

West Virginia State University

Education Department

Teacher Candidate Guide
for

**Senior Capstone Oral Professional E-Portfolio
SCOPE**

Handbook

2013-2014

Overview

The Senior Capstone Oral Professional E-Portfolio (SCOPE) assessment has two main purposes. First, it summarizes for you and the faculty, the fundamental professional knowledge, skills, and dispositions you have acquired in your career as a teacher education candidate at West Virginia State University. Second, it allows you to prepare and practice for a professional teaching position interview.

The SCOPE consists of two parts: 1) a compiled, well-written electronic portfolio (e-portfolio) and 2) an oral interview that is designed to allow you to highlight the contents of your e-portfolio.

When you enrolled in Education 200, you purchased a Teacher Education Handbook. The handbook contains what WVSU Teacher Education Graduates should know and be able to do when they complete this program. This handbook was not developed as a book of rules and regulations but as a document to be lived. It was compiled based on the feedback from graduates of the program, teachers, principals, personnel directors, and the faculty at WVSU. It tells you what makes you unique from teachers who were prepared at other institutions. Although **"Teacher as Human Developer"** is the conceptual framework by which teachers are prepared at this institution, it is based on a shared state, regional, national and international belief that ALL STUDENTS CAN LEARN.

SCOPE is a formal event in your lifelong career as an educator. It allows you to state **who** you are and **what** you are committed to in this phase of your professional journey. The eight parts of the e-portfolio are designed to structure this milestone event and set the stage for future milestone events in your career such as: the first formal teaching position interview, Beginning Teacher Induction Program, National Board Certification, and Teacher of the Year Awards.

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West Virginia State University Education Department's Conceptual Framework

"The Teacher as H.U.M.A.N. Developer" is the name of the program's conceptual framework. This conceptual framework has been in existence since 1990 and forms the backbone of the teacher preparation process at WVSU.

The Mission of the Department is **TO PREPARE TEACHERS AS HUMAN DEVELOPERS WHO LOVE TO TEACH.**

This mission statement is based on a departmental shared vision that states,

"We support our candidates' development into teachers who themselves will devote their lives to nurturing, encouraging, and promoting a new generation of citizens intent on bringing our world closer to the ideals of justice and equality for all."

The key domains of the conceptual framework that support the department's mission and vision are as follows:

- H-** Holistically approaches student learning.
- U-** Understands diversity.
- M-** Manages and creates learning communities.
- A-** Assesses student learning based on national and state standards.
- N-** Newer approaches to student learning through technology.

Dispositions are the way in which a person approaches a situation. The teacher education program approaches the task of teaching and learning from the following dispositions:

- Role model
- Student focused
- Member of a profession

To assess the program domains, the following indicators are used:

- H-**Holistically approaches student learning
 - Demonstrates knowledge of human growth and development and applies this to classroom instruction.
 - Demonstrates knowledge of learning theories and applies this to classroom instruction.
 - Demonstrates knowledge about parental, peer, societal, legal, and historical influences on education and applies this to classroom instruction.
- U-**Understands diversity.
 - Demonstrates knowledge of being able to adapt classroom instruction to address diverse student populations and applies this to classroom instruction.
 - Demonstrates knowledge of promoting classroom equity so that the diversity of public school students may emerge and applies this to classroom instruction.
 - Demonstrates knowledge of classroom management strategies to avoid bullying and applies this to classroom instruction.

M- Manages learning environments.

- Demonstrates knowledge of creating learning communities that promote high student achievement and applies this to classroom instruction.
- Demonstrates classroom management skills that promote confidentiality of student records, reduce disruptions, and promote student safety and applies this to classroom instruction.
- Demonstrates the ability to use reading, writing, speaking, listening and viewing problem-solving strategies to develop lesson plans, record/report student progress, and communicate with parents, colleagues, and administrators.

A- Assess student learning based on national and state standards.

- Demonstrates knowledge of national and state content standards and designs lesson plans that incorporate these standards.
- Demonstrates knowledge of national and state assessments and develops classroom assessments that incorporate these assessment types.
- Demonstrates knowledge of multiple assessment techniques and utilizes multiple assessments to assess student learning.

N- Newer approaches to student learning through technology.

- Demonstrates knowledge of and uses technology to perform educational tasks such as communications, classroom record keeping, and information retrieval.
- Demonstrates knowledge of and uses technology to present lessons to public school students.
- Demonstrates knowledge of and uses technology to provide enrichment and additional instruction to increase public school student achievement.

**WEST VIRGINIA STATE UNIVERSITY
EDUCATION DEPARTMENT**

Matriculation Path

The Professional Teacher Education Preparation Program

Following are four phases of the Professional Teacher Education Preparation Program and the matriculation path of the education courses common to all majors.

Pre-Professional Phase

This phase begins when education is declared as a major and ends when the candidate is admitted into the Teacher Education Program. All candidates must earn a “C” or better in all courses and maintain at least a 2.5 overall grade point average in the general, content specialization, and professional education components of their program. Candidates must complete the following courses and meet all the professional responsibilities to be admitted to the teacher education program.

Professional Education Courses Required for Admission to Teacher Education:

- Education 200 - Foundations of Education or Education 290 – Advanced Foundations of Education. (This course is designed for transfer students who took a foundations of education at another institution). *During these courses candidates will begin an electronic portfolio (e-portfolio).*
- Education 201 - Human Growth and Development. *During this course candidates have their first field placement and are encouraged to take the Educational Testing Service (ETS) Core Academic Skills for Educators (Core) Praxis I –Reading, Writing, and Mathematics . Candidates are exempt from taking Core if they have an ACT of 26 or greater or a SAT of 1125 or greater.*
- Education 202 -Educational Psychology and Learning. *During this course candidates must take the Core Academic Skills for Educators (Core) Praxis I –Reading, Writing, and Mathematics. Candidates also are to meet with their appointed education advisor to complete the Pre-Professional Academic Review form (PAR). At the end of this interview, candidates will be given a list of the items needed to complete their PAR, which will be completed before enrollment in Education 316, if possible. After successful completion of all aspects of the PAR review, the Chairperson will present the names to the education faculty for final approval of admission to the program. After faculty approval, teacher candidates will receive a letter advising them of their admission status to the Teacher Education Program.*

General Education Courses Required for Admission to Teacher Education:

- English 101
- English 102
- English 150
- Math 103, 120, 111, or higher

Content Specialization Courses Required for Admission to Teacher Education:

25% of the required content specialization courses must be completed for admission.

Professional Responsibilities Required for Admission to Teacher Education:

- Maintained grades of “C” or better in all academic work
- Maintained a 2.5 grade point average in general, content specialization, and professional education courses
- Completed an FBI Criminal Background Check Form and file in the your folder in the Education Office (Candidate Folder)
- Maintained a Current Negative TB Skin Test or equivalent test Form in your Candidate Folder. TB Tine Test must be taken every two years.
- Verified that your Field Placement Assessment Records for Education 201 and 202 are in your Candidate Folder
- Obtained a recommendation for admission to teacher education from a Content Specialization faculty member and file in your Candidate Folder. This is the A-4 Form.
- Obtained a recommendation for admission to teacher education from an Education Department faculty member and file in your Candidate Folder. This is the A-5 Form.
- Obtained at least one Speaking Assessment Form and file in your Candidate Folder
- Made duplicate copies of all the above information for your own personal records

Professional Phase

This phase begins with Admission to the Teacher Education Program and ends with Admission to the Senior Capstone. During this phase teacher candidates continue to collect artifacts for their e-portfolios. The first courses are Education 300 and Education 316 which are usually taken concurrently. Both courses are designed to build on the content covered in the Pre-Professional phase and serve as prerequisites for additional education courses.

Professional Education Courses Required for Admission to Senior Capstone Phase:

- Education 300 - Educational Technology. *During this course teacher candidates expand their e-portfolios and learn the technology skills that they will expand upon in other education courses.*
- Education 316 – Integrated Methods. *All candidates **MUST** have verification of passing scores in all three sections of the Praxis I Core before the first class begins. Candidates are introduced to the WVSU Education Departments’ lesson plan form and will have their first experience teaching in a classroom in their content specialization.*
- Education 227 - Exceptionalities and Human Diversity. *During this course, candidates learn about students with special needs.*
- Education 331 - Curriculum for Special Education. *During this course candidates will work in the field with students with special needs.*
- Education 319 - Content Area Literacy or Education 320 – Teaching Reading in the Elementary School *Candidates will take one of these courses depending on their content specialization and programmatic interest.*

Additional K-6 Required Education Method courses required for admission to Senior Capstone:

Education 318; Education 321; Education 325; Education 423; Mathematics 317; & HHP 446

General Education Courses Required for Admission to Senior Capstone Phase:

All general education courses should be completed at this time.

Content Specialization Courses Required for Admission to Senior Capstone Phase:

75% of the required content specialization courses should be completed at this time.

At the end of the Professional Phase, teacher candidates are encouraged to take the appropriate Praxis II – Principles of Learning and Teaching Test, required for certification in West Virginia. Candidates are encouraged to attend a one-day study session on PLT offered by the faculty.

When candidates register for Education 426 and they also attend an orientation program where the Senior Capstone Oral Professional E-Portfolio Assessment (SCOPE) and the student teaching application process are explained. Candidates then meet with the Department Chair, who reviews the Application to the Capstone Phase requirements.

Professional Responsibilities Required for Admission to Teacher Education:

- Maintained grades of “C” or better in all academic work
- Maintained a 2.5 grade point average in general, content specialization, and professional education courses
- Verified that your Field Placement Assessment Records for Education 316, 331 and either 319 or 320 are in your Candidate Folder
- Obtained three recommendations (A-4 Form) for admission to teacher education from Content Specialization faculty members and filed in your Candidate Folder.
- Obtained three recommendations (A-5 Form) for admission to teacher education from Education Department faculty members and filed in your Candidate Folder. Obtained at least three Speaking Assessment Forms and filed in your Candidate Folder
- Made duplicate copies of all the above information for your own personal records

Senior Capstone Phase

This phase begins with Education 426 and ends with the successful completion of student teaching and graduation. At this time all candidates who meet the requirements for the Senior Capstone Phase are assigned a faculty member who will work with the candidate to help him/her successfully pass the Senior Capstone Oral Professional E-Portfolio Assessment (SCOPE), which is required prior to student teaching. During the SCOPE process, candidates will select a faculty member from their content specialization to be a second member of the SCOPE Team.

Professional Education Courses Required for Admission to Student Teaching:

Education 426 - Creating, Managing, and Assessing Public School Learning Communities

Candidates should take Education 426 in the semester before they plan to student teach. Candidates are encouraged to take the appropriate Praxis II- Principles of Learning and Teaching Test, required for certification in West Virginia.

General Education Courses Required for Admission to Student Teaching:

All of the general education courses should be completed at this time

Content Specialization Courses Required for Admission to Student Teaching:

All of these courses should be completed at this time

All candidates will complete a Senior Capstone course in their content specialization and a content methods course.

Elementary Education Candidates will complete:

Education 436 - Capstone Experience for Elementary Teachers

Education 480-487 (Student Teaching)

Prior to student teaching, candidates must have taken the appropriate Praxis II – Principles of Learning and Teaching Test, required for certification in West Virginia. Candidates are encouraged to take the Praxis II tests in their content specialization areas.

Professional Responsibilities Required for Admission to Student Teaching:

- Maintained grades of “C” or better in all academic work
- Maintained a 2.5 grade point average in general, content specialization, and professional education courses
- Maintained a Current Negative TB Skin Test Form in your Candidate Folder
- Verified that passing score on the Praxis II – Principles of Learning and Teaching Assessment is in your Candidate Folder
- Verified that the completed Senior Capstone Oral Professional E-Portfolio Rubric is in your Candidate Folder
- Met with the Director of Clinical Experiences for a student teaching placement interview

Professional Responsibilities Required during Student Teaching for Graduation and Certification:

- Have a completed signed Senior Evaluation Form filed in the Candidate Folder and the Registrar’s Office
- Apply for graduation and pay the necessary fees
- Establish a Career Credentials File with Career Services
- Successfully complete Education 480-Student Teaching
- Successfully complete -Student Teaching Continuing Professional Development Seminar
- Pass the remaining Praxis Content Specialization Tests required for your content specialization
- Complete all remaining courses required for graduation and certification
- Be fingerprinted for a FBI Criminal Background Check
- Apply for West Virginia Certification
- Apply for jobs using your Career Credentials Folder as part of the job application process
- Make all revisions in your Professional Portfolio that were suggested during your Senior Capstone SCOPE Interview and use this portfolio when you interview for teaching positions

Continuing Professional Development Phase

This phase is designed to assist candidates in the transition to the teaching profession. This phase lasts three years after graduation. Teacher candidates are now graduates of the WVSU Professional Teacher Education Preparation Program. To meet all state certification requirements, graduates must have passed Praxis II PLT in the appropriate content area and all required Praxis content tests.

Professional Responsibilities after Graduation for Professional Growth:

- Keep the Education Department informed about your *employment status* by sending periodic e-mails to the Education Department Home Page
- Keep the Education Department informed about your *professional accomplishments* by sending periodic e-mails to the Education Department Home Page
- Develop a Continuing Education Plan with your local country school district to assure certificate renewal
- Apply for Tuition Reimbursement with your local county school district to defray tuition expenses encountered during renewal
- Participate in a Beginning Teacher Mentor Program that is required for certificate renewal of all new teachers during their first year of employment in West Virginia Public Schools
- Register for and pass PRAXIS III tests in states that require this form of assessment. PLEASE NOTE THAT WEST VIRGINIA DOES NOT CURRENTLY REQUIRE PRAXIS III
- Develop a Continuing Professional Development Plan that includes seeking staff development opportunities that address areas where you feel you need additional preparation or training through programs offered by the West Virginia Center for Professional Development
- Develop a Continuing Professional Development Plan that includes serious consideration of pursuing National Board Certification
- Develop a Continuing Professional Development Plan that includes a Master's, Educational Specialist, and Doctoral Degree programs to fulfill personal and professional goals

Assembling your E-Portfolio

You may choose any online service to host your e-portfolio. Most candidates started their e-portfolio in Education 300 –Educational Technology that includes at least a home page, a video, a table of contents, and some documentation of skill in instructional technology.

Your home page should be a welcoming page to future employers to read your e-portfolio. On this page you should include a video of you teaching a lesson or telling about yourself. This should be a 1 minute video. This homepage should have a link to the Table of Contents of your e-portfolio. All E-Portfolios should have the following:

Here is a *sample* Table of Contents:

An Educator Professional E-Portfolio of Your Name

Introduction Letter

Part I – Employment Information

Section 1 – Resume

Section 2 – Transcript

Section 3 – Certification (*Stating you will receive a Bachelor of Science Education degree, the date you will graduate, and your content specialization certification area*)

Part II (Section C rubric) – Educational Philosophy

Section 1 – Mission Statement

Section 2 – Philosophy of Education

Part III (Section A rubric) – Professional Commitments

Section 1 – Commitment to Student Learning

Section 2 – Commitment to Diversity

Section 3 – Commitment to Technology

Section 4 – Commitment to Content Knowledge

Part IV (Section B rubric) – Commitment to the Profession

Section 5 – Commitment to Professional Development

Section 6 – Commitment to Reflection of Growth

Section 7 – Future Plans (Academic and Professional Goals)

Here are some things to remember:

Your Philosophy of Education describes your philosophy of education, how it has changed from the beginning of your professional education courses to present, and how it specifically relates to the **THD**.

Your Educational Mission states your mission for teaching and learning and how it specifically relates to the **THD**.

Your Commitment to Student Learning makes a statement that you believe ALL STUDENTS CAN LEARN and tells why you believe this. The main artifact needs to show data-based decision making, reflection, and evidence of planning, assessment and implementation.

Your Commitment to Diversity makes a statement that you recognize how SOCIETY IS CHANGING and how you are sensitive to this diversity so that you will become the change agent to promote EQUITY for all students. The main artifact needs to show differentiated instruction, including documentation of accommodations and data-based decision making with disaggregated data.

Your Commitment to Technology makes a statement that you recognize that TECHNOLOGY HAS REVOLUTIONIZED THE WORLD and tells how you have used technology to increase student learning. The main artifact needs to show use of 21st Century technologies, and include data based decision making.

Your Commitment to Content Knowledge and Scholarship makes a statement that you are a scholar in your content area. The main artifact needs to show that your lesson addresses national and state standards and demonstrates accurate content knowledge.

Your Commitment to the Profession makes a statement that you recognize that TEACHERS ARE MEMBERS OF A PROFESSION and explains how you are becoming a member of the teaching profession. By the time of your senior capstone you should have at least four certificates of attendance and/or memberships in professional organizations.

Your Self-Assessment – Reflection on Professional Growth and Future Goals provides an opportunity for you to reflect on your growth from the beginning of the teacher education program until now. You will also reflect on your future career as an educator.

Writing your commitments:

- These should be 150-500 words
- Should have the title of the commitment at the top of the page
- In each commitment section, you need only to have ONE paragraph summary of your thoughts related to this commitment. The next part of this section should include a brief description of the artifacts and an explanation on “HOW” each artifact connects to the commitment category. You may include up to three but must have a minimum of one artifact per commitment.
- Include in your summary examples from your academic courses, field experiences and community involvement to support how you have exhibited the commitment.
- The first four commitments should have at least **one lesson plan** as an artifact. See grading rubric for the requirements for each commitment.

NOTE: Candidates will have additional evaluations based on their content specialization's professional association.

REMEMBER – Your SCOPE Chairperson is your collaborator, **not your editor**. Please correct errors in spelling and punctuation before you meet with your SCOPE chair.

No one will be listed with a SCOPE Chairperson without first having an Admission to Senior Capstone meeting with the Chair of the Education Department. A list of candidates and their respective SCOPE chairpersons will be posted on the Education Listserv: Beconnected by the second week of the semester. If the SCOPE is not completed by the **tenth week** of the semester the candidate **will not** be assigned a cooperating teacher for student teaching and will have to wait to student teach.

You will be required to provide your portfolio web page link to your Department of Education SCOPE Chairperson for assessment purposes and accreditation. Your SCOPE is a key assessment for the Department of Education's accreditation process; therefore, the portfolio will be one part of our electronic exhibits for potential viewing by state and national accreditors.

Specific Details for Commitment to the Profession:

As a member of the teaching profession, teacher candidates are expected to participate in ongoing professional development activities. These activities are *beyond the requirements* normally assigned and/or expected as part of the regular coursework in teacher education program and are assigned certain **Professional Development Units**. PDUs are organized into three categories and teacher candidates should show a well-balanced mix of all three categories when completing their PDUs. For example, it would not be a good practice to earn PDUs exclusively from Category Three. To receive credit for the PDUs, the candidate must provide proof of attendance for the activity (such as a certificate of completion, activity description, or registration handouts) **and** complete the Professional Development Reflection Outline form available at the Education Department website.

CATEGORY 1:

Long-Term Professional Activities and Self-directed Learning (Maximum **10 PDUs per activity**)

- Participation in faculty-led educational research project
- Serving as an officer for a professional organization (e.g., honor society, student organization)
- Attending or presenting at a conference
- Participating in a faculty-led book study
- Volunteering in education-based community service (e.g., after-school tutoring, etc.) in long-term, sustainable manner

CATEGORY 2:

Short-Term Professional Activities (Maximum **4 PDUs per activity**)

- Attending WVSU faculty lecture series
- Participating in WVSU-DOE sponsored workshops or programs
- Attending meetings for a professional organization

CATEGORY 3:

Other Events (Maximum **3 PDUs per activity**)

- Attending a cultural event
- Attending Convocation at WVSU

Some Guidelines and Examples

No more than 1 credit for each 50 minute hour of professional development activity will be assigned. If a professional development activity is not strongly related to education, educational leadership, or the candidate's content area, then half credit for each 50 minute hour will be assigned.

Examples:

- 1) Candidate reads books to a local kindergarten classroom. Documentation is a letter from the teacher indicating 40 school visits of ½ hour each. Reflection indicates growth in understanding of topics of interest to young children and improvement in expressive reading.
Scoring: This is Category 1: Long-term professional activities, with 20 hours of high quality participation, and earns the maximum allowable 10 PDUs.
- 2) Candidate is a member of KDP, but has not served as an officer. Documentation of membership in good standing, attending more than 20 hours of meetings over 2 years, and high quality reflection on professional growth.
Scoring: This is a category 2 - Short Term Professional Activity, with 20 hours of participation and reflection on professional growth, it earns the maximum Scoring 4 PDUs.

- 3) Candidate attends an on-campus play. Documentation is the playbill. Reflection indicates growth in cultural awareness and a tangential connection to future teaching (“I think that taking students to see plays is an important part of helping them become well rounded citizens.”)

Scoring: This is Category 3 – Other Events Activity. For this two-hour event, the SCOPE committee might score 1 PDU because there was not a strong link to professional growth and future teaching.

- 4) Candidate is a member of PTO at a local school. A letter from a PTO officer on official letterhead documents attendance at 10 hours of meetings and 12 hours to prepare for and help conduct specific event at school. Reflection shows growth in understanding the culture of the school. By demonstrating initiative in organizing school event, the candidate shows leadership.

Scoring: This is Category 1: Long-term professional activities, with 22 hours of high quality participation, and earns the maximum allowable 10 PDUs.

Scoring Rubrics

West Virginia State University
Department of Education
SENIOR CAPSTONE ORAL PROFESSIONAL E-PORTFOLIO (SCOPE) ASSESSMENT
Evaluation form for the SCOPE Review Meeting and the SCOPE Meeting

Date of Review: _____

Candidate: ID Number: A00	Content Specialization:
Education Department Faculty Team Chair:	Content Specialization Team Member:

PART ONE: SCOPE MEETING *(To be completed by the Team Chair)*

1. The candidate's e-portfolio contained all section summaries at the time of the meeting

- Yes (all sections present; *minor* editing or revisions needed)
- Yes (all sections present; *major* editing or revisions needed)
- No (one or more sections missing,)

Additional Notes:

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2. The candidate's e-portfolio contained all supporting artifacts at the time of meeting and they demonstrated a clear link among the commitment, artifacts, and his/her content specialization

- Yes (all relevant artifacts present; *minor* editing or revisions needed)
- Yes (all relevant artifacts present; *major* editing or revisions needed)
- No (artifacts from one or more sections of the e-portfolio missing)

Additional Notes:

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3. The candidate is advised to:

- Revise and resubmit the e-portfolio for the Chair's further evaluation
- Revise the discussed changes and revisions and proceed with scheduling the SCOPE meeting
- Other:

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PART TWO: SCOPE MEETING

1. The candidate's e-portfolio was complete at the time of the SCOPE meeting

- Yes (all recommended editing or revisions are reflected in the e-portfolio)
- No (one or more sections missing; lacks the recommended changes from review meeting)

Additional Notes:

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Section A: Professional Commitments *(To be completed by the Team)*

Assessment of Artifact for Student Learning

	Unsatisfactory = 1	Emerging = 2	Accomplished = 3	Distinguished = 4
Reflection WVPTS 4C	Either no reflection, or shallow reflection, or does not include statement of instructional insight.	Includes reflections on strengths & weaknesses of instruction.	In addition to Emerging, includes reflections on instruction, planning or student behavior as related to best practices.	In addition to Accomplished, includes reflections on instruction, planning or student behavior as related to a specific educational theory.
Data Based Decision WVPTS 1E, 3E	Either no reflection, or shallow reflection, or reflection does not relate to student data, or does not include statement of instructional insight or student need.	Includes reflections on strengths & weaknesses of instruction. Instructional decisions are made, but not justified based on student data.	Students' needs are identified. Reflective statements refer to student data. Includes reflections on strengths & weaknesses of instruction. Includes data-based instructional decisions justified based on aggregated and analyzed student data.	Exceptionally thoughtful reaction with evidence of considerable reflection. Supporting points are drawn from the student data from multiple data sources and teaching experiences. Reflection & future plans show clear understanding of students' developmental stages and learning needs.
Planning – assessment – delivery WVPTS 1D	Developed a proper lesson plan to include assessment, and taught from the plan.	Taught the planned lesson to K-12 students.	Assessed instruction.	Data Based Decision Making – made an instructional decision based on data.

Assessment of Artifact for Diversity

	Unsatisfactory = 1	Emerging = 2	Accomplished = 3	Distinguished = 4
Differentiate instruction WVPTS 2A, 3F	Minimally modify or differentiates instruction.	Modifies or identifies differentiation of instruction for students who have identified disabilities and those who do not (e.g. those with academic difficulties, cultural differences, at risk students, high achieving, ELL, etc.)	Modifies or differentiates instruction for 3 or more types of learners.	Modifies or differentiates instruction for 3 or more types of learners and to include types of modification/ differentiation recognized as effective.
Cultural Competence – documentation of differentiated instruction WVPTS 1B, 2B	No or minimal documentation of differentiated instruction	Documentation shows some accommodations are made for students with atypical learning needs, while most students are taught using the same methods.	Documentation of learning activities reflective of a wide range of pedagogical approaches and accommodations are made for students with atypical learning needs (both high and low achieving).	The teacher uses a variety of strategies to engage all subgroups of students (and reflections show intentional connections made between specific student needs and specific strategies), including exploring new resources and technologies to broaden and deepen student learning.
DBDM – disaggregate data to look at behavior of subgroups WVPTS 2A, 4C	Does not disaggregate	Refers to disaggregated qualitatively without documenting quantitative disaggregation of student data.	Disaggregates student data quantitatively and reflects on the effect of instruction on subgroups of students.	In addition to accomplished, reflects on the next steps to resolve any significant differences in achievement between subgroups.

Assessment of Artifact on Technology

	Unsatisfactory = 1	Emerging = 2	Accomplished = 3	Distinguished = 4
Technology WVPTS 1B	Does not demonstrate knowledge of 21st Century technology use in design of this lesson.	Demonstrates knowledge of 21st Century limited to one type of technology (example PPT), or limited to teacher use of technology.	Both Teacher and Students are using 21 Century technology.	Both Teacher and Students using 21st Century technology, and integration of technology has merit in terms of improving student achievement.
Data Based Decision WVPTS 1E, 3E	Either no reflection, or shallow reflection, or reflection does not relate to student data, or does not include statement of instructional insight or student need.	Includes reflections on strengths & weaknesses of instruction. Instructional decisions are made, but not justified based on student data.	Students' needs are identified. Reflective statements refer to student data. Includes reflections on strengths & weaknesses of instruction. Includes data-based instructional decisions justified based on aggregated and analyzed student data.	Exceptionally thoughtful reaction with evidence of considerable reflection. Supporting points are drawn from the student data from multiple data sources and teaching experiences. Reflection & future plans show clear understanding of students' developmental stages and learning needs.

Assessment of Artifact on Content Knowledge

	Unsatisfactory = 1	Emerging = 2	Accomplished = 3	Distinguished = 4
Addresses National Standards WVPTS 1C, 1D	Based on State and National Standards identified, minimally addresses national standards (does not identify standard addressed or mis-identifies standard addressed)	Identifies both state and national standard addressed.	Identifies state and national standards and aligns standards with lesson objective.	Identifies state and national standards and aligns standard with lesson objective while justifying the use of the particular standard with the particular objective based on knowledge of developmentally appropriate curriculum.
Content Area Knowledge, in the content area of the non-education interviewer	Considering requirements of Teaching methods course, fails to demonstrate factually accurate content knowledge. WVPTS 1A	Considering requirements of Teaching methods course, demonstrates factually accurate content knowledge.	Considering requirements of Teaching methods course, demonstrates factually accurate content knowledge and constructs assessments designed to reflect student content knowledge.	Considering requirements of Teaching methods course, demonstrates factually accurate content knowledge and in addition is able to analyze student data and see what student content knowledge is strong and what is lacking.
OVERALL	Unsatisfactory = 1	Emerging = 2	Accomplished = 3	Distinguished = 4
Lessons overall	Only one lesson plan for all four commitments	Two lesson plans used to meet four commitments	Three lesson plans used to meet four commitments.	Four or more lesson plans used to meet four commitments.
Public School Experience	Only one lesson taught in the public schools	Only 2 lessons taught in public schools	Only 3 lessons taught in public schools	Four or more lessons taught in public schools

11-18 - Unsatisfactory	Notes:
19-30 - Emerging	
31-42 - Accomplished	
43-48 - Distinguished	

Section B: Commitment to the Profession- The candidate demonstrated a commitment to the Profession

As a member of the teaching profession, teacher candidates are expected to participate in ongoing professional development activities. These activities are *beyond the requirements* normally assigned and/or expected as part of the regular coursework in teacher education program and are assigned certain **Professional Development Units**. PDUs are organized into three categories and teacher candidates should show a well-balanced mix of all three categories when completing their PDUs. For example, it would not be a good practice to earn PDUs exclusively from Category Three. To receive credit for the PDUs, the candidate must provide proof of attendance for the activity (such as a certificate of completion, activity description, or registration handouts) **and** complete the Professional Development Reflection Outline form available at the Education Department website.

CATEGORY 1: Long-Term Professional Activities and Self-directed Learning (Maximum 10 PDUs per activity)

- Participation in faculty-led educational research project
- Serving as an officer for a professional organization (e.g., honor society, student organization)
- Attending or presenting at a conference
- Participating in a faculty-led book study
- Volunteering in education-based community service (e.g., after-school tutoring, etc.) in long-term, sustainable manner

CATEGORY 2: Short-Term Professional Activities (Maximum 4 PDUs per activity)

- Attending WVSU faculty lecture series
- Participating in WVSU-DOE sponsored workshops or programs
- Attending meetings for a professional organization

CATEGORY 3: Other Events (Maximum 3 PDUs per activity)

- Attending a cultural event
- Attending Convocation at WVSU

Some Guidelines and Examples

Assign no more than 1 credit for each 50 minute hour of professional development activity. If a professional development activity is not strongly related to education, educational leadership, or the candidate's content area, then assigning half credit for each 50 minute hour is appropriate. Furthermore, even if an activity consumed considerable time (for example being an officer in a professional organization, adhere to the limits imposed on activities from the different categories.

Examples:

- 5) Candidate reads books to a local kindergarten classroom. Documentation is a letter from the teacher indicating 40 school visits of ½ hour each. Reflection indicates growth in understanding of topics of interest to young children and improvement in expressive reading.

Scoring: This is Category 1: Long-term professional activities, with 20 hours of high quality participation, and earns the maximum allowable 10 PDUs.

- 6) Candidate is a member of KDP, but has not served as an officer. Documentation of membership in good standing, attending more than 20 hours of meetings over 2 years, and high quality reflection on professional growth.

Scoring: This is a category 2 - Short Term Professional Activity, with 20 hours of participation and reflection on professional growth, it earns the maximum Scoring 4 PDUs.

- 7) Candidate attends an on-campus play. Documentation is the playbill. Reflection indicates growth in cultural awareness and a tangential connection to future teaching (“I think that taking students to see plays is an important part of helping them become well rounded citizens.”)

Scoring: This is Category 3 – Other Events Activity. For this two-hour event, the SCOPE committee might score 1 PDU because there was not a strong link to professional growth and future teaching.

- 8) Candidate is a member of PTO at a local school. A letter from a PTO officer on official letterhead documents attendance at 10 hours of meetings and 12 hours to prepare for and help conduct specific event at school. Reflection shows growth in understanding the culture of the school. By demonstrating initiative in organizing school event, the candidate shows leadership.

Scoring: This is Category 1: Long-term professional activities, with 22 hours of high quality participation, and earns the maximum allowable 10 PDUs.

The candidate demonstrated a commitment to the Profession – Professionalism and Professional Development Activities.

<p align="center">Unsatisfactory – 1 point 10 or Less PDUs</p>	<p align="center">Emerging – 4 points 11-19 PDUs</p>	<p align="center">Accomplished – 6 points 20-29 PDUs</p>	<p align="center">Distinguished – 8 points 30 or More PDUs</p>
<p>Candidate did not participate in leadership or professional development activities in educational settings or participated in limited activities.</p>	<p>Participated in some professional development activities including at least one from the category-one activity.</p>	<p>Demonstrated some leadership experience in educational settings. Candidate maintained active membership in professional organizations; in addition, maintained a good balance of professional development activities within the three categories.</p>	<p>Demonstrated leadership experience in educational settings. Candidate maintained active membership with a leadership position in professional organizations; Maintained a good balance of professional development activities within the three categories.</p>

Part B, Continued:

The candidate demonstrated a Continuing Professional Development Plan – Reflection of Growth

Unsatisfactory – 1 Point	Emerging – 4 Point	Accomplished – 6 Points	Distinguished—8 Points
<p>Candidate was unable to reflect and see growth from the beginning of the program until now in the following areas: (I) content knowledge, (II) professional knowledge, (III) pedagogical knowledge, and (IV) professional experience.</p> <p>WVPTS 4A, 4C, PLO 4</p>	<p>Candidate demonstrated his/her ability to reflect and see growth. The candidate demonstrates growth over time from the beginning of the program until now in 2 of the following areas: (I) content knowledge, (II) professional knowledge, (III) pedagogical knowledge, and (IV) professional experience.</p>	<p>Candidate demonstrated his/her ability to reflect and see growth at an above mastery level of performance. The candidate demonstrates growth over time from the beginning of the program until now in 3 of the following areas -- including artifacts in one of the areas (example early lesson plan or early philosophy compared to later plans or philosophy): : (I) content knowledge, (II) professional knowledge, (III) pedagogical knowledge, and (IV) professional experience.</p>	<p>Candidate demonstrated his/her ability to reflect and see growth at an advanced level of performance (well above and beyond expectations of a novice teacher). The candidate demonstrates growth over time from the beginning of the program until now in all of the following areas – including artifacts in two of the areas: (I) content knowledge, (II) professional knowledge, (III) pedagogical knowledge, and (IV) professional experience.</p>

The candidate demonstrated a Continuing Professional Development Plan – Future Plans (Academic and Professional Goals)

Unsatisfactory – 1 Point	Emerging – 4 Point	Accomplished – 6 Points	Distinguished—8 Points
<p>Candidate was unable to articulate a professional development plan with academic and professional goals.</p> <p>WVPTS 4C, PLO 4</p>	<p>Demonstrated and developed a professional development plan. The plan was not well defined and/or not related to the candidate’s reflection of his/her abilities</p>	<p>Demonstrated the ability to articulate a future professional development plan that included short term and long range professional goals.</p>	<p>Demonstrated the ability to articulate a future professional development plan that included short term and long range professional goals based on reflection of his/her practice and geared toward addressing his/her strengths and weaknesses.</p>

Section B Total Points

3 - 11 - Unsatisfactory	Notes:
12-17 Emerging	
18-21 - Accomplished	
22-24 - Distinguished	

Section C: Professional Presentation

Using the following scale, please rate the Candidate on each given dimension. *Please avoid using fractional values (such as 2.5) and select among the options provided.*

1	Unsatisfactory	Candidate did not meet expectations and must resubmit this portion and present another oral presentation of this section.
2	Emerging	Candidate demonstrated a minimal level of performance below a level expectations of a novice teacher
3	Accomplished	Candidate demonstrated an acceptable level of performance at a level expectation of a novice teacher
4	Distinguished	Candidate demonstrated an advanced level of performance well above and beyond expectations of a novice teacher

	1	2	3	4
1. The candidate linked, in an oral and written format, his/her Professional Mission Statement with the WVSU Conceptual Framework. WVPTS 5A				
2. The candidate linked, in an oral and written format, his/her Philosophy of Education with the WVSU Conceptual Framework. WVPTS 5A				
3. The candidate verbally gave a brief overview of the Professional E-Portfolio.				
4. The candidate used correct standard spoken English during the interview. Foreign language candidates were fluent in their target language.				
5. The candidate used correct standard written English in the Professional E-Portfolio.				
6. The candidate demonstrated an understanding of the Unit's conceptual framework. WVPTS 5A				
7. The candidate successfully responded to the question asked by the team. WVPTS 4B				
8. Overall, during the SCOPE process the candidate demonstrated Professional Dispositions of a Member of a Profession. WVPTS 5 A-G				
Section-C Total:				

Additional Comments:

8 — 15	Unsatisfactory		
16 — 23	Emerging		
24 — 29	Accomplished		
30 — 32	Distinguished		

**West Virginia State University
Department of Education**

SENIOR CAPSTONE ORAL PROFESSIONAL E-PORTFOLIO ASSESSMENT

Based on the SCOPE review meeting, SCOPE meeting, and the discussion and assessment of artifacts in each section we recommend

Print Candidate's Name

Admission to the Senior Capstone Phase

Full Admission

Full Admission Eligibility
(Pending Submission of additional documentation)

Re-Evaluation

Education Department Faculty Team Chair

Date

Content Specialization Team member

Date

Candidate

Date

Summary of All Sections (overall):

Section A			53 or Below	Unsatisfactory
Section B			54-75	Emerging
Section C			76-90	Accomplished
Total:			91-100	Distinguished

Comments:

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