Journal for Academic Excellence

CAE Celebrates Faculty and Student Scholarship in April

Center for Academic Excellence Dalton State College

A Division of the Office of Academic Affairs The mission of the CAE is to facilitate, support, and enhance the teaching and learning process at Dalton State College. The Center serves to ultimately improve student success and achievement of learning outcomes by promoting the creation of effective learning environments through the provision of resources and faculty development opportunities.

Along with being an extremely busy month for all academic departments and the Office of Student Life, April is alive with activity in the Center for Academic Excellence.

April 1 saw the successful completion of our Seventh Annual Conference on Teaching and Learning. With the theme, "Teaching Students to Fish," the conference featured 105 delegates and 54 different presenters speaking on best practices in the classroom, high-impact practices, reaching the whole student, and faculty/staff development.

Faculty and staff from the University of West Georgia, Georgia State University, Shorter University, University of North Georgia, University of Tennessee-Chattanooga, Georgia Northwestern Technical College, Georgia Gwinnett College, Berry College, and of course, Dalton State, participated. This year the conference became international with a visit from Dr. Stephen Golding, formerly of the University of Oxford (who was visiting his daughter for a "fortnight.") Thirty sessions held in Peeples Hall gave the attendees new ideas and inspiration for teaching.

Keynote speaker Dr. Carl Moore encouraged and informed the audience while getting into the April Fools' Day spirit of the occasion. He got the attendees thinking about the success mindsets of students, talking about wrong attitudes instructors may hold, drawing pictures of the learning process, and listing strategies to help students be more self-directed.

April also contains "Undergraduate Research Week," (April 11-15). In honor of this high impact higher educational practice and of our students' and faculty's impressive work in under-graduate research, the Fourth Annual Student Scholarship Showcase will take place starting at 11:00 until about 3:00 on April 15 in Peeples Hall.

A program and schedule will be forthcoming, so look for it in your in-boxes. Be sure to register at if you want lunch. Some departments and schools will be presenting their scholar-ship at different times, which will also be noted in the program.

Also in this issue: Check out the scholarly article by Marilyn Helms, Molly Zhou, and David Brown on the important topic of edTPA portfolios.

Did you present

at the DSC Teaching and Learning Conference?

Would you like to see your presentation published

in the June edition

of the *Journal for Academic Excellence*?

Here's how!

- Format the presentation as an article that you would present to a journal. By this is meant that it not be a transcript of the presentation or, on the other hand, in outline form. It should have an abstract, introduction, clear overview/thesis, body (with necessary parts), and conclusion. References should be included.

- Please provide an approximately forty-word professional identification paragraph for each author.

- The article should be in APA 6th edition format.

- Please use Times New Roman, 12 point font.

- Submissions are due April 30.

- Please send as Word document attachment to btucker@daltonstate.edu

Professional Development Opportunities

Are you interested in Quality Matters

training?

Please contact

David Brown,

Instructional Technologist, dobrown@daltonstate.edu

Sessions will be scheduled for later in the spring.

Quality Matters is an international program for certifying online courses. Some staff here are receiving basic training in Quality Matters. DSC is a member via the University System of Georgia. Courses are intense, two-week, online experiences in applying the Quality Matters rubric and creating online courses.

While Uncle Sam may want you to do something, so does the CAE!

In the upcoming year there will be many professional development and volunteer opportunities in and through the Center for Academic Excellence.

• Assisting with new faculty orientation during the week prior to the academic year

• Mentoring new faculty

• Serving on the Organizing Committee for the Eighth Annual DSC Teaching and Learning Conference

• Becoming a member of the CAE Leadership Team

• Being a member of the High Impact Practices Action Team

• Leading a book group (please recommend titles)

• Leading a workshop or brown bag

This is the time to start thinking about next year's goals. Please contact Marina Smitherman to identify yourself as someone interested in these areas and "supporting the cause" of faculty development, innovation in instruction, and student success on campus.

Faculty and Staff Recognition

Dr. Ellie Jenkins, Associate Professor of Music in the Department of Communication, was invited to present and perform at the Northeast Horn Workshop at Indiana University of Pennsylvania. She presented a lecture on "Scaling the Walls: Women Horn Players in the Early Twentieth-Century United States" on January 23, 2016, and performed *Laughlin Park* for horn and piano by John Dickson on January 22, 2016.

Additionally, in March 2016 Dr. Jenkins published an article, "Early 20th Century Women Horn Players," in *Cornucopia*, the newsletter of the Northeast Region of the International Horn Society.
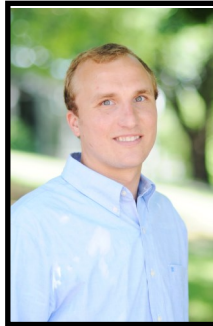
At the annual Midwest Finance Association Conference in Atlanta, GA, Stephen Jurich, Assistant Professor of Finance, presented a paper on March 3, 2016. The paper (with Dr. M. Mark Walker) is titled "Do Negotiating Procedure and Deal Motivations Drive Bargaining Power in Mergers?" In addition to other activities at the Conference, Dr. Jurich also discussed a paper affiliated with Carnegie Mellon.

Also, on April 7, at the annual Eastern Finance Association Conference, Dr. Jurich presented a paper   titled, "How did Bargaining Power Change throughout the Financial Crisis and Subsequent Recovery?"

Dr. David DesRochers, Assistant Professor of Biology, mentored student Susan Tinch, who has won Best Under-graduate Poster at the recent Southeast Ecology and Evolution Conference in Tallahassee, FL, an   annual regional confer-ence. The title of her poster was "Evaluation of Bird and Communities of Degraded Urban Wetlands."

Dr. Ronda Ford, part-time instructor in flute and a member of the International Flute Orchestra, has been invited to perform with the orchestra at the National Flute Association Convention in San Diego. Dr. Ford will also be traveling with the flute orchestra on their tour of Japan during the last two weeks of May.

Announcing the startup of a new academic publication, *Cyber Education Journal.* This journal is affiliated with the National Integrated Cyber Education Research Center and is cross-disciplinary. More information can be found here.
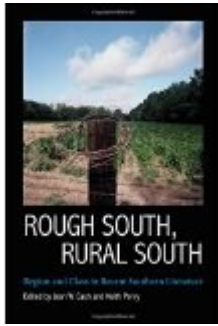
The University Press of Mississippi has just published *Rough South, Rural South: Region and Class in Recent Southern Literature.* This collection of literary criticism is co-edited by our very own Dr. Keith Perry of the English Department and by Dr. Jean W. Cash, Professor Emerita of English at James Madison University.

The volume, as reviewed by Ted Atkisson, editor of the *Mississippi Quarterly*, "surveys a vibrant cultural scene centered on the traditionally marginalized matter of social class in the far reaches of the U.S. South. The impressive essays in this collection call attention to contemporary writers and filmmakers who take different paths to reach the common ground of depicting hardscrabble places and people with a gritty, imaginative vision that eschews caricature in favor of complexity."

Drs. Perry and Cash also collaborated on the 2008 volume *Larry Brown and the Blue-Collar South: A Collection of Critical Essays,* also published by University Press of Mississippi.

The book is available on Amazon and Barnes and Noble.

Faculty from the Department of Communication presented at the 85th Annual Georgia Communication Association Conference held at Georgia College and State University in Milledgeville in February. From right to left, Ms. Sarah Min presented "Finding Out How Communication and Conflict Management Would Affect Consolidation." Drs. Kris Barton and Barbara Tucker co-presented with colleagues from Clayton State University on "Open Educational Resources for Your Public Speaking Class." Mr. Nick Carty presented a GIFTS talk on helping COMM 1110 students develop their topics. Dr. Tucker finished her stint as President this year.

The GCA Conference travels to a different public or private campus in the state and attracts communication faculty and professionals from across the state and beyond. This year's keynote speaker was Jeff Stepakoff, Director of the Georgia Film Academy and well respected and awarded television writer.

Meagan Standridge, a student of Dr. Kris Barton's in his Mass Media and Society course, had her original research paper, "Finding Yourself in *Lost*: Viewer Interpretation of the Series through Reader Response," accepted for publication in the *Journal of Popular Television*, an international media journal published out of London. Meagan is an Interdisciplinary Studies major graduating this May. Meagan has also been asked to present her research at the 2016 Northwest Communication Association conference in Coeur d'Alene, Idaho, in April. This marks the first time a student from the Department of Communication has had a paper accepted to one of the six regional communication association conferences.

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Images from the Seventh DSC Conference on Teaching and Learning
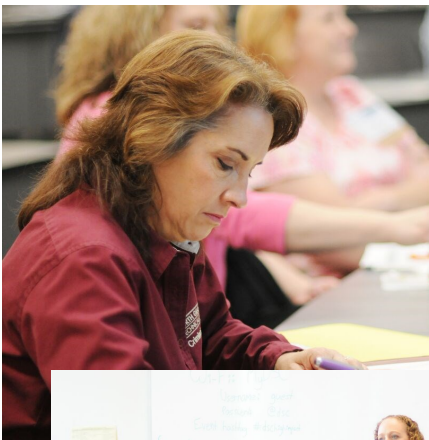
Teaching Students to Fish:

Lessons Learned on Tackle and Bait to Reel in Students

from a Successful Year in the Center for Academic Excellence

Marina Smitherman and Brian Hibbs

WARNING: Pun Alert!

As the well-known phrase goes, "Give a man a fish, and you feed him for a day; teach a man to fish, and you feed him for a lifetime." The messages of the key speakers for the CAE this year underlined this phrase, and they shared a multitude of techniques and strategies we can use to help our students become self-directed learners.

In her presentation on "Teaching Unprepared Students," Dr. Kathleen Gabriel highlighted the importance of giving students opportunities to provide feedback through the course as a way to encourage them to reflect on where they are on their journey of learning. She advised attendees that if a given student has not yet mastered specific concepts as pre-requisites for a course, rather than letting them "fall through the cracks," instructors should instead do all they can to help the student be successful in the course.

In October, Dr. Linda Nilson discussed "Specifications Grading" which includes, among other elements, the creation of pass/fail assignments and exams with the identification of minimum performance levels for each letter grade. The goal of specifications grading is to help faculty members reduce grading time, motivate students, increase rigor, and relate coursework to learning outcomes.

In his presentation entitled "What Do We Really Know about How People Learn?", Eddie Watson provided attendees with an overview of many common myths about teaching that have been debunked by recent research findings. One

particular finding that came as a surprise for many faculty was the fact that, although the theory of learning styles abounds in educational circles, there is no evidence to support it, thus indicating that such styles may in fact be preferences only that students have for learning.

Our 7th Annual Teaching and Learning Conference in April was a huge success due in large part to the enthusiastic participation of everyone involved. It was an inspirational day to be on campus! This year's conference had the largest number of attendees ever, which speaks of Dalton State's commitment to high impact practices, professional development, and students' success. One impressive aspect of the conference was that the conference involved multiple communities from across the campus, including both faculty and staff.

Dr. Carl Moore, the keynote speaker, encouraged participants to consider ways in which they can help students accomplish their educational goals. Dr. Moore explained that, as "eternal learners," educators often forget the students do not always enjoy the process of learning and that, as a result, our teaching must be infused with passion and engagement. Rather than telling students to "try harder" or "study longer," faculty members need to be more explicit about their expectations and provide students with more guidance and direction about what they specifically need to do to be successful in our courses.

Additionally, Dr. Moore highlighted the unfortunate fact that many educators, explicitly

or implicitly, believe that some students are not "smart enough" for college-level work. This fixed mindset obscures the fact that our job, first and foremost, is student success, which often involves helping students develop their meta-cognitive skills alongside disciplinary content.

At the end of the conference, attendees were asked to complete a one-minute paper detailing several strategies they learned during the conference that they would subsequently put into practice. I thank you for sharing your enthusiasm and your expertise at the conference. Dalton State is quickly becoming known as an institution that cares about high quality innovative instruction and student success. Our conference made such a 'splash' that it is being featured on the University System of Georgia's Faculty Development website. "Come on guys, you're just krilling it now!" (fishpuns.com).

As you look to next year, remember that the CAE is here to help. If you would like an opportunity to develop new skills to add to your teaching portfolio, please let us know and we will schedule an appropriate event; "Go for it, while the oppor-tuna-ty is still there" (fishpuns.com). We offer personal consultations and are happy to work one-on-one with faculty members who are developing specific lessons and activities but who would like a confidential peer-observation followed by a discussion of pros and cons of different approaches. The goal of these sessions is to help you develop your own path for solutions to any problems you may encounter. Remember, "Create your own fish pun, don't leave it to salmon else" (fishpuns.com).

The Center of Academic Excellence is looking for faculty and staff members across campus willing to engage in meaningful and worthwhile service opportunities. Next year we will need leaders and participants for book groups and learning communities, faculty breakout sessions suggestions for the Fall Faculty Assembly, organization of our annual conference planning, assistance in welcoming our new faculty to campus, and serving on the High Impact Prac-

tice Action team. The CAE's mantra is, "Many hands make light work," and with over 85 events to prepare and implement, we gladly welcome any contribution, whether big or small; "Any fin is possible if you don't trout yourself" (*fishpuns.com*).

And lastly, if you can think of a better fish pun, let minnow (*fishpuns.com*).

Thanks for your enthusiasm, dedication and passion. Have a wonderful summer.

Onwards and Upwards,

Marina

NEWS FLASH!
A team of five faculty and staff from DSC have been chosen to attend the 2016 Institute on High-Impact Practices and Student Success in June in Los Angeles. This was a highly competitive process. Congratulations to DSC!

Using e-Portfolio Artifacts Outside the EdTPA Process:
Privacy and Legal Issues

Abstract: The Education Teacher Performance Assessment (edTPA) standards are important for certifying teacher candidates and represent a major pedagogical change. Documents prepared for the edTPA review provide a rich electronic, or e-portfolio of teacher candidates' work. Materials used to demonstrate instruction and assessment include lesson plans, classroom videos, and pupils' work samples. Beyond the edTPA process, other stakeholders may use the output of the e-portfolios including candidates themselves, researchers, potential employers, P-12 students and the public, but each with differing goals. Problems arise with legal and privacy impediments for further use imposed by the assessment clearinghouse, Pearson, as well as federal laws, state laws, and local district policies. This article uses a stakeholder approach to provide suggestions for managing the legal issues and implementation challenges, particularly as the use of e-portfolios grows. Students in disciplines outside education, especially in other professional fields, are using e-portfolios to share work samples. Privacy and legal issues often impact these artifacts. A flow chart highlighting video security is presented and a table highlights document disposition required as candidates move from the classroom to incorporate these materials as part of an e-portfolio in the job search process and beyond.

Key Words for Indexing: edTPA, privacy, e-portfolio, video-recording, employment, teacher candidates, legal, stakeholder

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Education Teacher Performance Assessment (edTPA)

The Education Teacher Performance Assessment (edTPA) was designed by educators to assess pre-service teacher candidates' readiness for teaching. The edTPA originated at Sanford University, inspired by Darling-Hammond's (2010, 2012) visions for teaching and teacher preparation and was developed after four years of field testing with more than 12,000 teacher candidates. The edTPA is administered by an external testing entity, Pearson Education Company (See http://www.pearsonassessments. com/teacher licensure /edtpa. html) and the materials are scored by members of the teaching profession (Darling-Hammond & Hyler, 2013).

Like other credentialing programs for accounting, medical and legal professions, the edTPA provides an important career-entry test. The edTPA is intended to be used by states, institutions of higher education, and alternative certification programs as a measure for teacher licensing and to support accreditation of teacher preparation programs.

These data management systems provide colleges and universities with strategic planning, assessments, and institutional effectiveness assistance. Loeb (2011) agrees the alignment of program objectives with university objectives should be in place to reduce overlap in documenting requirements to reduce faculty and students burden (Loeb, 2011). Knight, Lloyd,

Arbaugh, Gameson, McDonald, Noland and Whitney (2014) note edTPA's purpose is to provide information for continuous program improvement and institutional accreditations ("New Assessment…," 2013).

The edTPA process provides an opportunity for prospective teachers to show employers that they are indeed qualified teachers (Lu, 2013; Sullivan, Harriss, Hughes, Toohey, Balasooriya, Velan, Kumar & McNeil, 2012; "National Launch of edTPA," 2013). In Fall 2013, Georgia, for example adopted state-wide teacher evaluation systems and with the Teacher Keys Effective-ness System, P-12 administrators are now interested in the results of edTPA for hiring decisions ("Candidate forms edTPA Georgia…," 2014; "Understanding the…," 2014).

edTPA Process

Candidates typically begin the process early in their teacher education program and complete the e-portfolio during the last semester of student teaching. Preparation is highly complex with multiple sub-assignments. To produce a quality edTPA portfolio requires much time and attention. The process includes reviews of the candidate's teaching and classroom materials to demonstrate their knowledge, preparation, and fitness for work. Darling-Hammond and Hyler (2013) stated that by evaluating teaching authentically, the edTPA represents the complexity of teaching and offers improved standards for defining the profession.

EdTPA includes tasks and assignments submitted through an electronic data manage-ment system. The software is used to maintain these materials electronically using cloud-based storage of the e-portfolio, but often standardiza-tion for products or software for creating and maintaining the e-portfolio is lacking (Everhart & Cerlach, 2011). For example the teacher candidate may use LiveText (www.livetext.com) software to create, submit, and complete assignments for courses as well as for the edTPA. After uploading assignments, the work is can be submitted to Pearson for scoring. To have on-going access, programs require teacher

candidates pay for their continued use. The costs of edTPA and access to learning manage-ment systems have added financial burdens to teacher candidates with additional fees averaging $1,200 to $1,500.

Each assignment must be submitted separately and Pearson recommends .mp4 or .mov files formats for all videos. Each edTPA assignment has a 100 MB file size limit, necessitating videos be compressed. Following successful submission of files through the data management system, the teacher candidate must return to the Pearson web site and complete the assignment submission verification process.

edTPA Content

The purpose of the e-portfolio is to showcase teacher candidates' learning, growth, and preparedness for teaching. Artifacts such as course work, pictures, videos, multimedia, or pupils' work samples are included in the portfolio (Smith, Haimes-Korn, & Oliver, 2007). Often, visuals are integrated with narratives and reflections. Videos, designs, photos, informa-tional graphics and illustrations enhance the experience of viewers (Visual Ethics Guidelines, n.d.) and possibly increase employment possibilities (National Association of Colleges and Employers, 2015).

The edTPA electronic portfolio contains a prospective teacher's responses to the four primary tasks of teaching: the context in which they teach, planning to teach, the actual teaching, and reflecting and analyzing the results of the teaching supported by a video of actual work in the classroom ("edTPA Puts . . .," 2012). The collection of preservice teachers' evidence of preparedness includes documenta-tion of:

- Planning around student learning standards;
- Designing instruction for students based on their specific needs;
- Teaching a series of lessons and adapting them to respond to student learning;
- Assessing student work;
- Developing academic language;

- Evaluating student learning; and
- Analyzing teaching through reflection on improving student outcomes. ("National Launch of edTPA," 2013).

E-Portfolios Advantages and Disadvantages

EdTPA documents are simply a compilation of electronic materials and documentation and are similar to the portfolios that have been required by education programs for decades (Chang & Tseng, 2009; Sturmberg & Farmer, 2009; Yoo, 2009; Jones, 2010; Peacock, Gordon, Murray, Morss, & Dunlop, 2010; Lin, Yang, & Lai, 2013; Herner-Patnode & Lee, 2009). From the assessment and accreditation perspective, e-portfolio provide an effective way to showcase triangulation of multiple measures and academicians agree is it often necessary to maintain both the non-edTPA e-portfolio as well as the edTPA e-portfolio.

E-portfolios are significant technological innovations on campus (Rhodes, 2011; Dysthe & Engelsen, 2011; Abernathy, Forsyth, and Mitchell, 2001; Synder, Lippincott and Bower, 1998; Zeichner & Wray, 2001; and Hammond & Snyder, 2000). E-portfolios support professional development and social learning (Garreth, 2011; Tammets, Pata, & Laanpere, 2012; Stephens & Parr, 2013), move programs towards more student-centered, outcome-based learning (Burch, 2011; Loeb, 2011; Rhodes, 2011; Lambe, McNair, & Smith, 2013); create motivation and increased learning (Davis, 2009; Cimer, 2011); and prepare students for lifelong learning (Heinrich, Bhattacharya, & Rayudu, 2007).

Besides the costs of software, other concerns in implementing of e-portfolios are legal and technical issues, flexibility of computer system (Parker, Ndoye, & Ritzhaupt, 2012), time constraints allowed for the hiring process, time to review the e-portfolio documents (Theel & Tallerico, 2004) and the learning curve for mastering the software. Building the e-portfolio is time consuming and labor intensive despite the positive learning results (Davis, 2009; Ntuli, Keengwe, & Kyei-Blankson, 2009; Herner-

Patnode & Lee, 2009; Peacock, Gordon, Murray, Morss, & Dunlop, 2010; Burch, 2011; Cimer, 2011; Lin, Yang, & Lai, 2013). Studies suggest e-portfolio training is needed for both teachers and students (Tangdhanakanond & Wongwanich. 2012). Key artifacts for inclusion should be identified (Ringgenberg, 2008) as well as their use documented for professional development (Wray, 2008) and lifelong learning (Davis, 2009).

E-Portfolio Video Artifacts

Benefits of Video Recordings of Classroom Activities

Video technology has been introduced and used in education to produce effective results in the learning process (Tuong, Larsen, & Armstrong, 2014 (Cannella-Malone, Mizrachi, Sabielny, & Jimenez, 2013; Hu, Y., & Tuten, J., 2015; Yanardag, Akmanoglu, & Yilmaz, 2013). Video recording techniques contribute to improved learning and outcomes (Colley, Holland, Cumming, Novakovic, & Burns, 2014). Shepherd and Hannafin (2008) in their in-depth case-study of three participants in a social studies education pre-service education course found the use of video tapes and video artifacts encouraged reflection and supported study of classroom strengths and weaknesses and influenced continuous improvement plans.

In a study of three projects where videos were used to gather data, Otrell-Cass, Cowie, and Maguire (2010) found videos allowed researchers to focus on the micro-level details taking place and they noted others can view the videos in the future. The recording is a data source and the detail can be linked to research paradigms or questions.

The use of video-taping has evidence of positively impacting teacher training and video clips have enabled teacher candidates to slow down and reflect on their practices (Lu, 2013; Lofthouse & Birmingham, 2010). Advances in computer-mediated communication technologies have led to intense interest in higher education

in exploring the additional potential of digital tools, particularly digital video, for fostering such self-reflection (Jones, 2010).

Cheng and Chau (2009) provided support of videos as a reflective tool in an e-portfolio context and highlight the need for considering pedagogical and technological effectiveness in teacher training. Similarly, the National Board Certification requires video documentation of teaching (Lofthouse & Birmingham, 2010). More use of video for training and learning purposes is expected at the national level ("National Launch of edTPA," 2013).

Technology continues to improve and the use of technological tools for video-taping such as *Swival* and *Ipad mini version* have been tested and produce high quality videos. Cloud computing with intelligent digital asset manage-ment and search features creates numerous opportunities for e-portfolios (Kim, Ng, & Lim, 2010) and research supports the value and quality for documenting preservice teachers' knowledge and skills (Burch, 2011; Loeb, 2011; Rhodes, 2011; Lambe, McNair, & Smith, 2013). But, the privacy issues emerge as video cameras entering the classrooms for research purposes and videos are later reused.

edTPA Video Assurances

Teacher candidates provide videos demon-strating their classroom teaching effectiveness as part of the edTPA requirement and although the assessment is from Stanford, neither Stanford University nor Pearson Education owns candidates' edTPA portfolios. Teacher candidates own the content they create and submit for scoring. The use of the e-portfolio videos by candidates is restricted, however, by the terms and permissions on the release forms for all children and adults appearing in the video. Typically, the permissions do not allow further public use. At Pearson, the standard retention period for edTPA submissions, including videos, is four years, after which submissions are destroyed and the only exceptions to the standard retention period are for extenuating circumstances, such as a score void or other

challenge ("Confidentiality and Security…," 2014)

Pearson assures edTPA candidates' video recordings will not be shown in any public venue nor be made available in a non-secure way ("Candidate Policies…," 2014) or used for marketing purposes. EdTPA artifacts and videos are disposed of through a set of automated processes that identify and physically delete the artifacts from their repository locations. These processes are executed on a regular, periodic basis and render the files inaccessible and irretrievable ("Confidentiality and Security…, 2014). Yet candidates may, and often do retain copies of their videos as do their professors. Videos also may reside in other software used in their program.

The intended use of videos in edTPA was only to provide evidence of teaching effectiveness to help prepare incoming teachers to succeed. The developed assessment was not to promote public use of classroom video clips. Therefore videos are not to be displayed publicly (i.e., on personal websites, YouTube, Facebook and other social media) without expressed permission from those featured in the video. The use of non-candidate's authored materials must have permissions (see "Permissions for Classroom…, n.d.; "Preparation Program Responsibilities…, n.d.; and "Security, Video …," n.d.) when used as part of the portfolio (Smith, Haimes-Korn, & Oliver, 2007).

Digital images are electronic resources and they must be used responsibly and with an awareness of copyright and ethical use best practices in mind (Image Copyright and Ethical Use, 2014). Questions remain about use in other educational settings or for subsequent employment purposes. In the digital age, it is easy and convenient to access digital images.

Video Artifact Privacy

Thus sharing these recordings outside the edTPA process becomes questionable. Yet P-12 hiring committees often request similar docu-ments and materials from teacher candidates. A video embedded portfolio is also used by the

National Board Certification which requires a portfolio of student work samples, videotapes of instruction, and the teacher's analysis of practice. The further use of the artifacts from the edTPA process by teacher candidates and other stakeholders merits a careful review. Like many areas of cyber security and privacy, the laws regarding electronic documents lag the new edTPA and e-portfolio process.

After reviewing articles and research documents in multiple academic databases including ERIC, ABInform, and Google Scholar concerning the legal issues of edTPA videos, it is clear there are strict regulations concerning their use. Video clips are created solely to be used as part of the edTPA submission. No part of the video can be used for any other personal or professional purposes. The video is prohibited from being posted online or included in subsequent job portfolios. In fact, students must sign a statement certifying they will only use the edTPA video for its intended purpose and not use it for job portfolios or posting on the Internet.

Since videos include identifiable images of students, their use as part of the edTPA comes with these important legal responsibilities ("Images of Art and People," 2014). Many parents are concerned about their children appearing in videos and worry that photos might be used outside the classroom. Since a video is considered an education record, each parent must provide written consent before the video can be recorded (U.S. Department of Education, 2015; "Federal Trade Commission," 2015). Before creating the edTPA videos, the teacher candidates must note they cannot include students whose parents did not grant permission. The edTPA website (http://edtpa.aacte.org/ faq#57) notes a number of issues with privacy, confidentiality and security of edTPA materials and assessment data, and singles out video recordings in particular.

Children in witness protection programs or whose parents or guardians have religious objections of taping are excluded and sit outside the camera's filming area but must be included in the learning activity and remain in the class-room. Following the uploading of the video to the data management system, teacher candidates should destroy their personal copies of all videos and search for and destroy any copies that might be elsewhere on the computer (i.e., downloaded files folder, in trash folders, or recycle bins not emptied, in e-mail as attachments, recovered from prior clouds files).

Multiple e-Portfolios and Privacy Challenges

Colleges may require students to destroy their video after completing the edTPA process and cite FERPA, the Family Educational Rights and Privacy Act http://www2.ed.gov/policy/gen/ guid/ fpco/ ferpa/index. html). FERPA states all schools must protect the confidentiality of student education records ("Guidelines for Video Confidentiality ..., 2014) which refers to any information about the student, including video or audio tape as well as computer media.

This is troubling since, for most teacher education programs, a non-edTPA portfolio has been adopted to be part of the teacher preparation process for a myriad of reasons beyond academic learning or assessment to most recently include employment purposes. The question becomes whether multiple portfolios (edTPA and non-edTPA classwork) should be combined or remain separate particularly considering students' workload in their final clinical semester. Parker, Ndoye, and Ritzhaupt (2012) call for integration for e-portfolios yet this again raises privacy issues.

E-Portfolios Beyond the edTPA Process and Beyond Education

Research supports that practicing teachers often use their e-portfolio artifacts to secure their first teaching job but do not continue to maintain their e-portfolios after employment (Shepherd & Hannafin, 2008; Lorenzo & Ittelson, 2005; Winsor & Ellefson, 1995; Theel & Tallerico, 2004. Researchers posit that e-portfolios are in their early stage of employment use by principals and hiring committees (Zhou & Helms, 2015) but their use can aid in

providing a more complete level of information about an applicant (Yu, 2012; Strohmeier, 2010). While some school districts question the e-portfolio's abilities to demonstrate proficiency in teaching (Peterson, 2002; Connors, Coppola, & Scricca, 2004; Papa & Baxter, 2008), more hiring committees are requesting the e-portfolio's documents. This further opens legal and privacy issues when e-portfolio content is used outside academic settings

In addition to schools of education, with the growing trend of assessment and assurance of learning in higher education, many college and university programs have adopted the use of student portfolios to serve as a repository of student's graded work. As students prepare e-portfolio, their use for a variety of additional purposes will increase (Moores & Parks, 2010) as will the legal ramifications. While there is somewhat limited research on the use of e-portfolios for employment (Ward & Moser, 2008; Cimer, 2011; Tangdhanakanond & Wongwanich, 2012, Yu, 2012), and job search documentation (Blair & Godsall, 2006; Mason & Schroeder, 2010), researchers note their use is facilitated by access to technology and social media (Tzeng & Chen, 2012).

Regardless of the issues with sharing the materials, Worley (2011) agrees e-portfolios are important to college students in a variety of disciplines and these materials are often requested as evidence of their preparation and competence when applying for internships or jobs. Some employers have discouraged video resumes and packages (Baldas, 2007) and issues arise when videos include students or other human subjects without their knowledge or permission.

When the candidates have submitted a personal video, problems may also arise. Possibilities exist for subtle discrimination based on age, gender, ethnicity, or disability that can be discerned from a video. In fact the Equal Employment Opportunity Commission has expressed concerns that use of the video resumes can also exclude those without access to computers and video cameras (http://www.eeoc.gov/eeoc/ foia/letters/2010/ada_gina_titlevii_ video_resumes.html). As competition for jobs increase, college graduates are encouraged to present work samples to future employers in an e-portfolio. Given the variety of artifacts, the legal and privacy issues will continue to emerge.

Laws Governing Educational Documents

If children's faces are blurred, officially the Children's On-line Privacy Protection Act (www.coppa.org or COPPA) states parental consent is not required (www.ftc.gov). However, according to FERPA, any education record must not be distributed without parental consent COPPA violations are fined up to $16,000 per incident, while a FERPA violation could result in lawsuits, criminal investigations, penalties, and loss of federal funding for the college or university (Federal Trade Commission, 2015).

All issues of hacking and cybersecurity can be postulated to further impact edTPA documents. When teacher candidates do not erase video documents from their personal cameras, laptops, and smart phones, these documents may be illegally gathered and used or shared via social media for unintended purposes. Teacher candidates may be at risk or in some case liable for the illegal use of these video images by themselves or by others.

When students use university computer labs to load materials onto the data management system such as LiveText and then transfer to Pearson, documents may not be permanently erased. Therefore teacher candidates must ensure all documents are thoroughly deleted from public or shared devices. Personal liability for teacher candidates is an insurable risk covered by liability insurance purchased through agencies such as the National Education Association (NEA) or other state educator's associations. It becomes critical administrators, coordinators, and instructors provide information on the security of documents and note which materials cannot be shared outside the edTPA

process. Faculty and teacher candidates using these e-portfolio materials for further research leading to conference presentations and articles published in proceedings or journals must meet all the guidelines for privacy as well as the Institutional Review Boards (IRB) or human subjects research guidelines at their college or university, further complicating the use of these materials.

Figure 1 identifies the use and disposition of video recordings while Table 1 provides the authors' suggestions to ethically and legally disguise the edTPA documents for further use in e-portfolios.

edTPA Materials	Teacher Candidate's non-edTPA E-portfolio
Student Work Sample	Remove name, id, and other identification – can leave grades and comments
Lesson Plans	Remove name, id, and other identification of students
Video Clips of Instruction	Must be destroyed and not included
Analysis of Student Learning	Remove student names and other identification
Reflective Commen-taries	Remove student names and other identification
Parent Permission Slips for Use	Maintain indefinitely – scan and save; not to be included in the E-portfolio but should be retained

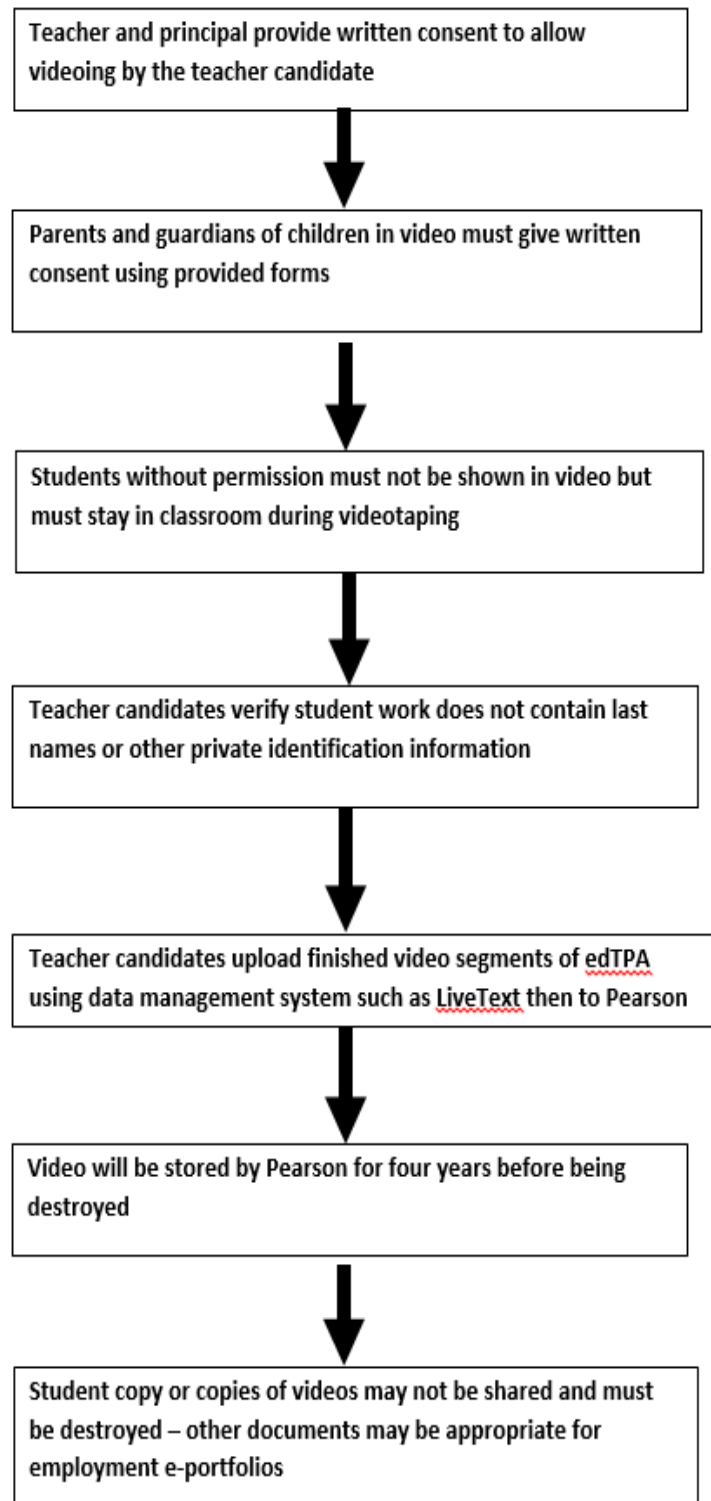Table 1: Suggestions on Sharing edTPA Artifacts for Employment Purposes

Figure 1: edTPA Video Flow Chart

Possible Solutions to Maintain Privacy

With the growing support of e-portfolios used for hiring teacher candidates, and other professionals issues remain about which documents prepared for the college classroom and for edTPA documentation can be used or re-used in the hiring e-portfolio remain. While key concerns are the privacy of the videos identifying students in the P-12 setting, written works and graded samples by pupils observed by the teacher candidates and part of the e-portfolio also can cause privacy issues. First, any student work submitted as part of the edTPA assessment must not contain students' last names or other identification. Also parental permissions must be obtained to use the documents.

To use photographs of students, teacher candidates should always obtain a signed release form (Images of Art and People, 2014). Recently, more than 30 groups have endorsed privacy principles to guide student data use in schools (Roscorla, 2015) and note only students' personal information should be shared under terms or agreement and only with service providers with a legitimate educational purpose. Otherwise a parent, guardian or student, if they are over age 18, must provide consent. The ten privacy principles for student data developed by the Consortium for School Networking and the Data Quality Campaign note that a system should be in place to provide procedures for data collection use, access, security, and sharing as well as have policies for notification of misuse or information breach (Roscorla, 2015).

Lorenzo and Ettleson (2005) suggest the following questions for teacher candidates as they build their e-portfolios for career use purposes with ownership and intellectual property in mind:

- How will an e-portfolio system authenticate that all the work, documentation, and demonstrations were created by the author?
- Who is the real owner of the artifacts in any e-portfolio (author, institution, both)?
- Will fair use laws protect users of others' intellectual property when it is included in an e-portfolio system?
- What can or cannot be included in an e-portfolio?
- Who owns the digital record? Can it be transferred to another institution?

If permission is not granted, in some cases, visual files or artifacts could still be used without permission with some edits or adjustment. One may capture and select media while still main-tain the privacy of students, take pictures of the works in progress, and not necessarily the student work. If a student makes his/her way into a photo, some photo editing could crop out the image or mask their face. If a project has a student's name on it, photos can be edited to remove this information (Schaefer, n.d.)

While Rich and Hannafin (2009) note that annotation tools benefits for reflection, the addition of text and discussion passages to obscure students' faces may find another use in extending the life of a video from assessment as an e-portfolio artifact for employment. Inserting text boxes to obscure faces and employing other software (i.e. Movie Maker, etc.) may be used to transform videos into a sharable product. Other technologies including *Photoshop*, *Over* and other simple text addition software or applica-tions (apps) may be extend the life of a video and possibly avoid confidentiality issues.

More institutions and employers are requesting video applications and digital resumes. Colleges are integrating technology to include video essays and video reflections in applications. It is important to consider both the legal and ethical concerns inherent with these electronic processes (Baldas, 2007; Smith, 2010). Teacher candidates should consider their own copyright and intellectual property rights "Guide to the TEACH Act," 2014). Copyrighted videos may not be used in a public performance. Redistribution of the content or alteration of the digital video in any way could mean copyright infringement. Altering includes removing sounds, adding or changing images, or using the video in editing software. The owner of the video may or may not give permission for using the digital

video in web pages or other multimedia projects and/or for distance learning either (Chiles, Riddle & Rich, 2003). Any clip art from the Internet used in PowerPoint videos or other presentation media used outside the educational classroom and not exclusively for educational purposes are often subject to copyright and users may face fines and penalties as well as lawsuits for using photos or content that is not of their own creation.

Teacher candidates must be clear about the usage of own artifacts by others when sharing an e-portfolio. Terms and definitions could be clear and specific on how their own artifacts in the e-portfolio, such as works, photos, pictures, etc. could be used by others ("Blogs, Twitter...," n.d.; "Collaborating and building...," n.d.). Teacher candidates must consider their own safety and security issues as well when sharing the e-portfolio and be aware of the type of addresses and phone numbers to be shared. Personal data and information should be carefully managed.

Although, laws protect personal data relating to an identifiable individual and prevent it being released to general public, information in the e-portfolio is available once teacher candidates share their portfolio ("Blogs, Twitter ...," n.d.). In many cases, teacher candidates determine the level of access to their online information, as future teachers, it is an ethical responsibility and good practice for teacher candidates to promote and model legal and ethical technology practices when building and sharing their e-portfolios (Lamb, 2010). Educators and administrators have a moral responsibility to encourage students to think about their legal obligations when prepare them for employment in a digital world (Woodcock, 2000) and foster the learning and practices that reflect ethical responsibility.

Areas for Additional Study

Future research should focus on the exploration of solutions to the legal and ethical e-portfolio sharing challenges from the clinical as well as the policy-making perspective. Examining privacy and ethical concerns in other

fields could be applied to Schools of Education and edTPA documents. Studies that bridge edTPA documents with employment needs, however, demands more empirical studies and investigation. As e-portfolio use continues to grow in the job search process, issues related to privacy and security of technology increases. Education leads in the use of e-portfolio but other disciplines are growing in their use of such documents as they are shared for employment purposes, thus future research should extend beyond the educational arena to other fields of study.

While videos are required to show students' faces and reactions to the teaching methodology, computer programs are available to blur faces of participants and this technology may be needed for educational use. Does this raise ethical issues and other privacy issues? Does this distort the learning? Future research studies could assess the efficacy of disguised faces to further determine if learning can be assessed without access to facial expressions and whether the use of other forms of body language share the same information. If videos are disguised, could students use these artifacts in their employment e-portfolios? Do the practices violate or support FERPA? Many questions emerge and remain for study within the profession. Research from psychology and sociology could identify alternatives for measuring and assessing engagement and teaching effectiveness without having to view facial expressions of classroom students individually.

For written assignment, using student identification numbers instead of names is recommended to ensure privacy, particularly in the case of security breaches. Other software to disguise students' voices is available and is frequently used by the news media. Showing the backs of students (taping from the rear of the room and only showing the teacher candidate) could be studied. It is important for educators to be proactive in future research to address these unanswered questions before the legal

community assumes the responsibility.

Free, cloud-based software for e-portfolios should be assessed and potentially utilized to save money for teacher candidates. Alternatives like *Pbworks* and *Weebly* are viable options. Even free *GoogleDocs* or *Dropbox* tools could be great alternatives could reduce teacher candidates' financial responsibilities if security issues are vetted.

Moving beyond the field of education, studies should investigate the use and acceptance of E-portfolios in other job search processes, including business or other professional fields where a sample work or presentations could be helpful for new hires. Comparing the use and value of such additional materials is needed to determine which fields and which graduates, i.e. potential employees, could benefit from e-portfolio use as well as the legal and privacy issues of sharing a variety of different artifacts.

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Confidentiality and Security of edTPA Candidate

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Journal Submission Guidelines and Editorial Policies

1. Faculty members (and professional staff) may submit the following:

   - Book reviews on scholarly works on higher education administration or issues, college teaching, or adult learning published within the last two calendar years.

   - Scholarship of Teaching and Learning research. This is defined as a study in which an activity, strategy, approach, or method that reflects best practices or evidence-based research is tried in the classroom. The faculty member sets up an intervention, executes it, and assesses the impact, employing quantitative or qualitative methods. Articles should indicate that IRB process was followed where applicable, with documentation.

   - Literature review that synthesizes, in a relevant and interesting way, the evidence, theory, and/or research on a particular aspect of higher education, college teaching, adult learning, brain research, etc. Professional staff could write about issues in student services or advising, for example.

   - Essay of personal reflection of a classroom incident or phenomenon with an evidence- or theory-based approach to interpreting the incident or phenomenon.

   - Articles should have applicability across disciplines.

2. Style Sheet

   - Submissions should be in APA VI format and Times New Roman 12 pt. font. Use APA guidelines in terms of margins. The writer should try to preserve his or her anonymity as much as possible. The editor will redact the name of the writer from the document's title page before sending to reviewers.

3. Review Process

   - The submissions will be peer reviewed by three faculty members, whose identity will be known only to editor and not to each other. One member of the review committee will be a faculty member in general discipline represented in the article, one will be a faculty member with an advanced degree in education, and one will be drawn from the advisory committee or other volunteer reviewers.

   - Articles will be returned to the writers in a timely manner with an indication of rejection; conditional acceptance (revise and re-submit, with suggestions for doing so), and accepted (possibly with request to edit or make minor changes). A rubric will be used for assessing the articles. It will be available to potential submitters upon request. If none of the members approves the article, it will be rejected. If one of the members approves the article, it will be considered a conditional acceptance. If two approve it, it will be returned for the necessary editions and published when finished. If three approve it, it will be published as is or with minor corrections.

   4. Submissions should be sent as Word files to btucker@daltonstate.edu

   5. Published articles will appear in the *Journal for Academic Excellence*, which will be available on the Center for Academic Excellence's website and thus accessible by Internet searches.