THE PURPOSES OF THE PORTFOLIO

Throughout coursework and field experiences in the Indiana University Northwest School of Education students shall compile a Conceptual Framework portfolio. The conceptual framework’s nine outcomes represent the characteristics of a Reflective Professional (Agent of Change). The conceptual framework and its relationship to the Interstate New Teacher Assessment and Support Consortium Principles (InTASC) are presented in the Appendix. As a compilation of student work-samples, the portfolio serves a number of purposes:

1. To organize and preserve artifacts from students’ academic and clinical experiences;

2. To promote students’ reflection on their growth, commitments, and emergent competencies as professional educators;

3. To allow students to demonstrate understanding of, and competence in, the conceptual framework’s program outcomes;

4. To provide a forum through which students furnish input and insight into program quality and/or issues relevant to continuous program improvement (as an assessment instrument).

THE PORTFOLIO REVIEW CHECKPOINTS

The portfolio shall contain three distinct types of entries: (1) artifacts/assignments, (2) score sheets, and (3) reflections. The portfolio shall be assembled in a large binder which shall include organizational dividers to separate items associated with conceptual framework outcomes.

Each initial licensure program has designated, for each of the nine conceptual framework outcomes, at least one course that offers an opportunity for students to create an artifact. The alignment of designated courses and artifact-opportunities is depicted in the initial licensure programs’ program map (available on the School of Education website). The program map identifies advising checkpoints and the midway advising session.
Each undergraduate-level initial licensure program contains the following sequence of portfolio review/advising sessions:

- Checkpoint #1: Prior to admission into an initial licensure program
- Midway advising session: Prior to Block Three
- Checkpoint #2: Prior to student teaching
- Checkpoint #3: Prior to licensure application

Each graduate-level initial licensure program contains the following sequence of portfolio review/advising sessions:

- Checkpoint #1: Prior to admission into an initial licensure program
- Checkpoint #2: Prior to student teaching
- Checkpoint #3: Prior to licensure application

Students are responsible for maintaining and preserving the portfolio. At each checkpoint, and at the midway advising session, program advisors shall review students’ portfolios (artifacts, score sheets, and reflections) to document satisfactory completion. For each artifact and reflection, the overall earned score that is recorded on the scoring sheet must be a minimum of 3 (“quite satisfactory”) out of 4 (“excellent”).

**COMPLETING PORTFOLIO ARTIFACTS IN COURSES**

Generally, portfolio artifacts will be created as assignments within courses that have been designated as opportunities for fulfilling each of the nine conceptual framework outcomes. However, other products, including products that have been made in other courses may be included in the portfolio as substitutions for these designated opportunities. In such cases, permission must be obtained for the substitution from the faculty member who is responsible for the course that is designated as an artifact-creation opportunity for the conceptual framework outcome.

Within courses that have been designated as artifact-creation opportunities, the scoring of portfolio artifacts is for the purpose of documenting competence in the conceptual framework’s nine outcomes. The course assignments for which artifacts are created may include grading criteria that address course-specific purposes. Therefore, a grade earned on a course assignment may not be the same as the score earned for that assignment in its capacity as a portfolio artifact.

In the portfolio, artifacts must be accompanied by a reflective component. The reflective component demonstrates the students’ understanding of how the assignment/artifact fulfills the intention of the conceptual framework outcome. Within courses that have been designated as artifact-creation opportunities, the reflective component shall be submitted in conjunction with the assignment/artifact. The course instructor shall score both the assignment/artifact and the reflective component. If a portfolio artifact is a substitution, both the assignment/artifact...
and the reflective component shall be scored by the faculty member who is responsible for the course designated as an artifact-creation opportunity.

Course instructors and faculty members responsible for courses designated as artifact-creation opportunities shall record the score(s) earned on portfolio artifacts, and forward them to the Education Student Services office. These scores will be preserved in students’ academic files, and in an electronic database.
## APPENDIX

<table>
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<td>SCHOOL OF EDUCATION</td>
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<td>REFLECTIVE PROFESSIONAL (AGENT OF CHANGE)</td>
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<tr>
<td>INITIAL LICENSURE CONCEPTUAL FRAMEWORK OUTCOMES</td>
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</table>

### 1. Communication
Reflective Professionals (Agents of Change) demonstrate appropriate listening, speaking, reading, and writing skills with all stakeholders within the educational community and uses these skills effectively in the instruction of students and in communicating with parents and fellow professionals.

### 2. Higher Order Thinking Skills
Reflective Professionals (Agents of Change) implement the teaching practices that challenge and help students to become better thinkers and better learners. Becoming smarter means becoming a better problem solver by developing higher-order thinking skills. Reflective Professionals (Agents of Change) should model and lead students to improved critical thinking and reasoning processes and teach students to be better problem solvers in general and throughout the curriculum.

### 3. Instructional Media and Technology
Reflective Professionals (Agents of Change) use instructional media and technology to effectively facilitate planning, delivery, and reinforcement of student learning. Reflective Professionals (Agents of Change) develop fundamental adaptable concepts and skills to effectively manage their students’ use of media and technology as the new tools of production and communication.

### 4. Learning and Development
Reflective Professionals (Agents of Change) understand how children learn; selecting and using the best classroom practices from various theories of learning and development. In addition, the teacher acknowledges and attends to special needs students and diverse learning styles.

### 5. School Culture and Diversity
Reflective Professionals (Agents of Change) are able to create a school culture that acknowledges the diverse needs of students. To this end, the teacher must have a meaningful understanding of how cultural differences are related to school achievement as well as an appreciation of the need to promote an inclusive and equitable school environment for all students.

### 6. Instructional Design and Delivery
Reflective Professionals (Agents of Change) demonstrate an understanding of content to be taught and are able to plan effective lessons. These lessons combine their own creative ideas while drawing on educational research and best practice. When delivering lessons, Reflective Professionals (Agents of Change) effectively employ effective questioning techniques and active learning activities.
7. **Classroom Management**
Reflective Professionals (Agents of Change) proactively establishes positive relationships with and among their students. They create safe and caring learning environments and present to them relevant and meaningful curricula. Reflective Professionals (Agents of Change) encourage and model behaviors supportive of the democratic society of which their students are a part. And as necessary they employ appropriate techniques to respond to student behaviors.

8. **Assessment and Evaluation**
Reflective Professionals (Agents of Change) plan, instruct, and evaluate student learning using various assessment strategies. The competent use of portfolios, teacher-made tests, and standardized assessments are essential to reflective teaching practices. The Reflective Professional (Agents of Change) also understands the importance of diversity, confidentiality, and other ethical considerations in the use of assessment information in school decision-making.

9. **Professional Development**
Reflective Professionals (Agents of Change) develop productive relationships with school colleagues, parents, and community agencies to form collaborations that promote school and personal career goals, culminating in teacher and student growth. Commitment is made to continuous life-long reflection of practice, learning about up-to-date innovations and implementing effective practices that help all students achieve high standards of learning. Professional association memberships, educational conference participation, and successful development of expertise in content, pedagogy and leadership—mirroring national standards for effective teaching—serve to recast the Reflective Professional’s (Agents of Change) roles and responsibilities to school reform.

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**InTASC STANDARDS (2011)**

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.

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.

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.

4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

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.

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.

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.

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 skills to apply knowledge in meaningful ways.

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 the community), and adapts practice to meet the needs of each learner.

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.

ALIGNMENT:

IU NORTHWEST SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK & InTASC STANDARDS (2011)

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<tr>
<th>Conceptual Framework Outcomes</th>
<th>InTASC Standards (2011)</th>
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<tr>
<td>Communication Skills</td>
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<td>Higher-Order Thinking Skills</td>
<td>4: Content Knowledge 5: Application of Content</td>
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<td>Professional Development</td>
<td>9: Professional Learning and Ethical Practice 10: Leadership and Collaboration</td>
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