

## **SCOPE HANDBOOK EXECUTIVE SUMMARY**

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.

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.

### **Assembling your E-Portfolio**

You may choose any online service to host your e-portfolio. Most candidates started their e-portfolio in Education 300-Education 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 brief video of you teaching a lesson or telling about yourself. 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 21<sup>st</sup> 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 numerous certificates of attendance in professional events, workshops, and conferences 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 (Refer to the SCOPE Writing Guide for more hints):**

- These should be 150-500 words
- Should have the title of the commitment at the top of the page
- Include in your summary examples from your academic courses, field experiences and community involvement to support how you have exhibited the commitment.
- In the last paragraph, summarize the artifacts that best illustrates this and include them as attachments or links to other pages. You may include up to three but must have a minimum of one artifact per 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.*

# **Professional Portfolio Writing Tips**

## **Mission Statement**

- ✓ Will my professional mission statement look good on a poster in my classroom?
- ✓ How does my professional mission statement refer to the philosophy that ALL STUDENTS CAN LEARN?
- ✓ How does my professional mission statement drive lesson planning and my commitment to professional responsibilities?
- ✓ How does my professional mission statement drive my future growth as an educator?

## **Philosophy of Education**

- ✓ Have I restated my professional mission statement in my Philosophy of Education?
- ✓ Have I referred to at least 3 educational issues that I believe are important?
- ✓ HOW DOES MY PHILOSOPHY OF EDUCATION REFLECT OR PARAPHRASE MY BELIEF THAT ALL STUDENTS CAN LEARN?
- ✓ How does my philosophy of education reflect, adapt or fit the conceptual framework: TEACHER AS HUMAN DEVELOPER?
- ✓ How does my philosophy of education include the program dispositions of Teacher as STUDENT FOCUSED, ROLE MODEL, AND AS A MEMBER OF A PROFESSION?
- ✓ Does my philosophy of education reference educational theories or theorists that have helped form my philosophy?

## **Commitment to Student Learning**

- ✓ Have I included a summary - reflection statement with my artifacts?
- ✓ Do my artifacts include a reflection on student learning?
- ✓ Do my artifacts include data-based decision making and reflections on strengths and weaknesses of instruction?
- ✓ Do my artifacts include detailed assessment and implementation plans?

## **Commitment to Diversity**

- ✓ Have I included a summary-reflection statement with my artifacts?
- ✓ Do my artifacts include differentiated instruction?
- ✓ Have I included differentiation for three or more types of learners?
- ✓ Do my artifacts include data-based decision making disaggregated by diversity groups?

## **Commitment to Technology**

- ✓ Have I included a summary-reflection statement with my artifacts?
- ✓ Does at least one of my artifacts include student use of 21<sup>st</sup> Century technology?
- ✓ Do I show how I can use 21<sup>st</sup> Century technology to deliver instruction in my content specialization?
- ✓ Do I show how I can use 21<sup>st</sup> Century technology to teach, reinforce and/or re-teach my content specialization?
- ✓ Do my artifacts include data-based decision making and reflections on strengths and weaknesses of instruction?
- ✓ Does my artifact include 21<sup>st</sup> Century skill and/or tools standards?

## **Commitment to Content Knowledge and Scholarship**

- ✓ How have my GPA and scores on national tests such as Praxis I and II test show my commitment to content knowledge and scholarship?
- ✓ Did I receive a commendation from ETS for my test score performance?
- ✓ Am I member of any honor society that recognizes scholarship in my content specialization?
- ✓ Does my artifact identify national and state standards that are aligned with the lesson objectives?
- ✓ Do my artifacts reflect accurate knowledge of important content?

## **Commitment to the Profession**

- ✓ Do I see myself as a member of a profession?
- ✓ Have I been an active member with leadership positions in a professional organization?
- ✓ Have I attended numerous professional activities outside of class requirements?

## **Self Reflection**

- ✓ What was I like before I began this program and what am I like at the end of this program?
- ✓ Have I reflected on my growth over time in several areas?
  - Content Knowledge means knowledge of the content that you will be teaching. An artifact might be the grade point average at the beginning of your program compared to now, or documentation of knowledge of particular aspects of your content.
  - Professional Knowledge means knowledge and beliefs about the teaching profession (including human growth and development, theories of learning, etc.). An artifact might be comparing a philosophy of education written in Education 200 to one written more recently.
  - Pedagogical Knowledge means knowing how to teach. An artifact might be comparing an early lesson plan in which only lecture /teacher presentation and modeling was used compared to a recent lesson plan which used many strategies.
  - Professional Experiences means growth from the perspective of a beginning college student to that of a teaching professional. One artifact might be comparing your understanding of a teacher as an individual to your understanding of a teacher as an active member of the professional community. Another artifact might be explaining how your field experiences have helped you grow into a member of a profession.
- ✓ What influences have encouraged my growth?
- ✓ What are my professional and personal goals for the future?

## **Miscellaneous Items**

- ✓ Run the Spelling and Grammar Check of your word processor before showing your Portfolio. The Writing Center is available to all candidates for assistance in editing documents.
- ✓ If anything in your portfolio is the work of another, be sure to give credit to source.
- ✓ If you have developed original lesson plans, PowerPoint Presentations, videos, or instructional materials of any kind, you have a copyright. The copyright is yours whether or not you decide to register the copyright for a fee.

See [http://inventors.about.com/od/copyrights/a/copyright\\_3.htm](http://inventors.about.com/od/copyrights/a/copyright_3.htm) for more information.

## **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). These are activities that are relatively long in duration or intensity (more than 10 hours) that related to teaching or content area that show leadership or initiative.

- 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). These are activities related to teaching or content area that are up to 10 hours in length, or they can be longer activities that do not fall into Category 1 because they do not demonstrate leadership or initiative.

- 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). These are events that show participation in the University Community or the wider community, but they may not be strongly related to teaching or content area.

- Attending a cultural event
- Attending Convocation at WVSU

### **Some Guidelines and Examples**

No more than 1 PDU for each 50 minute hour of professional development activity will be assigned. Each artifact for professional development is accompanied by a reflection statement on what was learned and how it relates to teaching or the candidate's content area. If, in the judgement of the evaluator, 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 may be assigned.

Examples:

- 1) Candidate reads books to a local kindergarten classroom. Documentation is a letter from the teacher indicating 40 school visits of  $\frac{1}{2}$  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.