ETEP
MEMORANDUM

TO: All teacher candidates admitted to the Undergraduate or Graduate Teacher Education Program (TEP)

FROM: Dr. Scott Hewit, Director of Teacher Education Programs

RE: Rollins Expanded Teacher Education Portfolio (ETEP)

DATE: August 2013

All candidates admitted to a Rollins TEP beginning with the 2005-2006 academic year must develop and complete a portfolio of their work related to the Florida Educator Accomplished Practices (FEAPs). All candidates who graduate no later than August of 2014 will complete their portfolios using the guidelines published in August 2010. All candidates who graduate after August 2014 will complete their portfolios using these guidelines published in August of 2013. The enclosed packet of information describes the purpose and requirements for the ETEP. Please read the materials carefully as you will be accountable for the information included.

The Director of Teacher Education will meet with candidates in EDU 272 and 504 each semester to introduce the ETEP and distribute this packet. If you should miss those meetings or need more information, you must set up an appointment with your Education advisor or a member of the Education faculty.

Under the 2013 guidelines all candidates must demonstrate each indicator at two different points in their program. The first point is during a specified course or pre-internship, and the second point is during the final internship. For more information about course requirements, see your instructors.

We, the members of the Department of Education faculty, look forward to working without and with you success throughout your teacher preparation experience.
DEVELOPING YOUR
EXPANDED TEACHER EDUCATION PORTFOLIO (ETEP)

A Guide for Teacher Candidates
at Rollins College

What is the ETEP?
It is a selection of artifacts taken from your college coursework and field placements that individually and collectively represent your pre-professional knowledge, competencies, and growth over time. It should be a reflection of your past, present and future experiences as a teacher.

Why an ETEP?
*Your ETEP includes evidence of your accomplishments across a range of knowledge, skills, and beliefs that have been identified as part of an effective teacher preparation program by the faculty in the Department of Education at Rollins.

*It provides opportunity for reflective thinking as you assess your own performance and put your thoughts in writing.

*It gives you a place to establish your own professional goals and specific plans for achieving those goals.

*It offers a comprehensive profile of your individual achievement, a much more valid set of data than college transcripts. It also serves as an ongoing record of your accomplishments.

*It is based on state and national standards for performance appraisal.

What is included in the ETEP?
Your ETEP will be based on and organized according to the Florida Educator Accomplished Practices (FEAPs) identified by the Florida Department of Education, Educational Standards Commission. One representative sample of work from coursework or a pre-internship must be included in your ETEP for each of these Accomplished Practices, as well as a second representative sample of work from the final internship. Each artifact needs to be accompanied by a written rationale that explains why it serves as evidence for a particular indicator within an Accomplished Practice. Subsequently, all documents in your ETEP should be clearly justified. Although a more detailed explanation of the Accomplished Practices will be provided separately, your ETEP will be organized around the following:

Quality of Instruction

1. Instructional Design and Lesson Planning

2. The Learning Environment

3. Instructional Delivery and Facilitation

4. Assessment
Continuous Improvement, Responsibility, and Ethics

1. Continuous Professional Improvement

2. Responsibility and Ethics

How Do I Build My ETEP?

Although your ETEP will be organized around the Accomplished Practices, it should be divided into three sections:

I. PROLOGUE

*A cover page, with your name, address, phone #, and advisor(s)

*Personal Statement: Describe your personal history in a brief autobiography (2-3 pages), and how it has influenced your desire to become a teacher. The essay you wrote as part of the program admission process may be used here.

*Letter of acceptance (an important document that you should cherish!)

*Copies of all ETEP evaluations and evaluations from pre-internship field experiences

II. ACCOMPLISHED PRACTICES

You will be required to successfully complete assignments from your Education courses that have been aligned by course instructors with indicators from the Accomplished Practices. Each indicator should have its own separate folder. Evidence will be needed for each of the indicators that reflects the course, assignment, and assessment identified by the instructor of that course. **It is your responsibility to keep all assignments and course materials that have been identified by instructors as potential evidence for your ETEP.**

III. EPILOGUE

*Final evaluation demonstrating successful attainment of the Accomplished Practices

*Final evaluations from Student Teaching

*A personal reflection of your goals and accomplishments (beyond the Accomplished Practices) at the completion of the Teacher Education Program
ETEP Review Procedures

You will need to begin to create your ETEP as soon as you begin taking Education courses. **DO NOT WAIT.**

Your Education professors will be available to assist you with your ETEP.

A handout titled **"Criteria for Evaluating Your ETEP"** is included in this packet to help you understand the basis for each review.

Your ETEP must be officially reviewed twice. An evaluation of your progress toward the Accomplished Practices will be completed and signed by members of the Education faculty both before and during your Student Teaching.

The first review will take place prior to Student Teaching. Before you are permitted to begin Student Teaching, you must demonstrate satisfactory progress toward the Accomplished Practices with evidence from coursework and pre-internships.

Assistance is available for any student who does not successfully make satisfactory progress toward the Accomplished Practices. See the handout titled **"ETEP Assistance"** included in this packet.

A second review of your ETEP will be conducted during your Student Teaching. Artifacts for all indicators must be provided from the final internship.
Institutionally Developed Assessment Indicators
For the
Accomplished Practices at the Pre-Professional Level

The Rollins College ETEP list of specific indicators for assessment of the Accomplished Practices (AP) is described on the following pages. Documentation of mastery of each of the Accomplished Practices is the student's responsibility and requires exhibits in her/his teaching portfolio as evidence of these indicators. The pre-professional benchmarks are stated with the indicators for each practice. The AP are correlated with the generic competencies (Professional Education Competencies and Skills- PECs) as appropriate.
Quality of Instruction

1. Instructional Design and Lesson Planning

1.a. Aligns instruction with state-adopted standards at the appropriate level of rigor.

Coursework: EED 368/563 (Elementary Education)
             EDU 417/517 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)
                  EDU 491/534 (Secondary Education)

1.b. Sequences lessons and concepts to ensure coherence and required prior knowledge.

Coursework: EED 368/563 (Elementary Education)
             EDU 407/522 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)
                  EDU 491/534 (Secondary Education)

1.c. Designs instruction for students to achieve mastery.

Coursework: EED 368/563 (Elementary Education)
             EDU 417/517 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)
                  EDU 491/534 (Secondary Education)

1.d. Selects appropriate formative assessments to monitor learning.

Coursework: EED 363/566 (Elementary Education)
             EDU 417/517 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)
                  EDU 491/534 (Secondary Education)

1.e. Uses diagnostic student data to plan lessons.

Coursework: EDU 371/575 (Elementary Education)
             EDU 335/535 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)
                  EDU 491/534 (Secondary Education)
1.f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

Coursework: EED 368/563 (Elementary Education)  
EDU 335/535 (Secondary Education)  

Final Internship: EDU 490/533 (Elementary Education)  
EDU 491/534 (Secondary Education)  

2. The Learning Environment

2.a. Organizes, allocates, and manages the resources of time, space, and attention.

Coursework: EED 368/563 (Elementary Education)  
EDU 407/522 (Secondary Education)  

Final Internship: EDU 490/533 (Elementary Education)  
EDU 491/534 (Secondary Education)  

2.b. Manages individual and class behaviors through a well-planned management system.

Coursework: EDU 406/512 (Elementary Education)  
EDU 407/522 (Secondary Education)  

Final Internship: EDU 490/533 (Elementary Education)  
EDU 491/534 (Secondary Education)  

2.c. Conveys high expectations to all students.

Coursework: EDU 406/512 (Elementary Education)  
EDU 407/522 (Secondary Education)  

Final Internship: EDU 490/533 (Elementary Education)  
EDU 491/534 (Secondary Education)  

2.d. Respects students’ cultural, linguistic and family background.

Coursework: EED 363/566 (Elementary Education)  
EDU 417/517 (Secondary Education)  

Final Internship: EDU 490/533 (Elementary Education)  
EDU 491/534 (Secondary Education)
2.e. Models clear, acceptable oral and written communication skills.
Coursework: EDU 406/512 (Elementary Education)  
EDU 407/522 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)  
EDU 491/534 (Secondary Education)

2.f. Maintains a climate of openness, inquiry, fairness and support.
Coursework: EDU 324/513 (Elementary Education)  
EDU 324/513 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)  
EDU 491/534 (Secondary Education)

2.g. Integrates current information and communication technologies.
Coursework: EDU 272/504 (Elementary Education)  
EDU 272/504 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)  
EDU 491/534 (Secondary Education)

2.h. Adapts the learning environment to accommodate the differing needs and diversity of students.
Coursework: EDU 324/513 (Elementary Education)  
EDU 324/513 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)  
EDU 491/534 (Secondary Education)

2.i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
Coursework: EED 363/566 (Elementary Education)  
EDU 407/522 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)  
EDU 491/534 (Secondary Education)
3. Instructional Delivery and Facilitation

3.a. Deliver engaging and challenging lessons.

Coursework: EED 364/564 (Elementary Education)  
            EDU 407/522 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)  
                  EDU 491/534 (Secondary Education)

3.b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.

Coursework: EED 363/566 (Elementary Education)  
            EDU 335/535 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)  
                  EDU 491/534 (Secondary Education)

3.c. Identify gaps in students’ subject matter knowledge.

Coursework: EED 368/563 (Elementary Education)  
            EDU 417/517 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)  
                  EDU 491/534 (Secondary Education)

3.d. Modify instruction to respond to preconceptions or misconceptions.

Coursework: EED 364/564 (Elementary Education)  
            EDU 407/522 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)  
                  EDU 491/534 (Secondary Education)

3.e. Relate and integrate the subject matter with other disciplines and life experiences.

Coursework: EED 363/566 (Elementary Education)  
            EDU 335/535 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)  
                  EDU 491/534 (Secondary Education)
3.f. Employ higher-order questioning techniques.

Coursework: EED 368/563 (Elementary Education)
EDU 407/522 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)
EDU 491/534 (Secondary Education)

3.g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.

Coursework: EED 364/564 (Elementary Education)
EDU 407/522 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)
EDU 491/534 (Secondary Education)

3.h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.

Coursework: EDU 324/513 (Elementary Education)
EDU 324/513 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)
EDU 491/534 (Secondary Education)

3.i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement.

Coursework: EDU 406/512 (Elementary Education)
EDU 407/522 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)
EDU 491/534 (Secondary Education)

3.j. Utilize student feedback to monitor instructional needs and to adjust instruction.

Coursework: EDU 409L/500 (Elementary Education)
EDU 407/522 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)
EDU 491/534 (Secondary Education)
4. Assessment

4.a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process.

Coursework: EDU 371/575 (Elementary Education)
            EDU 335/535 (Secondary Education)
Final Internship: EDU 490/533 (Elementary Education)
                 EDU 491/534 (Secondary Education)

4.b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.

Coursework: EDU 409L/500 (Elementary Education)
            EDU 417/517 (Secondary Education)
Final Internship: EDU 490/533 (Elementary Education)
                 EDU 491/534 (Secondary Education)

4.c. Uses a variety of assessment tools to monitor student progress, achievement, and learning gains.

Coursework: EDU 409L/500 (Elementary Education)
            EDU 417/5176 (Secondary Education)
Final Internship: EDU 490/533 (Elementary Education)
                 EDU 491/534 (Secondary Education)

4.d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.

Coursework: EDU 280/580 (Elementary Education)
            EDU 280/580 (Secondary Education)
Final Internship: EDU 490/533 (Elementary Education)
                 EDU 491/534 (Secondary Education)

4.e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s).

Coursework: EDU 371/575 (Elementary Education)
            EDU 335/535 (Secondary Education)
Final Internship: EDU 490/533 (Elementary Education)
                 EDU 491/534 (Secondary Education)
4.f. Applies technology to organize and integrate assessment information.

Coursework: EDU 371/575 (Elementary Education)  
            EDU 335/535 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)  
                 EDU 491/534 (Secondary Education)

Continuous Improvement, Responsibility, and Ethics

1. Continuous Professional Improvement

1.a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs.

Coursework: EDU 324/513 (Elementary Education)  
            EDU 324/513 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)  
                 EDU 491/534 (Secondary Education)

1.b. Examines and uses data-informed research to improve instruction and student achievement.

Coursework: EDU 272/504 (Elementary Education)  
            EDU 272/504 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)  
                 EDU 491/534 (Secondary Education)

1.c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lessons.

Coursework: EDU 409L/500 (Elementary Education)  
            EDU 417/517 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)  
                 EDU 491/534 (Secondary Education)

1.d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.

Coursework: EDU 409L/500 (Elementary Education)
EDU 417/517 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)
EDU 491/534 (Secondary Education)

1.e. Engages in targeted professional growth opportunities and reflective practices.

Coursework: EED 364/564 (Elementary Education)
EDU 407/522 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)
EDU 491/534 (Secondary Education)

1.f. Implements knowledge and skills learned in professional development in the teaching and learning process.

Coursework: EDU 409L/500 (Elementary Education)
EDU 417/517 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)
EDU 491/534 (Secondary Education)

2. Responsibility and Ethics

2.a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public, and the education profession.

Coursework: EDU 324/513 (Elementary Education)
EDU 324/513 (Secondary Education)

Final Internship: EDU 490/533 (Elementary Education)
EDU 491/534 (Secondary Education)
Guidelines for Writing Rationale Statements

Completion of the ETEP requires that all 38 indicators be documented with both an artifact and a rationale.

A rationale is a written piece of evidence entered in the portfolio (ETEP). It documents the attainment of the indicator being addressed.

The following describes the method for organizing a rationale statement.

**First:** Write the number and full description of the indicator.

**Second:** Identify the course and the document you are using as your artifact.

**Lastly:** Write a brief paragraph clearly describing why the artifact meets the indicator. This is perhaps the most critical aspect of your rationale, so take care to write a clear, articulate description of why your artifact meets the indicator.

**EXAMPLE:**

3. **Instructional Delivery and Facilitaiton**

   a. Deliver engaging and challenging lessons.

   **EED 364/564**

   The attached rubric shows that during a videotaped lesson with peers, I successfully delivered an engaging and challenging lesson that addressed the specific criteria required by the course itself. This rubric is evidence from the course instructor that I have met the indicator. The rubric also serves as evidence that my lesson also represented an engaging and challenging lesson for any students in the class with special needs.
The ETEP will receive two formal evaluations. The first formal evaluation will be immediately prior to student teaching. The second, and final, formal evaluation will be at the conclusion of the student teaching experience. The following are the criteria required for a successful ETEP review.

**First Formal Evaluation**  
*Immediately Prior to Student Teaching*

Rationale completed for all 38 indicators at the Coursework/Fieldwork level.  
Rationale for 34 of the 38 indicators must be rated "Meets Expectation".

**Second Formal Evaluation**  
*At Conclusion of Student Teaching*

Rationale completed for all 38 indicators at the Final Clinical Internship level.  
100% of the rationale must be rated "Meets Expectation".
The ETEP will receive two formal evaluations. The first formal evaluation will be immediately prior to student teaching. The second, and final, formal evaluation will be at the conclusion of the student teaching experience. In the circumstance that a student does not meet the ETEP review criteria, the following N.E.A.T. procedure will be implemented:

**Notify:**

The ETEP reviewers will notify the student of specific deficiencies. This verbal notification will occur at the time of the review and will be documented in writing on the 2S form.

**Explain:**

The ETEP reviewers will verbally explain the area of deficiencies and provide suggestions for improvement.

**Assistance:**

The student's advisor will be notified of the ETEP deficiencies. The advisor will serve as a resource for the student as the deficiencies are corrected. It will be the responsibility of the student to contact the advisor if assistance is needed.

**Time:**

The ETEP reviewers and the student will agree upon a deadline for the deficiencies to be corrected and a follow-up review be completed. This deadline will be documented on the 2S form that both the student and the reviewers will sign. The advisor will be notified of this deadline. Should the student not meet this agreed deadline, the ETEP will not be considered successful and no further review allowed.