# 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 – Revised Summer 2019*

| | |
|---|---|
| **Candidate:**<br><br>**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:*

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:*

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:

## 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:*

# Section A: Professional Commitments (*To be completed by the Team*)
## Assessment of Artifact for Student Learning

| | Distinguished = 4 | Accomplished = 3 | Emerging = 2 | Unsatisfactory = 1 |
|---|---|---|---|---|
| **Reflection** <br><br> *WVPTS 4C, PLO 2* | Candidate includes reflections on strengths and weaknesses of instruction, planning or student behavior as related to a best practices and specific educational theory. | Candidate includes reflections on strengths and weaknesses of instruction, planning or student behavior as related to best practices. | Candidate includes reflections on strengths & weaknesses of instruction. | Candidate demonstrates either no reflection, or shallow reflection, or does not include statement of instructional insight. |
| **Data Based Decision** <br><br> *WVPTS 1E, 3E, PLO 2* | Candidate demonstrates 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. | Candidate identifies students' needs. 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.** | Candidate includes reflections on strengths & weaknesses of instruction. Instructional decisions are made, but not justified based on student data. | Candidate demonstrates 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. |
| **Planning – assessment – delivery** <br> *WVPTS 1D. PLO 2* | Candidate demonstrates Data Based Decision Making – makes an instructional decision based on data. | Candidate assesses instruction. | Candidate teaches the planned lesson to K-12 students. | Candidate develops a proper lesson plan to include assessment, and teaches from the plan. |

## Assessment of Artifact for Diversity

| | Distinguished = 4 | Accomplished = 3 | Emerging = 2 | Unsatisfactory = 1 |
|---|---|---|---|---|
| **Differentiate instruction** <br><br> *WVPTS 2A, 3F, PLO 2* | Multiple paths to learning are always available with differentiated strategies for diverse student needs. | Two paths to learning are available with differentiated strategies for diverse student needs. | Content is delivered with a single path to learning. Differentiated strategies for diverse student needs are minimal. | Path to learning is not considered best practice. Differentiation is not existent. |
| **Cultural Competence – documentation of differentiated instruction** <br> *WVPTS 1B, 2B, PLO 2* | Candidate plans for student development by considering 4 or more of the following: the individual needs, interests, learning styles, cultural heritage, gender, and environment of students. | Candidate plans for student development by considering 3 of the following: the individual needs, interests, learning styles, cultural heritage, gender, and environment of students. | Candidate plans for student development by considering 2 or less of the following: the individual needs, interests, learning styles, cultural heritage, gender, and environment of students. | No documentation of accommodation |
| **DBDM –** *WVPTS 2A, 4C, PLO 2* | Candidate disaggregates student data quantitatively in ways reflecting best practices, discusses student data qualitatively, and reflects on the effect of instruction. Reflects on how instruction was influenced in 5+ ways based on student feedback. | Candidate discusses student data qualitatively and reflects on the effect of instruction. Has 3-5 examples of how instruction was influenced based on student feedback. | Candidate refers to data qualitatively and has few examples for how instruction was influenced based on student feedback. | Candidate does not include information on student mastery and/or lacking instructional adjustments based on student feedback. |

**WVPTS Indicator 1B1**
Multiple paths to learning are always available with differentiated strategies for diverse student needs

**WVPTS Indicator 2A3**
The candidate guides students in developing individual learning processes by demonstrating extensive and subtle understanding of the needs, interest, learning style, cultural heritage, gender, and environment of students.

**WVPTS Indicator 3F1**
Constantly monitoring student learning, the candidate evaluates, chooses, and adjusts strategies in response to student feedback. The candidate, using student feedback, adjusts the curriculum timeline to meet student needs.

**Diversity**
Diversity is "Difference among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic region in which they live." (NCATE glossary of Professional Standards: http://www.ncate.org). It is the expectation of this class to explore differences in diversity across a broad spectrum of circumstances, and to apply our activities in a way that is respectful and promotes equity to all.

## Assessment of Artifact on Technology

| | **Distinguished = 4** | **Accomplished = 3** | **Emerging = 2** | **Unsatisfactory = 1** |
|---|---|---|---|---|
| **Technology**<br><br>*WVPTS 1B, PLO 3* | Both Candidate and students using 21st Century technology, and integration of technology has merit in terms of improving student achievement. | Both Candidate and students are using 21 Century technology. | Candidate demonstrates knowledge of 21st Century limited to one type of technology (example PPT), or limited to candidate use of technology. | Candidate does not demonstrate knowledge of 21st Century technology use in design of this lesson. |
| **Data Based Decision**<br><br>*WVPTS 1E, 3E, PLO 2* | Candidate demonstrates 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. | Candidate identifies students' needs. 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. | Candidate includes reflections on strengths & weaknesses of instruction. Instructional decisions are made, but not justified based on student data. | Candidate demonstrates 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. |

**Assessment of Artifact on Content Knowledge**

| | Distinguished = 4 | Accomplished = 3 | Emerging = 2 | Unsatisfactory = 1 |
|---|---|---|---|---|
| **Addresses National Standards** *WVPTS 1C, 1D, PLO 1; CAEP 1.1, 1.2, 1.3, 1.4* | Candidate identifies state and national standards and aligns them with the lesson objective(s) while justifying the use of a particular standard with a particular objective based on knowledge of developmentally appropriate curriculum. | Candidate identifies state and national standards and aligns them with the lesson objective. . | Candidate identifies both state and national standard(s). | Based on State and National Standards identified, candidate minimally addresses national standards (does not identify standard(s) addressed or mis-identifies standard(s) addressed) |
| **Content Area Knowledge, in the content area of the non-education interviewer** *WVPTS 1A, PLO 1; CAEP 1.3* | Candidate demonstrates factually accurate content knowledge. Additionally, candidate can analyze student qualitative and quantitative data and determines the strengths and weaknesses of student content knowledge. | Candidate demonstrates factually accurate content knowledge and constructs assessments designed to reflect student content knowledge. | Candidate demonstrates factually accurate content knowledge. | Candidate fails to demonstrate factually accurate content knowledge. |
| **OVERALL** | **Distinguished = 4** | **Accomplished = 3** | **Emerging = 2** | **Unsatisfactory = 1** |
| **Lessons overall** | Four or more lesson plans used to meet four commitments. | Three lesson plans used to meet four commitments. | Two lesson plans used to meet four commitments | Only one lesson plan for all four commitments |
| **Public School Experience** | Four or more lessons taught in public schools | Only three lessons taught in public schools | Only two lessons taught in public schools | Only one lesson taught in the public schools |

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

**Section B: Commitment to the Profession**- The candidate demonstrates 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 Education Professor must approve the Professional Development activity in advance. After completion of the activity, 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.  The Education Professor will determine the amount of PDU's that will be assigned for the activity.

*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 are related to teaching or content area and that demonstrate leadership or initiative.
- Participation in faculty-led educational research project
- Serving as an officer for a professional organization (e.g., honor society, student organization).  *Note that an organization can be used only one time in the PDU process*.
- 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 designated WVSU Convocations (e.g.,  President's State of the University Convocation, State Cares Day, Human Relations Conference, College of Professional Studies Convocation)
- Participating in WVSU-DOE sponsored workshops or programs
- Active membership in a professional organization (Candidate is required to attend organization meetings)

*CATEGORY 3*:  *Other Events*  (Maximum **2 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 (WV Symphony, Art Walk)
- Attending Convocation at WVSU (State Stride)

***Some Guidelines and Examples***

No more than 1 PDU for each 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 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 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 events at school. Reflection shows growth in understanding the culture of the school. By demonstrating initiative in organizing school events, 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 demonstrates a commitment to the Profession – Professionalism and Professional Development Activities.*

| Distinguished - 8 points 30 or more PDU's | Accomplished – 6 points 20-29 PDU's | Emerging – 4 points 11-19 PDU's | Unsatisfactory – 1 point 10 or Less PDU's |
|---|---|---|---|
| Candidate maintains a balance of professional development activities across the three categories as indicated:<br><br>Candidate earns a maximum of:<br> 15 PDU's from Category One<br> 10 PDU's from Category Two<br> 5 PDU's from Category Three | Candidate maintains a balance of professional development activities across the three categories as indicated:<br><br>Candidate earns a maximum of:<br> 10 PDU's from Category One<br> 10 PDU's from Category Two<br> 9 PDU's from Category Three | Candidate participates in professional development activities in two categories as indicated:<br><br>Candidate earns a maximum of:<br>19 PDU's from Categories Two and Three | Candidate has limited participation in leadership or professional development activities<br><br>Candidate earns 10 or less PDU's |

*Part B, Continued:*

*The candidate demonstrates a Continuing Professional Development Plan – Reflection of Growth*

| Distinguished—8 Points | Accomplished – 6 Points | Emerging – 4 Point | Unsatisfactory – 1 Point |
|---|---|---|---|
| Candidate demonstrates 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. **WVPTS 4A, 4C, PLO 4** | Candidate demonstrates 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. | Candidate demonstrates 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. | Candidate is 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. |

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

| Distinguished—8 Points | Accomplished – 6 Points | Emerging – 4 Point | Unsatisfactory – 1 Point |
|---|---|---|---|
| Candidate demonstrates 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. **WVPTS 4C, PLO 4** | Candidate demonstrates the ability to articulate a future professional development plan that included short term and long range professional goals. | Candidate demonstrates and develops a professional development plan. The plan is not well defined and/or not related to the candidate's reflection of his/her abilities | Candidate is unable to articulate a professional development plan with academic and professional goals. |

**Section B Total Points**

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

# Section C: Professional Presentation (to be completed by the team)

| | Distinguished = 4 | Accomplished = 3 | Emerging = 2 | Unsatisfactory = 1 |
|---|---|---|---|---|
| **Organization** | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, and the skillful manner in which it is addressed provides for a cohesive presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational patterns (specific introduction and conclusion, sequenced material within the body, and transitions) are intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| **Language** | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is professional, appropriate to audience, and contains no grammatical errors. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is professional, appropriate to audience, and the one or two grammatical errors made are quickly corrected. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is somewhat professional and/or appropriate to audience and contains three or more grammatical errors that are not acknowledged and corrected. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not professional and/or appropriate to audience and contains multiple grammatical errors. |
| **Delivery** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling and candidate appears polished and confident. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and candidate appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable but candidate appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and candidate appears uncomfortable. |
| **Supporting Material** | Variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes candidate's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the candidate's credibility/authority on the topic. | Supporting materials (explanations, examples, illustration, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially support the presentation or establishes the candidate's credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the candidate's credibility/authority on the topic. |
| **Central Message (Align Philosophy with Conceptual Framework)** | Central message (Philosophy of Education) is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.) | Central message (Philosophy of Education) is clear and consistent with the supporting material. | Central message (Philosophy of Education) is basically understandable but is not often repeated and is not memorable. | Central message (Philosophy of Education) can be deduced but is not explicitly stated in the presentation. |
| **Integration of Conceptual Framework throughout** | Candidate explains how each of the elements of the portfolio is aligned with the conceptual framework. The conceptual framework is embedded in the presentation. | Candidate explains how each of the elements of the portfolio is aligned with the conceptual framework. | Candidate occasionally explains how the elements of the portfolio are aligned with the conceptual framework. | Candidate rarely or never explains how the elements of the portfolio are aligned with the conceptual framework. |
| **Responds to Questions** | Candidate responds to questions asked clearly and professionally, with justification or rationale stated or implied. | Candidate responds to questions asked – mostly responds clearly and professionally. Quick recovery from confusion or mistake. | Candidate may respond to one question adequately but vaguely addresses others. | Candidate is unable to answer questions in a meaningful and logical manner. |

**Section C Total Points**

| | Notes: |
|---|---|
| 7- 13    Unsatisfactory | |
| 14 -20   Emerging | |
| 21 -24   Accomplished | |
| 25-28    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**          ☐ **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** | | | 60 or Below (below 48%) | **Unsatisfactory** |
| **Section B** | | | 61 – 88 (49% - 71%) | **Emerging** |
| **Section C** | | | 89 – 107 (72% - 86% | **Accomplished** |
| **Content Section** | | | 108 – 124 (87% - 100%) | **Distinguished** |
| **Total:** | | | | |

**Comments:**

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