

## Checklist for School for Education

Name \_\_\_\_\_ Advisor \_\_\_\_\_ Certification/Degree \_\_\_\_\_

### **Preparations for Admission to the School for Education**

Meet with your advisor to review:

- \_\_\_\_\_ Pro-Forma for your certification (sequence of courses)
- \_\_\_\_\_ Disposition standards (In Process)
- \_\_\_\_\_ Portfolio standards
- \_\_\_\_\_ Criteria for Admission to the School for Education
- \_\_\_\_\_ Projected date for Admission to the School for Education \_\_\_\_\_

### **Criteria for Admission to the School for Education**

- \_\_\_\_\_ 2.75 GPA (Cumulative—all classes, including transfer courses)
- \_\_\_\_\_ WCT passing score
- \_\_\_\_\_ C-BASE passing score (two years to complete)
- \_\_\_\_\_ ACT test scores (on file in Admissions office)
- \_\_\_\_\_ Letter of recommendation (from professor outside of the School for Education)
- \_\_\_\_\_ Completion of EDU 105, MA131, EN105, EN106 (a grade of C or higher is required in EDU105).  
The above information is verified by Registrar on the *Application for Admission to the School for Education* (form to be picked up by the student in the School for Education office and turned in to the Registrar's office)
- \_\_\_\_\_ Beginning portfolio (reviewed by your advisor)
  - \_\_\_\_\_ Personal Autobiography (draft written in EDU 105)
  - \_\_\_\_\_ Philosophy of Education (draft written in EDU210 or EDC 222)
- Address 3 of the 4 following standards:
  - \_\_\_\_\_ MoSTEP Standard Essay (1.1.1, 1.1.2) (draft written in EDU105)

### **Procedures for Request to Admission to the School for Education**

The student provides the three following documents to the Director of Practicum Experiences, Copley 324, ten days before the School for Education meeting (2<sup>nd</sup> Wednesday of each month). Please submit documents to the Director of Practicum Experiences in a single envelope with your name and telephone number/e-mail address.

- \_\_\_\_\_ Letter of recommendation (student picks up the letter in a sealed/signed envelope)
- \_\_\_\_\_ *Application for Admission to the School for Education* (completed form picked up by the student from the Registrar's office)
- \_\_\_\_\_ Beginning portfolio form (signed by advisor)

### **Procedures after Admission to the School for Education**

- \_\_\_\_\_ Background checks updated (Yearly)
- \_\_\_\_\_ GPA Update (must maintain GPA of 2.75 after admission to the School of Education)
- \_\_\_\_\_ Passing score on appropriate PRAXIS test (required for enrollment in Directed Teaching)  
Projected date of test \_\_\_\_\_ Test passed \_\_\_\_\_
- \_\_\_\_\_ Application for Directed Teaching (Submit to Director of Field Experiences one semester *before* enrollment in Directed Teaching)
- \_\_\_\_\_ Application for Graduation (Submit to Registrar): Due \_\_\_\_\_ for Dec./\_\_\_\_\_ for May
- \_\_\_\_\_ Credential file in Registrar's office (created by the student during Practicum A)

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Purpose for the Portfolio**

### **Park University School for Education**

\*Having purpose gives us direction and we function best when we know what to expect or what is expected from us. Some of our direction in developing our portfolio comes from the MoSTEP Standards. The portfolio is an opportunity to be a critical reader and a problem solver. The language of the standards is filled with words whose meaning and implications will become clear as you enroll in course work at Park University and in the School of Education. So, part of the purpose of the portfolio is to solve the challenge in each standard by reading it and then writing what the standard means, giving a rationale for knowing the information, and demonstrating how you have accomplished the learning requested in the standard. This proof may be an active lesson plan, a management plan, a phone log, a record of grades, a written case study, or a reflection on the learning after teaching a lesson. Your professors will suggest ideas for artifacts. You also can be creative about what to use as proof.

\*Another purpose of the portfolio is to show your growth from a student in the first level courses to one finishing the student teaching seminar. You have control of the portfolio in many ways as long as you work within the Standards. Your artifacts are proof of your teaching skills and reflection as explanations of what you have learned. Some of the Standards may sound similar; however, upon close reading there are distinct differences. You will incorporate and synthesize the information you've gained as you write your reflective pieces.

\*The portfolio will be produced in drafts. The first drafts will be presented when you enter the School for Education and your particular program. Writing additions to the reflections will be a developmental process. As you complete courses, you will have more artifacts completed as course assignments. You will also have incredible knowledge jumps as you assimilate ideas into a whole working personal theory. Each course will give you a new platform for decision-making and reflection. It is through the capacity to reflect that you will decide how you want to implement strategies and models, how you want to use motivation, how you want to accommodate instruction to student needs, how you want to assess learning for final evaluation, and much more. Our capacity to reflect will offer the option to change our practice and improve our teaching and student's learning.

\*These portfolios become your mode of offering proof of learning. Growth will be evident. They are an authentic assessment of your active learning as a pre-service teacher. This authentic assessment holds you accountable for your best efforts. This portfolio may help you demonstrate your skills at an interview, and it may help you move into attaining the level of National Board Certification in the future. The developmental nature of course work, reflection on actual teaching and on-site contact with students is supported by the Frameworks of the School for Education. Your professors will be working within this document's ideas as they push you to do your best work, revise, and support your ideas with evidence of theory and practice. They will be supporting you with their knowledge and experience in the classroom. This is their scaffolding for you, just as you will be providing the support of scaffolding for your students. The direct attention to your portfolio and engagement with the ideas in the standards will reduce many of the uncertainties of the classroom. This is a great opportunity to put your best thinking and energy into a product that reflects your educational philosophy.

# PORTFOLIO CONTENTS

Page stating PROFESSIONAL PORTFOLIO, name, date, Park University

Table of Contents page

Part A. **Personal history and background**-usually written for student teaching application

1. Autobiography-usually written for student teaching application
2. Developmental philosophy of education-initial state written in ED 210 School As a Social System and then written again later in the program.
3. Blue Sheet =admissions criteria for department-include a copy of C-BASE scores
4. Letter of acceptance to School for Education
5. If you are an art student, you will also include a ten- page art portfolio via pictures

Part B. **Performance Standards-**

Attached you will find a copy of the Missouri Standards for Teacher Education. The standard is in bold print. The Quality Indicators needs to be addressed as an introductory statement in the reflection. You can begin with a restatement of the standard in your own words. Offer a rationale for such knowledge and skill. You could discuss courses where such concepts and skills were taught.

Then, the Performance Indicators are specific requirements for the knowledge and skill you need to demonstrate you know, or can perform the standard. Each performance indicator needs to be addressed and have to an artifact. Use artifacts to support your statements. Be thoughtful about each standard you address and each artifact you select. Explain how and why the artifact was chosen and demonstrates your mastery of the standard. Tell how this artifact will help you in the classroom. This section is the heart of the portfolio; however, it is not as lengthy as the other sections.

Part C. **Clinical experiences (Practicum and Student Teaching)**

1. Description of each field experience
2. Developmental nature of experiences-demonstrates how you grew into a teacher.
3. Copies of lesson plans and reflection on what the students learned, how you knew, and what needs revision next time should be included. Lesson plans should include how you adapt for special need.
3. Feedback from professionals-cooperating teacher's and supervisor's assessment

Part D. **Final assessment for licensure**

Praxis results-professional licensure exam

Evidence of professional preparation and competence-copy of transcripts demonstrating coursework, letters of reference, etc

Part E. **Artifacts**

1. Select artifacts that demonstrate your readiness to be a teacher. Each may demonstrate more than one standard. Each must be coded so you may refer to it in your reflective pieces. Reflective pieces are critical. Each artifact must demonstrate that you do teacher thinking, critically, creatively, and regularly.

**Final Portfolio**

The Portfolio will be reviewed at the end of the first week of Directed Teaching Seminar by the first of the two required Education faculty readers. The Autobiography, Philosophy, and reflections for Performance Standards 1.1 and drafts of at least six Standards with the Performance Indicators must be complete with reflections and artifacts.

A professional Portfolio must be submitted for final review by two School for Education faculty readers within ten days of completing the Directed Teaching Experience. Clinical Experiences (Part C), Final Assessment for Licensure (Part D), and Artifacts for each Performance Indicator (Part E) must be complete. Final grade for the Directed Teaching Experience will not be given until the Portfolio has been successfully completed, nor can you be certified to teach. A completion form will be sent to the Registrar to advance the certification process. This is a separate process after graduating.

## Writing the Reflective Pieces

1. First, type out each standard completely at the top of the page. . Include all Quality Indicators and Performance Indicators in a small font.
2. Describe what the standard means in your own words and explain why you think that standard is important for you as a developing teacher.
3. Describe how you believe you have grown and developed toward that standard so far in your teacher education program. Be specific here, citing courses, activities, assignments, experiences, etc. that facilitated your development. This can include both experiences you do have artifacts for and experiences that influenced your development but may not have resulted in a particular artifact.
4. Explain how the artifacts demonstrate your competence in relationship to the standard. Each professor may identify specific assignments that meet a particular standard.

Some hints about artifacts:

- An artifact can demonstrate more than one standard. (Try to have a large variety to pick from so you can select the artifact that best demonstrates your competency.)
- Give each artifact a reference name and consistently use that name.
- Compile your artifacts in section E and provide some sort of tab for each artifact so the reader can locate it.
- Pictures need captions to explain what is happening.
- Artifacts must be your own work. (Handouts, internet reports, journal articles, incomplete worksheets, workshop programs, etc. will *not* qualify as artifacts unless you do a detailed reflective piece about those papers.
- Similarly, if you went to a conference and want to use it for an artifact, spend time reflecting on what you learned. You might attach a brief copy of the conference program, or maybe a certificate of attendance if those are given out (get one if at all possible). In general for lessons and rubrics, it is good to include rough drafts, particularly if you then reflect about how you revised the drafts to make something better. That really shows growth, self-evaluation, and the ability to use constructive criticism.
- Samples of student work **does** qualify as an artifact. The name must be blacked out and do ask the student/child for their permission. You should include information about the child's age, grade, and sex.

# Missouri Standards for Teacher Education Programs (MoSTEP)

## **PART B: QUALITY INDICATORS AND PERFORMANCE INDICATORS**

### **Standard 1: Performance standards for education professionals**

The unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area of professional responsibility.

#### **1.1 General Studies for the Preparation of Education Professionals:**

**Quality Indicator 1.1** Candidates have completed general studies courses and experiences in the liberal arts and *Performance Indicators*:

*1.1.1 The general education studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.*

*1.1.2 The general studies incorporate multi-cultural and global perspectives.*

#### **1.2 Professional Competencies for Teacher Preparation**

Candidates for teacher certification have completed a program of content, professional, pedagogical, and integrative studies.

**Quality Indicator 1.2.1:** The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

##### *Performance Indicators*

*1.2.1.1 knows the discipline) applicable to the certification area(s) as defined by Subject Competencies for Beginning Teachers in Missouri*

*1.2.1.2 presents the subject matter in multiple ways.*

*1.2.1.3 uses students' prior knowledge when identifying learning objectives and choosing instructional strategies.*

*1.2.1.4 engages students in the methods of inquiry used in the discipline(s).*

*1.2.1.5 creates interdisciplinary learning.*

**Quality Indicator 1.2.2:** The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

##### *Performance Indicators*

*1.2.2.2 strengthens prior knowledge with new ideas.*

*1.2.2.3 encourages student responsibility.*

*1.2.2.4 knows theories of learning.*

**Quality Indicator 1.2.3:** The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

##### *Performance Indicators*

*1.2.3.1 identifies prior experience, learning styles, strengths, and needs.*

*1.2.3.2 designs and implements individualized instruction for students based on their prior experience, learning styles, strengths, and needs.*

*1.2.3.3 knows when and how to access specialized services to meet students' needs. 1.2.3.4 connects instruction to students' prior experiences and family, culture, and community.*

**Quality Indicator 1.2.4:** The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

*Performance Indicators*

*1.2.4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant for all learners, and based upon principles of effective instruction.*

*1.2.4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.*

*1.2.4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.*

**Quality Indicator 1.2.5:** The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

*Performance Indicators*

*1.2.5.1 selects alternative strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs.*

*1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.*

**Quality Indicator 1.2.6:** The preservice 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.

*Performance Indicators*

*1.2.6.1 knows motivation theories and behavior management strategies and techniques.*

*1.2.6.2 manages time, space, transitions, and activities effectively.*

*1.2.6.3 engages student in decision making.*

**Quality Indicator 1.2.7:** The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

*Performance Indicators*

*1.2.7.1 models effective verbal/nonverbal communication skills.*

*1.2.7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences classroom communication and in responses to students' communications.*

*1.2.7.3 supports and expands learner expression in speaking, writing, listening, and other media.*

*1.2.7.4 uses a variety of media communication tools.*

**Quality Indicator 1.2.8:** The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

*Performance Indicators*

*1.2.8.1 employs a variety of formal and informal assessment techniques (e.g.,*

*observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor his/her knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies.*

*1.2.8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs, and progress, and to encourage them to set personal goals for learning.*

*1.2.8.3 evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.*

*1.2.8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.*

**Quality Indicator 1.2.9:** The preservice teacher is a reflective practitioner who applies the ethical practices of the profession and continually assesses the effects of his/her choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

*Performance Indicators*

*1.2.9.1 applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students' growth and learning, and the complex interactions between them.*

*1.2.9.2 uses resources available for professional development. 1.2.9.3 practices professional ethics.*

**Quality Indicator 1.2.10:** The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and wellbeing.

*Performance Indicators*

*1.2.10.1 participates in collegial activities designed to make the entire school a productive environment.*

*1.2.10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems.*

*1.2.10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being.*

*1.2.10.4 identifies and uses the appropriate school personnel and community resources*

*1.2.11.3 implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning.*

*1.2.10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being.*

*1.2.10.1 participates in collegial activities designed to make the entire school a productive environment. to help students reach their full potential.*

**Quality Indicator 1.2.11:** The preservice teacher understands the theory and application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

*Performance Indicators*

*1.2.11.1 demonstrates an understanding of technology operations and concepts.*

*1.2.11.2 plans and designs effective learning environments and experiences supported by information and instructional technology*

*1.2.11.3 implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning.*

*1.2.11.4 applies technology to facilitate a variety of effective assessment and evaluation strategies.*

*1.2.11.5 uses technology to enhance personal productivity and professional practice.*

*1.2.11.6 demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in pre-kindergarten through grade twelve schools and applies that understanding in practice.*