

Student Teaching e-Portfolio

All teaching candidates create e-portfolios as part of their program requirements. These e-portfolios are used as authentic resources for job seeking and interviewing, but also serve as tools for artifacts of candidates' learning and growth. Each candidate uses his/her e-portfolio as a tool for Capstone Conversation, a day of group interview-style dialogue about teaching and learning. The goal is for the e-portfolio to:

- Engage you in thinking deeply about teaching and your teaching practice
- Evidence this rich thinking to share with others as you job search and interview
- Serve as evidence that you are an urban educator who is reflective, innovative, and committed to diversity (the College of Education theme)
- Serve as evidence for Capstone Conversation reviewers and for the group dialogue
- Serve as accreditation data for the College of Education to show that we are preparing effective urban educators
- Serve your own professional goals, such as for job interviewing

Guidelines: In the web hosting platform of your choice, you will need to create the pages/tabs/sections listed below in your e-portfolio. If you choose to add more, that's fine; however, but you need the ones listed below as minimum.

1. **Homepage and About Me** that frames the purpose of your site. Think of the homepage as readers' first impression. There are four parts: a professionally appropriate photo; your professional information; and an autobiographical sketch that shares who you are as a unique educator; and a hyperlink to your LinkedIn profile. Read below to help you construct your e-portfolio.
 - a. **Add a photo** in which you look like the professional educator you are becoming. Make sure the photo shows you as you want potential employers to see you. Make sure the photo is clear and not blurry.
 - b. **Add your professional information under your photo, including** your name and a hyperlink to your LinkedIn resume.
 - c. **Certification area(s)** and any **endorsements/specializations**
 - d. **Link to LinkedIn profile:** www.Linkedin.com
 - e. Include an **About Me paragraph** that frames who you are and why you are becoming a teacher. It may be helpful to use these as headings:
 - i. Why I Chose to Become a Teacher
 - ii. My Professional Attributes
 - iii. My Long-Term Goals and Ambitions
 - iv. Other information you want to include
2. **TAB** titled **Effective Urban Educator**. Make this a main tab, accessible from the home page.

- a. Tab/section for **Reflective Practitioner** (completed during pre-student teaching)
- b. Tab/section for **Committed to Diversity** (completed during TED 2250 Becoming an Urban Educator, or during pre-student teaching if student did not take TED 2250)
- c. Tab/section for **Innovative Practitioner** (completed during student teaching)

Copy and paste the following: Effective urban educators are Innovative

Practitioners who are able to demonstrate the ability to problem solve, develop ideas, and use creative methods.

- **Provide a summary / discussion of how** you are an innovative teacher. Discuss the ways in which you use innovation or creativity in your lesson plans, to engage students, to check for student understanding with methods of assessment, etc. Discuss innovative or creative ways you
 - integrate content across curriculum areas (e.g., science, math, language arts, etc.).
 - help students make connections to the real-world, make curriculum culturally-relevant, etc.
 - incorporate technology to facilitate student engagement, deeper understanding, critical thinking, etc.
- **Provide evidence that shows** you are an innovative teacher.
Include artifacts of your teaching practice that evidence this, such as digital video clips, journal entries, reflections on your lessons, screenshots, photos, student work samples, etc.
- **Provide an InTASC portfolio page** that evidences you have met the InTASC standard related to innovation— Standard #6: Assessment OR Standard #7: Planning for Instruction OR Standard #8: Instructional Strategies. (You need to address one of these standards.)

3. **Other sections/content you want to include.** For example, art education students may choose to include a link to their art portfolios. What are other sections that you want to include so that your e-portfolio reflects YOU and your teaching practice?

Section Headings	Unsatisfactory 1	Basic 2	Proficient 3 Expectation Level	Distinguished 4
Effective Urban Educator Tab	No tab on homepage clearly labeled for Effective Urban Educator.	Clearly labeled tab on the homepage identifies the Effective Urban Educator section of the e-portfolio so Capstone Reviewers can find it easily. This is not part of the score for this assignment , but this criterion must be met in order for the e-portfolio page to be evaluated.		
Reflective Practitioner	Not completed. Does not evidence critical thinking, self-reflection, and accompanying artifacts	Clearly labeled and completed. Evidences critical thinking, self-reflection, and accompanying artifacts. This is not part of the score for this assignment because this part of the e-portfolio should have been completed and graded during pre-student teaching; however, the e-portfolio must have this section complete in order to be reviewed for Capstone Conversation.		
Committed to Diversity	Not completed. Does not critical thinking, self-reflection, and accompanying artifacts	Clearly labeled and completed. Evidences critical thinking, self-reflection, and accompanying artifacts. This is not part of the score for this assignment because this part of the e-portfolio should have been completed and graded during TED 2250 or pre-student teaching; however, the e-portfolio must have this section complete in order to be reviewed for Capstone Conversation.		
Homepage	Homepage does not frame the purpose of the site	Homepage frames the purpose of the site, but may lack clarity and/or wander in focus	Homepage concisely and clearly frames the purpose of the site	Homepage concisely and clearly frames the purpose of the site in a way that engages reader
About Me	About me section does not share who candidate is as an educator – missing multiple elements: content areas, credentials, and commitment to teaching and/or professional growth. Photo of candidate is unclear or inappropriate for a professional e-portfolio	About me section shares who candidate is as an educator – may not include content areas, credentials, and/or commitment to teaching and professional growth. Clear and professionally appropriate photo of candidate	About me section shares clearly who candidate is as an educator – including content areas, credentials, and commitment to teaching and professional growth. Clear and professionally appropriate photo of candidate	About me section shares richly and clearly who candidate is as an educator – including content areas, credentials, and commitment to teaching and professional growth. Clear and professionally appropriate photo of candidate
LinkedIn Profile	No link to LinkedIn profile OR link to profile, but lacking not enough details to serve as a as digital résumé	Clear link to LinkedIn profile, but lack of details may keep it from serving as a strong digital résumé	Clear link to detailed LinkedIn profile as a strong digital résumé	Clear link to richly detailed LinkedIn profile as a very strong digital résumé
Innovative Practitioner: Self-Reflection	Does not evidence critical thinking and self-reflection related to aspects of teaching as an innovative practitioner.	Evidences very limited critical thinking and self-reflection related to teaching as an innovative practitioner. communities.	Evidences critical thinking and self-reflection related to teaching as an innovative practitioner.	Evidences substantial critical thinking and self-reflection related to teaching as an innovative practitioner.
Innovative Practitioner: Critical Thinking About	Does not evidence critical thinking related to own teaching practice	Evidences very limited critical thinking related to own teaching practice and	Evidences critical thinking related to own teaching practice and professional	Evidences substantial critical thinking related to own teaching practice and

Professional Growth	and professional growth goals related to being an innovative practitioner.	professional growth goals related to being an innovative practitioner.	growth goals related to being an innovative practitioner.	professional growth goals related to being an innovative practitioner.
Artifacts as Evidence	Artifact is of very poor quality and is not connected to how the candidate is professionally innovative.	Artifact is of poor quality and is partially connected to how the candidate is professionally innovative.	Artifact is of good quality and is directly connected to how the candidate is professionally innovative.	Artifact is of very good quality and is directly connected to how the candidate is professionally innovative.
Professional Writing	It is expected that the writing throughout the assignment will follow the conventions of spelling, grammar, and mechanics appropriate for the academic English required of teachers. Points may be deducted for these errors. However, if the assignment needs substantial improvement in these areas, it will not be accepted for grading.			