

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.



REQUIRED Sections

Home

- Introduction to the purpose & content of site
- Your photo, background, resume, & relevant personal information
- Equitable & Inclusive Teaching 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 Equitable & Inclusive Teaching
 - o 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)



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



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