West Virginia State University
Department of Education

SENIOR CAPSTONE ORAL PROFESSIONAL E-PORTFOLIO (SCOPE) ASSESSMENT

Evaluation form for the SCOPE Review Meeting and the SCOPE Meeting – Revised September 2016

Candidate: **ID Number: A00**	**Content Specialization:**
Education Department Faculty Team Chair:	**Content Specialization Team Member:**

PART ONE: SCOPE MEETING (*To be completed by the Team Chair*)

1. The candidate's e-portfolio contained all section summaries at the time of the meeting

☐ Yes (all sections present; *minor* editing or revisions needed)
☐ Yes (all sections present; *major* editing or revisions needed)
☐ No (one or more sections missing,)
Additional Notes:

2. The candidate's e-portfolio contained all supporting artifacts at the time of meeting and they demonstrated a clear link among the commitment, artifacts, and his/her content specialization

☐ Yes (all relevant artifacts present; *minor* editing or revisions needed)
☐ Yes (all relevant artifacts present; *major* editing or revisions needed)
☐ No (artifacts from one or more sections of the e-portfolio missing)
Additional Notes:

3. The candidate is advised to:

☐ Revise and resubmit the e-portfolio for the Chair's further evaluation
☐ Revise the discussed changes and revisions and proceed with scheduling the SCPAI meeting
☐ Other:

PART TWO: SCOPE MEETING

1. The candidate's e-portfolio was complete at the time of the panel meeting

☐ Yes (all recommended editing or revisions are reflected in the e-portfolio)
☐ No (one or more sections missing; lacks the recommended changes from review meeting)

Additional Notes:

Section A: Professional Commitments (*To be completed by the Team*)

Assessment of Artifact for Student Learning

	Distinguished = 4	Accomplished = 3	Emerging = 2	Unsatisfactory = 1
Reflection ***WVPTS 4C, PLO 2***	In addition to Accomplished, includes reflections on instruction, planning or student behavior as related to a specific educational theory.	In addition to Emerging, includes reflections on instruction, planning or student behavior as related to best practices.	Includes reflections on strengths & weaknesses of instruction.	Either no reflection, or shallow reflection, or does not include statement of instructional insight.
Data Based Decision ***WVPTS 1E, 3E, PLO 2***	Exceptionally thoughtful reaction with evidence of considerable reflection. Supporting points are drawn from the student data from multiple data sources and teaching experiences. Reflection & future plans show clear understanding of students' developmental stages and learning needs.	Students' needs are identified. Reflective statements refer to student data. Includes reflections on strengths & weaknesses of instruction. **Includes data-based instructional decisions justified based on aggregated and analyzed student data.**	Includes reflections on strengths & weaknesses of instruction. Instructional decisions are made, but not justified based on student data.	Either no reflection, or shallow reflection, or reflection does not relate to student data, or does not include statement of instructional insight or student need.
Planning – assessment – delivery ***WVPTS 1D. PLO 2***	Data Based Decision Making – made an instructional decision based on data.	Assessed instruction.	Taught the planned lesson to K-12 students.	Developed a proper lesson plan to include assessment, and taught from the plan.

Assessment of Artifact for Diversity

	Distinguished = 4	Accomplished = 3	Emerging = 2	Unsatisfactory = 1
Differentiate instruction ***WVPTS 2A, 3F, PLO 2***	Modifies or differentiates instruction for 3 or more types of learners and to include types of modification/ differentiation recognized as effective.	Modifies or differentiates instruction for 3 or more types of learners.	Modifies or identifies differentiation of instruction for students who have identified disabilities and those who do not (e.g. those with academic difficulties, cultural differences, at risk students, high achieving, ELL, etc.)	Minimally modify or differentiates instruction.
Cultural Competence – documentation of differentiated instruction ***WVPTS 1B, 2B, PLO 2***	The teacher uses a variety of strategies to engage all subgroups of students (and reflections show intentional connections made between specific student needs and specific strategies), including exploring new resources and technologies to broaden and deepen student learning.	Documentation of learning activities reflective of a wide range of pedagogical approaches and accommodations are made for students with atypical learning needs (both high and low achieving).	Documentation shows some accommodations are made for students with atypical learning needs, while most students are taught using the same methods.	No or minimal documentation of accommodations for atypical learners.
DBDM – disaggregate data to look at behavior of subgroups ***WVPTS 2A, 4C, PLO 2***	In addition to accomplished, reflects on the next steps to resolve any significant differences in achievement between subgroups.	Disaggregates student data quantitatively and reflects on the effect of instruction on subgroups of students.	Refers to disaggregated qualitatively without documenting quantitative disaggregation of student data.	Does not disaggregate

Assessment of Artifact on Technology

	Distinguished = 4	Accomplished = 3	Emerging = 2	Unsatisfactory = 1
Technology ***WVPTS 1B, PLO 3***	Both Teacher and Students using 21st Century technology, and integration of technology has merit in terms of improving student achievement.	Both Teacher and Students are using 21 Century technology.	Demonstrates knowledge of 21st Century limited to one type of technology (example PPT), or limited to teacher use of technology.	Does not demonstrate knowledge of 21st Century technology use in design of this lesson.
Data Based Decision ***WVPTS 1E, 3E, PLO 2***	Exceptionally thoughtful reaction with evidence of considerable reflection. Supporting points are drawn from the student data from multiple data sources and teaching experiences. Reflection & future plans show clear understanding of students' developmental stages and learning needs.	Students' needs are identified. Reflective statements refer to student data. Includes reflections on strengths & weaknesses of instruction. Includes data-based instructional decisions justified based on aggregated and analyzed student data.	Includes reflections on strengths & weaknesses of instruction. Instructional decisions are made, but not justified based on student data.	Either no reflection, or shallow reflection, or reflection does not relate to student data, or does not include statement of instructional insight or student need.

Assessment of Artifact on Content Knowledge

	Distinguished = 4	Accomplished = 3	Emerging = 2	Unsatisfactory = 1
Addresses National Standards ***WVPTS 1C, 1D, PLO 1***	Identifies state and national standard and aligns it from the lesson objective while justifying the use of the particular standard with the particular objective based on knowledge of developmentally appropriate curriculum.	Identifies state and national standard and aligns it with the lesson objective.	Identifies both state and national standard addressed.	Based on State and National Standards identified, minimally addresses national standards (does not identify standard addressed or mis-identifies standard addressed)
Content Area Knowledge, in the content area of the non-education interviewer ***WVPTS 1A, PLO 1***	Considering requirements of Teaching methods course, demonstrates factually accurate content knowledge and in addition is able to analyze student data and see what student content knowledge is strong and what is lacking.	Considering requirements of Teaching methods course, demonstrates factually accurate content knowledge and constructs assessments designed to reflect student content knowledge.	Considering requirements of Teaching methods course, demonstrates factually accurate content knowledge.	Considering requirements of Teaching methods course, fails to demonstrate factually accurate content knowledge.
OVERALL	**Distinguished = 4**	**Accomplished = 3**	**Emerging = 2**	**Unsatisfactory = 1**
Lessons overall	Four or more lesson plans used to meet four commitments.	Three lesson plans used to meet four commitments.	Two lesson plans used to meet four commitments	Only one lesson plan for all four commitments
Public School Experience	Four or more lessons taught in public schools	Only 3 lessons taught in public schools	Only 2 lessons taught in public schools	Only one lesson taught in the public schools

11-18 - Unsatisfactory	**Notes:**
19-30 - Emerging	
31-42 - Accomplished	
43-48 - Distinguished	

Section B: Commitment to the Profession- The candidate demonstrated a commitment to the Profession

As a member of the teaching profession, teacher candidates are expected to participate in ongoing professional development activities. These activities are *beyond the requirements* normally assigned and/or expected as part of the regular coursework in teacher education program and are assigned certain **P**rofessional **D**evelopment **U**nits. PDUs are organized into three categories and teacher candidates should show a well-balanced mix of all three categories when completing their PDUs. For example, it would not be a good practice to earn PDUs exclusively from Category Three. To receive credit for the PDUs, the candidate must provide proof of attendance for the activity (such as a certificate of completion, activity description, or registration handouts) **and** complete the Professional Development Reflection Outline form available at the Education Department website.

CATEGORY 1: Long-Term Professional Activities and Self-directed Learning (Maximum **10 PDUs per activity)**

- Participation in faculty-led educational research project
- Serving as an officer for a professional organization (e.g., honor society, student organization)
- Attending or presenting at a conference
- Participating in a faculty-led book study
- Volunteering in education-based community service (e.g., after-school tutoring, etc.) in long-term, sustainable manner

CATEGORY 2: Short-Term Professional Activities (Maximum **4 PDUs per activity)**

- Attending WVSU faculty lecture series
- Participating in WVSU-DOE sponsored workshops or programs
- Attending meetings for a professional organization

CATEGORY 3: Other Events (Maximum **3 PDUs per activity)**

- Attending a cultural event
- Attending Convocation at WVSU

Some Guidelines and Examples

Assign no more than 1 credit for each 50 minute hour of professional development activity. If a professional development activity is not strongly related to education, educational leadership, or the candidate's content area, then assigning half credit for each 50 minute hour is appropriate. Furthermore, even if an activity consumed considerable time (for example being an officer in a professional organization, adhere to the limits imposed on activities from the different categories.

Examples:

1) Candidate reads books to a local kindergarten classroom. Documentation is a letter from the teacher indicating 40 school visits of ½ hour each. Reflection indicates growth in understanding of topics of interest to young children and improvement in expressive reading.

   Scoring: This is Category 1: Long-term professional activities, with 20 hours of high quality participation, and earns the maximum allowable 10 PDUs.

2) Candidate is a member of KDP, but has not served as an officer. Documentation of membership in good standing, attending more than 20 hours of meetings over 2 years, and high quality reflection on professional growth.

Scoring: This is a category 2 - Short Term Professional Activity, with 20 hours of participation and reflection on professional growth, it earns the maximum Scoring 4 PDUs.

3) Candidate attends an on-campus play. Documentation is the playbill. Reflection indicates growth in cultural awareness and a tangential connection to future teaching ("I think that taking students to see plays is an important part of helping them become well rounded citizens.")

   Scoring: This is Category 3 – Other Events Activity. For this two-hour event, the SCOPE committee might score 1 PDU because there was not a strong link to professional growth and future teaching.

4) Candidate is a member of PTO at a local school. A letter from a PTO officer on official letterhead documents attendance at 10 hours of meetings and 12 hours to prepare for and help conduct specific event at school. Reflection shows growth in understanding the culture of the school. By demonstrating initiative in organizing school event, the candidate shows leadership.

   Scoring: This is Category 1: Long-term professional activities, with 22 hours of high quality participation, and earns the maximum allowable 10 PDUs.

The candidate demonstrated a commitment to the Profession – Professionalism and Professional Development Activities.

Distinguished – 8 points **30 or More** PDUs	**Accomplished – 6 points** **20-29** PDUs	**Emerging – 4 points** **11-19** PDUs	**Unsatisfactory – 1 point** **10 or Less** PDUs
Demonstrated leadership experience in educational settings. Candidate maintained active membership with a leadership position in professional organizations; Maintained a good balance of professional development activities within the three categories.	Demonstrated some leadership experience in educational settings. Candidate maintained active membership in professional organizations; in addition, maintained a good balance of professional development activities within the three categories.	Participated in some professional development activities including at least one from the category-one activity.	Candidate did not participate in leadership or professional development activities in educational settings or participated in limited activities.

Part B, Continued:

The candidate demonstrated a Continuing Professional Development Plan – Reflection of Growth

Distinguished—8 Points	**Accomplished – 6 Points**	**Emerging – 4 Point**	**Unsatisfactory – 1 Point**
Candidate demonstrated his/her ability to reflect and see growth at an advanced level of performance (well above and beyond expectations of a novice teacher). The candidate demonstrates growth over time from the beginning of the program until now in all of the following areas – including artifacts in two of the areas: (I) content knowledge, (II) professional knowledge, (III) pedagogical knowledge, and (IV) professional experience. ***WVPTS 4A, 4C, PLO 4***	Candidate demonstrated his/her ability to reflect and see growth at an above mastery level of performance. The candidate demonstrates growth over time from the beginning of the program until now in 3 of the following areas -- including artifacts in one of the areas (example early lesson plan or early philosophy compared to later plans or philosophy): : (I) content knowledge, (II) professional knowledge, (III) pedagogical knowledge, and (IV) professional experience.	Candidate demonstrated his/her ability to reflect and see growth. The candidate demonstrates growth over time from the beginning of the program until now in 2 of the following areas: (I) content knowledge, (II) professional knowledge, (III) pedagogical knowledge, and (IV) professional experience.	Candidate was unable to reflect and see growth from the beginning of the program until now in the following areas: (I) content knowledge, (II) professional knowledge, (III) pedagogical knowledge, and (IV) professional experience.

The candidate demonstrated a Continuing Professional Development Plan – Future Plans (Academic and Professional Goals)

Distinguished—8 Points	**Accomplished – 6 Points**	**Emerging – 4 Point**	**Unsatisfactory – 1 Point**
Demonstrated the ability to articulate a future professional development plan that included short term and long range professional goals based on reflection of his/her practice and geared toward addressing his/her strengths and weaknesses. ***WVPTS 4C, PLO 4***	Demonstrated the ability to articulate a future professional development plan that included short term and long range professional goals.	Demonstrated and developed a professional development plan. The plan was not well defined and/or not related to the candidate's reflection of his/her abilities	Candidate was unable to articulate a professional development plan with academic and professional goals.

Section B Total Points

3 - 11 - Unsatisfactory	**Notes:**
12-17 Emerging	
18-21 - Accomplished	
22-24 - Distinguished	

Section C: Professional Presentation (to be completed by the team)

	Distinguished = 4	Accomplished = 3	Emerging = 2	Unsatisfactory = 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational patterns (specific introduction and conclusion, sequenced material within the body, and transitions) are intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation/ Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustration, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially support the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message (Align Philosophy with Conceptual Framework)	Central message (Philosophy of Education) is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message (Philosophy of Education) is clear and consistent with the supporting material.	Central message (Philosophy of Education) is basically understandable but is not often repeated and is not memorable.	Central message (Philosophy of Education) can be deduced but is not explicitly stated in the presentation.
Integration of Conceptual Framework throughout	In addition to accomplished, the conceptual framework is used to organize the presentation.	Candidate explains how many of the elements of the portfolio are aligned with the conceptual framework.	Candidate occasionally explains how the elements of the portfolio are aligned with the conceptual framework.	Candidate rarely or never explains how the elements of the portfolio are aligned with the conceptual framework.
Responds to Questions	Candidate responds to questions asked clearly and professionally. Responses enhance the presentation.	Candidate responds to questions asked – mostly responds clearly and professionally. Quick recovery from confusion or mistake.	Candidate has difficulty in responding to many questions.	Candidate is not able to answer questions well. (by being on the topic, so that the listener understands the answer, etc.)

Section C Total Points

7- 13 Unsatisfactory	**Notes:**
14 -20 Emerging	
21 -24 Accomplished	
25-28 Distinguished	

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SENIOR CAPSTONE ORAL PROFESSIONAL E-PORTFOLIO ASSESSMENT
HEALTH AND PHYSICAL EDUCATION (WELLNESS)

Based on the SCOPE review meeting, SCOPE meeting, and the discussion and assessment of artifacts in each section we recommend

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Print Candidate's Name

Admission to the Senior Capstone Phase

☐ **Full Admission** ☐ **Full Admission Eligibility** (Pending Submission of additional documentation) ☐ **Re-Evaluation**

Education Department Faculty Team Chair	**Date**
Content Specialization Team member	**Date**
Candidate	**Date**

Summary of All Sections (overall):

Section A			**61 or Below (below 48%)**	**Unsatisfactory**
Section B			**62 – 90 (49% - 71%)**	**Emerging**
Section C			**91 – 110 (72% - 86%)**	**Accomplished**
Content Section (Use Health and Physical Education Rubric, Do not double)			**111 – 128 (87% - 100%)**	**Distinguished**
Total:				

Comments: