet the
needs of all students through attention to the moral dimension of teaching,
the power of technology, the complexity of diversity, and the importance of
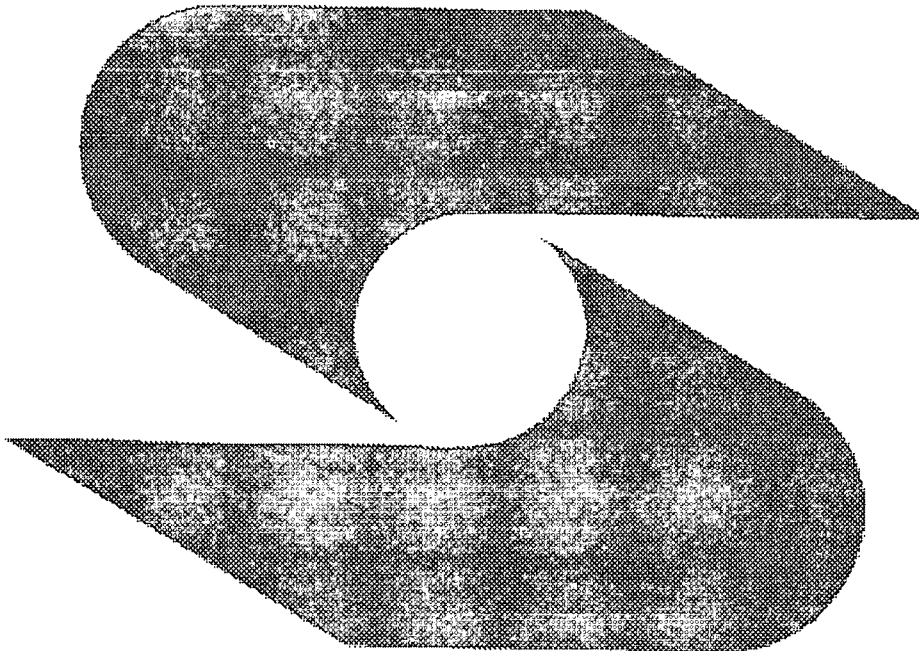global and international connections. (Contains 16 bibliographic references.)
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"CARING, COMPETENT EDUCATORS: A COMMON GOAL, A SHARED RESPONSIBILITY"

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"preparing learner-centered, inquiring professionals"

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DEPARTMENT OF TEACHER EDUCATION
Shawnee State University

National Standards, State Goals, and the University's Vision Align

To Provide a Framework for the Pre-service Teacher Portfolio

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Teacher preparation programs are being held increasingly accountable for successful performance of graduates as they enter the teaching profession. Accountability measures are based on standards, designed to identify what teachers need to know and be able to do in the classroom to have a positive impact on the learning of all students. In order for teacher preparation programs to evaluate and assess their effectiveness in meeting standards and in building the capacity of each teacher candidate, multiple evaluation and assessment measures centered on national standards, state goals, and the university's vision, are necessary.

The need for alternative assessments to identify caring and competent teacher candidates who have the capacity to respond to "the moral dimension of teaching, the power of technology, the complexity of diversity, and the importance of global and international connections" (2001 AACTE Annual Meeting, p. 2) is clear. Campbell, Cignetti, Melenyzer, Nettles, and Wyman (1997) suggest teacher preparation programs make use of the portfolio to assess teacher candidate's growth and development over the span of the preparation program. In using the portfolio to assess candidates' capacities, teacher preparation programs evaluate their own effectiveness in addressing standards, measures of accountability, and graduate capacity as outlined in the university's teacher preparation program conceptual framework. As preservice teachers develop the capacities of a learner-centered inquiring professional throughout the

portfolio process, they establish habits of reflective inquiry and practice that they will demonstrate as in-service teachers.

Standards-based education and portfolio use are linked to national and state reform efforts. Teacher preparation programs rely on national, state, and university standards to guide in the preparation of individuals who have the capacity to teach for student understanding, grounded within an ethic of caring and conscious competence. Portfolios for teacher licensure have been mandated in several states (Adams, 1996) and are closely associated with professionalization of the field. Calfee (1994) identified that the portfolio approach energizes the professional standing of classroom teachers. Portfolio development, as a method of building the capacity of teacher candidates in programs of teacher education, is supported in the literature (AAHE, 1995; Carroll, Potthoff & Huber, 1996; Darling, 2001; McLaughlin & Vogt, 1996). Nweke & Noland (1996) support the notion that portfolios have been found to enable students in teacher preparation programs to demonstrate skills and abilities that may not be possible by traditional tests. While using the portfolio as a vehicle for authentic assessment (Bloom & Bacon, 1995b), teacher candidates demonstrate the shift that takes place when they transition from seeing themselves as a "student to recognizing [themselves] as teacher" (Darling, 2001). The portfolio assists teacher educators with "the desire to assess the attainment of higher order educational goals that involve deep understanding and active use of knowledge in complex, realistic contexts" (Reeves, 2000, p. 101).

Although portfolios diversify assessment in programs of teacher education (Calfee, 1994), several studies suggest that portfolio assessment needs to be improved (Calfee, 1994; McLaughlin & Vogt, 1996). One such improvement is the clear alignment of national standards, state goals, and the university's vision as a framework to support pre-service teachers

as they plan, construct, assess, reflect upon, and use their portfolios. In addressing the topic of this paper, it is necessary to define portfolio terminology in the context of the teacher preparation program, to identify why the teacher preparation program chooses to require teacher candidates to engage in the portfolio process, and to describe how the portfolio could support the program's conceptual framework. Bringing clarity to these ideas provides teacher educators with the view of the portfolio as a multi-dimensional tool; the concept of the portfolio as a multi-dimensional tool, therefore, assists teacher educators in communicating intentionality in the use of portfolio assessment.

In presenting the preservice teacher portfolio as a multidimensional tool, this paper addresses three dimensions of the portfolio based on data compiled in the teacher preparation program in a small mid-western university. The paper supports the premise that the preservice teacher portfolio is a viable tool for the assessment of capacity (knowledge, skills, dispositions, sense-of-self) of the teacher candidate and his or her ability to make connections among national standards, state goals, and the university's vision. Teacher educators monitor candidates' portfolios in a planned sequence of checkpoints in order to effectively differentiate coaching, mentoring and supervising styles to meet the developmental needs of preservice teachers. In using national standards, state guidelines, and the university goals as a framework, procedures exist to effectively build the capacity of the teacher candidate in the context of the moral dimensions of teaching for an increasingly diverse population, a technologically complex field, and the impact of national and global arenas on teaching and learning. Secondly, in defining the term learner-centered inquiring professional, the paper identifies the action-research model through which each teacher candidate progresses from the planning stage throughout stages of portfolio construction, assessment, reflection, and utilization. For the purposes of this paper, the

portfolio development process includes the stages of planning, constructing, assessing, reflecting, and using. As teacher candidates complete courses and transition through the preparation program, a domain of capacity is often reflected in the type or types of portfolio(s) used, the artifacts contained within the portfolio, the choices of documentation that identifies the capacity of the teacher candidate, and the capacity-building evidence demonstrated by the teacher candidate. Finally, as suggested in the teacher preparation program's conceptual framework, the teacher candidate's portfolio promotes shared decision-making. Responsibility-taking behaviors emerge as complex forces are addressed. Furthermore, the paper supports the premise that the teacher candidate's portfolio is a viable tool for understanding the teacher's role in addressing reform issues supported by national, state, and university standards while considering complex issues. With established habits of practice, the likelihood is heightened that the preservice teacher will continue the use of the portfolio as a multi-dimensional tool that supports continuing assessment, inquiry and reflective practice, professional development as an in-service teacher, and, ideally, the preparation for National Board Certification.

This paper offers examples from a teacher preparation program to substantiate the multidimensionality of the portfolio as a tool for authentic assessment, inquiry and reflective practice, and professional development. As teacher educators constructively support capacity building, they identify teacher candidates' capacities as demonstrated in stages of portfolio development. Data presented in this paper were derived from several sources. Anecdotal notes were recorded during observations of students in the process of developing portfolios based on national standards, state goals, and the university's vision. Informational questionnaires and faculty and student surveys addressing the portfolio as a multidimensional tool were conducted. Interviews with faculty were informally conducted about the stages of development they observe

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as teacher candidates progress toward the university's goal of preparing learner-centered inquiring professionals prepared to have a positive impact on the learning of all students. Examples from the university's early childhood licensure program are submitted to illustrate the portfolio process in a narrow context and are not intended to reflect the program in entirety. The information provided in this paper is intended to validate the ongoing work within teacher preparation programs that use the portfolio process and to open a conversation about the multidimensionality of the portfolio when national standards, state goals, and a university's vision provides a framework. Further work devoted to an expansion of this conversation may contribute knowledge to the growing body of research addressing the use of portfolios with preservice teachers and in-service teachers.

Portfolio: Assessing and Connecting

Floden, Goertz, and O'Day (1995) identify teachers' knowledge, skills, dispositions, and sense-of-self as indicators of capacity. Assessing the teacher candidate's capacities related to the cross-cutting forces of moral dimensions of teaching, technological advances, complexities of American diversity, and the impact of global and international connections on teaching and learning is a worthy goal. The teacher candidate's portfolio serves as a viable tool for the assessment of capacities the teacher candidate builds while making connections among national standards, state goals, and the university's vision. Mokhtari, Yellin, Bull, and Montgomery (1996) provided a general definition in *Journal of Teacher Education*, suggesting that a portfolio is a collection of student's work demonstrated in products that reflect their knowledge and skill development and growth in professional dispositions and sense-of-self as a learner-centered inquiring professional.

Teacher candidates are introduced to the conceptual framework that undergirds the various licensure areas within the teacher preparation program during the first professional education course: Introduction to the Teaching Profession. Portfolio terminology is defined for the university students at this time. One of the introductory course's texts, *How to Develop a Professional Portfolio: A Manual for Teachers,* by Campbell, Cignetti, Melenyzer, Nettles, and Wyman (1997) defines the term portfolio in this manner:

> A portfolio is not merely a file of course projects and assignments, nor is it a scrapbook of teaching memorabilia. A portfolio is an organized, goal-driven documentation of [one's] professional growth and achieved competence in the complex act called teaching. Although it is a collection of documents, a portfolio is tangible evidence of the wide range of knowledge, dispositions, and skills that [one possesses] as a growing professional. What's more, documents in the portfolio are self-selected, reflecting … individuality and autonomy. (p. 3)

The discussion of the portfolio is framed within the context of a constructivist process that begins in the first course in teacher education. Students in this course are introduced to the concept of collecting artifacts in a working portfolio. They come to understand that an artifact can be any item that documents the level at which they address or meet standards. Course instructors provide specific direction to students about the possible collection points for completed assignments. Teacher education students learn that there are several types of portfolios; two of which, the working portfolio and the presentation portfolio, will primarily be used during their time in the teacher preparation program. The beginning students are directed to begin a working portfolio at this point and are offered the following definition for their efforts:

A working portfolio is always much larger and more complete than a presentation

portfolio. It contains unabridged versions of the documents...carefully selected to

portray...professional growth. For example, it might contain entire reflective

journals, complete units, unique teacher-made materials, and a collection of

videos of...teaching. Working portfolios are often stored in a combination of

computer disks, notebooks, and even boxes. (Campbell et al, 1997, p. 3)

Sample working portfolios of students who have completed the introductory course are available

for students to view offering clarification and a level of comfort at the initial stages of the

portfolio development process.

A Portfolio Style Guide informational sheet (Appendix A, p. 25) approved by the

university's Department of Teacher Education is provided to each introductory student. The

Portfolio Style Guide informs the student that the following items are to be contained in the

portfolio: (1) Personal Demographics Sheet, (2) Table of Contents, (3) Transcripts or Degree

Audit, (4) Resume, (5) Professional (Educational) Autobiography including Professional

Objectives, (6) Educational Philosophy, (7) Background Clearance Report (BCII), (8) Section

Cover Sheets stating the Domain number and description, (9) Artifact Cover Sheets, (10)

Artifacts, and (11) Appendix. Specifications for each component of the portfolio are listed for

further explanation of the eleven required components. The instructor of the introductory course

distributes a handout including forms that are listed in the Style Guide to each student. The Style

Guide lists the five domains of teacher capacity reinforcing the connection between portfolio

development and the university's vision identified in the conceptual framework for the

Department of Teacher Education. The following Domains of Teacher Capacity are identified in

the conceptual framework:

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Domain I: The teacher candidate is well grounded in general studies and the specific discipline area(s).

Domain II: The teacher candidate understands the nature of human development and learning in working with diverse learners.

Domain III: The teacher candidate demonstrates sensitivities to learning contexts and environments.

Domain IV: The teacher candidate employs effective teaching strategies to ensure the learning outcome.

Domain V: The teacher candidate practices professionalism.

The course instructor evaluates each student's working portfolio at the conclusion of the course using the Teacher Education Portfolio Review form (Appendix B, p. 26). This initial review is placed in the students' file and is reviewed at the time the student applies for admission to the teacher education department.

The instructors of the practicum courses conduct a portfolio review during each of the four practicum experiences/courses. Throughout the preparation program, additional reviews are conducted on an individual basis. Each time a review is conducted, a copy of the Teacher Education Portfolio Review form is placed in the student's file. When the candidate applies for admission to the teacher education program, applies for admission into a licensure area, and applies for admission to student teaching each form may be examined. As defined by Bush & Timms (2000), a well-designed rubric begins with stating the performance expectation for a standard, listing dimensions for assessing performance levels, providing an explanation for the dimension in clear and concise language, and setting a scale. It is within this context that the

program faculty believe using the rubric based on standards provides a consistent method of assessing and reporting performance results.

The instructor of the introductory course introduces students to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards for support and extension of the competencies identified in the five domains. The INTASC standards serve as a constant set of standards for this beginning course that may have students from as many as seventeen different licensure areas. INTASC's guiding premise is "An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels" (INTASC, 1992, p. 1). INTASC model core standards "represent those principles which should be present in all teaching regardless of the subject or grade level taught and serve as a framework for the systemic reform of teacher preparation and professional development" (INTASC, 1992, p. 1). These standards are interfaced with the university's Domains of Teacher Capacity to provide teacher candidates with national goals upon which to identify their artifacts (See Chart 1, p.28). By becoming familiar with INTASC standards, the teacher education student develops an awareness of the national trend in demanding more of teachers (Howard & McColskey, 2001) in order to address cross-cutting forces for schools of today and the future.

As students enroll in courses in the area of licensure, they are introduced to the learned society guidelines each licensure area follows as recognized by the National Council for the Accreditation of Teacher Education (NCATE). Syllabi are written to clearly identify how courses meet these guidelines and standards of the learned societies. Some course syllabi identify specific course products that are to be artifacts for the portfolio and rubrics are designed to align learned society standards and guidelines. Teacher education faculty provide guidance

and concrete examples based on the assumption that it is important for preservice teachers to know the standards by which they will be assessed. Instructors in licensure programs review artifacts according to alignment with the domains, state guidelines, State Model Curricula, and NCATE and learned society standards. Subject-specific organizations that provide guidelines and standards used in teacher candidates' reflections include the following:

American Alliance for Health, Physical Education, Recreation, and Dance; International Reading Association; International Technology Education Association / Council on Technology Teacher Education; National Council for the Social Studies; National Council of Teachers of English; National Council for Teachers of Mathematics; and National Science Teachers Association. Child-centered organizations that provide guidelines and standards include Association for Childhood Education International, Council for Exceptional Children, National Association for the Education of Young Children, and the National Middle School Association. Technology organizations are Association for Educational Communications and Technology and International Society for Technology in Education. (NCATE, 1997, 2)

To address the very critical area of technology, course instructors employ the National Educational Technology Standards (NETS) for Teachers based on the International Society for Technology in Education's (ISTE) Foundations Standards for All Teachers. The ISTE standards "reflect professional studies in education providing fundamental concepts, knowledge, skills and attitudes for applying information technology in educational settings" (ISTE, p.1). For an example of the alignment among the National Association for the Education of Young Children (NAEYC), INTASC Principles, ISTE National Educational Technology Standards (NETS), and Domain III of the Department of Teacher Education's (DTE) Domains of Teacher Capacity, see Chart 2, p.29.

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Students and faculty use rubrics to conduct assessments of artifacts by applying standards and/or guidelines from the learned societies. The rubric is utilized in a variety of methods: self-assessment, peer-assessment, instructor assessment, and cooperative teacher assessment. The alignment of national standards, state goals, and the university's vision assists the early childhood licensure teacher candidates in making connections among their artifacts, work samples, and reflections about teaching and learning. Well-developed rationale statements that demonstrate this alignment support artifacts in providing "tangible evidence of knowledge that is gained, skills that are mastered, values that are clarified, or dispositions and attitudes that are characteristic" of the teacher candidate (Campbell et al, 1997, 5).

An example of an aligned assessment instrument is provided in a sample rubric found in Appendix C, p.27. The sample is used to review a portfolio artifact produced by an early childhood preservice teacher completing assignments in a course that addresses educational environments for young children. The rubric is based on a Domain of Teacher Capacity and is aligned with an INTASC standard, an NAEYC standard, the state's Division of Early Childhood curriculum document entitled *Connections* (2000), and Pathwise Domain B: Creating an Environment for Student Learning (ETS, 1995). The instructor and teacher candidates discuss the way cross-cutting forces of technology; diversity related to local, state, national, and international issues; the moral dimensions of teaching indicated in terms of teacher-centeredness or learner-centeredness; and levels on Bloom's Taxonomy are demonstrated. The rubric is designed so that it applies to several courses.

Portfolio: Decision-making, Responsibility-taking, and Reflecting

It is imperative that teacher candidates share in decision-making processes related to their professional growth and development. Teacher candidates must assume a role of responsibility

when demonstrating their capacities and understandings in concrete ways in order to be evaluated appropriately as caring and competent educators who are learner-centered inquiring professionals. In order for teacher preparation programs to effectively evaluate pre-service teachers, authentic measurements of performance, such as the portfolio, present a multi-dimensional assessment component to the overall evaluation of teacher preparation program graduates. Campbell, Cignetti, Melenyzer, Nettles, and Wyman (1997) propose the need to document and reflect a range of abilities that pre-service teachers possess in addition to the traditional, decontextualized assessments of test scores and transcript grades in their manual *How to Develop a Professional Portfolio*. The teacher candidate's portfolio represents tangible evidence of a "wide range of knowledge, dispositions, and skills" graduates possess as a growing professional (Cambell, et al, 1997, p.3). The portfolio construction process becomes a tool to plan, document and demonstrate, assess (self-assessment, peer review, faculty review, personnel department/job fair presentation) and reflect upon the capacity dimensions as identified in national, state, and the university's standards. The portfolio represents a capacity-building journey through which teacher candidates assume the responsibility for providing evidence of their knowledge, skills, dispositions, and a sense-of-self, while becoming a learner-centered inquiring professional.

Portfolio Supporting the Vision of Learner-centered Inquiring Professional

The university's vision of the learner-centered inquiring professional is proposed in the teacher preparation program's Conceptual Framework (Huang, 2000). The teacher preparation program is committed to developing learner-centered inquiring professionals based on the work of Goodlad, Soder, and Sirotnik (1990) in *The Moral Dimensions of Teaching*, as well as Sockett (1993) in *The Moral Base for Teacher Professionalism*. It is suggested that the moral purpose of

teaching and the ultimate commitment of education professionals is for the welfare of all students in their physical, social-emotional, and intellectual growth. The teacher preparation program utilizes the portfolio in supporting the capacity-building process identified in stages and benchmarks identified as knowledge, skills, dispositions, and sense-of-self. Throughout the stages, the university supports teacher candidates' increasing capacities to meet the needs of all students through attention to the moral dimension of teaching, the power of technology, the complexity of diversity, and the importance of global and international connections.

The effective learner-centered teacher must teach for understanding and diversity. *The Right to Learning: A Blueprint for Creating Schools that Work* (Darling-Hammond, 1997) proposes teaching for understanding and diversity is to consider the moral dimension of teaching and the complexity of diversity. In demonstrating the capacity to teach for understanding and diversity the preservice teacher's portfolio documents teaching in ways that helps learners understand ideas and perform proficiently. Understanding the importance of technology and global and international connections, the pre-service teacher's portfolio demonstrates the capacity to teach for diversity and documents capacity to help diverse learners find productive paths to knowledge so they learn to live constructively together (Darling-Hammond, 1997) .

An inquiring professional is a decision-maker, a problem solver, and is empowered to accept self-responsibility for constructing knowledge, skills, dispositions, and sense-of-self. Development of an inquiring professional is based on the assumption that learning to teach is practice-based inquiry (Huang, 2000). The guiding rationale for building capacities in practice-based inquiry is to dispose the teacher candidate to continually and systematically plan for, act upon, assess and inquire into, and reflect upon performance according to national standards, state

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goals, and the university's vision related to the moral dimensions of teaching, diverse learners, the power of technology, and global and international connections.

A model of inquiry has been employed to translate the learner-centered inquiring professional vision into a workable framework to guide students in documenting their capacities and understandings related to the national standards, state goals, and university's visions. Four steps, linking action into a cycle of reflectivity, characterize this model: planning (to improve practice through action), acting (to implement the national standards, state goals, and university's vision), observing (to realize the effects of action in practice), and reflecting (to use observations for future planning and as information documenting capacity and understanding). The model of inquiry provides pre-service teachers with the opportunity to individually practice reflection during their teacher preparation program as well as in collaboration with peers, cooperating teachers, and teacher educators. The portfolio facilitates this reflective practice (Borko, 1997; Verkler, 2000).

Students apply the model of plan, act, observe, and reflect beginning in the introductory course and throughout the teacher education program. Students in the introductory course apply the model while completing a wide range of assignments. Students conduct readings and respond to articles covering professional ethics; knowledge about schools and school systems; the history of American education; and an introduction to explicit concepts of teaching including norms, conventions, expectations, and rewards. Students apply the model in laboratory exercises with peers. Students conduct field experience assignments in early childhood, middle childhood, and adolescent / young adult instructional settings allowing for multiple opportunities to observe and reflect. Capacities built as a result of initial efforts at reflection vary based on the teacher education students' experiences. After completing the introductory course, each course

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thereafter promotes the development of a greater understanding and awareness of licensure standards. As an example, students in the foundation of American Education course (School and Society: Legal and Ethical Foundations of American Education) complete an activity which requires a presentation by students about the teacher education and licensure standards in two states. Teacher education students in this course are from all licensure areas.

Documentation of capacity and understanding exists in a range of outcomes (artifacts and products) resulting from application of techniques and strategies to impact all students (P-12) as identified by learned societies as best practice. Such artifacts may include personal journals, critical observations, clinical teaching experiences, case analyses, interviews and conferences, unit and lesson plans, student (P-12) work samples and scoring rubrics, and so forth. The reflective and inquiry-based process strengthens the skills and operations needed by learner-centered inquiring professionals. Thus, the portfolio is a viable tool for documenting capacity in the teaching-learning process, identifying impact on students enrolled in P-12 classrooms, assessing the effects and consequences of learning, demonstrating understanding of connections, and assessment (self-assessment, peer review, faculty review, personnel office/job fair use).

Portfolio: Reflecting Stages and Benchmarks

Teacher educators have identified stages that teacher candidates progress through as they assemble a folio, construct a working portfolio, identify items for a teaching portfolio, select for a professional portfolio, and document their capacities with a presentation portfolio or portfolios. Throughout the portfolio development process, teacher candidates demonstrate increased ability to make connections, exhibit creativity, demonstrate flexibility and tolerance of ambiguity, and adopt the mind-set of "add-on benefits" their work documents about their capacity-building journey. The plan, act, observe, reflect model evolves into a plan, act, assess, reflect, and use

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model. Interviews with teacher candidates indicate that they determine on their own that they need a folio that functions as a catchall for items that have personal meaning to them, but for which they have not assessed or reflected. Their working portfolio is a compilation of artifacts for which they have planned, acted, and assessed, but upon which they have not fully reflected in terms of meaning relative to their capacity as learner-centered inquiring professionals. Many teacher candidates recognize the need to form a teaching portfolio and select artifacts from their working portfolios. Their teaching portfolio reflects artifacts upon which they have planned, acted, assessed, reflected, and used and serves to document connections among national and state standards and the university's vision. Teacher candidates demonstrate knowledge, skills, and dispositions, during the stage of documenting for a professional portfolio and selecting for a teaching portfolio. As teacher candidates develop a sense-of-self as a professional educator, their portfolio reflects the ability to apply a variety of standards, connect guidelines reflected in state model curricula, and national teaching standards, and the creativity and flexibility to draw from the teaching and professional portfolios to produce presentation portfolios.

Portfolio Development Stages and Dimensions

Stage I: Knowledge in General Studies and Discipline

Type of Portfolio Reflecting Characteristics: Working

The teacher candidate's capacity building centers in becoming knowledgeable about qualities of effective teachers and INTASC principles. The teacher candidate successfully completes the introductory course and determines the licensure area that interests him/her the most. Planning involves meeting course requirements and completing general education program.

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The teacher candidate seeks strong direction and structure from teacher education faculty to plan for the portfolio and gain understanding about the concept of an artifact to represent the student's knowledge. Examples of portfolios are sought. Teacher candidate compiles various decontextualized measures focusing on quantitative data (transcripts, test results, graded course assignments) with few qualitative measures from courses.

Stage II: Knowledge and Pedagogical Skills of an Emerging Professional

Types of Portfolios Reflecting Characteristics: Working and Folio

The teacher candidate's capacity building centers in knowledge and skill development as core courses are successfully completed. The teacher candidate understands the reform movement in education and reads extensively about standards. The teacher candidate is introduced to the writing of a rationale statement to justify his/her wish to include an artifact in his/her portfolio and begins to use INTASC standards, guidelines from learned societies, and State model curricula to write rationale statements in several courses. During this stage, the teacher candidate keeps documentation and identifies a need to have a folio for artifacts without rationale statements and the working portfolio for items with rationale statements.

The teacher candidate actively seeks hands-on demonstrations of portfolio construction from teacher education faculty and peers. The teacher candidate seeks guidance in using standards to write rationale statements, and asks for a step-by-step guide. Teacher candidate documents growth in knowledge of standards in the discipline areas and uses state model curriculum to document his/her ability to plan for instruction and/or validate the importance of lesson plans and unit designs for student learning. Teacher candidate documents growth in pedagogical skills related to technology to support instruction, and meeting the needs of diverse learners through accommodation and adaptation of materials, instructional strategies, and

assessment of student learning. Teacher candidate documents understanding the impact of community, state, national, global and international connections by relying on a mix of quantitative and qualitative work.

Stage III: Knowledge, Skill, and Disposition of an Inquiring Professional

Types of Portfolios Reflecting Characteristics: Folio, Working, Teaching

The teacher candidate's capacity building centers in knowledge and skill development and the growing disposition (values, beliefs, attitudes) of a professional. The teacher candidate progresses through courses in the licensure area and is involved in the second practicum and service learning projects related to his/her chosen field. The teacher candidate understands various models of direct teaching, developmentally appropriate practice, and the role of assessment to inform practice.

The teacher candidate discusses documentation reflecting individual strengths, talents, and interests for the portfolio. Coaching is requested from the university faculty and the teacher candidate frequently shares ideas and/or mentors peers. The teacher candidate documents growing capacities with an emphasis on qualitative data with fewer quantitative examples of his/her own work. Strong use of technology is evident with many photographs and other visuals present. The teacher candidate discerns a pattern of how his/her courses and out-of-class experiences contribute to professional capacity building. The teacher candidate actively pursues service projects of community involvement and volunteering in extracurricular and supporting services in agencies and schools. The candidate actively pursues out-of-class professional development activities through organization-sponsored workshops and trainings, and on-line classes to build competencies. Professional reading becomes an interest and reading is connected to personal needs identified in the field to work effectively with students at the level

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she/he plans to teach. The teacher candidate begins work toward setting up a teaching portfolio. Documentation through artifacts is predominantly teacher-centered.

The teacher candidate is empowered by confidence and recognition of his/her capacity building and engages in reading professionally and identifying organizations that advocate for professionalism of the field. Teacher candidate self-evaluates his/her progress toward meeting the guidelines as outlined in the university's goals and state and national standards. The teacher candidate understands the concept of himself/herself as a learner-centered inquiring professional. Teacher candidate gains a clear picture of himself/herself as an emerging professional. Teacher candidate understands the connection between standards and impact on student learning. Teacher candidate seeks to provide documentation of his/her increased knowledge and skills in impacting student learning. Teacher candidate actively pursues ways to demonstrate increasing competency in using technology, to teach to diversity, and to consider community, state, national, global, and international connections.

Stage IV: Sense-of-self as Learner-centered Inquiring Professional

Types of Portfolios Reflecting Characteristics: Folio, Teaching, Professional

As a learner-centered inquiring professional, the teacher candidate understands his/her role as a professional who is capable of taking responsibility for documenting his/her capacity to engage in reflective practice based on a model of action research. Teacher candidate understands who he/she wants to be as a professional educator. Teacher candidate is able to self-assess relative to professional knowledge, skills, dispositions, and impact on student learning and to document such. Teacher candidate demonstrates understanding of the moral dimensions of teaching, the role of technology, the complexity of diversity, and the impact of community, state, national, global, and international connections in unique manners. Teacher candidate plans

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future professional development to have impact on student learning. Teacher candidate seeks to involve families and communities in advocating for children and families and the programs that strive to meet their needs. Teacher candidate demonstrates technological competence in its use as a valuable tool to engage learners in critical thinking and creative problem solving.

Summary

The teacher preparation program utilizes the portfolio in supporting the capacity-building process identified in stages and benchmarks identified as knowledge, skills, dispositions, and sense-of-self. Throughout the stages, the university supports teacher candidates' increasing capacities to meet the needs of all students through attention to the moral dimension of teaching, the power of technology, the complexity of diversity, and the importance of global and international connections.

In order to translate the learner-centered inquiring professional vision into a workable framework to guide students in documenting their capacities and understandings related to the national standards, state goals, and the university's visions, a model of inquiry has been employed. Four steps that link action into a cycle of reflectivity characterize this model: planning (to improve practice through action), acting (to implement the national standards, state goals, and university's vision), observing (to realize the effects of action in practice), and reflecting (to use observations for future planning and as information documenting capacity and understanding). The model of inquiry provides pre-service teachers with the opportunity to individually practice reflection during their teacher preparation program as well as in collaboration with peers, cooperating teachers, and teacher educators. Documentation of capacity and understanding exists in a range of outcomes (artifacts and products) resulting from application of techniques and strategies to impact all students (P-12) as identified by learned

societies as best practice. These items may include personal journals, critical observations, clinical teaching experiences, case analyses, interviews and conferences, unit and lesson plans, student (P-12) work samples and scoring rubrics, and so forth. The reflective and inquiry-based process strengthens the skills and operations needed by learner-centered inquiring professionals. Thus, the portfolio is a viable tool for documenting capacity in the teaching-learning process, identifying impact on students enrolled in P-12 classrooms, assessing the effects and consequences of learning, demonstrating understanding of connections, and assessment (self-assessment, peer review, faculty review, personnel office/job fair use).

The portfolio serves as a multi-dimensional tool for assessment and evaluation of teacher candidates' capacities. The portfolio contains contextualized assessment data, as well as decontextualized evaluation measures. When the portfolio contains documentation and artifacts compiled as a result of purposeful planning, organizing, assessing, and reflecting, it serves as a useful capacity-building vehicle. Hence, the portfolio transports individuals using this multi-dimensional tool through various stages -- from preservice to in-service teacher, thus, from novice teacher candidate to final destination as a learner-centered inquiring professional. Various components of the portfolio function as tools to flexibly support the aspiring and achieving professional educator with artifacts stored in folios or transported to portfolios after careful reflections are made. The portfolio gives the teacher candidate options in documenting their capacities to operate within cross-cutting forces required for successful student outcomes as a result of the teaching–learning process.

The portfolio ultimately becomes a thoughtful lens through which teacher candidates view and observe changes in their construction of knowledge, skills, dispositions, and sense-of-self. As portfolios are viewed over time, the teacher candidate demonstrates self-awareness of

the growing responsibility for demonstrating that they possess the qualities comprised within the moral dimensions of teaching, that they have acquired an acceptable level of technological competence, that they respectfully validate and appropriately respond to the complexities of American diversity, and that they realize the impact of global and international connections on teaching and learning. Achievement of capacity benchmarks while addressing multi-dimensionsionality of the portfolio as a capacity-building tool, has implications for the teacher candidate and teacher educators. The portfolio, therefore, provides the vehicle by which each preservice teacher takes a capacity-building journey, establishes habits of reflective practice and inquiry, and provides evidence of outcomes for professional development. Additionally, the portfolio provides an additional tool for preparation program assessment and the professional practice of teacher educators in mentoring, coaching, supervising, and instructing teacher candidates. The teacher candidate shares a relationship-building process with teacher educators based on reflective practice following a model of action research while working with the portfolio. The teacher candidate actively constructs capacities and thoughtfully identifies connections among national standards, state goals, and the program's vision for teacher preparation, as set forth in the Conceptual Framework. Teacher candidates demonstrate capacities as the result of engagement throughout the constructivist-driven preparation program. Stages and benchmark dimensions of portfolio development and presentation are reflected in teacher candidate's work.

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Appendix A

PORTFOLIO
STYLE
GUIDE

Department of
Teacher Education
Shawnee State University

Massie Hall Room 227
Phone: 740.355.2451
Fax: 740.355.2603
www.shawnee.edu

Domains of Teacher Capacity

Domain I

◆ The SSU teacher candidate is well grounded in general studies and the specific discipline area(s).

Domain II

◆ The SSU teacher candidate understands the nature of human development and learning in working with diverse learners.

Domain III

◆ The SSU teacher candidate demonstrates sensitivities to learning contexts and environments.

Domain IV

◆ The SSU teacher candidate employs effective teaching strategies to ensure the learning outcome.

Domain V

◆ The SSU teacher candidate practices professionalism.

"Preparing learner-centered, inquiring professionals"

---

5. Write "Rationale Statement:"

6. *Write a rationale statement for the artifact being presented. This statement should specifically identify how the artifact demonstrates competency in the domain area and why the artifact is an example of your best work in the domain area.*

7. *presented. This statement should*

8. *Corresponding elements from the national learned society for the license should be included in the rationale statement.*

10a. Each artifact should be clearly tabbed. It is a good idea to tab all section components with the same color tab for the ease of the reviewer. Each tab will indicate the number of the Domain followed by the number of the artifact, separated by a period (i.e. 3.1 for Domain 3, Artifact 1).

b. Graded Artifacts such as term papers do not need to be retyped. The comments of the professor evaluating the material may make it stronger.

c. Artifacts must be securely placed in the portfolio. Clear plastic, three-hole pockets for artifacts help to prevent damage.

11. Large items and items that are difficult to store may be placed in an Appendix section of the portfolio and housed securely in a three-hole, plastic, zippered pouch. A cover sheet and a written description of the artifact must be placed in the appropriate domain section of the portfolio.

Content of a Portfolio

1. Personal Demographics Sheet

2. Table of Contents

3. Transcripts (or Audit)

4. Resume

5. Professional (Educational) Autobiography including professional objectives

6. Educational Philosophy

7. Background Clearance Report (BCII)

8. Section Cover Sheets which state the Domain number and description

9. Artifact Cover Sheets

10. Artifacts

11. Appendix (If applicable)

Component Style

Each item of the portfolio should be on a separate page.

1. The Personal Demographics Sheet will be double spaced and include at least the following information about the student:
   a. Full Name
   b. Social Security Number
   c. Major and Licensure area
   d. Faculty advisor(s)
   e. Admission Status (Pre-Admit, Admitted, Candidate)
   f. Home Address
   g. Phone Number
   h. Email Address

2. The Table of Contents should be double spaced and left justified. The left margin should be at least 1.5 inches in order to accommodate the binding. The table of contents will identify a location for each item in the portfolio. All pages preceding the artifact section will be numbered. Items appearing before the table of contents should be numbered using lower case roman numerals (i, ii,iii, etc.). All information following the table of contents but preceding the artifacts will be numbered using the standard numbering system (1,2,3,4...).

3. A student copy of an official transcript will be included in the portfolio for all candidates. Students who have not received candidacy may include a degree audit for their program.

4. A resume will be included in the portfolio. Any professional format for a resume may be followed for the portfolio. The Office of Career Services provides assistance and many examples of professional quality resumes.

5. The professional autobiography will be written in essay style and will describe the student's professional goals and objectives and the process that lead the student to selecting education as his/her career

choice. The autobiography will describe the subjects or grade levels the student is interested in teaching, other educational roles within the school system that may appeal to the student, and any other careers that have been considered outside the field of education.

6. Educational Philosophy will be written in essay style and will describe the student's current education philosophy. It is expected that this philosophy will continue to develop throughout the student's preparation.

7. A BCI Clearance Report will be provided upon completion of your review.

8. Section Cover Sheets must include the number of the domain and the name of the domain, centered on the first page of the domain section. This sheet will be tabbed and numbered according to the number of the domain.

9a. Artifacts will be identified by a tab with the number of their domain and the number of the artifact. For example, the third artifact representing Domain 2 would have a tab numbered "2.3". Each page of artifacts in the domain section does not need to be numbered.

b. Each artifact cover sheet heading will be double spaced and must include at least the following information. The rationale statement may be single spaced to fit on the first page. All other information will be left justified.
   1. Heading: "Artifact for Domain #___: *Write the name of the Domain*"
   2. Name of Artifact: Write name of Artifact
   3. Date: *Write date or period of time of artifact creation. This may be a term in the academic year.*
   4. Course: Write the name of the course for which the artifact was originally created. If the artifact was not a product of a course, then this will not need to appear.

Appendix B

TEACHER EDUCATION PORTFOLIO REVIEW

Name _____
       Last   First   Middle

SSN _____

Review For

☐ EDUC 115   ☐ Teacher Education Admission
☐ EDUC 295   ☐ Program Admission
☐ ED _ _ 285   License:_____
☐ ED _ _ 385   ☐ Other:_____
☐ ED _ _ 485

Portfolio Rubric: The following levels of performance are used for the artifacts presented in each domain. A score of "2" in all areas must be achieved for successful review.

	Level 3 Exemplary	Level 2 Satisfactory	Level 1 Unsatisfactory
	Clear, convincing and consistent evidence is demonstrated	Clear evidence is demonstrated	Limited, little, or no evidence is demonstrated
Portfolio is carefully organized and easy to read.	☐	☐	☐
Selections are highly relevant to the appropriate standards/outcomes.	☐	☐	☐
Selections are sufficient and convincing as evidence for appropriate standards/outcomes.	☐	☐	☐
Selections are highly imaginative, demonstrate critical thought and uniqueness.	☐	☐	☐
Language use is excellent, showing variety, style and a sense of audience, free of mechanics, usage, grammar, and spelling errors.	☐	☐	☐
The portfolio demonstrates considerable effort that goes above and beyond requirements.	☐	☐	☐

Please provide comments for the following.

Domain I: The Shawnee State University teacher candidate is well grounded in general studies and the specific discipline area(s).

Domain II: The Shawnee State University teacher candidate understands the nature of human development and learning in working with diverse learners.

Domain III: The Shawnee State University teacher candidate demonstrates sensitivities to learning contexts and environments.

Domain IV: The Shawnee State University teacher candidate employs effective teaching strategies to ensure the learning outcome.

Domain V: The Shawnee State University teacher candidate practices professionalism.

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White to Student file
Yellow to Advisor
Pink to Portfolio

_____
ire of Reviewer   Date Reviewed

Appendix C

Sample Rubric for DTE Domain, INTASC Principle, NAEYC Guideline

Portfolio Review Standards DTE;NAEYC; ISTE EDEC Course – Expectation (circle) EDEC 255, 280, 283, 284, 285, 385, 400, 415, 420, 425, 485 Pathwise Domain B Technology – Type; use; role Centeredness – "L" = learner; "T"= teacher Bloom's Levels – "K" = knowledge; "C" = comprehension; "Ap"= application; "An" =Analysis; "S"= synthesis; "E"= evaluation; "Cr"= creative	Dimensions for Assessing Levels regarding Standard/Guideline to include: Artifact Rational Statement Levels of Meeting Standards/ Comment Level 3: Exemplary – Clear, convincing & consistent evidence Level 2: Satisfactory – Clear evidence Level 1: Unsatisfactory – Limited, little, or no evidence demonstrated	T E C H N O L O G Y	C E N T E R E D N E S S	B L O O M'S L E V E L S
DTE Domain lll: The teacher candidate demonstrates sensitivities to learning contexts and environments. Learning Environment (INTASC): The teacher creates a learning environment that encourages active, engaged learning; positive interaction; and self-motivation for all students.	Level ____/ Comment:			
Child Development and Learning (NAEYC): The teacher candidate is an early childhood professional who has the capacity to create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities.	Level ____/ Comment:			
State Connections: The teacher candidate demonstrates the capacity to provide a classroom arrangement that reflects the integrated nature of children's learning in an attractive manner that is culturally and linguistically sensitive.	Level ____/ Comment:			
State Connections: The teacher candidate demonstrates the capacity to consider both safety and ease of access for all children when placing furniture and storing materials and equipment.	Level ____/ Comment:			
State Connections: The teacher candidate demonstrates the capacity to plan space for individual, small and large group activities in an inclusive environment.	Level ____/ Comment:			
State Connections: The teacher candidate demonstrates the capacity to Evaluate the learning environment continuously and adjust the arrangement if students' needs require it.	Level ____/ Comment:			
State Pathwise: Domain B B1: Creating a climate that promotes fairness B2: Establishing & maintaining rapport with students B3: Communicating challenging learning expectations to each student B4: Establishing & maintaining consistent standards of classroom behavior B5: Making the physical environment as safe & conducive to learning as possible	Domain (s)_____/ Comment			

Chart 1

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Shawnee State Teacher Candidate Goals	INTASC Principles
1. The SSU teacher candidate is well grounded in general studies and the specific discipline area(s).	1. Understand the discipline they teach and how to teach it to students.
2. The SSU teacher candidate understands the nature of human development and learning in working with diverse learners.	2. Know how children learn and develop and can provide learning opportunities that support that development. 3. Understand that students learn differently, and adapt their instruction to diverse learners.
3. The SSU teacher candidate demonstrates sensitivities to learning contexts and environments.	5. Create environments that encourage positive social interaction, active learning, and self-motivation. 6. Understand effective communication techniques and use them in the classroom. 10. Foster relationships with colleagues, parents, and community agencies to support students' learning and well-being.
4. The SSU teacher candidate employs effective teaching strategies to ensure the desired learning outcome.	4. Use a variety of instructional strategies to encourage critical thinking, problem solving, and performance skills. 7. Plan instruction based on knowledge of subject, students, the community and curriculum goals. 8. Use formal and informal assessment strategies to evaluate and insure the continuous development of the learner.
5. The SSU teacher candidate practices professionalism.	9. Continually evaluate their own practice and seek opportunities to grow professionally.

Chart 2

ISTE National Educational Technology Standards (NETS) and Performance Indicators, aligns with the with the Department of Teacher Education's (DTE) Domain III:
The teacher candidate demonstrates sensitivities to learning contexts and environments.

INTASC Principle #5	NAEYC Guideline	ISTN NETS Performance Profile II
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.	1) Child Development and Learning: The teacher candidate is an early childhood professional who has the capacity to create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities. The teacher candidate is an early childhood professional who has the capacity to affirm and respect culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experience 2) Curriculum Development and Implementation: The candidate is an early childhood professional who has the capacity to: o create, evaluate, and select developmentally appropriate materials, equipment, and environments o adapt strategies and environments to meet the specific needs of all children, including those with disabilities, development delays, or special abilities o establish and maintain physically and psychologically safe and healthy learning environments for children o demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning o implement basic health, nutrition, and safety management practices for young children including procedures regarding childhood illness and communicable diseases. 3) Family and community relationships: The teacher candidate is an early childhood professional who has the capacity to: o involve families in planning for individual children including children with disabilities, development delays, or special abilities o demonstrate sensitivity to differences in family structures and social and cultural backgrounds o communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning and wellbeing 4) Assessment and Evaluation: The teacher candidate is an early childhood professional who has the capacity to: o Observe, record and assess young children's development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environments and interactions, and adapting for individual differences o Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community Community assessment results and integrate assessment results from others as an active participant in the development and implementation of Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) 5) Professionalism: The teacher candidate is an early childhood professional who has the capacity to reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others as a basis for program planning and modification, and continuing professional development. 6) Field Experience: The teacher candidate is an early childhood professional who has the capacity: o to observe and participate under supervision of qualified professionals in a variety of settings in which young children, from birth through age eight, are served o work effectively over time with children of diverse ages with children with diverse abilities, with children reflecting culturally and linguistically diverse family systems Analyze and evaluate field experience, including supervised experience in working with parents, and supervised experience in working with interdisciplinary teams of professionals.	A. Teaches design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners B. Teachers apply current research on teaching and learning with technology when planning learning environments and experiences. C. Teachers identify and locate technology resources and evaluate them for accuracy and suitability. D. Teachers plan for the management of technology resources within the context of learning activities. E. Teachers plan strategies to manage student learning in a technology-enhanced environment.

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