

# The Developmental Teaching

## Portfolio



FOR STUDENTS IN:

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Interdisciplinary Studies In  
Education

Secondary Education

Master of Arts In Teaching

# DEPARTMENT OF CURRICULUM AND INSTRUCTION

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Revised, 6<sup>th</sup> Printing, Spring 2007

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The content of the Developmental Teaching Portfolio was researched, and compiled, and written by Dr. Karilee K. Freeberg, Professor and Chair, Department of Curriculum and Instruction, Clemmer College of Education, East Tennessee State University 1999-2005. The format and graphic layout of the Developmental Teaching Portfolio was done by Ms. Holly Hughes, graduate student in the Elementary M.A.T. program in 2005. Special recognition and acknowledgement is given to: student contributors (ISED K-8 2004) who provided suggestions and recommendations for the working resume model template, (ISED K-8 2005) for the organizational plan followed in Section III: Professional Evaluation and (Elementary MAT 2004) for the summarizing matrix. A special thanks to Dr. Dawn Taylor for her support of and valuable recommendations concerning the portfolio process as a path to professional growth and development for pre-service teacher education candidates, 2002-2005. Dr. Tammy Barnes, Dr. Jean Hamm, and Mrs. Marcia Dosser for their input and revisions, 2005-2006, Portfolio Committee and Student Contributors 2006 for their input and revisions, 2006-2007, and Dr. Rhona Cummings, Interim Chair, Department of Curriculum and Instruction, for her input and support for creating the electronic portfolio.

# Preface

In 1995, the College of Education (April 2004 marked the name change of the College of Education to the Clemmer College of Education) defined the **Conceptual Framework** for guiding teacher education programs at both the initial and advanced level as a multidimensional concept called **leadership**. The vision of leadership is based on the mission of the Department of Curriculum and Instruction, to prepare professional educators who are committed to innovation, communication and learning, and who seek to become enthusiastic practitioners, authentic role models and efficient managers of instruction, time, resources, and evaluation. It is our belief that leaders are knowledgeable in their field of study and possess attributes that indicate opportunity for success in the educational environment. Development and growth of leaders is demonstrated through the ability to acquire knowledge (general, content, and professional) and to acquire these six attributes of leadership:

**Concern for diversity**  
**Collaboration**  
**Reflective practice**  
**Lifelong learning**  
**Caring**  
**Social responsibility**



To ensure that the teacher education programs in the Department of Curriculum and Instruction support the conceptual framework for the Clemmer College of Education at East Tennessee State University, the faculty adopted the Interstate New Teacher Assessment and Support (INTASC) **Model Standards for Beginning Teacher Licensing and Development**. As a result, both the Clemmer College of Education and the Department of Curriculum and Instruction evaluate the growth and progress of students using portfolio development and assessment. Appendix A illustrates the connection and correlation of the Clemmer College of Education Conceptual Framework to the INTASC standards adopted by the Department of Curriculum and Instruction.

## Rationale

The faculty in the Department of Curriculum and Instruction believe that becoming a classroom teacher is a complex and challenging endeavor that requires academic rigor in addition to intellectual, emotional, and physical energy. Excellence in teaching requires an understanding of purpose, and comprehensive knowledge of academic disciplines. Further, a commitment to lifelong learning and positive personal attributes are essential. These characteristics enhance leadership in the classroom, school, and community.

Students (hereafter identified as "candidates") in the Department of Curriculum and Instruction will prepare a *Developmental Teaching Portfolio*. "*Developmental*" is defined in generic Piagetian terms implying "stages" based upon the candidate's evolving understanding and ability to synthesize, evaluate, and reflect on what they are learning in courses and what they are applying in clinical experiences as they work toward becoming teachers.

Candidates, who are preparing the *Developmental Teaching Portfolio*, should experience growth in self-reflection, self-assessment, individual goal setting, and the formulation of a perspective toward teaching and learning grounded in the conceptual framework of the Clemmer College of Education, the model principles of the INTASC standards, and the mission and goal statements of the Department of Curriculum and Instruction.

## Introduction

In many professions, *portfolio* is a very familiar term. Portfolios have been a primary method of evaluation in fields such as art, architecture, modeling, photography, acting, and journalism. Portfolios are utilized as interactive tools. The "expert" master artist, for example, critiques and suggests; the "novice", beginning artist responds and evolves. The portfolio documents proficiency, skill, style, talent, creativity, and imagination with examples of actual work.

Recently, in education, a portfolio has come to be defined as a purposeful, systematic process of collecting and evaluating work samples to document progress toward attaining learning targets addressed either in state and/or national standards or by learned societies (e.g., NCTE, NCTM, IRA, NCSS). Defined in this way, a portfolio has several essential characteristics:

A portfolio is **purposeful**. There is a clear reason why certain items should be included and how the portfolio is to be used.

The portfolio represents a **systematic and well-organized collection** of materials.

### The Developmental Teaching Portfolio ~

### Purposeful Systematic Reflective Continuous Self-Assessing

**Pre-established guidelines** govern decision-making for the inclusion of artifacts.

Students **select** the materials and **continually evaluate and reflect** on their work.

Based on well-prepared and comprehensive rubrics **progress is documented with evaluations**.

**Conferences** are held between the teacher educator (mentor teacher, college supervisor) and the candidate to review progress, identify areas that need further improvement, and facilitate student reflection.

## The Developmental Teaching Portfolio

The *Developmental Teaching Portfolio* in its broadest sense is a summary of knowledge, dispositions, and performances related to teaching. Artifacts (work samples) are chosen from the courses of study and clinical/field-based experiences prior to student teaching. This portfolio is a brief but selective account of the learning activities that have occurred over a defined period in the progress towards becoming a professional educator. It is a display of best work that highlights understanding of teaching from the perspective of the pre-professional teacher. It is reflective since artifacts are accompanied by a reflective commentary that explains not only what was done but why.

There are three levels of professional growth displayed in the portfolio. These are:

**Initial Level**

**Evaluative Level**

**Professional Level**

Regardless of level, the *Developmental Teaching Portfolio* has three main sections:

**Section One: Background Information**

**Section Two: Selected Entries**

**Section Three: Professional Evaluation.**

## Purpose and Use of the Developmental Teaching Portfolio

The primary purpose of the *Developmental Teaching Portfolio* is to document what the candidate knows and can do in relation to teaching and learning. It is imperative that the candidates learn early on in the program the importance of connecting what they are being asked to do for one or more standards. The INTASC *Model Standards for Beginning Teacher Licensing and Development* have been adopted by the Department of Curriculum and Instruction to define the use and evaluation of the *Developmental Teaching Portfolio*. The ten principles have accompanying knowledge, disposition, and performance statements. Appropriate standards have been designated for each level in the *Developmental Teaching Portfolio*. The candidate should utilize the standards as guideposts to create the portfolio. Selection of artifacts to include in the portfolio should be based on the standards identified for each level. As such, the *Developmental Teaching Portfolio* functions as an evaluation tool for both the candidate and the teacher education faculty. The creation of the portfolio should be taken very seriously. Each level of the *Developmental Teaching Portfolio* has a set of specific purposes designed for a particular use. It is important that the teacher candidate achieve a satisfactory progress rating at each level before proceeding in the course of study.

## Overview: Initial Level

### **Purpose and Use of the Developmental Teaching Portfolio: Initial Level**

The candidate creates the **Initial Level** of the *Developmental Teaching Portfolio* prior to admission to a teacher education program, (Interdisciplinary Studies in Education, Secondary Education, or the Master of Arts in Teaching). The **Initial Level Portfolio** is presented for evaluation at the time the candidate applies for admission to one of these programs in the Department of Curriculum and Instruction.

The model standards, with accompanying knowledge, disposition, and performance statements for the **Initial Level**, are illustrated in Appendix B.

### **Performance-Based Outcomes for Developmental Teaching Portfolio: Initial Level**

It is expected that the candidate will demonstrate knowledge and application of the standards through work samples required throughout the course of study. Some examples from professional education courses that are appropriate for selection are:

- Educational history/autobiography
- Resume with reflective commentary
- Statement of philosophy
- Journal entry related to communication/learning environment
- Technology related project
- Description of the contextual factors of a field site
- Evaluations from mentors and supervisors of clinical experience

Since the candidate has also completed the general education requirements of the university at this point, he/she should have samples of work that are indicative of content level knowledge or skills. If the institution has proficiency requirements, i.e., speaking, writing, computer technology, etc., a candidate might want to include artifacts/products/work samples demonstrating those skills. For example, an audio or videotape illustrating oral competency would be a good choice. A candidate may have completed a special project that demonstrates acquisition of a new understanding, awareness or knowledge of a particular subject. This is acceptable because it demonstrates a positive disposition toward learning – a quality that all effective teachers possess.

## Overview: Evaluative Level

### **Purpose and Use of the Developmental Teaching Portfolio: Evaluative Level**

Most candidates create the **Evaluative Level** of the *Developmental Teaching Portfolio* approximately one semester prior to the application for student teaching. For candidates in Interdisciplinary Studies in Education the **Evaluative Level** begins in CUI 4241, Performance Based Assessment in Clinical Settings. It is presented for evaluation at the end of each course. Candidates in the Elementary M.A.T. program begin the **Evaluative Level** in the Communications Block I and continue it in the Reasoning Block II. The portfolio is always presented for evaluation at the end of each block. For candidates in the undergraduate secondary education and the graduate M.A.T. Secondary program the **Evaluative Level** is begun during the one credit hour secondary curriculum and general methods clinical field experience and presentation occurs at the end of that experience.

The standards, with accompanying knowledge, dispositions, and performance statements that define the use and evaluation of the **Evaluative Level**, are illustrated in Appendix C.

### **Performance-Based Outcomes for Developmental Teaching Portfolio: Evaluative Level**

It is expected that the candidate will demonstrate knowledge and application of the adopted standards through the development of products required throughout the course of study. Some examples of these products are:

#### Lesson plans:

- Sequential lessons with provisions for exceptionalities
- Lesson on English and Spanish language differences/similarities
- Lesson using PowerPoint

#### Units of instruction:

- Interdisciplinary, thematic, subject-centered, skill-centered

#### Scoring guides

#### Action research projects

#### Research papers

#### Article critiques and/or reviews

#### Technologically enhanced projects

#### Grade book, plot diagrams, web quests, and software critiques

Faculty will identify on course syllabi the assignments suitable for inclusion in the *Developmental Teaching Portfolio: Evaluative Level*.

### **System and Organization of Materials in the Developmental Teaching Portfolio**

The system and organization of materials in the *Developmental Teaching Portfolio* is in the same format at all levels, i.e. **Initial Level** and **Evaluative Level**. The format includes:

#### **Title page**

*See Appendix D: Sample Title Page*

Identifies the portfolio level

Name of candidate

Major

Department and College

Date of presentation

**Table of contents** (for the electronic version this may be hyperlinked)

*See Appendix E: Sample Table of Contents*

Identifies introductory statement

Lists three main sections with titles of individual artifacts

Identifies Reflective Statements at end of each sub-section

Identifies Concluding Reflective Statement

#### **Introductory statement**

#### **Section I- Background Information** (required artifacts)

Working resume

Statement of beliefs/philosophy

Summarizing Matrix: Alignment of CCOE Dimensions (for Evaluative and Professional Levels)

#### **Section II- Selected Entries** (required sections)

Planning and Teaching Strategies

Actual Teaching

Assessment and Evaluation

Learning Environment

Professional Growth

Communication

#### **Section III- Professional Development**

#### **Concluding Reflective Statement**

The three main sections of each portfolio level are Section One: Background Information, Section Two: Selected Entries, and Section Three: Professional

Evaluation. Each of the main sections should be identified by a divider and labeled with the correct title.

**Section One: Background Information** contains three required artifacts. These are: 1) the working resume, 2) a statement of beliefs or a statement of philosophy related in general to the discipline of education or in particular to a subject area or concept (e.g. mathematics; citizenship education) or a prospectus on issues in education, and for levels beyond the Initial level, 3) a Summarizing Matrix: Alignment of CCOE Dimensions and INTASC Principles with Portfolio Artifacts. (*See Appendix F: Section One: Background Information, Model for Working Resume; Model for Summarizing Matrix: Alignment of CCOE Dimensions and INTASC Principles with Portfolio Artifacts*). Additionally, Section One: Background Information **may** contain a transcript, a letter of admission to a program, a program of study, scores from PRAXIS examinations, and honors or awards.

**Section Two: Selected Entries** has six sub-sections. A divider must identify each of the sub-sections with the correct sub-heading. The six sub-sections in Section Two: Selected Entries are:

**Planning and Teaching Strategies**  
**Actual Teaching**  
**Assessment and Evaluation**  
**Learning Environment**  
**Professional Growth**  
**Communication**

These sub-sections are correlated to the criteria for evaluation of teaching performance established by the Tennessee Department of Education. Artifacts appropriate for this section can be found in assignments provided in courses that are prerequisites for methods courses, methods courses, and in clinical/field-based experiences (See Appendix G: Sample *Teacher Work Samples/Artifacts/Products for Section Two: Selected Entries*).

The sub-section, **Planning and Teaching Strategies**, must contain artifacts/products/work samples of the candidate's ability to:

- Identify appropriate instructional goals and objectives
- Plan instruction based upon knowledge of subject matter, students, community, and curricular goals
- Adapt instruction to meet the needs of a diverse student population
- Demonstrate knowledge and awareness of a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills
- Encourage active engagement in learning, positive intellectual interactions, and student ownership of learning
- Demonstrate knowledge and understanding of the central concepts, tools of inquiry, and structures of the disciplines taught

In the sub-section titled, **Actual Teaching**, artifacts/products/work samples should be included that reflect the candidate's ability to:

- Plan integrated instruction in collaboration with a team member, cooperating teacher, and supervisor
- Maintain an environment conducive to learning while implementing instruction
- Demonstrate an ability to use technology in the classroom,
- Maintain a professional manner while interacting with students, cooperating teachers, support staff, supervisor, and team members
- Apply theories of learning to classroom practice
- Apply a variety of strategies regarding the diversity of student learning

In the sub-section titled, **Assessment and Evaluation**, artifacts/products/work samples should be included that reflect the candidate's ability to:

- Use appropriate assessment strategies and instruments to obtain information about students and their ongoing progress

- Use assessment and evaluation information to make instructional decisions
- Communicate student status and progress to students, parents and others
- Continually evaluate the effects of instruction on student learning
- Consistently and regularly evaluate student performance to determine amount of progress

In the sub-section titled, **Learning Environment**, artifacts/products/work samples must be included that demonstrate the candidate's ability to:

- Create a learning climate that supports development of student abilities
- Manage classroom resources effectively

In sub-section, **Professional Growth**, artifacts/products must be included that illustrate the candidate's ability to:

- Collaborate with colleagues and appropriate others
- Engage in professional development
- Perform professional responsibilities efficiently

In sub-section, **Communication**, artifacts/products/work samples must be included that highlight the candidate's ability to:

- Use appropriate verbal and non-verbal techniques to communicate effectively
- Write clearly and correctly

**Section Three: Professional Evaluation** contains artifacts related to the assessment of the candidate's knowledge, dispositions, and performance during the clinical field experiences in the teacher education program. In this section, the candidate should include teacher work samples/artifacts/products that are representative of academic ability and growing expertise as a future educator. The selected artifacts should be objective representations and directly related to the course of study and clinical/field-based experiences from which they emanated. For

example, the candidate might include a time card with the official signature of a mentor teacher, an evaluation/rating checklist from a mentor teacher, and/or a paper with an accompanying scoring guide from a particular course.

### **Guidelines for Selection and Inclusion of Artifacts in the Developmental Teaching Portfolio**

The content of the portfolio consists of artifacts (products or teacher work samples) and evaluations. Artifacts are usually derived directly from instructional activities (assignments) given to the candidate within a course or in a clinical/field-based experience. Any artifact that results from instruction received during the required course of study in the teacher education program may be included in the portfolio. This makes the range of artifacts extensive. The range is controlled to some extent by the level of the portfolio and whether the artifacts (products or teacher work samples) demonstrate the candidate's awareness and knowledge of standards.

The candidate must select artifacts that are suitable for the three main sections of the portfolio as well as the six sub-sections of Section Two: Selected Entries. Suitability depends upon the purpose (standard) of either a particular level or sub-section in the portfolio. Candidates are advised to use artifacts that capitalize on the advantages a portfolio offers, i.e. flexibility, individuality, and authenticity. Always choose an artifact based on a standard. The ultimate purpose of the portfolio is to document the growing abilities of the teacher candidate to meet the CCOE Dimensions and the INTASC Principles.

When selecting a work sample/artifact/product for inclusion in one of the *Developmental Teaching Portfolio* levels, the candidate may find the following questions helpful.

- Does the artifact address a standard? Is it appropriate for the level?
- How does this artifact show understanding of the spirit of the standard?
- How does this artifact demonstrate the skill(s) of a beginning teacher?

- How does this artifact illustrate the ability to improve professionally?
- How does the artifact expand professional dispositions?
- Are the artifacts included, at each of the levels, representative of knowledge and expertise in a variety of content areas?
- Are the artifacts included in each of the levels representative of a fair evaluation of performance?

The candidate is responsible for selecting the teacher work samples/artifacts/products for each level of the *Developmental Teaching Portfolio*. One of the dispositions to be enhanced through this process is student ownership and involvement with professional growth. However, in some instances instructors will indicate to the candidate a prescribed assignment to place in a particular level or subsection of a level. This is done to provide a degree of standardization across portfolios and to ensure that all teacher candidates acquire certain fundamental skills.

The number of candidate work samples/artifacts/products to be included in each level is up to the candidate. Too many indiscriminate candidate work samples/artifacts/products become overwhelming and difficult to organize. On the other hand, too few items will not provide enough information about the level of skill a candidate has acquired. A level with more complex candidate work samples/artifacts/products that takes a longer time to create will have less than one that illustrates the growth of a number of relatively simple skills. For the *Developmental Teaching Portfolio*, a general rule would be to have **one** candidate work sample/artifact/product for each main section in the **Initial Level** and **three** candidate work samples/artifacts/products for each main section in the **Evaluative Level** (including three work samples/artifacts/products in each sub-section of Section Two: Selected Entries). (MAT students in the elementary concentration will have two artifacts in each section for the Evaluative Level I portfolio (Communications Block) and three artifacts for the Evaluative Level II portfolio (Reasoning Block).)

Each candidate work sample/artifact/product in Section II and its subsections must be accompanied by a **context statement**, which will include when and where it was produced and a brief description. *All candidate work samples/artifacts/products must be clean copies. There should be no indication of the grade received. Candidate work samples/artifacts/products are to be the work of the candidate. Already published and copyrighted materials are not to be submitted to the portfolio as a candidate product unless the candidate is the author. Candidate work samples/artifacts/products represent growth in **performance** of the individual candidate.*

## **Context Statements and Reflective Commentary in the Developmental Teaching Portfolio**

### **Context Statements in the Developmental Teaching Portfolio**

For each candidate work sample/artifact/product placed in Section II of the portfolio, the candidate will provide a **context statement**. No context statements are required for items included in Section I, Background Information or Section III, Professional Evaluation.

The context statement alerts the audience for the *Developmental Teaching Portfolio* to the type of artifact, when the artifact was created, the course (rubric, number and title) or field experience (rubric, number and title) where the artifact was developed. The context statement does not need to be lengthy. The context statement is like an identification tag for a reader who may or may not be familiar with the East Tennessee State University teacher education program. A sample context statement might read:

#### **CONTEXT STATEMENT**

**Type of Artifact:** Lesson Plan “Using Clues to Define Vocabulary Words”

**Date:** Fall, 2005

**Course:** READ 3100 Early Literacy

**Description:** This was my first attempt at creating a lesson plan. I was in the first semester of my course of study in Interdisciplinary Studies in Education.

## Reflective Commentary in the Developmental Teaching Portfolio

All candidate work samples/artifacts/products included as part of each subsection of Section II in the *Developmental Teaching Portfolio* must be followed by a ***summarizing reflective commentary***. The ***summarizing reflective commentary*** must demonstrate the candidate's ability to use the cycle of reflective teaching by identifying any overall dilemma/problem/strength/weakness inherent in the candidate work samples/artifacts/products, describing any actions that might be taken to resolve those dilemmas, (build on strengths) etc., observation (where applicable) of the results of the actions, a judgment (conclusion) about the results and finally, a connection made to applicable standard(s).

The ***reflective commentary*** should be sufficiently comprehensive to indicate the candidate's ability to practice reflective writing and to demonstrate the candidate's mastery of planning and teaching strategies, actual teaching, assessment and evaluation, the learning environment, communication and professional growth. Sources that would support the ***reflective commentary*** may be found in texts used in courses, lecture notes compiled in courses, supplementary reading assignments, journals, and authority-based quotations. As the candidate practices ***reflective commentary*** at each level, the reader/evaluator should be able to identify growth in the way the candidate thinks about the profession, the process of teaching, learning, and assessment. Knowles, Cole, and Presswood in *Through Preservice Teachers' Eyes Exploring Field Experiences Through Narrative and Inquiry* (1994) recommended forms of autobiographical writing as having particular value in becoming a reflective teacher. They encourage personal or life history accounts, journal keeping, explorations of personal metaphors, and reflective accounts of practice, professional development summaries, and records.

Questions to explore in preparation for completing the ***reflective commentary*** for teacher work samples/artifacts/products of the *Developmental Teaching Portfolio: Initial Level* include:

- ♦ Who am I as teacher?

- What are schools and classrooms like?
- Who are the students?
- How do I learn about and understand teaching?
- Why is my artifact unique?
- How does this artifact relate to future practice?

In the *Developmental Teaching Portfolio: Evaluative Level* where narrative and inquiry are involved in extensive field experiences, the questions that would enhance reflective abilities occur at more depth and include:

- Who am I as teacher? What does it mean to be a teacher? What are the roles of teachers?
- What are schools and classrooms like? Who works in schools and why? What goes on in schools and why?
- How do I forge relationships with individuals in learning communities? How do I develop relationships with the various groups of people who comprise a learning community?
- Who are the students? What are their needs as learners? What do they already know? How do I come to know them as persons and learners?
- How do I focus my teaching? How do I think about teaching?
- How do I teach? What teaching methods are most appropriate?
- How can I forge my professional development as a new teacher?

A reflective teacher makes rational and ethical choices about what and how to teach and assumes responsibility for those choices (Goodman, 1984; Ross, 1987; Zeichner and Liston, 1987). In doing this, the teacher must continually answer important questions, such as, what do children need to know and be able to do? Which teaching strategies are most likely to result in this learning? Are my teaching

practices based on ethical commitments to children such as caring and equity (i.e., fairness or justice)? What evidence do I have that I am accomplishing my goals?

Ross, Bondy, and Kyle in *Reflective Teaching for Student Empowerment* (1993) suggested that to become a reflective teacher the candidate must develop the following attitudes:

**Introspection**

**Responsibility**

**Open-mindedness**

Introspection involves engagement in the thoughtful reconsideration of all that happens in a classroom while looking toward improvement. Introspection allows for the recognition of dilemmas (problems), impetus for change and improvement, and the likelihood of achieving professional potential.

Responsibility means the willingness to acknowledge one's decisions and actions. Teachers cannot possibly achieve consistency between beliefs and practice all of the time. Human behavior is not consistent. Additionally, beliefs of the teacher will, sometimes, conflict with those of parents, administrators, curriculum specialists, or other teachers. Compromises will have to be made. However, each teacher must accept the responsibility for assuring that important beliefs are not abandoned. It is one thing to compromise; it is abandonment of principles to allow others to make your professional decisions.

Open-mindedness means considering new evidence as it occurs and admitting the possibility of personal error. Being open-minded requires one to criticize oneself. Self-criticism is hard. All of us like to be right. We like to do things well. We do not like to be reminded of our potential for making mistakes. Teachers who are able to admit and acknowledge errors are less likely to blame children, parents, colleagues, or administrators for problems that arise during the teaching/learning process. Both good and poor teachers make mistakes; however, good teachers recognize, learn from, and correct their mistakes. Open-minded teachers continually seek new information that might challenge their assumptions about teaching, thus broadening their appreciation systems. Sources of valuable information include university courses,

interactions with colleagues, journal articles, books, and staff development activities (Ross, Bondy, and Kyle, 1993).

Ross, Bondy, and Kyle (1993) identified several abilities that are required for competent reflection. Ability to:

- View situations from different perspectives
- Search for alternative explanations of classroom events
- Use adequate evidence in supporting or evaluating a decision or position.

Viewing situations from different perspectives is critical to effectiveness in the classroom and in the school. Seeing things from the students' perspective helps teachers understand how children interpret lessons and classroom events making it more likely that lessons can be presented in understandable and meaningful ways. Also, teachers must be able to see things from the perspective of society and of other adults in the school setting. No matter how competent a teacher is it is unlikely they will make a career of teaching if they alienate administrators, fellow teachers, and parents. The ability to see things from other perspectives enables a teacher to envision a broad range of potential solutions and makes it more likely that dilemmas and problems will be resolved.

Ross, Bondy and Kyle (1993) concluded that the ability to search for alternative explanations of your own behavior is related to developing the attitudes of introspection, open-mindedness and, willingness to accept responsibility for your behavior if you are to discover the motivations behind what you are doing. This ability is of critical importance. Teaching involves interaction between teacher and student. The teacher influences the students; the students influence the teacher. Any dilemma or problem occurring in the classroom, therefore, is an interaction problem. The teacher must constantly ask the questions, "What am I doing that is contributing to this? How much of this is my problem? How much is the student's problem? How much responsibility should I accept here?"

Lastly, the reflective teacher must develop the ability to use adequate evidence in supporting or evaluating a decision or position (Ross, Bondy and Kyle, 1993). A

teacher must be able to identify and collect adequate evidence and then use that evidence to support or evaluate a decision, practice, or position. "***Evidence***" is ***more than developing a feeling that children liked a lesson and are mastering concepts taught.*** The teacher must assess the understandings constructed by students as a result of their teaching practices. Teachers must evaluate all student learning (academic, social, attitudinal, and values-based) in terms of long-term goals and ethical commitments to help develop the knowledge, skills, and abilities necessary to participate fully and intelligently in a society. In addition to collecting evidence, criteria to evaluate the quality of the decisions must be utilized. A great deal of research suggests that many teachers evaluate lessons by determining whether they *work*. Usually this means the students are on task and quiet. This is not a sufficient criterion. To determine whether or not critical information is being supplied for decision-making, Ross, Bondy & Kyle (1993) recommended asking the following questions:

- Does it work? Is it possible to implement a particular strategy or approach?
- Is the approach educationally sound? Are the children learning appropriate skills, concepts, attitudes, and values using methods consistent with good pedagogy? Is time being used productively and responsibly? Are children constructing new understandings (not parroting memorized phrases or skills)?
- Is the approach ethically defensible? Are the children learning in ways that will enable them to grow up to be responsible citizens who can participate fully and intelligently in a democratic society? Is each child treated with dignity and respect? Are the needs of each individual child balanced equitably with the needs of the other children within the class? Are the children developing the capacity to care and be concerned about one another and the world?

Reflective teaching means that the candidate must use the attitudes and abilities introduced above in order to recognize the dilemma/problem presented in the teacher work sample/artifact/product included in any level of the *Developmental Teaching Portfolio*. Once the dilemma/problem is identified a plan can be formulated.

The plan will define the problem and explain the desirable solution. The next steps in the cycle of reflection for the candidate are to act, observe, and make judgments. These components occur most often simultaneously. For example, if the candidate decides to use a particular instructional activity to improve spelling scores of a student then almost automatically there would be observation about the impact of the instructional activity and a judgment made regarding its success.

### **Evaluation of the Developmental Teaching Portfolio**

The *Developmental Teaching Portfolio* is evaluated at least two different times during the undergraduate teacher education program (for Interdisciplinary Studies in Education majors, and for the Secondary Education program) and the secondary M.A.T. program. It is evaluated three times during the elementary M.A.T. program.

The Initial Level component of the *Developmental Teaching Portfolio* is evaluated at the end of EDFN 2300 Foundations of Teaching (undergraduate) or at the end of EDFN 5405 (Introduction to the Profession of Teaching (graduate level), and at the Admissions Board interview. The Evaluative Level component of the *Developmental Teaching Portfolio* is evaluated at the end of CUIAI 4241 Performance-based Assessment in Clinical Settings for Interdisciplinary Studies in Education K – 6 majors and at the end of CUIAI 4727 Secondary School Curriculum Methods Field Experience. For the Elementary M.A.T. student, the Evaluative Level component of the *Developmental Teaching Portfolio* is evaluated twice- at the end of CUIAI 5415 Communications Block I and at the end of CUIAI 5416 Reasoning Block II. The Evaluative Level portion of the *Developmental Teaching Portfolio* for Secondary M.A.T. students is evaluated at the end of CUIAI 5427 Secondary School Curriculum Methods Field Experience.

The Evaluative Level of the *Developmental Teaching Portfolio* is always evaluated in the semester prior to Student Teaching. The Professional Level portfolio is evaluated at the end of the student teaching experience. For M.A.T. students, it is presented to committee members at the oral comprehensive examination.

Evaluation Checklists and Scoring Guides are provided for each level of the *Developmental Teaching Portfolio*. See Appendix H: *Evaluation Checklists and Scoring Guide Initial Level and Evaluation Checklists and Scoring Guide Evaluation Level*. All evaluation checklists and scoring guides have been designed to meet unit evaluation standards.

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# Model Standards for Beginning Teacher Licensing and Development: INTASC Principles

A Resource for State Dialogue Developed By the Interstate New Teacher Assessment and Support Consortium (INTASC) September 1, 1992

**PRINCIPLE #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.**

## **KNOWLEDGE**

**1a.** The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

**1b.** The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

**1c.** The teacher can relate his/her disciplinary knowledge to other subject areas.

## **DISPOSITIONS**

**1a.** The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

**1b.** The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

**1c.** The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

**1d.** The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

## **PERFORMANCES**

**1a.** The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

**1b.** The teacher can represent and use differing viewpoints, theories, "ways of knowing", and methods of inquiry in his/her teaching of subject matter concepts.

**1c.** The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

**1d.** The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

**1e.** The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

**1f.** The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

**PRINCIPLE #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.**

**KNOWLEDGE**

**2a.** The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.

**2b.** The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

**2c.** The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

**DISPOSITIONS**

**2a.** The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

**2b.** The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

**PERFORMANCES**

**2a.** The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

**2b.** The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

**2c.** The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

**PRINCIPLE #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.****KNOWLEDGE**

**3a.** The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

**3b.** The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

**3c.** The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

**3d.** The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

**3e.** The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

**DISPOSITIONS**

**3a.** The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

**3b.** The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

**3c.** The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

**3d.** The teacher is sensitive to community and cultural norms.

**3e.** The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

### **PERFORMANCES**

**3a.** The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

**3b.** The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

**3c.** The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

**3d.** The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

**3e.** The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

**3f.** The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

**3g.** The teacher creates a learning community in which individual differences are respected.

### **PRINCIPLE #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.**

#### **KNOWLEDGE**

**4a.** The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

**4b.** The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

**4c.** The teacher knows how to enhance learning using a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

#### **DISPOSITIONS**

**4a.** The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

**4b.** The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

#### **PERFORMANCES**

**4a.** The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).

**4b.** The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

4c. The teacher constantly monitors and adjusts strategies in response to learner feedback.

4d. The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

4e. The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

**PRINCIPLE #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

#### **KNOWLEDGE**

5a. The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

5b. The teacher understands how social groups function and influence people, and how people influence groups.

5c. The teacher knows how to help people work productively and cooperatively with each other in complex social settings.

5d. The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

5e. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

#### **DISPOSITIONS**

5a. The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

5b. The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

5c. The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

5d. The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.

5e. The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

#### **PERFORMANCES**

5a. The teacher creates a smoothly functioning learning community, in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.

5b. The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

5c. The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

5d. The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

**5e.** The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

**5f.** The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

**5g.** The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

**PRINCIPLE #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

**KNOWLEDGE**

**6a.** The teacher understands communication theory, language development, and the role of language in learning.

**6b.** The teacher understands how cultural and gender differences can affect communication in the classroom.

**6c.** The teacher recognizes the importance of nonverbal as well as verbal communication.

**6d.** The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

**DISPOSITIONS**

**6a.** The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

**6b.** The teacher values many ways in which people seek to communicate and encourage many modes of communication in the classroom.

**6c.** The teacher is a thoughtful and responsive listener.

**6d.** The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

**PERFORMANCES**

**6a.** The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

**6b.** The teacher supports and expands learner expression in speaking, writing, and other media.

**6c.** The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

**6d.** The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation).

**6e.** The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

**PRINCIPLE # 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**

**KNOWLEDGE**

**7a.** The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

**7b.** The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

**7c.** The teacher knows when and how to adjust plans based on student responses and other contingencies.

#### **DISPOSITIONS**

**7a.** The teacher values both long term and short term planning.

**7b.** The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

**7c.** The teacher values planning as a collegial activity.

#### **PERFORMANCES**

**7a.** As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

**7b.** The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.

**7c.** The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

**7d.** The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

**7e.** The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

#### **PRINCIPLE #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.**

#### **KNOWLEDGE**

**8a.** The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

**8b.** The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

**8c.** The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

#### **DISPOSITIONS**

**8a.** The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

**8b.** The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

#### **PERFORMANCES**

**8a.** The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

**8b.** The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

**8c.** The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

**8d.** The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

**8e.** The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

**8f.** The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

**PRINCIPLE #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**

#### **KNOWLEDGE**

**9a.** The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

**9b.** The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

#### **DISPOSITIONS**

**9a.** The teacher values critical thinking and self-directed learning as habits of mind.

**9b.** The teacher is committed to reflection, assessment, and learning as an ongoing process.

**9c.** The teacher is willing to give and receive help.

**9d.** The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

**9e.** The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

#### **PERFORMANCES**

**9a.** The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

**9b.** The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.

**9c.** The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

**PRINCIPLE #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.**

#### **KNOWLEDGE**

**10a.** The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.

**10b.** The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

**10c.** The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

#### **DISPOSITIONS**

**10a.** The teacher values and appreciates the importance of all aspects of a child's experience.

**10b.** The teacher is concerned about all aspects of a child's well being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

**10c.** The teacher is willing to consult with other adults regarding the education and well being of his/her students.

**10d.** The teacher respects the privacy of students and confidentiality of information.

**10e.** The teacher is willing to work with other professionals to improve the overall learning environment for students.

#### **PERFORMANCES**

**10a.** The teacher participates in collegial activities designed to make the entire school a productive learning environment.

**10b.** The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

**10c.** The teacher can identify and use community resources to foster student learning.

**10d.** The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.

**10e.** The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

**10f.** The teacher acts as an advocate for students.

## **Educating Leaders in the 21<sup>st</sup> Century: Leadership**

Conceptual Framework, Clemmer College of Education, East Tennessee State University, 1995  
Revised 2002

### **Leadership (The Tenth Dimension)**

Teacher education graduates possess the personal and professional qualities that enable them to take a leadership role and work constructively within schools and agencies to create learning communities that foster the growth and development of all learners.

#### **Dimension 1: General Knowledge**

Teacher education graduates have a strong liberal studies core that develops their understanding of the rich cultural heritage of students and provides an understanding of our global community. They use the knowledge and skills acquired in the general education core, relate studies from general education to professional practice, and continually improve upon this knowledge-base and these skills in their own professional development.

#### **Dimension 2: Content Knowledge**

Teacher education graduates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create learning experiences that make these aspects of the subject matter meaningful for all students.

### **Dimension 3: Professional Knowledge**

Teacher education graduates are able to plan instruction based upon knowledge of subject matter, characteristics and needs of students, the community, and curriculum goals. They understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills and use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Graduates are able to use technology to enhance the learning of students. They understand and are able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of learners.

### **Dimension 4: Diversity**

Teacher education graduates understand how students differ in their approach to learning, are able to create instructional opportunities that are adapted to diverse learners, and are committed to serving a rapidly changing, expanding and increasingly diverse society.

### **Dimension 5: Collaboration**

Teacher education graduates recognize the importance of collaboration in professional practice and possess knowledge of verbal, nonverbal, and media communication techniques, along with human relations skills, necessary to foster collaboration and supportive interaction in the classroom and build relationships with school colleagues, parents, and individuals/agencies in the community so that student learning and well being are enhanced.

### **Dimension 6: Reflective Practice**

Teacher education graduates from ETSU are reflective practitioners who continually seek to raise questions, critically analyze the effects of their own practice on others (students, parent and other professionals in the learning community), and develop creative solutions to educational dilemmas and concerns.

### **Dimension 7: Lifelong Learning**

Teacher education graduates actively seek out opportunities to grow professionally (on a formal and informal basis) through interactions with professional colleagues, the professional literature, and other learning resources. Graduates demonstrate a commitment to their own continuing professional development and the development of the profession.

### **Dimension 8: Caring**

Teacher education graduates appreciate the talents of all learners, believe that all students can learn, and are committed to using individual strengths to help students develop self-confidence and competence. In addition, graduates demonstrate a commitment to active, ethical involvement in the community and profession.

### **Dimension 9: Social Responsibility**

Teacher education graduates demonstrate a commitment to active, ethical involvement in the school, community, and profession. They are committed to developing opportunities for learners to engage in socially responsible behaviors.

## Appendix A: Summarizing Table

Correlation of Clemmer College of **Education Ten Dimensions** with Interstate New Teacher Assessment and Support Model Standards for Beginning Teacher Licensing and Development

<b>Clemmer College of Education Ten Dimensions</b>	<b>INTASC Standards</b>
#10 Leadership	#10 Relationships with school colleagues, parents and agencies
#1 General Knowledge	#1 Central concepts, tools of inquiry, structure of the discipline
#2 Content Knowledge	#1 Central concepts, tools of inquiry, structure of the discipline
#3 Professional Knowledge	#4 Uses variety of instructional strategies #7 Plans instruction based upon knowledge of subject matter, students, community and curriculum goals #8 Uses formal and informal assessment strategies
#4 Diversity	#2 How children learn and develop #3 How students differ in approaches to learning
#5 Collaboration	#6 Foster active inquiry, collaboration, and supportive interaction in classroom
#6 Reflective Practice	#9 Reflective practitioner who evaluates effects of choices and actions on others and actively seeks out opportunities to grow professionally
#7 Lifelong Learning	#9 Reflective practitioner who evaluates effects of choices and actions on others and actively seeks out opportunities to grow professionally
#8 Caring	#5 Learning environment that encourages positive social interaction, active engagement & self-motivation
#9 Social Responsibility	#10 Relationships with school colleagues, parents and agencies

## EDFN 2300 Portfolio Requirements

Name of Student \_\_\_\_\_ Student ID Number \_\_\_\_\_

Program \_\_\_\_\_ Term \_\_\_\_\_  
(semester/year)

All work for **2300** must be typed. Paper may be white, with borders, or an off-colored if preferred. Be professional in your choices.

Component	Possible Points	Points Received	Comments
Notebook, dividers, plastic sleeves	5		
Title Page	5		
Table of Contents (Do not number)	5		
Introduction	10		
Resume	10		
Belief Statement (groundwork for your Philosophy of Education statement)	10		
2 Essays Diversity** Professional**	10		
3 Guided Observations Context** Physical Arrangement** Choice**	10		
Field Journal Entries (4)**	10		
Performance-based assessment**	5		
Rubric**	5		
Taxonomy questions**	5		
Concluding reflection	10		
Mentor Evaluation from field placement			
Time sheets/log from field placement			

**Totals:                    100**

\*\*Context statements required for these artifacts.

Reflective statements should be included at the end of each tabbed section in SECTION 2.

The last two documents from your field placement may not be available at the time portfolios are checked but will need to be added before you present your portfolio to the committee for admission to the teacher education program.

If you are in PE, SPED, or Early Childhood, you will place the components as required by your department. If any document is NOT required in your curriculum, place it in the back of the portfolio notebook for grading in 2300.

**Appendix B: CCOE Ten Dimensions and INTASC Standards: Initial Level**

<b>Clemmer College of Education Ten Dimensions</b>	<b>INTASC Standards</b>	<b>Sample Artifacts</b>
#10 Leadership	#10 Relationships with school colleagues, parents and agencies	Section One: Background Information – Artifacts such as the Working Resume, Beliefs Statement or Statement of Philosophy  Section Three: Professional Evaluation – Mentor Evaluation, Time Card, Log/Journal and Reflective Commentary
#1 General Knowledge	#1 Central concepts, tools of inquiry, structure of the discipline	Section One: Background Information – Representative Artifacts
#2 Content Knowledge	#1 Central concepts, tools of inquiry, structure of the discipline	Section One: Background Information - Representative Artifacts and Reflective Commentary
#3 Professional Knowledge	#4 Uses variety of instructional strategies #7 Plans instruction based upon knowledge of subject matter, students, community and curriculum goals #8 Uses formal and informal assessment strategies	Section One: Background Information – Summarizing Matrix: Alignment of CCOE Dimensions, INTASC Principles with Portfolio Artifacts  Section Two: Selected Entries – Artifacts placed under Planning & Teaching Strategies, Actual Teaching or Assessment & Evaluation
#4 Diversity	#2 How children learn and develop #3 How students differ in approaches to learning	Section Two: Selected Entries – Artifacts placed under Planning & Teaching Strategies or Assessment & Evaluation
#5 Collaboration	#6 Foster active inquiry, collaboration, and supportive interaction in classroom	Section Two: Selected Entries – Artifacts placed under Actual Teaching, Learning Environment, or Communication
#6 Reflective Practice	#9 Reflective practitioner who evaluates effects of choices and actions on others and actively seeks out opportunities to grow professionally	Section Two: Selected Entries – Artifacts placed under Actual Teaching or Professional Growth
#7 Lifelong Learning	#9 Reflective practitioner who evaluates effects of choices and actions on others and actively seeks out opportunities to grow professionally	Section Two: Selected Entries – Artifacts placed under Professional Growth
#8 Caring	#5 Learning environment that encourages positive social interaction, active engagement & self-motivation	Section Two: Selected Entries – Artifacts placed under Learning Environment or Communications
#9 Social Responsibility	#10 Relationships with school colleagues, parents and agencies	Section Three: Professional Evaluation – Mentor Teacher Evaluation, Time Card, Journal/Log

## **Appendix C: CCOE Ten Dimensions and INTASC Standards: Evaluative Level**

<b>Clemmer College of Education Ten Dimensions</b>	<b>INTASC Standards</b>	<b>Sample Artifacts</b>
#10 Leadership	#10 Relationships with school colleagues, parents and agencies	Section One: Background Information – Artifacts such as the Working Resume, Beliefs Statement or Statement of Philosophy Section Three: Professional Evaluation – Mentor Evaluation, Time Card, Log/Journal and Reflective Commentary
#1 General Knowledge	#1 Central concepts, tools of inquiry, structure of the discipline	Section One: Background Information – Representative Artifacts
#2 Content Knowledge	#1 Central concepts, tools of inquiry, structure of the discipline	Section One: Background Information - Representative Artifacts and Reflective Commentary
#3 Professional Knowledge	#4 Uses variety of instructional strategies #7 Plans instruction based upon knowledge of subject matter, students, community and curriculum goals #8 Uses formal and informal assessment strategies	Section One: Background Information – Summarizing Matrix: Alignment of CCOE Dimensions, INTASC Principles with Portfolio Artifacts Section Two: Selected Entries – Artifacts placed under Planning & Teaching Strategies, Actual Teaching or Assessment & Evaluation
#4 Diversity	#2 How children learn and develop #3 How students differ in approaches to learning	Section Two: Selected Entries – Artifacts placed under Planning & Teaching Strategies or Assessment & Evaluation
#5 Collaboration	#6 Foster active inquiry, collaboration, and supportive interaction in classroom	Section Two: Selected Entries – Artifacts placed under Actual Teaching, Learning Environment, or Communication
#6 Reflective Practice	#9 Reflective practitioner who evaluates effects of choices and actions on others and actively seeks out opportunities to grow professionally	Section Two: Selected Entries – Artifacts placed under Actual Teaching or Professional Growth
#7 Lifelong Learning	#9 Reflective practitioner who evaluates effects of choices and actions on others and actively seeks out opportunities to grow professionally	Section Two: Selected Entries – Artifacts placed under Professional Growth
#8 Caring	#5 Learning environment that encourages positive social interaction, active engagement & self-motivation	Section Two: Selected Entries – Artifacts placed under Learning Environment or Communications
#9 Social Responsibility	#10 Relationships with school colleagues, parents and agencies	Section Two: Selected Entries – Artifacts placed under Actual Teaching Section Three: Professional Evaluation – Mentor Teacher Evaluation, Time Card, Journal/Log

## Appendix D: Sample Title Page

Title of Portfolio Level  
The Developmental Teaching Portfolio

Student Name  
Major  
Department of Curriculum and Instruction  
Clemmer College of Education  
East Tennessee State University

Semester, Year

## Appendix E: Sample Table of Contents

### Evaluative Level

#### TABLE OF CONTENTS

Introduction

Section One: Background Information

Working Resume

Beliefs Statement or Statement of Philosophy

Summarizing Matrix: Alignment of CCOE Ten Dimensions and INTASC  
Standards with Portfolio Artifacts (not required at the initial level)

Honors/Awards (if applicable)

PRAXIS or GRE Scores (if applicable)

Transcript

Program of Study

Section Two: Selected Entries – *Each entry requires a context statement; each subsection requires a summarizing reflective statement. One artifact is required for each subsection at the Initial Level; two artifacts are required for elementary M.A.T. students at Evaluative Level I-Communications Block I; three artifacts are required for all other students.*)

Planning and Teaching Strategies

List title of each artifact

Summarizing Reflective Statement

Actual Teaching

List title of each artifact

Summarizing Reflective Statement

Assessment and Evaluation

List title of each artifact

Summarizing Reflective Statement

Learning Environment

List title of each artifact

Summarizing Reflective Statement

Professional Growth

List title of each artifact

Summarizing Reflective Statement

Communication

List title of each artifact

Summarizing Reflective Statement

Section Three: Professional Evaluation (*taken from field courses*)

List title of each artifact

Concluding Statement

## **Appendix F: Section One: Background Information**

### **Model for Working Resume Model for Summarizing Matrix: Alignment of CCOE Ten Dimensions and INTASC Standards with Portfolio Artifacts Model for Content Knowledge: Representative Artifacts**

#### **Introduction to the Working Resume**

The candidate should not perceive the Working Resume as a resume to be used for employment. The working resume is used to document your professional growth and development as you progress through your teacher education program. Later, as a practitioner, the working resume will be used to log your participation in professional activities related to the school and its client community.

There are three areas used to document professional growth and development in education. These are:

#### **Teaching**

#### **Research, creative and scholarly endeavors**

#### **Service**

At your level these areas translate to (1) documentation of continuous, ongoing and varied clinical/field-based experiences, (2) participation in professional, academic or service activities on the university campus, and (3) participation in professional, academic or service activities in a community. The Working Resume provides a format for you to demonstrate each of these important areas.

It is the candidate's responsibility to ensure that accurate placement files are on file and updated in the ETSU Office of Career Placement and Internship Services.

# Model for Working Resume SAMPLE RESUME

Name  
 Address While in School  
 Place  
 Telephone/e-mail

## Professional Objective:

### Education

Year [Most recent degree]- BA; BS; MAT, etc. Name of Institution, Major, Minor (or Program)

Year Diploma Name of High School, Place (City, State)

## Honors and Awards: (These should be limited to college/university years)

Year [Most recent] Citation

## Related Educational Experience/Professional Experience

Year Student Teaching, Name of Placement Site, Grade level

Year Most recent clinical/field-based experience, Name of Placement Site, Grade Level ETC.

Computer Technology Skills

## College Related Professional/Academic/Service Activities

Year Organization (any offices held; committee service, etc.)

Year Intramural Physical Activities (any leadership position; etc.)

Year Residence Hall/Sorority/Fraternity Activities (any leadership position; committee service, etc.)

Year Service Activity (any leadership position; committee service, etc.)

Year Participation Activity (plays, concerts, lectures, sporting events, etc.)

## Community Related Professional/Academic/Service Activities

Year Organization (role; responsibilities)

Year Boards (role; responsibilities)

Year Volunteer (role; responsibilities)

Year Recreation (role; responsibilities)

Year Participation Activity (festivals, celebrations, etc.)

## Additional Work Related Experience

Do not go back further than five years

## Placement File

My credentials are on file with the ETSU Office of Career Placement and Internship Services. If your credentials are not on file, you can place them on file by contacting:

E-mail: [hillj@mail.etsu.edu](mailto:hillj@mail.etsu.edu)

TEL: 423-439-9441 (ask for Jeanette Hill)

FAX: 423-439-6176

Mail: Career Placement and Internship Services

Box 70718

Johnson City, TN 37614

## **Summarizing Matrix Introduction: Alignment of CCOE Ten Dimensions and INTASC Principles with Portfolio Artifacts**

The following matrix is one example of how this artifact could be constructed. The purpose of the matrix is to demonstrate that the candidate understands how the products created for the portfolio are connected to the Clemmer College of Education Ten Dimensions and the INTASC Principles. By indicating on the matrix the appropriate dimension and/or principle, the candidate shows an understanding of the types of products being created for the classroom and how they contribute to professional growth and development. The dimensions and the principles are standards for the candidate to strive toward while working through the program of study. As a candidate progresses through a program particular attention should be paid to addressing all of the dimensions and the principles. By the time the candidate completes a program the majority of dimensions and principles should be connected to an artifact. This does not mean the candidate has mastered every dimension and principle to satisfaction. Some dimensions and principles take an entire career to achieve but the matrix will indicate to the candidate where there is a need to improve and grow.



## Model for Organization of Content Knowledge: Representative Artifacts

### Introduction

The artifacts under **Content Knowledge: Representative Artifacts** are those that demonstrate the candidate's knowledge and understanding of concepts, tools, and the structures of the content they will teach in the classroom. If the candidate is preparing this section for the Initial Level portfolio, the artifacts will come from courses taken in General Education. If the candidate is preparing this section for the Evaluative Level portfolio the artifacts will come from courses taken in the major. The only candidates who will not complete this section for either level will be a candidate enrolled in the M.A.T. program; for these candidates the baccalaureate degree represents general and content knowledge.

The context statement for this section in the Initial Level portfolio is illustrated below. *This is only a template.* The individual candidate will select appropriate types of artifacts, dates, courses, and description.

**Context Statement**

**Type of Artifact:** Papers, Projects, Tests from Selected Courses in General Education

**Date:** Fall 2005 - Spring 2007

**Courses:**

ENGL 1020 Critical Thinking & Argument - Essay

MATH 1530 probability and Statistics Non-Calculus - Quiz

BIOL 1020/1021 Biology for Non-Majors II Lecture and Laboratory – Mid-Term Examination

ENGL 2330 World Literature – Research Paper

ARTA 2010 Art History Survey – Essay

HIST 2010 The United States to 1877 – Research Paper

GEOG 1012 Intro. To Cultural Geography – Maps

**Description:** A random sample of work completed satisfactorily during General Education. These were required courses for my degree.

The context statement for this section in the Evaluative Level portfolio is illustrated below. This is only a template. The individual candidate will select appropriate types of artifacts, dates, courses, and description depending upon the major area of study.

**Context Statement**

**Type of Artifact:** Papers, Projects, Tests from Major Area of Study

**Date:** Fall 2007 – Spring 2009

**Courses:**

Math 1410 Numbers Concepts and Algebraic Structures

SCED 4020 Wildlife Conservation

SCED 4321 Exploring and Discovery in Science

READ 3000 Current Issues in Literacy

READ 3100 Early Literacy

READ 3200 Expanding Literacy

READ 4026 Assessment & enhancement of Children's Literacy

READ 4146 Storytelling and Literacy

READ 4626 Materials for Children's Literacy

**Description:** A variety of representative projects from the Interdisciplinary Studies in Education major.

## Appendix G: Section Two: Selected Entries- Suggested Artifacts and Products

### Planning and Teaching

- Lesson plan
- Unit of instruction
- Bookmaking instructional activity
- Mathematics instructional activity
- Science project
- Reading comprehension instructional activity

### Actual Teaching

Includes any artifact created for a clinical field experience. The artifact should have been evaluated by the clinical supervisor. For example:

- The lesson plan approved by the mentor teacher for use in instruction
- Any materials developed for use during instruction
- The scoring guide developed for use before and after instruction
- Random sample of student work from a variety of learners
- A reflective statement at the end of the teaching experience
- The clinical supervisor's evaluation of the teaching experience

### Assessment and Evaluation

- Scoring guide
- Pre- and posttest for performance based assessment
- Quiz included in a unit of instruction
- Test included in a unit of instruction

- Evaluation of computer software
- Evaluation of materials, resources, texts for the classroom
- Evaluation of methodology
- Annotated bibliography of literature or nonfiction for the classroom
- Self-assessment guide for use by students in a classroom

## **Learning Environment**

- Contextual Factors
- Classroom Diagram
- Planning a field trip or outside-the-classroom experience within a lesson plan or as an instructional activity in a unit of instruction
- Planning a laboratory experience on either a lesson plan or as an instructional activity in a unit of instruction
- Use of technology to deliver instruction in the classroom (WebQuest, Interactive Spreadsheet)
- Use of guest expert to deliver instruction in the classroom
- Interactive bulletin board displays to deliver instruction in the classroom

## **Professional Growth**

- Membership in professional organizations, i.e. International Reading Association, Student Tennessee Education Association, National Council Teachers of Mathematics, National Council Social Studies, National Council Teachers of English, National Science Teacher Educator
- Attendance at professional development meetings, conferences, workshops, etc.
- Attendance at concerts, plays, lectures, athletic events on campus or in a community
- Sponsorship or participation in college or community activities – i.e., intramural recreation, varsity athletics, residence hall, sorority, fraternity.

## Communication

- Audiotape read aloud book
- Small group discussion
- Laboratory experiment
- WebQuest
- PowerPoint presentations
- Newsletter
- Webpage

### Undergraduate Courses and Possible Artifacts – K-6

Portfolio Section	Course Number	Artifact
<b>Background Information</b>	EDFN 2100	Personal Philosophy of Education
	EDFN 2300	Resume
		Belief Statement
	READ 3000	Paper: Technology and Reading
		Paper: NCLB
<b>Planning &amp; Teaching</b>	EDFN 2300	Taxonomy Questions
		Time for Learning
	EDFN 3301	PP on ADHD
	MEDA 3570	Lesson Plan
	SCED 4020	Water Pollution Lesson Plan
	CUAI 4210	Reading activity; writing activity
	READ 4146	Story Lesson
	READ 4626	Literature Unit
	CUAI 4241	Teacher Work Sample
	<b>Actual Teaching</b>	CUAI 4241
CUAI 4241		Teacher Work Sample
CUAI 3100		Language Experience Project
CUAI 4026		Authentic Evaluation
<b>Assessment &amp; Evaluation</b>	EDFN 2300	Performance Based Assessment
	CUAI 2440	Software Evaluation
	READ 3200	Website Evaluation
	MEDA 3570	Interactive Spreadsheet
	CUAI 4241	Performance Based Assessment
		Teacher Work Sample

<b>Learning Environment</b>	EDFN 2300	Contextual Factors
		Physical Arrangement
	READ 3200	Management Plan
	SCED 4321	Stream Study Paper
	CUAI 4241	Teacher Work Sample
<b>Professional Growth</b>	EDFN 2300	Diversity Essay
		Professional Essay
	EDFN 3301	Community Service Paper
	CUAI 4310	Math Philosophy
	CUAI 4210	Reflection/reaction papers for two articles in professional journals
<b>Communication</b>	READ 3100	Audio Book
	MEDA 3570	PP Interactive Map
		Class Newsletter
		Class Website
<b>Professional Evaluation</b>	EDFN 2300	15 hours in Field
	CUAI 4241	60 hours in Field

### Graduate Courses and Possible Artifacts – K-6

Portfolio Section	Course Number	Artifact
<b>Background Information</b>		
	EDFN 5405/5411	Resume
	EDFN 5405/5411	Belief Statement/Philosophy
<b>Planning &amp; Teaching</b>		
	CUAI 5415	Unit Plan for Winnie the Pooh, Autobiography, recorded a children's book on CD, literature integrated lesson unit
	MEDA 5400	A Review of the Digestive System, concept web, webquest
	MEDA 5400	Counting by 2s, 3s, and 5s
	CUAI 5416	Sound Waves
<b>Actual Teaching</b>		
	CUAI 5420/21	Integrated Lesson
	CUAI 5419	Integrated Lesson
<b>Assessment &amp; Evaluation</b>		
	CUAI 5420/21	Attitudinal Survey
	CUAI 5419	PBA Pre-Test
	CUAI 5419	Rubrics and Examples of Student Work for Mars and Our Solar System
	CUAI 5415	Rubrics for Winnie the Pooh
	MEDA 5400	Rubric for Lesson on Digestive System
	EDFN 5411	PBA for Exploring Schools, Group Projects

<b><u>Learning Environment</u></b>		
	CUAI 5420/21	Classroom Management Plan
	CUAI 5419	Contextual Factors
	HDAL 5230	Analysis of Interviews on the Subject of Groups, Cliques, and Bullies
<b><u>Professional Growth</u></b>		
	CUAI 5415	Membership Certificate for the Tennessee Reading Association
	EDFN 5411	Membership in the Tennessee Education Association
	No Course #	Membership in Kappa Delta Pi
	ECED 5517	Membership in National Association for Gifted Children
	ECED 5517	Research Paper on Ability Grouping of Gifted Learners
	SPED 5500	Research Paper on Supporting Gifted Learners
<b><u>Communication</u></b>		
	EDFN 5411	Presentation on School Funding (handouts)
	ECED 5517	Presentation on Supporting Gifted Learners (handouts)
	SPED 5500	Presentation on Attitudes Toward Gifted Programs (handouts)
	MEDA 5400	Parent letters, brochures, web pages
<b><u>Professional Evaluation</u></b>	CUAI 5411	15 hours in Field
	CUAI 5419	30 hours in Field
	CUAI 5421	30 hours in Field

**Appendix H: Clemmer College of Education Conceptual Framework: Relating  
Artifacts to the CCOE Unit Standards**

Name \_\_\_\_\_  
 Term \_\_\_\_\_  
 Supervisor \_\_\_\_\_

Cite or reference artifacts from your portfolio that are evidence of your knowledge, skills, and/or dispositions in each of the following dimensions.

Leadership: (The Tenth Dimension)

Dimension 1: General Knowledge

### ETSU CCOE Conceptual Framework

#### Leadership: (The Tenth Dimension)

Teacher education graduates possess the personal and professional qualities that enable them to take a leadership role and work constructively within schools and agencies to create learning communities that foster the growth and development of all learners

#### Dimension 1: General Knowledge

Teacher education graduate have a strong liberal studies core that develops their understanding of the rich cultural heritage of students, provides an understanding of our global community and develops competence in critical thinking, writing, oral communication, and technology. Students use general knowledge and skills in professional practice.

#### Dimension 2: Content Knowledge

Teacher education graduates understand the central concepts, tools of inquiry, technological resources, and structures of their discipline(s) and can create learning experiences that make these aspects of the subject matter meaningful for all students.

#### Dimension 3: Professional Knowledge

Teacher education graduates are able to plan instruction based upon knowledge of subject matter, characteristics and needs of students, the community, and curriculum goals. They understand and use a variety of instructional strategies and tools to encourage students' development of critical thinking, problem solving and performance skills. They use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Graduates are able to use technology to enhance the learning of students. They understand and are able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of learners.

#### Dimension 4: Diversity

Teacher education graduates are committed to serving a rapidly changing, expanding, and increasingly diverse society. They understand how individuals differ and create instruction in which people honor one another as individuals, value differences and the special gifts each of us brings to the community, and respects the rights of others as human beings inclusive of race, gender, ethnicity, cultural background, sexual orientation, class, age, disability, religion, and national origin.

#### Dimension 2: Content Knowledge

#### Dimension 3: Professional

#### Dimension 4: Diversity

**Dimension 5: Collaboration****Dimension 5: Collaboration**

Teacher education graduates recognize the importance of collaboration in professional practice. They possess the knowledge and skills necessary to build community support and interaction, to develop relationships with colleagues, parents, and the community, and to develop collaboration skills among their students so that student learning and well-being are enhanced.

**Dimension 6: Reflective Practice****Dimension 6: Reflective Practice**

Teacher education graduates are reflective practitioners who continually seek to raise questions, to critically analyze the effects of their own practice on others (students, parent and other professionals in the learning community), and to develop creative solutions to educational dilemmas and concerns.

**Dimension 7: Lifelong Learning****Dimension 7: Lifelong Learning**

Teacher education graduates actively seek out opportunities to grow professionally through interactions with professional colleagues, reading professional literature, and accessing other learning resources. Graduates demonstrate a commitment to their own continuing professional development and the development of the profession.

**Dimension 8: Caring****Dimension 8: Caring**

Teacher education graduates appreciate the talents of all learners, believe that all students can learn, and are committed to using individual strengths to help students develop self-confidence and competence. Teacher education graduates encourage and report the practice of thoughtful consideration and concern among all members of the school and community environment.

**Dimension 9: Social Responsibility****Dimension 9: Social Responsibility**

Teacher education graduates demonstrate a commitment to active, ethical involvement in the school, community and profession. They are committed to developing opportunities for learners to engage in socially responsible behaviors.

**Dimension 8: Caring****Dimension 9: Social Responsibility**

**APPENDIX I - Portfolio Reflective Statement Form - Developmental  
Teaching Portfolio**

## Portfolio Reflective Statement Form - Developmental

Student Name \_\_\_\_\_ ID Number \_\_\_\_\_ Term \_\_\_\_\_ (semester/year)  
 Evaluator(s) \_\_\_\_\_

### Evaluation Directions:

Rate the preservice teacher Portfolio Reflective Statements using this guide.

**Target:** Multiple evidences of having addressed the dimensions of the College of Education Framework in clear, concise, and convincing manner.

**Acceptable:** Evidence of having addressed the dimensions of the College of Education Framework in clear, concise, convincing manner.

**Unacceptable:** Lack of evidence of having addressed the dimensions of the College of Education Framework in clear, concise, convincing manner.

### CLEMMER COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

#### Leadership: (The Tenth Dimension):

5 Target	3 Acceptable	1 Unacceptable	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____pt

s

#### Dimension 1: General Knowledge

5 Target	3 Acceptable	1 Unacceptable	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____pt

s

#### Dimension 2: Content Knowledge

5 Target	3 Acceptable	1 Unacceptable	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____pt

s

#### Dimension 3: Professional Knowledge

5 Target	3 Acceptable	1 Unacceptable	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____pt

s

#### Dimension 4: Diversity

5 Target	3 Acceptable	1 Unacceptable	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____pt

s

**Dimension 5: Collaboration**

5  
Target

3  
Acceptable

1  
Unacceptable  
 \_\_\_\_\_pt

s

**Dimension 6: Reflective Practice**

5  
Target

3  
Acceptable

1  
Unacceptable  
 \_\_\_\_\_pt

s

**Dimension 7: Lifelong Learning**

5  
Target

3  
Acceptable

1  
Unacceptable  
 \_\_\_\_\_pt

s

**Dimension 8: Caring**

5  
Target

3  
Acceptable

1  
Unacceptable  
 \_\_\_\_\_pt

s

**Dimension 9: Social Responsibility**

5  
Target

3  
Acceptable

1  
Unacceptable  
 \_\_\_\_\_pt

s

**Evaluative Level Portfolio**

**Artifacts – 50 Possible Points (Total from Above Dimensions)** \_\_\_\_\_/50

**Summarizing Matrix – 10 Possible Points** \_\_\_\_\_/10  
INTASC Principles/CCOE Dimensions

**Organization - 20 Possible Points** \_\_\_\_\_/20

- Introduction
- Table of Content
- Introduction

**- Main Sections**

- Background Information: Section One
- Selected Entries: Section Two
- Professional Evaluation: Section Three

**- Secondary Sections**

- Planning and Teaching
- Assessment and Evaluation
- Professional Growth
- Actual Teaching
- Learning and Environment
- Communication

- **Context Statements** (18 minimum/MAT Communications Block students 12 minimum)

- **Reflections** (7minimum)

- **Conclusion**

**Portfolio Total Points** \_\_\_\_\_/80

**Appendix J- Oral Presentation Grading Scale for the Developmental Level Portfolio**

## Oral Presentation Form – Developmental Teaching Portfolio

Name of Student \_\_\_\_\_

Student ID Number \_\_\_\_\_

Program \_\_\_\_\_

Term \_\_\_\_\_

(Semester/Year)

Directions: Prepare a 5-minute presentation that includes (1) an introduction, (2) a discussion of two artifacts included in the portfolio; and (3) a conclusion that provides your reflection on the process of the portfolio development. In box 2 and 3 below, identify the title of each artifact; list the INTASC principles and the COE Dimensions met by each artifact; and provide a brief description of why you feel the artifacts meet these dimensions and principles.

Criteria	At Target Level	At Expected Level	Unacceptable	Scoring
<b>Introduction</b> 0-3 points	1. Required Details. 2. Additional Information	1. Required details provided.	1. Omitted required details.	
<b>Name of Artifact</b> Write a brief description of how the artifact meets these principles and dimensions. <b>Intasc Principles</b> <b>COE Dimensions</b>				
<b>Evaluator's Comments</b>				
<b>Artifact #1</b> 0-7 points	1. Detailed description. 2. Describes detailed purpose. 3. Discusses specific positive qualities and effectiveness. 4. Connection to standards elaborated. 5. Fluency in expressing what has been created and its relation to professional growth.	1. General or brief description. 2. Purpose briefly mentioned. 3. General analysis and brief note of effectiveness. 4. Connection to standards merely noted. 5. Awkwardly expresses what has been created and its relation to professional growth.	1. Description vague. 2. Purpose is not clearly stated or understandable. 3. General analysis and could apply to any artifact. 4. Little or no connection to standards or dimensions. 5. Little or no fluency expressing what has been created and its relation to professional growth.	
<b>Name of Artifact</b> Write a brief description of how the artifact meets these principles and dimensions. <b>Intasc Principles</b> <b>COE Dimensions</b>				
<b>Evaluator's Comments</b>				

<b>Artifact #2</b> 0-7 points	<ol style="list-style-type: none"> <li>1. Detailed description.</li> <li>2. Describes detailed purpose.</li> <li>3. Discusses specific positive qualities and effectiveness.</li> <li>4. Connection to standards elaborated.</li> <li>5. Fluency in expressing what has been created and its relation to professional growth.</li> </ol>	<ol style="list-style-type: none"> <li>1. General or brief description.</li> <li>2. Purpose briefly mentioned.</li> <li>3. General analysis and brief note of effectiveness.</li> <li>4. Connection to standards merely noted.</li> <li>5. Awkwardly expresses what has been created and its relation to professional growth.</li> </ol>	<ol style="list-style-type: none"> <li>1. Description vague.</li> <li>2. Purpose is not clearly stated or understandable.</li> <li>3. General analysis and could apply to any artifact.</li> <li>4. Little or no connection to standards or dimensions.</li> <li>5. Little or no fluency expressing what has been created and its relation to professional growth.</li> </ol>
<b>Conclusion</b> 0-3 points	<ol style="list-style-type: none"> <li>1. Summary of artifacts.</li> <li>2. Application to future study.</li> <li>3. Relationship to professional growth.</li> </ol>	<ol style="list-style-type: none"> <li>1. Brief summary of artifacts.</li> <li>2. Some application to future study.</li> <li>3. Briefly mentions relationship to professional growth.</li> </ol>	<ol style="list-style-type: none"> <li>1. Some closure "Are there any questions?" and/or "This concludes my presentation."</li> </ol>

<b>Presentation Total Points</b>	____/20
----------------------------------	---------

Scale: 17-20 Target Level  
16-13 Expected Level  
12-0 Unacceptable Level

Evaluator \_\_\_\_\_ Date \_\_\_\_\_  
Evaluator \_\_\_\_\_ Date \_\_\_\_\_

## Portfolio Checklist – Evaluative Level

<b>Title Page</b>
<b>Table of Content</b>
<b>Introduction</b>
<b>Background Information: Section One (Tab)</b>
Resume
Educational Philosophy
Summarizing Matrix
Program of Study
Transcript(s)
<b>Selected Entries: Section Two (Tab)</b>
<b>Planning and Teaching (Tab)</b>
Context Statement
Artifact # 1
Context Statement
Artifact # 2
Context Statement
Artifact # 3
Reflection
<b>Actual Teaching (Tab)</b>
Context Statement
Artifact #1
Context Statement
Artifact #2
Reflection
<b>Assessment and Evaluation (Tab)</b>
Context Statement
Artifact # 1
Context Statement
Artifact # 2
Context Statement
Artifact # 3
Reflection
<b>Learning Environment (Tab)</b>
Context Statement
Artifact # 1

Context Statement
Artifact # 2
Context Statement
Artifact # 3
Reflection
<b>Professional Growth (Tab)</b>
Context Statement
Artifact # 1
Context Statement
Artifact # 2
Context Statement
Artifact # 3
Reflection
<b>Communication (Tab)</b>
Context Statement
Artifact # 1
Context Statement
Artifact # 2
Context Statement
Artifact # 3
Reflection
<b>Professional Evaluation: Section Three (Tab)</b>
Timesheet, Mentor Evaluation, and Journals
Timesheet, Mentor Evaluation, and Journals
Reflection
<b>Concluding Reflection (No Tab)</b>

## **Appendix K- The Electronic Portfolio**

After presenting the initial level portfolio as a paper copy, students may choose to prepare an electronic portfolio at the evaluative and professional levels. In choosing to present the portfolio electronically, the student is able to present teaching, learning, and reflection in a variety of multimedia formats, including audio, video, graphics and text. The electronic portfolio is an example of a non-linear presentation, allowing the student to use hypermedia links to connect artifacts to standards and goals.

The candidate who chooses to create an electronic portfolio exhibits the following ISTE standards:

V: Productivity and Professional Practice. Teachers use technology to enhance their productivity and professional practice.

A: Use technology resources to engage in ongoing professional development and lifelong learning.

B: Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

C: Apply technology to increase productivity.

D: Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

### **Advantages:**

There are a number of advantages to preparing the portfolio in an electronic format:

*Accessibility*- the portfolio can be viewed by groups of people at once

*Portability*- the electronic portfolio is easy to carry and distribute via CD or the Web

*Reviewer Friendliness*- the electronic portfolio is more enjoyable to view

*Creation*- although the student may spend more time producing the electronic version of the portfolio, research shows that those who create electronic

portfolios are more likely to use technology in their classrooms; this provides a distinct hiring advantage

*Storage-* it is easy to store the electronic master and back-ups

*Flexibility-* the electronic portfolio is easy to modify and inexpensive to reproduce

*Technical Competence-* the electronic portfolio showcases the breadth and depth of the student's technical ability across all standards

*Professional Competence-* the electronic portfolio captures the student's professional growth through a variety of modalities; the use of video and audio enhances performance and reflection

### **Format:**

The format of the electronic portfolio is up to the student. Choices can be made from simple hyperlinked documents, interactive PowerPoint presentations, or traditional web page formats. The chosen format needs to be easily navigated, with consistent formatting and design elements. It can be presented as a web page, on a CD-ROM or on a DVD.

### **Evaluation Guidelines:**

The electronic portfolio will be evaluated according to the same criteria established for the paper-based portfolio. All required elements of the paper portfolio must be included in the electronic version. There should be an easily navigable Table of Contents hyperlinked to sections and to artifacts. Artifacts should link to context statements as well as to reflections. Reflective comments should be linked to the appropriate INTASC principles. Options for artifacts are expanded to include links to actual video and/or audio clips, digital images, scanned documents and files.