

The College of St. Scholastica

**Capstone Portfolio Handbook
For Teacher Licensure**

School of Education



Original Date: 02/15/2010

Revised: 09/15/2011

Revised: 11/1/2012

Revised: 02/20/13

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Introduction to the Capstone Portfolio

Throughout your program you will develop an electronic portfolio consisting of evidence developed during your course work, field experiences, and student teaching. The portfolio will be used to support attainment of the School of Education Claims regarding its program completers and the Minnesota Standards of Effective Practice. Directions for creating your capstone portfolio will be given in a designated course in your Education program. You will submit a partially completed portfolio upon application to student teaching. Your completed portfolio will be submitted at the end of student teaching.

Portfolio Platform-Chalk and Wire

The portfolio will be submitted through the software platform “Chalk and Wire”. Each student will receive a *Chalk and Wire* account and will receive support and training in their respective programs.

School of Education Claims

The School of Education makes the following seven claims regarding its program completers. The capstone portfolio provides evidence to support the claims.

- Claim 1** - Program completers have a sound foundation of specific content knowledge in the subject areas they are prepared to teach.
- Claim 2** – Program completers have solid pedagogical knowledge of methods that research has linked to greater student achievement.
- Claim 3**– Program completers are caring educators who demonstrate a professional manner to enhance their students’ learning.
- Claim 4** - Program completers demonstrate the ability to learn new information and have the skills to support life-long learning.
- Claim 5** - Program completers have knowledge and understanding of diversity and multicultural perspectives.
- Claim 6** - Program completers have the technological skills needed to ease their work and increase their students’ learning.
- Claim 7** - Program completers have the skills to collect and analyze data on the academic achievement of their students.

Minnesota Standards of Effective Practice for Beginning Teachers

The Minnesota Standards of Effective Practice were adopted by the Minnesota Board of Teaching. Attainment of these standards are part of the licensure requirements for new teachers and provide a framework for the capstone portfolio.

- **Standard #1 – Knowledge of Subject Matter:** A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.
- **Standard #2 – Knowledge of Student Learning/Knowledge of Human Development and Learning:** A teacher must understand how students learn and develop and must provide learning opportunities that support a student’s intellectual, social, and personal development.
- **Standard #3 – Diverse Learners/Adapting Instruction for Individual Needs:** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.
- **Standard #4 – Multiple Instructional Strategies:** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
- **Standard #5 – Learning Environment/Classroom Motivation and Management Skills:** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

- **Standard #6 – Communication Skills:** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- **Standard #7 – Planning Instruction/Instructional Planning Skills:** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- **Standard #8 – Assessment of Student Learning:** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
- **Standard #9 – Reflection and Professional Development/Professional Commitment and Responsibility:** A teacher must be a reflective practitioner, who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.
- **Standard #10 – Collaboration, Ethics, and Relationships/Partnerships:** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

Description of Portfolio Components

Teacher Candidate Profile

You will provide a brief description (one or two paragraphs) of yourself, the licensure area(s) you are pursuing, and your field and student teaching experiences during your education program. You will also include a picture of yourself in a professional setting.

Resume

The resume will include your education and professional experiences. This will be included in the final portfolio. Resume writing assistance will be provided during the student teaching seminar and is also available through CSS [Career Services](#).

Educational Philosophy Statement

This statement can be derived from your educational philosophy paper that was completed during your coursework. We recommend that you review your educational philosophy paper and synthesize your ideas into a compelling statement. Your philosophy statement for the portfolio **should be no more than three paragraphs**.

Supporting Statements and Evidence for Standards 1,2,3,5,6,8,9 and 10

**Note: The edTPA will serve as evidence for standards 4 and 7.*

You will provide a “body of evidence” and a supportive statement for each of the standards listed. Examples of the supportive statements start of page 11 of this handbook. It is also important that you review the rubrics in this handbook for guidance on choosing evidence and for writing your supportive statement. NOTE: Standards 3 and 6 have special rubrics. Please note these differences as you complete your work.

In the supportive statements for standards 3 and 6, students must include specific knowledge and understanding of diversity and technology. Please review the rubrics on pages 14 and 15 to help you write your supportive statements.

- Standard 3- Special focus on diversity program strand
- Standard 6- Special focus on technology program strand

Teacher Performance Assessment (edTPA)

The Teacher Performance Assessment is to be completed during student teaching. You will be provided support and guidance for the edTPA during student teaching seminar. The edTPA will address **Standards 4 and 7**. You do not need to write a supporting statement for these standards. The edTPA is aligned to several standards and will be reviewed for standards attainment.

Where to go for Help

Students may schedule a meeting with their adviser to discuss questions regarding the portfolio. Students will also be assigned a faculty member who will review the portfolio upon application to student teaching. You will be notified of the faculty review by e-mail. You may schedule a meeting with the faculty reviewer to have your questions answered prior to submitting your portfolio. Undergrad students will receive introductory training to the portfolio and Chalk & Wire after acceptance into the SOE. This process will be shared in the acceptance letter. GTL students will receive introductory training to the portfolio in their first class, EDU 5111.

Chalk and Wire Technical Support

You may contact *Chalk and Wire* at: <https://support.chalkandwire.com/home>

Checklist of Portfolio Components
Application to Student Teaching Requirements

_____ Teacher Candidate Profile which includes:

_____ Brief Biography

_____ Photo in a professional setting (does not need to be a professional photo)

_____ Philosophy of Education Statement

_____ Submit bodies evidence and supporting statements for a minimum of 3 standards for undergraduate students, and 4 standards for graduate students.

We recommend that students submit bodies of evidence and supporting statements for the following standards at application to student teaching:

Undergraduate

- Standard 1: Content Knowledge
- Standard 2: Understand how Students Learn
- And at least one of the following standards: 3, 5, 6, 8, or 10

Graduate

- Standard 2: Understand how Students Learn
- Standard 8: Assessment
- Two standards of your choosing

Final Capstone Portfolio Requirements
Submitted upon completion of student teaching

_____ Teacher Candidate Profile

_____ Brief Biography

_____ Photo in a professional setting (does not need to be a professional photo)

_____ Resume- include student teaching and field experiences

_____ Philosophy of Education Statement (can link to full philosophy paper)

_____ Statements and bodies of evidence for standards 1, 2, 3, 5, 6, 8, 9, 10 (Rubric provided on page 13).

_____ Teacher Performance Assessment (edTPA) will serve as documentation for standards 4 and 7.

_____ Note- Standard 3 (Diversity) and Standard 6 (Communication) have a different rubric for completion (see pages 14 and 15).

Writing the Supporting Statement for your Body of Evidence

Review the examples provided in this handbook. Name the standard you are going to address as you consider the evidence you will provide. You can look at the course syllabus to review the standards that were addressed in the course. Each syllabus has a standards/assessments table that shows what standards are aligned with the assignments for the course.

The supportive statement should include:

- name of the standard and definition of standard
- a listing of the individual artifacts you will be using as your body of evidence;
- a description of the pieces of evidence and the context (who, what, when, where) in which they were created;
- a rationale statement that describes why you chose the evidence and how it demonstrates both understanding and application for this particular standard
- a description of how the creation of the evidence promoted growth that might have improved your teaching practice

Possible Portfolio Evidence

The body of evidence and supporting statements you include in your portfolio will demonstrate your understanding and ability to apply the Minnesota Standards of Effective Practice. When choosing evidence to include in your portfolio, be sure to consider the full intent of the standard. Most standards include a knowledge or understanding component AND an application component. For example, Standard #2 Knowledge of Student Learning/Knowledge of Human Development and Learning states:

*Standard 2: The teacher must **understand** how students learn and develop and must **provide** learning opportunities that support a student's intellectual, social, and personal development.*

The evidence that you choose for this standard is likely to include several pieces of work: a lesson plan, a letter home, and some student work. It is unlikely that one letter home, for example, would provide evidence for attainment of ALL parts of this standard. This is true for all the evidence you submit for all standards. A body of evidence must be substantial and may include 3-5 artifacts per standard.

Examples

Standard 1: Subject Matter

- Philosophy of content area
- Including Lesson plans, unit plans, activities, assignments that use ways of knowing and methods of inquiry specific to this discipline
- Providing evidence of outstanding achievement in the discipline
- Demonstrating your use of curriculum that engages students in using the tools of the discipline

Standard 2: Student Learning

- Providing evidence that supports understanding of learner development
- Showing connections between learning experiences provided to students and knowledge about how students learn
- Providing evidence of developmentally appropriate experiences
- Including work that uses student thinking and experiences as a resource in planning and delivering instruction
- Providing examples of active student engagement in learning
- Designing instruction based on student's developmental needs

Standard 3: Diverse Learning

- Evidence of differentiated instruction or Universal Design for Learners
- Examples of instruction adapted to special needs of students
- Examples of accommodations made for students with an IEP or 504 plan
- Reflection on why a lesson was (or was not) effective with particular students

- How you consider learning styles in different lessons
- Evidence that students' backgrounds and prior knowledge is accounted for in instruction
- Lessons that show sensitivity to diverse cultures
- Evidence that individual differences are respected in your classroom
- Experience working with an IEP (Individual Education Plan) or team
- Experience with Response to Intervention
- Lessons developed using the Five Approaches to Multicultural Education (Grant & Sleeter)

Standard 4: Instructional Strategies

- Use Teacher Performance Assessment

Standard 5: Learning Environment

- Evidence of using peer relationships to promote learning
- Evidence that your classroom is a "learning community" that assumes responsibility for themselves and for one another
- Evidence of progress toward intrinsic motivation in student learning and ways to help students become self-motivated
- Classroom rules/guidelines/procedures etc.
- Special routines and/or procedures used to enhance the learning environment
- Ways you have organized your classroom's physical space to enhance learning

Standard 6: Communication

- Use of effective verbal, nonverbal, and media communication
- How you use effective listening techniques
- Use of a variety of media communication tools – AV, Ed Tech, etc.
- Effective use of questioning and discussion strategies
- Examples of how you have engaged students in higher order thinking
- Special techniques you use to foster sensitive communication among students

Standard 7: Planning Instruction

- Use Teacher Performance Assessment

Standard 8: Assessment

- Evidence of experience assessing student performance relative to MN Graduation Standards
- Examples of formative and summative assessments you constructed and used
- Use of data for modifying instruction and increasing student learning
- Examples of ways you have accommodated to student needs in your assessments
- Evidence of systematic record keeping
- How you help students make use of assessment results
- Ways in which you communicate student progress to students, parents, guardians, and other colleagues
- Examples of your students' self-assessment
- Use of technology in your assessments
- Evidence of familiarity of standardized tests appropriate for your students

Standard 9: Reflections and Professional Development

- Philosophy of Education, highlighting certain points of emphasis
- How you use professional literature and other resources in your teaching and understanding of students
- Collaborative work with professional colleagues
- Familiarity with Code of Ethics for MN Teachers
- Ways in which you reflect on and improve your teaching
- Relevant professional memberships
- Attendance at professional conferences, workshops, training sessions, etc.
- Ways in which you fulfill your professional responsibility outside your classroom

- Involvement in a research activity or study

Standard 10: Collaboration, Ethics, and Relationships

- Evidence of involvement in school and in the community
- Ways you have used community resources in your teaching
- Team planning, team teaching, and interdisciplinary teaching
- Letters to parents
- Ways you involved parents in the classroom and for other functions
- Involvement working with others on an IEP (Individual Education Plan)
- Collaboration or co-teaching with a special education teacher

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Capstone Portfolio Assessment

The Capstone Portfolio is assessed at application to student teaching and at completion of student teaching. The Capstone Portfolio is presented to faculty and guests following the completion of student teaching.

Each student is assigned a faculty reviewer who will provide formative and summative feedback at each submission.

Application to Student Teaching

When you apply for student teaching, you are required to submit a partially completed portfolio for review. *See the checklist for the recommended standards to include for undergraduate and graduate students.

Faculty will review each of the submissions individually (evidence and supporting statements) and provide feedback using the appropriate portfolio rubric.

- A score of a 2 or 3 is considered “passing”. A passing score is not required at this time. However, if a passing score (2 or 3) is received, no further work is required.
- If a 1 (unsatisfactory) is received, the student would need to revise the work and resubmit at the end of student teaching.

Completion of Student Teaching

The portfolio needs to be complete at the end of student teaching. Any standards that passed prior to student teaching are complete. You will need to complete the evidence and supportive statements for your remaining standards. It is also recommended that you review and update your teacher candidate profile to include student teaching and other important professional experiences.

After you have submitted your completed portfolio, your faculty reviewer will evaluate all of the required components of the portfolio using the appropriate rubrics. If any of the components in the portfolio receives an evaluation of “Unsatisfactory” (#1), the student must revise that component to meet the criteria at the “Satisfactory” (#2) or “Proficient” (#3) level. If the portfolio is evaluated at the “Satisfactory” or “Proficient” level, your portfolio has met the criteria and no further revisions will be needed.

Capstone Portfolio Presentation

At the completion of the program you will present your portfolio to the School of Education faculty and guests. This presentation is a culminating activity that provides the opportunity for you to reflect upon your personal and academic growth as you progressed through the education program. It is also a way for you to provide support of attaining the Minnesota Standards of Effective Practice required for licensure. The portfolio also provides supportive evidence of the Education program strands (content integration, diversity, technology, reflection) and claims. Guidelines for your portfolio presentation will be provided by your instructor during the student teaching seminar.

A copy of your portfolio will be maintained in *Chalk & Wire* for our permanent records.

Sample of Standard Supporting Statement

Minnesota Standard 1

A teacher understands the central concepts, tools of inquiry, and structures of the discipline (s) he or she teaches and can create learning experiences that make the aspects of the subject matter meaningful for students.

Selection of Evidence

The evidence I have selected reflects my understanding and application of standard one. Artifacts include an ecology unit, a lesson plan, and a lab lesson.

Description of Evidence

The ecology unit plan was developed for the Secondary Science Methods course and covers four weeks of instruction for a seventh grade life science class. It includes a content outline, outcomes aligned with Minnesota science standards, a detailed activities and assessment calendar, lesson plans, and final summative assessment. All approaches are based on researched best practice methods.

The winter adaptations lesson plan developed and taught to 23 seventh grade students at Woodland Middle School for my second field experience and is aligned with the Minnesota science standards. Students investigated and learned different winter survival strategies and adaptations for animals in northern Minnesota through group brainstorming, a presented power-point, discussions, group work, and an individual worksheet used to assess student learning outcomes aligned with this unit.

During my student teaching I developed and taught a lab investigation to 25 second hour tenth grade students at East High School. The class had an even distribution of girls and boys and a mix of socioeconomic levels. A worksheet guided students' lab investigation of diffusion and osmosis. The worksheet promoted an inquiry-based approach; requiring students to ask questions, test hypotheses, document conclusions, provide multiple observations and measurements and synthesize concepts.

Rationale for Evidence

The unit plan demonstrates my understanding of the life science subject, in particular ecology, and the ability to use tools of scientific inquiry to successfully build students' knowledge of and interest in the subject. The winter adaptation lesson plan and its instruction demonstrate my understanding of life science concepts and my ability to apply learning experiences that made the lesson meaningful to students. Students learned how to go beyond data and information accumulation and move to generating useful and applicable knowledge. In this way they saw how their knowledge could be viewed within a larger conceptual framework. Through small group work that included visual imagery and laboratory investigation students gained a better understanding of how they came to know the content. As students became more engaged in developing and answering their own questions their enthusiasm about the subject matter also increased. The process of inquiry is a skill that students can use to facilitate change and build new learning throughout their lives.

Description of Change/Growth

I believe that I grew professionally in many ways as a teacher. I discovered that it is important to create learning experiences that are meaningful to students. Students then can make direct connections to their own lives and apply the knowledge to new situations. I included several of these, such as the field trip, lab investigation, meal-based food web, and a simulation demonstration. I witnessed the benefits of implementing inquiry when the students demonstrated understanding of the concepts by inferring what strategies or adaptations that specific northern Minnesota animals utilize through observing specific animals' structures. I have experienced and appreciated the enthusiasm that students have for hands-on learning experiences and know that I will implement them in the future. I learned that the use of laboratory investigations is a critical component for teaching science because the students demonstrated better understanding of the concepts after the lab (evident in lab worksheet answers) than they did prior (on a formative quiz after concepts were introduced in lecture). Because of this understanding, I will include laboratory investigations throughout my curriculum.

Sample of Standard Supporting Statement

Minnesota Standard 3

Standard #3- Diverse Learners/ Adapting Instruction for Individual Needs: The teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

Selection of Evidence (comment)

The Selection of Evidence will be directly linked in your Chalk and Wire portfolio.

Description of Evidence

The evidence I chose for standard 3 includes my Dr. Seuss Literature Unit Template and my Dr. Seuss Literature Unit PowerPoint. Both of these artifacts were created in the spring of 2010 for EDU 2500. Another artifact I used was my Interview Paper that I created in EDU 2220 which I took during my sophomore year.

Rationale for Evidence

This unit demonstrates that I understand the need to have many instructional opportunities that are adapted to diverse learners and learning styles. This is shown through Smartboard lessons, group activities, and hands on activities. All of these lessons and activities are designed to fit the various needs of students. These two pieces of evidence allow students to have a variety of instructional opportunities that cater to different ability levels. For example, the group activities include two activities one of which is developed for the more advanced student. Throughout both of these pieces of evidence, tiered lessons allow students with multiple intelligences to have a variety of different opportunities in the classroom. All students possess different intelligences and different strengths. Being able to provide different activities that support these differences is important when developing lessons for students. These two pieces of evidence also allow students to have a multicultural experience as well. Students will be exposed to Dr. Seuss in the Spanish language. In the lesson we also discuss the values systems as they relate to Spanish speaking cultures and values portrayed in the book. This supports the James Banks Model of Multicultural Education Additive Approach as it allows a different perspective to be added to the curriculum. This will allow students to be open and aware of different cultures and different backgrounds.

The Interview Paper allowed me to recognize the importance of accommodation for diverse learners and how to accommodate for their needs. This paper describes how student thinking and experiences can positively affect lessons and learning. In order to create meaningful experiences for all of the diverse learners in your classroom, bringing in relevant experiences and members of the community is important. It is also important to use learning centers, activities, whole group, small group, and individual work time to accommodate for all learners. It also states that as a teacher, you must understand how students differ in their approaches to learning and identify and design appropriate lessons according to student's stages of development.

Description of Change/ Growth

Both of these artifacts have shown me the importance of instructional adaptations to fit the needs of all my students in the classroom. Not all children learn the same way; varying instruction to meet the needs of all my students will benefit them academically. I learned that in order to reach all of my students, I would have to vary instruction depending on my students' needs to make them academically successful. When developing these two pieces of evidence, I was able to further my understanding on these concepts and was given strategies to incorporate them into my own classroom. In the paper I gained knowledge about the ways in which I can create instructional opportunities that are adapted to students with diverse backgrounds. The tiered lessons allowed me to understand how important it is to adapt instruction to the diverse backgrounds and exceptionalities that are in the classroom. Students come from various backgrounds and have different background knowledge. Drawing on or building background knowledge helps students approach learning with varying perspectives.

As a teacher I need to support all students in the classroom. Having an understanding of their ethnic, culture, social-economic background will help me incorporate their story into the curriculum. In addition, I will have an understanding of the values that are important in different communities, and be able to support those values in the classroom. It is my belief that all teachers need to move their curriculum farther along the James Banks model of Multicultural Education. Doing so will help students understand perspectives outside of their own perspective. The will support empathy and understanding.

Note: This is a sample of a student's completed evidence statement. It has been slightly modified.

Capstone Portfolio Rubric for Standards 1,2,5,8,9,10

Supporting Statement and Body of Evidence Rubric

Criteria	Level 3 – Proficient	Level 2 – Satisfactory	Level 1 - Unsatisfactory
Selection of Evidence	The evidence demonstrates a clear understanding and application of performance competencies of the standard with in-depth, high caliber artifacts that support the standard	The evidence demonstrates understanding and application of performance competencies of the standard with satisfactory artifacts that support the standard	The evidence demonstrates understanding and application of performance competencies of the standard with artifacts that minimally support the standard
Description of Evidence	The description of the evidence and the context in which it was created (and implemented, if applicable) is clear and detailed.	The description of the evidence and the context in which it was created (and implemented, if applicable) is clear but lacks detail.	The description of the evidence and the context in which it was created (and implemented, if applicable) is vague or unclear.
Rationale for Evidence	The supporting statement provides multiple justifications, and multiple examples, linking the evidence to the standard.	The supporting statement provides justification and some examples linking the evidence to the standard.	The supporting statement does not provide justification or examples linking the evidence to the standard.
Description of Professional Growth	The supporting statement thoroughly describes the growth of the student in relationship to all performance competencies of the standard.	The supporting statement adequately describes the growth in relationship to most performance competencies of the standard.	The supporting statement minimally describes growth in relationship to performance competencies of the standard.
Writing Mechanics	Writing is at a professional level with accurate conventions and fluent style.	Control of conventions is consistent but style sometimes distracts from the message.	Control of conventions is inconsistent and style distracts from the message.

Capstone Portfolio Rubric for Standard 3-Diversity

Diversity

You must understand the significance of race, gender, individual differences and ethical and cultural perspectives. The supportive statement must reference how your philosophy of education impacts your teaching practices in supporting all learners. Include your experience, plans, and provide examples relative to working with a diverse group of people (students, staff, and parents). Relate your diversity statement to the evidence you have provided. Discuss how frameworks, theories, or approaches support and/or align with your philosophy and experience.

Supporting Statement and Body of Evidence Rubric

Criteria	Level 3 – Proficient	Level 2 – Satisfactory	Level 1 - Unsatisfactory
Selection of Evidence	<p>The evidence demonstrates a clear understanding and application of performance competencies of the standard with in-depth, high caliber artifacts that support the standard.</p> <p>The evidence significantly demonstrates your application of the diversity program strand.</p>	<p>The evidence demonstrates understanding and application of performance competencies of the standard with satisfactory artifacts that support the standard</p> <p>The evidence demonstrates your application of the diversity program strand.</p>	<p>The evidence demonstrates understanding and application of performance competencies of the standard with artifacts that minimally support the standard.</p> <p>The evidence does not demonstrate your knowledge of the diversity program strand.</p>
Description of Evidence	The description of the evidence and the context in which it was created (and implemented, if applicable) is clear and detailed.	The description of the evidence and the context in which it was created (and implemented, if applicable) is clear but lacks detail.	The description of the evidence and the context in which it was created (and implemented, if applicable) is vague or unclear.
Rationale for Evidence	<p>The supporting statement provides multiple justifications, and multiple examples, linking the evidence to the standard.</p> <p>The statement thoroughly describes how practices align with existing philosophies, theories and/or frameworks as related to the diversity program strand.</p> <p>The statement also provides two or more examples which support the philosophies, theories and frameworks.</p>	<p>The supporting statement provides justification and some examples linking the evidence to the standard.</p> <p>The statement adequately describes how practices align with existing philosophies, theories and/or frameworks as related to the diversity program strand.</p> <p>The statement also provides one example which supports the philosophies, theories and frameworks.</p>	<p>The supporting statement does not provide justification or examples linking the evidence to the standard.</p> <p>The supporting statement inadequately describes how practices align with existing philosophies, theories and/or frameworks.</p> <p>The statement does not provide examples which support the philosophies, theories and frameworks.</p>
Description of Professional Growth	<p>The supporting statement thoroughly describes the growth of the student in relationship to all performance competencies of the standard.</p> <p>The support statement thoroughly describes the personal belief of the student as it relates to the diversity program strand.</p>	<p>The supporting statement adequately describes the growth in relationship to most performance competencies of the standard.</p> <p>The support statement adequately describes the personal belief of the student as it relates to the diversity program strand.</p>	<p>The supporting statement minimally describes growth in relationship to performance competencies of the standard.</p> <p>The support statement does not describe the personal belief of the student as it relates to diversity, technology or classroom management.</p>
Writing Mechanics	Writing is at a professional level with accurate conventions and fluent style.	Control of conventions is consistent but style sometimes distracts from the message.	Control of conventions is inconsistent and style distracts from the message.

Capstone Portfolio Rubric for Standard 6- Communication

Technology (for inclusion as part of Standard 6)

You must have knowledge of and apply technologies that enhance your work and student learning. This supportive statement describes how your educational philosophy influences how you will integrate technology into your teaching. Include your experience, plans, and provide examples relative to technology. Discuss how frameworks, theories, or approaches support and/or align with your philosophy and experience.

Supporting Statement and Body of Evidence Rubric

Criteria	Level 3 – Proficient	Level 2 – Satisfactory	Level 1 - Unsatisfactory
Selection of Evidence	<p>The evidence demonstrates a clear understanding and application of performance competencies of the standard with in-depth, high caliber artifacts that support the standard.</p> <p>The evidence significantly demonstrates your application of the technology program strand.</p>	<p>The evidence demonstrates understanding and application of performance competencies of the standard with satisfactory artifacts that support the standard</p> <p>The evidence demonstrates your application of the technology program strand.</p>	<p>The evidence demonstrates understanding and application of performance competencies of the standard with artifacts that minimally support the standard.</p> <p>The evidence does not demonstrate your knowledge of the diversity program strand.</p>
Description of Evidence	The description of the evidence and the context in which it was created (and implemented, if applicable) is clear and detailed.	The description of the evidence and the context in which it was created (and implemented, if applicable) is clear but lacks detail.	The description of the evidence and the context in which it was created (and implemented, if applicable) is vague or unclear.
Rationale for Evidence	<p>The supporting statement provides multiple justifications, and multiple examples, linking the evidence to the standard.</p> <p>The statement thoroughly describes how practices align with existing philosophies, theories and/or frameworks as related to the technology program strand.</p> <p>The statement also provides two or more examples which support the philosophies, theories and frameworks.</p>	<p>The supporting statement provides justification and some examples linking the evidence to the standard.</p> <p>The statement adequately describes how practices align with existing philosophies, theories and/or frameworks as related to the technology program strand.</p> <p>The statement also provides one example which supports the philosophies, theories and frameworks.</p>	<p>The supporting statement does not provide justification or examples linking the evidence to the standard.</p> <p>The supporting statement inadequately describes how practices align with existing philosophies, theories and/or frameworks.</p> <p>The statement does not provide examples which support the philosophies, theories and frameworks.</p>
Description of Professional Growth	<p>The supporting statement thoroughly describes the growth of the student in relationship to all performance competencies of the standard.</p> <p>The support statement thoroughly describes the personal belief of the student as it relates to the technology program strand.</p>	<p>The supporting statement adequately describes the growth in relationship to most performance competencies of the standard.</p> <p>The support statement adequately describes the personal belief of the student as it relates to the technology program strand.</p>	<p>The supporting statement minimally describes growth in relationship to performance competencies of the standard.</p> <p>The support statement does not describe the personal belief of the student as it relates to diversity, technology or classroom management.</p>
Writing Mechanics	Writing is at a professional level with accurate conventions and fluent style.	Control of conventions is consistent but style sometimes distracts from the message.	Control of conventions is inconsistent and style distracts from the message.

Education Philosophy Statement Rubric

Educational Philosophy	Level 3 – Proficient	Level 2 – Satisfactory	Level 1 – Unsatisfactory
Content	<p>The statement clearly articulates important personal beliefs and how these beliefs are reflected in the candidate's teaching practices.</p> <p>The statement links personal beliefs to existing philosophies, theories, frameworks, or pedagogies to support personal beliefs.</p> <p>Content aligns with the Minnesota Teacher Code of Ethics.</p>	<p>The statement identifies important personal beliefs and how these beliefs are reflected in the candidate's teaching practices.</p> <p>Content aligns with the Minnesota Teacher Code of Ethics.</p>	<p>The statement inadequately identifies important personal beliefs and/or does not explain how these beliefs are reflected in the candidate's teaching practices.</p> <p>Content conflicts with the Minnesota Teacher Code of Ethics.</p>
Writing Mechanics	Control of conventions (e.g., punctuation, spelling, grammar) is accurate and appropriate to the message in all statements.	Control of conventions is inconsistent or some-times distracts from the message.	Control of conventions is inconsistent and distracts from the message.

The Educational Philosophy statement has been scored at the following performance level:

Proficient (3) _____ Satisfactory (2) _____ Unsatisfactory (1)*

Final Evaluation Score Sheet – Capstone Portfolio

This evidence and supporting statement has been scored at the following performance level:

Criteria	# 1	# 2	# 3	# 4	#5	#6	#7	#8	#9	#10
Selection of Evidence				TPA			TPA			
Description of Evidence				TPA			TPA			
Rationale for Evidence				TPA			TPA			
Professional Growth				TPA			TPA			
Writing Mechanics				TPA			TPA			

Teacher Candidate Profile is completed: Yes___ No_____ Resume is completed: Yes___ No_____

edTPA is included in Chalk and Wire: Yes_____ No_____

***Note: Any criteria that is evaluated as “Unsatisfactory (1)” will need to be revised before final approval of the portfolio will be granted.**

Note: Undergraduate Students submit three evidence statements and supporting artifacts for the Application to Student Teaching.

Note: Graduate Students submit four evidence statement and supporting artifacts for the Application to Student Teaching.

