

COLLEGE OF EDUCATION

ADVANCED CANDIDATE PORTFOLIO HANDBOOK



Graduate CANDIDATE PORTFOLIO

In accordance with the requirements of the Oklahoma Commission for Teacher Preparation (OCTP), the College of Education at Oral Roberts University requires all education majors to prepare an electronic portfolio. The OCTP defines a portfolio as follows: "A documented profile of an individual's accomplishments, learning, and strengths related to the competencies, standards, and outcomes established by the Commission, State Regents, State Department of Education and institution."

Portfolio Assessment by the Oklahoma Commission for Teacher Preparation (OCTP)

Following are the guidelines set forth by the OCTP for review of student portfolios:

As part of each candidate's educational experience, a portfolio is developed that emphasizes Oklahoma's General Competencies for Certification as well as the national standards set for each program area. Candidate portfolios provide an opportunity for candidates to critically evaluate what graduate candidates need to know to be successful and to consider different types of learners and school environments. The activities and internships, which are described and reflected on in a candidate's portfolio, demonstrate the knowledge, skills and dispositions candidates acquire during their graduate programs.

A team of trained evaluators assesses each institution's portfolios on a 5- or 7-year rotating basis. The purpose of this assessment is to determine if the philosophy of the education program is being realized in the students' educational experiences and to ensure that institutions are providing candidates with the necessary knowledge-base to be a successful educator.

College of Education Purpose and Goals

The Unit has been charged by the President of the University with a unique over-arching goal of preparing educators for service in Christian schools, private schools, public schools, and in homeschool education. The theme of the Unit, Transformed Educators, is to produce transformed professional educators who demonstrate the character and dispositions of that found in Christian values, ethics and moral integrity, along with being able to demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn and to become educational leaders.

The Unit has also incorporated Unit standards which have been aligned with state competencies and national standards to reflect the teaching knowledge, the professional commitments, dispositions, and performance standards which serve as Unit goals in the support of developing qualified, competent, professional teacher/administrator candidates for the profession.

Statement of Purpose

The Oral Roberts University College of Education's vision and purpose is aligned with the Institution's purpose of "Going into Every Person's World." The Unit's purpose is to train and develop professional school personnel with a Christian worldview who will go into every person's world, into public, private, Christian, and homeschools as transformed educators. As transformed educators they will make an impact in transforming society so that we might see a transformed generation.

The Unit is charged with providing the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for professional public and private responsibilities in the field of education throughout the world.

College of Education Portfolio Philosophy

The portfolio is a collection of artifacts which reflect the competencies required by the Oral Roberts University College of Education, the Oklahoma Commission for Teacher Preparation, and the National Council for Accreditation of Teacher Education. The College of Education believes that the benefits of the portfolio include the opportunity for candidates to demonstrate growth and development toward mastery of these competencies, and for candidates to engage in self and peer-reflection. Additionally the portfolio serves as the foundation of the Unit's assessment system and is used to inform program and unit level improvements.

Institutional Standards

The following are the College of Education's institutional standards, which reflect the teaching knowledge, the professional commitments, dispositions, and performance standards adopted by the College of Education Faculty Assembly in support of the development of teacher/administrator candidates. It is the goal of the Oral Roberts University College of Education to achieve the following:

1. The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.
2. The candidate is a reflective, transformed educator who actively seeks opportunities to grow professionally and understands the evaluation process of relative constituencies.
3. The candidate makes educational decisions (i.e. plans instruction and/or administrative) based on a Christian philosophy of education and promotes Godly principles among students, colleagues, parents, and agencies in the larger community.
4. The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects.
5. The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, *Core Curriculum*, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
6. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners.
7. The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues.
8. The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidence to adapt his/her practices to meet the needs of each learner.
9. The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal and career development.

10. The candidate demonstrates an understanding of the legal aspects of education.
11. The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide.
12. The candidate understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, spiritual and physical areas.
13. The candidate understands how to connect concepts and uses differing perspectives to engage learners in critical/creative thinking, collaborative problem solving, and applying performance skills to authentic local and global issues.
14. The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources.
15. The candidate understands how to use assessment data to engage learners in their own growth, document learner progress, inform ongoing planning, instruction, and program improvement.
16. The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self motivation.
17. The candidate demonstrates the competencies necessary to foster active inquiry, collaboration, and supportive interaction to build skills to access and appropriately apply information that supports lifelong learning.
18. The candidate demonstrates an understanding of individual differences and diverse communities by creating inclusive learning environments and educational opportunities that allow each learner to reach his/her full potential

Portfolio Assessment by the College of Education

All education majors will be required to compile and maintain an electronic, developmental portfolio. This allows the unit accessibility to candidates' portfolios for the purposes of aggregating and disaggregating data, which leads to program improvement. Candidates will be evaluated on portfolio artifacts: supporting documents, evaluations and recommendations, evidence of competencies, written samples and projects to support competencies, evidence of creativity and performance, and evidence of extracurricular activity.

Accomplishment of portfolio requirements will be noted during three benchmarks. The first benchmark, the **Entry Level**, must be uploaded by the candidate and assessed by the candidate's advisor immediately following admission to the graduate program. The **Intermediate Level** is divided into two parts; **Part I** is to be completed by all graduate candidates, and **Part II** is program specific for candidates seeking certification. **Part I** must be completed by the candidate and assessed by the candidate's advisor prior to application for the comprehensive exams. **Part II** of the **Intermediate Level** must be completed by the candidate and assessed by the candidate's advisor and/or the student teacher supervisor during the internship semester. The third benchmark, the **Capstone Level**, must be completed immediately following the internship, but before the candidate graduates.

Profile Survey

This is an electronic survey that is automatically integrated into the ePortfolio. Each time the candidate submits an artifact for assessing, he/she will be asked if their *profile data* is correct or needs to be updated. Follow the on-screen instructions to complete the survey.

Advanced Portfolio Assessment Sheet (APAS)

The APAS is a list of all of the artifacts the candidate is required to put in the electronic portfolio along with a rating scale for each artifact. It is color coded so the candidate will know how to enter the artifact into the ePortfolio. If the artifact is color coded as green, the artifact should be typed as a word document and uploaded into the portfolio; if it is blue, the artifact should be scanned and attached to the ePortfolio; and if it is red, there is a template and rubric available to be used when completing the artifact. The candidate will need to refer to the color coded APAS to use as a reference in building the portfolio.

[Advanced Portfolio Assessment Sheet \(APAS\)](#)

Please note: when uploading an artifact into ePortfolio, a screen will come up asking you what you want to call that artifact. Please refer to your APAS and title it with the **EXACT** title you see listed. This helps eliminate potential confusion for students and faculty.

ePortfolio Format

Assessor's Response

PLEASE NOTE: THE ITEMS CONTAINED IN THE BOXES ARE AN EXPLANATION OF WHAT THE FACULTY MEMBER AND/OR ADVISOR WILL DO WHEN ASSESSING THE ARTIFACT.

ENTRY LEVEL ARTIFACTS

The following is a description of each of the portfolio artifacts that are to be placed in your portfolio prior to the completion of the first benchmark, the Entry Level. This portion of the portfolio must be uploaded by the candidate and assessed by the candidate's advisor immediately following admission to the graduate program. The artifacts are completed as a required assignment as part of the coursework or independently with the assistance of the advisor.

Candidate ePortfolio Agreement Form

The candidate is required to read the ePortfolio Handbook in its entirety. A Candidate ePortfolio Agreement Form is attached. During ePortfolio training, held within the College of Education, each candidate will print a copy of the form and sign it. They will then scan and upload the signed form in the appropriate area of portfolio (please use the "help" feature in ePortfolio for assistance with this process). This form will be sent to the advisor to be assessed.

[Candidate ePortfolio Agreement Form](#)

Assessor's Response:

Verify that the candidate has uploaded the signed agreement form and then record it in the appropriate area.

Admissions Evaluation Form

The candidate will receive a completed Admissions Evaluation Form with the acceptance letter. Bring the form to your ePortfolio training. You will be required to scan and upload the completed Admissions Evaluation Form document in the appropriate area of your portfolio during training (please use the "help" feature in ePortfolio for assistance with this process). Please submit this item to be assessed to your advisor.

[Admissions Evaluation Rubric](#)

Assessor's Response:

The assessor will record the scores in the appropriate areas.

GRE or MAT Scores

Scan and upload the official GRE or MAT Test results notification document in the appropriate area of portfolio (please use the "help" feature in ePortfolio for assistance with this process). Please submit this item to be assessed to your advisor. Please note that this requirement is for the M. Ed. candidates only and that the M.A.T. candidates substitute the Oklahoma General Education Test (OGET). They must take and pass this exam for admission. The Ed.D candidates do not have an artifact for this TOC item.

Assessor's Response:

The assessor will record the score in the appropriate area.

***In order to be fully admitted into the Graduate Education Program, the candidate must be at "Acceptable Level" for all items on the APAS.**

INTERMEDIATE LEVEL ARTIFACTS

The following is a description of each of the portfolio artifacts that are to be placed in your portfolio prior to completion of the second benchmark, the Intermediate Level. The **Intermediate Level** is divided into two parts; **Part I** is to be completed by all graduate candidates, and **Part II** is program specific for candidates seeking certification. **Part I** must be completed by the candidate and assessed by the candidate's advisor prior to application for the comprehensive exams. **Part II** of the **Intermediate Level** must be completed by the candidate and assessed by the candidate's advisor and/or the student teacher supervisor during the internship semester. The artifacts are completed as a required assignment as part of the coursework or independently with the assistance of the advisor.

Intermediate Level – Part I

The following artifacts must be completed by **ALL** education majors:

Philosophy of Education

The statement of philosophy should reflect the candidate's perspective from a Christian viewpoint. It should express the candidate's views on important issues that affect the classroom teacher. These should include but not be limited to your view of the student, roles and responsibilities of the educator, and the influence of God on the educator's performance. A comparison of the candidate's philosophy with standard philosophies (Perennialism, Progressivism, etc.) is required. This artifact is completed as an assignment in the GPED 503 History and Philosophy of Education course and is graded by the professor of record. A rubric is provided for use as a reference when completing the assignment. Upload the completed philosophy paper into the portfolio and share it with the professor for it to be assessed (please use the "help" feature in ePortfolio for assistance with this process).

[Philosophy of Education Rubric](#)

Assessor's Response:

The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment. Candidates can access the results in the electronic portfolio to view the scores obtained for each of the areas as well as the overall grade for the project.

Disposition Evaluation Form

Candidates are required to have one Disposition Evaluation Form completed. The form can be obtained in the College of Education office. The form is to be completed by the candidate's advisor. Once completed, scan and upload the form in the appropriate area of portfolio (please use the "help" feature in ePortfolio for assistance with this process).

Assessor's Response:

The advisor will average the disposition scores and record them.

Transcript

Scan and upload an unofficial ORU transcript with the GPA into the appropriate section of the portfolio (please use the "help" feature in ePortfolio for assistance with this process). The candidate can retrieve this document by using a computer and the university's Vision system.

Assessor's Response:

The advisor is responsible for reviewing the transcript and recording the GPA at the appropriate level.

Intermediate Level – Part II – Program Specific

Candidates seeking certification are required to complete **Part II** of the Intermediate Level based on their major and area of concentration. The program area advisor will provide additional directions for subject specific assignments. Rubrics for each assignment are attached.

School Administration (Building Level)

[School Administration TOC](#)

[Principal Common Core Certification Exam](#)

[Principal Elementary or Secondary Certification Exam](#)

[GPED 753 Curriculum Design and Instruction](#)

[GPED 723 Educational Finance](#)

[GPED 713 Leadership and Supervision](#)

[GPED 743 Organizational Administration \(Public Schools\)](#)

or

[GCSE 613 Organizational Administration \(Christian Schools\)](#)

[GPED 733 Legal Issues in Education](#)

[Internship Evaluation Form](#)

Teaching with Alternative License (MATA)

[Teaching with Alternative License TOC](#)

[Oklahoma General Education Test \(OGET\)](#)

[Oklahoma Subject Area Test \(OSAT\)](#)

[Oklahoma Professional Teachers Exam \(OPTE\)](#)

[Internship Evaluation Form](#)

Teaching with License (MATL)

[Teaching with License TOC](#)

[Oklahoma General Education Test \(OGET\)](#)

[Oklahoma Subject Area Test \(OSAT\)](#)

[Oklahoma Professional Teachers Exam \(OPTE\)](#)

[Student Teaching Assignments](#) (Provides a detailed list of assessments during the student teaching internship.)

[Teacher Work Sample Prompt](#)

[Contextual Information Directions](#)

[Contextual Information Rubric](#)

[Student Teaching Internship Evaluation Form](#)

ED.D. Administration (District Level)

[Ed.D. Administration \(District Level\) TOC](#)

[Oklahoma Subject Area Test \(OSAT\)](#)

[Action Research I \(GPED 855\)](#)

[District Improvement Plan \(GADM 885\)](#)

[Facilities Development Plan \(GADM 840\)](#)

[Case Study \(GADM 805\)](#)

[Action Research II \(GADM 850\)](#)

[Internship Evaluation Form](#)

CAPSTONE LEVEL

The following is a description of each of the portfolio artifacts that are to be placed in your portfolio prior to the completion of the third benchmark, the Capstone Level. The third benchmark, the **Capstone Level**, must be completed immediately following the internship, but before the candidate graduates.

Dissertation Abstract

Candidates are required to upload a copy of their dissertation abstract, once approved, in the appropriate area of portfolio (please use the “help” feature in ePortfolio for assistance with this process).

Assessor’s Response:

Verify that the candidate has uploaded the dissertation abstract and then record it in the appropriate area.

M.A. Research Component

Candidates are required to complete a final research project. This artifact is completed as an assignment in the GPED 683 Educational Research Design course and is graded by the professor of record. A rubric is provided for use as a reference when completing the assignment. Upload the completed research project into the portfolio and share it with the professor for it to be assessed (please use the “help” feature in ePortfolio for assistance with this process).

[MA Research Component Rubric](#)

Assessor’s Response:

The professor will use the scoring rubric, which is a duplicate of the rubric the candidate used, to grade the completed assignment. Candidates can access the results in the electronic portfolio to view the scores obtained for each of the areas as well as the overall grade for the project.

Transcript

Scan and upload an unofficial ORU transcript with the GPA into the appropriate section of the portfolio (please use the “help” feature in ePortfolio for assistance with this process). The candidate can retrieve this document by using a computer and the university’s Vision system.

Assessor’s Response:

The advisor is responsible for reviewing the transcript and recording the GPA at the appropriate level.

Exit Survey

Candidates are expected to complete an Exit Survey. The candidate will receive an email notification from the graduate chair to complete the Exit Survey. Once completed, the candidate will receive notification that the survey has been completed. Please copy and upload the notification into the portfolio and submit it to your advisor to assess (please use the “help” feature in ePortfolio for assistance with this process).

Assessor’s Response:

Verify that the candidate has uploaded the exit survey notification and then record it in the appropriate area.