

PRESENTATION PORTFOLIO

for

**Elementary and Secondary Education
Certification Candidates**

Penn State Harrisburg
Teacher Education Program

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Introduction

The Penn State Harrisburg Teacher Education faculty believes that the development of a presentation portfolio reflects the mission statement:

The mission of the Teacher Education programs is to facilitate student-centered education designed to prepare life-long reflective teachers who build positive learning environments for all learners based on current best practices. To promote the application of theory to practice, we integrate a standards-based, interdisciplinary curriculum with extensive field experiences in culturally diverse settings.

Presentation portfolios are compiled for the purpose of giving prospective employers and others an easy-to-read picture of your professional knowledge, skills, and competencies. The portfolio must have a well-organized framework generally built on goals or standards identified by an organization that has a solid reputation in the education field.

The Interstate New Teacher Assessment and Support Consortium (INTASC) has established a set of standards that have received national recognition because they are applicable for teachers of all disciplines and all levels. In addition, the Pennsylvania Department of Education has adopted Charlotte Danielson's *Framework for Teaching* (1996) in order to assess teacher competency; thus, it, too, serves as a model for exemplary teaching.

The Penn State Harrisburg Teacher Education programs have used Danielson's *Framework for Teaching* and the INTASC standards as their framework for portfolio development.¹

¹ See reference page for complete citations of references used throughout these guidelines.

Portfolio Framework

Danielson's four domains of teaching responsibility and the INTASC standards are presented below. You **must include all four of Danielson's Domains**, as well as some or all of the INTASC Standards, to organize your portfolio. Some of the artifacts may be used to demonstrate your competence in more than one domain/standard.

For your convenience, we have listed the four Danielson Domains, followed by the more detailed INTASC Standards. Note the key indicators for each category to assist you in your portfolio preparation.

Danielson's Domain # 1: Planning and Preparation

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Selecting instructional goals
- Demonstrating knowledge of resources
- Designing coherent instruction
- Assessing student learning

INTASC Standard #1: Knowledge of Subject Matter

The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

KEY INDICATORS

The Candidate:

- * demonstrates an understanding of the central concepts of his or her discipline.
- * uses explanations and representations that link curriculum to prior learning.
- * evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
- * engages students in interpreting ideas from a variety of perspectives.
- * uses interdisciplinary approaches to teaching and learning.
- * uses methods of inquiry that are central to the discipline.

INTASC Standard #2: Knowledge of Human Development and Learning

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

KEY INDICATORS

The Candidate:

- * evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
- * creates relevance for students by linking with their prior experiences.
- * provides opportunities for students to assume responsibility for and be actively engaged in their learning.

- * encourages student reflection on prior knowledge and its connection to new information.
- * accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

INTASC Standard #7: Instructional Planning Skills

The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum, goals.

KEY INDICATORS

The Candidate:

- * plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.
- * develops plans that are appropriate for curriculum goals and are based on effective instruction.
- * adjusts plans to respond to unanticipated sources of input and/or student needs.
- * develops short- and long-range plans.

Danielson's Domain #2: The Classroom Environment

- Creating an environment of respect and rapport
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

INTASC Standard #5: Classroom Motivation and Management Skills

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.

KEY INDICATORS

The Candidate:

- * encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, works collaboratively and independently, and engages in purposeful learning activities.
- * engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.

- * organizes, allocates, and manages time, space and activities in a way that is conducive to learning.
- * organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
- * analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

Danielson's Domain #3: Instruction

- Communicating clearly and accurately
- Using questioning and discussion techniques
- Engaging students in learning
- Providing feedback to students
- Demonstrating flexibility and responsiveness

INTASC Standard #3: Adapting Instruction for Individual Needs

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

KEY INDICATORS

The Candidate:

- * designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- * selects approaches that provide opportunities for different performance modes.
- * accesses appropriate services or resources to meet exceptional learning needs when needed.
- * adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
- * uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
- * creates a learning community that respects individual differences.

INTASC Standard #4: Multiple Instructional Strategies

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

KEY INDICATORS

The Candidate:

- * selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.
- * encourages students to assume responsibility for identifying and using learning resources.
- * assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

INTASC Standard #6: Communication and Technology

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

KEY INDICATORS

The Candidate:

- * models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received).
- * provides support for learner expression in speaking, writing, and other media.
- * demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
- * uses a variety of media communication tools to enrich learning opportunities.

INTASC Standard #8: Assessment of Student Learning

The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

KEY INDICATORS

The Candidate:

- * selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
- * uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher-made tests).
- * 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.
- * evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analyzing student work.
- * maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.
- * solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students themselves.

Danielson's Domain #4: Professional Responsibilities

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Contributing to the school and district
- Growing and developing professionally
- Showing professionalism

INTASC Standard #9: Professional Commitment and Responsibility

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

KEY INDICATORS

The Candidate:

- * 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.
- * uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher.
- * consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

INTASC STANDARD #10: SCHOOL AND COMMUNITY INVOLVEMENT

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

KEY INDICATORS

The Candidate:

- participates in collegial activities designed to make the entire school a productive learning environment.
- links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.
- seeks to establish cooperative partnerships with parents/guardians to support student learning.
- advocates for students.

Personal Information

In addition to the sections for the four Danielson domains, you must have a section for personal information. At a minimum, this must contain your philosophy of education and your resume. Possible additional artifacts are listed below. This section should be placed first.

Portfolio Guidelines

The Presentation Portfolio provides a context for your growth and development as a teacher. Your portfolio will be unique—a reflection and expression of your own observations, insights, class notes, projects, research papers, and other artifacts. Thoughtfully compiled, it will provide a "window" to the knowledge and skills you are constructing about teaching.

Your teaching portfolio will grow over your professional life. You will add to it as you continuously improve your competencies and skills and, from time to time, will weed out obsolete artifacts, or artifacts that have been replaced by more comprehensive or up-to-date items. You will use the presentation portfolio to when you begin applying for teaching positions.

How Are Portfolios Developed?

Early in your teacher education program, you will be asked to begin compiling a "working portfolio." As the name implies, the working portfolio is always a "work in progress," mainly a place for collecting artifacts and reflections. As you progress in your skills and experience, you will add artifacts and reflections to the working portfolio, making it a dynamic, evolving, piece that can demonstrate growth over time. You must use the Danielson Framework and the INTASC Standards as major categories for collecting artifacts—a separate folder for each standard/domain. Periodically, you will find yourself adding artifacts and reflections to the folders.

Over time, as your working portfolio grows, you may find yourself adding files on topics of special interest—or simply as a means of keeping yourself organized. For example, you might create special files on "Cooperative Learning" and "Graphic Organizers," both sub-categories of a standard/domain for "Instruction." You should create an organizational scheme that makes sense to you.

It is from these raw materials, collected during your teacher preparation program, that your "presentation portfolio" will eventually be compiled. Whereas the working portfolio is simply a file cabinet for artifacts, the presentation portfolio involves principles of careful selection and thoughtful reflection. What aspects of your personal and professional development do you want to share with others? How will your finished portfolio be organized, sequenced, and packaged? What is the central "point" of your portfolio?

Artifacts

As stated in Dorothy Campbell's book *How to Develop a Professional Portfolio: A Manual for Teachers*, "an artifact is tangible evidence of knowledge that is gained, skills that are mastered, values that are clarified, or dispositions and attitudes that are characteristic of you. We suggest no fewer than 2 and no more than 5 artifacts per domain. Please do not include artifacts that you have not created—such as duplicated worksheets, etc. Some of your artifacts should indicate how you adapt instruction for diverse learners. There are many possible artifacts that can be placed in your portfolio. Following are some examples. **Those marked with an asterisk are mandatory.**

Assessment (Domain 1 & 3)

- *Impact on Student Learning Project (Appendix a)
- Performance Assessments
- Tests
- Projects
- Rubrics
- Running records
- Case studies
- Evaluations
- Peer critiques
- Observation reports
- Self-assessment instruments
- Simulated experiences
- Student work

Planning (Domain 1)

- Bulletin board ideas
- Community resource documents
- Cooperative learning strategies
- Field trip plans
- Individualized plans/IEPs
- *Lesson plans
- Learning stations
- Unit plans
- Curriculum plans
- Goal statements

Professional Development (Domain 4)

- *Professional development plan
- Awards and certificates
- Professional organizations and committees
- Professional reading lists
- Projects
- *References
- Transcripts
- Volunteer experience descriptions
- Work experience descriptions

Classroom Management (Domain 2)

- Classroom management plan
- Management and organizational strategies
- Case studies
- Problem-solving logs
- Rules and procedures
- Seating arrangement diagrams
- Student contracts
- Photos of bulletin boards and displays

Instructional Skills (Domain 3)

- *Evaluations from mentor teachers/supervisors
- Videotapes of teaching episodes
- Audiotapes of teaching episodes
- Photographs of students engaged in learning
- Multimedia presentations
- Student activities
- Teacher-made materials
- Statements of impact on student learning

Community Involvement (Domain 4)

- Community resource documents
- Interviews with students, teachers, parents
- Letters to parents
- Tutoring
- Volunteer experience descriptions
- Letters of appreciation/recognition

Technology Skills (Domain 1 & 3)

Computer programs
Media competencies
Projects
Teacher-made materials
Content-area website addresses
Multimedia presentations
Interactive software titles

Personal Information

*Philosophy of education
Introductory letter
*Resume
Transcripts/PRAXIS scores
Clearances

Miscellaneous

Anecdotal records
Pictures and photographs
Teaching video and reflection
Teacher-made materials
Testimonials
Student work

Research (All Domains)

Article summaries and critiques
Case studies
Essays
Journals
Meeting and workshop logs
Observation reports
Position papers
Research papers

Entry Slips

Entry slips are reflective pieces that detail the importance of each artifact and the standards to which it relates. Each entry slip should be a maximum of 100 words. You should address three major questions per artifact:

- * **What?** Describe what the artifact is and provide context.
- * **So what?** Why is the artifact important? Why should anyone care? How does this artifact demonstrate your understanding or implementation of a domain/standard?
- * **Now what?** What is the next step? How can you improve next time? Set appropriate goals that can show growth and development over time.

For **instructional artifacts** (e.g., lesson plans, unit plans, performance assessments, etc.), you should indicate how the artifact impacted your students' learning. This might best be accomplished using an artifact "package" that includes the lesson plan, samples of student work (anonymous), a scoring rubric, a photo of the students engaged in the process of learning, and the entry slip which clearly states evidence that the students learned from this instruction.

Please Note: You do not have to provide entry slips for the following: philosophy of education, resume, and professional development plan.

Format

There are several possible ways to develop your portfolio. Most people will find it easiest to begin the working portfolio as a collection of paper documents in an expanding file folder or in a box. You are strongly encouraged to collect as many artifacts as possible in digital format to facilitate the assembly of an electronic presentation portfolio now or later.

You will create your portfolio using TaskStream. Instruction on using TaskStream for the presentation portfolio will be provided. Creating an electronic portfolio will give you the opportunity to further develop some technology skills that will be useful to you as a teacher. It is important that everything in your portfolio is as professional as you can make it. Use Standard English and make every effort to avoid grammatical or spelling errors. Appearance is also very important. The overall appearance of your portfolio may determine whether or not that potential employer really reads it carefully or makes a judgment based on first impression.

Rubric

The Teacher Education Faculty has developed a rubric. Elementary education candidates should see Appendix B, and secondary education candidates should refer to Appendix C.

Recommended Books to Help Prepare the Portfolio

We recommend you these books which are available on reserve in our library. Note titles, authors, and call numbers:

Adams-Bullock , A. *Developing a teaching portfolio: A guide for preservice and practicing teachers.* (2nd ed.). LB1728 .A32 2005.

Lyons, N. *With portfolio in hand : Validating the new teacher professionalism.*
LB1029.P67W58 1998.

Wyatt, R. L. *So you have to have a portfolio : A teacher's guide to preparation and Presentation.*
(2nd ed.). LB1728.W93 2004.

Other books in the Penn State System are as follows:

Campbell, D. M. *How to develop a professional portfolio : A manual for teachers.* (3rd ed.).
LB2838.H56 2004. Copies available at University Park and 2 other campuses.

Costantino, P. *Developing a professional teaching portfolio : A guide for success.* LB1728.C67
2002. Copy available at University Park.

Montgomery, K. *Creating e-portfolios using PowerPoint : A guide for educators.*
LB1029.P67M66 2004. Copies available at University Park and 2 other campuses.

Notes for Secondary Education Certification Candidates

Who is the Audience for My Portfolio?

Throughout the process of portfolio preparation, you serve as one important audience for the portfolio. During different courses, various instructors will serve as your other audiences. We have set specific times in your coursework for discrete artifacts to be added to the working portfolio. The instructors in these specific courses will provide feedback on the artifacts before they are placed into the working portfolio. Each assignment will have its own specific rubric that will be shared in the course syllabus.

EDUC 313:

Impact on Student Learning Project (Danielson 1 and 3) (See Appendix A)

EDUC 314:

Classroom management plan (Domain 2)

Technology as an instruction aid in content specific assignment (Domain 3)

EDUC 315:

Materials' evaluation and adaptation (Domains 1, 3, and 4)

Autobiography as it pertains to the career goal to become a teacher (Domain 4)

Reflection on tutoring experience (Domains 3 and 4)

EDUC 415, 416, 417:

Philosophy of education (between 250 and 500 words) (Domain 4)

Lesson plan and assessment (Domains 1, 2, and 3)

Unit at a glance (Domains 1, 2, and 3)

Micro teaching and self-assessment (Domains 1, 3, and 4)

Student Teaching:

During student teaching, you will have many opportunities to add to your working portfolio.

Then, as you process the student teaching experience and prepare for the task of getting a teaching position, you will devise the presentation portfolio. Ultimately, your portfolio should accompany you to job interviews, where school district officials will become your audience.

When Is My Presentation Portfolio Due?

Your portfolio must be turned into the Program Coordinator of Secondary Education on the last Thursday of the student teaching semester. During either the last week of classes or finals week of that semester, you will share your portfolio with other secondary education students, faculty members, and others. This time of sharing will include an overview of your experience student teaching, as well as the presentation of your portfolio.

What must my portfolio include?

- An introduction of 250 to 500 words. The introduction must start with this sentence: "A theme throughout this portfolio is...." The remainder of the introduction should serve to explain how the artifacts you selected reflect the theme and bridge your philosophy with your practice. For example, if you believe students create their own knowledge, bringing their life experiences to gain understanding of new knowledge, your introduction may start like this: "The theme throughout the portfolio is the ways to help children as they construct their own knowledge in my classroom. Starting with my philosophy of education, the reader can see that I believe my role is that of facilitator. I believe that social discourse and active learning are the most appropriate ways to engage students. Since I believe students construct their own knowledge, I also believe there are many ways to show mastery of knowledge. Thus, my assessments include not only teacher-made traditional tests, but also alternative assessments that allow students to express themselves in a manner that is comfortable and familiar to them."
- An option to include in the Introduction is a quotation (with author citation) that you believe embodies your beliefs about teaching and learning and relates directly to the theme of the portfolio. This quotation would be placed directly under the word *Introduction*.
- Artifacts and reflections that encompass the four Danielson Domains. See information under "What Is Reflection and How Do I Include It in My Portfolio?" on the previous page. Each artifact must include the reflective piece.
- Impact on student learning project (Appendix A).
- Your Philosophy of Education (between 250 and 500 words). Written in first-person present tense, you should express your views on important issues that affect the classroom teacher.

Your portfolio may include these elements. It is recommended that these artifacts be placed last in the portfolio under one heading.

- Your autobiography with a 3 X 5 picture. Written in narrative format, you may include these items: family background, honors and awards received, experiences with children, travel and cross-cultural experiences, special skills and talents (especially as they relate to your content area), and school experience.
- Transcripts.
- Evaluations from field-based experiences.
- Letters of recommendation.

Notes for Elementary Education Certification Candidates

While your portfolio should be a compilation of items over the course of your educational program, there should most definitely be items included from student teaching.

Required components:

*Philosophy of education

*Resume

*Artifacts related to each of the Danielson domains (with accompanying entry slips)

*Impact on Student Learning Project (Appendix A)

*Awards/recommendations/evaluation forms

*Professional development plan (How do you plan to continue your education and develop your teaching skills? Things to consider: coursework, workshops, inservice presentations, reading of professional journals or magazines, conferences, educational travel, learning from your mentor or other colleagues, doing research, coaching, volunteer work with children or families. What is the role of reflection in your professional development? What topics are you particularly interested in? What is your timeline? What is your ultimate goal--master's degree? administration? additional certification?)

You will be asked to turn in various components in early so that you may receive formative feedback on them before submitting the final product. Your overriding goal should be to have the portfolio appear neat, organized and complete.

References

- Campbell, D. M., Cignetti, P. B., Melenzyer, B .J., Nettles, D. H., & Wyman, R. M. Jr. (1997). *How to develop a professional portfolio*. Boston: Allyn and Bacon.
- Danielson. C. (1996). *Enhancing professional development: A framework for teaching*. Alexandria, VA: ASCD.
- Educational Testing Service. (2001). *Pathwise: Components of professional practice*. Princeton: NJ: Author.
- INTASC Standards, The. <http://www.dpi.state.nc.us/pbl/pblintasc.htm>. Retrieved 10/11/04.
- Oral Roberts University School of Education. (n.d.). *Teacher candidate portfolio*. Retrieved October 11, 2004, from Oral Roberts University School of Education web site: <http://www.oru.edu/university/departments/schools/edu/Portfolio.pdf>

Directions for “Impact on Student Learning Project” Student Teaching Assignment

Part 1: General Information

Purpose

This assignment is to give you the opportunity to tie together many pieces of the teaching and learning process to help you:

- determine the effect of instruction on all students’ learning (NCATE Standards 1, 3, 4)
- guide decisions about future instruction and plans to improve upon every student’s performance (NCATE Standards 1, 3, 4)
- communicate performance results to others (NCATE 2)
- reflect on your performance as a teacher

Method

- **Please note that you should use pseudonyms to maintain confidentiality.**
- Secondary students: select a section of students whom you are teaching and a unit of study on which to evaluate your impact on student learning.
- Elementary and early childhood students: select a subject area and a unit of study on which to evaluate your impact on student learning.
- Decide on a method of collecting data to measure your impact upon student learning using assessments that will generate data suitable for analysis.

Part 2: Major Components of the Assignment

Design for Instruction and Assessment

(NCATE 1.1, 1.3, 1.7, 3.3, 4.1 and NCTE 2.1, 4.1, 4.2, 4.4, 4.10)

- Describe a variety of community and classroom factors that may impact on your students’ learning. These could include geographic location, district demographics, socio-economic profile, physical features of classroom setting, availability of equipment/technology and other resources, etc.
- Describe the characteristics of your students, such as age, gender, race/ethnicity, exceptionalities (disability and giftedness), developmental levels, culture, language, interests, learning styles or skill levels.
- Identify 2-4 objectives which are aligned with state and/or national standards as well as district indicators, if applicable.
- Describe a variety of assessments that you will conduct before, during, and after instruction. You may assess students in an authentic/alternative manner, a traditional manner, or a combination of both. The assessments should be aligned with the objectives and should take into consideration the diverse learning needs of the students.
- After administering the *pre-assessment*, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal. Use a table, graph, or

chart. Describe the pattern you found that will guide your instruction or modification of learning goals.

- Briefly describe in chart or block plan format the activities and assessments for each teaching session. The activities should reflect a variety of instructional strategies/techniques. Include information on how you plan to assess student learning during and/or following the activity (i.e. *formative assessment*)

Analysis of Student Learning

(NCATE 1.3, 1.7, 3.2 and NCTE 4.10)

- Conduct a *summative assessment* which is correlated with the pre-assessment.
- Summarize the whole class data with descriptive statistics (e.g., gain scores, class means pre and post, composite records of observations) in the form of a graph, chart, or table.
- Select a group characteristic (e.g., gender, performance level, socioeconomic status, language proficiency, etc.) to analyze in terms of **one of your objectives**. Tell why you chose this particular characteristic to analyze. Create a table, chart or graph that compares pre and post-assessment results for the subgroups on this objective.
- In a narrative interpret the data for evidence of impact on student learning, both for the whole class and for the subgroups.

Reflection and Self-Evaluation

(NCATE 1.4, 1.7, 3.2 and NCTE 2.3, 3.1)

- Discuss the implications of your analysis for instruction of students at the whole class, subgroup and individual student levels. Remember to use pseudonyms to preserve student confidentiality.
- Identify further actions you would need to take to improve student learning.
- Evaluate the strengths and weaknesses of your own teaching, and identify some areas for your own professional growth.

Part 2: Organization of the Project for Submission

This should be included in your portfolio. You may either include it in Domain 3 or as a separate section.

1. Design for Instruction. Include the following sections:
 - Brief description of school and community factors
 - Brief description of student characteristics
 - Learning objectives keyed to standards
 - Description of assessments to be done before, during and after instruction
 - Chart of teaching activities and assessments for each teaching session
2. Analysis of Student Learning. Include the following sections:
 - Table, graph or chart of whole class data
 - Table, graph or chart of subgroup data, along with an explanation of why this characteristic for subgroups was chosen
 - Narrative interpretation of the data

3. Reflection and Self-Evaluation. Include the following sections:

- Implications for instruction at whole class, subgroup and individual levels
- Further teacher actions
- Strengths, weaknesses, and areas for professional development

NOTE: Please refer to the rubric for a detailed description of the criteria developed for evaluating the quality of your work. As you write each section, be sure to consult the rubric as a guide to the important features.

Portfolio Rubric for Elementary Education Candidates

Criteria	Unacceptable	Acceptable	Exemplary	Score
<p>Danielson Domain 1 (INTASC Principles 1, 2, and 7)</p>	<ul style="list-style-type: none"> • Contains less than the minimum variety of candidate's work: fewer than four core subject areas are represented, or there is limited weak linkage to planning and preparation. • Shows weak knowledge of content, pedagogy, PS standards, students, learning principles, and resources 	<ul style="list-style-type: none"> • Contains minimum variety of candidate's work; four core subject areas are represented by at least one piece of evidence; somewhat linked to planning and preparation • Shows knowledge of content, pedagogy, PS standards, students, learning principles, and resources 	<ul style="list-style-type: none"> • Exceeds minimum variety of candidate's work; four core subject areas and additional subject areas are represented, by one or more diverse pieces of evidence; clearly and explicitly linked to planning and preparation • Shows strong knowledge of content, pedagogy, PS standards, students, learning principles, and resources 	
<p>Danielson Domain 2 (INTASC Principle 5)</p>	<ul style="list-style-type: none"> • Minimal evidence of establishing a positive classroom climate, efficient routines, effective management of student behavior, and equitable learning 	<ul style="list-style-type: none"> • Appropriate evidence of establishing a positive classroom climate, efficient routines, effective management 	<ul style="list-style-type: none"> • Substantial evidence of establishing a positive classroom climate, efficient routines, effective management 	

	<p>opportunities for all students</p> <ul style="list-style-type: none"> No classroom management plan 	<p>of student behavior, and equitable learning opportunities for all student</p> <ul style="list-style-type: none"> Classroom management plan included. 	<p>of student behavior, and equitable learning opportunities for all students</p> <ul style="list-style-type: none"> Classroom management plan included 	
<p>Danielson Domain 3 (INTASC Principles 3, 4, 6, and 8)</p>	<ul style="list-style-type: none"> Weak evidence of clear communication Little variety of instructional, questioning and assessment strategies Little active engagement of students Infrequent or ineffective monitoring of student learning Lack of integration of disciplines Ineffective adaptations of instruction to meet learning needs of diverse students 	<ul style="list-style-type: none"> Moderate evidence of clear communication; Some variety of instructional, questioning and assessment strategies Some active engagement of students Frequent, effective monitoring of student learning Integration of disciplines Somewhat effective adaptations of instruction to meet learning needs of diverse students 	<ul style="list-style-type: none"> Strong evidence of clear communication Wide variety of instructional, questioning and assessment strategies Much active engagement of students; Consistent, assiduous monitoring of student learning Authentic integration of disciplines Highly effective adaptations of instruction to meet learning needs of diverse students 	
<p>Danielson Domain 4 (INTASC Principles 9 and 10)</p>	<ul style="list-style-type: none"> Professional development plan is unfocused and piecemeal Little evidence of professional relationships beyond the classroom to benefit students No evidence shown of effective 	<ul style="list-style-type: none"> Professional development plan presents a somewhat logical sequence Some evidence of professional relationships beyond the classroom to 	<ul style="list-style-type: none"> Professional development plan presents a clear and logical sequence demonstrating personal insight Substantial evidence of professional 	

	communication skills beyond the classroom	benefit students <ul style="list-style-type: none"> Minimal evidence shown of effective communication skills beyond the classroom 	relationships beyond the classroom to benefit students <ul style="list-style-type: none"> Evidence shown of effective communication skills beyond the classroom 	
Impact on student learning: Design for instruction and assessment	<ul style="list-style-type: none"> Does not incorporate community and classroom factors or characteristics of diverse students Fails to align with objectives Relies on one instructional approach and assessment measure Little or no variety of formal/informal assessments Not adapted to learning needs of diverse students Assessment measures not designed to assess progress in learning 	<ul style="list-style-type: none"> Incorporates community and classroom factors and characteristics of diverse students Aligns with objectives Uses variety of instructional approaches and assessment measures Some variety of formal/informal assessments conducted before, during, and after instruction Adapted to learning needs of diverse students Assessment measures somewhat designed to assess progress in learning 	<ul style="list-style-type: none"> Incorporates a wide variety of community and classroom factors and characteristics of diverse students Aligns perfectly with objectives; Uses wide variety of instructional approaches Good variety of formal/informal assessments conducted before, during, and after instruction. Adapted to learning needs of diverse students Assessment measures effectively designed to assess progress in learning 	
Impact on	<ul style="list-style-type: none"> Data are not summarized in 	<ul style="list-style-type: none"> Data for whole class 	<ul style="list-style-type: none"> Data for whole class and 	

<p>student learning: Analysis of student learning</p>	<p>graphs or tables</p> <ul style="list-style-type: none"> • Interpretation fails to include evidence of impact on student learning 	<p>and subgroups are summarized in chart, table or graph format</p> <ul style="list-style-type: none"> • Data are correctly analyzed and interpreted for evidence of impact on student learning 	<p>subgroups are accurately summarized in chart, table or graph format with descriptive statistics</p> <ul style="list-style-type: none"> • Data are correctly and meaningfully analyzed and interpreted for evidence of impact on student learning 	
<p>Impact on student learning: Reflection on student learning</p>	<ul style="list-style-type: none"> • Discusses the implications of results for instruction for class as a whole • Identifies few or no changes in teacher actions • Does not evaluate strengths and weaknesses of own teaching 	<ul style="list-style-type: none"> • Discusses the implications of results for instruction for individual students at different performance levels • Identifies what further teacher actions are needed to improve student learning based on assessment results • Evaluates strengths and weaknesses of own teaching 	<ul style="list-style-type: none"> • Meaningfully discusses the implications of results for instruction for individual students at different performance levels • Identifies and explains what further teacher actions are needed to improve student learning based on assessment results • Evaluates strengths and weaknesses of own teaching and identifies areas for professional growth 	
<p>Completeness and Organization</p>	<ul style="list-style-type: none"> • Organization does not follow Danielson's Framework for Teaching • More than 2 	<ul style="list-style-type: none"> • The four domains in Danielson's Framework for Teaching are evident 	<ul style="list-style-type: none"> • Clearly organized around Danielson's Framework for Teaching; 	

	<p>required elements are missing</p> <ul style="list-style-type: none"> • Introductory material missing • Limited relationship between artifacts and organization categories 	<ul style="list-style-type: none"> • 1-2 required elements are missing • Introductory material is sketchy. • Identified artifacts generally support organization categories 	<ul style="list-style-type: none"> • all required elements are included; • introductory information is detailed; • the identified artifacts thoroughly support organization categories. 	
<p>Presentation and Mechanics</p>	<ul style="list-style-type: none"> • Somewhat sloppy and unprofessional • Many extraneous items; • Lacks creativity; • Final-form written products contain enough surface errors (in mechanics, organization, word-choice, grammar, and so on) to inhibit effective communication to the reviewer. 	<ul style="list-style-type: none"> • Mostly professional in appearance • A few extraneous items; somewhat creative; • Final-form products effectively communicate to the reviewer with a few minor errors 	<ul style="list-style-type: none"> • Professional, neat, and attractive appearance; • concise; creative; • final-form written products are professionally polished and refined to communicate with some degree of sophistication in style and content. 	

Portfolio Rubric for Secondary Education Candidates

Criteria	Unacceptable	Acceptable	Exemplary	Score
<p>Danielson Domain 1 (INTASC Principles 1, 2, and 7)</p>	<ul style="list-style-type: none"> • Demonstrates weak alignment with discipline specific content standards • Shows few authentic and constructivist approaches to planning and implementing specific content • Chooses somewhat appropriate resources/technology for instruction • Instructional planning shows few adaptations that meet the learning needs of diverse students • Demonstrates minimal assessment of student learning that is aligned to instructional goals 	<ul style="list-style-type: none"> • Demonstrates alignment with discipline specific content standards • Shows authentic and constructivist approaches to planning and implementing specific content • Examines, selects, and uses appropriate resources/technology for instruction • Instructional planning shows adaptations that meet the learning needs of diverse students • Demonstrates assessment of student learning aligned to instructional goals and adapted as required to meet student needs 	<ul style="list-style-type: none"> • Demonstrates strong alignment with discipline specific content standards • Shows many and diverse authentic and constructivist approaches to planning and implementing specific content • Carefully examines, selects, and uses highly appropriate resources/technology for instruction • Instructional planning shows individualized adaptations that meet the learning needs of diverse students • Demonstrates a variety of assessment measures aligned to instructional goals and adapted as required to meet student needs. 	
<p>Danielson Domain 2 (INTASC</p>	<ul style="list-style-type: none"> • Minimal evidence of establishing a positive 	<ul style="list-style-type: none"> • Appropriate evidence of establishing a 	<ul style="list-style-type: none"> • Substantial evidence of establishing a 	

Principle 5)	<p>classroom climate, efficient routines, effective management of student behavior, and equitable learning opportunities for all students</p> <ul style="list-style-type: none"> • No classroom management plan 	<p>positive classroom climate, efficient routines, effective management of student behavior, and equitable learning opportunities for all student</p> <ul style="list-style-type: none"> • Classroom management plan included. 	<p>positive classroom climate, efficient routines, effective management of student behavior, and equitable learning opportunities for all students</p> <ul style="list-style-type: none"> • Classroom management plan included 	
Danielson Domain 3 (INTASC Principles 3, 4, 6, and 8)	<ul style="list-style-type: none"> • Weak evidence of clear communication • Little variety of instructional, questioning and assessment strategies • Little active engagement of students • Infrequent or ineffective monitoring of student learning • Lack of integration of disciplines • Ineffective adaptations of instruction to meet learning needs of diverse students 	<ul style="list-style-type: none"> • Moderate evidence of clear communication; • Some variety of instructional, questioning and assessment strategies • Some active engagement of students • Frequent, effective monitoring of student learning • Integration of disciplines • Somewhat effective adaptations of instruction to meet learning needs of diverse students 	<ul style="list-style-type: none"> • Strong evidence of clear communication • Wide variety of instructional, questioning and assessment strategies • Much active engagement of students; • Consistent, assiduous monitoring of student learning • Authentic integration of disciplines • Highly effective adaptations of instruction to meet learning needs of diverse students 	
Danielson Domain 4 (INTASC Principles 9 and 10)	<ul style="list-style-type: none"> • Professional development plan is unfocused and piecemeal • Little evidence of professional relationships beyond the classroom to benefit students • No evidence shown of effective communication skills beyond the 	<ul style="list-style-type: none"> • Professional development plan presents a somewhat logical sequence • Some evidence of professional relationships beyond the classroom to benefit students • Minimal evidence shown of effective communication 	<ul style="list-style-type: none"> • Professional development plan presents a clear and logical sequence demonstrating personal insight • Substantial evidence of professional relationships beyond the classroom to benefit students • Evidence shown 	

	classroom	skills beyond the classroom	of effective communication skills beyond the classroom	
Impact on student learning: Design for instruction and assessment	<ul style="list-style-type: none"> Does not incorporate community and classroom factors or characteristics of diverse students Fails to align with objectives Relies on one instructional approach and assessment measure Little or no variety of formal/informal assessments Not adapted to learning needs of diverse students Assessment measures not designed to assess progress in learning 	<ul style="list-style-type: none"> Incorporates community and classroom factors and characteristics of diverse students Aligns with objectives Uses variety of instructional approaches and assessment measures Some variety of formal/informal assessments conducted before, during, and after instruction Adapted to learning needs of diverse students Assessment measures somewhat designed to assess progress in learning 	<ul style="list-style-type: none"> Incorporates a wide variety of community and classroom factors and characteristics of diverse students Aligns perfectly with objectives; Uses wide variety of instructional approaches Good variety of formal/informal assessments conducted before, during, and after instruction. Adapted to learning needs of diverse students Assessment measures effectively designed to assess progress in learning 	
Impact on student learning: Analysis of student learning	<ul style="list-style-type: none"> Data are not summarized in graphs or tables Interpretation fails to include evidence of impact on student learning 	<ul style="list-style-type: none"> Data for whole class and subgroups are summarized in chart, table or graph format Data are correctly analyzed and interpreted for evidence of impact on student learning 	<ul style="list-style-type: none"> Data for whole class and subgroups are accurately summarized in chart, table or graph format with descriptive statistics Data are correctly and meaningfully analyzed and interpreted for evidence of impact on student learning 	
Impact on student	<ul style="list-style-type: none"> Discusses the implications of 	<ul style="list-style-type: none"> Discusses the implications of 	<ul style="list-style-type: none"> Meaningfully discusses the 	

<p>learning: Reflection on student learning</p>	<p>results for instruction for class as a whole</p> <ul style="list-style-type: none"> • Identifies few or no changes in teacher actions • Does not evaluate strengths and weaknesses of own teaching 	<p>results for instruction for individual students at different performance levels</p> <ul style="list-style-type: none"> • Identifies what further teacher actions are needed to improve student learning based on assessment results • Evaluates strengths and weaknesses of own teaching 	<p>implications of results for instruction for individual students at different performance levels</p> <ul style="list-style-type: none"> • Identifies and explains what further teacher actions are needed to improve student learning based on assessment results • Evaluates strengths and weaknesses of own teaching and identifies areas for professional growth 	
<p>Completeness and Organization</p>	<ul style="list-style-type: none"> • Organization does not follow Danielson's Framework for Teaching • More than 2 required elements are missing • Introductory material missing • Limited relationship between artifacts and organization categories 	<ul style="list-style-type: none"> • The four domains in Danielson's Framework for Teaching are evident • 1-2 required elements are missing • Introductory material is sketchy. • Identified artifacts generally support organization categories 	<ul style="list-style-type: none"> • Clearly organized around Danielson's Framework for Teaching; • all required elements are included; • introductory information is detailed; • the identified artifacts thoroughly support organization categories. 	
<p>Presentation and Mechanics</p>	<ul style="list-style-type: none"> • Somewhat sloppy and unprofessional • Many extraneous items; • Lacks creativity; • Final-form written products contain enough surface errors (in mechanics, organization, 	<ul style="list-style-type: none"> • Mostly professional in appearance • A few extraneous items; somewhat creative; • Final-form products effectively communicate to the reviewer with a few minor 	<ul style="list-style-type: none"> • Professional, neat, and attractive appearance; • concise; creative; • final-form written products are professionally polished and refined to communicate with some degree 	

	word-choice, grammar, and so on) to inhibit effective communication to the reviewer.	errors	of sophistication in style and content.	
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