



**SOUTHWESTERN**  
**ADVENTIST UNIVERSITY**  
the beginning of wisdom

# **EDUCATION PORTFOLIO STUDENT HANDBOOK**



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## EDUCATION PORTFOLIO STUDENT HANDBOOK

### *INTRODUCTION*

As part of the requirements for all students in the Teacher Education Program, you are required to develop and maintain a portfolio that documents your professional preparation and application of your new learning as you progress through the program. Portfolio development is an on-going process that begins in the first class you take (EDUC 254—Introduction to the Teaching Profession), is further expanded in EDUC350 – Educational Technology, and is finalized in EDUC434 – Classroom Assessment, as you complete your Directed Student Teaching.

### *PURPOSE OF THE PORTFOLIO*

The portfolio is an organized and selective collection of evidences that documents the knowledge, skills, and dispositions you have developed during your course of study. It also assists you in your growth as a reflective teacher as you examine your beliefs about teaching and learning. In accomplishing these goals, you will document the degree to which you successfully meet the competencies that must be demonstrated to obtain teaching credentials. The following objectives of the portfolio facilitate an understanding of the links among the licensure standards, course work, and evidences of learning:

- The portfolio allows you to demonstrate competency in program outcomes (see Appendix A) in a concise, comprehensive format.
- The portfolio gives you an opportunity to document your achievement of personal/professional goals and to articulate future goals.
- The portfolio provides a tool to help you engage in thoughtful, substantive reflection on your professional growth, including both successes and challenges, during your academic program.
- The portfolio gives you the opportunity to monitor your own learning.
- The portfolio serves as a basis for showcasing your professional knowledge, understanding, skills, and dispositions to current and/or prospective employers.

### *ORGANIZATION OF THE PORTFOLIO*

Portfolios can provide important insight into one's individual talents and beliefs about education. With this process, they can gain valuable experience in selecting the types of materials they collect as well as ways in which to store the information. We

are no longer confined to maintaining a portfolio in a binder—one option being electronically.

Electronic portfolios are concise, annotated collections of teacher work and things they have accomplished, in and outside the classroom. What makes them very different from traditional portfolios is that they can include scanned or digital photos, video and sound clips, animations, recordings of teaching, text, traditional writings and drawings (see Appendix C). The advantages of an electronic portfolio is that it can easily be updated, is easily transported, takes less storage space, can contain authentic assessment materials, can serve as an assessment tool, addresses all modalities of learning and can be used to document finished work or work in progress.

Your first step will be to get a WordPress account through SWAU. See Dr. England so he can request an account to the Institutional Technology Department. You will be given an opportunity to begin the process in EDUC254—Introduction to Teaching. The portfolio will be further developed in EDUC350—Educational Technology that will culminate in checkpoint #1 (see rubric in Appendix D). During the last semester of the undergraduate studies, checkpoint #2 will conclude in EDUC434—Classroom Assessment (see rubric in Appendix D).

What to include:

- About You – Cultural Collage (from EDUC175)
- Teaching & Work Experience
- Resume
  - Documentation
  - Teaching Certification
  - References
  - Evaluations
- Teaching & Learning Philosophy (from EDUC254)
- Blog – professional blog started in WordPress in an area of educational interest
- Projects (that support your knowledge, skills and experience)
- Lesson Plans & Units (that support your knowledge, skills and experience)
- Technology Integration (I-Skills Resume from EDUC254)
- Professional Development
- Accomplishments & Recognition
- Photo gallery of teaching
- Video gallery of teaching

## *The Artifacts*

### *Benchmark Requirements*

Each professional education class will have a requirement for a performance evidence submission to the portfolio (see Appendix B). Each benchmark submission will be evaluated by the professor teaching that particular class.

### *Additional Evidences*

In addition to the Benchmark Requirements, 8-10 additional evidences should be included in the portfolio. You will make choices as to which evidences you will include to represent your professional growth (see Appendix C). They must be chosen from each of the Quality Enhancement Program (QEP) outcomes.

Each artifact needs to have its own section or tab and reflection. The page should correspond with the artifact itself. The *Title* should be a clear description of the artifact. What is the artifact? The *Reflection* should document your mastery of learning outcomes for this evidence. What did you learn from it? Why is it included? (see Appendix C)

Your portfolio should reflect your individuality. The Teacher Education Program prescribes some artifacts or artifact types you need to include in your portfolio. However, your creativity, experiences, and beliefs will make your portfolio unique.

## *DEVELOPMENTATION AND EVALUATION OF THE PORTFOLIO*

- Sophomore year – Introduction to Teaching (Spring Semester) – WordPress account initially set up and students begin learning the electronic process.
- Junior year – Educational Technology (Fall Semester) – checkpoint #1
- Senior year – Classroom Assessment (Spring Semester) – final checkpoint

A formal oral presentation of the portfolio will be made in EDUC 350 and EDUC434. The portfolio will be randomly assigned to one of the education faculty for review. A different faculty member will review your portfolio each time it is submitted. A minimum score of 29/36 will be required for passing (80%) in each of the checkpoints. If the student scores below 80%, they will be given one chance to rectify the errors. If they are not satisfactorily corrected, you will be removed from the teacher education program.

Transfer students and those on the certification track will be placed in the portfolio year that is most appropriate based upon their experience and coursework.

**APPENDIX A**  
**TEACHER PREPARATION PROGRAM**  
**CONCEPTUAL FRAMEWORK**

*MISSION*

The Education Department at Southwestern Adventist University directly addresses the mission to which the University is committed by preparing individuals for effective service in this world. The program incorporates a broad liberal arts education as a basis for the more in-depth focus on academic teaching specializations, field-based experience and the pedagogy associated with the teaching and learning process. The program prepares individuals for a profession in which they can affect the lives of others in a Christian paradigm.

*GOALS/OBJECTIVES*

Southwestern Adventist University's goal is to provide each student with outcome driven educational competencies. Upon completion of this program, the student will demonstrate:

- Subject matter proficiency
- Instructional planning using broad based media
- A variety of presentation skills to meet the needs of a diverse population
- Assessment and screening procedures to ensure competency
- Supervision and management skills
- Record keeping as a process of accountability
- Christian professional and interpersonal responsibilities for service in their local church

## APPENDIX B BENCHMARK REQUIREMENTS

### **QEP Outcomes**

1. Technical Performance
2. Research Skills
3. Writing
4. Critical Thinking

<u>Course</u>	<u>Benchmark</u>	<u>QEP</u>
<b>EDUC 175</b> Teaching Culturally Diverse Students	<i>Cultural Collage</i>	<b>1,2,3,4</b>
<b>EDUC 254</b> Introduction to the Teaching Profession	<i>Philosophy of Education</i>	<b>1,3,4</b>
<b>EDUC 263</b> Religion in the SDA School	<i>One Comprehensive Lesson Plan</i>	<b>3,4</b>
<b>EDUC 310</b> Second Language Instruction and Assessment	<i>Unit</i>	<b>1,2,3,4</b>
<b>EDUC 312</b> Educational Psychology	<i>Learning Theory Paper</i>	<b>1,2,3,4</b>
<b>EDUC 322</b> Adolescent Psychology	<i>Adolescent Issue Paper</i>	<b>1,2,3,4</b>
<b>EDUC 326</b> Exceptional Children	<i>Resource Manual</i>	<b>1,3,4</b>
<b>EDUC 350</b> Educational Technology	<i>WordPress Online Portfolio</i>	<b>1,2,3,4</b>
<b>EDUC 364</b> Kindergarten Materials and Methods	<i>Theme Project</i>	<b>1,2,4</b>
<b>EDUC 366</b> Educational Programs for Young Children	<i>Case Study</i>	<b>2,4</b>
<b>EDUC 375</b> Children's Literature and the Teaching of Reading	<i>Literary Unit</i>	<b>1,2,3,4</b>
<b>EDUC 382</b> Reading and Language Arts in the Elementary School	<i>Reading Response Journal</i>	<b>3,4</b>
<b>EDUC 384</b> Reading in the Content Areas	<i>Integrated Unit</i>	<b>3,4</b>
<b>EDUC 386</b> Mathematics in the Elementary School	<i>Learning Center</i>	<b>4</b>
<b>EDUC 413</b> Science in the Elementary School	<i>Thematic Clusters</i>	<b>1,2,3,4</b>
<b>EDUC 416</b> Legal and Philosophical Foundations of Education	<i>Court Case Presentation</i>	<b>1,2,3,4</b>
<b>EDUC 419</b> Social Studies in the Elementary School	<i>Famous Person Portrayal</i>	<b>2,3</b>
<b>EDUC 424</b> Language Arts Essential Skills	<i>Reference Set</i>	<b>1,2,4</b>
<b>EDUC 434</b> Classroom Assessment	<i>Samples of Types of Tests</i>	<b>1,2,3,4</b>
<b>EDUC 436</b> Classroom Management	<i>Classroom Management Discipline Plan</i>	<b>1,3,4</b>
<b>EDUC 450</b> Teaching in the Secondary School	<i>Lesson Plans</i>	<b>3,4</b>
<b>KINT 243</b> Health and P.E. Methods	<i>Rationale for Health/Fitness</i>	<b>2,3,4</b>

## APPENDIX C

### ADDITIONAL EVIDENCES

- Letters of thanks/recognition from supervisors, principals, superintendents, students, parents of students
- Honors/awards/recognitions/scholarships
- Memberships in professional organizations
- Leadership positions
- Relevant work experience/community involvement
- Work-focused photographs/CD (with appropriate permission)
- Letters of recommendation
- Classroom management plan
- Multi-cultural experiences
- Lesson plans for different learning styles
- Correspondence with parents
- Photo gallery of working with students
- Assessment/evaluation projects
- Technology in education projects
- Multi-grade experiences
- Video clips of teaching
- Field experiences (school, teacher, grade or subject, date)
- Evaluations by university supervisor/cooperating teachers
- Student missionary experiences

**APPENDIX D**  
**FIRST and FINAL PORTFOLIO EVALUATION RUBRIC**  
**Fall Semester Junior Year and Spring Semester Senior Year**

<i>Exemplary</i>	<i>Proficient</i>	<i>Partially Proficient</i>	<i>Incomplete</i>	
<b>Criterion: Selection of Artifacts and Written Communication</b>				
<i>9 points</i> All artifacts and work samples are clearly and directly related to the purpose of the e-portfolio. All of the components demonstrate the use of clear, well organized, and accurate written communication.	<i>6 points</i> Most artifacts and work samples are related to the purpose of the e-portfolio. There are only one or two occurrences of unorganized, inaccurate, or difficult to interpret written information.	<i>3 points</i> Few artifacts and work samples are related to the purpose of the e-portfolio. There are three or four occurrences of unorganized, inaccurate, or difficult to interpret written information.	<i>0 points</i> Most artifacts and work samples are unrelated to the purpose of the e-portfolio. There are more than four instances of unorganized, inaccurate, or difficult to interpret written information.	<b>Score</b>
<b>Criterion: Reflections</b>				
<i>9 points</i> All reflections clearly identify and describe professional growth goals for lifelong learning and are constructive in nature.	<i>6 points</i> Most of the reflections identify and describe professional growth goals for lifelong learning and are constructive in nature.	<i>3 points</i> A few reflections identify and describe professional growth goals for lifelong learning and these are constructive in nature.	<i>0 points</i> No reflections identify and describe professional growth goals for lifelong learning.	<b>Score</b>
<b>Criterion: Use of Multimedia</b>				
<i>6 points</i> All of the multimedia enhance the purpose of the e-portfolio, create interest, and are appropriate. The content of the e-portfolio is enhanced in an original way. All of the examples are appropriate for the chosen purpose.	<i>4 points</i> Most of the multimedia enhance the purpose of the e-portfolio, create interest, and are generally appropriate. The content of the e-portfolio is enhanced somewhat in an original way.	<i>2 points</i> A few of the multimedia enhance the purpose of the e-portfolio, create interest, and are sometimes appropriate. The content of the e-portfolio is not always enhanced because of the inappropriate examples chosen for the purpose.	<i>0 points</i> The photographs, graphics, sounds, and/or videos are inappropriate. They are distracting and detract from the content.	<b>Score</b>
<b>Criterion: Captions</b>				
<i>3 points</i> Each artifact is accompanied by a caption that clearly explains the importance of that particular work including title, author, and date.	<i>2 points</i> Most of the artifacts are accompanied by a caption that clearly explains the importance of that particular work including title, author, and date.	<i>1 point</i> Some of the artifacts are accompanied by a caption that clearly explains the importance of that particular work including title, author, and date.	<i>0 points</i> None of the artifacts are accompanied by a caption that clearly explains the importance of that particular work including title, author, and date.	<b>Score</b>

<b>Criterion: Ease of Navigation</b>				
<i>3 points</i>	<i>2 points</i>	<i>1 point</i>	<i>0 points</i>	<b>Score</b>
All of the portfolio navigation links and all sections (standards, artifacts, and reflections) connect back to the Home page and all external links connect to the appropriate website.	Most of the portfolio navigation links and most sections (standards, artifacts, and reflections) connect back to the Home page. Most of the external links connect to the appropriate website.	Some of the portfolio navigation links and some sections (standards, artifacts, and reflections) connect back to the Home page, but sometimes the links do not connect to preceding pages or to the original Home page. Some of the external links connect to the appropriate website.	There are significant problems with portfolio navigation links and many sections (standards, artifacts, and reflections) do not connect back to the Home page or preceding pages. Many external links do not connect to the appropriate website.	
<b>Criterion: Layout and Text Elements</b>				
<i>3 points</i>	<i>2 points</i>	<i>1 point</i>	<i>0 points</i>	<b>Score</b>
The e-portfolio is easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. Horizontal and vertical white space is always used appropriately. Background and colors enhance the readability and aesthetic quality of the text.	The e-portfolio is generally easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. A few minor format changes would enhance the presentation. Horizontal and vertical white space is used appropriately in most places. Background and colors generally enhance the readability of the text.	The e-portfolio is often difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not always enhance the presentation. Some formatting tools are under or over-utilized. Horizontal and vertical white space is used inappropriately in some places. Background and colors are distracting in some places. They diminish somewhat the readability of the text.	The e-portfolio is difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not enhance the presentation. Many formatting tools are under or over-utilized. Horizontal and vertical white space is used inappropriately so that the content appears cluttered. Background and colors are distracting. They diminish the readability of the text.	
<b>Criterion: Writing Mechanics</b>				
<i>3 points</i>	<i>2 points</i>	<i>1 point</i>	<i>0 points</i>	<b>Score</b>
There are no errors in grammar, capitalization, punctuation, and spelling.	There are a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.	There are 4 or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.	The text has more than 6 errors in grammar, capitalization, punctuation, and spelling. It requires major editing and revision.	
			<b>TOTAL</b>	<b>/36</b>