

Digital Portfolio Process

Purpose of the Portfolio

While there are certainly many justifiable purposes for portfolios, in the case of our preservice teacher digital portfolio the primary purpose is to document the knowledge, skills, and dispositions over time of our teacher candidates. With this purpose in mind, it is imperative that teacher candidates' portfolios capture their current understandings at specific times throughout their preservice preparation. Therefore, we would certainly expect that a preservice teacher's reflective statements and rationale at Decision Point One might be undeveloped, naïve, or outright incorrect. We would also expect to see the teacher candidates' knowledge, skills, and dispositions to become richer, deepen and become more complex over time as reflected in their digital portfolios.

The digital portfolio can also serve as a foundation for a professional portfolio, something that teacher candidates might use in their job searches. Thus teacher candidates should be encouraged to reformat their digital portfolios, taking the best evidence of their competencies in specific principles to create a professional portfolio suitable for sharing with prospective employers. Secondary teacher candidates receive some guidance in developing a professional portfolio in the Evaluation of Student Teaching Guidebook used during their student teaching experiences and, in most cases, through student teacher seminars conducted by university field instructors.

Minimum Digital Portfolio Requirements at Decision Points

The following represent the **minimum** digital portfolio requirements for each of the decision points. Programs have the discretion to require specific or additional digital portfolio requirements. For example, at Decision Point 3, a program might identify specific principles for which their teacher candidates must provide artifacts/rationales, or a program might require multiple artifacts for a specific INTASC principle. In this later case, even if the preservice teacher is providing multiple artifacts for a specific INTASC principle, that only "counts" as one of the seven required INTASC principles that must be updated at DP 3.

After providing initial reflective statements for all ten INTASC principles at DP 1, teacher candidates may revise the reflective statements at DP 2 and DP 3. Teacher candidates may "cut and paste" material from previous DP reflective statements, but there should be clearly labeled reflective statements for each of the Decision Points.

Decision Point	Reflective Statement Requirements	Artifact and Rationale Requirements	Evaluation Instrument/Evaluated by
Decision Point One	A reflective statement for each of the 10 INTASC principles clearly labeled DP 1.	One artifact showing competency in one INTASC principle with accompanying rationale clearly labeled DP 1. (Total = minimum of 1 artifact)*	DP 1 Digital Portfolio Rubric/ DP 1 Faculty
Decision Point Two	Revised set of ten reflective statements that meet DP 2 expectations. See DP 2 rubric.**	One artifact with accompanying rationales clearly labeled DP 2 for each of the following principles. (Total = minimum of 3 artifacts)* INTASC Principle #1 (Content) INTASC Principle #2 (EdMul 205) INTASC Principle #3 (EdPsych 250/251)	DP 1 Digital Portfolio Rubric/ Content Areas
Decision Point Three	Revised set of ten reflective statements that meet DP 3 expectations. See DP 3 rubric.**	One artifact for each of seven of the ten INTASC principles with accompanying rationales clearly labeled DP 3. (Total = 7 artifacts)*	DP 3 Digital Portfolio Rubric/ 380/385 Faculty and Content Areas
Decision Point Four	Ten new reflective statements (one for each of the 10 INTASC principles) clearly labeled DP 4.	Two new artifacts with accompanying rationales clearly labeled DP 4 for each of the ten INTASC principles.	Evaluation of Student Teaching Rubric

Unless otherwise specified, the teacher candidate chooses the INTASC principle for which to provide an artifact/rationale.

*Subject to specific program requirements.

Relevant DP 3 Timeline

Tuesday, Week 12	Portfolios must be submitted by 11:59 p.m.
Tuesday, Week 14	Assessments become visible to teacher candidates.
Last Day of Classes	Revised portfolios must be resubmitted by teacher candidates.
Grade Submission Deadline	Re-evaluation by evaluators who deemed a portfolio unsatisfactory is due.

Consequences

- If the portfolio is not submitted by 11:59 p.m. on the Tuesday of Week 12, the portfolio automatically fails the initial review and will not be considered until the resubmission date.
- If a teacher candidate's portfolio is deemed unsatisfactory at the initial review according to the DP 3 formula, the teacher candidate will have the opportunity to resubmit the portfolio by 11:59 p.m. the last day of classes.
- If a portfolio evaluated during the re-submission process fails, the teacher candidate will not be allowed to student teach the following semester and will need to complete the appeals process.