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**ETEP  
MEMORANDUM**

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

FROM: Dr. Scott Hewit, Director of Teacher Education

RE: Rollins Expanded Teacher Education Portfolio (ETEP)

DATE: Spring 2018

All candidates admitted to a Rollins TEP must develop and complete a portfolio of their work related to the Florida Educator Accomplished Practices (FEAPs). All candidates will complete their portfolios using these guidelines. 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.

All candidates must demonstrate proficiency during two different reviews in their program. The first review is prior to the final internship, and the second review is during the final internship.

We, the members of the Department of Education faculty, look forward to working with you 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 organized using 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 (unless where clearly indicated). Each artifact needs to be accompanied by a written rationale that explains why it serves as evidence for a particular indicator. 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**

- A. Instructional Design and Lesson Planning
- B. The Learning Environment
- C. Instruction Delivery and Facilitation
- D. Assessment

#### **Continuous Improvement, Responsibility, and Ethics**

- E. Continuous Professional Improvement
- F. Responsibility and Ethics

## How Do I Build My ETEP?

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 file. Evidence will be needed for each of the indicators that reflects the indicator, the course, and the assignment. **It is your responsibility to keep all assignments and course materials as potential evidence for your ETEP.**

### ETEP Review Procedures

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

Course instructors and academic advisors are here to assist you!

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.

## Quality of Instruction

### A. Instructional Design and Lesson Planning

1. 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)

2. Sequences lessons and concepts to ensure coherence and required prior knowledge.

Coursework: EED 324/513 (Elementary Education)  
EDU 407/522 (Secondary Education)

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

3. 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)

4. 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)

5. Uses diagnostic student data to plan lessons.

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

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

6. 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)

## **B. The Learning Environment**

7. 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)

8. Manages individual and class behaviors through strategies that represent 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)

9. 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)

10. Respects the diversity of students including cultural, linguistic and family background.

Coursework: EED 280/580 (Elementary Education)  
EDU 4280/580 (Secondary Education)

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

11. 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)

12. Maintains a climate that exhibits openness, inquiry, fairness and support.

Coursework: RED 369/569 (Elementary Education)  
EDU 335-535 (Secondary Education)

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

13. Integrates current information and communication technologies in a variety of ways.

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

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

14. 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)

15\*. Utilizes current and emerging assistive technologies that enable students with exceptionalities to participate in classroom interactions and achieve their educational goals.

Coursework: RED 409L/RED 577 (Elementary Education)  
EDU 407/522 (Secondary Education)

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

### **C. Instructional Delivery and Facilitation**

16. Delivers 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)

17. Fosters student collaboration and interaction.

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

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

18. Identifies and plans for gaps in students' subject matter knowledge.

Coursework: EED 364/564 (Elementary Education)  
EDU 417/517 (Secondary Education)

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

19. Modifies instruction to respond to student preconceptions or misconceptions.

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

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

20. Relates and integrates 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)

21. Employs 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)

22. Applies varied content area literacy strategies and resources to provide comprehensive instruction and to teach for student understanding.

Coursework: EED 369/569 (Elementary Education)  
EDU 335/535 (Secondary Education)

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

23. Differentiates 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)

24. Supports, encourages, and provides 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)

#### **D. Assessment**

25. Analyzes and applies data from multiple assessments and measures to diagnose student learning needs, inform instruction based on those needs, and drive the learning process.

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

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

26. Conducts formative assessments that align learning objectives and lead to mastery.

Coursework: RED 409L/577 (Elementary Education)  
EDU 417/517 (Secondary Education)

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

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

Coursework: RED 409L/577 (Elementary Education)  
EDU 417/517 (Secondary Education)

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

28. 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)

29\*. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).

Coursework: RED 409L/577 (Elementary Education)  
EDU 407/522 or 417L/517L (Secondary Education)

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

30. Applies technology to organize and integrate assessment information.

Coursework: RED 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**

### **E. Continuous Professional Improvement**

31. 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)

32. 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)

***\* If indicators 15, 29, 33, and 34 are met during the pre-internship, they can be waived for the final review.***

33\*. 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: RED 409L/577 (Elementary Education)  
EDU 417L/517L (Secondary Education)

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

34\*. Collaborates with the home, school and larger community to foster communication and to support student learning and continuous improvement

Coursework: RED 409L/577 (Elementary Education)  
EDU 417L/517L (Secondary Education)

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

35. Implements knowledge and skills learned in professional development (beyond coursework) in the teaching and learning process.

Coursework: RED 409L/577 (Elementary Education)  
EDU 417/517 (Secondary Education)

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

## **F. Responsibility and Ethics**

36. 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)

***\* If indicators 15, 29, 33, and 34 are met during the pre-internship, they can be waived for the final review.***

## Guidelines for Writing Rationale Statements

Completion of the ETEP requires that all 36 indicators be documented with at least one 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 courses and the documents you are using as your artifacts.

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

### **EXAMPLE:**

#### **C. Instructional Delivery and Facilitation**

##### **16. Delivers engaging and challenging lessons.**

In the attached lesson plans from EED 363, Elementary Math Methods, I have highlighted language that describes both the engaging and challenging features of the lessons. On both days I started with a poem about the two shapes (rectangle and triangle). I gave students the opportunity to explore these shapes using tangrams so that they were fully engaged. Students were challenged because they had to meet the challenging objective on both days which was to identify the correct number of sides and corners in a triangle and rectangle 2/3 of the time.

## Guidelines for Submitting Rationale and Artifacts

It is important to use consistent titles for documents when submitting them on Foliotek. Please consult with your academic advisor or course instructor if you have any questions about the titles below. Candidates are required to use the following titles as needed:

Indicator 6 Rationale

Indicator 6 Artifact

Indicator 6 Artifact 1 and Indicator 6 Artifact 2 if multiple artifacts are submitted

Indicator 6 Rationale and Artifact if rationale and artifact are submitted in one document

Indicator 6 Rationale Revised 1

Indicator 6 Rationale Revised 2

Indicator 6 Artifact 1 Revised 1

Indicator 6 Artifact 2 Revised 1

Do not use any other titles for your submitted documents.

## Criteria for Evaluating ETEP

The ETEP will receive two formal evaluations. The first formal evaluation will be prior to student teaching. The second, and final, formal evaluation will be during the student teaching experience. The following are the criteria required for a successful ETEP review.

### Prior to Student Teaching

- Rationale and artifacts completed for all 36 indicators at the Coursework/Fieldwork level.
- Rationale and artifacts for 33 of the 36 indicators must be rated "Meets Expectation" by both faculty reviewers. Both faculty reviewers must approve the same 33 indicators.

### Student Teaching

- Rationale and artifacts completed for all 36 indicators at the Final Internship level.
- 100% of the rationale and artifacts must be rated "Meets Expectation".

For the first formal review, candidates must submit materials (rationale and artifacts) for all 36 indicators by December 1 (for spring student teaching) or May 1 (for fall student teaching). 33 of the 36 indicators must be rated "Meets Expectation" by January 15 (for spring student teaching) or August 15 (for fall student teaching). Two faculty in the Department of Education will be assigned to every candidate and will review candidates' submissions in a timely fashion. Candidates are strongly advised to submit materials for approximately six indicators at first to be sure that the format of their rationale and selection/format of their artifacts is appropriate. Whenever a submission is not rated "Meets Expectation", faculty will provide direction to the candidate, and candidates are encouraged to communicate with the two faculty assigned to them. Faculty will identify themselves in the Comments box every time they assess a submission regardless of how it is rated.

For the final formal review, the procedure described above will take place a second time. Deadlines for submitting materials are listed in the EDU 470/540 syllabus. 100% of the indicators must be rated "Meets Expectation" by April 30 (for spring student teaching) or November 30 (for fall student teaching).