

MARS HILL COLLEGE
TEACHER EDUCATION PROGRAM

PORTFOLIO MANUAL

DOCUMENTING YOUR PRESERVICE
TEACHING CAREER 2006-07

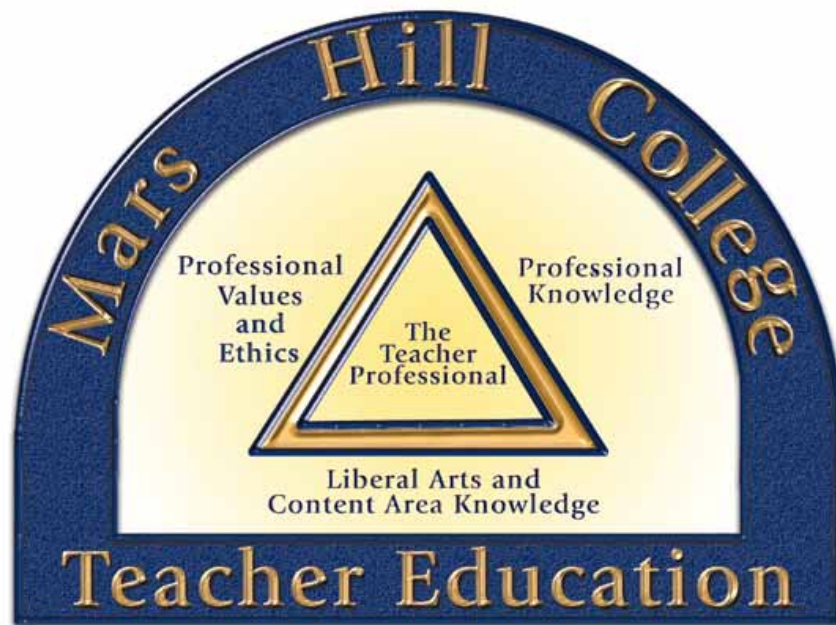


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GENERAL INFORMATION
MHC WORKING AND PROFESSIONAL PORTFOLIO PROCESS

WHAT IS A PORTFOLIO?

A portfolio is a collection of work that is organized, standards-driven, and a demonstration of your professional development and achievement in the complex areas of content area knowledge, professional knowledge, and professional dispositions. The MHC Teacher Education Program identifies the need for two types of portfolios – working and professional. The working portfolio is a much larger and more extensive collection of your work organized by our conceptual framework and aligned with the INTASC Standards¹ and NETS-T Standards². This portfolio is unabridged and serves as a storage system, allowing you to maintain a larger collection of evidence.

The MHC Teacher Education Professional Portfolio is more detailed and contains your best work. It serves a different purpose. This portfolio demonstrates a more complete understanding of your accomplishments and contains samples of work that reflect your comprehension, individuality, and creativity as a teacher professional.

The MHC Teacher Education Program has adopted **LiveText** as its e-portfolio of choice. It provides students, faculty and graduates with the innovative tools needed to enhance a community of experienced professionals. LiveText makes national, regional, and state standards accessible, integrating these resources in portfolios, courses, assignments, and assessments. No longer will you need to carry around a notebook filled with papers and dividers: LiveText allows you to create and share your work with all members of our learning community. With a LiveText **Visitor's Pass**, you can let anyone – anywhere – access your portfolio. This will be a rich tool to access when applying for teaching positions. For further information, please visit the LiveText website at <http://college.livetext.com/college/index.html>

¹ The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels. (See Appendix B)

² Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on preservice teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

PURPOSE

The purpose of the MHC Teacher Education portfolios allows education candidates to demonstrate achievement and comprehension in both general and professional education programs. The portfolio is considered to be developmental in nature changing with the addition or deletion of artifacts as the pre-candidate and teacher education candidate progresses through the program of teacher education at Mars Hill College. Again the MHC Working Portfolio will be your starting point. You will work with your Working Portfolio throughout the majority of your time at Mars Hill College. The Professional Portfolio becomes important at the end of your career here at the College.

An equally important purpose of the portfolio system is its accountability features. A portfolio can be one of the most informative and reflective tools for evaluating pre-candidates, who are entering the teacher education program at Transition I, as well as candidates admitted to the Teacher Education Program. Your professors are committed to providing you with the knowledge, skills, dispositions and feedback required to be successful in P-12 education. Through a process of formal and informal evaluations, you will continue to grow and learn and demonstrate your readiness to enter the profession.

PORTFOLIO GOALS

The goals of the portfolio process are:

1. To demonstrate the progress that has been made by the pre-candidate beginning with Introduction to Education and the General Education Curriculum.
2. To demonstrate the progress that has been made by the candidate beginning with Transition I and continuing through the completion of Transition III.
3. To demonstrate that the candidate has met specific course and program requirements.
4. To demonstrate that the candidate has met the standards (knowledge, skills, and dispositions) as set forth by INTASC, NCATE, The North Carolina Program Approval Standards, and as outlined by Mars Hill College's Conceptual Framework.

Successfully meeting these goals is dependent upon several factors, many of these are your responsibility. Fully understanding the portfolio process and the requirements will greatly enhance your success. The second factor is your working relationship with the faculty and your advisor. This entails asking the right questions and receiving feedback from peers and faculty members. The last factor is becoming knowledgeable about the standards. It is essential that you know and understand the standards with which you are being held to and required to meet. The best tool for understanding these standards and the portfolio process is the book, *How to Develop a Professional Portfolio: A Manual for Teachers*. This book, introduced in the Introduction to Education course will be used throughout your career at Mars Hill College and will be your guide for meeting the four goals listed above.

**HOW DOES THE PORTFOLIO RELATE TO THE TEACHER
EDUCATION PORGRAM AT MARS HILL COLLEGE**

The working and professional portfolios are designed so that they directly link to the Conceptual Framework of the Teacher Education Department and to the standards for beginning teachers, as well as considering those of the North Carolina Program Approval Standards. The portfolios are divided into the trifold sections of the Conceptual Framework. They are:

- Liberal Arts and Content Area Knowledge
- Professional Knowledge
- Values and Ethics

Within each of these trifold areas, the INTASC Standards and the NETS-T Standards are closely aligned, ensuring the comprehensive nature of the portfolio and its relationship to the conceptual framework. The following chart demonstrates this alignment.

Conceptual Framework	INTASC 1	INTASC 2	INTASC 3	INTASC 4	INTASC 5	INTASC 6	INTASC 7	INTASC 8	INTASC 9	INTASC 10	NETS-T 1	NETS-T 2	NETS-T 3	NETS-T 4	NETS-T 5	NETS-T 6
Liberal Arts and Content Area Knowledge	X										X					
Professional Knowledge		X	X	X	X	X	X	X				X	X	X	X	
Values and Ethics									X	X						X

As your involvement with the Education Department grows, you will find that the Conceptual Framework defines specific expectations of individual and student performance. Your portfolio is documentation of meeting or exceeding those expectations as well as a showcase for your developing professionalism. Your faculty advisor will answer any questions you may have concerning this part of your academic requirements. Considerable importance is placed on this ongoing project, and you may find consultation helpful. The portfolio you create will prove to be a vital part of your academic and professional career.

Your portfolio will follow you throughout your academic career as seen in each transition point below:

Transition I – as part of your admission in to the teacher education program at Mars Hill College your portfolio will undergo an Initial Review

Transition II – as you begin your internship your portfolio will undergo a Continuing Review

REVISED ON 1/5/2006

Transition III – at the end of your internship/ student teaching your portfolio will undergo a Final Review.

At each of these stages reviewers will be looking for evidence that verifies you are meeting the standards of Mars Hill College, North Carolina Department of Public Instruction, and the National Council of Accreditation of Teacher Education.

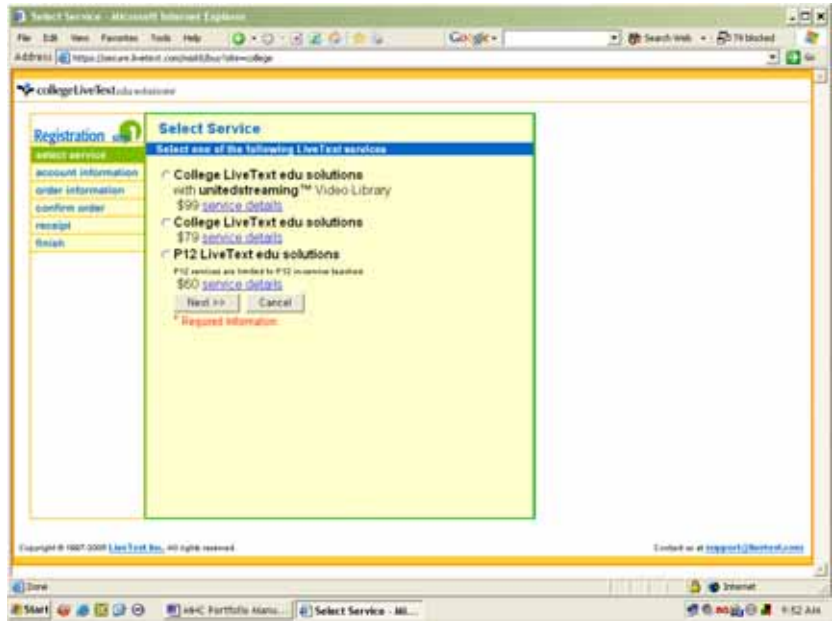
PORTFOLIO OBJECTIVES

The objectives identify the specific knowledge and thinking needed for success in P-12 schools. While this list may appear exhaustive, it identifies the constellation of knowledge, skills, and dispositions needed by the teacher professional. Within each working portfolio you will be able to view each INTASC and NETS-T standard as well as the indicators that help define the standard.

BEGINNING THE PORTFOLIO PROCESS

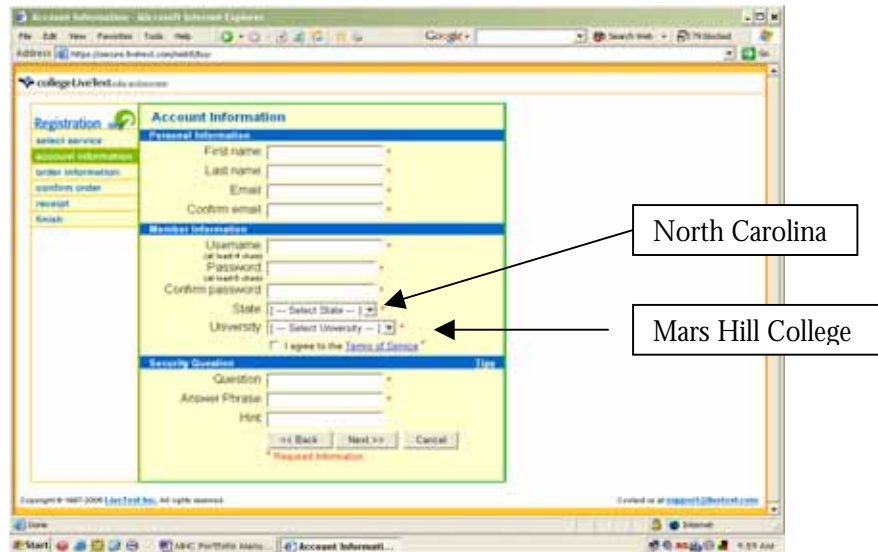
Before you can begin your portfolio, you must purchase a LiveText CD from the College Bookstore. In some cases, you may wish to purchase LiveText on-line. Go to the home webpage <http://college.livetext.com/college/index.html> and select the purchase hyperlink found on the left side of the screen.

When you reach this screen, you will be asked to make a choice between College LiveText edu solutions with Unitedstreaming or without the Unitedstreaming. Unitedstreaming is an added feature in LiveText allowing you to add professional video from their Video Library. In either case, you must select one of the College LiveText services. You will also note that there are guides to assist you with the registration process. These are located at the College LiveText Homepage.



Caption 1: LiveText online registration – select service screen.

From this point you will be able to create your account, username and password. It is essential that you write down your password and username and keep it in a secure place. In the event that you forget your password or username, you may contact LiveText for technical assistance. It is extremely important that you select North Carolina as the State and Mars Hill College for the University of choice.



Caption 2: LiveText Account Information Page

This ensures that you are added to the MHC domain, making your work available to MHC students and faculty. Failure to do so will mean that you will not be part of the MHC LiveText community and will be unable to share, submit, and collaborate with other MHC users.

Once you have your LiveText account, you can begin collecting work samples from many of your courses, both in the education programs and general studies.

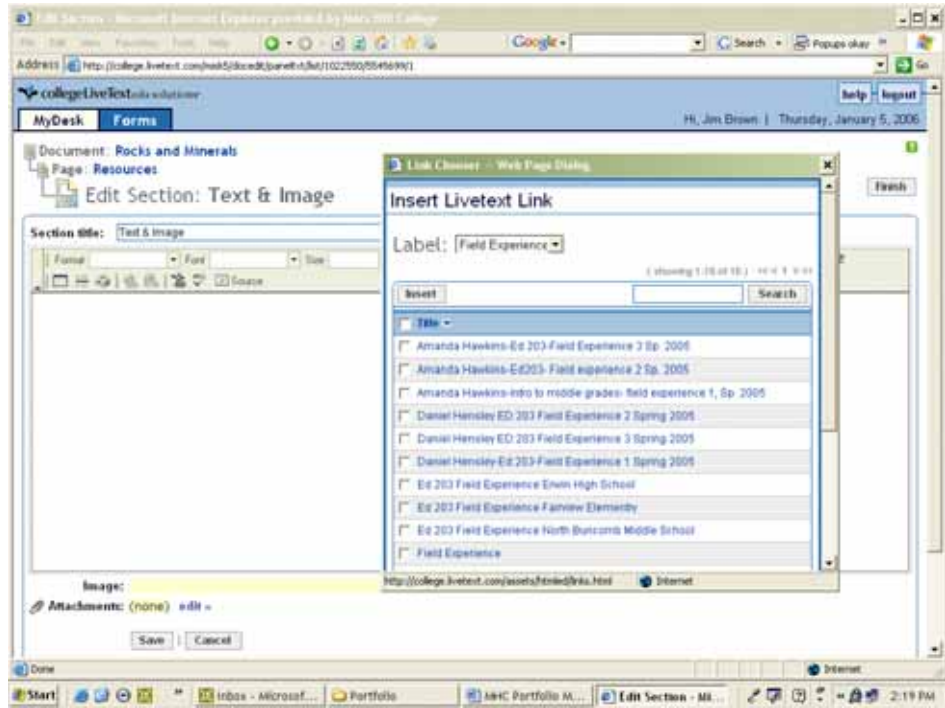
The first portfolio you will work with is the MHC Working Portfolio. This portfolio is “much larger and more complex than a presentation portfolio. It contains unabridged versions of the documents you have carefully selected to portray your professional development” (Campbell, Cignetti, Melnyzer, Nettles, and Wyman, 2004, p. 4). You will need to create a new portfolio using the MHC Working Portfolio Template and give it a personalized name. Giving it a personal name will help your reviewers identify your portfolio. (Ex. Maria Santiago’s Working Portfolio)

An additional essential tool you will need is the book *How to Develop a Professional Portfolio: A Manual for Teacher*. The small, handy book explains what you will need to know about portfolios, guidelines for assembling and organizing your portfolio, and how to use a professional portfolio throughout your teaching career. The book explains the INTASC Standards and provides sample evidences and rationales that will help you through this process. The book can be purchased in the College Bookstore.

It is essential that you collect work samples from your General Education courses, such as your LAA courses and your Connectors. Often students forget the enormous role these courses play in demonstrating their content area knowledge, communication skills, collaboration, and work ethics. Naturally, your education courses will be used extensively throughout your working portfolio. Many professors will create projects and portfolios for specific courses, but it is your responsibility to find work samples that meet the various standards within the working portfolio. For example, your professor for Children’s Literature may require you to create a LiveText Children’s Literature Portfolio. At the end of the course, your professor will review and assess this project for that course. Once that is completed, you will have the opportunity to hyperlink from that project into your MHC Working Portfolio. Your advisor will assist you with many of these decisions and will prove to be a valuable asset throughout this initial process.

Here is how you link one LiveText document to another LiveText document.. When you are working on your MHC Working Portfolio and you want to include a LiveText document in your Working Portfolio, all you do is use the LiveText Link feature that is available from the LiveText Editor. Select the icon that looks like the LiveText logo and a chain link. It’s located with the other icons on the tool bar. Then choose the document you wish to link. LiveText creates an automatic link between the two documents.

The next caption will demonstrate how to locate and use the LiveTeNow that you have started your working portfolio, it is extremely important that you maintain a copy of your work on a CD. Understand that technology is not foolproof. There have been times when individuals have lost their work because of system failures or upgrades. There are read and write CD Rom drives in the computer lab in Nash Hall and in Wall Science Building. Please provide your own CDs. This will guarantee that your work has been saved and that all third party links, such as attachments, hyperlinks, and resources, remain intact.



GUIDELINES FOR ASSEMBLING YOUR PORTFOLIO

The following guidelines will assist you with writing your introductions and rationales, and provide you with samples of acceptable and unacceptable writing and evidence. Understand that an electronic portfolio provides you with unique opportunities not available through conventional means. You can integrate digital video, audio, and photos. You can include attachments of documents, spreadsheets, and web addresses. A variety of technology operations add depth to your portfolio. Yet without a clear introduction and rationales for each artifact, the reviewers may be confused and the portfolio may misrepresent your abilities. A well-defined and clearly articulated introduction is essential. The following is an outline of the MHC Teacher Education Working Portfolio.

ORGANIZATION OF THE WORKING PORTFOLIO

The first time you create your portfolio, you will select the Working Portfolio Template. The template is as follows:

- **WELCOME PAGE (SECTION ONE)**
 - PREFACE
 - PERSONAL DATA
 - PURPOSE

- **LIBERAL ARTS AND CONTENT AREA KNOWLEDGE (SECTION TWO)**
 - RATIONALE FOR BECOMING THE TEACHER PROFESSIONAL
 - LIBERAL ARTS IN ACTION: LAA COURSES AND CONNECTORS
 - INTASC STANDARD ONE
 - NETS-T STANDARD ONE
 - STANDARDS (DESCRIBED IN MORE DETAIL BY THE INDICATORS)
 - RELATED LINKS
- **PROFESSIONAL KNOWLEDGE (SECTION THREE)**
 - INTASC STANDARDS TWO THROUGH EIGHT
 - NETS-T STANDARDS TWO THROUGH FIVE
 - REFLECTION ON PROFESSIONAL KNOWLEDGE
 - STANDARDS
 - RELATED LINKS
- **PROFESSIONAL VALUES AND ETHICS (SECTION FOUR)**
 - PHILOSOPHY OF TEACHING
 - INTASC STANDARDS NINE AND TEN
 - NETS-T STANDARD SIX
 - REFLECTION ON PROFESSIONAL VALUES AND ETHICS
 - STANDARDS FOR PROFESSIONAL VALUES AND ETHICS
- **A FINAL WORD: REFLECTIONS ON THE PAST; GOALS FOR THE FUTURE (SECTION FIVE)**

- REFLECTION ON THE PAST
- GOALS FOR THE FUTURE

ARTIFACTS AND RATIONALES

In each section of the portfolio, you will insert various artifacts that demonstrate your abilities and knowledge for each standard. The key to a successful portfolio lies in the explanation you provide your readers for each artifact submitted. Reviewers need to understand what they are looking at and the context behind the artifact. A paper written for an English class placed in INTASC Standard I – Content Area Knowledge must have an explanation justifying your reasons for including this in the standard. This explanation is called a rationale. The following format should help you create your rationales.

1. **What?** What is the experience reflected in this document?
2. **What?** What is the artifact?
3. **So what?** What does this work say about my growing competence?
4. **Now what?** What will I do differently in the future? How will the skills I've gained transfer to new experiences?
5. **Where and Why?** Under which standard is it filed? Why there?

(See Campbell, Cignetti, Melenzyer, Nettles, & Wyman, 2004, p. 14)

Artifact for Standard Five: Classroom Motivation and Management

Name of Artifact: Journal Article Critique

Date: May 2, XXXX

Course: ED 402 Philosophical & Social Foundations of Education

Rationale:

I have included this journal article critique on cultural diversity under Standard Five. I feel the critique belongs under this standard because the most important thing I learned from the article was how to build a positive classroom climate through celebrating diversity. For this assignment, I not only summarized the article, but I stated my position on the subject and described how I would address cultural diversity in my classroom. I came to understand that the sharing of different cultures, other than just on holidays and special occasions helps break down barriers between people. In my future teaching, I will strive to enrich the lives of all my students and enhance the classroom climate through having students share their cultural traditions and viewpoints.

Sample artifact and rationale from Campbell et al. (2004, p. 15)

WELCOME PAGE

The first section of the working portfolio – the Welcome Page, asks you to provide a preface, include some personal data, and articulate the portfolio’s purpose. The preface is a summary of the portfolio. Give the reviewer some idea of what to expect as they review your work. If this is your first time submitting your portfolio for review, let the reviewer know that and explain the sections he or she may find appealing. The preface is a place for you to sell yourself.

Sample Preface

In this portfolio I have selected artifacts that demonstrate my knowledge, skills, and dispositions in

These items include:

I believe that it is important for an educator to possess

because

The following example may assist you as you compose your preface.

I am submitting my portfolio for admission to the Teacher Education Program. This is my first submission and I am looking forward to the feedback from my peers and the faculty. In this portfolio I have included artifacts that demonstrate my knowledge of the general curriculum as well as knowledge gained in my education courses. It demonstrates that my writing skills have improved and that I am careful and diligent. The artifacts include a paper from ENG 111, a project from BIO 111, a paper in LAA 111, a paper from LAA 121, an article review from Math 203, and a field experience reflection from ED 202/203. I believe that it is important for an educator to possess good writing skills, knowledge of life science, and etc. because it improves and enhances my effectiveness as a teacher.

PERSONAL DATA

The personal data section should include information about you that will assist the review and is restricted to only the essential information needed. You may include but not limited to:

- Name, address, telephone #, email, and other contact information
- Your level in the program – Transition I – Admission to the Teacher Education Program, Transition II – Admission to Clinical Experience, or Transition III – Completion of Teacher Education Program
- Interesting facts about you including travel experiences, service to the community, awards and accomplishments, and favorite book or author.

PURPOSE

The last section of the Welcome Page requires you to provide the reviewers with a purpose. As a result of reviewing your portfolio, what should others learn about you and your knowledge, skills, and dispositions? This is an important question because it helps the reviewer focus on the knowledge, skills, and dispositions you have highlighted in the purpose section. As you write this section, it is important to consider the audience reviewing your portfolio. You will find that this will change as you progress through the program. Each time you submit your portfolio for review, you will need to update and refine this section.

I am submitting this portfolio for review and I understand that this is a requirement for entrance to the Teacher Education Program. Since coming to Mars Hill College I have grown as a student. I had always thought of myself as a poor writer. As a result of Dr. Carol Boggess' ENG 111 class, I am better able to express my thoughts in writing. I have also increased my understanding of world religions, child psychology, and the use of technology in the classroom. This portfolio has been submitted to Dr. Jim Brown and Dr. Deb Morris for review. I have asked Karen Smith and Juan Diaz, two students in the Middle Grades Program, to also review this portfolio. The faculty and peer feedback will help me set some goals and also help with my understanding of the standards.

TRANSITION I ADMISSION TO TEACHER EDUCATION

INITIAL PORTFOLIO REVIEW

What will I need to have in my portfolio when I apply for the Teacher Education Program?

You will need to have artifacts from the courses you've taken placed under the appropriate standards and a rationale for each artifact presented.

How many artifacts are required? Because this is a working portfolio, you will have several artifacts from many courses to work with as you begin building your portfolio. The key is to select

the artifacts the show your development over time. You will need to include at least two (2) artifacts for a standard and no more than four (4) artifacts per standard.

But I don't have something for every standard because I haven't taken the courses or had that experience Not to worry. The faculty knows this and takes that into consideration. What is most important is that you are able to present evidences demonstrating that you are beginning the process and reflecting on your practice at Mars Hill College. At this point in your college career you should have a substantial amount of evidence for the first section of the portfolio. And you may have some artifacts for the second and third section of the portfolio that you'd like to share with the faculty during the review process. In any case, you want to convince the faculty that you are ready to enter the Teacher Education Program. So, within reason, provide the faculty with as much information about you as possible. Again, you only need two artifacts and rationales for the standards that you are able to address. The minimum requirement is as follows:

- **WELCOME PAGE**

- PREFACE

Construct a thoughtful and concise preface using the guidelines presented in this manual.

- PERSONAL DATA

Contact information, hobbies, clubs, etc. It's important to include a picture of yourself in this section.

- PURPOSE

Construct a thoughtful and concise preface using the guidelines presented in this manual.

- **LIBERAL ARTS AND CONTENT AREA KNOWLEDGE**

- RATIONALE FOR BECOMING THE TEACHER PROFESSIONAL

Provide the reviewers with a clear rationale explaining why you want to be an educator.

- LIBERAL ARTS IN ACTION: LAA COURSES AND CONNECTORS

Provide the reviewers with at least two (2) artifacts from your General Education Program that demonstrate your development and learning as a knowledgeable student and future teacher.

- INTASC STANDARD ONE: KNOWLEDGE OF SUBJECT MATTER

Provide the reviewers with at least two (2) artifacts from your Major Discipline that demonstrate your development and learning as a knowledgeable student and future teacher.

- NETS-T STANDARD ONE: TECHNOLOGY OPERATIONS AND CONCEPTS

Provide the reviewers with at least two (2) artifacts from your coursework that demonstrate your development and learning in the area of technology concepts and operations.

When will I present this portion of my working portfolio? The initial review will be held prior to or during your interview. Every Teacher Education Candidate is required to participate in an initial interview. These interviews are conducted on a regular basis, usually during September, October, November, January, February, March, and April. You should schedule an interview once you have passed PRAXIS I and have met all criteria for admission to the Teacher Education Program.. A schedule for Transition I Interviews is maintained in the Education Office. One week prior to your scheduled interview, you will need to submit your portfolio for review to the Teacher Education Department. Selected members of the faculty, including the program coordinator and possibly the department chair will review the portfolio and score it using the Initial Portfolio Review Rubric. (See assessment section of this handbook) The assessors will be announced to you and you will select those individuals in LiveText™ as reviewers. During the interview, you will be asked several questions, including specific questions about your portfolio. The faculty will provide you with feedback to help you strengthen your portfolio as well as set some goals for the future.

TRANSITION II ADMISSION TO CLINICAL PRACTICE

CONTINUING PORTFOLIO REVIEW

At Transition II you are ready to begin your internship or your student teaching experience. This is a critical time for you because you will be working directly with P-12 children on a daily basis. Prior to your admission to Clinical Experience, the faculty will want to review your progress and determine if you are ready to begin this phase of the program. At this point you should have 90% of the working portfolio filled with work samples, pictures, PowerPoint presentations, etc. As in Transition I, Transition II will require you to provide evidence for each standard. You are only required to submit two (2) artifacts for each standard with a maximum of four (4) artifacts. You may have more in your “storage bin” but the faculty will only want to see development. It is advisable that you present a range of work from “below average” to “excellent” so that the faculty can see strengths, weaknesses, and accomplishments. Follow these requirements.



Caption 3: View of Sample Welcome Page for Working Portfolio

- **WELCOME PAGE (SECTION ONE)**

PREFACE

Update this section

PERSONAL DATA

Update this section. Include a picture of yourself.

PURPOSE

Update this section

LIBERAL ARTS AND CONTENT AREA KNOWLEDGE(SECTION TWO)

RATIONALE FOR BECOMING THE TEACHER PROFESSIONAL

Update this section from your previous submission.

LIBERAL ARTS IN ACTION: LAA COURSES AND CONNECTORS

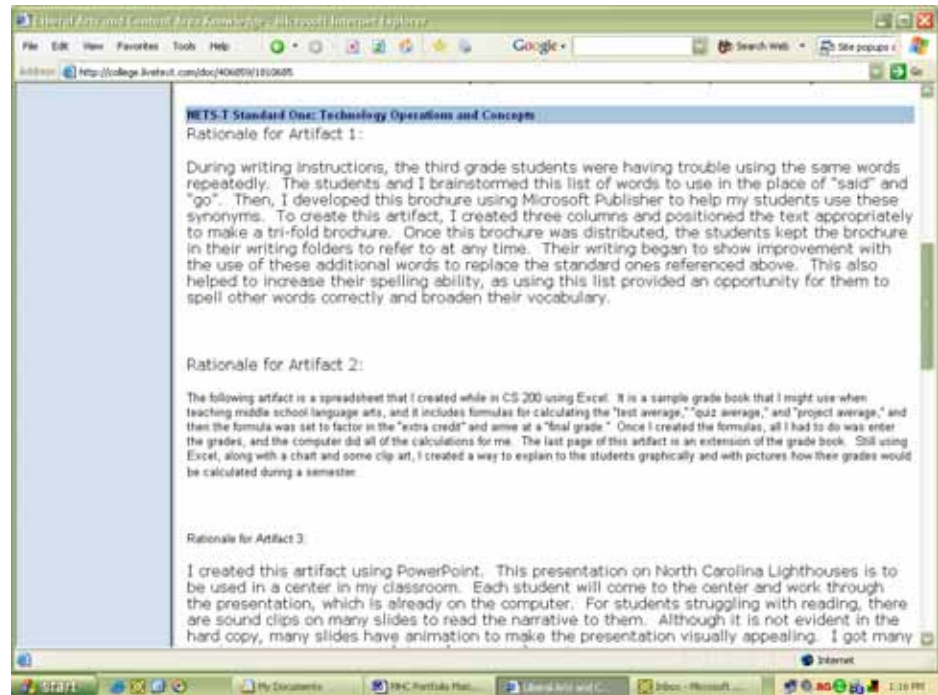
Update this section from your previous submission.

INTASC STANDARD ONE: KNOWLEDGE OF SUBJECT MATTER

Provide the reviewers with at least two (2) artifacts from your Major Discipline that demonstrate your development and learning as a knowledgeable student and future teacher. This should show development from your previous submission.

NETS-T STANDARD ONE: TECHNOLOGY OPERATIONS AND CONCEPTS

Provide the reviewers with at least two (2) artifacts from your coursework that demonstrate your development and learning in the area of technology concepts and operations. This should show development from your previous submission.



STANDARDS

RELATED LINKS

PROFESSIONAL KNOWLEDGE (SECTION THREE)

INTASC STANDARD TWO: KNOWLEDGE OF HUMAN DEVELOPMENT AND LEARNING

Provide the reviewers with at least two (2) artifacts from your coursework that demonstrate your development and learning in this area.

INTASC STANDARD THREE: ADAPTING INSTRUCTION FOR INDIVIDUAL NEEDS

Provide the reviewers with at least two (2) artifacts from your coursework that demonstrate your development and learning in this area.

INTASC STANDARD FOUR: MULTIPLE INSTRUCTIONAL STRATEGIES

Provide the reviewers with at least two (2) artifacts from your coursework that demonstrate your development and learning in this area.

INTASC STANDARD FIVE: CLASSROOM MOTIVATION AND MANAGEMENT SKILLS

Provide the reviewers with at least two (2) artifacts from your coursework that demonstrate your development and learning in this area.

INTASC STANDARD SIX: COMMUNICATION SKILLS

Provide the reviewers with at least two (2) artifacts from your coursework that demonstrate your development and learning in this area.

INTASC STANDARD SEVEN: INSTRUCTIONAL PLANNING SKILLS

Provide the reviewers with at least two (2) artifacts from your coursework that demonstrate your development and learning in this area.

INTASC STANDARD EIGHT: ASSESSMENT OF STUDENT LEARNING

Provide the reviewers with at least two (2) artifacts from your coursework that demonstrate your development and learning in this area.

NETS-T STANDARD TWO: PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

Provide the reviewers with at least two (2) artifacts from your coursework that demonstrate your development and learning in this area.

NETS-T STANDARD THREE: TEACHING, LEARNING, AND THE CURRICULUM

Provide the reviewers with at least two (2) artifacts from your coursework that demonstrate your development and learning in this area.

NETS-T STANDARD FOUR: ASSESSMENT AND EVALUATION

Provide the reviewers with at least two (2) artifacts from your coursework that demonstrate your development and learning in this area.

NETS-T STANDARD FIVE: PRODUCTIVITY AND PROFESSIONAL PRACTICE

Provide the reviewers with at least two (2) artifacts from your coursework that demonstrate your development and learning in this area.

REFLECTION ON PROFESSIONAL KNOWLEDGE

Use the following outline to assist you with your reflection of this section.

1. Select

a. What was your objective for preparing this section of the portfolio?

b. How did you organize this section of the portfolio?

2. Describe

a. List the observation, participation and teaching forms, documents, and artifacts which you selected for inclusion in this section.

b. Briefly describe assistance you received from classroom teachers, university professors, and peers.

c. Briefly describe any problems/concerns you experienced.

3. Analyze

a. How did your reflections on completed observations, participation, and teaching help or hinder you as you prepared this section?

b. How did you decide which forms, documents, or artifacts related to each performance-based standard?

4. Appraise

a. How effective were you in relating your work to the INTASC standards?

b. How successful were you in keeping this section of the portfolio?

5. Transform

a. What did you learn about teaching from this section of the portfolio?

b. What did you learn about yourself as a preservice/future classroom teacher?

c. How is your philosophy of teaching and learning reflected this section of the portfolio?

Source: Adapted from North Carolina State Department of Public Instruction. Performance Based Licensure, Raleigh, NC, 1998–1999.

STANDARDS (PRESET IN LIVETEXT)

RELATED LINKS

PROFESSIONAL VALUES AND ETHICS (SECTION FOUR)

PHILOSOPHY OF TEACHING

This may be addressed in your Introduction to Education course but will be clearly addressed in ED 402 Social Foundations of Education

INTASC STANDARD NINE: PROFESSIONAL COMMITMENT AND RESPONSIBILITY

Provide the reviewers with at least two (2) artifacts from your coursework that demonstrate your development and learning in this area.

INTASC STANDARD TEN: PARTNERSHIPS

Provide the reviewers with at least two (2) artifacts from your coursework that demonstrate your development and learning in this area.

NETS-T STANDARD SIX: SOCIAL ETHICAL AND LEGAL ISSUES

Provide the reviewers with at least two (2) artifacts from your coursework that demonstrate your development and learning in this area.

REFLECTION ON PROFESSIONAL VALUES AND ETHICS

Use the following outline to assist you with the reflection for this section.

1. Select

a. What was your objective for preparing this section of the portfolio?

b. How did you organize this section of the portfolio?

2. Describe

a. List the observation, participation and teaching forms, documents, and artifacts which you selected for inclusion in this section.

b. Briefly describe assistance you received from classroom teachers, university professors, and peers.

c. Briefly describe any problems/concerns you experienced.

3. Analyze

a. How did your reflections on completed observations, participation, and teaching help or hinder you as you prepared this section?

b. How did you decide which forms, documents, or artifacts related to each performance-based standard?

4. Appraise

a. How effective were you in relating your work to the INTASC standards?

b. How successful were you in keeping this section?

5. Transform

a. What did you learn about teaching from keeping this section of the portfolio?

b. What did you learn about yourself as a preservice/future classroom teacher?

c. How is your philosophy of teaching and learning reflected in this section of your portfolio?



Caption 5: Sample view of Professional Values and Ethics Rationale and Artifacts.

Source: Adapted from North Carolina State Department of Public Instruction. Performance Based Licensure, Raleigh, NC, 1998–1999.

STANDARDS (PRESET IN LIVETEXT)

**A FINAL WORD: REFLECTIONS ON THE PAST; GOALS FOR THE FUTURE
(SECTION FIVE)**

REFLECTION ON THE PAST

Write a summary that encapsulates the work you have accomplished and provide the reader with an overall evaluation of your work. Use the format provided in the other reflection sections, only this time consider the portfolio as a whole.

GOALS FOR THE FUTURE

Write at least three goals for yourself. Make them clear and observable. It's important that you avoid writing the ubiquitous "I want to finish this program" goal. Everyone on the faculty wants to see you succeed and finish that goal. Be more thoughtful in your approach and look for areas of weakness and strive for improvement. Here are some examples:

- To gain more experience with children of diverse needs.
- To strengthen my communication skills and presentation skills.
- To become more knowledgeable in the area of student motivation and reading strategies.
- To attend the North Carolina Math Educators Conference.

PORTFOLIO REVIEW

You will submit your portfolio to three individuals for review. Naturally, your program coordinator will need to review your portfolio. He or she has worked carefully with you over the past several years and knows your work best. The second individual will be a faculty member who reviewed your portfolio at Transition I. Again, having reviewed your portfolio at Transition I, they will be able to see the progress you've made. The third person is a faculty member at large. This should be a faculty member who has worked with you and has experienced your work in class. You want to select someone whom you feel would offer you an objective, thoughtful evaluation. These reviewers will use the Transition II Portfolio rubric to score your progress. Suggestions and recommendations will be made to assist you with the final Professional Portfolio.

TRANSITION III COMPLETION OF THE TEACHER EDUCATION PROGRAM

THE PROFESSIONAL PORTFOLIO

At the end of your clinical experience you will be required to submit your final professional portfolio. At this in your program you should have more evidence than you could possibly show. Your course work, field experiences, and your student teaching experience have been filled with many wonderful opportunities. Now it's time to document and reflect on your pathway to becoming the Teacher Professional.

This is the point in your career where you will begin filling out job applications and interviewing for teaching positions. The e-portfolio is a wonderful tool because it allows you to show your portfolio to many employers at once. LiveText allows you to create a "Visitor's Pass" so that individuals can view your professional portfolio and see the quality of your work.

The professional portfolio is to be just that – a collection of your best work. Before, the faculty wanted to see your development over time. They may have specified certain items like a paper with a grade of C and a paper with a grade of A. This shows development and the variety in your skill levels. Now it is time for you to demonstrate your optimum performance.

Using the Professional Portfolio Template, you will transfer your best work from your "working" portfolio to the Professional Portfolio. It's just a matter of logging into LiveText twice and moving documents, cutting and pasting into your new portfolio from Microsoft products, or using the LiveText Link feature. You will need to update your personal information, possibly create new rationales, and add new evidence. Remember, all of this is to demonstrate that you have met the state and national standards.

To make this portfolio accessible to others, you will need to create a "Portfolio at a Glance" (See Campbell et al. 2004, pp 99-104) so others will be able to follow your e-portfolio. Remember, not everyone is as tech-savvy as you so you'll need to help guide people viewing your work. This is a great tool to pass out to employers during an interview and invite them to view your portfolio. You will also be asked to share some examples from your portfolio during your summative interview.

ASSESSMENT TOOLS

Both the working portfolio and the professional portfolio use a rubric to evaluate candidate work. A rubric is a set of scoring guidelines for evaluating a performance or product. Unlike other measures and evaluation tools, like true/false test or multiple-choice tests, rubrics answer the questions: What criteria should performance be judged? Where should we look and what should we look for to judge performance success? What does the range in the quality of performance look like? How do we determine validity, reliability, and

Working Portfolio Rubric	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pt)	No Evidence
Content (this may repeat students here)	Section introductions are of masters quality and provides meaningful information.	Section introductions are of accomplished quality and provides meaningful information.	Section introductions are of a developing quality and provides meaningful information.	Section introductions are of beginning quality and provides meaningful information.	No evidence provided or not observed at the time.

Caption 6: Sample view of working portfolio rubric.

fairness? What score should be given and what does that score mean? How should the different levels of quality be described and distinguished from one another? All of these questions are essential when thinking about and designing performance-based assessment tools like rubrics.

The Working Portfolio Rubric can be found in LiveText. You will need to ask your program coordinator to share the rubric with you so you can see the scale of possible points, the descriptors explaining each level of performance, and understand the longitudinal nature of this rubric. This rubric measures progress over time toward mastery of educational objectives such that the faculty can assess developmental change in sophistication or level of performance.

You will find that the Working Portfolio Rubric is sufficiently generic to relate to general goals beyond an individual performance task but specific enough to enable useful and sound inferences on the task. The first four criteria assess the overall portfolio. Content, process, impact, and craftsmanship are assessed equally – as opposed to over-rewarding merely the processes, the formats, or the “good-faith” effort made. The remaining sections allow the reviewers to rate your work as set forth by the INTASC Standards. This will provide you with valuable information as you continue to refine your understanding of the MHC Teacher Education Program and the INTASC Standards.

A criterion is a specific achievement, providing one or more ways of operationalizing success at meeting a goal or a targeted achievement. For example, the criteria for the high jump is that the athlete clears the bar without knocking it off or an effective speaker engages and informs the audience. Consider the impact, work quality and craftsmanship, adequacy of methods and behaviors, validity of content, and the sophistication of knowledge employed.

A second rubric is used to assess the **Transition I. Interview**. This rubric assesses your performance during the interview process. This is a requirement for admission to the Teacher Education Program. It looks specifically at professional appearance, professional demeanor, responses to interview questions, and your artifact(s) reflection. This rubric can be found in LiveText. Please ask your program coordinator to share this rubric with you.

Performance Assessment	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Professional Appearance (25%) Map related standards here	Targeted performance is evidenced by ... Professionally dressed for interview	Acceptable performance is evidenced by ... casual but neat professional dress	Unacceptable performance is evidenced by ... inappropriate dress
Professional Demeanor (25%) Map related standards here	Targeted performance is evidenced by ... poised and confident in speech and body language, used correct grammar, displayed enthusiasm	Acceptable performance is evidenced by ... adequate expression of ideas in speech and body language, displayed some enthusiasm, few grammatical errors	Unacceptable performance is evidenced by ... general lack of confidence and poise, enthusiasm not demonstrated, major grammatical errors
Responses to Questions (25%) Map related standards here	Targeted performance is evidenced by ... complete and articulated response to questions	Acceptable performance is evidenced by ... some hesitancy but articulated a good response to questions	Unacceptable performance is evidenced by ... did not adequately respond to questions
Artifact Reflection (25%) Map related standards here	Targeted performance is evidenced by ... chose artifact(s) to discuss, clearly explained choice of placement in portfolio, fully explained the area of the Conceptual Framework, INTASC Standards and rationale for inclusion in the portfolio	Acceptable performance is evidenced by ... chose artifact to discuss, partially clear about choice of placement in portfolio, some understanding of the Conceptual Framework and the INTASC Standards	Unacceptable performance is evidenced by ... did not discuss artifact(s) and reasoning behind placement in portfolio, artifact(s) may not have been "authentic", lacked understanding of the Conceptual Framework and INTASC Standards

*Caption 6:
Sample rubric
used to assess
the Interview
Process*

Rubric for Scoring Professional Portfolio and Summative Exit Interview

Instructions

Based on the evidence presented in this portfolio, the evaluator is to rate the candidate's performance with respect to the five performance dimensions listed below.

- Four evaluators will review the portfolio. The evaluators are from the following departments:
 - Education Department At Large
 - Program Coordinator
 - Public School Personnel
 - CS 200 Faculty (NETS-T only)

- The evaluator must add pertinent comments at the end of each dimension for which a rating of Target, Acceptable, or Unacceptable is given.
- In the event that a candidate receives an Unacceptable for any of the standards, the portfolio will be returned with comments addressing the weakness (es). The Department Chair will notify the candidate and a time for re-evaluation will be determined.
- The evaluators must sign the evaluation form.
- The evaluation forms from each reviewer will be filed in the candidate's folder.
- The rating scale will include the three Levels of Performance described below.
- A report will be generated using LiveText™ and will be placed in each candidate's file.

The following are descriptors of the ratings on each area of the rubric used to score the portfolio.

TARGET – EXEMPLARY PERFORMANCE

Performance within this dimension is consistently high.

- Content knowledge, professional knowledge, and professional values and ethics are demonstrated at a high level.
- Candidate seeks to expand the evidence within each area by adding additional information during interview.
- Provides compelling evidence of meeting standards and proficiencies in this area.
- Describes clearly and accurately how standards and proficiencies are met.
- Clearly describes how this area has impacted personal and professional development.

ACCEPTABLE – ADEQUATE PERFORMANCE

Performance within this dimension is consistently adequate or acceptable.

- Content knowledge, professional knowledge, and professional values and ethics are demonstrated at an acceptable level.
- Candidate seeks to expand the evidence within each area by adding additional information during interview.
- Provides some evidence of meeting standards and proficiencies in this area.
- Describes how this field and the related INTASC Standards are met. Describes how this area has impacted personal and professional development.

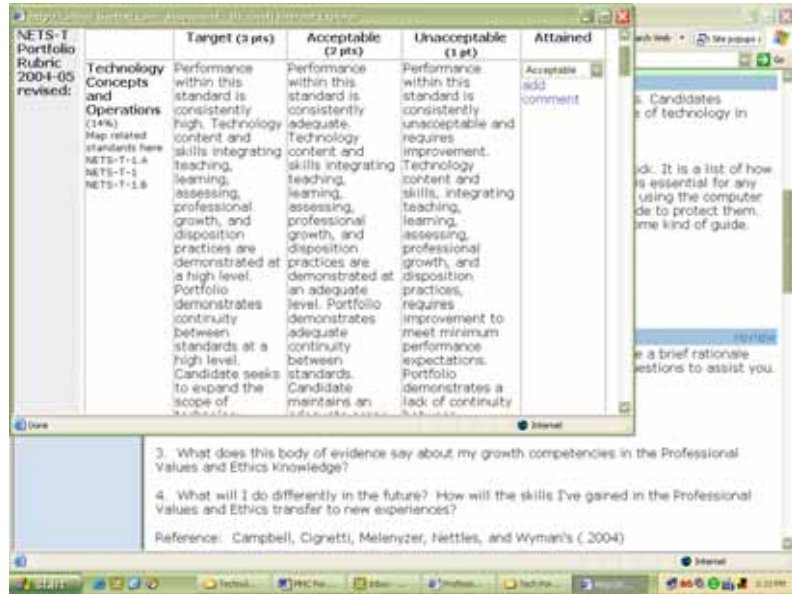
UNACCEPTABLE – DEFICIENT PERFORMANCE

Performance within this dimension is consistently unacceptable.

- Content knowledge, professional knowledge, and professional values and ethics are demonstrated at an inadequate level.
- Candidate fails to expand the evidence within each area by adding additional information during interview.
- Provides inadequate evidence of meeting standards and proficiencies in this area.
- Cannot describe how standards and proficiencies are met.
- Is unclear with regard to how this area has impacted personal and professional development.

ASSESSMENT OF NETS-T STANDARDS

Woven into the Professional Portfolio is your Technology Portfolio (NETS-T Standards) required by North Carolina for Licensure. While one section of your professional portfolio specifically addresses technology or the NETS-T Standards and the other section the INTASC Standards, employers will want to see the scope and range of your work. Educators of the 21st Century must be technologically proficient and prepared to teach students how to use technology. This section outlines the requirements set forth by the State School Board and the evaluation process used at Mars Hill College to assess your readiness to teach technology.



Caption 7: Sample view of assessment process

APPENDIX A

INTASC Standards³

Each principle is further discussed in terms of the knowledge, dispositions, and performances it implies. These provide the basis for evaluating evidence about a candidates' achievement of the standards, thus providing guidance for both preparation and assessment.

Principle #1:

Knowledge of Subject Matter

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

Principle #2:

Knowledge of Human Development & Learning

³ *Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of more than thirty states operating under the Council of Chief State School Officers (CCSSO) that has developed standards and an assessment process for initial teacher certification. (Campbell, Melnyzer, Nettles & Wyman, 2000)

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

Principle #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.

Principle #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.

Principle #5:

Classroom Motivation and Management

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.

Principle #6:

Communication Skills

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

Principle #7:

Instructional Planning Skills

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

Principle #8:

Assessment of Student Learning

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

Principle #9:

Professional Commitment and Responsibility

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

Principle #10:

Partnerships

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

APPENDIX B

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR TEACHERS (NETS-T)

I. TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).
- B. demonstrate continual development in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities.
- E. plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and
- B. student technology standards.
- C. use technology to support learner-centered strategies that address the diverse needs of students.
- D. apply technology to develop students' higher order skills and creativity.
- E. manage student learning activities in a technology-enhanced environment.

IV. ASSESSMENT AND EVALUATION

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Teachers use technology to enhance their productivity and professional practice. Teachers:

- A. use technology resources to engage in ongoing professional development and lifelong learning.
- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. apply technology to increase productivity.
- D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- A. model and teach legal and ethical practice related to technology use.
- B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. identify and use technology resources that affirm diversity.
- D. promote safe and healthy use of technology resources.
- E. facilitate equitable access to technology resources for all students.

APPENDIX C

SUGGESTED EVIDENCES FOR EACH STANDARD

Liberal Arts and Content Area Knowledge	
INTASC-1	<p>STANDARD: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none">- Lesson Plan demonstrating content area Knowledge- Curriculum Pacing Guide- Article reviews / papers from undergraduate work- Action Research Projects- Unit Plans
NETS-T-1	<p>STANDARD: Technology Operations and Concepts. Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:</p> <p>Possible Evidences:</p> <ul style="list-style-type: none">- MS Publisher documents- MS PowerPoint- MS Excel- MS Word documents- MS Access
Professional Knowledge	
INTASC-2	<p>STANDARD: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none">- Praxis Scores- Sample of collaborative learning strategies used in classroom

<ul style="list-style-type: none">- Philosophy of Education- Photographs of varied instructional strategies- Case studies- Related papers- Related lesson plans- Child development papers- Unit plans that outline developmental needs of students- Education Psychology paper
<p>INTASC- 3 STANDARD: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none">- Exceptional child summary for classroom- Modules created for student example in lessons (PowerPoint, Activities, etc.)- Demographic Survey with reflections related to classroom instruction- School Mission Statement and how you apply it in your teaching- Individualized lesson plans- Individual classroom modifications- Assistive Technology
<p>INTASC- 4 STANDARD: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none">- Individual classroom modifications- Assistive Technology- Student work sample with teacher feedback- Relevant Practicum / Observation Logs and Reflections- Case Studies- Relevant Lesson plans and / or plans for differentiation- Photographs of teacher made materials
<p>INTASC- 5 STANDARD: 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.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none">- Classroom Design /Management Plan- Relevant Practicum / Observation Logs and Reflections- Case Studies- Critical Incident Reports

<ul style="list-style-type: none"> - Relevant Lesson plans (social skills) - Photographs of teacher made materials - Functional Behavior Assessment / Positive Intervention Plan - Video and reflection of teaching
<p>INTASC- 6 STANDARD: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> - Assessment graphs recording student growth (CBA) - Parent Communication (phone/mail/e-mail) Logs - Parent news letters - Copies of notes from parent / teacher conferences
<p>INTASC- 7 STANDARD: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> - Lesson plans - Units - Short and long range plans (9-week, semester, academic year) - Workshop / center activities
<p>INTASC- 8 STANDARD: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> - Copies of grade book data - Pre and post assessment data - Response to Intervention (RTI) data / CBA - Rubrics - Lesson Plans with evaluation criteria - Student work samples (portfolio) with feedback - Teacher made tests - Checklists and anecdotal records
<p>NETS- T-2 STANDARD: Planning and Designing Learning Environments and Experiences. Teachers plan and design effective learning environments and experiences supported by technology. Teachers:</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> - lesson plan and narrative on <i>development</i> - website evaluations - rules for the computer lab - a write up regarding the technology resources available at your school
<p>NETS- T-3 STANDARD: Teaching, Learning, and the Curriculum. Teachers implement curriculum plans, that include methods and strategies that apply technology to maximize student learning.</p>

<p>Possible Evidences:</p> <ul style="list-style-type: none"> - lesson plan and narrative on <i>implementation</i> - pictures and narrative of students using technology - computer based learning programs such as AR and a narrative about how you used this program to facilitate learning 	
<p>NETS- T-4</p>	<p>STANDARD: Assessment and Evaluation. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> - electronic grade book (Excel) - AR reports - computer based assessments - rubrics
<p>NETS- T-5</p>	<p>STANDARD: Productivity and Professional Practice. Teachers use technology to enhance their productivity and professional practice.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> - Learn N.C. certificate - Certificate from today's training
<div style="background-color: #d9e1f2; height: 20px; margin-bottom: 5px;"></div> <h2 style="margin: 0;">Professional Values and Ethics</h2> <div style="background-color: #d9e1f2; height: 20px; margin-top: 5px;"></div>	
<p>INTASC- 9</p>	<p>STANDARD: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> - Coaching Plan - Record of seminars - Lesson and video reflections - Lists of books, magazines, and internet sites (purchased or read) for professional growth - Professional organization memberships - Awards and certificates - Field Experience reflections
<p>INTASC- 10</p>	<p>STANDARD: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> - Practicum Semester Planning / Record Sheet - Pictures of self in school setting with professional colleges - Cross-curriculum inclusion in lessons - Notes from grade level meetings, parent conferences, faculty members - Evaluations from school and college faculty - Newsletters - Field trip plans

- Related article or book summaries

NETS- T-6 STANDARD: Social, Ethical, Legal, and Human Issues. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PreK-12 schools and apply those principles in practice.

Possible Evidences:

- reflections to vignettes
- multicultural websites
- article reviews
- What would you do if_____?