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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 2021

All candidates admitted to a Rollins TEP must develop a 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 two 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.

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.

Each of the 38 indicators is listed below. Courses where assignments can be used for each indicator are also listed. Assignments from other courses can and often should be used as well. For some indicators it may be helpful to use more than one artifact.

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 280/580 (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. Deepen and enrich students' understanding through their **use of content and 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)

18. Identifies **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. **Modify** 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. Apply varied instructional **strategies** and **resources**, including appropriate **technology**, to provide comprehensible 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. Utilize **student feedback** to monitor instructional needs and to **adjust instruction**.

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

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

26. 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)

27. Designs and aligns **formative and summative assessments** that match **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)

28. 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)

29. 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)

30. * 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)

31. 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

32. 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)

33. 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)

34*. 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)

35*. 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)

36. 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)

37. 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

38. 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 30, 34, and 35 are met in the classroom during the pre-internship, they can be waived for the final review.***

Guidelines for Writing Rationale Statements

Completion of the ETEP requires that all 38 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 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 artifacts meet the indicator. If an indicator calls for evidence of multiple features (e.g. #35 Collaborates with the home, school, and larger community...) we strongly suggest that you use multiple colored highlighters in both your rationale and your artifact(s) to clearly distinguish each feature.

EXAMPLE:

C. Instructional Delivery and Facilitation

a. 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 (highlighted in one color). 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 (highlighted in a second color).

Criteria for Evaluating Your 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 Student Teaching. The following are the criteria required for a successful ETEP review.

Prior to Student Teaching

- i. Rationale and artifacts completed for all 38 indicators at the Coursework/Fieldwork level.
- ii. Rationale and artifacts for 34 of the 38 indicators must be approved by two faculty reviewers. Two faculty reviewers must approve the same 34 indicators.

Student Teaching

- iii. Rationale and artifacts completed for all 38 indicators at the Final Internship level.
- ~~iv.~~ 100% of the rationale and artifacts must be approved by two faculty reviewers.

The first formal review must take place the semester prior to the Student Teaching experience. Candidates will prepare a minimum of six artifacts/rationale for a face to face review by two faculty members at midterm (late October for spring Student Teachers, late March for fall Student Teachers). This review will provide candidates with feedback they can use to prepare the rest of the 38 artifacts/rationale for the formal initial review that will take place in late November/early December for spring Student Teachers and late April/early May for Fall student teachers. All eligible candidates will be notified about the schedule for both the midterm and final initial review sessions and will be responsible for signing up for both reviews. Candidates for Student Teaching must have 34 out of 38 artifacts/rationale approved by two faculty reviewers before beginning their Student Teaching.

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 approved by two faculty reviewers by April 30 (for spring Student Teachers) or November 30 (for fall Student Teachers).