How To Create Your Student Teaching Portfolio Via Live Text
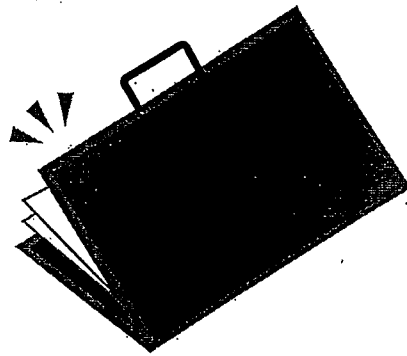
How to Prepare and Submit Your Electronic Student Teaching Portfolio

If you created an electronic portfolio for acceptance into the Education Division you will continue to use your existing portfolio. If you are creating an e-portfolio in Live Text for the first time, follow these instructions:

Initial Account Setup

1. Purchase a live text subscription from www.livetext.com

2. Login to your account and make sure you are included in the "Keystone College" institutional domain.

To setup your Education Portfolio

1. Click on "Documents".

2. This will bring you to "My Work". Click on "New" which will cause "Create a Document" to appear.

3. Click on the drop down menu as follows:

- Under "**Folder**" look for "**Keystone College**" click on "**Portfolios**"

- Under "**Template**" click on "**Education Portfolio**"

- Under "**Title**" type in your name followed by the words "**Education Portfolio**"

- Under "**Description**" type a short description of your portfolio or leave this section blank.

- Under "**Layout**" choose either "**single or multi-page**". Your choice.

- Under "**Styleset**" choose the style of your choice.

4. Click on "Save as New Document"

Building Your Portfolio

For those who have an existing Live Text portfolio and for those creating a new portfolio:

There are three basic ways to develop your portfolio or any other document) in Live Text:

1. You can type directly into the template

1. On the main page click on the name of the document you would like to edit.
2. Then click on the specific page you wish to edit in your document.
3. Look on the menu at the right side of the screen.   In the upper right part of the document where you are planning to type there is an "Edit" button. Click this and an edit window will open.   Make sure you click the "Save" button often to prevent loss of data
4. When finished editing click "Save and Finish" (in the upper right) to return to "View" mode.

2. You can attach a document

1. Create and save on your computer the file you would like to attach.
2. On the Live Text main page click on the name of the document you would like to edit.
3. Click on the specific page you wish to edit in your document (found in the menu at the right side of the screen).   In the upper right part of the document there is an "edit" button, click "edit" and an edit window will open.
4. Scroll your mouse over any text that may be in the text and remove any text that might be there.
5. Add you own description of what you will be including in the text box.
6. Click on the File Attachment tab.
7. Click "upload New File" button.
8. Click the "Browse" button.
9. Select the file you wish to attach. After browsing for your file, click "Upload File", wait for the file to upload, then click "Save and Finish". You may repeat this process to add additional files to your portfolio.

(Hint: Save these documents in a convenient place such as your desktop)

Note: If you are including a file from your computer make sure the file is created using software that is accessible to a wide variety of users such as Microsoft Word. It is a better choice though to save documents as Adobe pdfs.

If you will be using a different program you may want to save your file as a Rich Text File (.rtf). To save as a Rich Text File, in your file choose "Save As" and for "Save as type" choose "Rich Text File".

3. You can copy and paste

1. To copy and paste, highlight all of the text in your file that you would like to copy.
2. Then select "Edit" in the upper menu and the "Copy".
3. On the main page click on the name of the document you would like to edit.
4. Click on the specific page you wish to edit (found in the menu at the right side of the screen).
5. Then in the upper right part of the document you want to edit there is an "edit" button, click "edit". An edit window will open. Remove any text in the text box. Make sure your cursor is in the text box.
6. Click the Paste icon button in the tools area above the text box. If you receive an error while attempting to Paste using the Paste Button, you can instead paste by placing your cursor in the text box and pressing Ctrl-V (hold down the Ctrl button and hit V
7. Click "Save and Finish" in the upper right. This will save your new changes and take you back to View Mode.

Note: Sometimes documents such as resumes, table of contents, and unit/lesson plans do not copy and paste well into Live Text. It is usually easier to attach these as files rather than copy and paste them.

To insert pictures into your portfolio

1. On the main page click on the name of the document you would like to edit.
2. Then click on the specific page ton which you wish to add your image.
3. In the upper right part of the document you want to edit there is an "Edit" button, click "Edit". An edit window will open. Click the "Insert Image" tab.
4. Click the "Upload New Image" button, and click "Browse".
5. Select the image file you want to attach.
6. Click "Upload File"; wait for the file to upload.

Gathering Documents for Your Portfolio

The purpose of your portfolio is to provide tangible evidence that you are prepared to be a teacher. It is an instrument that is used to indicate your completion of the requirements for teacher certification. A portfolio is a tool that allows you to demonstrate growth and thinking skills through the display of your work. It is a display of self-reflection, self-improvement, interpersonal understanding, professionalism, growth and conceptual understandings and skill.

Your portfolio should be an intentional and purposeful collection of your work. It visually represents your skills and demonstrates your attitudes and beliefs.

You will first include many of the artifacts previously required in the Education acceptance portfolio. These items include:

- A demographic page
- Current Criminal History Clearance Form
- Current Child Abuse Clearance Form
- Current FBI Clearance Form
- Current Health Appraisal including a negative TB test
- First Aid Certification card
- CPR Certification card
- Professional Membership Card(s)
- Copy of passing Praxis I Scores
- Your Teaching Philosophy

Note: If you are building your portfolio from your education credential portfolio you will need to delete sections of the e-portfolio that you do not need. Simply click on "Manage Section" in the upper right hand corner of the document and delete the section. Do not leave blank sections in your portfolio.

Next, you will complete a "Portfolio Category Matrix" (see attached) which delineates for the reader the artifacts you intend to use to demonstrate competency in each category.

Next, you will include artifacts that provide evidence that you have demonstrated competency in the following categories:

1. **Planning and Preparation**
2. **Classroom Environment**
3. **Instructional Delivery**
4. **Professionalism**
5. **Intellectual Growth and Diversity**

The Live text template for the e-portfolio will guide you to these category headings. You also can create as many sections in your portfolio as needed simply by clicking on the "Manage Section" button in the top right corner.

The most important aspect of the portfolio, beyond the artifacts you include in it, is the rationale you provide the reader for each artifact. For each Category your task is to prove to the reader how specified artifacts in the portfolio demonstrate that you have met the given category. To do this, you need to **explain how** those artifacts provide evidence that many/all of the bullets corresponding to the category have been met.

> First, describe the artifact and your role regarding the artifact. Second, explain how the artifact **that you have chosen to place <u>with</u> the given category (if you have placed one with the given category)** demonstrates that you have met the given category. For example, suppose that you are working on Category 1 – Planning and Preparation, and have chosen to place in this section of the portfolio a written lesson plan (the artifact) that you have planned, taught, and reflected upon. Furthermore, you have examined the lesson and have decided it provides evidence that you have met the following indicators of Category 1: 1.3, 1.4, 1.5, and 1.8. First explain how the lesson plan addresses each indicator for the Category.

Then explain how the lesson plan addresses the other indicators of Category 1.

> **1.3:** This lesson focuses on demonstrating fluency and comprehension in reading. The students read familiar materials aloud with accuracy and then **apply their knowledge and skills** to self-correct mistakes. Through reading a variety of genres and types of text, the students could think about and discuss the differences in the texts.
> **1.4:** Write here how the artifact addresses Category 1.4
> **1.5:** Write here how the artifact addresses Category 1.5
> **1.8:** Write here how the artifact addresses Category 1.8

Third, explain how other artifacts **elsewhere in the portfolio, which also addresses Category 1**, provide evidence that you have met chosen indicators of Category 1. (You identified those artifacts in the matrix located near the front of the portfolio.) For example, suppose that elsewhere in the portfolio you have included a teaching unit that is interdisciplinary. Since it is interdisciplinary, you would describe (in the rationale for Category 1) how it addresses indicator 1.3: Knowledge of PA Academic Standard. Then, you would follow a similar approach for the other artifacts in the portfolio that address Category 1.

Finally, on each artifact highlight or make clear in some fashion the parts that you referred to in your rationale. Basically, your goal is to make it <u>obvious</u> how the artifact demonstrates that you have met the Category being addressed.

(NOTE: If you include photos or children's work, be sure that you provide captions and/or short descriptions. You must have prior, written permission to include students' photos or names on student work. If you do not have permission, do not use the photo and mark out any identifying names.)

Submitting Your Portfolio for Review by Your Instructor

1. Open your portfolio
2. Click "Submit assignment" button.
3. Type your instructor's last name into the text box and the name will appear.

Revising and Resubmitting Your Reviewed Document
1. After you have received comments from your instructor in the Reviews tab in Live text, you need to return back to your original portfolio by clicking on the Documents tab.
2. Click on the title of the document or portfolio you wish to modify.
3. Edit your portfolio by following the directions above called Adding to Your Portfolio
4. Follow the directions for Sending/Submitting for Review once again

Assessment of your Portfolio

Assessment of your portfolio is aligned with the Pennsylvania Statewide Evaluation Form for the Student Professional Knowledge and Practice (PDE-430) and the Keystone College Education Division Standards for Commitment to Intellectual Growth and Diversity. (See attached Portfolio Scoring Guide)

Evaluation of the portfolio is based upon assessment of the rationale and artifacts associated with each category as well as entire portfolio. A satisfactory rationale:

- Provides a convincing and explicit rationale for the indicators for the corresponding category.
- Explicit means that the author names the bullet and the part of the artifact that provides evidence that the bullet is demonstrated.)
- (Convincing means that the connection between the bullet and the artifact is explained and made apparent to the reader.)

Satisfactory artifacts:

- The artifact represents original work of the portfolio author, significant adaptation(s) of others' work, or collaborative original work in which the author states her/his contribution or role.
- The aspects of the artifact that pertain to the corresponding standard are clearly identified.
- The artifacts are directly related to the courses completed to meet the candidate's program requirements.
- The artifact has been completed during the time of the candidate's program coursework.
- The artifact is professionally presented.
- The artifact is described, as is the context in which the artifact was created.

A Satisfactory portfolio is one in which there is an obvious application of ideas from coursework to professional endeavors. The writing is accurate and the portfolio is professionally presented (neat, well organized, clear, and inviting.

PORTFOLIO CATEGORY MATRIX

	Lesson/Unit plans	Resources/Materials/Technology	Assessment Materials	Information about students	Student teacher interviews	Classroom Observations	Resource documents	Informal Observations/Visits	Visual Technology	Student Assignment Sheets	Student Work	Written documentation	Curricular modification	Technology adaptations
Category I: Planning and Preparation														
1. Knowledge of content														
2. Knowledge of pedagogy														
3. Knowledge of Pennsylvania's K-12 Academic Standards														
4. Knowledge of students and how to use this knowledge to impart instruction														
5. Use of resources, materials, or technology available through the school or district														
6. Instructional goals that show a recognizable sequence with adaptations for individual student needs														
7. Assessments of student learning aligned to the instructional goals and adapted as required for student needs														
8. Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals														
Category II: Classroom Environment														
1. Expectations for student achievement with value placed on the quality of student work														
2. Attention to equitable learning opportunities for students														
3. Appropriate interactions between teacher and students and among students														
4. Effective classroom routines and procedures resulting in little or no loss of instructional time														
5. Clear standards of conduct and effective management of student behavior														
6. Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher														
7. Ability to establish and maintain rapport with students														

Category III: Instructional Delivery

The following items are evaluated against the evidence column headers listed below (all cells blank):

Evidence columns: Lesson/Unit plans · Resources/Materials/Technology · Assessment Materials · Information about students · Student teacher interviews · Classroom Observations · Resource documents · Informal Observations/Visits · Visual Technology · Student Assignment Sheets · Student Work · Written documentation · Curricular modification · Technology adaptations

1. Use of knowledge of content and pedagogical theory through his/her instructional delivery
2. Instructional goals reflecting Pennsylvania K-12 standards
3. Communication of procedures and clear explanations of content
4. Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
5. Use of questioning and discussion strategies that encourage many students to participate
6. Engagement of students in learning and adequate pacing of instruction
7. Feedback to students on their learning
8. Use of informal and formal assessments to meet learning goals and to monitor student learning
9. Flexibility and responsiveness in meeting the learning needs of students
10. Integration of disciplines within the educational curriculum

Category IV: Professionalism

1. Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
2. Knowledge of school or district requirements for maintaining accurate records and communicating with families
3. Knowledge of school and/or district events
4. Knowledge of district or college's professional growth and development opportunities
5. Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice And Conduct For Educators; and local, state, and federal laws and regulations
6. Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
7. Ability to cultivate professional relationships with school colleagues
8. Knowledge of Commonwealth requirements for continuing professional development and licensure

Category V: Keystone College's Commitment to Intellectual Growth and Diversity

	Lesson/Unit plans	Resources/Materials/Technology	Assessment Materials	Information about students	Student teacher interviews	Classroom Observations	Resource documents	Informal Observations/Visits	Visual Technology	Student Assignment Sheets	Student Work	Written documentation	Curricular modification	Technology adaptations
1. Recognize and respect special needs, ethnic, cultural, linguistic, religious, gender, and socioeconomic diversity														
2. Promote societal cohesiveness based on the shared participation of diverse peoples														
3. Maximize equality of opportunity for all individuals and groups; and facilitates constructive societal and educational changes that enhance human dignity and democratic ideals														

Portfolio Scoring Guide

Category I: PLANNING AND PREPARATION Student teacher candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.				
	Excellent The candidate *consistently* and *thoroughly* demonstrates indicators of performance	**Very Good** The candidate *usually* and *extensively* demonstrates indicators of performance	**Satisfactory** The candidate *sometimes* and *adequately* demonstrates indicators of performance	**Needs Improvement** The candidate *rarely* or *never* and inappropriately or superficially demonstrates indicators of performance
	3 points	**2 points**	**1 point**	**0 points**
Knowledge of content				
Knowledge of pedagogy				
Knowledge of Pennsylvania's K-12 Academic Standards				
Knowledge of students and how to use this knowledge to impart instruction				
Use of resources, materials, or technology available through the school or district				
Instructional goals that show a recognizable sequence with adaptations for individual student needs				
Assessments of student learning aligned to the instructional goals and adapted as required for student needs				
Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals				

Category II: CLASSROOM ENVIRONMENT

Student teacher candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.

	Excellent The candidate *consistently* and *thoroughly* demonstrates indicators of performance	Very Good The candidate *usually* and *extensively* demonstrates indicators of performance	Satisfactory The candidate *sometimes* and *adequately* demonstrates indicators of performance	Needs Improvement The candidate *rarely* or *never* and inappropriately or superficially demonstrates indicators of performance
	3 points	2 points	1 point	0 points
Expectations for student achievement with value placed on the quality of student work				
Attention to equitable learning opportunities for students				
Appropriate interactions between teacher and students and among students				
Effective classroom routines and procedures resulting in little or no loss of instructional time				
Clear standards of conduct and effective management of student behavior				
Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher				
Ability to establish and maintain rapport with students				

Category III: INSTRUCTIONAL DELIVERY
Student teacher candidate, through knowledge of a content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

	Excellent The candidate *consistently* and *thoroughly* demonstrates indicators of performance	Very Good The candidate *usually* and *extensively* demonstrates indicators of performance	Satisfactory The candidate *sometimes* and *adequately* demonstrates indicators of performance	Needs Improvement The candidate *rarely* or *never* and inappropriately or superficially demonstrates indicators of performance
	3 points	2 points	1 point	0 points
Use of knowledge of content and pedagogical theory through his/her instructional delivery				
Instructional goals reflecting Pennsylvania K-12 standards				
Communication of procedures and clear explanations of content				
Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs				
Use of questioning and discussion strategies that encourage many students to participate				
Engagement of students in learning and adequate pacing of instruction				
Feedback to students on their learning				
Use of informal and formal assessments to meet learning goals and to monitor student learning				
Flexibility and responsiveness in				

meeting the learning needs of students				
Integration of disciplines within the educational curriculum				

Category IV: PROFESSIONALISM
Student teacher candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

	Excellent	Very Good	Satisfactory	Needs Improvement
	The candidate *consistently* and *thoroughly* demonstrates indicators of performance	The candidate *usually* and *extensively* demonstrates indicators of performance	The candidate *sometimes* and *adequately* demonstrates indicators of performance	The candidate *rarely* or *never* and inappropriately or superficially demonstrates indicators of performance
	3 points	2 points	1 point	0 points
Knowledge of school and district procedures and regulations related to attendance, punctuality and the like				
Knowledge of school or district requirements for maintaining accurate records and communicating with families				
Knowledge of school and/or district events				
Knowledge of district or college's professional growth and development opportunities				
Integrity and ethical behavior, professional conduct as stated in <u>Pennsylvania Code Of Professional Practice And Conduct For Educators</u>; and local, state, and federal, laws and regulations				

Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators				
Ability to cultivate professional relationships with school colleagues				
Knowledge of Commonwealth requirements for continuing professional development and licensure				

meeting the learning needs of students				
Integration of disciplines within the educational curriculum				

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Student teacher candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

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Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators			
Ability to cultivate professional relationships with school colleagues			
Knowledge of Commonwealth requirements for continuing professional development and licensure			

Reminder: There is a difference between "Sending for Review" and "Submitting an Assignment"

Submitting for review is a process whereby your instructor views your documents and gives feedback. **Submitting your assignments means it will be graded.**

Sending/Submitting Your Portfolio for Review by Your Instructor

1. Open the portfolio you would like to submit for review.
2. Click "Send for Review" in the upper left corner of your document -- a window will appear.
3. Type your instructor's last name into the text box and the name will appear.
4. Once you have your instructor's name click "Submit for Review" and wait for the box to say "Submitting was successful."
5. Close the box and return to your home page.

To Make Sure That You Have Shared:

1. Go to the Reviews tab.
2. Above the Reviews box click the "Sent" tab.
3. Under "Sent," tab look for the document that you sent. You should find the following information: the title of your document, name of person document was shared with, date sent.
4. (Disregard the date that appears since any recent changes you have made will be seen by your instructor anyway.)
5. If it did not appear, repeat the steps for sharing with your instructor.

Viewing Comments from Instructor

1. Go the Reviews tab
2. Click the "Sent" tab.
3. Under "Sent" tab look for the document that you sent.
4. Refer to the legend to see if your document has been reviewed.
5. In order to see your "electronic history" of all reviews submitted by your instructors, click on the small plus sign next to your portfolio or document. This shows the exact dates of when you submitted and when a review was completed.
6. Click on the document that you want to open.
7. The sections with comments will be highlighted for you in the list on the right. Within the section your viewer's comments will be highlighted for you.
8. If you see "View Assessment" at the top of this page, this indicates that your instructor has applied a rubric to your portfolio -- this, too, can be viewed by the student.

Revising and Resubmitting Your Reviewed Document

1. After you have received comments from your instructor in the **Reviews** tab in Livetext, you need to return back to your original portfolio by clicking on the **Documents** tab.

2. Click on the title of the document or portfolio you wish to modify.

3. Edit your portfolio by following the directions above called Adding to Your Portfolio

4. Follow the directions for **Sending/Submitting for Review** once again

When it is time for your final portfolio to be submitted you will enter your Education course through LiveText and follow the instructions for the assignment. Then you will click "submit assignment".

Assessment of your Portfolio

Assessment of your portfolio is aligned with the Pennsylvania Statewide Evaluation Form for the Student Professional Knowledge and Practice (PDE-430) and the Keystone College Education Division Standards for Commitment to Intellectual Growth and Diversity. (See attached Portfolio Scoring Guide)

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