

College of Education and Health Services
School of Education
Professional Portfolio Handbook

Benedictine University
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*Benedictine University educators are
Effective Practitioners, committed to
**Scholarship, Lifelong Inquiry,
Leadership and Social Responsibility***

2009-2010

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THE PROFESSIONAL PORTFOLIO

The School of Education incorporates a professional portfolio process into its Teacher Education program that is designed to facilitate professional and personal growth for pre-service teachers planning to enter the teaching profession.

Conceptual Framework

This portfolio as well as all other aspects of the teacher education curriculum are guided and enhanced by the School of Education's conceptual framework that is grounded in Benedictine values and traditions that promote community, concern for the individual and responsible stewardship (see Appendix A).

According to the conceptual framework, the School of Education's major goal is to create effective practitioners who are committed to scholarship, lifelong inquiry, leadership and social responsibility. These enduring outcomes are developed and nurtured through the curriculum. Educators develop **scholarship** by acquiring a breadth and depth of knowledge in the field. As scholars, they develop **lifelong inquiry** by immersing themselves in a process of on-going questioning and reflecting that results in informed thinking and decision-making. They assume **leadership** roles in a variety of venues where they can affect change and improve practice. Their leadership is guided by a sense of **social responsibility** to create fair and equitable environments that support and enhance learning in order to maximize each individual's potential.

Structuring the Professional Portfolio

For the purpose of organizing, tracking and demonstrating professional growth through the portfolio, students will describe and reflect upon their growth relative to the eleven Illinois Professional Teaching Standards, which are aligned with Benedictine University School of Education's Conceptual Framework.

ILLINOIS PROFESSIONAL TEACHING STANDARDS (IPTS)

Standard #1: Content Knowledge

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students. (*Scholarship; Lifelong Inquiry*)

Standard #2: Human Development and Learning

The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students. (*Scholarship; Lifelong Inquiry*)

Standard #3: Diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (*Leadership; Social Responsibility*)

Standard #4: Planning for Instruction

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals. (*Scholarship; Lifelong Inquiry; Social Responsibility*)

Standard #5: Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation. (*Leadership; Social Responsibility*)

Standard #6: Instructional Delivery

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (*Scholarship; Lifelong Inquiry; Social Responsibility*)

Standard #7: Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (*Scholarship; Social Responsibility*)

Standard #8: Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students. (*Lifelong Inquiry; Social Responsibility*)

Standard #9: Collaborative Relationships

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being. (*Leadership; Social Responsibility*)

Standard #10: Reflection and Professional Growth

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. (*Scholarship; Lifelong Inquiry*)

Standard #11: Professional Conduct (*Leadership; Social Responsibility*)

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

The Purpose of a Portfolio

The portfolio is an authentic assessment tool that contains student-developed assignments/artifacts that reflect growth relative to the eleven Illinois professional standards.

Portfolio Development

At its best, portfolio development creates a clearer and clearer picture of the educator as a professional; developing the knowledge, skills and dispositions needed for effective promotion of teaching. Portfolios provide the experiential story of an educator moving closer and closer to the realization of a clearly defined vision.

The most important thing to remember about the Portfolio development is that it is a process. The portfolio process is characterized by an ongoing cycle of **collection, selection and reflection**. The physical portfolio is important, of course, but the time and effort you put into its development is the true investment. Portfolios contain authentic pieces of work carefully chosen by students to showcase their growing professional expertise in the area of teaching. The Professional Portfolio that students will develop as they progress through the teacher education program has two distinct components: a Working Portfolio and a Presentation Portfolio.

The Working and Presentation Portfolios

Working Portfolio

The preparation of the Working Portfolio starts with the introductory course in the Teacher Education program. Beginning with the initial course, students set up electronic files (within LiveText) for each of the Illinois Professional Teaching Standards (IPTS) (See Appendix J. 5).

Course instructors identify assignments within their respective course that they have targeted as portfolio artifacts. Each assignment/artifact is paired with one Illinois Professional Teaching Standard that is highly aligned to the artifact. Students create and share these assignments/artifacts and rationale statements with their instructors through LiveText using the BU Course Assignment/Artifact template (See Appendix J.3). The completed templates, each containing a designated assignment/artifact, IPT Standard and accompanying rationale statement, are transferred into the electronic IPTS filing system created on LiveText (See Appendix J.5). The IPTS filing system serves as a repository for all designated portfolio artifacts/assignments, as specified in each education course syllabus.

Reflecting on the Artifacts (Rationale Statements)

As students proceed through their education coursework, they:

- complete designated portfolio assignments/artifacts;
- include a rationale statement explaining how each assignment/artifact has enhanced their teaching competence relative to the selected IPT standard;
 - See Appendix B for an example of a rationale statement;
 - See Appendix C for the assessment rubric, which will be used by course instructors to evaluate your rationale statement;
- file these assignments/artifacts and rationale statements under the appropriate Illinois Professional Teaching Standard (via LiveText).

Reflection is the practice or act of analyzing our actions, decisions, or products by focusing on our **PROCESS** of achieving them. Reflection can be thought of as a mental replay of a series of events. In the process of thinking deeply about an experience, personal and professional growth often occurs. Reflection can reveal the wisdom embedded in experience. While examining our past actions and our present actions, we generate knowledge that will inform our future.

As students reflect on each assignment/artifact, they will include in their respective rationale statement responses to the following questions:

- Description: What is the artifact?;
- Personal, Practical Knowledge: What did you learn?
- Connection to the Standard: Why is this artifact important to your professional growth relative to the standard?
- Future Plans: How can you improve?

The Working Portfolio may include:

- Reflective journal entries
- Lesson Plans
- Mini case studies
- Technology integrated thematic units
- Reviews and analyses of books/articles
- Course papers
- Interpretation and application of current research

How to develop a professional portfolio: a manual for teachers (Campbell, et al., Allyn & Bacon, 2007) is a required text for the teacher education program. This text is a major resource for students as they prepare their Working and Presentation Portfolios.

Meeting Working Portfolio Checkpoints for Teacher Certification

The BU Working Portfolio template, available in LiveText, will enable you to select from your electronic IPTS files, the required number of assignments/artifacts and rationale statements needed for meeting the three separate Working Portfolio checkpoints required for Teacher Certification (See Appendices H and I: Checkpoints for Certification).

Checkpoint Requirements Specific to the Working Portfolio:

The portfolio requirements include:

Checkpoint #1 – Admission into the Teacher Education Program

Successful completion of portfolio artifacts and rationale statements for three of the Illinois Professional Teaching Standards via LiveText.

Checkpoint #2 – Application to Student Teaching

Successful completion of portfolio artifacts for six of the Illinois Professional Teaching Standards via LiveText.

Checkpoint #3 – Admission to Student Teaching

Successful completion of portfolio artifacts for eleven Illinois Professional Teaching Standards via LiveText.

Specific instructions for using the BU Working Portfolio template to meet these certification requirements are provided in Appendix J.5. You will be expected to use the same template for all three checkpoints.

Presentation Portfolio

The Presentation Portfolio is the final product of the portfolio process. Students will review all artifacts and self-reflective rationale statements contained in the electronic Working Portfolio to:

- Determine which of the artifacts should be included in the Presentation Portfolio;
- Revise rationale statements, as needed;
- Glean patterns of growth and change for inclusion in the Self-Reflective Narrative* (as described below).

Students learn how to create an electronic Presentation Portfolio via LiveText in EDUC 215 Technology for Teachers or in EDUC 517 Introduction to Technology.

Components of the Presentation Portfolio

1. Table of Contents
2. Letter of Introduction. Provide a brief autobiographical statement about yourself.
3. Resume.
4. Statement of Philosophy of Education. (One page)
5. Personal Growth Narrative. Compose a personal narrative (2-3 pages), which:
 - Includes a chronology of specific events and/or instructional activities, which have occurred over the teacher preparation program and have **significantly** impacted your beliefs about effective teaching and learning;
6. Illinois Professional Teaching Standards 1-11. Describe your professional growth in relationship to your understanding of teaching, learning and assessment, the Illinois Professional Teaching Standards and the conceptual framework;

For each standard, provide one or two exemplary artifact/s and rationale statement/s that evidence competence. Be sure your rationale statements address the following questions as per the rationale rubric (Appendix C).

- Description: What is the artifact?
- Personal Practical Knowledge: What did you learn?
- Connection to Standard: Why is this artifact important to your professional growth?
- Future Plans: How can you improve?

Electronic Presentation Portfolio

Student teachers are required to construct an electronic version of their Presentation Portfolio through LiveText beginning in spring 2006, optional for fall 2005 (See Appendix G). Students, as of spring 2005, began maintaining an electronic Working Portfolio of assignments/artifacts and rationale statements completed in their education program. (Detailed instructions for using LiveText for the development and implementation of the Working Portfolio process are located in the Appendix J.).

Selecting Assignments/Artifacts for the Presentation Portfolio

Given the written rationale statements, decide which assignment/artifact will make the best case to demonstrate “what you know and are able to do.” Use of student work is very powerful. When using student work however, remove or obscure student names.

Remember the purpose of the assignments/artifacts is to provide a picture of who you are as a Teacher—a rich and varied profile that includes many areas of expertise. Each assignment/artifact selected should offer **new insights** into the creator’s change and growth as an educator and should enhance the overall portfolio portrait.

Audience

While peers, faculty, and the University Supervisors will have opportunities to review all or portions of your portfolio, students will develop these with an eye towards outside audiences. Strong portfolios that demonstrate a knowledge base that has both breadth and depth can elevate applicants above other candidates. Portfolios may be reviewed by peers, superintendents, principals, other school leaders, school board members and parents.

Presenting & Sharing Portfolios

Presentation Portfolios will be shared during the student teaching portfolio night at the end of the program on Benedictine’s campus.

Candidates will be expected to share the highlights of their portfolios and their learning journeys with their audiences.

Evaluation of the Presentation Portfolio

The Presentation Portfolio is assessed according to the criteria specified on the Presentation Portfolio Evaluation Form (see Appendix F). The maximum amount of points that can be earned on the Presentation Portfolio is 25. Points earned on the Presentation Portfolio are added to the points earned for the student teaching experience, which has a maximum point value of 75. (see Appendix D and E).

Professional Dispositions

In addition to developing the knowledge and skills needed to be an effective practitioner, students are expected to evidence the appropriate professional dispositions as they advance through the teacher education program and the Checkpoint requirements that culminate in teacher certification (See Appendices H and I: Checkpoints for Certification.)

Checkpoint Requirements Specific to Professional Dispositions:

Checkpoint #1: Admission into the Teacher Education Program

Successful ratings on all Professional Dispositions/Behaviors for Teacher Preparation as evidenced in EDUC 205 or 605 via LiveText.

Checkpoint #2: Application to Student Teaching

Successful ratings on all Professional Dispositions/Behaviors for Teacher Preparation as evidenced in all Methods courses via LiveText.

Checkpoint #3: Admission to Student Teaching

Successful completion of Checkpoint #2.

Beginning in Fall 2005, professional dispositions will be evaluated in education courses and may be included in the final course grade. Students are required to evidence successful ratings at each of the above Checkpoints.

Evaluating Professional Dispositions

Students will complete a Self-Assessment Survey of Professional Dispositions (See Appendix K.1), which will be sent to you via LiveText by your respective course instructors (See Appendix L.1). The survey will be located within LiveText in your In Box. To complete the survey, logon to LiveText, click on In Box, then click on the Self-Assessment Survey and follow the instructions.

When completed, share with your course instructor, as indicated. In turn, the course instructor, informed by your self-assessment, will evaluate your dispositions via the Professional Disposition Survey provided in Appendix K.2 and send to you. Check your In Box for your instructor's feedback

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CONCEPTUAL FRAMEWORK

School of Education

Benedictine University



Benedictine University educators are **effective practitioners**, committed to **scholarship, lifelong inquiry, leadership** and **social responsibility**.

These four strands are woven into the education curriculum and are reflected in the expectations we have for our graduates:

Scholarship

Benedictine University's education program requires that students have a firm understanding of the subject matter and a well-rounded background in sound pedagogical principles that promote understanding of the content. They stay abreast of research and technological advances and apply innovative strategies that enhance teaching and learning.

Lifelong Inquiry

Students readily approach issues and challenges in a proactive way by questioning and critically reflecting upon their current understandings. They seek out information, both individually and collectively, and formulate an in-depth knowledge base, grounded in research that informs their thinking and decision making.

Leadership

Benedictine educators are prepared for and willing to assume leadership roles that enable them to affect change and improve educational practice through the application of sound theory and ethical principles. They have learned how to be flexible, supportive, ethical and responsible and they use their knowledge to promote effective educational initiatives that enrich learning experiences.

Social Responsibility

Educators in Benedictine's programs are dedicated to creating fair and equitable environments that support and enhance the learning of all students. They are able to accommodate their teaching practices in order to address individual differences. They strive to maximize each person's potential by fostering self-esteem and motivation, and developing strategies that help learners deal with potential intellectual and social challenges. They promote professional relationships with others (colleagues, parents, agencies) to improve educational practice.

Sample Rationale Statement for a Portfolio Artifact

Lesson Plan: Building the Solar System

Artifact for IPT standard 2: Human Development and Learning

Description of the Artifact:

I taught a lesson to a class of 7th grade students in which we constructed and discussed a scale model of the solar system. Preparing and teaching this lesson gave me some insights into how people learn and gave me the opportunity to put some of the learning theories we discussed in class into practice.

Personal / Practical Knowledge Gained:

I struggled with this lesson. Much of my difficulty revolved around trying to design an activity that appropriately took into account my learners' cognitive, emotional, and social needs and current levels of development. For example, would this instance of model building seem too childish to them? How could I make it cognitively engaging? How could I get them thinking at the higher levels of Bloom's taxonomy? At the other end of the scale, would they even grasp the concept of a scale model?

A key to resolving this difficulty was to ascertain my learners' current levels of knowledge. I did this by making some informal diagnostic assessments. I asked them how do we know that Pluto has an atmosphere and what its mass is. I learned not only what they already knew about observations of other planets, but also how they were able to grapple with those questions in a very sophisticated way. This discussion also gave the students a chance to reflect upon and make themselves aware of their current level of knowledge. With that information in hand, I could modify my lesson immediately and provide the appropriate scaffolding.

Connection to Standard:

I have included this artifact under Standard Two because it demonstrates my understanding of how students construct knowledge by building on their existing knowledge and how I as a teacher can create scaffolds to enhance their knowledge and thinking skills. The artifact also helped me consider and explore different approaches to teaching and learning.

Future Plans:

One of my goals for future teaching is to develop my ability to identify students with different cognitive abilities and learning habits and to differentiate my instruction accordingly. I look forward to enhancing this aspect of my teaching by analyzing the performance of my class as a group and as individuals and to use this information to modify my lesson plans and instructional techniques to best address those needs.

Artifact Rationale Assessment Rubric

Context: Each course in the Education program contains assignments that have been targeted as artifacts for students' working portfolios. For each targeted assignment, an in-depth rationale statement is required. Each rationale statement will be assessed by the respective course instructor for each of their targeted assignments.

Purpose: To provide students with feedback regarding the quality of their respective rationale statement for each targeted course assignment.

Artifact Rationale :

	Far Exceeds (10 pts)	Exceeds (8 pts)	Meets (7 pts)	Somewhat Meets (6 pts)	Does Not Meet Expectations (5 pts)
Descriptions (What is the Artifact?) (15%)	Provides a succinct and in-depth description of the artifact that includes its purpose.	Provides an in-depth description of the artifact that includes its purpose.	Provides a clear description of the artifact that includes its purpose.	Provides a general description of the artifact that includes its overall purpose.	Provides a brief, general overview of the artifact.
Personal Practical Knowledge (What did you learn?) (30%)	Provides an insightful, in-depth and critical analysis of what was learned as result of the artifact and includes highly relevant, substantive examples.	Provides an insightful, in-depth analysis of what was learned as result of the artifact and includes substantive examples.	Provides a careful analysis of what was learned as result of the artifact and includes some examples.	Provides a general overview of what was learned, which is supported by broad generalizations.	Provides a brief, general description of what was learned
Connection to Standard (Why is this artifact important to your professional growth?) (30%)	Provides an insightful and in-depth description of how the artifact has enhanced professional growth relative to the standard and includes a number of specific examples that illustrate specific instances of change.	Provides an in-depth description of how the artifact has enhanced professional growth relative to the standard and includes a few specific examples that illustrate specific instances of change.	Provides a clear description of how the artifact has enhanced professional growth relative to the standard and includes a specific example that illustrates a specific instance of change.	Provides a very broad description of how the artifact has enhanced professional growth relative to the standard and includes no supportive examples.	Offers a very brief, general description of professional growth with no connection to the standard.
Future Plans (How can you improve?) (25%)	Identifies one or more goals for continued professional growth and provides substantive suggestions on how to enhance the goal/s.	Identifies a goal for continued professional growth and provides substantive suggestions on how to enhance the goal.	Identifies a goal for continued professional growth and provides a concrete suggestion on how to enhance the goal.	Identifies a goal for continued professional growth and provides broad generalizations about ways to improve.	Provides a broad overview that summarizes ways to improve.

Grade Calculation for Student Teaching
Student Teaching Performance = 75 points
Presentation Portfolio = 25 points

To be completed by University Supervisor ONLY, at the completion of the student teaching experience:

Recommendation:

Based on the Student Teaching Experience and the Presentation Portfolio, I recommend (check ONLY one):

_____ that the student be recommended as entitled to certification.

_____ that the student repeats the course/experiences, after which a subsequent evaluation recommendation will be made.

Area/s to Emphasize:

_____ that the student not continue in the Teacher Education program.

Rationale: _____

Signature of University Supervisor: _____ Date _____

Student Teaching Performance (75 points):

Points Earned for Student Teaching Experience (75 point maximum) = _____

Presentation Portfolio (25 Points):

Points earned for Presentation Portfolio (25 maximum) = _____

Student Teaching Grade

Student Teaching Points _____ + Portfolio Points _____ = _____ Points
 _____ Letter Grade*

***Grade Determination for Student Teaching**

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 59 and below

Student Name:
 Evaluator:

Rubric for Student Teaching

(75 points Maximum)

	Far Exceeds (10 points)	Exceeds (8 points)	Meets (7 points)	Somewhat Meets (6 points)	Does Not meet Expectations (5 points)	Score
Performance Evaluation (35 %)	<i>Consistently shows a high level of commitment, preparedness and effort. Performance far exceeds expectations.</i>	<i>Consistently shows a high level of commitment, preparedness and effort. Performance exceeds most expectations.</i>	<i>Shows an average level of commitment, preparedness and effort. Performance mostly meets expectations.</i>	<i>Shows a low level of commitment, preparedness and effort. Performance below expectations.</i>	<i>Shows low to no level of commitment, preparedness and effort. Performance well below expectations.</i>	_____ pts Comments:
Lesson Plans (20%)	Completes daily lesson plans and evidences an <i>in-depth and thorough understanding</i> of the lesson plan components. Thoroughly addresses <i>all components</i> and adjusts instruction according to student needs. <i>Consistently provides</i> current lesson plans to coop teacher and supervisor. <i>Completes a self-reflection</i> for every lesson.	Completes daily lesson plans and evidences an <i>in-depth understanding</i> of the lesson plan components. Thoroughly addresses <i>all components</i> and adjusts instruction according to student needs. <i>Provides</i> current lesson plans to coop teacher and supervisor. <i>Completes a self-reflection</i> for most lessons.	Completes daily lesson plans and evidences a <i>clear understanding</i> of the lesson plan components. Addresses <i>all components</i> and adjusts instruction according to student needs. <i>Provides</i> current lesson plans to coop teacher and supervisor. <i>Usually completes a self-reflection</i> for lessons.	Completes daily lesson plans and evidences a <i>low understanding</i> of the lesson plan components. Addresses <i>some components</i> in the lesson plan. <i>Occasionally</i> provides current lesson plans to coop teacher and supervisor. <i>Occasionally completes a self-reflection</i> for lessons.	Does not complete daily lesson plans and evidences a <i>low understanding</i> of the lesson plan components. Addresses <i>some components</i> in the lesson plan. <i>Rarely</i> provides current lesson plans to coop teacher and supervisor. <i>Seldom completes a self-reflection</i> for lessons..	_____ pts Comments:
Journal (20%)	<i>Consistently evidences insightful, critical thought and effort</i> while addressing <i>all</i> components of journal: Summary, Reflection and Emerging questions. <i>Routinely connects and applies</i> information from one entry to the next.	<i>Consistently evidences critical thought and effort</i> while addressing <i>all</i> components of journal: Summary, Reflection and Emerging questions. <i>Regularly connects and applies</i> information from one entry to the next.	<i>Evidences careful thought and effort</i> while addressing <i>all</i> components of journal: Summary, Reflection and Emerging questions. <i>Occasionally connects and applies</i> information from one entry to the next.	<i>Evidences minimal thought and effort</i> while addressing <i>most</i> of the components of journal: Summary, Reflection and Emerging questions.	<i>Evidences minimal thought and effort</i> while addressing <i>some</i> of the components of journal: Summary, Reflection and Emerging questions.	_____ pts Comments:



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Presentation Portfolio Evaluation Form

For(Name): _____ **By (Name):** _____
University Supervisor

Levels of Performance Criteria:

- 5 = Exceptional understanding of the relationship between Rationale/artifact and standard
- 4 = Thorough understanding of the relationship between Rationale/artifact and standard
- 3 = Adequate understanding of the relationship between Rationale/artifact and standard
- 2 = Somewhat inadequate understanding of the relationship between Rationale/artifact and standard
- 1 = Inadequate understanding of the relationship between Rationale/artifact and standard

Part I: PROFESSIONAL STANDARDS

Evaluate the quality of the Overall Self-Reflective Rationale Statement and the appropriateness of the corresponding artifacts relative to each standard. Circle the appropriate criteria and support your selection with written comments.

Standard 1: Content Knowledge: (*Scholarship; Lifelong Inquiry*)

5	4	3	2	1
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Comments on Rationale and Artifacts:

Standard 2: Human Development and Learning: (*Scholarship; Lifelong Inquiry*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 3: Diversity: (*Leadership; Social Responsibility*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 4: Planning for Instruction: (*Scholarship; Lifelong Inquiry; Social Responsibility*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 5: Learning Environment: (*Leadership; Social Responsibility*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 6: Instructional Delivery : (*Scholarship; Lifelong Inquiry; Social Responsibility*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 7: Communication: (*Scholarship ; Social Responsibility*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 8: Assessment : (*Lifelong Inquiry; Social Responsibility*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 9: Collaborative Relationships: (*Leadership; Social Responsibility*)

5	4	3	2	1
---	---	---	---	---

Comments of Rationale and Artifacts:

Standard 10: Rationale and Professional Growth: (*Scholarship; Lifelong Inquiry*)

5	4	3	2	1
---	---	---	---	---

Comments on Rationale and Artifacts:

Standard 11: Professional Conduct: (*Leadership; Social Responsibility*)

5	4	3	2	1
---	---	---	---	---

Comments of Rationale and Artifacts:

Point Value Earned for Part I: _____

Part II

Assessment of Other Portfolio Components

Directions: Indicate a score for each of the following and add comments to support your rating.

Letter of Introduction includes a brief overview of the student's background and aspirations. (One Page)

5	4	3	2	1
---	---	---	---	---

Exceeds

Inadequate

Comments:

Resume reflects the components outlined in the sample resume in the Student Teaching Handbook.

5	4	3	2	1
---	---	---	---	---

Exceeds

Inadequate

Comments:

Statement of Philosophy of Education is a succinct overview of the student's beliefs about effective teaching and learning. (One Page)

5	4	3	2	1
Exceeds				Inadequate

Comments:

The Personal Narrative clearly describes growth as a teacher and includes an explanation of how specific events/instructional activities have shaped perceptions about teaching and learning. (2-3 Pages)

5	4	3	2	1
Exceeds				Inadequate

Comments:

Portfolio has a professional appearance, is logically organized, easy to read and is free of errors in spelling, punctuation, and grammar.

5	4	3	2	1
Exceeds				Inadequate

Comments:

Point Value Earned for Part II: _____

Maximum Points for Parts I and II = 80

Point Value Earned for Part I: _____ Part II: _____ Points Earned: _____

**Divide Points earned by Total Points (80) and multiply by 25% for:
Points Earned Toward Student Teaching Grade: _____**

To be signed by the student and evaluator:

Signature of: _____ Date: _____
University Supervisor

Signature of Student: _____ Date: _____
Comments:

**Phase-In Process for
Electronic Professional Portfolio
Revised Teacher Certification Requirements**

Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Checkpoint #1: Admission Into Teacher Education							
		<i>Current Requirements</i>	<i>New Requirements</i>	<i>New Requirements</i>	<i>New Requirements</i>	<i>New Requirements</i>	<i>New Requirements</i>
			Electronic Professional Portfolio introduced in 215, 517; 205 and 605.	•Successful ratings on all Professional dispositions per all Methods courses via LiveText •Successful completion of portfolio artifacts for three of the IPTS via LiveText	•Successful ratings on all Professional dispositions per all Methods courses via LiveText •Successful completion of portfolio artifacts for three of the IPTS via LiveText	•Successful ratings on all Professional dispositions per all Methods courses via LiveText •Successful completion of portfolio artifacts for three of the IPTS via LiveText	•Successful ratings on all Professional dispositions per all Methods courses via LiveText •Successful completion of portfolio artifacts for three of the IPTS via LiveText
Checkpoint #2: Application to Student Teaching							
		<i>Current Requirements</i>	<i>Current Requirements</i>	<i>New Requirements</i>	<i>New Requirements</i>	<i>New Requirements</i>	<i>New Requirements</i>
				•Successful ratings on all Professional dispositions per all Methods courses via LiveText •Successful completion of portfolio artifacts for six of the IPTS via LiveText	•Successful ratings on all Professional dispositions per all Methods courses via LiveText •Successful completion of portfolio artifacts for six of the IPTS via LiveText	•Successful ratings on all Professional dispositions per all Methods courses via LiveText •Successful completion of portfolio artifacts for six of the IPTS via LiveText	•Successful ratings on all Professional dispositions per all Methods courses via LiveText •Successful completion of portfolio artifacts for six of the IPTS via LiveText
Checkpoint #3: Admission into Student Teaching							
			<i>Current Requirements</i>	<i>Current Requirements</i>	<i>New Requirements</i>	<i>New Requirements</i>	<i>New Requirements</i>
				•Successful completion of all requirements for Checkpoint #2	•Completion of portfolio artifacts for all eleven IPTS via LiveText	•Completion of portfolio artifacts for all eleven IPTS via LiveText	•Completion of portfolio artifacts for all eleven IPTS via LiveText
Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Checkpoint #4: Completion of Student Teaching							
				<i>New Requirements</i>	<i>New Requirements</i>	<i>New Requirements</i>	<i>New Requirements</i>
				* Complete Criteria for Checkpoint 4: Graded Presentation Portfolio *Electronic Portfolio (optional)	* Complete Criteria for Checkpoint 4: Graded Presentation Portfolio *Electronic Portfolio (required)	* Complete Criteria for Checkpoint 4: Graded Presentation Portfolio *Electronic Portfolio (required)	* Complete Criteria for Checkpoint 4: Graded Presentation Portfolio *Electronic Portfolio (required)

Benedictine University
School of Education
Teacher Certification Requirements for Undergraduate Students

Benedictine University
School of Education
Teacher Certification Requirements for Undergraduate Students

Checkpoint #1: Admission into the Teacher Education Program

- EDUC 205, History and Philosophy of Education. Completed with minimum grade of C. EDUC 206, Transfer Introduction to Education Seminar, must be satisfactorily completed by applicants who transferred credit for EDUC 205.
- EDUC 200, Pre-clinical Experience. Completed with minimum grade of C.
- **Successful completion of portfolio artifacts and rationale statements for three of the Illinois Professional Teaching Standards via LiveText.**
- **Successful Ratings on all Professional Dispositions/Behaviors for Teacher Preparation as evidenced in EDUC 205 via LiveText.***
- Minimum Cumulative Grade Point Average of 2.5.
- Successful completion of ICTS Basic Skills Test.
- Three Supportive Letters of Recommendation.
- Background Check (clearance).
- Completion of Basic Skills Courses (C or higher).
- Completion of 24 semester hours of BU courses/6 semester hours for transfer students.

*Transfer students will provide evidence of professional dispositions from one methods course.

Checkpoint #2: Application to Student Teaching

- Successful completion of Pre-clinical Experiences.
- Senior Standing (90 Semester Hours).
- 2.5 Cumulative GPA.
- 2.5 in Major.
- 2.5 in Academic Major (Secondary).
- Approved for Admission into the Teacher Education Program
- Successful Completion of Coursework (Major; 18 Semester Hour Emphasis; Education Minor (Secondary)).
- Successful completion of ICTS Content Area Test/s.
- **Successful Ratings on all Professional Dispositions/Behaviors for Teacher Preparation as evidenced in all Methods courses via LiveText.**
- **Successful completion of portfolio artifacts for six of the Illinois Professional Teaching Standards via LiveText.**

Checkpoint #3: Admission into Student Teaching

- **Completion of portfolio artifacts for all eleven Illinois Professional Teaching Standards via LiveText.**
- Successful completion of all requirements for Checkpoint #2.

Checkpoint #4: Completion of Student Teaching

- Successful completion of student teaching, including the presentation portfolio, with a C or higher.
- **Presentation Portfolio includes at least 6 artifacts from student teaching via LiveText.**

Checkpoint #5: Completion of Degree/Program Requirements

- Graduation Audit (no deficiencies)
- Successful completion of Checkpoint #4

Checkpoint #6: Completion of Certification Requirements*

- Successful completion of the Assessment of Professional Teaching (APT) Test
- Successful completion of Checkpoint #5

*The candidate for a certificate must also be a U.S. citizen (or declaration of intent); be 19 years of age; no felony conviction

Checkpoint #7: First Year Teaching

- Successful performance on IPTS standards as assessed by first year teachers and their respective supervisor(s)

Benedictine University
School of Education
Teacher Certification Requirements for Graduate Students

Checkpoint #1: Admission into the Teacher Education Program

- Acceptance into Benedictine University Graduate Program
- EDUC 605, Ethics, Education and Social Change. Completed with minimum grade of B.
- EDUC 400, Preclinical Experience. Completed with minimum grade of B.
- **Successful completion of portfolio artifacts and rationale statements for three of the Illinois Professional Teaching Standards via LiveText.**
- **Successful Ratings on all Professional Dispositions/Behaviors for Teacher Preparation as evidenced in EDUC 605 via LiveText.**
- Minimum Cumulative Grade Point Average of 3.0 based on Benedictine University courses.
- Successful completion of ICTS Basic Skills Test.
- Three Supportive Letters of Recommendation.
- Background Check (clearance).
- Completion of Undergraduate Basic Skills Courses (C or higher in Written and Oral Communication, 9sh, Mathematics, 3sh).
- For Secondary Education only: Successful completion of ICTS Subject-Matter Knowledge Test.

Checkpoint #2: Application to Student Teaching

- Successful completion of Pre-clinical Experiences.
- Successful completion of graduate education coursework.
- 3.0 Cumulative GPA.
- Successful completion of :
 - 18 Semester Hour Emphasis (Elementary)
 - Subject Area Specialization (Secondary)
 - General Education Requirements.
- Approved for Admission into the Teacher Education Program.
- For Elementary and Special Education Students: Successful completion of ICTS Content Area Test/s.
- **Successful Ratings on all Professional Dispositions/Behaviors for Teacher Preparation as evidenced in all Methods courses via LiveText.**
- **Successful completion of portfolio artifacts for six of the Illinois Professional Teaching Standards via LiveText.**

Checkpoint #3: Admission into Student Teaching

- Completion of portfolio artifacts for all eleven Illinois Professional Teaching Standards via LiveText.
- Successful completion of all requirements for Checkpoint #2.

Checkpoint #4: Completion of Student Teaching

- Successful completion of student teaching, including the presentation portfolio with a B or higher.
- **Presentation Portfolio includes at least 6 artifacts from student teaching via LiveText.**

Checkpoint #5: Completion of Program Requirements

- No program deficiencies for certification.
- Successful completion of Checkpoint #4.

Checkpoint #6: Completion of Certification Requirements*

- Successful completion of the Assessment of Professional Teaching Test.

*The candidate for a certificate must also be a U.S. citizen (or declaration of intent); be 19 years of age; no felony conviction.

Checkpoint #7: First Year Teaching

- Successful performance on IPT standards as assessed by first year teachers and their respective supervisor(s).

An Introduction to LiveText

What is LiveText and why do I need it?

LiveText is a software program that allows instructors and students to exchange and review assignments. It also makes it easy to assemble an electronic portfolio of work that is directly connected to Illinois Professional Teaching Standards, a portfolio you can allow prospective employers to see. You have complete control over who sees your work; nothing is shared until you permit it to be shared.

Where do I get LiveText and where can I use it?

LiveText is available online <http://www.livetext.com/>. Because it is internet based, once you have registered your copy, you can use it anywhere you can access the internet: on campus, at home, in the public library, etc.

How can I learn how to use LiveText?

LiveText is introduced in the undergraduate course EDUC 215 Technology for Teachers and the graduate course EDUC 517 Instructional Technology. Additional help is available from users listed on the Finding Help page (<http://www.ben.edu/resources/tutorials/LiveText/index.html>). LiveText itself has several "Help" features available, including online answers to questions and the ability to e-mail a question to their support desk. Specific instructions for using LiveText in your education coursework are included in this handbook (see Appendices)

How long does my LiveText license last?

When you purchase LiveText, you will have access to it for five years or a year after you graduate, whichever occurs first. This means you can continue to add materials to your portfolio and to access LiveText's valuable resources (such as videos) after graduation. You can renew your license when it expires.

Register with LiveText

1. Click on an internet browser and type <http://www.livetext.com/>
2. Click on *Buy Online* and follow the steps to purchase your membership.
3. Click on *Register Account* and follow the steps to activate your account.

LiveText—Change Theme (Background color)

1. Access LiveText
2. Click on My Desk
3. Scroll down to the bottom of screen to Tools (on left)
4. Click on Account info
5. Scroll down to Site Preferences
6. Click on Edit
7. Change Theme (color)
8. Click on Save
9. Click on My Desk

Using LiveText in the Teacher Education Program

Overview

By authoring your work in LiveText you can scan documents and attach work completed in other software programs. LiveText enables you to develop an electronic Working Portfolio by sorting and storing your course projects/assignments according to the Illinois Professional Teaching Standards (IPTS). You will also have the ability to create a high quality, Presentation Portfolio, upon completion of student teaching. This portfolio can subsequently be showcased as part of an interview process with prospective school districts.

Using LiveText in My Education Courses

Your course instructors have identified assignments within your syllabi that serve as artifacts for your Working Portfolio. Each assignment is aligned with at least one Illinois Professional Teaching Standard (IPTS). For each of these targeted assignments you are required to complete a rationale statement, which addresses four main questions:

- What is the artifact?
- What did you learn?
- Why is this artifact important to your professional growth relative to the standard?
- How can you improve? (See Appendices B and C)

Each of these targeted course assignments/artifacts and accompanying rationale statements **are to be shared with your instructors through LiveText.**

Completing a BU Course Assignment/Artifact Template and Sharing with Course Instructors

Creating the Template

- Log on to LiveText
- Click on “My Desk”, then locate “My Work”
- Click on “Create” in the top tool bar, then Document
- Select “Choose a Folder” click on “Project”
- Select “Choose a Template” click on “BU Course Assignment/Artifact”
- Click on “Title” box and enter course number, title of assignment, and semester/ year for the assignment that has been targeted as a portfolio artifact in your syllabus (i.e., EDUC XXX, Title of Assignment, Fall 05)
- Click on “Create Document”

Completing the Document:

Locate Assignment within colored bar, read instructions, and click on “edit”.

- Once in the *Edit Section*, read directions and delete.
- Attach your portfolio assignment:

Office Document (Word, Excel, etc.)

- Scroll down to Attachments and click on “edit”.
- Click on “Browse” select file
- Click on “Attach” (file will load and appear title will appear)
- Click on “Finish” - Notice attachment listed at the bottom of the document.
- When all documents are attached, click on “Finish” at the top right of page.

LiveText Document

- To attach a LiveText Document click on the LiveText link in the tool bar.
- Select “Materials” folder
- Check file to insert
- Click the “Insert” button (document appears in edit area as a hyperlink)
- Click on “Finish” at top right of page.

Associating IPT Standards with this assignment/artifact:

- Click on “edit” on the right side of the page within the standards section
- Click on the “Add Standards” tab
- Select “IL-PTS” (Illinois Professional Teaching Standards) from the Standard Set drop down menu
- Select an IL-PTS (1-11) from the drop down box that is aligned with your course assignment/artifact
- Scroll down to the standards listed at the bottom of the page and click on the IL-PTS, as identified in your syllabus. Only click on the full standard (e.g., IL-PTS 1 or IL-PTS 2) not the subset (e.g., IL-PTS 1.C)
- Click “Add” just above the list of standards
- Click on “Finish” at top right of page

(Note when using Standards within your Lesson Plans, you will use the appropriate Illinois Content Area Standards (IL) for that lesson.)

Completing Rationale Statement:

- Locate Rationale Statement within colored bar and click on “edit,” which takes you to the *Edit Mode*.
- Once in the *Edit Section*, read direction and delete
- Type your rationale statement directly into the workspace or attach as a word document(as per attachments directions above under **Creating a Document**)
- Click on Finish again within the Edit Section. .
- Once the template is completed you are ready to **share** it with your course instructor.

Submitting Assignment/Artifact to Instructor for Review

- Click “Submit for Review” at the top of the template (this will bring up a window)
- Type in instructor’s name as they have registered
- If typed correct it will appear as - **Debrah Mrozinski <DMROZINS>**
- Click on Submit button.
- If successful it will appear “Submitting was successful”
- Close window by clicking the “x” in top right corner.

If you return to “My Desk” you can check items sent by clicking on “Reviews” in the left column under **Collaboration**. Items sent will appear under the “Sent for Review” tab.

Assessing Rationale Statements Using LiveText Rubric

- Once your course instructor receives your assignment/artifact and rationale statement, he will assess your rationale statement electronically through LiveText.
- A copy of the Rationale Statement Rubric is located in Appendix C of the *Professional Portfolio Handbook*.
- Check your Inbox within LiveText to review your completed assessment.

****Note typing directly into LiveText is not recommended due to formatting issues.**

Lesson Plan, Labels and Moving Documents

Creating a BU Lesson Plan:

- Click on “My Desk”, then locate “My Work”
- Click on “Create” in the top tool bar, then Document
- Select “Choose a Folder” click on “Lesson Plan”
- Select “Choose a Template” click on “BU Lesson Plan Template II”
- Click on “Title” box and enter lesson plan title (if it is a lesson plan for a course you may want to title it EDUC XXX, Lesson Plan, Fall 05)
- Click on “Create Document”

Complete each Section

- Click on “edit” on the right side of the page within the section (i.e. Resources, Materials, Learner Objectives, Instructional Method, Assessment, Closure, Differentiated Instruction, Reflection)
- Type of cut and paste the information required for each section.
- Click Finish

Associating Illinois Learning Standards

- Click on “edit” on the right side of the page within the standards section
- Click on the “Add Standards” tab
- Select “IL” (Illinois Learning Standards) from the Standard Set drop down
- Click “Subjects” under Standard Set Selection
- Check appropriate Subject(s)
- Select appropriate Grade Level(s)
- Click on the “Search” button
- Scroll down and check the IL that is aligned with your lesson plan
- Click “Add” just above the list of standards
- Click on “Finish” at top right of page

Printing the Lesson Plan

- Under “More...” at the top right of the document select “PRINT DOCUMENT”
- Click “Print” top right of document
-

Creating Labels:

- Go to “My Work”
- Click on “Create” and select “Label”
- Name your label (ex EDUC XXX) and Save
- Repeat for all courses

(The labels will appear in the far left hand column of the screen)

Transferring documents from My Work to an IPTS file:

- Go to “My Work”
- Click on the box next to the assignment/artifact that you want to place into an IPTS file
- Click on “Move” at the top of the page
- Click on the appropriate Label (IPTS 1, or IPTS 2, etc.)

Note: You can also use the “Apply” button instead of “Move” if you want to place a copy of the document into an IPTS file and still keep the original in the “My Work” section

Working Portfolio Checkpoints for Teacher Certification

Introduction

The BU Working Portfolio template, available in LiveText, will enable you to select from your IPTS files, the required number of assignments/artifacts needed for meeting the three separate working portfolio checkpoints required for Teacher Certification.

Checkpoint Requirements Specific to the Working Portfolio (Appendices H and I)

The portfolio requirements include:

Checkpoint #1 – Admission into the Teacher Education Program

Successful completion of portfolio artifacts and rationale statements for three of the Illinois Professional Teaching Standards via LiveText.

Checkpoint #2 – Application to Student Teaching

Successful completion of portfolio artifacts for six of the Illinois Professional Teaching Standards via LiveText.

Checkpoint #3 – Admission to Student Teaching

Successful completion of portfolio artifacts for eleven Illinois Professional Teaching Standards via LiveText.

Evidencing Successful Completion of Portfolio Requirements via LiveText

- Log onto LiveText
- Click on “Create”, then “Document”
- Under 1. Choose a Template, select Portfolio from the drop down box, then BU Working Portfolio
- Under 2. type in the title: *Your Name, BU Working Portfolio Checkpoints, Fall 20XX or Spring 20XX*, then click on Create Document

- Read the Introduction
- Scroll down to the appropriate Checkpoint and read the directions
- Go to Course and Artifact/Assignments, read directions and click on “edit,” which takes you to the Edit Section
- Delete instructions once read and understood

- Click on the LiveText link in the toolbar (second row, third from right)
- Locate Materials at top of page and click on the appropriate IPTS file
- Click on the title of the file and the work Insert
- Repeat these steps to attach the remaining artifacts/assignments required for your respective Checkpoint
- When the appropriate number of artifacts/assignments are attached, click on Finish

- Click on “edit” within the Illinois Professional Teaching Standards bar
- Click on Add Standards
- Locate Select Set and click on IL-PTS
- Select an IL-PTS (1-11), from the Standard Set Level 1 drop down box, which is aligned with your course assignment/artifact

- Scroll down and click on the appropriate IL-PTS. Only click on the full standard (e.g., IL-PTS 1, or IL-PTS 2) not the subset (e.g., IL-PTS 1.C) and then click on ADD
- Repeat the above two steps for the remaining Illinois Professional Teaching Standards as required, per the appropriate Checkpoint
- After clicking on the applicable standards scroll up and click on Finish at the top of the page.

Submit BU Working Portfolio for Review

In order to meet the checkpoint requirements (specific to the portfolio) you need to submit this template with the Department Chair and Director of Student Placements.

- Click “Submit for Review” at the top of the template (this will bring up a window)
- Type in instructor’s name as they have registered
- If typed correct it will appear as - **Debrah Mrozinski <DMROZINS>**
- Click on Submit button.
- If successful it will appear “Submitting was successful”

Close window by clicking the “x” in top right corner

Note: Use “help” link in the upper right hand corner of this page to locate reference materials if needed

Reminder: Plan to use the same BU Working Portfolio for all three Checkpoints.

Presentation Portfolio for Teacher Certification

Introduction

The BU Presentation Portfolio template, available in LiveText, will enable you to select from your IPTS files, the required number of assignments/artifacts needed to complete your portfolio. The Presentation Portfolio is an organized and structured sampling of materials that have shaped teaching and enhanced competence on the eleven professional standards. This final document should include one or two exemplary artifact/s and rationale statement/s that evidence competence in each of the eleven Illinois Professional Teaching Standards. These are the basic requirements of the School of Education. However students are not limited to the basic requirements. Students may add supplementary materials (i.e. photos, clips, word art, etc.) to further enhance appearance. The Presentation Portfolio will be exhibited toward the completion of your student teaching experience.

Successful Completion of Presentation Portfolio via LiveText

- Log onto LiveText
- Click on “Create”, then “Document”
- Under 1. Choose a Template, select *Portfolio* from the drop down box, then *Presentation Portfolio*
- Under 2. type in the title: *Your Name, Presentation Portfolio, Fall 20XX or Spring 20XX*, then click on “Create Document”

Introduction

This section should contain a brief personal statement of introduction and welcome for your viewer/reader.

- Click on “edit” within the *Introduction* bar
- Type, paste or attach your Personal Narrative
- Add any images, etc.
- Click “Finish”

Resume

- Click on “Resume” within the left side column bar
- Click on “edit” within the Resume bar
- Type, paste or attach your Resume
- Click “Finish”

Statement of Philosophy or Education

- Click on *Philosophy of Education Statement* within the left side column bar
- Click on “edit” within the Philosophy of Education Statement bar
- Type, paste or attach your Philosophy of Education Statement
- Click “Finish”

Personal Narrative

This section should contain a brief narrative of yourself, personal interests, etc.

- Click on *Personal Narrative* within the left side column bar
- Click on “edit” within the Personal Narrative bar
- Type, paste or attach your Personal Narrative
- Click on “Finish”

IPTS 1-11

The following eleven standards should include one-two exemplary artifact/s and rationale statement/s that evidence competence in each of the eleven Illinois Professional Teaching Standards.

- Click on *IPT Standard 1 (through 11)* within the left side column bar
- Click on “edit page” within the Personal Narrative bar
- Click of “Create Section”
- Click on “Text an Image”
- Type in Section Title (i.e. Content Knowledge, Artifact 1, Rationale Statement, etc)
- Click “OK”
- Repeat until you have all needed Section Title bars inserted.
- To reorder Section Titles click “Order” then click on title to highlight then click on up or down arrow.
- Click “Save”
- Click “Finish”
- Click on “edit” within the section bar that you want to add material
- Type, paste or attach your information (i.e. content standard, artifact, rationale statement.) For details on how to add artifacts see previous instructions from BU Working Portfolio.
- Click on “Finish”
- Continue until all eleven standards are completed.

Visitors Pass

In order for your portfolio to be assessed, you need to create a visitor’s pass for your supervisor to use.

- Click “My Desk”
- Scroll down the left column under **Collaboration** click “Visitors”
- Click “Create”
- Type Title (i.e. Supervisor Pass) click “Save”
- Write down Visitor’s Pass code (ex. E223DA1F)
- Click “My Work”
- Click on *Presentation Portfolio* document
- Click on “Share”
- Select “Advance sharing options” link at the bottom of new window.
- Click “Visitors” tab at the top left of page
- Under “Visitors” select the drop down button and click the “Supervisor Pass”
- Click “add”
- Click “Finish”
- Give Visitor Code to supervisor
- This is the same method in creating passes for Principals and Administrators to view

Note: Use “help” link in the upper right hand corner of this page to locate reference materials if needed

Benedictine University
School of Education
Professional Behaviors (Dispositions) for Teacher Preparation
Student Self-Assessment

Benedictine University educators are **effective practitioners**, committed to **scholarship, lifelong inquiry, leadership** and **social responsibility**. These qualities or enduring outcomes are nurtured and enhanced throughout the teacher education program through many venues so that upon completion of the program, our graduates possess the knowledge, skills and professional behaviors we expect of an effective practitioner.

Directions to Students: In order to determine if you are developing the professional behaviors of an effective practitioner, please place an x to the right of the rating that best describes your current behaviors.

I. Professional Dispositions related to becoming an effective practitioner

Scholarship

Our graduates: know their subject matter; are aware of sound teaching principles, ;stay current in the field.

Finds resources beyond those provided	Uses only resources provided	Neglects available resources provided
5 4	3 2	1
Receptive to constructive suggestions	Occasionally accepts ideas and suggestions	Rejects/ignores ideas and suggestions
5 4	3 2	1
Listens and responds thoughtfully	Demonstrates minimal responsiveness	Excessive or inappropriate responses
5 4	3 2	1

Lifelong Inquiry

Our graduates: questions and self-reflect; actively pursue solutions; are informed thinkers and decision-makers.

Demonstrates independence and initiative	Operates independently with direction	Needs step-by-step directions
5 4	3 2	1
Curious and reflective about teaching	Engaged but reflection limited to specific course content	Unengaged and/or minimal reflection
5 4	3 2	1
Examines critically his/her own beliefs and experiences	Occasionally examines his/her own beliefs and experiences	Unwilling to examine his/her own beliefs and experiences
5 4	3 2	1

Leadership

Our graduates: are flexible and supportive collaborators; self-starters; change agents.

Actively contributes to positive group functioning	Works well in a group	Does not work effectively with others
5 4	3 2	1
Adheres to standards of professional ethics (academic honesty, confidentiality, etc.)	Demonstrates limited concern for professional ethics	Engages in unethical behavior
5 4	3 2	1

Social Responsibility

Our graduates: build community; recognize individuals' strengths; maximize learners' potential.

Planning is child-focused	Planning is somewhat child-focused	Planning is not dependent on children's learning
5 4	3 2	1
Highly sensitive to individual strengths and differences	Sensitive to individual strengths and differences	Not sensitive to individual strengths and differences
5 4	3 2	1
Listens and responds thoughtfully to diverse cultural perspectives	Occasionally listens to diverse cultural perspectives and experiences	Resists consideration of diverse cultural perspectives
5 4	3 2	1

II. Professionally Responsible

Regular attendance	Irregular attendance with notification	Irregular attendance without notification
5 4	3 2	1
Generally on time	Occasional lateness	Frequent lateness
5 4	3 2	1
Handles frustration appropriately	Frustration interferes with performance	Vents frustration inappropriately
5 4	3 2	1
Turns in assignments on time	Usually turns in assignments on time	Turns in assignments late without excuse
5 4	3 2	1

Comments:

Further directions for sharing this document via LiveText:

When you have completed your self-ratings, click on Finish at the top right-hand side of the page. Then click on **Share** located within the bar at the top; click on the second bullet (Share); locate Reviewers/Assessors; click on Locate Names; type in your instructor's name as per example provided; check box and click on Add Checked, then Finish, which sends your self-assessment to your instructor.

The course instructor will then review your self-assessment and complete his/her own assessment of your professional dispositions, which s/he will send to you via LiveText.

Professional Dispositions

Assessment

Context:

Professional Dispositions will be evaluated by course instructors in EDUC 205, 605 and methods courses. Students are required to evidence a satisfactory rating or higher in order to meet the requirements for Teacher Certification. In addition, students will be evaluated in the remaining education courses, where the professional dispositions rating may count toward the final grade.

[edit](#)

Purpose:

To provide students with feedback regarding the degree to which they are developing the professional behaviors or dispositions expected of an effective practitioner.

[edit](#)

Assessor:

Course Instructors

[edit](#)

Scholarship: Our graduates know their subject matter; are aware of sound teaching principles; stay current in the field.:

	Far Exceeds (10 pts)	Exceeds (8 pts)	Meets (7 pts)	Somewhat meets (6 pts)	Does Not Meet Expectations (4 pts)
Inquisitive (33%)	Finds resources beyond those provided		Uses only resources provided		Neglects available resources provided
Receptive to Suggestions (33%)	Highly receptive to constructive suggestions		Usually accepts ideas and suggestions		Rejects/ignores ideas and suggestions
Engaged and Responsive (33%)	Listens attentively and responds thoughtfully		Listens and responds appropriately		Evidences inappropriate responses and appears disengaged

[edit](#)

Lifelong Inquiry: Our graduates question and self-reflect; actively pursue solutions; are informed thinkers and decision-makers.:		Far Exceeds (10 pts)	Exceeds (8 pts)	Meets (7 pts)	Somewhat meets (6 pts)	Does Not Meet Expectations (4 pts)
	Self-Initiator (33%)	Demonstrates independence and initiative		Operates independently with direction		Needs step-by-step directions
	Curious and Self-reflective (33%)	Highly curious and reflective about teaching and learning		Curious and reflective about specific course content		Not curious and minimally reflective
	Critical Reflection (33%)	Examines critically his/her own beliefs and experiences		Occasionally examines his/her own beliefs and experiences		Unwilling to examine his/her own beliefs and experiences

[edit](#)

Leadership: Our graduates are flexible and supportive collaborators; self-starters; change agents.:		Far Exceeds (10 pts)	Exceeds (8 pts)	Meets (7 pts)	Somewhat meets (6 pts)	Does Not Meet Expectations (4 pts)
	Group Work (50%)	Actively contributes to positive group functioning		Works well in a group and makes relevant contributions		Does not work effectively with others
	Standards of Conduct (50%)	Adheres to high standards of professional behavior (academic honesty, confidentiality, etc.)		Demonstrates acceptable standards of professional behavior		Engages in unethical behavior

[edit](#)

Social Responsibility: Our graduates build community; recognize individuals' strengths; maximize learners' potential.:		Far Exceeds (10 pts)	Exceeds (8 pts)	Meets (7 pts)	Somewhat meets (6 pts)	Does Not Meet Expectations (4 pts)
	Child-Centered Learning (33%)	Planning is child-focused		Planning is somewhat child-focused		Planning is not dependent on children's learning
	Potential for Learning (33%)	Highly sensitive to an individual's strengths and differences		Sensitive to an individual's strengths and differences		Not sensitive to in an individual's strengths and differences
	Diversity Awareness (33%)	Listens attentively and responds thoughtfully to diverse perspectives and experiences		Listens and responds positively to diverse perspectives and experiences		Not considerate of diverse perspectives or experiences

[edit](#)

Professionally Responsible:		Far Exceeds (10 pts)	Exceeds (8 pts)	Meets (7 pts)	Somewhat meets (6 pts)	Does Not Meet Expectations (4 pts)
	Attendance (25%)	Regular Attendance		Mostly regular attendance with notification for absences		Irregular attendance without notification for absences
	Punctuality (25%)	Regularly on time		Occasional lateness with notification		Frequent, unexcused lateness
	Controlled Frustration (25%)	Handles frustration appropriately		Occasionally lets frustration interfere with performance		Easily frustrated and responds unprofessionally
	Meets Due Dates (25%)	Turns in assignments on time		Usually turns in assignments on time and provides notification for late work		Frequently turns in late assignments without substantive notification

[edit](#)

Standards:

**IL-
PTS-
11**

STANDARD: Professional Conduct and Leadership: The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

[edit](#)

Rating/s in the Does Not Meet Expectations Category:

Course instructors, who rate a student in the *Does Not Meet Expectations* category, on one or more of the professional dispositions, will be expected to explain the reasons for the rating/s.

Any rating in this category on any of the behaviors/dispositions will result in provisional status relative to Checkpoint #1 Admissions to the Teacher Education program; Checkpoint #2 Application to Student Teaching; or Checkpoint #3 Admission to Student Teaching, regardless of the overall percentage score.

If a rating in this category is evidenced, the student is required to develop a remediation plan to show sustained improvement in this area. This plan should be developed in concert with the Advisor and/or the Department Chair.



Directions for FACULTY:

Sharing Student's Self-Assessment; Assessing Professional Dispositions through LiveText

- Log on to LiveText
- Click on "My Desk", then "Inbox"
- Locate Self-Assessment of Professional Dispositions and click on it.
(This survey is shared with you via LiveText.)

To Share Self-Assessment with your students:

- Click on "Actions" on the top tool bar and select "Copy Document"
- Delete "Copy of" and rename document for your course, i.e.
EDUC XXX FA07 Self-Assessment of Professional Dispositions
- Click "OK"
- Click on "Share" at the top right of the page
- Click on "Advance Sharing Options" at the bottom of the pop-up window
- Select group from "Add from group" from the drop down (see below if group is not already setup)
- Click the "Add" button and repeat for all courses that you are sending to
- When all students are in, click "Advance Options" at the top right of the page
- Click "Shared"
- Click "Save"
- Click "Back to project view"

This assignment has now been sent to each student. The student will locate this project/assignment in their in-box on LiveText.

When the self-assessment survey is completed, the student will share with the course instructor

If you haven't created a group for your course, complete the following steps:

- In "Advance share options" click on "look-up names"
- Type in all the students' names in your class in the box, as per example shown
- Click on "look-up names"
- Check off names at the bottom of the page
- Check off "also add to group"
- Click on drop down box and click on "new group"
- Click on "add checked"
- Type in group name in the pop-up window (ex: EDUC 100 Spring 05)
- Click "Ok"
- All the students in your class are now listed under "viewers" and can be accessed in the future by checking on "group name" under "viewer"
- Click on "finish"

How to Assess Professional Dispositions

- Log on to LiveText
- Locate **Collaboration** in left hand margin and click on “Reviews”
- Locate student self-assessment and click on “review” at the far right hand side
- Click on “Assess” at the top of the page
- If you have your assessment tools located in another folder, select the correct folder from the drop down menu.
- If you have your assessments setup in the Assessment folder “select” the rubric you want to use by clicking on “select” at the far right side of the rubric title (i.e. BU-Lisle Professional Disposition Rubric).
- If pop-up blocked – click on “Ok” and then click on “Assess” (rubric will then display).
- Click on each area to assess i.e. Scholarship, Lifelong Inquiry, Leadership, etc)
- Assess the student’s professional disposition by clicking on each area and using the drop down box on the far right side (You can toggle back to the student’s self-assessment survey by clicking on the document at the bottom of the screen.)
- When each area has been assessed, scroll down and locate “Milestone”. Click the drop down box, select the appropriate course number.
- Scroll down and locate Reporting Type, click on drop down box, select “Official”
- Click on “Save and Submit Assessment” This send the data into the system.
- Click on Choose Another Assessment to continue or close out session if complete.

How to Assess Student Artifact Rationale

- Log on to LiveText
- Locate **Collaboration** in left hand margin and click on “Reviews”
- Locate student self-assessment and click on “review” at the far right hand side
- Click on “Assess” at the top of the page
- If you have your assessment tools located in another folder, select the correct folder from the drop down menu.
- If you have your assessments setup in the Assessment folder “select” the rubric you want to use by clicking on “select” at the far right side of the rubric title (i.e. “BU Lisle Artifact Rationale Assessment Rubric”).
- If pop-up blocked – click on “Ok” and then click on “Assess” (rubric will then display).
- Assess the student’s rationale statement by clicking on each area and using the drop down box on the far right side.
- When each area has been assessed, scroll down and locate “Milestone”. Click the drop down box, select the appropriate course number.
- Scroll down and locate Reporting Type, click on drop down box, select “Official”
- Click on “Save and Submit Assessment” This send the data into the system.
- Click on Choose Another Assessment to continue or close out session if complete.