

The current criteria for the teacher portfolios are listed below.

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 Teaching Framework. Each student's portfolio is evaluated at the end of 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 3 PORTFOLIO

The phase 3 portfolio will be evaluated at the end of the appropriate methods class (usually during the first term of the senior year). The portfolio should be in a loose-leaf notebook with dividers and a table of contents that lists each piece in the portfolio. Each item should be dated. The portfolio must include the following sections:

SECTION CONTENTS (revised 8/09)

Professional Qualities	<p>The portfolio should:</p> <ul style="list-style-type: none"> • Be in a notebook with tabbed and labeled section dividers. • Have a table of contents. • Contain a signed copy of the record for your field and laboratory hours. The original should be turned in to your EDU 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> • Provide a brief introduction to each section (except section 1) that is addressed to the reader and indicates why items in the section were selected and included. • Not contain spelling and grammar errors. • Be strong overall in appearance and presentation.
1. Philosophy of Education.	<p>1. A <u>revised</u> statement of your philosophy of education not to exceed two pages that reflects your experience since the Phase 2 portfolio. The statement should:</p> <ul style="list-style-type: none"> • Be addressed to a general audience unfamiliar with educational jargon.

	<ul style="list-style-type: none"> • Contain your key assumptions and beliefs about teaching with supporting <i>specific</i> classroom examples and explanations. The statement should provide the reader with a clear vision of your future classroom. • Demonstrate your thoughtful consideration of who you plan to be as a teacher and not be too narrow or too broad in scope.
2. Planning	<p>2. Include the Teacher Performance Assessment prepared in the methods course. In the 3 new lesson plans the Centre KTIP format should be used with references to the Core Content and/or Program of Studies. The following items should be included in this section:</p> <ul style="list-style-type: none"> • Teacher Performance Assessment Unit Overview and Assessment Table and 3 sequential Lesson Plans. • Lesson plan for videotaped lesson.
3. Assessment	<p>3. This section will demonstrate your ability to impact and assess student learning. Include the following documents:</p> <ul style="list-style-type: none"> • Assessed student work (with scoring guide) from the videotaped 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 • A Phase 3 sample test dealing with several lessons. • Two Phase 3 performance assessment tasks with rubrics (one holistic and one analytic).
4. Classroom Environment	<p>4. Using the lesson you have videotaped (minimum 30 minutes), systematically explain how it demonstrates the components of Domain 2. (Domain 2 Feedback Form available on EDU Program website.)</p>
5. Instruction	<p>5. Include a videotape of your teaching and systematically explain how the lesson demonstrates the components of Domain 3. (Domain 3 Feedback Form available on EDU Program website.) Include teacher evaluation form for the lesson. The lesson plan should be included in Section 2.</p>
6. Technology	<p>6. The three parts in this section are:</p> <ul style="list-style-type: none"> • One Phase 3 lesson plan in which you use technology as an integral part of the lesson. (This should be more than having students do research on the Internet or using word processing to write a paper.) • Two <i>Phase 3</i> examples of how you have used technology. • The checklist for technology (available on EDU Program website) with explanations.
7.	<p>7. This section presents Phase 3 evidence of your interest and involvement with</p>

Performance Practices	<p>young people and teaching outside of regular Centre classes. The experience must be written about with at least one section being devoted to the impact or use of this experience in your teaching. It includes two parts:</p> <ul style="list-style-type: none"> • Two examples of your interest and involvement with young people and teaching outside of regular Centre classes. <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 involvement. Participation in school meetings and professional development are also appropriate. • Two examples of diversity experiences. Examples might include: <ul style="list-style-type: none"> ○ Convocations and activities that deal with diversity. The MLK convocation and participation in the Heritage Festival are two examples. ○ 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 or reflections.
8. Reflections	<p>8. Three Phase 3 reflections (1 based on Teacher Performance Assessment classroom demographic data—<i>(including the demographic data sheet Task A-1)</i>, 1 on videotaped lesson and 1 on field experience, (e.g., PTO, classroom observation, faculty meeting, IEP or ARC meeting). These reflections should:</p> <ul style="list-style-type: none"> • Be primarily <i>analysis</i> including how and why an event occurred as well as possible consequences arising from the event. What conditions or factors had an impact on the success or failure of the event? It is usually best to focus on one or two aspects of the event rather than the entire event. • Involve examination of objective <i>data</i> (i.e., quantitative and/or qualitative) that has been collected to analyze. • Raise significant <i>questions</i> about the event. After witnessing a particular event, what questions can you raise? Include 2-3 questions. • Refer to relevant <i>research</i> regarding the focus of the reflection and/or make connections to ideas studied in class. • Draw <i>conclusions</i> about changes, if any, that could be made to improve the event. <p><i>*Each individual reflection should demonstrate all five criteria.</i></p>
9. Self and Peer Evaluation	<p>9. Several types of evaluation should be included:</p> <ul style="list-style-type: none"> • Complete evaluation of a peer's Phase 3 portfolio including the videotaped lesson. If at all possible assist in videotaping a lesson of the peer. (Phase 3 Self- and Peer-Evaluation Form available on EDU Program website.)

	<ul style="list-style-type: none">• Self-evaluation of your progress in meeting all the components of Domain 1 and the appropriate components of Domain 4 (since Domains 2 & 3 have been evaluated above). (Domains 1 and 4 Feedback Form available on EDU Program website.)• Include the PGP developed following the Phase 2 Portfolio and a Reflective Statement based on your Professional Growth Plan (prepared during the advising conference with two EDU faculty members) including a review of your Phase 2 portfolio and feedback from peers and professors.<ul style="list-style-type: none">◦ How does your Phase 3 portfolio compare to the Phase 2 portfolio?◦ How have you grown as a teacher and learner?◦ What areas require growth and improvement?◦ Include a statement describing how you plan to address your areas for growth.
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