The College of William & Mary
School of Education

Handbook for the Electronic Teaching Portfolio

Elementary, Secondary, & Special Education Initial Teacher Preparation Programs

July 2011

OVERVIEW AND GENERAL GUIDELINES

Purpose

The purpose of the electronic teaching portfolio is to introduce yourself and to demonstrate your professional knowledge, skills, and dispositions to another professional educator (e.g., School of Education faculty, your cooperating teacher, or a potential employer). The introduction, reflection on your own practice, and the evidence provided to support your ability to be an effective educator will be framed by the six domains that comprise the William & Mary School of Education student teacher competencies. A final presentation at the end of your student teaching experience will provide an opportunity to synthesize your experiences and showcase your pre-service work. *Successful completion and presentation of the electronic teaching portfolio is required to pass the seminar course* **and** *to complete your teacher preparation program.* (***Students in the special education program do*** <u>***not***</u> ***have a portfolio presentation.***)

Guidelines

- On your electronic portfolio create a minimum of three menu items and six submenu sections along with web pages for each of the following:

  - A personal introduction page (home page)
  - Your résumé linked as a PDF file – A PDF file will ensure that your résumé looks the way you intend it to look.
  - Philosophy of Teaching and Learning
  - Professional Knowledge, Skills, and Dispositions
    - Foundational Understanding
    - Ability to Plan, Organize, and Prepare for Teaching
    - Teaching Skills
    - Assessment and Evaluation for Learning
    - Classroom Management Knowledge and Skills
    - Professional Dispositions
    - Working with Diverse Students
  - Conceptual Framework Reflection

- Write constructive reflections on each domain and provide artifacts of professional quality from your course work, practica, and student teaching experience that

demonstrate the professional teaching competencies of the School of Education at the College of William & Mary.

- Remember that your audience is another education professional. Aim for a professional tone, rather than an academic tone. You may use first person as appropriate to allow your *voice* to emerge.

- <u>CAUTION</u>: Remember to adhere to guidelines regarding confidentiality. Mark through names of students on any student papers, student scores, or any other information that could identify a student in your class or in the school. Check with the administrator in your school regarding policies that govern the publishing of pictures, videos, or images of students, then obtain written parental approval through you school placement's standard protocol before posting any pictures, videos, or images of students to your electronic portfolio.

PERSONAL AND PROFESSIONAL INFORMATION

The first two items in your portfolio will include a personal introduction page, which will serve as the homepage for your electronic portfolio and a link to your résumé. The following information provides guidance as to what to include in your personal introduction page and your résumé.

Personal Introduction Page

The personal information page will set a first impression of you. Write in narrative form as if you are introducing yourself to another professional educator. Make the personal introduction page visually appealing and professional in quality. Be sure to edit for grammar and typographical errors. In your personal introduction page, provide the following:

- Your educational background, including your program at W&M, major, and anticipated graduation date
- A description of your placement in student teaching, including school, student demographics, and grade levels
- A description of the educational settings in which you completed field experiences (including both in your practica experiences and in your student teaching experience) or work, including the diversity of students and others with whom you engaged and worked
- Personal information you are willing to share, which may include your hometown, other interests you have such as athletics, hobbies, and participation in community organizations
- A picture of yourself, if you choose
- A description of the purpose of your electronic portfolio and how to navigate the electronic portfolio

Personal Introduction Page Rubric

Below Expectations	Meets Expectations
Relevant information is missing from the personal introduction page or is not adequately explained, and/or the personal introduction page lacks professional quality.	All relevant information is coherently addressed, and the personal introduction page is of professional quality.

Résumé

Your résumé is another "first impression" of you; the résumé provides another professional educator with information concerning your educational background, work experience, and practica and student teaching experiences. Be sure to adhere to guidelines in crafting a résumé and check your résumé for grammatical errors, typographical errors, and spacing issues. Career Services will review your résumé with you. Please take advantage of this resource.

Your résumé should be linked as a PDF file to ensure that it looks the way you intend it to look.

There is no evaluation rubric for the résumé. You are strongly advised to apply the recommendations of the Office of Career Services in creating your résumé.

CONSTRUCTIVE REFLECTIONS AND ARTIFACTS
FOR THE SIX DOMAINS OF THE TEACHER COMPETENCIES

The intent of the constructive reflections and artifacts for the six domains of the teacher competencies is to highlight the depth of your knowledge, skills, and dispositions in these professional areas as well as to provide artifacts that exemplify your reflective practice as a pre-service teacher. *A constructive reflection is an analysis and evaluation of professional practice that is supported by artifacts of professional quality.* The significance of the artifacts is explained in the constructive reflection and, together, they provide the evidence that you meet the expectations of the School of Education in the six domains. For each domain, you will:

- Provide artifacts of professional quality that demonstrate your knowledge, skills, and/or dispositions within the domain and support your constructive reflection. (Guidelines regarding which artifacts to include are provided for each domain.) Artifacts may include coursework from your education program but also should include artifacts created and used during student teaching. When posting artifacts many options are available. You may choose to embed your artifact within a page on the portfolio or you may provide a link to an artifact within your portfolio. When uploading a word-processed document, be sure to convert and post as a PDF file so that your documents look the way you intend them to look.

- Within the constructive reflection, you will:
  - Explain what the artifact is
  - Clearly identify the domain and the specific competency (or competencies) that the artifact demonstrates
  - Substantively and insightfully explain and reflect on how this artifact exemplifies the competency (or competencies) in your teacher preparation

NOTE: You may elect to include assignments from courses, but these artifacts should not appear as "assignments"; instead, you should update and revise these as examples of your professional practice.

Philosophy of Teaching and Learning

When you first began your coursework, you began to formulate your philosophy of teaching and learning. Your philosophy of teaching provides insight into your beliefs that guide your actions as a teacher. For this domain, reflect on your initial philosophy of teaching and learning and revise it based on your coursework and your field experiences, including the practica and your student teaching. A philosophy of teaching and learning may address the following elements:

- What are your most important roles as a teacher and how do those roles fit within the goal(s) of education?
- What impact does your content knowledge have on the success of your students? What instructional methods are most appropriate for the students and subject(s) you teach?
- What kinds of learning environments do you create as a teacher?
- How do you determine your effectiveness as a teacher?

Your philosophy of teaching and learning should address how your philosophy evolved from the beginning of your professional preparation to now.

Follow the guidelines provided in writing your revised philosophy:

- This philosophy will take the form of a well-written essay.
- Although there are no page requirements for your philosophy statement, less than two pages is probably not sufficient and more than four pages is probably too long.
- Your philosophy should avoid educational jargon and platitudes.
- Your philosophy should reflect your own *voice.*
- Although artifacts of professional quality are <u>not</u> required for this component of the portfolio, you may provide artifacts that illuminate your philosophy of teaching and learning.

Philosophy of Teaching and Learning Rubric

Below Expectations	Meets Expectations	Exceeds Expectations
The philosophy of teaching is unfocused, contains jargon and platitudes without specific examples, and/or is addressed in an awkward manner.	The philosophy of teaching coherently describes beliefs that guide actions as a teacher and how the philosophy has evolved over time.	*In addition to meets expectations:* The philosophy of teaching insightfully describes beliefs that guide actions as a teacher; the reflection may include linked artifacts which add value to the philosophy.

Foundational Understanding

Foundational understanding includes having the knowledge and skills through coursework and experiences to be an effective teacher. Additionally, in special education, foundational understanding also includes knowledge and skills related to laws and policies that guide the field, development and characteristics of learners, and how individual differences effect learning. In order to be an effective teacher, knowledge of the subject matter that one teaches is critical. For the content area(s) that you teach, provide evidence in narrative form of your background knowledge. Evidence may include coursework you have taken, including:

- Courses from your General Education Requirements as well as selected courses in your major, if appropriate,

- Standardized assessment results that demonstrate your proficiency, and/or

- Work you have completed in the content areas (e.g., research paper, honors thesis, research, or work experience).

Elementary and Secondary Education teachers may attach artifacts if the artifacts will add value to your narrative; however, artifacts are not required for this component of your portfolio. Special Education teachers are expected to include artifacts that address CEC Standards 1, 2, and 3 in this section, since the Foundations component of your portfolio addresses these three CEC standards. *Remember, your aim here is to concisely explain that you possess content area expertise within the subject(s) that you teach.*

Elementary Education Requirement
As an elementary teacher, you most likely will teach mathematics, science, language arts, social studies, art, and health. You should provide evidence in your narrative of your background knowledge in each of the content areas listed.

Secondary Requirement
As a secondary teacher, provide evidence in your narrative of your background knowledge in the content area that you teach.

Special Education Requirement
As a special education teacher, provide evidence in your narrative and artifacts of your understanding of the following CEC Standards:
 #1: Foundations
 #2: Development and Characteristics of Learners
 #3: Individual Learning Differences

Foundational Understanding Rubric

Below Expectations	Meets Expectations	Exceeds Expectations
The description of content knowledge background lacks the information necessary to determine content knowledge in the appropriate content area(s).	The description of content knowledge background provides evidence of content knowledge in the appropriate content area(s).	The description of the content knowledge background indicates an in-depth knowledge of the content area(s) through a thorough description and inclusion of artifacts.

Ability to Plan, Organize, and Prepare for Teaching

The constructive reflection in this domain will center on how you go about planning an instructional unit for implementation in the classroom. In your constructive reflection in this domain, you will provide artifacts of professional quality that demonstrate your ability to plan both long-range instructional units and daily lessons. *Students in the elementary education program must provide artifacts from each of the four core content areas: language arts, mathematics, science, and social studies. Students in the special education program should provide artifacts that demonstrate an understanding of CEC Standard #7: Instructional Planning.* These artifacts should demonstrate that you have the knowledge and skills to:

- Plan lessons that align with local, state, and national standards (Competency 6)
- Select instructional strategies and materials/resources to use that are responsive to diverse student needs and appropriate for the subject matter (Competencies 7 & 8)
- Effectively integrate technology into your lessons (Competencies 7 & 8)

Ability to Plan, Organize, and Prepare for Teaching Rubric

Below Expectations	Meets Expectations	Exceeds Expectations
The constructive reflection lacks depth and/or coherence in describing the planning process and/or the artifacts fail to support the constructive reflection. **Elementary education – The four core content areas are not reflected.**	The constructive reflection coherently describes the planning process for both long-range instructional units and daily lessons through a focus on local, state, and national standards as well as the selection and use of appropriate instructional strategies and resources. The reflection is supported by artifacts of professional quality. **Elementary education – The four core content areas are addressed.**	*In addition to meets expectations:* The constructive reflection and artifacts are insightful and demonstrate a thorough understanding of the planning process; additional artifacts of professional quality are provided to demonstrate competencies in the planning and organizing domain.

Teaching Skills in the Content Area(s)

The constructive reflection in this domain will center on how you use instructional strategies to communicate effectively and to support student engagement in the learning process. Your ability to successfully implement lessons in the content area(s) that you teach is at the core of this domain. In this reflection, provide artifacts of professional quality that demonstrate your abilities in the following areas:

- Teach based on planned lessons (Competency 9)
- Provide for individual differences in the classroom (Competency 10)
- Use motivational strategies and actively engage all students in learning (Competencies 11 & 12)
- Use a variety of effective instructional strategies appropriate for the content area(s) (Competency 13)
- Promote critical thinking skills (Competency 14)

One of the artifacts may include a video or audio excerpt of a lesson.

Elementary education students must provide artifacts from each of the four core content areas: language arts, mathematics, science, and social studies.

Teaching Skills Rubric

Below Expectations	Meets Expectations	Exceeds Expectations
The constructive reflection lacks depth and/or coherence in supporting teaching skills and/or the artifacts fail to support the constructive reflection. **Elementary education – The four core content areas are not reflected.**	The constructive reflection and artifacts of professional quality provide support of the student teacher's knowledge and skills in instruction. **Elementary education – The four core content areas are addressed.**	*In addition to meets expectations:* The constructive reflection and artifacts are insightful and demonstrate the student teacher's knowledge and skills in instruction; additional artifacts of professional quality are provided to demonstrate competencies in the teaching skills domain.

Assessment and Evaluation for Learning

The constructive reflection in this domain will center on your ability to create and use assessment for both *formative* and *summative* purposes. In your constructive reflection in this domain, you will provide artifacts of professional quality that demonstrate your ability to use assessments to make instructional decisions and to document student growth.

The artifacts used to document the following should include both teacher-made work samples and samples of student work. Student work may include samples that exceed expectations, meet expectations, or fall below expectations in terms of student achievement and/or progress. ***Students in the special education program should include artifacts that demonstrate an understanding of CEC Standard #8: Assessment.***

- Samples of formative and summative assessments used in the classroom appropriate for students and subject matter (Competency 16)
- Demonstrated growth for a group of students over time through formative or summative assessments, such as KWL activities, writing samples, or pre- and post-tests (Competency 18)
- A lesson or instructional activity that was developed based on student assessment results (Competencies 17 & 18)

Assessment and Evaluation for Learning Rubric

Below Expectations	Meets Expectations	Exceeds Expectations
The constructive reflection lacks depth and/or the artifacts fail to support the constructive reflection and do not provide evidence of student growth.	The constructive reflection coherently demonstrates the student teacher's ability to create and use both formative and summative assessments and is supported by artifacts of professional quality. Evidence of student growth is documented.	*In addition to meets expectations:* The constructive reflection and artifacts are insightful and demonstrate a thorough understanding of formative and summative uses of assessment; additional artifacts of professional quality are provided to demonstrate competencies in the assessment and evaluation of learning domain.

Classroom Management Knowledge and Skills

Classroom management skills include establishing and maintaining a safe, positive environment that is conducive to learning. ***Students in the special education program should include artifacts that demonstrate an understanding of CEC Standard #5: Learning Environments and Social Interactions.*** In your constructive reflection in this domain, you will provide artifacts of professional quality that demonstrate your ability to:

- Builds positive rapport with and among students fostering an environment that values and encourages respect for diversity (Competency 19)
- Organize a classroom for effective instruction through appropriate physical arrangement and grouping of students for optimal learning and safety in the classroom (Competency 20)
- Use effective routines and procedures and maintain effective and efficient use of time (Competencies 21 & 22)
- Develop and use a classroom management plan that provides clear expectations of student behavior, including appropriate and equitable responses to student behavior (Competencies 23 & 24)

Classroom Management Knowledge and Skills Rubric

Below Expectations	Meets Expectations	Exceeds Expectations
The constructive reflection lacks depth and/or coherence, and/or the artifacts fail to support the constructive reflection.	Supported by artifacts of professional quality, the constructive reflection coherently describes the development of a safe, positive learning environment, supported by a management plan that is implemented through the use of effective procedures and routines, grouping, and interventions to address student behavior.	*In addition to meets expectations:* The constructive reflection and artifacts are insightful and demonstrate knowledge of classroom management theory, research, and skills in implementing effective management as part of daily and long-range planning and instruction; additional artifacts of professional quality demonstrate competencies in this domain.

Professional Dispositions

Professionalism includes dispositions that demonstrate a commitment to the education profession. This commitment is demonstrated through professional demeanor, ethical behavior, participation in professional development, effective communication skills, reflective practice, collaboration, and service as an emerging teacher leader. ***Students in the special education program should include artifacts that demonstrate an understanding of the CEC Standards #9: Professional and Ethical Practice and #10: Collaboration, as well as the CEC Code of Ethics.*** In your constructive reflection, you will provide artifacts of professional quality that demonstrate your ability to:

- Reflect actively upon practice, leading to enhanced teaching and learning (Competency 28)
- Cooperate, collaborate, and foster relationships with families and other members of the community (Competency 29)
- (Competency 28)
- Additionally, reflect on how you meet professional expectations and have positively influenced others in your school building (Competencies 25, 26, & 30)

Professional Dispositions Rubric

Below Expectations	Meets Expectations	Exceeds Expectations
The constructive reflection lacks depth and/or coherence and/or the artifacts fail to support the constructive reflection.	The constructive reflection coherently describes development as a professional and is supported by artifacts of professional quality.	*In addition to meets expectations:* The constructive reflection and artifacts are insightful and demonstrate professional dispositions; additional artifacts of professional quality are provided to demonstrate competencies in this domain.

Working with Diverse Students

William & Mary School of Education Statement on Diversity

Diversity connotes distinctiveness, uniqueness, and interconnection among and between human beings. It denotes racial, ethnic, cultural, and linguistic heritage, national origin, socioeconomic status, age, gender, sexual orientation, philosophical, religious, and spiritual beliefs, as well as physical, social, and intellectual attributes and abilities.

The faculty, staff, and students of the School of Education value inclusiveness and equity of opportunities for diverse learners. We promote attitudes and beliefs that foster faculty members' and students' understanding of self and diverse others through curriculum, instruction, research, and focused learning activities. These values also guide our internal governance as well as our partnership with educational institutions and other community agencies. Advocacy for diverse learners informs instructional, clinical, and policy decisions in order to impact our students and the constituents they will serve.

In your experiences as a student teacher as well as your experiences in your practicum placement, you have most likely worked with a diverse population of students. Describe your experiences working with students from a variety of backgrounds and how you met the diverse learning needs in the classroom. ***Students in the special education program should include artifacts that demonstrate an understanding of CEC Standard #6: Language.*** In your constructive reflection, provide examples of and discuss the following:

- the diversity of the student populations with whom you worked

- how students differed in their experiences and approaches to learning (Competency 4)

- how you provided for individual differences in the classroom (Competency 10)

    how you built positive rapport with and among students, fostering an environment that values and encourages respect for diversity (Competency 19)

- how you collaborated with learning/behavioral specialists, families, and/or related service personnel to meet the diverse needs of your students (Competency 29)

Working with Diverse Students Rubric

Below Expectations	Meets Expectations	Exceeds Expectations
The constructive reflection is incomplete or fails to address the requirements.	The constructive reflection coherently describes the diversity of the students in the field experience and examples of how learning needs were met in the classroom.	*In addition to meets expectations:* The constructive reflection demonstrates a high level of proficiency in understanding diverse student populations, their needs, and how to meet learning needs in the classroom. This understanding is demonstrated through artifacts of professional quality.

Conceptual Framework Reflection

The School of Education faculty is committed to providing educational experiences that facilitate the development of four strands described in the School of Education Conceptual Framework. Students who complete the program develop competency in *content knowledge, reflective practices, collaborative interactions, and educational leadership*.

A ***content expert*** has pedagogical content knowledge, a commitment to intellectualism, and the ability to organize and transfer knowledge.

A ***reflective practitioner*** articulates his or her ideas, experiments with the ideas of others, and makes connections to the world in which he or she lives. For reflective practitioners, teaching is a cognitive process.

An ***effective collaborator*** effectively engages in interactive processes of learning that involve reciprocity.

An ***educational leader*** provides leadership beyond the classroom and school, serves as a mentor, and engages in educational research.

Students in special education should refer to the mega reflection checklist for details.

In a six-paragraph essay, reflect on your knowledge, skills, and dispositions in these four core areas that comprise an effective educator. You may attach artifacts if the artifacts will add value to your reflection; however, artifacts are not *required for this component of your portfolio since the artifacts you have already presented support your development in these four areas over the course of your overall preparation through the program. Your reflection should not exceed four pages, double-spaced.*

Conceptual Framework Reflection Rubric

Below Expectations	Meets Expectations	Exceeds Expectations
The conceptual framework reflection fails to address one or more areas and/or lacks depth of reflection.	The reflection coherently describes the development of knowledge, skills, and dispositions in each of the four areas of the conceptual framework.	*In addition to meets expectations:* The reflection insightfully describes the development of knowledge, skills, and dispositions within each area of the conceptual framework; the reflection includes linked artifacts that add value to the reflection.

Teaching Portfolio Presentation

The purpose of the teaching portfolio presentation is to synthesize your experiences and showcase your pre-service work. As such, the presentation is not meant to be comprehensive in nature, you will not present each domain or each artifact you have included in your portfolio. Rather, focus on a few areas with supporting artifacts that demonstrate your effectiveness as a pre-service teacher.

The presentation will be attended by your pre-service colleagues, your university supervisor, your seminar professor, and School of Education faculty. The evaluation for the presentation will focus on the three areas presented in the rubric below. ***Note: Students in special education are not required to do a presentation.***

Portfolio Presentation Rubric

Area	Below Expectations	Meets Expectations	Exceeds Expectations
Meaningful Experiences & Demonstrable Growth	Lack of meaningful experiences and limited evidence of growth noted	Articulates how meaningful experiences and professional quality artifacts demonstrate growth in selected professional competencies	*In addition to meets expectations:* • Shares in-depth meaningful experiences • Demonstrates depth of understanding and insight
Professionalism	Lack of professional attire and/or unable to answer questions related to teaching in a competent manner	Professional in appearance and demeanor and constructively responds to questions related to teaching	Evidence of enthusiasm for teaching, commitment to the profession, initiative in teaching, and presents self as a positive role model for young people; responds to questions in a confident, insightful manner
Communication Skills	Poor communication skills evident: • Speaks in an inaudible or sometimes audible voice • Makes little to no eye contact with audience • Paces too fast or too slow • Uses gap-fillers such as "um," "uh," and "like," that interfere with expression	Communication skills evident: • Speaks in an audible and intelligible voice • Makes consistent eye contact • Paces effectively • Uses few or no gap-fillers • Effectively and efficiently uses portfolio to support the presentation	Communication skills highly developed: • Projects voice with clarity and varied intonation • Engages with audience • Paces presentation to effectively cover key points and examples
Overall Rating of Presentation			

Elementary Checklist

This checklist will help you to ensure that you have included necessary elements in your teaching portfolio. This checklist also will assist the evaluator in determining whether you have included the required elements. Once the required elements are present the quality of those elements will be assessed using the rubrics associated with each domain.

- ☐ Personal Introduction Page (Homepage)

- ☐ Résumé

- ☐ Philosophy of Teaching and Learning

- ☐ Foundational Understanding
    - ☐ Narrative on background knowledge in language arts, mathematics, science, social studies, art, and health

- ☐ Ability to Plan, Organize, and Prepare for Teaching Page
    - ☐ Artifacts with constructive reflection in each of the four core content areas (Competencies 6, 7, & 8):
        - ☐ Language Arts
        - ☐ Mathematics
        - ☐ Science
        - ☐ Social Studies

- ☐ Teaching Skills
    - ☐ Artifacts with constructive reflection in each of the four core content areas (Competencies 9, 10, 11, 12, 13, & 14):
        - ☐ Language Arts
        - ☐ Mathematics
        - ☐ Science
        - ☐ Social Studies

- ☐ Assessment and Evaluation of Learning
    - ☐ Artifacts with constructive reflection indicating the following:
        - ☐ Samples of both formative and summative assessments used in the classroom appropriate for students and subject matter (Competency 16)

- ☐ Demonstrated student growth over time through formative or summative assessments, such as KWL activities, writing samples, or pre- and post-tests (Competency 18)
- ☐ A lesson or instructional activity that was developed based on student assessment data results (Competencies 17 & 18)

☐ Classroom Management and Skills
- ☐ Artifacts with constructive reflection indicating the following:
  - ☐ Builds positive rapport with and among students fostering an environment that values and encourages respect for diversity (Competency 19)
  - ☐ Ability to organize a classroom for effective instruction through appropriate physical arrangement and grouping of students for optimal learning (Competency 20)
  - ☐ Ability to use effective routines and procedures and maintain efficient and effective use of time (Competencies 21 & 22)
  - ☐ Ability to develop and use a classroom management plan that provides clear expectations of student behavior, including appropriate and equitable responses to student behavior (Competencies 23 & 24)

☐ Professional Dispositions
- ☐ Artifacts with constructive reflection indicating the following:
  - ☐ Reflect actively upon practice, leading to enhanced teaching and learning (Competency 28)
  - ☐ Cooperate, collaborate, and foster relationships with families and other members of the community (Competency 29)
  - ☐ Description of meeting professional expectations and positively influencing others in the school (Competencies 25, 26, & 30)

☐ Working with Diverse Students
- ☐ Constructive reflection describing:
  - ☐ The diversity of the student populations with whom you worked
  - ☐ How students differed in their experiences and approaches to learning (Competency 4)
  - ☐ How you provided for individual differences in the classroom (Competency 10)

- How you built positive rapport with and among students, fostering an environment that values and encourages respect for diversity (Competency 19)
- How you collaborated with learning/behavioral specialists, families, and/or related service personnel to meet the diverse needs of your students (Competency 29)Conceptual Framework Reflection addressing the four core areas:
  - Content Expert
  - Reflective Practitioner
  - Effective Collaborator
  - Educational Leader

Secondary Checklist

This checklist will help ensure that you have included necessary elements in your teaching portfolio. This checklist also will assist your evaluator in determining whether you have included all the required elements. Once the required elements are present, the quality of those elements will be assessed using the rubrics associated with each domain.

☐ Personal Introduction Page (Homepage)

☐ Résumé

☐ Philosophy of Teaching and Learning

☐ Foundational Understanding
 ☐ Narrative on background knowledge in subject area

☐ Ability to Plan, Organize, and Prepare for Teaching Page
 ☐ Artifacts with constructive reflection in each of the following areas, indicating your ability to:
  ☐ Plan lessons that align with local, state, and national standards (Competency 6)
  ☐ Select instructional strategies and materials/resources to use that are responsive to diverse student needs and appropriate for the subject matter (Competencies 7 & 8)
  ☐ Effectively integrate technology into your lessons (Competencies 7 & 8)

☐ Teaching Skills
 ☐ Artifacts with constructive reflection in each of the following areas, indicating your ability to:
  ☐ Teach based on planned lessons (Competency 9)
  ☐ Provide for individual differences in the classroom (Competency 10)
  ☐ Use motivational strategies and actively engages students in learning (Competencies 11 & 12)
  ☐ Use a variety of effective instructional strategies appropriate for the content area (Competency 13)
  ☐ Promote critical thinking skills (Competency 14)

☐ Assessment and Evaluation of Learning
 ☐ Artifacts with constructive reflection indicating the following:

- ☐ Samples of both formative and summative assessments used in the classroom appropriate for students and subject matter (Competency 16)
  - ☐ Demonstrated student growth over time through formative or summative assessments, such as KWL activities, writing samples, or pre- and post-tests (Competency 18)
  - ☐ A lesson or instructional activity that you developed based on student assessment data results (Competencies 17 & 18)

- ☐ Classroom Management and Skills
  - ☐ Artifacts with constructive reflection indicating the following:
    - ☐ Builds positive rapport with and among students fostering an environment that values and encourages respect for diversity (Competency 19)
    - ☐ Ability to organize a classroom for effective instruction through appropriate physical arrangement and grouping of students for optimal learning (Competency 20)
    - ☐ Ability to use effective routines and procedures and maintain efficient and effective use of time (Competencies 21 & 22)
    - ☐ Ability to develop and use a classroom management plan that provides clear expectations of student behavior, including appropriate and equitable responses to student behavior (Competencies 23 & 24)

- ☐ Professional Dispositions
  - ☐ Artifacts with constructive reflection indicating the following:
    - ☐ Reflect actively upon practice, leading to enhanced teaching and learning (Competency 28)
    - ☐ Cooperate, collaborate, and foster relationships with families and other members of the community (Competency 29)
    - ☐ Description of meeting professional expectations and positively influencing others in the school (Competencies 25, 26, & 30)

- ☐ Working with Diverse Students
  - ☐ Constructive reflection describing:
    - ☐ The diversity of the student populations with whom you worked
    - ☐ How students differed in their experiences and approaches to learning (Competency 4)
    - ☐ How you provided for individual differences in the classroom (Competency 10)

- □ How you build positive rapport with and among students, fostering an environment that values and encourages respect for diversity (Competency 19)
- □ How you collaborated with learning/behavioral specialists, families, and/or related service personnel to meet the diverse needs of your students (Competency 29)

- □ Conceptual Framework Reflection addressing the four core areas:
  - □ Content Expert
  - □ Reflective Practitioner
  - □ Effective Collaborator
  - □ Educational Leader

Special Education Checklist

This checklist will help ensure that you have included necessary elements in your teaching portfolio. This checklist also will assist your evaluator in determining whether you have included all the required elements. Once the required elements are present, the quality of those elements will be assessed using the rubrics associated with each domain.

- ☐ Personal Introduction Page (Homepage)

- ☐ Résumé

- ☐ Philosophy of Teaching and Learning

- ☐ Foundational Understanding
    - ☐ CEC Standard #1: Foundations
    - ☐ CEC Standard #2: Development and Characteristics of Learners
    - ☐ CEC Standard #3: Individual Learning Differences

- ☐ Ability to Plan, Organize, and Prepare for Teaching Page
    - ☐ Artifacts with constructive reflection in each of the following areas, indicating your ability to:
        - ☐ Plan lessons that align with local, state, and national standards (Competency 6)
        - ☐ Select instructional strategies and materials/resources to use that are responsive to diverse student needs and appropriate for the subject matter (Competencies 7 & 8)
        - ☐ Effectively integrate technology into your lessons (Competencies 7 & 8)
        - ☐ CEC Standard #7: Instructional Planning

- ☐ Teaching Skills
    - ☐ Artifacts with constructive reflection in each of the following areas, indicating your ability to:
        - ☐ Teach based on planned lessons (Competency 9)
        - ☐ Provide for individual differences in the classroom (Competency 10)
        - ☐ Use motivational strategies and actively engages students in learning (Competencies 11 & 12)
        - ☐ Use a variety of effective instructional strategies appropriate for the content area (Competency 13)
        - ☐ Promote critical thinking skills (Competency 14)

☐ CEC Standard #4: Instructional Strategies

☐ Assessment and Evaluation of Learning
    ☐ Artifacts with constructive reflection indicating the following:
        ☐ Samples of both formative and summative assessments used in the classroom appropriate for students and subject matter (Competency 16)
        ☐ Demonstrated student growth over time through formative or summative assessments, such as KWL activities, writing samples, or pre- and post-tests (Competency 18)
        ☐ A lesson or instructional activity that you developed based on student assessment data results (Competencies 17 & 18)
        ☐ CEC Standard #8: Assessment

☐ Classroom Management and Skills
    ☐ Artifacts with constructive reflection indicating the following:
        ☐ Builds positive rapport with and among students fostering an environment that values and encourages respect for diversity (Competency 19)
        ☐ Ability to organize a classroom for effective instruction through appropriate physical arrangement and grouping of students for optimal learning (Competency 20)
        ☐ Ability to use effective routines and procedures and maintain efficient and effective use of time (Competencies 21 & 22)
        ☐ Ability to develop and use a classroom management plan that provides clear expectations of student behavior, including appropriate and equitable responses to student behavior (Competencies 23 & 24)
        ☐ CEC Standard #5: Learning Environments and Social Interactions

☐ Professional Dispositions
    ☐ Artifacts with constructive reflection indicating the following:
        ☐ Reflect actively upon practice, leading to enhanced teaching and learning (Competency 28)
        ☐ Cooperate, collaborate, and foster relationships with families and other members of the community (Competency 29)
        ☐ Description of meeting professional expectations and positively influencing others in the school (Competencies 25, 26, & 30)
        ☐ CEC Code of Ethics
        ☐ CEC Standard #9: Professional and Ethical Practice

- ☐ CEC Standard #10: Collaboration

- ☐ Working with Diverse Students
  - ☐ Constructive reflection describing:
    - ☐ The diversity of the student populations with whom you worked
    - ☐ How students differed in their experiences and approaches to learning (Competency 4)
    - ☐ How you provided for individual differences in the classroom (Competency 10)
    - ☐ How you build positive rapport with and among students, fostering an environment that values and encourages respect for diversity (Competency 19)
    - ☐ How you collaborated with learning/behavioral specialists, families, and/or related service personnel to meet the diverse needs of your students (Competency 29)
    - ☐ CEC Standard #6: Language

- ☐ "Mega" Reflection addressing the four core areas of the W & M Conceptual Framework (listed below) in addition to the other items listed:
  (This reflection should be approximately 4-5 pages in length.)
  - ☐ Content Expert
  - ☐ Reflective Practitioner
  - ☐ Effective Collaborator
  - ☐ Educational Leader
  - ☐ Your professional and personal growth as a result of the program and experiences
  - ☐ Your progress in meeting the CEC standards
  - ☐ Evidence of student progress

- ☐ Your portfolio MUST include the following artifacts:
  - ☐ FBA/BIP
  - ☐ An instructional assessment and progress monitoring that includes a graph of student data and instructional changes made as a result of the progress monitoring
  - ☐ An intervention that has resulted in student progress
  - ☐ Transition IEP
  - ☐ Reading Read Aloud assignment

Please keep in mind that these are not the only artifacts needed for inclusion in your portfolio. These are the *required* artifacts that <u>must</u> be included. You will need additional artifacts to demonstrate your progress in meeting each of the identified standards.

Electronic Teaching Portfolio Evaluation

Student Name: _____   Date: _____

Person Completing Evaluation: _____

Area/ Domain	Below Expectations	Meets Expectations	Exceeds Expectations	Comments
Personal Introduction Page				
Philosophy of Teaching and Learning				
Foundational Understanding				
Ability to Plan, Organize, and Prepare for Teaching				
Teaching Skills				
Assessment and Evaluation for Learning				
Classroom Management Knowledge and Skills				
Professional Dispositions				
Working with Diverse Students				
Conceptual Framework Reflection				
Portfolio Presentation				
Overall				

Overall Comments: