



PORTFOLIOS & ARTIFACTS

Palm Beach State College

Teacher Certification Program



WHY A PORTFOLIO?

- A portfolio is a tool for documenting and assessing achievement.
- The Teacher Certification Program portfolio satisfies the Florida Department of Education Statement of Eligibility competency program requirement.
- Passing evaluations on each TCP portfolio artifact are required to earn passing credit for each EPI course.
- Portfolio artifacts must be based on your documented Subject Area eligibility.
- The TCP Student Handbook contains portfolio information

<http://www.palmbeachstate.edu/x16724.xml> .



WHAT SUPPLIES AND EQUIPMENT ARE NEEDED?

- A 2 inch 3-ring binder with plastic show covers on the front and back
- 13 notebook dividers with tabs
- Heavyweight top loading plastic sheet protectors



WHAT ARE THE EAPS/FEAPS?

- Each state has defined certain teacher practices and criteria that educators must accomplish.
- In Florida, these are referred to as the Educator Accomplished Practices or the Florida Educator Accomplished Practices.
- Mastery of EAPs is required to complete TCP.



EAPS/FEAPS (TCP Current)

- EAP 1: Assessment
- EAP 2: Communication
- EAP 3: Continuous Improvement
- EAP 4: Critical Thinking
- EAP 5: Diversity
- EAP 6: Ethics
- EAP 7: Human Development and Learning
- EAP 8: Knowledge of Subject Matter
- EAP 9: Learning Environments
- EAP 10: Planning
- EAP 11: Role of the Teacher
- EAP 12: Technology



EAPS/FEAPS (FLDOE amended 12/10)

✓ QUALITY OF INSTRUCTION

- Instructional Design and Lesson Planning
- The Learning Environment
- Instructional Delivery and Facilitation
- Assessment

✓ CONTINUOUS IMPROVEMENT, RESPONSIBILITY AND ETHICS

- Continuous Professional Improvement
- Professional Responsibility and Ethical Conduct



WHAT IS A SAMPLE KEY INDICATOR?

These subtopics define the specific skills associated with the individual EAPs.

<http://www.palmbeachstate.edu/x16724.xml> lists the current EAPs and their Sample Key Indicators;

<http://www.fldoe.org/profdev/FEAPSRevisions/pdf/6A-5.065.pdf> lists the EAPs as amended 12/10;

The artifact assignment sheet and the artifact rubric list the EAP and Sample Key Indicator for the artifact, as well.



SECTION 1: TEACHER PROFILE

- Your Educational Philosophy and Goals
- Updated Resume
- Transcripts and Test Scores
- Education and Certification Documents
- Testimonials, Kudos, Awards, Recognitions



▪ EDUCATIONAL PHILOSOPHY AND GOALS

- Each state has taken national education goals and used them as a framework for their goal statements, standards, and philosophy of education statement.
- Florida has developed the *Goal 3 Standards* <http://www.fldoe.org/workforce/pdf/ch2.pdf> and the *Sunshine State Standards* <http://www.fldoe.org/bii/curriculum/sss/> which define Florida's educational goals and philosophy for student achievement and citizenship.
- Keep these in mind as you formulate your own philosophy of education and goal statements.



RESUME CHECKLIST

- Personal Information: name, address, email address, phone number(s)
- Work Experience: places, dates, and brief descriptions of teaching and non-teaching responsibilities
- Professional Development: in-service education, seminars, and workshops
- Awards and/or Special Recognitions
- Professional Activities: teacher education, research and curriculum development, publications, related professional activities, and professional organizations
- Civic and Special Interests



SECTION 2: ARTIFACTS

- An artifact is a specialized assignment based upon a specific Educator Accomplished Practice.
- Artifacts are assigned in each EPI course and evaluated by the course instructor.
- Each artifact for a specific EPI course must be evaluated as passing by the course instructor for the course participant to earn a passing final grade for that course.
- All assigned artifacts for all EPI courses must be presented in portfolio form at the program exit interview for the program participant to complete the EPI program.



WHAT IS THE PORTFOLIO EVIDENCE FORM?

The Portfolio Evidence Form is a
“cover sheet” created for each artifact listing

- ✓ Name, Date, Course
- ✓ Educator Accomplished Practice (# and Title)
- ✓ Sample Key Indicator (# and Description)
- ✓ Entry title
- ✓ Description of artifact
- ✓ Teacher Competency/ies demonstrated
- ✓ Student Connection/s demonstrated



PORTFOLIO EVIDENCE FORM

- **Name:**
- **Date:**
- **Course (# + *Title*):**
- **Educator Accomplished Practice (# + *Title*):**
- **Sample Key Indicator (# + *Description*):**
- **Entry Title:**
- **Description:** (*Summarize this artifact, including specific primary and important supporting details.*)



PORTFOLIO EVIDENCE FORM

- **Teacher Competency:** (*Explain in specific detail how this artifact reflects your accomplishment of the Educator Accomplished Practice and the Sample Key Indicator. Use the subject “I” in all/most sentences of this section.*)
- **Student Connection:** (*Explain in specific detail how this artifact will likely impact student achievement and/or behavior. Use the subject “the student” in all/most sentences of this section.*)



PORTFOLIO EVIDENCE FORM SAMPLE

- **Name:** Teacher, Ima
- **Date:** June 24, 2010
- **Course:** EPI 0006
- **Educator Accomplished Practice:**
#10 Planning
- **Sample Key Indicator: #4** Provides comprehensible instruction based on performance standards required of students in Florida public schools.
- **Entry Title:** Lesson Plan: The Magic Seed



PORTFOLIO EVIDENCE FORM SAMPLE

- **Description:** This first grade language arts lesson focuses on listening skills and sequencing. Students listened to a story that explained the steps necessary to grow vegetables from seeds and completed a sequencing activity.



PORTFOLIO EVIDENCE FORM SAMPLE

- **Teacher Competency:** My ability to develop a lesson that provided comprehensible instruction through listening and hands-on activities that met Florida standards and grade level expectations helped develop critical listening, recall, and sequencing skills. In addition, in this lesson I practiced accessing students' prior knowledge by talking about the characteristics (color, shape, texture) of vegetables and what they knew about growing vegetables. By doing this orientation activity before I read the story to the students, I was able to determine that my students could not identify all the steps involved in the process of growing vegetables from seeds.



PORTFOLIO EVIDENCE FORM SAMPLE

- **Student Connection:** In the listening activity, the students listened to a story about how to grow vegetables from seeds. Through discussion and questioning, students were able to recall the sequence of events that took place in the story. To demonstrate their comprehension of sequencing, students arranged sentence strips in the correct order. This sequencing activity developed the students' ability to critically listen and recall important events or steps in a process.



SAMPLE PORTFOLIO EVIDENCE FORM

- This information and sample are also located at <http://www.palmbeachstate.edu/x16724.xml> .



RUBRICS

- “Rubric” is another word for “score sheet.”
- Each required element of the artifact is listed individually on a grid and evaluated on a Likert scale: 3 = On target, 2 = Approaching target, 1 = Missed target.
- A % scale and letter equivalent is indicated; an instructor may also choose to evaluate the artifact as pass/fail.
- The completed rubric with instructor signature is documentation required for program completion. Keep your evaluated artifacts and their rubrics in a safe location!



WHEN ARE MY ARTIFACTS EVALUATED?

- Each artifact assigned for each EPI course must receive a passing grade to pass each course, regardless of your average in the course.
- Each artifact *and* each signed artifact rubric must be saved in your portfolio as you progress through TCP.



WHEN ARE MY ARTIFACTS EVALUATED?

- Your exit interview cannot be scheduled until your completed portfolio has been assembled.
- Your CT-133 documentation (required before you can apply for and receive your professional teaching certificate) cannot be submitted to FLDOE until your portfolio has been reviewed and approved at your exit interview.



YOUR PORTFOLIO DOESN'T STOP HERE!

Continue to update your portfolio with accomplishments and artifacts to use as

- An interview tool
- A record of continuing progress of EAPs competency at the professional and mastery levels



EAPS/FEAPS

(FLDOE amended 12/10)

- Quality of Instruction

Instructional Design and Lesson Planning:

Applying concepts from human development and learning theories, the effective educator consistently:

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. Designs instruction for students to achieve mastery;



EAPS/FEAPS

(FLDOE amended 12/10) [con't.]

- d. Selects appropriate formative assessments to monitor learning;
- e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.



EAPS/FEAPS

(FLDOE amended 12/10) [con't.]

- The Learning Environment

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;



EAPS/FEAPS

(FLDOE amended 12/10) [con't.]

- d. Respects students' cultural, linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and



EAPS/FEAPS

(FLDOE amended 12/10) [con't.]

- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.



EAPS/FEAPS

(FLDOE amended 12/10) [con't.]

- Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;



EAPS/FEAPS

(FLDOE amended 12/10) [con't.]

- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;



EAPS/FEAPS

(FLDOE amended 12/10) [con't.]

- I. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.



EAPS/FEAPS

(FLDOE amended 12/10) [con't.]

- Assessment

The effective educator consistently

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;



EAPS/FEAPS

(FLDOE amended 12/10) [con't.]

- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.



EAPS/FEAPS

(FLDOE amended 12/10) [con't.]

- Continuous Improvement, Responsibility and Ethics

1. Continuous Professional Improvement

The effective educator consistently

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;



EAPS/FEAPS

(FLDOE amended 12/10) [con't.]

- c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e. Implements knowledge and skills learned in professional development in the teaching and learning process.



EAPS/FEAPS

(FLDOE amended 12/10) [con't.]

2. Professional Responsibility and Ethical Conduct
Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.

