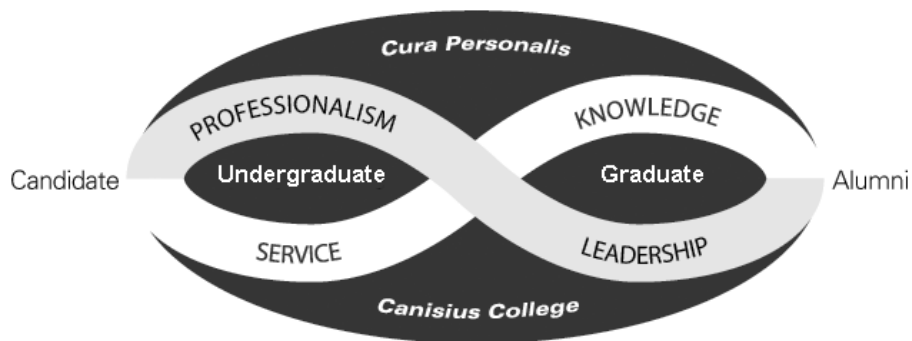


Graduate Childhood Education Program Portfolio Guidelines Canisius College



The School of Education and Human Services

Revised May 2009

http://www.canisius.edu/teachered/edch_portfolio_guidelines.pdf

Graduate Childhood Education Program Portfolio Guidelines

During your graduate program, you will be putting together a program portfolio. This portfolio serves many purposes. It is a vehicle to show development as a future educator, displays your performance relative to INTASC standards, and provides a mechanism for reflectivity. The Portfolio Matrix shows the common assignments that you will need to include in your portfolio. At the end of your first student teaching placement, you will complete an Integrated Portfolio Reflection that overviews your learning to date in connection to the INTASC Standards, and identifies goals for the future.

Some Vocabulary

Artifact – a common assignment completed in a class.

INTASC Standards – Interstate New Teachers Assessment and Support Consortium standards for new teachers. These are included in Appendix B.

Program portfolio – set of common assignments you are required to keep for the college and reflect upon to demonstrate successful progress through the program

Showcase portfolio – personalized portfolio you may use to help get a job some day

Transition point – particular point in the program where your progress is checked. Certain requirements must be met in order for you to progress in the program.

Integrated Portfolio Reflection – a statement generated by you reflecting on your progress in the program thus far, linking your learning to the INTASC standards and identifying your future goals in the program. (See page 14 for Reflection Guidelines)

TaskStream – electronic portfolio package that stores your artifacts and evaluations and allows you to create an electronic showcase portfolio

Portfolio Matrix – listing of the assignments that will go into your portfolio aligned with the INTASC Standards and is used to record artifact scores.

There are four Transition Points in the Graduate Childhood Program Assessment System (See Graduate Childhood Assessment System Overview). At these times, you will need to demonstrate required competencies in order to progress to the next stage of the program. The first, is upon admission into the program. The second precedes your student teaching experience at the end of EDCH 570. This transition point is evaluated by your EDCH 570 course instructor. The third culminates your preparation for Initial Certification at the end of student teaching. This transition point is evaluated by your student teaching seminar instructor. And, the final, is upon Graduation from the program. This transition point is evaluated by the Associate Dean in preparation for certification and degree conferral. Your portfolio will be checked during the program by your professors at the completion of EDCH 570. At this time, you will demonstrate proficiency in each of the designated INTASC standards by providing a printout of your common assignment Evaluation Summary from Taskstream. For students who began the program prior to the implementation of Taskstream (Spring 2007) you will need to provide evidence in your portfolio of your score on each common assignment not showing up on the Evaluation Summary. If you do not meet any of the criteria at a transition point, the faculty member conducting the portfolio check will complete a Candidate Concerns Report. The Candidate Concerns Committee will meet with you to generate a remediation plan detailed in the Contract for Candidate Remediation.

Below is a list of outcomes from the School of Education and Human Services aligned with our conceptual framework represented by the graphic above. The Portfolio Matrix shows how these outcomes are incorporated in the common assignments.

KNOWLEDGE:

Target Outcomes:

- The competent professional applies theory and research in practice (applies theory/research)
- The competent professional applies effective teacher/counselor/administrator principles (applies professional principles)

Disposition Outcomes/ Teachers:

- Emphasizes student responsibility for behavior and achievement.

SERVICE:

Target Outcomes:

- The competent professional is committed to diversity, equity, and social justice (diversity/ social justice).
- The competent professional has a sense of self-efficacy and strives to achieve for the benefit of all learners in his/her respective human service profession (achieves competence).

Disposition Outcomes/ Teachers:

- Demonstrates enthusiasm toward content/ subject area(s).
- Is committed to utilizing assessment information to inform decisions.
- Engages in comprehensive and collaborative planning that meets curricular goals.
- Demonstrates appreciation of social / cognitive/ emotional development of all learners
- Demonstrates appreciation and value for human diversity.
- Values development of students' critical thinking.

PROFESSIONALISM/LEADERSHIP:

Target Outcomes:

- The competent professional is an effective communicator (effective communicator).
- The competent professional is a reflective practitioner (reflective practitioner).
- The competent professional is a life-long learner (life- long learner).

Disposition Outcomes/ Teachers:

- Values and utilizes effective communication techniques in professional settings.
- Is committed to, and actively seeks out opportunities to grow professionally.
- Is committed to advocating for the well being of children and families.

GRADUATE CHILDHOOD ASSESSMENT SYSTEM OVERVIEW



Transition Point	Assessment Methods	Portfolio Review
I. Program Entrance	All Programs: <ul style="list-style-type: none"> ▪ 2.7 GPA undergrad 	<i>Admissions Office</i>
II. Prior to Student Teaching (EDU 571)	Childhood Program Portfolio Review: Need a mean of 3.0 across all common assignments Program GPA of 3.0. Need acceptable Integrated Portfolio Reflection	<i>EDCH 570 faculty review the Integrated Portfolio Reflection and enter the portfolio grades into Banner as part of course at the END of the semester.</i>
III. Upon Completion of Student Teaching (EDU 571)	Childhood Program Successful completion of both student teaching placements: No score lower than 3.0/6.0 on student teaching evaluation.	<i>Office of Field Experiences checks these requirements and enters grade for Student Teaching in Banner.</i>
IV. Before Graduation	<i>Successful program completion</i>	<i>Candidates must meet program requirements completing common assignments for each course and successfully pass each transition point.</i>

You are not required to keep a paper portfolio for your assignments. However, you may wish to create a binder containing common assignments and use this as a basis for your showcase portfolio. The Program Portfolio is designed to give you an opportunity to demonstrate your progress in meeting the standards for beginning teachers (INTASC) through the completion of common assignments and to reflect on your progress in meeting the standards. This Integrated Portfolio Reflection will be written at one designated transition point in the program to evaluate your progress. The reflection format appears in the Appendix B to this document. The reflection will be graded by the student teaching seminar instructor using the reflection rubric (See Appendix B).

Bring the following to your portfolio review:

1. Cover page
2. Unofficial transcript
3. TaskStream summary

Appendix A

Graduate Childhood Common Assignments

Portfolio Artifact Rubric

TaskStream Information

Common Assignments for Graduate Childhood Courses

Descriptions of each common assignment will be provided by your course instructor and graded by them as well. Be sure to save the original copy of each common assignment with the grade on it.

Course	Common Assignment	Conceptual Framework Target Outcome	INTASC Principle
EDCH 502	Running Record	Service (Achieves competence)	8. <i>Assessment</i>
	ELA Lesson Plan	Knowledge (Applies theory/research)	1. <i>Content Pedagogy</i>
EDU 505	Historical Analysis: Education and Diversity (Equity Paper)	Service (Diversity/social justice)	3. <i>Diverse Learners</i>
EDCH 509	Multicultural Literature Unit	Service (Diversity/Social Justice)	3. <i>Diverse Learners</i>
EDCH 540	Motivation and Management Plan	Professionalism/ Leadership (Effective communicator)	2. <i>Student Development</i>
			5. <i>Motivation and Management</i>
EDU 541	Family Interview	Professionalism/ Leadership (Reflective practitioner)	6. <i>Communication and Technology</i>
EDCH 543	Math Learning Center	Knowledge (Applies theory/research)	4. <i>Multiple instructional strategies</i>
	Math Lesson Plan		1. <i>Content Pedagogy</i>
EDCH 545	Science Lesson	Knowledge (Applies theory/research)	1. <i>Content Pedagogy</i>
EDCH 546	Social Studies Lesson	Knowledge (Applies theory/research)	1. <i>Content Pedagogy</i>
EDCH 570	Annotated Unit Plan	Knowledge (Applies professional principles)	7. <i>Planning</i>
	Integrated Portfolio Reflection		2. <i>Student Development</i>
EDU 570	Field Experience Evaluation	Professionalism/ Leadership (reflective practitioner)	10. <i>School/ Community Involvement</i>
		Service (Achieves competence)	

Portfolio Artifact Rubric

You will only need to use this Artifact Rubric if you have common assignments that were completed prior to the implementation of Taskstream. Each artifact (common assignment) grade should be converted into a 6 point scale using the following criteria; recording the artifact score on the Portfolio Matrix included in your portfolio (see Appendix C)

POINTS

CRITERIA

- | | |
|---|--|
| 1 | The materials included in the portfolio are unsatisfactory in appropriateness, general accuracy and/or clarity. <ul style="list-style-type: none">a. Artifacts did not meet the standards or objectives of the course assigned.b. Artifact earned less than 70% of points allotted. |
| 2 | The materials included in the portfolio reflect weaknesses in the level of appropriateness, general accuracy and/or clarity. <ul style="list-style-type: none">a. Artifact quality is inconsistent in meeting the minimum standards of course objectives and expectations.b. Artifact earned 70-74% of points allotted. |
| 3 | The materials included in the portfolio reflect a minimally acceptable level of appropriateness, general accuracy and/or clarity. <ul style="list-style-type: none">a. Artifacts meet the minimally acceptable standards of the objectives of the course assignedb. Artifact earned 75-79% of points allotted. |
| 4 | The materials included in the portfolio reflect a satisfactory, average level of appropriateness, general accuracy and/or clarity. <ul style="list-style-type: none">a. Artifacts meet average standards of the objectives of the course assignedb. Artifact earned 80-87% of points allotted. |
| 5 | The materials included in the portfolio reflect an advanced level of appropriateness, general accuracy and/or clarity. <ul style="list-style-type: none">a. Artifacts meet above average standards of the objectives of the course.b. Artifact earned 88-93% of points allotted. |
| 6 | The materials included in the portfolio reflect an exceptional level of appropriateness, general accuracy and/or clarity. <ul style="list-style-type: none">a. Artifacts exceed the standards of the objectives of the course assigned.b. Artifact earned 94+% of points allotted. |



TaskStream



Information for Graduate Childhood Students

The quick and easy way to sign up for an account...

- Go to www.taskstream.com
 - On the left side of the web page you will see **Subscribe**
 - Click on **Subscribe Today**
 - You will need to enter a credit card number and then follow the prompts to create a user name and password
 - Rates: 1 semester - \$25 1 year - \$42
 2 years - \$69 3 years - \$91
- If you plan to be at Canisius for more than 3 years, you can get a keycode for a special Canisius extended graduate account for 5 years at the \$119 rate. Email Meghan Finn at finnm@canisius.edu to sign up for this keycode.
- After your account has been created you can login to TaskStream using your user name and password

IMPORTANT!!! Self enroll in your program.
The code for Graduate Childhood is SRT2PK.

Submitting work for evaluation:

- Under Author options, click **Work on DRF** and your program's name
- On the left, you will see a list of common assignments for your program
- Click on the assignment you wish to submit work for
- Click on **Attachments**
- If you are submitting a lesson or rubric that you made on TaskStream, click on **An Artifact Created in TaskStream**. Select a category (Lessons, etc.)
- If you are submitting a document from your hard drive or disk, Browse to select file
- Click on **Add File**
 - Work is now attached but not submitted
 - Click **Save and Return**
- To submit, click on **Submit Requirement** (orange box)
- Choose the appropriate evaluator and click **submit** – Work will now be submitted to an evaluator.

If you run in to any problems, **TaskStream** is available to help:

Email: help@taskstream.com

Phone: 1-800-311-5656 Hours: M-F 8:00am - 7:00pm (EST)

Appendix B

INTASC Standards

Reflection Guidelines

Reflection Rubric

INTASC Beginning Teacher Standards

STANDARD 1: CONTENT PEDAGOGY The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

KEY INDICATORS The Candidate:

- demonstrates an understanding of the central concepts of his or her discipline.
- uses explanations and representations that link curriculum to prior learning.
- evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
- engages students in interpreting ideas from a variety of perspectives.
- uses interdisciplinary approaches to teaching and learning.
- uses methods of inquiry that are central to the discipline.

STANDARD 2: STUDENT DEVELOPMENT The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

KEY INDICATORS The Candidate:

- evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
- creates relevance for students by linking with their prior experiences.
- provides opportunities for students to assume responsibility for and be actively engaged in their learning.
- encourages student reflection on prior knowledge and its connection to new information.
- accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

STANDARD 3: DIVERSE LEARNERS The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

KEY INDICATORS The Candidate:

- designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- selects approaches that provide opportunities for different performance modes.
- accesses appropriate services or resources to meet exceptional learning needs when needed.
- adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
- uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
- creates a learning community that respects individual differences.

STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving,

KEY INDICATORS The Candidate:

- selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.
- encourages students to assume responsibility for identifying and using learning resources.
- assures different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

STANDARD 5: MOTIVATION AND MANAGEMENT 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.

KEY INDICATORS The Candidate:

- encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engages in purposeful learning activities.
- engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.
- organizes, allocates, and manages time, space and activities in a way that is conducive to learning.
- organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
- analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

STANDARD 6: COMMUNICATION & TECHNOLOGY The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

KEY INDICATORS The Candidate:

- models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received).
- provides support for learner expression in speaking, writing, and other media.
- demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
- uses a variety of media communication tools to enrich learning opportunities.

STANDARD 7: PLANNING The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

KEY INDICATORS The Candidate:

- plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.
- develops plans that are appropriate for curriculum goals and are based on effective instruction.
- adjusts plans to respond to unanticipated sources of input and/or student needs.
- develops short and long-range plans.

STANDARD 8: ASSESSMENT The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

KEY INDICATORS The Candidate:

- selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
- uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).
- uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.
- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.
- solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.

STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

KEY INDICATORS The Candidate:

- uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice.
- uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher.
- consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

STANDARD 10: SCHOOL AND COMMUNITY INVOLVEMENT The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

KEY INDICATORS The Candidate:

- participates in collegial activities designed to make the entire school a productive learning environment.
- links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.
- seeks to establish cooperative partnerships with parents/guardians to support student learning.
- advocates for students.

Graduate Childhood Program Integrated Portfolio Reflection

In EDCH 570, each candidate will be required to complete a 3-5 page *Integrated Portfolio Reflection* that will be submitted to TaskStream. See your instructor for details.

This reflection will provide an opportunity to reflect on the work included in the assessment portfolio. The reflection should thoughtfully examine the ways that the *common assignments* and *field experiences* demonstrate the candidate's progress in meeting INTASC Standards, and identify *goals*, linked to the standards, for future professional development.

KEY ELEMENTS OF THE CANDIDATE INTEGRATED PORTFOLIO REFLECTION

Use the following headings in your reflection to guide the reviewer through each required element. Be sure to address all aspects of the requirements and use the rubric to guide your writing to ensure that you have addressed all elements.

Common Assignments and Progress in Meeting INTASC Standards

- The candidate highlights his/her learning and development related to the common assignments completed thus far and their connection to the INTASC Standards.
 - The candidate includes a brief discussion of what was learned in completing the common assignments.
 - Direct reference and connection to the appropriate INTASC standards is made.

Field Experiences and Progress in Meeting INTASC Standards

- The candidate includes a brief discussion of what was learned in field experiences.
- Direct reference and connection to the appropriate INTASC standards is made.

Goals Related to INTASC Standards

- The candidate describes at least two goals to work on for the following semester.
 - The candidate describes his/her needs for continued development as well as a plan to realize this growth.
 - Direct reference and connection to appropriate INTASC standards is made.

Canisius College School of Education and Human Services
Integrated Portfolio Reflection for Initial Programs/INTASC Standards
Graduate Childhood Guidelines

This 3-5 page reflection will be written by each candidate at designated portfolio checkpoint(s) to provide an opportunity to reflect on the work included in the assessment portfolio. The reflection should thoughtfully examine the ways that the *common assignments* and *field experiences* demonstrate the candidate's progress in meeting INTASC Standards, and identify *goals*, linked to the standards, for future professional development.

Candidate _____ ID _____ Program: Graduate Childhood

Common Assignments and Progress toward Meeting INTASC Standards

Needs Revision- 0	Acceptable-4	Target-6
The candidate does not critically examine common assignments; and/or does not reflect on demonstrated progress toward meeting standards.	The candidate critically examines the set of common assignments and identifies ways in which the common assignments demonstrate progress toward meeting standards.	The candidate critically examines the set of common assignments, synthesizing the learning across different assignments to identify ways in which the common assignments demonstrate progress toward meeting standards.

Field Experiences and Progress toward Meeting INTASC Standards

Needs Revision- 0	Acceptable-4	Target-6
The candidate does not thoughtfully analyze field experiences and/or does not reflect on progress toward meeting the standards through field experiences.	The candidate thoughtfully analyzes each field experience and is able to identify ways in which the experiences demonstrate his/her progress toward meeting the standards.	The candidate synthesizes the learning from field experiences, including feedback from cooperating teacher(s) and supervisor(s) to identify ways in which the experiences demonstrate progress toward meeting the standards

Goals Related to INTASC Standards

Needs Revision- 0	Acceptable-4	Target-6
The reflection does not identify reasonable and appropriate goals for future learning related to the standards.	The reflection identifies at least two appropriate and reasonable goals for future learning related to the standards.	The reflection identifies at least two appropriate goals for future learning related to the standards and identifies avenues for future professional development which would assist in meeting each goal.

Effective Professional Writing

Needs Revision- 0	Acceptable-4	Target-6
The reflection does not demonstrate effective professional writing.	The reflection demonstrates effective professional writing including message quality, organization, sentence fluency, word choice, voice, and conventions.	The reflection demonstrates a high level of effective professional writing including message quality, organization, sentence fluency, word choice, voice, and conventions.

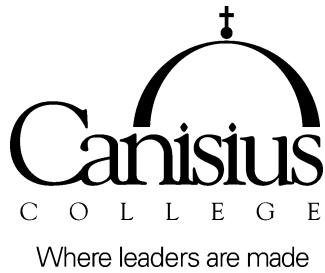
TOTAL SCORE _____/6 Reviewed by (print name) _____

Reviewer's signature _____ Date _____

Appendix C

Candidate Concerns Report

Contract for Candidate Remediation



*Graduate Childhood Program
Candidate Concerns Report*

Candidate Name: _____ **Date:** _____

Address: _____

ID: _____ **Phone:** _____ **Email:** _____

Portfolio Review Date: _____ **Course** _____ .
Transition Point (please circle one): **II** **III** **IV**

Nature of Concern: (Circle all that apply)

GPA **LAST** **Artifact** **Reflection** **Dispositions**

Comments _____

Candidate Signature: _____ **Date:** _____

Submitted by: _____ **Phone:** _____

Process:

1. Submit form to Department Chair.
2. Department Chair:
 - a) Resolves problem and reports resolution to Candidate Concerns Committee and faculty member submitting concern
 - b) Refers problem to Candidate Concerns Committee

The Candidate Concerns Committee generates contracts for candidate remediation using the form below.

Graduate Childhood Contract for Candidate Remediation

Candidate: _____

Major: _____

Director: _____

Transition Point (please circle one): **II** **III** **IV**

Criteria Not Met:

GPA **Artifact** **Reflection** **Dispositions**

Remediation Plan (include timeline):

Candidate Comments:

I certify that I have been advised of program requirements and that I agree to meet the conditions within the timeline listed. Failure to meet these conditions will result in dismissal from the program of study. If conditions are met, I will continue progress toward the next transition point.

Candidate

Date

Department Chair

Date