Table of Contents

CHAPTER ONE: INTRODUCTION ............................................................................................. 3
   An Introduction to the Electronic Portfolio Requirement ...................................................... 3
   The Purpose of this Handbook ............................................................................................... 4
   Details about the Electronic Portfolio Requirement ............................................................ 4
   How to Begin to Create Your Portfolio on TaskStream ....................................................... 7

CHAPTER TWO: INSTRUCTION MANUAL FOR STUDENTS ............................................... 9
   Quick-Start Guide: Self-Enrollment ..................................................................................... 9
   Quick-Start Guide: Authors (Students) ................................................................................ 11
      Accessing your DRF Program(s) ...................................................................................... 12
      Adding Attachments .......................................................................................................... 14
      Change the Order of Your Content .................................................................................. 15
      Using Pack-it-Up for PC ................................................................................................. 17
      Selecting Work to Download ......................................................................................... 18
      Extract Your Package ....................................................................................................... 21
      View Your Work ............................................................................................................... 23

CHAPTER THREE: INSTRUCTION MANUAL FOR FACULTY ........................................... 27
   Quick-Start Guide: Evaluator .............................................................................................. 27
      How to Find Your Program(s) .......................................................................................... 28
      Access Work ................................................................................................................... 29
      How to Use the Rubric ...................................................................................................... 31
   Quick-Start Guide: Reviews ............................................................................................... 33
      Find Your Program(s) ....................................................................................................... 34
      Accessing Work Shared for Review ................................................................................. 35

APPENDICES .......................................................................................................................... 37
   A: Transition Points ............................................................................................................. 37
   B: The 10 INTASC Principles ............................................................................................. 42
   C: Suggestions for Portfolio Artifacts Aligned with the INTASC Principles ..................... 43
CHAPTER ONE: INTRODUCTION

An Introduction to the Electronic Portfolio Requirement

An electronic portfolio is a collection of a student’s work that is organized according to the standards of professional practice as determined by the specialized professional association of the discipline and by the principles for teaching as outlined by INTASC (Interstate New Teacher Assessment and Support Consortium). Candidates for teacher certification, who are enrolled in courses at Widener University, are required to complete transition points in the TaskStream portfolio throughout their program. Graduate students seeking certification or a Master’s degree in education must also complete an electronic portfolio.

Artifacts, or pieces of work that exemplify a candidate’s teaching and learning skills, must be uploaded under the correct standard for each transition, or evaluation, point as instructed by professors and the Director for Student Teaching and Intern programs. In addition to the artifact, a rationale statement must be included that directly connects to the INTASC standard definition.

The electronic portfolio serves multiple purposes for the student and the School of Education, Hospitality, and Continuing Studies. The first purpose of the portfolio is to serve as a compilation of an individual student’s work across all courses completed. While individual courses educate students in a particular content area or skill set, the portfolio serves as a place for students to reflect on their overall professional development and skills training. The work that students upload into the portfolio assessment system is evaluated separately from course requirements so students get feedback on their overall professional growth and development. As such, the evaluations that students receive on the portfolio do not affect a student’s grades or grade point average (GPA).

In addition, all students’ portfolios, collectively, provide an opportunity for the School of Education, Hospitality, and Continuing Studies to assess the effectiveness of its programs’ curricula. Faculty and administration are able to look at a sample of student work across individual standards to see how well the curricula are meeting the professional development needs of the students. At any point in time, the School of Education, Hospitality, and Continuing Studies can take a snapshot of its programs and students’ success in those programs. Such an assessment program allows the School of Education, Hospitality, and Continuing Studies faculty and administration to update and improve programs that are not meeting the goals of INTASC or the standards of a program’s specialized professional association (SPA). Program assessment, as you may know, is the key to the success of the School of Education, Hospitality, and Continuing Studies, its students, and faculty. By achieving great success in its programs, Widener’s School of Education, Hospitality, and Continuing Studies can maintain a strong reputation in the region as a high quality training program in metropolitan Philadelphia.
The Purpose of this Handbook
The School of Education, Hospitality, and Continuing Studies faculty has developed the guidelines in this handbook to aid students in the successful preparation of their portfolio based on the School’s curriculum outcomes. This handbook serves two purposes: first, as a tool to introduce the Electronic Portfolio requirement and, second, as a reference for students as they continue through the program of study and work to update and revise their portfolio.

Upon acceptance into a program of study in the School of Education, Hospitality, and Continuing Studies, all students are required to understand the electronic portfolio requirement and to have read this handbook thoroughly. This handbook is updated regularly to provide answers to the questions that are most commonly asked regarding the portfolio requirement.

In addition, all faculty who teach professional core courses in a certification program and certain research courses (ED 510 at the Master’s level, and ED 711 at the doctoral level) will have reviewed the details of the electronic portfolio requirement so they are able to understand the portfolio in the context of the all programs within the School of Education, Hospitality, and Continuing Study.

After reading this handbook, if you still have general questions or concerns, please contact the Office of Certification (610-499-4360 or 610-499-4296). The School of Education, Hospitality, and Continuing Study’s graduate assistant in the education computer lab can also be of assistance. In addition, your academic advisor or program director/coordinator is also a person who can help you understand this requirement.

Once you’ve enrolled in TaskStream, if you have technical questions regarding its use, you may contact TaskStream’s 1-800 customer service telephone numbers using the “help” button on their website. If you have questions regarding a signature assignment that must be uploaded into TaskStream, direct them to the faculty/instructor who is teaching the course in which there is a portfolio requirement.

Details about the Electronic Portfolio Requirement

Who is required to complete a portfolio?
The School of Education, Hospitality, and Continuing Studies first approved the inclusion of an electronic portfolio as a requirement for all students enrolled in a graduate program during or after the spring semester of 2007. All undergraduate students, regardless of the semester in which they started in the School of Education, Hospitality, and Continuing Studies are required to complete an electronic portfolio if they were enrolled as a student in the School during 2007 or after.

What if I don’t complete the portfolio?
Student’s degree and/or certification paperwork may be delayed if a student has not completed the portfolio requirement. While the portfolio requirement is non-grade-bearing, it is a requirement for the student’s educational program and must be completed successfully.

Where do I complete the portfolio?
Widener has contracted with TaskStream as its electronic portfolio management system. To access your portfolio, you must visit: [http://www.taskstream.com](http://www.taskstream.com). Students who do not have a portfolio should read “Creating a portfolio for the first time” in the “Instruction Manual for Students” located in Chapter 2 of this handbook.

### How do I know what to put in my portfolio?

When students login to the TaskStream system they will enroll in what is called a Directed Response Folio (DRF). A DRF is a template that has been created by Widener faculty. The DRF directs students as to what to do in the portfolio. When the student logs in for the first time, there will not be any DRF. To learn how to enroll, read the Instruction Manual for Students. Once enrolled in a DRF, the student enters the Work Area for the DRF and there are instructions under each standard and transition point as to what the student must complete.

### How do I know what DRF to enroll in?

**Type 1: For students in certificate programs ONLY:**

You must enroll into the Directed Response Folio (DRF) in TaskStream under either “Initial Certificate EP – Undergraduate2” or “Initial Certificate EP – Graduate2.” In this case, “initial certificate” refers to the student’s initial certificate completed at Widener University, not a student’s initial teaching certificate. Instructions for how to enroll in the programs can be found later in this handbook under the section “Instruction Manual for Students.”

**Type 1 & 2: For students in certificate programs:** You must enroll into multiple Directed Response Folios (DRFs) in TaskStream under either. Instructions for how to enroll in the programs are given by your professor.

### When do I begin my portfolio?

Students start their portfolio at different times depending on the order in which they take their courses. The tables in Appendix A can help a student determine the stages of portfolio completion based on Transition Points. If you need additional assistance to learn about setting up the portfolio contact Dr. Bolton, 610-499-4630 or mvbolton@mal.widener.edu. **Undergraduate students:** All undergraduate students are required to take ED 101 and ED 102 (or ED 1101/1121) before they can enroll in any other course in the School of Education, Hospitality, and Continuing Studies. During ED 102/1101/1121, students set up their account on TaskStream and learn what they need to include in the portfolio for the first transition point that the EP is evaluated.

### When does my portfolio get evaluated?

Student work in the electronic portfolio is evaluated based on the transition point that corresponds to the student’s program of study. At each transition point, the student is required to have completed a certain amount of the portfolio and that portion is evaluated.

### Who evaluates my portfolio?

The tables in Appendix A indicate who evaluates the portfolios. See the bottom row of each table for details.
What is a transition point?
A transition point is a time when a student is said to be “transitioning” through the course of study. Appendix A outlines the transition points and what happens at each point.

What do I put in my electronic portfolio?
Look at the tables in Appendix A to see what you must put into your portfolio at each transition point. Generally, you are required to write a narrative reflection/interpretation of the INTASC principles or the standards for professional practitioners in your area and provide artifacts or examples that demonstrate your understanding of the principle or standard.

How is the portfolio evaluated?
The electronic portfolio although drafted by the student according to Specialized Professional Association standards or to the INTASC principles, is evaluated based on the conceptual framework of the School of Education, Hospitality, and Continuing Studies. The conceptual framework is the blueprint with which all programs in the School of Education, Hospitality, and Continuing Studies are designed. Widener expects to prepare students who demonstrate: academic excellence, collaboration, diversity, and reflective practice; all of these areas are enacted with a commitment to technology and best practices. Together, all of these attributes create what we believe makes a professional in the field of education. As such, the conceptual framework’s components are what comprise the rubric used to evaluate students’ work.

When creating the electronic portfolio, students can click on a link in TaskStream to see the rubric upon which faculty will evaluate their work. The rubric will vary somewhat for each assessment in the portfolio, so we suggest students read through the rubric for each assessment before completing it. Generally, all work is rated on a 4-point scale, where 1=insufficient, 2=emergent, 3=proficient, and 4=distinguished.

Students at the initial instructional certification level must complete the final evaluation of Point 4 in the portfolio during student teaching. The final point will be evaluated by the student teaching supervisor and a faculty member from the certification area.

How do I keep my portfolio?
See the guide in the next chapter called “Downloading your DRF.”

How to Begin to Create Your Portfolio on TaskStream
1. TaskStream is the website that Widener uses for the electronic portfolio. TaskStream is a web-based system where you will do all of your electronic portfolio work. This means that any time you’d like to make a change to your portfolio, you will need to use a computer with Internet access.

2. Prior to starting logging in to TaskStream for the first time, you will need to create an account in TaskStream. There are several different cost plans for which you can sign up.

3. When you are ready to create your electronic portfolio, visit http://www.taskstream.com

4. Click on the link to “Subscribe” and create a profile. You will need to enter your demographic information. Only TaskStream will have access to this information and they will not send you
junk mail or spam.

5. See the Page below entitled: Setting up Your Electronic Portfolio

6. Once you have a profile and you can login to TaskStream, you will need to enroll in your program’s DRF (Directed Response Folio). The following are the self-enrollment codes:

<table>
<thead>
<tr>
<th>Program</th>
<th>Self-Enrollment Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate instructional certification (all subjects and levels)</td>
<td>undergraduate2</td>
</tr>
<tr>
<td>Graduate or post-baccalaureate instructional certification (all subjects and levels)</td>
<td>graduate2</td>
</tr>
<tr>
<td>Reading program</td>
<td>IRA</td>
</tr>
<tr>
<td>Technology program</td>
<td>ISTE-TF</td>
</tr>
<tr>
<td>Administrative leadership</td>
<td>elcc</td>
</tr>
<tr>
<td>School Counselor program</td>
<td>counselor</td>
</tr>
<tr>
<td>Master’s degree programs</td>
<td>masters</td>
</tr>
<tr>
<td>Doctoral degree programs (all doctoral programs)</td>
<td>doctoral</td>
</tr>
</tbody>
</table>
7. At this point, you may begin to create your portfolio. You will see a program come up on the home screen. If you do not see it, click on “My Programs.” When you are in “my programs” you can begin to author your portfolio. You do this by clicking on the program name or “Work on DRF”. DRF stands for “Directed Response Folio” which is what TaskStream calls the Electronic Portfolio. On the next page is the Student Quick Start Guide to help you work on the portfolio.

8. If at any time you encounter problems with the TaskStream system, you can call TaskStream for support. You can also contact the Education Computer Lab or stop by during the lab’s open office hours. The telephone number for the lab is 610 499 4000, extension 8349 and the open lab hours are: M 1-4pm, T 3:15-4:15pm, W 3-7pm, Th 2- 4pm.
Step 1: Log In
Go to www.taskstream.com and log into your TaskStream account.

Step 2: Find the Self-Enrollment Area
From the home page, click Enter Code.

Step 3: Enter Your Code
Enter your program code in the appropriate field, and then click the Search button.

You will be able to review the program information that corresponds to the code that you entered. To be enrolled in the program, click the Enroll button. If you do not wish to be enrolled in the program at this time, click the Cancel -Do Not Enroll button.

If this is the correct program, click the 'Enroll' button to complete the enrollment process.

Program: Core Requirements
DPF used in program: 2012 School of Education Template
Program Status: Active
Program Description: This program will hold all your core work.

Note: If you enroll yourself into an inactive program, the program will not show up on your home page until the Program Manager activates the program.

If you have any additional questions or comments, please do not hesitate to contact Mentoring Services at help@taskstream.com or at 800-311-5656, press 1 for support.
Accessing your DRF Program(s)

1. To begin, go to [www.Taskstream.com](http://www.Taskstream.com) and log into TaskStream using your assigned username and password.

2. To access your Directed Response Folio (DRF), click the name of the DRF program from the home page.

3. You will see the structure of your Directed Response Folio (DRF) in the left frame.
4. Find the appropriate standard/course in the structure section and click the desired requirement. The content of the chosen requirement section will be displayed in the right frame area. You can view the directions for the requirement by clicking on Directions. If you would like to see the rubric being used to evaluate your work, click the Evaluation Method link for that requirement.

5. If you need to complete a form, click the Complete Form button

6. When you are ready to add work, click the button from the bottom Add toolbar that corresponds with the type of content you wish to add. You can choose to add **Text & Image, Slideshow, Standards, Attachments, Videos, Links, and Embed Media.**
Adding Attachments
1. Select the type of file you wish to add.
   
   If you choose to add a file saved on your computer, select the A file saved on your computer option, click the Browse button to find the file you want to attach.
   
   If you choose to add a previously uploaded file, select the Attach a previously uploaded file option, and then select the category of work and the specific work product where the file is attached.
   
   If you choose to add work that you created in TaskStream, select the An artifact created in TaskStream option. You will then be able to select the type of work to be added (web page, web folio, etc.), and the specific work you would like to attach.
   
2. Name the file.
3. Add a description of the file, if applicable.
4. Select the checkbox if you would like to specify standards that this attachment addresses.
5. Click the Add File button when finished.

6. Click Save and Return to go back to the main program work area when you are done adding attachments. You may add as many attachments as you wish.
You have now successfully attached work to your Directed Response Folio (DRF)!

Change the Order of Your Content

Once you have added at least two (2) content sections to any area, a **Reorder Content** button is displayed at the top of the right work panel. Use this button to reorganize the various types of content you have added.

1. Click **Reorder Content** in the right work panel.

2. In the **Drag to Reorder Content** pop-up box you will see the various content types that you have already added to the selected area. There are two approaches to Reorder Content:

**Drag and drop content sections**

Select (click with mouse or, if using a touch-screen, tap) the row of the content type that you want to move.

Drag that row through the list to the preferred new position. As you drag, an orange placeholder indicates the potential new positions in which the selected item might land.

Release the “drag.” The row comes to rest in the last position held by the placeholder.

Click the **Save** button.
Manually re-number content type sections

Type new position numbers in the text boxes that display to the far right of every content type on this list.

(Optional) Preview your new display order by clicking the Reorder button that appears below the column of text boxes. The new order is applied immediately: any numbering conflicts are automatically resolved, and rows automatically shift position according to their new numbers.

If your manual entry includes duplicate numbers, for example if two rows are marked as “3”, the reorder function will automatically resolve these conflicts.

Click the Save button.
Quick-Start Guide

Using Pack-it-Up for PC
Selecting Work to Download
To download your Taskstream work to your computer, first you must create and download a package of the work. You can create packages of your work via the Pack-It-Up feature.

1. From the main navigation bar, click Resources.
2. Click the Go to Pack-It Up link.
3. Click Create a New Package.

You are allowed five (5) packages for each year for your subscription period.
Step 1: Select what to package.

1. To select the work you want to package,
   a. Click the link for the type of work (i.e. Program Work)

   OR

   b. Click the yellow expand/collapse arrow next to the link. All of the work you have created that falls into that category displays.

2. Select each item of work you want to package.

3. Click Save & Continue.
Step 2: Confirm Selections.

If you need to make add more work, click Add More Selections. If you need to delete work from your selections, click Remove. If you are satisfied with your selections, click Save & Continue.

<table>
<thead>
<tr>
<th>Item Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;How Tall&quot; Measurement Investigation</td>
<td>Lesson</td>
</tr>
<tr>
<td>Barriers to Democracy</td>
<td>Lesson</td>
</tr>
<tr>
<td>Advanced Certificate in S.T.E.M. Education</td>
<td>Directed Response Folio</td>
</tr>
</tbody>
</table>

Step 3: Set Download Preferences.

1. Select that you want the package to be created in a PC-compatible format (ZIP file).
2. Select how you want to be notified when the package is ready; either by a message to your Taskstream account, or a message sent to your external email address.
3. Click Finish. You should receive a confirmation screen which states 'You have completed the pack-it up process'. At this time, the package is being created.

When the package is completed, you can download it from the Pack-It-Up tool located in the Resources area of your Taskstream account.
Extract Your Package

1. When the package is ready, under Your Packages, click Download. You must download the package directly onto your computer.

![Download button]

*We recommend that you download the package to your desktop to make it easier to locate when you are ready to extract the files.*

2. Once you have downloaded the package to your computer, extract all the files. When you extract all files, it ensures that all data is stored in one folder and displays correctly.
To extract all files from your compressed package,

1. Right-click the folder icon on your computer's desktop.

2. From the menu, click Extract all.

3. Follow the instructions that you see in the following screens in order to select a destination where you want to save your Taskstream work.

   We recommend that you extract the files to your desktop to make it easier to locate later.

   Since settings and programs installed on computers vary, the extraction process may be slightly different than the steps mentioned above.
View Your Work
When the files are extracted correctly, you should see a file folder icon with the name of the package on your desktop. Inside is a folder entitled My TaskStream Work.

1. To access the Package Menu, double-click the folder icon.

2. To view the Taskstream work contained in the package, open the 'package_menu.htm' file.
If your computer has the capability, you can transfer this package to an external storage device (CD, zip drive, etc).

Be aware that both extracting compressed files and burning data onto a CD are processes that do not involve the use of Taskstream. Therefore, we can only provide limited support for these functions. If you need assistance with extracting your files, please contact us directly at 1-800-311-5656, and Press 1 for Support. We will do our best to assist you.
Submitting the Requirement to Your Evaluator

1. Click the Submit Requirement button from the top of the Work tab.

2. Follow the instructions on the screen to submit your assignment and add comments, as necessary.
Viewing Your Completed Evaluation

1. Click the name of the program from the home page.

   ![Work on a program](image)

2. Click the Scores/Results tab and find the work you would like to view.

   ![Counseling](image)

3. Click the View Report button associated with the assignment for which you wish to view the evaluation.

   ![Evaluation](image)

If you have any additional questions or comments, please do not hesitate to contact Mentoring Services at help@Taskstream.com or at 800-311-5656, press 1 for support.
CHAPTER THREE: INSTRUCTION MANUAL FOR FACULTY

Quick-Start Guide: Evaluator

Quick-Start Guide
Evaluators
How to Find Your Program(s)

1. To begin, go to www.taskstream.com.

2. Log into Taskstream with your assigned username and password.

3. On the home page, click the name of the DRF Program in which you wish to complete evaluations.

If you have multiple roles within a program, you will need to click the Evaluator tab.
Access Work

1. In the Evaluation area, to search for a particular author, type the first or last name in the appropriate field, and click Search.
2. (Optional) You can use the available filter options to view work for multiple authors.
3. After you make your selections, click Continue.

4. To access the work that has been submitted, click Evaluate.
5. To access the rubric for the work, click Evaluate/Score Work.

If you need to immediately unlock the author’s work without an evaluation, click Send Back to Author.

6. Depending on the setup of the DRF program, your evaluation type may differ. Evaluation methods in Taskstream include: pass/fail, meets/does not meet requirement, a write in score, an evaluation form, and/or a rubric.
How to Use the Rubric
(Based on the evaluation method selected, you may see a different screen)
1. For each Rubric Criterion, enter the appropriate score.

2. Evaluators have the optional ability to add a file to their evaluations. The file can be shared with the Authors and become a permanent part of the evaluation history and reports. The file size is limited to 5 MB, but NOT limited to any one format.

**Adding a File**
To add a file, In the Evaluation page, click Browse. The Browse File pop-up window loads.
Locate your file and click Open. The file populates the file field in the evaluation page. In the Name field, enter a meaningful description (maximum 100 characters). If you do not enter a name, the file name displays as the default.
(Optional) To hide the file from the Author, uncheck Visible to Author.
3. From the bottom of the rubric, select one of the three Next Steps and click Submit Evaluation Now.

If you have any additional questions or comments, please do not hesitate to contact Mentoring Services at help@taskstream.com or at 800-311-5656, press 1 for support.
Quick-Start Guide

Reviewers
Find Your Program(s)

Go to www.taskstream.com and log into Taskstream with your username and password.

On the home page, click the name of the DRF Program in which you wish to give feedback.

If you have multiple roles within a program, you will need to click the Reviewer tab.

Note: Do you want to switch to a list view of your programs? Use the buttons on the top right to toggle between the views.
Accessing Work Shared for Review

In the Reviewer display area, you will be able to select the type of work you wish to view and select whether you want to view people with new requests for feedback or view all people who have ever requested feedback. After making your selections, click the **Continue** button.

Click the name of the work you wish to review.
If you are reviewing a DRF or folio, you can view a specific page or section by clicking the name of the page or section on the left side. The work will then open in the right-hand frame. To add a comment to a specific area, enter the comment and then click the Submit button.

To add an overall comment, click the Overall Comments link and then enter your comment and then click the Submit button.

Note: The Author may have chosen to restrict your access to certain areas of the folio or DRF.

To return to the list of work awaiting review, click the Back to Search Results button. Please note the link that appears will depend on your selections from the Reviewer display area.

If you have any additional questions or comments, please do not hesitate to contact Mentoring Services at help@taskstream.com or at 800-311-5656, press 1 for support.
APPENDICES

A: Transition Points

Transition points are specific times during a student’s course of study when a transition happens; these transitions are times when the student’s portfolio must meet certain requirements. The following tables (four in all) provide an outline of the different transition points. In order to determine at what stage your portfolio should be, read across the top row and the second row. The top row provides the transition point number, and the second row describes the period in the student’s course of study. The third row describes the content that should be included in the portfolio at the stated transition point and the fourth row provides the minimum score required for the student to be successful at the transition point.

The portfolio, overall, is a working document. Students are not expected to be proficient until their third transition point. At no point in time does the portfolio evaluation count toward a student’s grade point average or grade in a course. While the specific assignments or reflections may count as part of a course grade, the portfolio as an assessment is not a graded work. At the same time, a student cannot apply for certification in their area with Widener’s endorsement without having achieved the required level of proficiency by transition point 4. *If a student reaches transition point 4 and has completed all coursework but has not achieved proficiency, the student’s certification application and paperwork will be held by the Office of Certification until the requirement is met.*

1.) Instructional Certificate @ Baccalaureate Level (students who are earning their Bachelor’s degree)

<table>
<thead>
<tr>
<th>Transition Point</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>When do candidates post artifacts in their TaskStream DRF?</td>
<td>When enrolled in ED 101: Introduction to Teaching</td>
<td>Application to Teacher Certification, and after 48 hours (credits) of academic work</td>
<td>Application to, ED 1410, ED 1411, ED 1412: 2 weeks before beginning Student Teaching</td>
<td>At the completion of student teaching. An oral presentation of your portfolio work is required at this point.</td>
</tr>
<tr>
<td><strong>What is posted in the TaskStream DRF?</strong></td>
<td>Candidates begin a DRF in TaskStream and include their rationale for 10 artifacts that match the INTASC Principles Clearances, Philosophy of Education and CV</td>
<td>Candidates must post 10 artifacts or key assignments per all ten INTASC Principles in their TaskStream DRF; each must include a rationale Clearances, revised Philosophy of Education and CV</td>
<td>Candidates must post 10 artifacts or key assignments per all ten INTASC Principles in the TaskStream DRF; each must include a rationale Clearances, revised Philosophy of Education and CV</td>
<td>Candidates must post 10 artifacts or key assignments per all ten INTASC Principles in the TaskStream DRF; Artifacts and rationales must reflect feedback given in faculty evaluations Clearances, revised Philosophy of Education and CV</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Minimum expected level of proficiency</strong></td>
<td>Emergent</td>
<td>Emergent</td>
<td>Proficient</td>
<td>Proficient or Distinguished</td>
</tr>
<tr>
<td><strong>Who evaluates the portfolio at this stage &amp; When is it evaluated?</strong></td>
<td>ED 101 instructor at the end of the semester</td>
<td>One SEHCS faculty member in the certification area, upon completion of Application to Teacher Certification</td>
<td>Student’s University Supervisor for Student Teaching and one SEHCS member at the start of student teaching semester</td>
<td>Student’s University Supervisor for Student Teaching and one SEHCS faculty member at the end of student teaching semester</td>
</tr>
</tbody>
</table>
2.) **Instructional Certificate @ Baccalaureate Level (students who are earning their Bachelor’s degree)**

*Students complete 1A if they take ED 511; if they do not take ED 511, they should complete 1B*

<table>
<thead>
<tr>
<th>Transition Point</th>
<th>1A*</th>
<th>1B*</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When do candidates post artifacts in their TaskStream DRF?</strong></td>
<td>Following Admission to a certificate program at the master's level, and when Enrolled in ED 511 Introduction to Teaching</td>
<td>At the conclusion of approximately 12 semester hours of graduate credit. Student should notify the Office of Certification when submitted.</td>
<td>Application to ED 599 Student Teaching (or Intern Teaching for students in the Intern Program)</td>
<td>At the conclusion of student teaching (or upon completing all coursework for the Instructional I Certificate in the Intern Program.)</td>
</tr>
<tr>
<td><strong>What is posted in the TaskStream DRF?</strong></td>
<td>Candidates begin a DRF in TaskStream and include their a rationale for 10 artifacts that match the INTASC Principles Clearances, Philosophy of Education and CV</td>
<td>Candidates must post 10 artifacts or key assignments per ten INTASC Principles in their TaskStream DRF; each must include rationale Clearances, revised Philosophy of Education and CV</td>
<td>Candidates must post 10 artifacts or key assignments per ten INTASC Principles in their TaskStream DRF; each must include rationale Clearances, revised Philosophy of Education and CV</td>
<td>Candidates must post 10 artifacts or key assignments per ten INTASC Principles in their TaskStream DRF; each must include a rationale. Entire portfolio must reflect feedback given in faculty evaluations Clearances, revised Philosophy of Education and CV</td>
</tr>
<tr>
<td><strong>Minimum expected level of proficiency</strong></td>
<td>Emergent</td>
<td>Emergent</td>
<td>Proficient</td>
<td>Proficient or Distinguished</td>
</tr>
<tr>
<td><strong>Who evaluates the portfolio at this stage &amp; When is it evaluated?</strong></td>
<td>ED 511 instructor at the end of the semester</td>
<td>One SEHCS faculty member in the certification area, upon completion of Application to Teacher Certification</td>
<td>Student’s University Supervisor for Student Teaching and one SEHCS member at the start of student teaching semester</td>
<td>Student’s University Supervisor for Student Teaching and one SEHCS faculty member at the end of student teaching semester</td>
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### Appendix B

**The 10 INTASC Principles**

<table>
<thead>
<tr>
<th>Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard #2: Learning Differences:</strong> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
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<tr>
<td><strong>Standard #3: Learning Environments:</strong> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</td>
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<tr>
<td><strong>Standard #4: Content Knowledge:</strong> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
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<tr>
<td><strong>Standard #5: Application of Content:</strong> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
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<tr>
<td><strong>Standard #6: Assessment:</strong> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</td>
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<tr>
<td><strong>Standard #7: Planning for Instruction:</strong> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
</tr>
<tr>
<td><strong>Standard #8: Instructional Strategies:</strong> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</td>
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<tr>
<td><strong>Principle #9 Professional Growth/Reflection:</strong> The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</td>
</tr>
<tr>
<td><strong>Principle #10 Collaboration:</strong> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.</td>
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</table>
C: Suggestions for Portfolio Artifacts Aligned with the INTASC Principles

Suggestions for Portfolio Artifacts Aligned with the INTASC Principles

The following are examples of potential artifacts that could be used for each INTASC principle. These are just examples, they are not required. What matters most is that the artifact is an example of the principle in action and that the student’s rationale links the artifact to the principle. If a student is able to select an artifact that is not listed and provides appropriate rationale that is entirely acceptable.

INTASC 1 - **Learner Development**: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

- Lessons that address more than one domain of development (cognitive, affective, psychomotor)
- Activities that promote the development of the whole child
- Lessons that connect to and build on prior knowledge of students
- Evidence of developmentally appropriate practice (DAP) in lessons/unit plans

INTASC 2 – **Learning Differences**: The teacher understands how children differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- Lesson plans that highlight different learning modalities
- Lesson plans that highlight different types of intelligences
- Lesson plans/units/selection of material that encourage understanding and valuing of diversity in its many forms
- Reflections on how to teach students with individual educational plans (IEPs).
- Reflections on how diversity affects instructional decisions

INTASC 3 – **Learning Environments**: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- Classroom rules and consequences
- Seating chart with reflection on effectiveness
- Student or class behavior contracts
- Examples of positive reinforcement
- Activities that promote a positive classroom environment
- List and description of classroom routines/procedures
- Lesson plans with motivational activities highlighted
- Captioned photos or lessons demonstrating students working together collaboratively
- Activities that include cooperative learning and team projects
- Reflections on how students are focused toward intrinsic or extrinsic motivation
INTASC 4 – **Content Knowledge**: The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for students.

- Lesson plans linked to national and PDE content standards
- Student work that demonstrates content understanding
- Interdisciplinary lessons and/or projects focused on essential concepts of the disciplines
- Activities that are linked to areas of current student interest
- Warm-ups or opening activities that excite student interest
- Successful completion of the PRAXIS
- Research papers, projects, or other demonstrable content materials in a particular discipline

INTASC 5 – **Application of Content**: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry.

- Research papers
- Student assessments of presentations
- Photos of bulletin boards, learning centers, etc.
- Power point presentation slides
- Student multimedia projects
- Student teacher-created handouts and overheads
- Lessons using electronic devices such as computer, graphing calculator, etc.
- Electronic applications for grading, taking attendance, etc.
- Writing sample
- Reviews of professional articles
- Videotapes of student practice

INTASC 6 - **Assessment**: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

- Examples of student teacher-created assessment tools such as: pre-post assessments, quizzes, tests, KWL, charts, performance activities
- Student work from a portfolio
- Lesson plans showing highlighted examples of informal assessment during the lesson (checking for understanding, polling, etc.)
- Anecdotal notes on individual students
- Running records
- Peer or self-assessed assignments
- Lesson plans showing the impact of assessment on planning
- Reflections demonstrating the impact of assessment on planning and/or instruction

INTASC 7 – **Planning for Instruction**: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

- Adaptation of instruction based on knowledge of the students, school, and community
- Reflection on and/or results of interdisciplinary, grade level, or team planning
- Outline of overall unit plan
- Highlighted examples of curricular connection to local, state, and/or national standards
- Reflection/description of collaborative planning with college supervisor or cooperating teacher
- Highlighted examples of lessons/activities connected directly to this class, school, and/or community
INTASC 8 - **Instructional Strategies**: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

- Lesson plans demonstrating different instructional strategies
- Reflections on videotaped lessons
- Examples of performance based activities
- Lessons with questions and questioning techniques highlighted
- Games and learning center resource file

INTASC 9 – **Professional Learning and Ethical Practice**: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

- Reflections on videotaped lessons or those observed by university supervisor
- Reflective journal entries
- Comparison of original lesson plan with revision
- Description/reflection and explanation of classroom use of ideas gained at in-service activities or conferences.
- Annotated bibliography or reflection on professional reading, including how what is learned is translated into practice.

INTASC 10 – **Leadership and Collaboration**: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and wellbeing.

- Annotated log of parent contacts
- Examples of student teacher-created materials (letters, newsletter articles, etc.) sent home to parents
- Collaborative lesson plan/unit
- Notes taken at team meetings, parent conferences, etc.
- Captioned photos documenting participation in school events
- Description of referrals made to community agencies
- Certificates and letters of recommendation from activities including student/community activity (i.e. WSEA)