



Portfolio Assignment Guidelines

What is an educational portfolio?

The BMCU School of Education uses an Educational Portfolio assessment to evaluate Teacher Candidates' development across the degree program from the EDU 216 Introduction into Education course to the EDU 477 and EDU 488: Teacher Internship.

The portfolio is not just a collection of artifacts from the Teacher Candidates' pre-professional experiences. Rather, it is a purposeful collection of artifacts showing evidence of growth in teaching skills and demonstration of one's own understanding of connecting theory to practice. The educational portfolio is the Teacher Candidate's tool for self-assessment within the framework of the InTASC Standards.

The Teacher Candidate uses guided reflection to demonstrate the ability to self-assess in the areas of: **learners and learning, content knowledge, instructional practice, and professional responsibility.** Through this reflective process, Teacher Candidates are able to assess their own teaching strengths and focus on areas toward continuous improvement, while setting goals for themselves as professional educators.

Educational Portfolio Submission Checklist

Checklist	
	Cover Page
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	Educational Philosophy (Drafted in EDU 217 and completed in EDU 477/EDU 488 Internship)
	Artifacts from Coursework/Watermark
	Cover Letter and Resume

	Transcript
	Licensure (Praxis & Foundations of Reading, if applicable) Test Scores
	Reference Letters (3-5)

Gathering Artifacts for Educational Portfolio

Beginning with EDU 216: Intro into Education, the Teacher Candidate should begin collecting (in electronic format) graded assignments as artifacts that best represent their competency within each of the ten (10) InTASC standards. The artifacts will vary based on when a Teacher Candidate began the education program. Assignments that you submitted through Watermark are assignments that must be used as artifacts in the Education Portfolio. Additional artifacts can be chosen from graded assignments that Teacher Candidate's feel represent their competency of the standards.

Standards	Course Examples	Suggested Artifacts
InTASC 1 – Learner Development TIAI #16; CAEP R1.1; TGR 2	EDU 332 EDU 350	Lesson Plans that include appropriate knowledge of learner development, appropriate activities, and scaffolded instruction Observation Logs Student Learner Profiles
InTASC 2 – Learning Differences TIAI # 2; CAEP R1.1; TGR 2	EDU 334 EDU 350	Lesson Plans with Differentiated Instruction Evidence of working with students with exceptionalities Differentiated Assessment Tools Evidence of Assistive Technology in Lesson Plan
InTASC 3 – Learning Environment TIAI #23; CAEP R1.1; TGR 7	EDU 424 EDU 364	Classroom Behavioral Management Plan Classroom Arrangement Diagram Evidence of creating a Culturally Inclusive, Fair and Safe Classroom Environment Culturally Responsive Teaching Examples Evidence of Positive Behavior Intervention Strategies
InTASC 4 – Content Knowledge TIAI #14; CAEP R1.2; TGR 4	EDU 331 EDU 280	Author's Study Assignment Video Clips of Instruction Research Papers
InTASC 5 – Application of Content TIAI #17; CAEP R1.2; TGR 4	EDU 333 EDU 364	Teaching Demonstration Assignments Lesson plans that include critical thinking Student work samples with Feedback
InTASC 6 – Assessment TIAI #8; CAEP R1.3; TGR 3	EDU 340 EDU 334	Examples of Pre/Post Assessments Formative and Summative Assessments Results of the Assessment and how you used it to drive instruction and data-driven decision making Impact on Student Learning Rubrics Progress Monitoring Tools Data Analysis Reports Communication of Assessment Results with Stakeholders
InTASC 7 – Planning for Instruction TIAI #6; CAEP R1.3; TGR 6	EDU 334 EDU 350 EDU 364 EDU 370	Final Case Study Project Lesson plan that shows progress over time, use of student data to drive instruction, and instructional technology
InTASC 8 – Instructional Strategies TIAI #15; CAEP R1.3; TGR 4	EDU 331 EDU 477 EDU 488	Lesson Plan integrating technology Evaluations from Mentor Teachers Video Clips of Instruction Evidence of Effective Questioning Classroom Engagement Strategies Feedback Samples
InTASC 9 – Professional Learning and Ethical Practice TIAI #25; CAEP R1.4; TGR 9	EDU 333 EDU 477 EDU 488	Field Experience Lesson Plans and Reflections Certificates from Professional Developments or Certifications PLC Minutes or Parent Conferences Membership with MPE/MAE or other professional organizations
InTASC 10 – Leadership and Collaboration TIAI #25; CAEP R1.4; TGR 9	EDU 477 EDU 488	Examples of collaboration/communication with parents (newsletters, notes, parent conferences, events, etc.) Descriptions of collaborating with colleagues, PLCs, staff meetings, school specialists Other leadership activities related to teaching

How to Use a Reflective Writing Process to Learn from Each Artifact

REFLECTION OF InTASC #___ Artifact

Teacher Candidate:

Course:

Type of Artifact:

Description: In this section, the Teacher Candidate should provide a clear, concise description of the artifact. The description should include the purpose and intended learning outcome(s) of the artifact with relevant information such as content area, grade level, etc.

Analysis: In this section, identify the InTASC standard for the focus of the reflection on this artifact and demonstrate how the artifact aligns specifically with the standard. The language associated with the standard should be used in the analysis. Justification of the alignment should be clearly stated and aligned with a research-based practice (transfer), including appropriate citation(s). Additionally, the narrative in this section should provide the Teacher Candidate's interest/passion for the subject, instructional technology (curiosity), additional effort to the required work (initiative), and the developments of their own ideas beyond ideas provided by Mentor Teacher or course instructor (independence).

Reflection: In this section, the Teacher Candidate should reflect upon the artifact/experience using these guiding questions:

1. What did you learn about the teaching from this artifact/situation? (Feeling)
2. What did you learn about yourself from this artifact/situation? (Feeling)
3. What do you consider a success related to this artifact/situation? (Evaluation)
4. What do you consider an area for continuous improvement related to this artifact situation? (Evaluation)
5. Based upon your reflection, what do you establish as a goal(s) for yourself as a future educator? (Action Plan)

CAEP	Indicators	Exceptional	Satisfactory		Developing
		4	3	2	1
R1.3	Curiosity	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
R1.3	Initiative	Completes required work and generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
R1.2	Independence	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
R1.3	Transfer	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
R1.1	Reflection	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

Rubric Adapted From: [AACU Foundations and Skills for Lifelong Learning Rubric](#)

How to Write Your Reflection in the DAR Framework

Refer back to the DAR framework above as your writing guide for the information and standards to include. As you write each **DAR**, consider the indicators in the rubric below for how the **A and R** sections of the reflection will be evaluated.

Curiosity: Reflect upon the artifact demonstrating your new insight on a topic, deepened interest in the subject/topic, application of new technology or information to engage students. **(CAEP R1.3)**

Initiative: Reflect upon the artifact demonstrating your skills and commitment to completing the required work based upon P-12 learning outcomes/standards. **(CAEP R1.3)**

Independence: Reflect upon the artifact demonstrating your ability to go beyond requirements possibly developing original ideas. **(CAEP R1.2)**

Transfer: Reflect upon the artifact demonstrating your ability to align theory into your practice by referencing previous learning from courses and research (cite sources). Include how you applied knowledge, skills, and strategies based upon the research. **(CAEP R1.3)**

Reflection: The R section of your reflection should demonstrate how you will use what was learned from the experience represented by this artifact to apply to your future career as a teacher. **(CAEP R1.1)**