

Admission to Student Teaching e-Portfolio Aggregated for All Programs

All program completers will have submitted an electronic portfolio as one of the requirements for admission to the teacher education program. This requirement confirms that the candidate has the skills required to develop a website and to use technology effectively.



The rubric for the e-Portfolio utilizes the rating scale below in conjunction with the list of required component that follows.

0 = Below Basic	1 = Basic	2 = Proficient	3 = Distinguished
Significant discrepancies from criteria	Some components do not meet criteria	All criteria met - product components complete	Exemplary work - product exceeds expectations

Required Components of the e-Portfolio
Professional Resume: Should include information about their education, skills, work experience and professional development activities, such as workshops, seminars, lectures, or conferences.
List of Professional Organizations and Extracurricular Activities: List of all professional organizations in which they are a member, to include any extracurricular activities (e.g., varsity basketball, choir, intramural sports, etc.)
Field Experiences Summaries: A summary describing each field experience placement. The summary should identify the age/grade span, ethnic, gender, exceptionalities, and urban/rural setting in which they participated in addition to reflections on the experience.
Sample Lesson Plans: At least 3 plans which include multiple instructional strategies, a technological emphasis, and inclusion that were developed in methods courses and field experiences. A personal reflection statement indicating their evaluation for each lesson should be added.
Management Plan*: The management plan describing their overall philosophy of classroom management that they intend to employ, along with specific classroom practices planned to create a productive and positive classroom. While this does include a discipline plan, the effective management plan should provide ideas for the classroom environment, opening exercises, transitions, grouping strategies, environmental enhancements, parental involvement, and other appropriate management techniques. * Please note: a student may currently be enrolled in this course at the time of admission. In that case, the Instructor will be responsible for grading the Management Plan.

The table on the following page reflects the aggregated ratings for the three most recently completed academic years.

Sub-Score	Academic Year	Overall Average	0 Below Basic	1 Basic	2 Proficient	3 Distinguished	No Rating
Professional Resume	2012-13	2.12	3.45%	9.20%	59.77%	27.59%	0.00%
	2013-14	2.32	0.87%	3.48%	58.26%	37.39%	0.00%
	2014-15	2.21	1.15%	5.75%	64.37%	28.74%	0.00%
List of Professional Organizations	2012-13	1.91	14.94%	3.45%	57.47%	24.14%	0.00%
	2013-14	2.11	9.57%	6.69%	46.09%	37.39%	0.00%
	2014-15	2.02	6.90%	5.75%	65.52%	21.84%	0.00%
Field Experience Summaries	2012-13	2.00	12.64%	8.05%	45.98%	33.33%	0.00%
	2013-14	2.09	2.61%	13.04%	58.26%	24.35%	0.87%
	2014-15	2.00	5.75%	14.94%	52.87%	26.44%	0.00%
Sample Lesson Plans	2012-13	2.02	9.20%	4.60%	60.92%	25.29%	0.00%
	2013-14	2.25	1.74%	4.35%	61.74%	32.17%	0.00%
	2014-15	2.15	2.30%	6.90%	64.37%	26.44%	0.00%
Management Plan	2012-13	2.28	3.45%	2.30%	24.14%	21.84%	48.28%
	2013-14	2.41	0.00%	2.61%	17.39%	19.13%	60.87%
	2014-15	2.42	0.00%	0.00%	26.44%	13.79%	59.77%
Averages:		2.15	5.90%	6.07%	50.91%	26.66%	11.32%

Discussion: The development of an electronic portfolio requires the candidate to demonstrate the skills required to create a virtual resource using the Internet. Complimentary skills are also embedded in the task, as reflection is a requirement essential for creating a resume and summarizing previous fieldwork experiences. The development and posting of lesson plans on the site reinforces the process of planning lessons that address content standards, that develop measurable learning objectives, that differentiate to accommodate a variety of learning styles, diverse cultural and ethnic backgrounds and cognitive abilities, that anticipate the need for formative and summative assessment, and that anticipate the need for ancillary materials required for conducting of the lesson. Managing behaviors in the classroom, whether potentially disruptive in nature or simply those required to conduct lessons (grouping, distribution of materials, etc.) must be carefully considered and reasonable and effective procedures developed. Consideration for membership in professional associations and involvement in outside-the-classroom activities can be an incentive to think critically about one's future as a lifelong learner.

The creation of an e-portfolio affirms that program completers have the skills required in addressing the cross-cutting theme of technology and digital learning.