

DOCUMENTATION, POLICY AND PROCEDURES
UNIVERSITY OF KENTUCKY EDUCATOR PREPARATION UNIT
OTIS ONLINE ELECTRONIC PORTFOLIO

WHY OTIS?

The Open Portfolio project began as an attempt to see if educational programs could move from a file-cabinet based data infrastructure to a digital one using open source technology. Since then, the project has evolved into working with programs to collect standards-based, “high-resolution” artifacts from candidates. These atomic level data can then be combined to form “molecular” snapshots of an individual candidate’s progress over time. Going a step further is the repackaging of data into “complex compounds” that look at the performance of multiple candidates at a specific point or across time.

Candidate products are at the heart of the electronic portfolio process. Digitizing and cataloging the work provides the evidence necessary for assessment at the individual level or at the program level. Candidates are required to select evidence of their performance and link the evidence to standards by describing the artifact and justifying how they have met the standard (see Figure 1). Some programs specify artifacts and the standards they meet, but the idea is still the same. Experts score the candidate selections and may leave written feedback as well (see Figure 1). The individual artifact data can then be combined to create feedback at the individual or program level (See Figure 2). Scores from artifacts can be aggregated by any number of factors (e.g., candidate, year, or standard). Within seconds, faculty can generate “real time” data displays during an academic year or for multi-year reflection. There is enough flexibility in the structure to reflect the particular needs and approaches of the various programs, but there is a structure to the platform that programs should consider in order to maximize the use of the tool. The functionality of the system continues to evolve as more programs have adopted the system.



Figure 1. Example of candidate artifact incorporating digitized work, reflective comments, linked standards, and faculty scoring



Figure 2. Screen capture of a sample portfolio for a candidate showing areas of strength and weakness. The scores from the various artifacts are compiled to create a “performance profile” for the candidate.

Candidates must show a certain level of competence in a standard set. Composite level of attainment must be achieved by the candidates at the standard SET level (e.g., candidate meets the required level of attainment with the College of Education Technology Standards). Any decision of Target Met/Target Not Met represented in the Official

College Database (CEPIS) must reflect a body of accessible evidence. The OTIS portfolio system provides a mechanism for housing this evidence and facilitating the collection, evaluation, and synthesis of evidence to facilitate the continuous assessment process. What follows are a few basic steps for getting the most out of the electronic portfolio process. A goal of this effort is to move away from an environment of compliance to an environment in which the process becomes an integral part of how a program operates.

STEP 1: Pick your scale

There are two options people tend to go with here. The first is a relative scale according to stage. For example, candidate A is performing at an exemplary level in area X for the mid-point review.

Another method is to have a continuum of performance that you are moving candidates along. For example, the absolute scale allows scoring to reflect situations in which candidates may be performing at the exit level as early as their sophomore year. From a technology standpoint, the reporting options are more robust for creating differentiated performance profiles.

The default scale is shown below in Figure 3. Programs can chose a 3, 4, or 5 point scale as well as customize the descriptors. Whatever the scale, a few important things to keep in mind are that developing a consistent interpretation of what the indicators mean and making it acceptable not to inflate scores is important. Otherwise, you end up with a massive clump of uniform data that no one buys as accurate or valuable (e.g., every candidate will be exemplary).

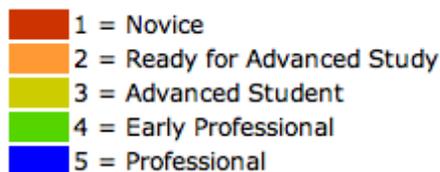


Figure 3. Example of scoring scale

The following example is from the communication disorders program, which describes how a candidate would function in a professional setting.

(5) Advanced Beginning Professional

Demonstrates competency, consistency, creativity, resourcefulness and independence; requiring minimal to no feedback. Implementation of the clinical skill is above that expected of a beginning clinician. The graduate clinician’s learning is influenced by other disciplines and areas of study.

The graduate clinician could mentor another beginning speech-language pathologist on this specific clinical skill.

(4) Beginning Professional

Demonstrates adequate competency, consistency and independence in the execution of the clinical skill regardless of disorder but lacks resourcefulness and creativity. The graduate clinician requires periodic guidance and feedback about the execution of this specific clinical skill with low incidence disorders requiring more guidance. The graduate clinician directs his/her learning, remediating areas of need.

The graduate clinician could effectively manage a caseload while benefiting from mentoring.

(3) Advanced Graduate Clinician

Demonstrates general competency and consistency across disorders but is still developing independence, resourcefulness and creativity in the execution of this specific clinical skill. The degree of direction and feedback required is dictated by the disorder with the graduate clinician contributing much to the learning process.

The graduate clinician could function as a speech-language pathology assistant.

(2) Developing Graduate Clinician

Demonstrates inconsistent competency, independence, resourcefulness and creativity in the execution of this specific clinical skill across disorders; level of competency displayed is disorder specific. The graduate clinician requires regular direction and feedback contributing some to the learning process.

The graduate clinician could function as a one-to-one aide for a person with a communication impairment.

(1) Beginning Graduate Clinician

Demonstrates competency, resourcefulness and creativity rarely or seldom, and or requires considerable guidance and assistance in the execution of this specific clinical skill, regardless of the disorder. The graduate clinician contributes little to the learning process.

The graduate clinician could visit with a person who presents with a communication impairment.

STEP 2: Pick your “cut score”

Basically, you are informing candidates where they need to get to by the various points in the program. Of course, this will be shaped by what sort of scale you have chosen. The next phase of development for the OTIS portfolio is to have this schema built in, so that as candidates accumulate evidence they will have more ownership about how they are progressing. Table 1 attempts to give a sense what a program “cut score” looks like, showing what evidence is required at which level, how many instances (the number) and at what level (color). At this point, it is important to emphasize that this is meant to be a basic guide that would indicate a candidate is performing at an acceptable level (i.e., safe

to place in a school). The top candidates in any program will have a profile that far exceeds the “cut score”. Why are some of the standards blank you ask? The intent is to demonstrate grasp of the set, which might mean that candidates do not have to check off every element. When you stack all the individual profiles on top of each other, you will show coverage at the program level of analysis.

Table 1

Example of standards of evidence for candidate matriculation

		Entry	Mid	Exit
COET1	Integrates media and Technology into Instruction		1	1
COET2	Utilizes Multiple Technology Applications to Student Learning		1	2
COET3	Selects Appropriate Technology to Enhance Instruction			
COET4	Integrates Student Use of Technology into Instruction		1	2
COET5	Addresses Special Learning Needs Through Technology and Media		1	1
COET6	Promotes Ethical and Legal Use of Technology	1	1	1
FSD1	Communicates Appropriately and Effectively	1	1	1
FSD2	Demonstrate Constructive Attitudes	1	1	1
FSD3	Demonstrates Ability to Conceptualize Key Subject Matter Ideas	1	2	3
FSD4	Interacts Appropriately and Effectively with Diverse Groups		1	1
FSD5	Demonstrates a Commitment to Professional Ethics and Behavior	1	1	1
KTS1	Demonstrates Applied Content Knowledge		1	3
KTS10	Provides leadership within the school, community and profession			
KTS2	Designs and Plans Instruction	1	1	3
KTS3	Creates and maintains learning climate		1	2
KTS4	Implements and manages instruction		1	2
KTS5	Assesses and communicates learning results		1	2
KTS6	Demonstrates the implementation of technology			
KTS7	Reflects and evaluates teaching and learning		1	3
KTS8	Collaborates with colleagues, parents and teachers		1	2
KTS9	Evaluates teaching and implements professional development			1

STEP 3: Determine where evidence comes from and when it is evaluated

There are a tremendous number of options here. Most work generated for portfolios occurs during course work. Do you want faculty to score work in OTIS as it occurs in the various courses and then let candidates select which ones to include for the portfolio review? Alternatively, a program may ask candidates to assemble a portfolio and then score it together during a group review. At the end of the process, a candidate should have a sample of work that can be juxtaposed against the “cut score” to determine their standing in the program. The proximity of feedback to the creation of the artifact is important and engages the candidate in continuously constructing their professional identity. A candidate may include a standard that you may not feel comfortable rating, so you might leave that unscored and make a note of that in your comments. If a candidate includes that piece in the portfolio, that item might be addressed at the portfolio review. At this moment, some of you are thinking that this will not work for scenario A or faculty

http://otis.coe.uky.edu/openportfolioCI/supervision/summativeform.php?ID=1386&msg=

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Next Genera... Challenges Use PHP to b...n your site P20 Network | Home Intervention web RapidshareM...Rapidshare

Open Portfolio

College of Education

Save Changes to Report

SPED-LBD Direct Observation

Student: Kent, Clark Date: 10/22/2011 Change Date: Program: SPED Semester: Fall Year: 2009

Rubric: 4 = Benchmark is satisfactorily demonstrated (90-100%)
 3 = Benchmark partially demonstrated, minimal improvements needed (80-89%)
 2 = Benchmark observed, but not demonstrated, significant improvements needed (70-79%)
 1 = Benchmark not observed and not demonstrated (69% or less)
 0 = Benchmark not applicable in this context

School and Cooperating Teacher: Lafayette High

Describe Context:
 The room was full of kids, chairs and other learning accoutrement.

0	1	2	3	Standard 1: Designs/Plans instruction
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Written plan includes appropriate and complete instructional objective derived from IEP and KDE curriculum standards
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Written plan describes appropriate antecedents, expected student behaviors, and possible consequences
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Plan reflects research-based practices
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Written plan includes appropriate assessments
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Planned activities address students' achievement/performance levels and cultural attributes
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Planned activities connect to real life, integrate media/technology, and include higher order thinking tasks
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Student articulates adjustments to instruction based on reflection of student data and previous instruction
0	1	2	3	Standard 2: Creates/Maintains Learning Climates
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Manages the environment to be organized and safe:
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	--Schedules
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	--Materials, furnishings/equipment
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	--Language
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Provides positive, predictable, supportive environment for individuals and whole class or group based on research-based practices:
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	--States high expectations and clearly defines positive and corrective consequences
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	--Uses existing behavior management system
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	--Implements additional behavior management procedures as needed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	--Reinforces/attends to appropriate behavior
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	--Implements planned consequences for inappropriate behavior
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	--Scans entire environment to monitor all students
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	--Demonstrates consistent, positive interest and respect toward each student
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	--Facilitates mutual respect among class members
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	--Modifies instruction moment-to-moment based on student need

Figure 4. Screen capture of an observation instrument used by a program

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