

**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

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 SCPAI meeting
 - Other:
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PART TWO: SCOPE MEETING

1. The candidate's e-portfolio was complete at the time of the panel 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, PLO 2	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, PLO 2	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. PLO 2	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, PLO 2	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, PLO 2	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, PLO 2	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, PLO 3	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, PLO 2	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, PLO 1	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 standard and aligns it with the lesson objective.	Identifies state and national standard and aligns it from the 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 WVPTS 1A, PLO 1	Considering requirements of Teaching methods course, fails to demonstrate factually accurate content knowledge.	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**. PDU's 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:

- 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.

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, PLO 4				
2. The candidate linked, in an oral and written format, his/her Philosophy of Education with the WVSU Conceptual Framework. WVPTS 5A, PLO 4				
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. PLO 4				
5. The candidate used correct standard written English in the Professional E-Portfolio. PLO 4				
6. The candidate demonstrated an understanding of the Unit's conceptual framework. WVPTS 5A, PLO 4				
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, PLO 4				
Section-C Total:				

Additional Comments:

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

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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

Re-Evaluation

(Pending Submission of additional documentation)

Education Department Faculty Team Chair

Date

Content Specialization Team member

Date

Candidate

Date

Summary of All Sections (overall):

Section A			64 or Below	Unsatisfactory
Section B			65 - 92	Emerging
Section C			93 - 111	Accomplished
Content Section			112 - 128	Distinguished
Total:				

Comments:

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