

1 PROFESSIONAL PORTFOLIO

1.1 Philosophy and Rationale for Professional Portfolios

A professional portfolio documents the candidates' accomplishments, learning, and strengths related to the competencies, standards, and is required for all certification areas, initial and advanced, in order to collect and analyze data for program evaluation and improvement as well as individual candidate assessment. The Professional Education Portfolio serves important purposes for these audiences/stakeholders:

1. For candidates to compile records of development and improvement of talents, skills, experiences, and professional growth toward mastery of PEU Core Values (L.E.A.D.S.) and The Interstate Teacher Assessment and Support Consortium Standards (InTASC) adopted by the OEQA and the State Department of Education (SDE) as the Oklahoma General Competencies for Teacher Education, and appropriate specialized professional associations. Note: Please see Appendix A for a crosswalk of L.E.A.D.S. and InTASC.
2. For PEU faculty and external reviewers to monitor candidates' professional development through an authentic assessment and to provide timely feedback.

To facilitate portfolio processes for candidate certification and institution accreditation, all candidates complete their portfolio using a web-based tool (<http://livetext.com>). Account access can be purchased online or through the OSU Bookstore within specific courses.

1.2 Steps in Developing a Professional Portfolio

1. Collecting, categorizing, and annotating potential evidences of your understanding and ability;
2. Selecting the best evidences of your understanding and abilities
3. Reflecting on your selections
4. Presenting your portfolio for external review

1.3 Specific Instructions for Initial Programs

See Section 2.2 *Certifications Available through OSU* on p. 6 of this Handbook for a list of initial programs.

Procedures

For organization and presentation to external reviewers, candidates will complete their OSU PEU portfolios using LiveText Standard Edition (<http://livetext.com>), an online electronic portfolio development and management system. Candidates subscribe to a seven-year license that includes unlimited online storage space; support documents and videos; and an optional educational video library. Each initial certification program with the exception of Agriculture Education and Early Childhood Education uses the same LiveText template with detailed instructions for completion of the portfolio embedded in the template. Agriculture Education and Early Childhood Education have their own templates identified by the program. You'll have an opportunity to review the template for your portfolio at your help session. Program area faculty work with Professional Education staff (Casey Powell) to schedule help sessions to support you in this process.

Portfolio Assessment

The assessment rubric used for each of the portfolio submissions is standardized across all initial certification programs in the PEU for critical data collection and analysis across all programs for unit accreditation. Candidates submit their portfolio for review at three checkpoints, Submission I, Submission II, and Submission III, within LiveText, and the rubric and reviewers' comments can be accessed in LiveText by the candidate. Record of each candidate's portfolio scores are maintained in the OSU PEU assessment database. If the reviewed portfolio does not "Meet or Exceed the Standard" and has a "1" or "POI" (Plan of Improvement) by the published deadline for that semester, the candidate's progression

through the certification program may be delayed or terminated. Rubrics for each portfolio submission are available in Appendix B of this handbook. Firm deadlines for portfolio submissions are posted on the following website: <http://education.okstate.edu/peu/portfolio>.

Portfolio Submission I, Entry Stage: Professional Introduction and Application to PEU

Detailed instructions on how to submit each item from the checklist below are provided within the OSU Initial Certification Portfolio Template on LiveText. Required:

- Introduction Page
- Candidate's Signature Page
- OGET Score Report
- Current Transcript/Grade Report (showing current semester's enrollment)
- Current Resume
- Field Placement Record Form
- Evaluations from field placement teachers, faculty and peer
- Professional Goals Statement
- First Teaching Philosophy

Portfolio Submission II, Growth Stage: Pre-Student Teaching/Clinical Practice

Detailed instructions on how to submit each item from the checklist below are provided within the OSU Initial Certification Portfolio Template on LiveText. Required:

- Current Transcript/Grade Report (showing the current semester's enrollment)
- Current Resume
- Updated Field Placement Record Form
- Evaluations from Field Placement Teachers, Faculty and Peers
- Release form for video, photos, and P12 student work
- 10 (Ten) Artifacts (evidence that you have mastered the associated standards)
- 10 (Ten) Artifact Reflections* (explanation of how the artifact evidences mastery of the standard)
If your artifacts include any samples of student work from your field experiences in the public schools, you must have a copy of the Release Form completed by a parent or guardian, for each child whose work or photograph or appearance on a videotape is included. You do not need to present all the signed forms in the Portfolio itself, but the inclusion of a copy of the form indicates your understanding that you must produce all signed permission forms if asked to do so.

Portfolio Submission III, Exit Stage: Recommendation for Professional Certification

Detailed instructions on how to submit each item from the checklist below are provided within the OSU Initial Certification Portfolio Template on LiveText. Required:

- Current Transcript/Grade Report (showing the current semester's enrollment)
- Up-to-date Resume
- Updated Field Placement Record Form
- Certification Exam Scores
- Evaluations from Field Placement Teachers, Faculty and Peers
- Lesson Plan Collection (for Elementary Education candidates only)
- Professional Development Activities (Physical Education candidates only)
[Impact on P12 Student Learning is now collected via the PPAT]

Writing Effective Teaching Philosophy Essays

1. Organize your essay into three sections: introduction, body, and conclusion.
2. Provide smooth transitioning between each section.
3. Articulate your belief/s in the value and purpose/s of P12 education as a thesis statement in the introduction of your essay.
4. Elaborate on what you believe in and why you believe in it in the body of your essay.
5. Address the roles of the teacher, the student, the families, and the community in providing a quality education.
6. Summarize the main points that support your thesis statement and provide a meaningful conclusion.

Writing an Effective Professional Goals Statement

1. Begin your essay with a statement of your career objective(s): the subject area and/or grade level you wish to teach, and a statement of the professional skills you intend to exhibit as you pursue your career. These essential skills should relate to OSU program goals (L.E.A.D.S).
2. Take a few minutes to imagine the teaching position you aspire to have five years from now. Identify five specific goals (i.e., strength in content area, effective classroom management, leadership and advocacy for the profession, awareness of current educational practices and research, etc.) that will enable you to be successful in the environment and position you hope to attain.
3. Discuss in detail the knowledge, skills, and attitudes (dispositions) that you will need to develop in order to succeed as a teacher and be confident in your profession.
4. Based on the knowledge, skills, and dispositions you described, discuss future experiences (i.e., workshops, classes, service projects, etc.) that will help prepare you to be successful as a professional.
5. Conclude your essay with a reflection on how your goals and plans for achievement will help you develop as an educator and a professional.

Selecting Artifacts

An artifact provides evidence that you have met the particular standard, so understanding the standard is step one in selecting an appropriate artifact. For example, InTASC Standard 6 expects that “The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.” Assessing learners’ progress and making decisions based on assessments are the key ideas in this standard. What evidence do you have that proves you can do this? Hint: Keep all coursework in organized files and folders on your computer or in LiveText and back them up! Candidates’ coursework and field/clinical practice provide a range of experiences that may lead to the creation of an artifact. Programs are encouraged to identify key assessments to serve as artifacts.

Candidates’ coursework and field/clinical practice provide a range of experiences that may lead to the creation of an artifact:

- Assignments from methods, pedagogy, technology, and content area courses;
- Lesson plans created for coursework or field experiences;
- Classroom observations;
- After school extra-curricular activities;
- Tutoring; Student Improvement Plans;
- School staff meetings;
- School board meetings;
- Parent/teacher conferences;
- IEP meetings;
- Field trips;
- Professional Education Workshop series;
- Other experiences may also be applicable

A DIFFERENT ARTIFACT MUST BE USED FOR EACH CORE VALUE.

Each of the Core Values (L.E.A.D.S.) must have a unique artifact, so you will have a minimum of ten main artifacts. See Appendix A for a matrix of InTASC Standards and L.E.A.D.S. with a column of suggested artifacts for each one.

Writing Effective Reflections

Candidates will write a reflection for each artifact selected to demonstrate their mastery of each of the LEADS Core Values and InTASC Standard/s. The reflection gives the candidate the opportunity to demonstrate his/her:

1. understanding of the Core Value and corresponding InTASC Standards, and
2. justification for how the selected artifact is evidence of this understanding.

It is often helpful to “think like a lawyer” – your reflection is your *argument* that the *evidence* you have provided *proves* beyond a shadow of a doubt that you have mastered the standard(s).

Characteristics of effective reflection statements (Foster, Walker, & Song, 2007):

1. Establish a context for artifacts by not only making clear the who, what, when, and where of a teaching experience, but also making clear what Core Value and Standard/s are being demonstrated through the use of the artifact.
2. Display good observational skills (honest, accurate, supported by relevant details, and non-judgmental) through gathering the right information and data from assessments, observations and conversations, and from other relevant sources, presenting these data objectively for the reviewer.
3. Ground practices, observations, and interpretations in appropriate and specific theory and demonstrate an analytic reflection that leads to better understanding of candidate’s mastery of Core Values and Standard/s through candidate’s ability and competency of linking theory and practice.
4. Uncover and interpret underlying issues, causes, and effects within the observed experience by not only accurately describing what happened in a teaching and learning event, but also going beneath the surface to uncover why something happened or did not happen (possible explanations).
5. Demonstrate a decision-making potential and offer conclusions about practice, plans of action for future instructional activities, or plans for ongoing professional development from observations and analysis.

Support

Candidates have access to support through the LiveText website and from the OSU PEU Portfolio Staff (Casey Powell), who offers individual, small group, and large group assistance and training as well as online tutorials on <http://education.okstate.edu/peu/portfolio>. The Professional Education offices are in 325 Willard and may be reached at 405-744-6252.

Employment Portfolio

While very few employers (less than 5% according to research) will request an employment portfolio, you may be interested in creating one to offer potential employers. Since your professional portfolio is designed to show growth and mastery of standards, is more extensive than the typical employment portfolio, and purposefully avoids creative expression in the template itself, you may want to use pieces of your professional portfolio to compile an employment portfolio. Consider including items that are w the scope of the typical application packet, such as the edTPA or Teacher Work Sample, a video of you actually teaching, and other samples of your best work. A free website development tool like Wix (<http://wix.com>), Weebly (<http://weebly.com>), or Strikingly (<http://strikingly.com>) offers a quick, easy method of displaying an employment portfolio.

Helpful reference:

Foster, B., Walker, M., & Song., K. (2007). *A beginning teaching portfolio handbook: Documenting and reflecting on your professional growth and abilities*. Upper Saddle River, NJ: Pearson Education Inc.

Crosswalk of InTASC Standards and Core Values with Suggested Artifacts

InTASC Standard 1: Learner Development L.E.A.D.S. Academics: Human Growth and Development		
<p>Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Human Growth & Dev.: Candidates understand how students/clients learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all levels including early childhood, elementary, middle level, secondary, and adult. Candidates understand that students vary in their approaches to learning and create opportunities that are adaptable to individual differences in learners.</p>	<p>SPED Case study, any paper on child development or disabilities, lesson plan with specific learning modifications</p>
InTASC Standard 2: Learning Differences L.E.A.D.S. Diversity		
<p>Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Diversity: Candidates believe everyone deserves the opportunity to learn and can learn; they possess knowledge, skills, and dispositions to serve as effective professional who understand and meet the needs of a diverse society. Candidates provide evidence of understanding of differences including age, gender, ethnicity, culture, socio-economic status, and intellectual, physical, and language abilities.</p>	<p>Lesson plan that includes learning modifications for ELL students, research on diversity issues including ELL, SES, and other factors.</p>
InTASC Standard 3: Learning Environment L.E.A.D.S. Academics: Learning Environment		
<p>Standard 3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Learning Environment: Candidates understand the dynamics of individual and group behavior and use communication techniques to develop, facilitate and manage positive approaches to learning. Candidates select styles that work best for their learning environments and are able to adapt to different circumstances. They choose procedures that are appropriate for all students/clients including those with diverse backgrounds, with exceptionalities, and English language learners</p>	<p>Stations lesson plan, reflection on diverse placement experiences, classroom management plan</p>
InTASC Standard 4: Content Knowledge L.E.A.D.S. Academics: Content Knowledge		
<p>Standard 4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning</p>	<p>Content Knowledge: Candidates value the importance of knowledge and learning by providing them with a rich learning environment, technology, and</p>	<p>Content area lesson plan or assignment that shows strong content knowledge including a</p>

experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	supervised experiences in academic areas. Candidates possess subject matter competence and enthusiasm for the subject matter, they are life-long learners of the central concept and methods of inquiry in their subject matter areas.	research paper or analysis of a content area topic
InTASC Standard 5: Application of Content L.E.A.D.S. Academics: Integration		
Standard 5: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Integration: Candidates demonstrate integration of theory into practice incorporating appropriate pedagogy, methodology, content knowledge, curriculum, inquiry and research-based practices in diverse settings. Candidates understand the process of curriculum integration and use of a variety of instructional strategies to encourage students' development and learning. They assist students with career awareness and apply career concepts to the academic curriculum.	Integrated lesson plan that includes two or more core content areas a single content area with music, art, or technology integrated, or a career lesson plan
InTASC Standard 6: Assessment L.E.A.D.S. Academics: Teaching/Professional Practice & Assessment		
Standard 6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Teaching/Prof. Practice & Assessment: Candidates use best practices to create learning environments and instructional opportunities based upon Oklahoma and national standards that lead to student learning and development. Candidates understand and use a variety of assessment strategies to evaluate and modify the Teaching/learning process to ensure the continuous intellectual, social, and physical development of learners. They demonstrate reflective practice.	Lesson plan with a well-developed rubric or more than one kind of assessment
InTASC Standard 7: Planning for Instruction L.E.A.D.S. Service Orientation and Community Outreach		
Standard 7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.	Service Orientation/ Community Outreach: Candidates value and engage in service and meaningful involvement of the learners/clients, their families and communities. Candidates engage in result oriented service to address economic, educational, public safety, environmental, and other human needs.	Student Academic Improvement Plan
InTASC Standard 8: Instructional Strategies L.E.A.D.S. Academics: Technology		
Standard 8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build	Technology: Candidates understands technology as a complex integrated process for analyzing problems and devising, implementing, evaluating and managing solutions to those problems in situations in which learning is	EdTech Portfolio, any assignment from the EdTech class, or any lesson plan that includes significant student use of technology

skills to apply knowledge in meaningful ways.	purposive and controlled. Candidates are able to use technology to help all students/clients learn by providing a conceptual understanding of how knowledge, skills, and dispositions related to education and information technology and instructional technology are integrated throughout the curriculum, instruction, field experiences, clinical practices, assessments, and evaluations.	
InTASC Standard 9: Professional Learning and Ethics L.E.A.D.S. Ethics and Professional Practice		
Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and community), and adapts practice to meet the needs of each learner.	Ethics [E]: Candidates demonstrate ethical and professional behavior in their interactions with students, families, colleagues, and communities and practice social justice. Candidates demonstrate an understanding of legal aspects in their professional roles. As life-long learners, they engage in continuous professional development, collaborate with colleagues in the learning and other professional arenas and reflect upon their practice.	Professional development certificates, flyer from a workshop, conference schedule, -candidate must articulate how what they learned will impact their teaching
InTASC Standard 10: Leadership and Collaboration L.E.A.D.S. Leadership		
Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession	Leadership [L]: Candidates are committed to the belief that professional educators providing quality education are the foundation of a prosperous and democratic society. Candidates advance their professions as innovative leaders and advocates who support all learners and families in the context of diverse systems and communities.	Sorority/fraternity projects or offices, clubs, volunteer work, advocacy, professional organization membership—again candidate must articulate how the leadership activity impacts their teaching

3.4 Initial Programs Portfolio Rubric

Mechanics and Style Applicable to Submissions I, II, and III					
	Unacceptable 0	Approaching 1	Target 2	Exemplary 3	Score
Overall Presentation	Portfolio is missing significant items required for submission	Portfolio has most of the items required for this submission but lacks one or more required components.	All requirements are present, and the portfolio template is mostly professional in appearance.	All requirements are present, all red instructions are removed, and portfolio template looks clean and professional.	
Appearance					
Mechanics	Portfolio has errors that significantly distract the reader from understanding the content	Portfolio has errors that distract the reader from understanding the content	Portfolio has a few errors that do not distract the reader from understanding the content	No errors	

Submission I, Entry Stage: Professional Introduction					
	Unacceptable 0	Approaching 1	Target 2	Exemplary 3	Score
Professional Introduction	Portfolio does not have a professional introduction	Introduction is thin on content and appropriate photo of candidate is missing	Introduction meets guidelines and appropriate photo attached.	Introduction is professional, thorough, and exceeds guideline expectations with appropriate photo of candidate attached.	
First Philosophy Statement	Philosophy is not included or lacks basic organization. Essay makes no connections to experience or observation. Content does not follow portfolio guidelines. No control of written expression.	Philosophy follows portfolio guidelines, but the essay is disorganized and/or makes few connections to observations or experiences.	Philosophy follows portfolio guidelines and exhibits good control of written expression.	Philosophy is exceptionally well-written and logical, using many examples based on experience and observation.	
Resume Professional Goals Statement Transcript Candidate Signature OGET Score Evaluations from teachers, peers, and faculty Updated Field Experience Record Form	Portfolio is missing several documents required in submission 1	Portfolio does not include two or more of all required materials of submission 1	Portfolio includes an updated transcript, resume, and field placement form, but one or more evaluations or test scores have not been provided.	Portfolio has all required materials in submission 1.	

	Submission 2, Growth Stage: Pre-Internship			
	Unacceptable (0.000 pt)	Approaching (1.000 pt)	Target (2.000 pts)	Exemplary (3.000 pts)
Overall Presentation/A (1.000, 4%)	Portfolio is missing significant items required for submission and /or portfolio guidelines not followed.	Portfolio has most of the items required for this submission but lacks one or more required components. Some guidelines followed but significant problems with the portfolio components.	All requirements are included, and the portfolio template is mostly professional in appearance.	All requirements are present, all red instructions are removed, and portfolio template looks clean and professional.
Mechanics (1.000, 4%)	Portfolio has errors that significantly distract the reader from understanding the content	Portfolio has errors that distract the reader from understanding the content	Portfolio has a few errors that do not distract the reader from understanding the content	No errors
Updated Resume, Updated Transcript, Evaluations, Release form for videos, photos, and student work, Updated Field Experience Record Form (1.000, 4%)	Portfolio is missing several documents required in submission 2.	Portfolio is missing several documents required in submission 2.	Portfolio includes an updated transcript, resume, and field placement form, but one or more evaluations or test scores have not been provided.	Portfolio has all required materials in submission 2.
Artifact Selection: Learner Development (1.000, 4%) INTASC.1 OK-OSU-LEADS.3.3	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.
Reflection (1.000, 4%) INTASC.1 OK-OSU-LEADS.3.3	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.

Artifact Selection-- Learning Differences (1.000, 4%) INTASC.2 OK- OSU-LEADS.4	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.
Reflection (1.000, 4%) INTASC.2 OK- OSU- LEADS.4	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.
Artifact Selection-- Learning Environments (1.000, 4%) INTASC.3 OK- OSU- LEADS.3.4	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.
Reflection (1.000, 4%) INTASC.3 OK- OSU- LEADS.3.4	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.
Artifact Selection-- Content Knowledge (1.000, 4%) INTASC.4 OK- OSU- LEADS.3.1	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.
Reflection (1.000, 4%) INTASC.4 OK- OSU- LEADS.3.1	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.

Artifact Selection-- Application of Content (1.000, 4%) INTASC.5 OK- OSU- LEADS.3.2	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.
Reflection (1.000, 4%) INTASC.5 OK- OSU- LEADS.3.2	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.
Artifact Selection-- Assessment (1.000, 4%) INTASC.6 OK- OSU- LEADS.3.6	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.
Reflection (1.000, 4%) INTASC.6 OK- OSU- LEADS.3.6	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.
Artifact Selection-- Planning for Instruction (1.000, 4%) INTASC.7 OK- OSU- LEADS.5	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.
Reflection (1.000, 4%) INTASC.7 OK- OSU- LEADS.5	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.

Artifact Selection-- Instructional Strategies (1.000, 4%) INTASC.8 OK- OSU- LEADS.3.5	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.
Reflection (1.000, 4%) INTASC.8 OK- OSU- LEADS.3.5	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.
Artifact Selection-- Professional Learning and Ethical Practice (1.000, 4%) INTASC.9 OK- OSU- LEADS.2	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.
Reflection (1.000, 4%) INTASC.9 OK- OSU- LEADS.2	No Reflection provided	Reflection provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection provided and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.
Artifact Selection-- Leadership and Collaboration (1.000, 4%) INTASC.10 OK- OSU- LEADS.1	There is no explanation of why this artifact was selected under this Standard and/or this Core Value, and/or this artifact are not appropriate for this Standard and/or this Core Value.	Selected artifact may be appropriate for this Standard and Core Value, however the explanation of it and understanding of both the Standard and Core Value are not evident.	Selected artifact is appropriate for this Standard and Core Value and shows understanding of the Standard and the Core Value.	Selected artifact is appropriate for this Standard and this Core Value and demonstrates superior understanding of both the Standard and the Core Value.
Reflection (1.000, 4%) INTASC.10 OK- OSU- LEADS.1	No reflection provided.	Reflection is provided for artifact but does not address how this artifact shows understanding of the Standard and the Core Value.	Reflection describes and explains why artifact was chosen and how it shows understanding of the Standard and the Core Value.	Reflection thoroughly describes and explains why artifact was chosen and how it shows superior understanding of the Standard and the Core Value.

Submission III, Exit Stage: Professional Certification Readiness					
	Unacceptable 0	Approaching 1	Target 2	Exemplary 3	Score
Second Philosophy Statement	Statement is not provided or plagiarizes candidate's first philosophy statement.	Statement presents teaching philosophy, however reflection on professional growth is not evident and/or philosophy statement does not follow portfolio guidelines	Statement presents teaching philosophy with reflection on teaching and learning experience that shows evidence of professional growth. Philosophy statement follows portfolio guidelines.	Statement presents teaching philosophy with a thorough reflection on teaching and learning experience that shows significant evidence of professional growth	
Updated Transcripts Updated Resume OPTE score report Release form for videos, photos and student work Evaluations from internship and field observations Updated Field Observation Report	Portfolio does not include any of the required documents	Portfolio does not include two or more of all required documents	Portfolio includes an updated transcript, resume, and field placement form, but one or more evaluations or test scores have not been provided.	Portfolio includes all required documents	
Lesson Plan Collection (for Elementary Education candidates only)	5 lesson plans required not included			All 5 lesson plans included	
PE Students Professional Development Activities (8 required)	8 pieces of evidence of professional development not included			All 8 pieces of evidence of professional development included	
Evidence of Impact on P-12 Learners	Artifact shows no evidence of impact on P-12 learners	Artifact shows minimal impact on P-12 learners	Artifact shows some impact on P-12 learners	Artifact shows clear evidence of significant impact on P-12 learners	
Analysis/Reflection on Evidence of Impact on P-12 Learners	Analysis of data does not indicate understanding of the importance of candidate's impact on P-12 learners and shows no knowledge of how to improve or adjust.	Analysis of data indicates minimal understanding of the importance of candidate's impact on P-12 learners and minimal knowledge of how to improve or adjust	Analysis of data indicates understanding of the importance of candidate's impact on P-12 learners and some knowledge of how to improve or make adjustments for future impact.	Analysis of data indicates a clear understanding of the importance of the candidate's impact on P-12 learners and specific knowledge for how to make improvements or adjustments to ensure a strong impact in the future.	