Your UTEACH Portfolio Package

Secondary Teacher Preparation Program
Spring 2001

Contents:

Note: Technology Benchmarks will be implemented starting Fall 2001. All students submitting after this date will be responsible for demonstrating them. They are included here for your information but are subject to change.

Frequently Asked Questions

Q: What is a teaching portfolio?

A: A teaching portfolio is a *purposeful collection of work* arranged to demonstrate your successful preparation for certification. Your goal is to demonstrate that you have acquired the skills and knowledge necessary to meet the State's teaching standards. These standards, called the *Learner-Centered Proficiencies*, focus on your ability to make the students (or the *learners*) the center of your teaching efforts. They require that all teachers be able to: (1) design learner-centered instruction, (2) establish a learner-centered classroom, (3) use learner-centered communication, (4) practice learner-centered professionalism, and (5) demonstrate proficiency in the discipline. Your portfolio will consist of *five sections*, one for each of the Learner-Centered Proficiencies. It will also include evidence that you have met the *Technology Benchmarks* required of all preservice teachers.

Q: What do I put into a teaching portfolio?

A: Your portfolio is both *selective* and *reflective*. This means that *you* will choose which samples of work to include and then discuss your reasons for choosing each particular item of work. Your choice of what to include is almost limitless. Although you will be expected to include samples of lesson plans, teaching reviews and your use of technology, there is ample room for you to document your unique personal accomplishments. The guidelines on the following pages will help you select and organize items of work so you can best demonstrate your skills and knowledge.

Q: When will I submit my portfolio for review?

A: You will submit your portfolio for review *twice* during your tenure in the program: (1) before you begin student teaching and (2) when you are ready to apply for certification. A team of faculty, public school teachers and education policy makers will review your materials, looking for evidence that you "*clearly demonstrate*" your growing proficiency in each of the five areas. After each portfolio review, your advisor will help you identify your strengths and assist you in designing a professional development plan to satisfy any deficiencies. You will be expected to have met or exceeded all required proficiencies by the time you finish your time in UTeach. Some *facts* about portfolio reviews:

- Portfolio reviews occur twice a year, early in the Fall and the Spring semesters.
- You may submit your first portfolio when you have completed STEP1, STEP 2, and Knowing & Learning, and no later than the year before you student teach.
- If your first portfolio is not accepted, you must resubmit it and have it approved before student teaching begins.

Guidelines for Constructing Your Portfolio

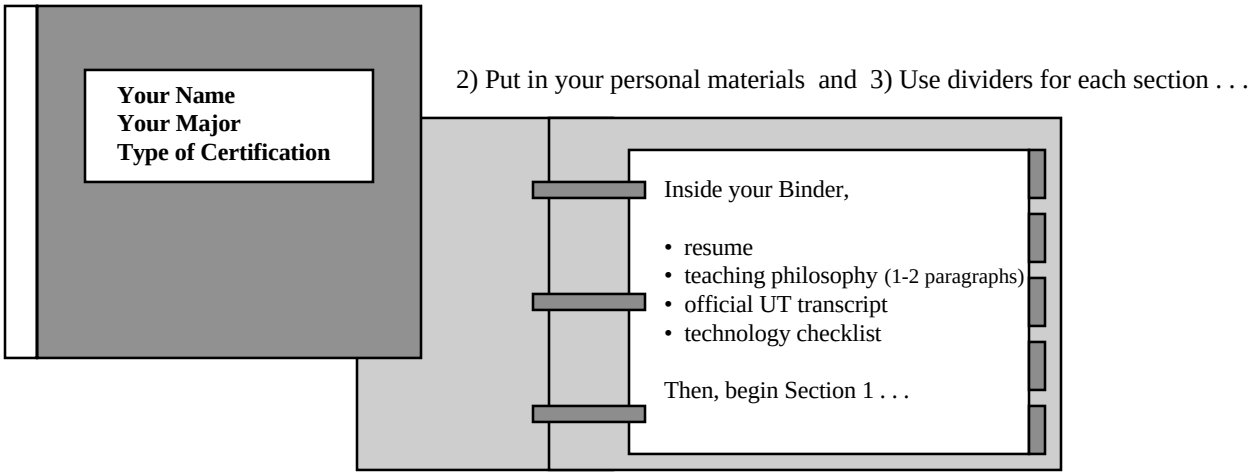
1. Select a Three-Ring Binder. Label the front with your name, your major, and the certification that you are seeking.

2. In the very front of your portfolio, include the following materials (examples are included at the end of this package): (1) your resume, with teaching experiences and job history; (2) your 1-2 paragraph teaching philosophy, (3) an official UT transcript; and (4) your technology benchmarks checklist.

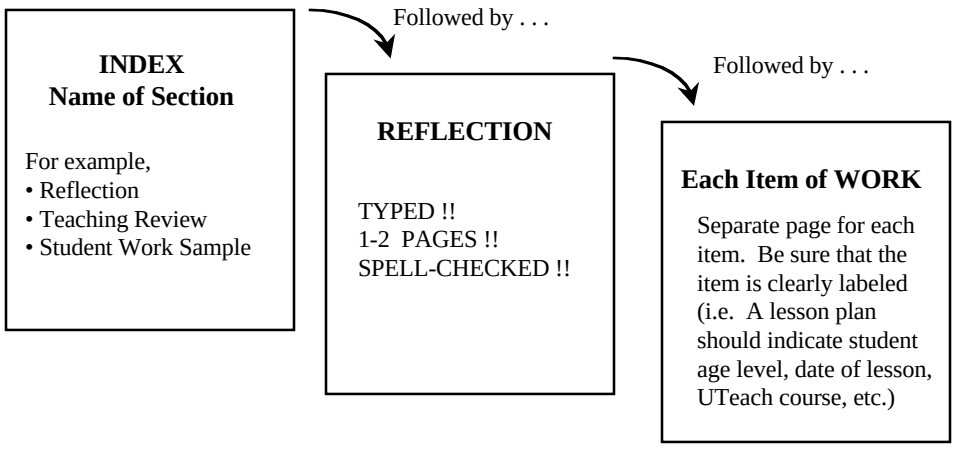
3. Use Dividers to separate each Section. Label each section with the name of the learner- centered proficiency.

4. Create an index for each Section. Then place your reflection (typed and spell-checked!!!) and all supporting items in order. Be sure all items are clearly labeled and, if you include any disks or videotapes, make sure they are firmly secured.

1) Select a 3-Ring Binder . . .



4) In each Section, place your items in the following order:



Q: When should I start compiling my portfolio?

A: The *earlier*, the better! It is best to begin thinking about your portfolio early in the program so that you can begin collecting materials from each of your UTeach courses. Read over the Learner-Centered Proficiencies now and pay attention to the technology benchmarks that will be expected of you. Remember that a well-constructed portfolio will help you earn your teaching certificate, keep a record of your finest work, impress your future employers, and help prepare you for your first teaching job.

Q: Do you have any hints for successful portfolios?

A: Experience has shown that *reflections* are an essential component of successful portfolios. Each section of your portfolio will be preceeded by a 1-2 page reflection. It is your reflection that explains *why* you have selected each item and *how* you believe that item demonstrates the required proficiencies. The most successful portfolios include reflections that meet the following criteria:

- They carefully identify which item demonstrates which proficiency.
- They describe as clearly as possible HOW an item demonstrates that proficiency.
- They share personal information that helps the reviewer understand your point of view and the context of your experience.
- They share examples of how you have grown and learned from your experiences.

Q: If I have problems with my portfolio, who can I see for help?

A: Once you have read through this portfolio package, you may want to see a sample portfolio that has been put together by a former UTeach student. Ask your advisor if you can view an example of a successful portfolio. Your advisor will also be visiting your STEP classes later in the semester to talk to you about upcoming portfolio reviews. Whenever you have a question about UTeach, feel free to email or stop by the UTeach office. We are here to help!

Instructional Technology Benchmarks

Proficiency in instructional technology is an essential component of teacher preparation. Your UTeach courses will help prepare you to meet each of the following instructional technology proficiencies. Your portfolio will include the following checklist, indicating which of the proficiencies you have met. Upon completion of them all, you will receive a certificate to demonstrate your competency to future employers.

UTeach Graduates will be able to:

(A) Apply critical thinking to the selection and use of technology in the classroom:

__ describe current instructional principles and practices as they relate to the use of computers and technology resources in the classroom
__ describe strategies for using technology to affirm diversity and provide equitable access to resources
__ research and evaluate the accuracy, relevance, appropriateness, and comprehensiveness of an electronic information resource used by students
__ identify technology resources available in a school and analyze how accessibility to those resources could affect planning for instruction
__ demonstrate knowledge of technology-related legal and ethical issues, such as copyright, privacy, and security of technology systems, data and information

(B) Apply instructional technology to enhance student-centered learning:

__ identify technology resources that are specifically designed for use by students to meet a specified learning objective
__ design, deliver and assess a student-centered learning activity in which students apply a technological tool
__ demonstrate how your technology-enhanced lesson facilitates higher order thinking skills, such as problem solving, informed decision making or creativity
__ demonstrate knowledge of technology-based assessment and evaluation strategies
__ identify and/or use assistive technologies to meet the special physical needs of students

C) Operate basic computer systems and troubleshoot:

__ use terminology related to computers and technology appropriately in communications
__ operate a multimedia computer system with a peripheral imaging device, such as a scanner or digital/video camera
__ install and use an educational software package
__ create a multimedia presentation for a designated audience
__ demonstrate knowledge of basic troubleshooting techniques to solve routine hardware and software problems that occur in the classroom

(D) Use instructional technology to access and organize data:

__ use database management and spreadsheet applications on the computer
__ locate and collect information for lessons using computer-based technologies
__ use technology tools to manage and communicate student information (ie schedules, grade books, correspondence, etc.)
__ operate a content-specific technological tool (i.e. CBL, lab simulation, graphing calculator, etc.)
__ engage in an online collaboration with peers and/or professionals in your field

Section 1: Designing Learner-Centered Instruction

PROFICIENCY:
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

PERFORMANCE OBJECTIVES:
Choose 3-5 samples of work that demonstrate your ability to meet all of the following objectives. (One item may be used to satisfy multiple objectives.) Be sure to specify *how* each item meets a particular objective in your reflection.

We will be looking for evidence that . .	*You might demonstrate this skill with:*
1. You engage students in a variety of interesting, challenging and worthwhile activities.	• Lesson plans that involve hands-on investigation • Student projects that require creative, independent research
2. You help students link new content with their prior knowledge and gain insights into their misconceptions.	• A transcript of classroom dialogue with students about their math/science beliefs • A lesson that connects new content to concepts from students' daily lives.
3. You develop clearly-stated objectives for your lessons that are age-appropriate and able to be assessed.	• Lesson objectives you have written for specific age-groups of students • Assessments you have designed to test student understanding of your lesson's objective
4. You guide students in using appropriate technology to gather organize, and display data.	• A webpage you have designed for students to explore math/science concepts • A description of your interactions with student groups as they use technology (CBLs, graphing calculators, etc.).
5. You select or design a variety of worthwhile assessment instruments, some of which involve student self-assessment.	• Your analysis of a student's performance on a test or quiz you designed • A description of different ways in which you assessed students before, during and after a particular lesson

In this section, you must include a **lesson plan** that you have designed or modified for a particular classroom. (For final portfolio reviews, include a **UNIT** of lesson plans).

Section 2: Establishing a Learner-Centered Classroom

PROFICIENCY:
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

PERFORMANCE OBJECTIVES:
Choose 3-5 samples of work that demonstrate your ability to meet all of the following objectives. (One item may be used to satisfy multiple objectives.) Be sure to specify *how* each item meets a particular objective in your reflection.

We will be looking for evidence that . .	*You might demonstrate this skill with:*
1. You model respect for student diversity and encourage all students to work together cooperatively.	• A mentor teacher's evaluation of your teaching and your response to his/her comments. • A collection of your ideas for how to manage group work effectively.
2. You create learning activities that emphasize collaboration and teamwork.	• Lesson plans that involve group work around a common goal. • Ideas for equitable group grading.
3. You consistently and effectively enforce high expectations for student behavior.	• A videotape of your teaching with a written description of your performance. • Your classroom rules and a description of how you plan to enforce them.
4. You respond flexibly to students during a lesson, adjusting your instruction as needed depending on student progress.	• A description of a lesson in which you had to change pace or direction to address student needs or problems. • An engagement activity that you conducted before a lesson, and a description of what it told you about the students' level of understanding.
5. You employ safe practices in designing, planning and implementing all instructional activities (i.e. lab, field, demos).	• Classroom strategies for ensuring safety during particular labs or activities. • Your ideas for how to teach students about classroom rules for hands-on activities.

In this section, you must include a **teaching review** and **your response to it**. (For final portfolios, include a **student teaching review** and **your analysis of it**.)

Section 3: Using Learner-Centered Communication

PROFICIENCY:
The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely high-quality feedback.

PERFORMANCE OBJECTIVES:
Choose 3-5 samples of work that demonstrate your ability to meet all of the following objectives. (One item may be used to satisfy multiple objectives.) Be sure to specify *how* each item meets a particular objective in your reflection.

We will be looking for evidence that . .	*You might demonstrate this skill with:*
1. You ask carefully-framed questions to foster the development of higher-order thinking skills and logical reasoning/ problem solving.	• A collection of questions you designed to prompt student discussion. • Transcripts of your dialogue with a group of students during a problem-solving event.
2. You facilitate reflection and discussion between students about their inquiry experiences.	• Your strategies for getting students to discuss and question what they have learned. • A videotape of your teaching and an analysis of the student discussion.
3. You engage students in tasks that require them to communicate their reasoning using appropriate and precise terminology.	• Your strategies for including reading and writing in your content area. • Samples of student assignments or presentations that involve the use of vocabulary.
4. You communicate the importance of your instructional content and your expectations for high quality work.	• A description of how you inform students of your expectations. • Activities that ask students to consider and communicate their understanding of the importance of math/science reasoning in their daily lives.
5. You provide students with timely feedback that is accurate, constructive, substantive and specific.	• Samples of your assessment tools. • Samples of your verbal feedback to students during and after lessons.

For final portfolios, this section must include a **videotape of your teaching** and **your analysis of it.**

Section 4: Practicing Learner-Centered Professionalism

PROFICIENCY:
The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

PERFORMANCE OBJECTIVES:
Choose 3-5 samples of work that demonstrate your ability to meet all of the following objectives. (One item may be used to satisfy multiple objectives.) Be sure to specify *how* each item meets a particular objective in your reflection.

We will be looking for evidence that . .	You might demonstrate this skill with:
1. You engage in collaborative decision making and problem solving with other educators.	• A summary of your experiences working with other educators to design lessons. • A description of how you interacted with a school counselor about your concerns for a student.
2. You engage student families in their children's education and respond appropriately to their concerns.	• A lesson that requires parental involvement. • Samples of teacher-parent communication and your analysis of them.
3. You engage in a variety of activities to continually enhance both your content and your pedagogical knowledge and skills.	• Titles of educational or content-focused journals that you regularly read. • Conferences or professional development activities that you have attended.
4. You encourage feedback from students and colleagues and reflect on how you can improve your teaching performance.	• A discussion of what you have learned from your mentor teacher. • Teaching reviews from peers, mentors or students and a description of how you responded to them.
5. You interact with students in a way that is consistent with the legal and ethical guidelines for your profession.	• Teaching reviews that address this proficiency. • Your knowledge of the professional code of ethics.

For final portfolios, this section must include a **focused observation of your teaching** and **your reaction to it.**

Section 5: Engaging in Learner-Centered SCIENCE

These proficiencies measure your skills as a practitioner of your discipline, above and beyond the content knowledge mastered in your college courses. The emphasis of this section is on your understanding of the domain you will teach, not on the teaching practices you will employ.

PROFICIENCY:
The science teacher understands the central concepts of science, the structure of the discipline and the tools of scientific inquiry, and is able to create learning experiences that make the subject matter meaningful to students.

PERFORMANCE OBJECTIVES:
Choose 3-5 samples of work that demonstrate your ability to meet all of the following objectives. (One item may be used to satisfy multiple objectives.) Be sure to specify *how* each item meets a particular objective in your reflection.

We will be looking for evidence that you can…	*You might demonstrate this skill with:*
1. Identify a refined and focused question for an inquiry investigation, and characterize the way in which the study would be conducted.	• A short proposal for an inquiry-based activity that you could perform to investigate a scientific phenomenon. • A description of a research project you helped design and/or conduct.
2. Identify appropriate technology to gather and analyze data for a defined task, and explain the limits this technology places on the knowledge you acquire.	• Your analysis of the technology you used to conduct a particular lab in one of your courses. • A description of how you have used various technological tools in a research environment.
3. Critically evaluate a scientific explanation or hypothesis using scientific evidence and methodology.	• A critique of a recently published idea in a science journal or newspaper. • A well-argued and supported conclusion that you drew from your own research experiences.
4. Generate a model to represent a real-world situation and evaluate how well the model represents the situation.	• A description of a verbal, mathematical or pictorial model you could create to explain a natural phenomenon to others. • A model you designed to help yourself better understand something you were studying in class.
5. Illustrate knowledge of the history/ philosophy of science; specifically, the changing nature of scientific knowledge and its implications.	• An essay discussing your knowledge of a particular scientific theory and plausible economic or social implications of its changing nature.

Section 5: Engaging in Learner-Centered MATHEMATICS

These proficiencies measure your skills as a practitioner of your discipline, above and beyond the content knowledge mastered in your college courses. The emphasis of this section is on your understanding of the domain you will teach, not on the teaching practices you will employ.

PROFICIENCY:
The mathematics teacher understands the central concepts of mathematics, the structure of the discipline and its tools of inquiry, and is able to create learning experiences that make the subject matter meaningful to students.

PERFORMANCE OBJECTIVES:
Choose 3-5 samples of work that demonstrate your ability to meet all of the following objectives. (One item may be used to satisfy multiple objectives.) Be sure to specify *how* each item meets a particular objective in your reflection. Be sure to specify *how* each item meets a particular objective in your reflection.

We will be looking for evidence that you can…	*You might demonstrate this skill with . .*
1. Apply both informal and formal reasoning in problem solving.	• A logically precise mathematical proof together with an intuitive explanation of what is going on in the proof and how it might have been discovered. • A logically precise explanation of a problem you have solved together with a discussion of the informal reasoning (including the conjecturing process) which led you to the solution.
2. Identify appropriate technology to explore a mathematical problem and explain the limits this technology places on the knowledge you acquire.	• Your analysis of the technology you used to conduct a mathematical investigation in one of your courses. • A description of how you have used various technological tools in problem solving and the strengths and limitations of each tool.
3. Generate a mathematical model to represent a real-world situation and evaluate how well the model represents the situation.	• A mathematical model that you could develop to assist others in understanding a natural or human-made phenomenon. • A mathematical model you developed in a course, internship, or job to assist your own understanding..
4. Understand and use connections among mathematical concepts, procedure, and representations.	• A discussion of various representations of a particular problem and how different representations lead to different solution, methods, or blind alleys. • A discussion of the connections between two areas of mathematics.
5. Illustrate knowledge of the history and cultural context of mathematics; in particular, the evolution of mathematical concepts.	• An essay discussing your knowledge of a particular mathematical concept and how it has been modified over time.

Section 5: Engaging in Learner-Centered
COMPUTER SCIENCE

These proficiencies measure your skills as a practitioner of your discipline, above and beyond the content knowledge mastered in your college courses. The emphasis of this section is on your understanding of the domain you will teach, not on the teaching practices you will employ.

PROFICIENCY:
The computer science teacher understands the central concepts of computer science, the structure of the discipline and it tools of inquiry, and is able to create learning experiences that make the subject matter meaningful to students.

PERFORMANCE OBJECTIVES:
Choose 3-5 samples of work that demonstrate your ability to meet all of the following objectives. (One item may be used to satisfy multiple objectives.) Be sure to specify *how* each item meets a particular objective in your reflection.

Be sure to specify *how* each item meets a particular objective in your reflection.

We will be looking for evidence that you can…	*You might demonstrate this skill with . .*
1. Identify an area in which technology may be used to improve an existing operation and characterize the approach or plan of action you would implement.	• A short proposal of a software requirements analysis and your recommendations. • A description of a consultation which you have performed for an outside group.
2. Select appropriate software to accomplish a specific task on the basis of its quality, effectiveness and efficiency.	• A summary of software you selected to solve a problem and your rationale for each choice. • A critique of recently developed software.
3. Determine methods to evaluate the accuracy and validity of electronic information.	• Your strategies for effectively evaluating data sources on the web. • An example of an investigation you did to evaluate electronic information.
4. Demonstrate knowledge of the organizational structure of computing systems from the most basic components up to a network.	• An analysis of compatibility issues such as cross-platform connectivity. • A comparison/ contrast of analogue and digital technology systems.
5. Illustrate knowledge of the history/ philosophy of computer science; specifically, the impact of technology applications on human society.	• An essay discussing your informed stance on the future economical, educational or social implications of technology use.