

## Digital Portfolio Guidelines & Rubric

Candidates **collect and organize** artifacts in *many formats* (audio, video, graphics, text, etc.) to display their best work in the program demonstrating the knowledge, skills, and abilities developed along the path to becoming a teacher, eg:

- Coursework activities and assignments
- Video teaching demonstrations
- One page lesson plans
- Fieldwork photos
- Fieldwork reflections
- Student artifacts demonstrating learning across time
- Community engagement (artifacts participating in school community (i.e. auxiliary hours, meetings, etc.)

Candidates **create and host** the digital portfolio, starting the project in EDU 5051, *Using Technology in the Classroom* course, incrementally adding to the site throughout the credential program. The portfolio serves as the anchor assignment in *Secondary Supervised Teaching Seminar*, the final semester and is the culminating project in the credential program.

The digital portfolio reflects the developmental nature of the credential program as students progress from student learners to student teachers. The audience includes candidates' course instructors, fellow colleagues in the program and potential employers. It is expected that candidates use this digital portfolio to **document and showcase** their overall Dominican Experience. It is a place for personal reflection and integration of knowledge and experience in and outside the classroom. You may use this portfolio in your classroom as communication to students and families, and as you conduct a job search after the completion of the program.

## Digital Portfolio Guidelines & Rubric

### REQUIRED Sections

#### Home

- Introduction to the purpose & content of site
- Your photo, background, resume, & relevant personal information
- Diversity, Equity, & Inclusion (DEI) Statement (assignment in EDU 5010)
- Signature Work: Philosophy of Education (assignment in EDU 5285/5385)

#### Fieldwork

- Introductory paragraph
- Information about school site
- Photos (no student faces) & resources
- Artifacts (videos, lesson plans, assignments, etc.)

#### Each (Choice) Section

- Introductory paragraph
- Artifacts, photos, links, resources, etc.

### REQUIRED Artifacts

- **Assignments from every EDU course**
- **Artifacts demonstrating principles of Diversity, Equity, & Inclusion (DEI)**
  - From coursework & fieldwork; may include:
    - Assignments about proactive differentiation of instruction
    - Video teaching demonstrations
    - Lesson plans
    - Fieldwork photos and/or reflections
    - Student work samples
- **Artifacts demonstrating integration of 21st Century Skills** (Critical Thinking, Creativity, Communication, Collaboration. IMTS)

## Digital Portfolio Guidelines & Rubric

	4 Exemplary	3 Effective	2 Needs Improvement	1 Must be resubmitted
<b>Design and Layout</b>	<p><u>Professional</u> appearance throughout the site that conveys a <u>personalized</u> sense of one's teacher identity. <u>Organized and easy to navigate.</u></p> <p><u>Thoughtful balance</u> of text, graphics, artifacts, and resources.</p> <p>Introductory descriptions are included for each tab.</p> <p><u>Skillful and creative use</u> of photos, graphics, links, resources, and clear explanations that create interest.</p>	<p><u>Professional</u> appearance throughout the site . <u>Some sections require minor revisions</u> to achieve personalization, clear organization and a balance between text, graphics, and artifacts.</p> <p><u>Use</u> of photos, graphics, links, resources, and clear explanations that create interest.</p>	<p><u>Some sections</u> of the site <u>lack a professional appearance.</u> Some sections are <u>unorganized or difficult to navigate.</u> <u>Uneven balance</u> of text, graphics, artifacts, and resources in some sections.</p> <p><u>Limited use</u> of photos, graphics, links, resources, and clear explanations that create interest.</p>	<p>Does <u>not</u> appear <u>professional.</u> <u>Unorganized</u> and <u>difficult to navigate.</u></p> <p><u>Lack</u> of photos, graphics, links, resources, and clear explanations that create interest.</p>
<b>Required Home Page Elements</b> -Introduction & Purpose -Personal Information -Diversity, Equity, & Inclusion (DEI) -Philosophy of Education	<p>Each of the required home page elements are <u>clear, well developed and detailed.</u></p>	<p>Each of the required home page elements are included, but <u>some elements</u> would benefit from <u>further revision or continued development.</u></p>	<p>Each of the required home page elements are included, but <u>one or two</u> of these elements require <u>substantial revision or development.</u></p>	<p><u>Most</u> of the required home page elements require <u>substantial revision or development.</u></p>

## Digital Portfolio Guidelines & Rubric

<p><b>Artifacts from coursework and fieldwork</b> demonstrating principles of <u>Diversity, Equity, &amp; Inclusion (DEI)</u> and <u>21st Century Skills</u>.</p>	<p>Multiple artifacts clearly <u>model</u> DEI principles and/or <u>explicitly</u> integrate social justice goals (e.g. summation of educational philosophy, proactive differentiation, assets-based instruction, activities to raise critical consciousness).</p> <p>Multiple artifacts <u>model integration</u> of 21st century skills <u>throughout</u> credential program (Creativity, Collaboration, Communication, Critical Thinking, IMTS).</p> <p>Includes introductory descriptions for each artifact.</p>	<p>Multiple artifacts <u>clearly include</u> DEI and/or integrate social justice goals. However, <u>some additional development</u> is needed to explicitly convey a commitment to DEI principles.</p> <p>Multiple artifacts <u>clearly include integration</u> of 21st century skills <u>throughout</u> teaching practice. However, <u>some additional development</u> is needed to explicitly demonstrate integration of each of the 21st century skills.</p> <p>Introductory descriptions are offered for most artifacts.</p>	<p>Some artifacts <u>indicate</u> DEI and/or address social justice goals. However, <u>substantial development</u> is still needed to explicitly convey a commitment to DEI principles.</p> <p>Some artifacts <u>indicate use</u> of 21st century skills <u>during</u> teaching practice. However, <u>substantial development</u> is needed to explicitly demonstrate integration of each of the 21st century skills.</p> <p>Introductory descriptions are offered for few artifacts.</p>	<p>Portfolio/professional site <u>conveys minimal or peripheral commitment</u> to DEI principles.</p> <p>Portfolio conveys <u>minimal or peripheral integration</u> of 21st century skills throughout teaching practice.</p> <p>Introductory descriptions are not offered for artifacts.</p>
<p><b>Writing Style and Grammar</b></p>	<p>Writing is <u>professional, clear, and original</u>. Writing <u>inspires</u> exploration of each section.</p>	<p>Writing is clear and original, although <u>some minor writing errors</u> require editing.</p>	<p>Writing requires <u>significant revisions in sections</u> of the portfolio.</p>	<p>Writing indicates <u>little or no editing or undeveloped writing skills</u>. <u>Significant</u> revisions are required <u>throughout</u> the portfolio.</p>