

THE TEACHER DEVELOPMENT PORTFOLIO

The construction of teacher development portfolios by all students in the Education Program continues throughout the junior and senior years as part of the Continuous Assessment Process. As students accumulate more knowledge, experiences, and teaching opportunities, additional documentation is prepared for the portfolios. Instead of a massive document, the portfolio should be a succinct compilation of the best and most representative indicators of students' teaching expertise. The portfolio will be used to evaluate each student's progress in meeting the components of the Kentucky Teacher Standards. Each student's portfolio documents are evaluated throughout Phase 2, Phase 3, and Phase 4. In order to continue to the next phase, a student's portfolio must be judged to successfully meet the specified criteria. Besides its evaluative function, the portfolio also serves as a learning tool and as the basis for discussions, and it is useful when applying for a teaching position.

THE PHASE 2 ELECTRONIC PORTFOLIO

The phase 2 portfolio evaluation will be completed by two Education faculty members. The portfolio documents will be uploaded to a personal web space provided by the college. A table of contents that lists each portfolio document with appropriate links will be the introductory page of the web space. Each document should be dated. The portfolio must include the following documentation:

SECTION CONTENTS (revised 07/09)

Professional Qualities	<p>The portfolio should:</p> <ul style="list-style-type: none">• Include a table of contents linking all documents.• Contain a signed and scanned copy of the record for your field and laboratory hours. The original should be turned in to your EDU 335/336 professor.• Include dated and paginated items. Number the pages in each individual document in the portfolio. <u>Do not attempt to number all the pages in the portfolio from 1-150.</u>• Not contain spelling and grammar errors.• Be strong overall in appearance and presentation.
2. Planning and Assessment (Standards 1, 2, 4, 5, 6)	<p>2. Include the following:</p> <ul style="list-style-type: none">• Classroom Demographic Data (Task A-1 Teaching and Learning Context)• Reflection Paper on the data using the five criteria below<ul style="list-style-type: none">○ Be primarily <i>analysis</i> including how the data impacts student learning as well as possible consequences resulting from the data. What conditions or factors have an impact on the success or failure of the students?○ Involve examination of objective <i>data</i> (i.e., quantitative and/or qualitative) that has been collected to analyze.

	<ul style="list-style-type: none"> ○ Raise significant <i>questions</i> about the data. After discussing and analyzing the data, what questions can you raise? Include <u>2-3</u> questions in interrogatory format. ○ Connect your paper to relevant <i>research</i> regarding the focus of the reflection and/or make connections to ideas studied in class. <u>Include citations and a reference list at the end of your paper.</u> ○ Draw <i>conclusions</i> about changes, if any, that could be made to improve the classroom setting or support resources. <ul style="list-style-type: none"> ● Unit Plan Introduction ● Unit Plan Overview and Assessment Table ● One three-lesson instructional sequence (using the KTIP lesson plan Task A-2 Lesson Plan) from the unit plan ● Unit Plan Culminating Performance Explanation with scoring guide ● Lesson plan for the recorded lesson if not part of the instructional sequence ● Include the teacher scoring guide for the recorded lesson ● Analysis of Student Work document (Task C Lesson Analysis and Reflection) with sample scored student papers (3-4 total with at least one representative of each category) and appropriate scoring rubrics that demonstrate you have assessed what you have taught ● At least one example of <u>each</u> of the following should be incorporated in the above lesson plans: diagnostic (pre-), formative, and summative assessment, and student use of technology.
3. Teaching (Standards 1, 2, 3, 4, 5, 6, and 8)	3. A recorded lesson (approximately 30 minutes) of your teaching (KTIP Task B). (Include the lesson plan in the previous section.)
4. Technology (Standards 6, 7, and 9)	4. Two examples of how you have used technology.
5. Collaboration and Leadership (Standards 8, 9, and 10)	5. Include the following: <ul style="list-style-type: none"> ● Documentation of one example of collaboration with peers, field experience teachers, or other educators. <ul style="list-style-type: none"> ○ Service work (LIFT or tutoring or Big Brothers/Big Sisters or ESS or Society of Future Educators or KEA-SP) is an example of collaboration. Participation in school meetings and professional development are also appropriate. ● A leadership plan for implementation in Phase 3 (KTIP Task F Leadership).
6. Diversity (Standards 1, 2, 3, 4, 6, and 8)	6. Include the following: <ul style="list-style-type: none"> ● Two examples of diversity experiences. Examples might include: <ul style="list-style-type: none"> ○ Convocations and activities that deal with diversity. The MLK

	<p>convocation and participation in the Heritage Festival are two examples. The experience must be written about with at least one section being devoted to the impact or use of this experience in your teaching.</p> <ul style="list-style-type: none"> ○ Multicultural lesson plans. These should go beyond dealing with food, heroes, and holidays. ○ Multicultural education resources that can be used in your teaching. An annotated bibliography would be an example. ○ A cultural plunge in which you experience another culture by being alone in that culture and then reflect on that experience. ○ Special education resources and reflections.
<p>7. Self and Peer Evaluation (Standards 7 and 9)</p>	<p>7. Include the following:</p> <ul style="list-style-type: none"> • Self-assessment of the Kentucky Teacher Standards (KTIP Task E, pages 1-4, Orientation column) • Evaluation of a peer's portfolio including teaching, and Phase 2 presentation. When evaluating the portfolio and presentation, complete the provided scoring guide. In evaluating the teaching either view the recorded lesson or assist with the recording.