The Basic Requirement:
All undergraduate, post-baccalaureate, and graduate initial teacher license candidates at Cleveland State University are required to develop and maintain a portfolio.

What is a Portfolio?
A portfolio contains a collection of documents meant to show the wide range of knowledge, skills, and dispositions that you possess as a growing professional educator working to meet 12 CSU Teaching License Program Standards (see page 2 for a copy of the standards). Also included in a portfolio are your personal reflections on those documents and the assessment of many of those documents by others.

What Should You Start Doing About Your Portfolio?
- Keep all papers and assignments you do for any of your courses (keep electronic copies if possible!).
- If you are a transfer or post-baccalaureate student, do your best to find documents from your previous college work that show your competence on the 12 CSU program standards.
- Obtain and read a copy of the Portfolio Handbook at http://www.csuohio.edu/cehs/students/portfolios/

The Electronic Portfolio System: ePortfolio:
- It is required of students starting their programs in Fall 2007 and later
- You will learn more about it in EDB 200 and EDB 300.
- If you do not have to take these courses, check out http://www.csuohio.edu/cehs/students/portfolios/eportfolio.html
Standard #1 - Personal Philosophy. The CSU teacher license candidate articulates a personal philosophy of teaching and learning that is grounded in theory and practice.

Standard #2 - Social Foundations. The CSU teacher license candidate possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the worlds in which we live.

Standard #3 - Knowledge of Subject Matter and Inquiry. The CSU teacher license candidate understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person.

Standard #4 - Knowledge of Development and Learning. The CSU teacher license candidate understands how individuals learn and develop and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge.

Standard #5 - Diversity. The CSU teacher license candidate understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning.

Standard #6 - Learning Environment. The CSU teacher license candidate uses an understanding of individual and group motivation to promote positive social interaction, active engagement in learning, and self-motivation.

Standard #7 - Communication. The CSU teacher license candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments.

Standard #8 - Instructional Strategies. The CSU teacher license candidate plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative, and physical development.

Standard #9 - Assessment. The CSU teacher license candidate understands, selects, and uses a range of assessment strategies to foster physical, cognitive, social, and emotional development of learners and gives accounts of students’ learning to the outside world.

Standard #10 - Technology. The CSU teacher license candidate understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs.

Standard #11 - Professional Development. The CSU teacher license candidate is a reflective practitioner who evaluates his/her interactions with others (e.g., learners, parents/guardians, colleagues and professionals in the community) and seeks opportunities to grow professionally.

Standard #12 - Collaboration and Professionalism. The CSU teacher license candidate fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students’ growth and well being.
Q 1: What is a portfolio?
A: A portfolio contains a set of “artifacts” meant to show the wide range of knowledge, skills, and dispositions that you possess as a growing professional educator working to meet the standards or outcomes of your program. An artifact may be a paper, lesson or unit plan, project, picture, video clip, PowerPoint presentation, letter, certificate, or something else showing your competence. Also included in a portfolio are your personal reflections on those artifacts and the assessment of many of those artifacts by others. Finally, your portfolio will contain your resume and other items designed to give others a complete picture of you as a developing professional.

Q 2: What are the purposes for having a portfolio?
A: As you move through and then complete your program at Cleveland State, your portfolio will help you in a number of ways. It will:
- help you keep track of how you are doing, your areas of strength, and the areas in which you need to make extra effort;
- encourage you to reflect on the documents in your portfolio and determine how you can further develop them to demonstrate high levels of quality;
- show the faculty that you are making progress toward achieving the stated standards or outcomes of your program;
- guide you in preparing for the Praxis II and Praxis III high stakes tests you will be taking;
- demonstrate, at the end of your program, whether you have satisfactorily met all program standards;
- help your job search by serving as a major method of presenting evidence of your competence to potential employers.

Q 3: Am I required to develop and maintain a portfolio?
A: For most students in the College, the answer is “Yes.” The following students are required to develop and maintain a portfolio: (a) All students seeking an initial license at the undergraduate, post baccalaureate, or graduate level; (b) All students in all HPERD undergraduate, post-baccalaureate and graduate programs; (c) All additional license and license endorsement students in Early Childhood or Special Education graduate programs; (d) All MUST students; (e) Other students as determined by their program faculty.

Q 4: As a transfer or post-baccalaureate student, am I required to develop and maintain a portfolio?
A: If you are included in one of the categories listed in the answer to Question 3, the answer is “Yes.”

Q 5: Where do I find information about portfolios?
A: It is strongly suggested that you access and download the Student Portfolio Manual from the College of Education and Human Services website at: http://www.csuohio.edu/cehs/students/portfolios/

Q 6: Am I required to use the ePortfolio system (electronic portfolio system) to develop and maintain a portfolio?
A: If you are in one of the groups listed in the answer to Question 3, and you began your program at CSU in Fall 2007 or later, the answer is “Yes,” you must use the ePortfolio system.

Q 7: How can I learn to use the ePortfolio system?
A: Undergraduate and post baccalaureate students will be trained in EDB 300 or PED 200. Graduate students will be trained in ETE 501. Those not required to take these courses, or who do not take them during their first semester, should sign up for a scheduled training session during their first semester. As an option, course instructors may request in-class training by a member of the Center for Educational Technologies staff. More information, including manuals and “Quicksheets,” is available on the college website at: http://www.csuohio.edu/cehs/students/portfolios/eportfolio.html

Q 8: Which artifacts will be assessed with a Rubric Assessment Sheet?
A: Almost all of the courses you take in the College of Education and Human Services have designated required artifacts as part of the course requirements (you will find a catalog of required artifacts at www.csuohio.edu/cehs/students/portfolios/). These required artifacts are course assignments that will typically be evaluated as part of your course grade; but they will also be assessed for your portfolio or ePortfolio with a Rubric Assessment Sheet. Please note that you will also be including optional artifacts in your portfolio/ePortfolio. Optional artifacts are not assessed with Rubric Assessment Sheets. You should not be asking your course instructors to use Rubric Assessment Sheets to assess optional artifacts or those artifacts produced in other CSU courses or in courses at other universities.
Q 9: I am sometimes confused when I get a good grade on a course assignment, but get what I think is a lower grade on the same thing as a portfolio artifact. What’s up?

A: Required artifacts are, in most cases, also course assignments that are evaluated in determining your grade for the course. Keep in mind that the assessment of an artifact for your portfolio is not necessarily the same as its evaluation for your course grade. For example, in one of your early courses, your instructor might assign a paper dealing with some important educational issue. The instructor might also identify the paper as a required portfolio artifact. Using grading criteria established for the course, you might earn a B+ on the paper, and this will be used in calculating your final course grade. However, using a portfolio rubric to assess the paper as an artifact, the instructor might indicate that the paper shows you as Emerging for one of your program standards. In other words, although you did pretty well in meeting course criteria, you still need to improve on the specific program standard.

How can this be? The answer has to do with expectations. Your B+ on the paper reflects how well you met the expectations for the course at that particular point in your program. The Emerging assessment reflects how well you met the expected criteria for Cleveland State students at the end of their programs.

Still confused? Let’s consider a different example. When you were very young and took your first “baby step,” it was probably a cause for celebration in your family. Everyone praised you, called you wonderful, and said it was the greatest thing that ever happened (or something like that). Think of that first step as earning an A+ in walking for a toddler. However, compared to what is expected of your walking ability at this point in your life, would you call that first step Exemplary? Proficient? Emerging? Would someone walking like a toddler at age 23 be seen as a proficient walker? Probably not. For the same reason, that B+ paper early in your program might only be assessed as Emerging if it was submitted at the end of your program.

Q 10: What is an Artifact Reflection Sheet?

A: You are required to create an Artifact Reflection Sheet for every optional or required artifact you offer as evidence of your competence in the outcomes of your program. The purposes of the Artifact Reflection Sheet are:

- to allow you to carefully consider what the artifact is saying about your competence and what you might do to further develop your knowledge, skills, or dispositions
- to provide the assessors of your portfolio with your thoughts as to why the artifact is included in your portfolio and how it meets the criteria for the specific outcome under which it is filed.

Samples of Artifact Reflection Sheets are at: http://www.csuohio.edu/cehs/students/portfolios/reflectionSheets.html

Q 11: What is a Portfolio Checkpoint?

A: At two or three points in your program, you will take a course designated as a checkpoint course. Each program has different checkpoint courses. Toward the end of each checkpoint course you will submit your entire portfolio for checkpoint assessment. To successfully “pass” the checkpoint and move on to the next phase of your program, your portfolio will have to meet certain checkpoint criteria. These also vary from program to program. Your course instructor should let you know if the course is a checkpoint course and, if it is, when your portfolio should be submitted.

Q 12: When I submit my portfolio for checkpoint assessment, do I have to have a rubric assessment sheet for every artifact?

A: No, your optional artifacts will not have rubric assessment sheets. The task of the Checkpoint assessor is to assess the “body of work” under each standard and make a judgment as to whether you are Unacceptable, Emerging, Proficient, or Exemplary in the standard. The body of work would normally include:

- Required artifacts
- Optional artifacts
- A reflection sheet for every artifact
- Rubric Assessment sheets for required artifacts
- Summary sheets (summarizing rubric assessment results for required artifacts)

Your assessors will not assess (grade) each individual artifact presented for a standard; but they will review each one to get a sense of your overall competence in the standard.

Q 13. Am I required to put my Employment ePortfolio on line?

A: No, you are not required to “publish” your Employment ePortfolio on the web. This is entirely your choice. (But you still may be required to develop an Employment Portfolio, even though it does not get put online.)

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NO STUDENT INCLUDED IN THE GROUPS LISTED IN THE ANSWER TO QUESTION 3 IS EXEMPT FROM THE PORTFOLIO REQUIREMENT. IF YOU STILL HAVE QUESTIONS AFTER READING THIS HANDBOOK AND THE STUDENT PORTFOLIO MANUAL, YOU SHOULD TALK TO YOUR ADVISOR.