

THE PHASE 4 PORTFOLIO

The phase 4 portfolio will be evaluated at the end of student teaching. 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)

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| Professional Qualities | <p>The portfolio should:</p> <ul style="list-style-type: none">• Be in a loose-leaf notebook with tabbed and labeled section dividers.• Have a table of contents.• 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 for sections 3, 5, 9, and 10 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. Resume | 1. Include two (2) copies of a resume that you could use in applying for a teaching position. One copy is for your Education Program file. |
| 2. Philosophy of Education | 2. An <i>updated</i> statement of your philosophy of education not to exceed two pages that reflects your experiences in student teaching. The statement should: <ul style="list-style-type: none">• Be addressed to a general audience unfamiliar with educational jargon.• 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. |
| 3. Reflections | 3. Select three reflections (one reflection should analyze the classroom context and demographics (<i>including the demographic data sheet Task A-1</i>) using the Teacher Performance Assessment guidelines) from your student teaching. These reflections should: <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 |

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| | <p>questions.</p> <ul style="list-style-type: none"> • 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> |
| 4. Self-Evaluation | <p>4. Evaluate yourself on the four domains of the Framework.</p> <ul style="list-style-type: none"> • Complete the final evaluation form for student teaching and while completing the evaluation, incorporate #5-8 below. • Review your Phase 3 portfolio and feedback from peers and professors. • How does your Phase 4 portfolio compare to the Phase 3 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. • Include your student teaching Professional Growth Plan. |
| 5. Planning (Domain 1) | <p>5. To supplement your self-evaluation of this domain also:</p> <ul style="list-style-type: none"> • Include 3 lesson plans (with national standards and Core Content) from student teaching including the KTIP observation lesson (with feedback form). • Include the Centre Teacher Performance Assessment with Unit Overview Table and a three KTIP lesson instructional sequence. • When completing the self-evaluation, give a systematic explanation of how you have/have not fulfilled each of the six components of Domain 1 including documentation wherever possible. |
| 6. Assessment | <p>6. This section will demonstrate your ability to impact and assess student learning. Include the following documents:</p> <ul style="list-style-type: none"> • Teacher Performance Assessment Unit Assessment Plan • Assessed student work with scoring guides. • Student Work Analysis and Reflection based on the assessed work. (Demonstrate what you did do to move students forward and the results—<i>do not simply suggest possibilities</i>. You must implement them.) • Include examples of different types of evaluation (including at least <i>one</i> example of an original assessment <i>you</i> created) you have used during student teaching such as scoring rubrics. |
| 7. Classroom Environment (Domain 2) | <p>7. When completing the self-evaluation, give a systematic explanation of how you have/have not fulfilled each of the five components of Domain 2 including documentation wherever possible.</p> |
| 8. Instruction (Domain 3) | <p>8. When completing the self-evaluation, give a systematic explanation of how you have/have not fulfilled each of the five components of Domain 3 including documentation wherever possible.</p> |
| 9. Professional Responsibilities (Domain 4) | <p>9. When completing the self-evaluation, give a systematic explanation of how you have/have not fulfilled each of the six components of Domain 4 including documentation wherever possible.</p> |

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| 10. Technology | <p>10. Provide evidence that would convince a potential employer that you can use technology effectively in your teaching. Include:</p> <ul style="list-style-type: none"> • At least one lesson plan from student teaching in which you use technology as an integral part of the lesson. • The checklist for technology (available on EDU Program website) with explanations and in so doing include or indicate evidence of how you have used technology during student teaching, (e.g., WebQuests, PowerPoint, electronic grade books, etc.). |
| 11. Performance Practices | <p>11. This section presents <i>updated</i> evidence of your interest and involvement with young people and teaching outside of the student teaching classroom and 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"> • Evidence of your interest and involvement with young people and teaching outside of 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. • 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. |