

Admission to Student Teaching Portfolio Guidelines and Rubric

Purpose: The Student Teaching Portfolio submitted as part of your Application to Student Teaching should reflect your developing knowledge, skills, and commitments as someone who is ready to begin professional preparation toward a career as a teacher.

Audience: The audience for your Student Teaching portfolio is the same as for your Teacher Education Program (TEP) portfolio--your major department and the faculty of the Education Studies Department. Your portfolio will also be reviewed by the Teacher Education Committee as part of a complete review of all admission criteria for student teaching.

Evaluation: There is the continued expectation of thoughtfulness in selection of content; sincerity, depth, and clarity in presentation; and attention to appropriate writing conventions. As in the previous portfolio, the ultimate criterion for evaluating the portfolio is how well your entries represent you as a developing teacher.

Required Entries

A. Personal and professional background

1. An updated version of your TEP annotative listing of experiences that includes experiences working with children of the age/s you intend to teach as well as conferences and other professional experiences (for example developing curriculum, writing, presentations, manuscripts and research).
2. A favorable recommendation from the teacher you worked with in your pre-professional experience or the EDS 330 extended school experience.

B. Content

In this section of your portfolio, you will provide evidence of your ability to integrate what you know—and have researched—through the development of a two-week interdisciplinary unit on a topic of your choice. Then you will write a reflective essay on the process of creating your unit. The criteria for your unit and for the daily plans you will develop in your unit are below. You will submit your unit with your reflective essay.

In your essay, help us follow your thinking through the process of creating your unit. The unit can be one that you have already developed for a class or one that you create for this portfolio; in either case, your unit should reflect your best thinking about how you would teach under optimum conditions. In your essay, be sure to address *each* of the following aspects of the unit:

- *how you decided what content to include, and why
- *how you addressed your own understanding of the content of your unit
- *how you selected resources for your unit
- *how the content of your unit is interdisciplinary
- *how you decided on the unit goals and on the objectives for each day of your unit
- *how you adapted or created the learning experiences in your unit
- *how your learning experiences took children's prior knowledge into account
- *how your instruction flowed from day to day, connecting each day's learning experience(s) with the ones before and after, and why that matters
- *how you adapted instruction to meet individual needs
- *how your students will see the work you designed for them in this unit as important
- *how you designed ways for both you and your students to assess their growth toward the specific skills, understandings, and dispositions you are trying to nurture
- *how you reflected on each day's instruction, and why that matters
- *taking all the above into account, how does this unit reflect your hope for the world?

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Interdisciplinary Unit

Below are the elements to be included in your two-week interdisciplinary unit. You should plan for your unit to be taught for two hours daily for ten days.

TITLE:

GRADE(s):

INTRODUCTION and RATIONALE: Explain why you chose to do this unit, and how it fits with your vision for the world and for the children you teach. Also explain how your unit is interdisciplinary, and why you value interdisciplinary teaching.

UNIT GOALS: What knowledge, skills, understandings, and dispositions do you want your students to develop as a result of their experiences in this two-week unit? Note that your daily lesson plan objectives will lead toward these broad goals.

CONTENT: What are the major concepts (vocabulary/terms) and ideas in your unit? What state-required content (*Core Content, Program of Studies, and/or Common Core State Content*) does your unit address?

ASSESSMENTS: List your *pre-assessment* (how you determined your students' *prior knowledge* about the unit content, skills, and dispositions); your *formative assessments* (how you determined during the course of the two weeks how well individual students were developing those understandings, skills, and dispositions so you could reteach as needed); and your culminating *summative assessment*. Like the other assessments, your culminating event/closing lesson must enable you to assess your students' progress toward your unit goals.

DAILY LESSON PLANS: You should develop detailed plans for each two-hour lesson you design for your unit, for a total of ten plans. A list of required elements for your daily plans is attached.

REFLECTION: A unit always includes a general reflection after it has been taught. If you will not have taught this unit, however, you cannot include this element at this time.

BIBLIOGRAPHY of RESOURCES: This bibliography should include books, magazines, websites, invited guests, etc. If certain resources were used solely for your own preparation in teaching the unit and were not also used by children, indicate that in some way.

Lesson plans should include

Unit Title: _____

Lesson Title: _____

Context

- Explain how this planned lesson relates to one or more of your goals for the unit.
- Describe how this lesson relates to the students' prior knowledge (in general and/or from previous learning experiences).
- Explain how this lesson connects to what will come next in the unit?
- Explain how this lesson relates to *Core Content, Program of Studies, and/or Common Core State Content*.

Objectives

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- State what students will demonstrate as a result of this learning experience.

Assessment

- What assessment(s) will you include in this lesson to help you and the children know to what extent they've achieved your objective(s) for the experience?
- Is the assessment(s) a pre-assessment, a formative assessment, or summative?
- How will the results of the assessment influence what you do tomorrow?

Resources

- List the specific materials and equipment needed for the learning experience. Attach copies of any printed materials to be used with the students.
- If appropriate, list technology resources for the learning experience.
- Be sure to cite any sources used to develop this learning experience.

Procedure. Describe in detail and sequentially the learning experience(s) you have designed to accomplish your objective(s). For example, if you say, "Discuss the Knobs region of Kentucky," include specific questions you'll use to guide the discussion. Also be sure to:

- Include the amount of time you'll allocate to each part of the experience.
- Include the purpose for each part.
- Include transitions as appropriate.
- Include each of the following parts of the experience(s).
- Introduction.
 - How will you gather the children?
 - How will you introduce them to the learning experience?
 - How will you trigger their prior knowledge to help their learning flow/be continuous and meaningful?
- The experience itself
 - How will the children be organized for the experience: independently? Small groups? Whole class?
 - What will the children be doing, step by step? Why? How will they know what to do?
 - What will you be doing? Why?
 - How and where will the assessment(s) be included?
 - How will you adapt the experience to meet individual student needs?
- The second experience (if there is one):
 - Introduction as above, including a transition from the first experience.
 - Etc.
- Closing
 - How will you close the experience for today?
 - How will you help children connect it to what's coming tomorrow?

Reflection.

C. Professional knowledge

Our Teacher Certification Program is committed to a set of beliefs about how teaching and learning can best occur. These beliefs are defined by 7 program goals. At this point in your progress toward student teaching, it is important for both the program and you to assess how you are developing in each of the areas defined by these goals.

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The purpose of this section of your portfolio is for you to demonstrate how you understand what these goals mean, how they inform your philosophy of education, how they will impact your practice, and how you imagine yourself growing and developing in their use. There are many ways that you might decide to present yourself, your thinking, and your work to us in this portfolio. We urge you to carefully consider what you want to say and the ways you might go about saying it and then select the way or ways that seem most reasonable for you. There is no “right way” to complete this section of the portfolio. The challenge for you is to present the complicated and complex ideas about teaching in complex and meaningful ways. However, the following criteria must be met:

1. Write a statement of your philosophy of education that reflects your vision for your students; your understanding of how learning takes place; and your view of the role of diversity, inquiry and community in your future classroom.
 - a. You must attend to each of the seven goals and identify them as they are being addressed. The goals are overlapping and multifaceted. Therefore, they may not lend themselves to a sequential presentation. We suspect that you will, therefore, find yourself mixing the goals together in one way or another. While this is an effective way of talking about or presenting the information, you must come up with a way of identifying for readers which goal or goals are represented in your comments or illustrations. For example, statements could be footnoted to refer to specific goals.
 - b. You must provide some kind of evidence to support the claims you make about what you know and understand, what you believe, and what you say you can do and plan to do.

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Rubric

A. Personal Background and Experiences				
Elements	4	3	2	1
<p>Include: Annotated listing of experiences, and favorable recommendation</p>	<ul style="list-style-type: none"> • Cites <u>at least two</u> substantive experiences w/youth of the age he/she intends to teach <u>since admission to major</u>; • Includes a strongly favorable recommendation by his or her cooperating teacher from pre-professional practicum; • Additionally presents evidence of participation in the profession outside the classroom (e.g. developing curriculum, professional writing or presentations, or research). 	<ul style="list-style-type: none"> • Cites <u>at least two</u> substantive experiences w/youth of the age he/she intends to teach <u>since admission to major</u>; • Includes a favorable recommendation by his or her cooperating teacher from pre-professional practicum 	<ul style="list-style-type: none"> • Cites a variety of experiences w/youth of the age he/she intends to teach <u>since admission to major</u>, one of which is substantive; • Includes an acceptable recommendation by his or her cooperating teacher from pre-professional practicum. 	<ul style="list-style-type: none"> • Cites <u>a single</u> substantive experiences w/youth of the age he/she intends to teach <u>since admission to major</u>; • Includes a recommendation by his or her cooperating teacher from pre-professional practicum <u>that indicates concern, or recommendation is missing</u>.

B. Content Interdisciplinary Two week Unit				
Elements	4	3	2	1
<p>Introduction & Rationale</p>	<p>The writing is excellent, clearly and effectively communicates ideas. Candidate explains why this unit was chosen, how it fits with the teaching philosophy and vision for teaching. It is clear that the unit is interdisciplinary and articulates the candidate's values for teaching in this manner.</p>	<p>The writing is good and effectively communicates ideas. Candidate clearly explains why this unit was chosen, how it fits with the teaching philosophy and vision for teaching. It is clear that the unit is interdisciplinary and articulates the candidate's values for teaching in this manner.</p>	<p>The writing adequately communicates ideas. Candidate explains why this unit was chosen, how it fits with the teaching philosophy and vision for teaching. It is clear that the unit is interdisciplinary and articulates the candidate's values for teaching in this manner.</p>	<p>The writing does not communicate ideas. Candidate does not clearly explain why this unit was chosen, how it fits with the teaching philosophy and/or vision for teaching. It is not clear that the unit is interdisciplinary nor that the candidate values teaching in this manner.</p>
<p>Unit Goals</p>	<p>Excellent goals demonstrate what knowledge, skills, understandings, and dispositions the candidate is seeking to develop in students. Goals are developmentally appropriate and fully aligned with philosophy and vision for teaching.</p>	<p>Goals clearly demonstrate what knowledge, skills, understandings, and dispositions the candidate is seeking to develop in students. Goals are developmentally appropriate and fully aligned with philosophy and vision for teaching.</p>	<p>Goals are inconsistent in presenting what knowledge, skills, understandings, and dispositions the candidate is seeking to develop in students. Most goals are developmentally appropriate and/or aligned with philosophy and vision</p>	<p>Goals do not demonstrate what knowledge, skills, understandings, and dispositions the candidate is seeking to develop in students. Goals are not developmentally appropriate and/or fully aligned with philosophy and vision for</p>

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			for teaching.	teaching.
Content	Major concepts (vocabulary/terms) and ideas are clearly identified. Multiple required content (State, Program, and Core Content) is included. Content is addressed in an interdisciplinary context and connected in creative and meaningful ways.	Major concepts (vocabulary/terms) and ideas are clearly identified. Multiple required content (State, Program, and Core Content) is included. Content is addressed in an interdisciplinary context and connected in meaningful ways.	Major concepts (vocabulary/terms) and ideas are clearly identified. Multiple required content (State, Program, and Core Content) is included. Content is addressed in an interdisciplinary context and inconsistently connected.	Content and connections to required content (State, Program, and Core Content) is confusing and/or simplistic in nature. Candidate does not demonstrate understanding of how to plan an interdisciplinary unit of instruction.
Assessments	Excellent assessments that includes pre-assessment to determine student's prior knowledge. Assessment includes formative aspects used during the teaching of the unit in order to make adjustments. Assessment includes summative aspects to determine if students were successful in reaching unit goals. Candidate demonstrates an excellent understanding of assessment and the plans are very likely to result in reliable information.	Good assessments that includes pre-assessment to determine student's prior knowledge. Assessment includes formative aspects used during the teaching of the unit in order to make adjustments. Assessment includes summative aspects to determine if students were successful in reaching unit goals. Candidate demonstrates a good understanding of assessment and the plans are likely to result in reliable information.	Assessments include pre-assessment to determine student's prior knowledge. Assessment includes formative aspects used during the teaching of the unit in order to make adjustments. Assessment includes summative aspects to determine if students were successful in reaching unit goals. Candidate demonstrates a basic understanding of assessment and/or the plans are of varying qualities that may or may not result in reliable information.	Candidate does not clearly demonstrate understating of pre-assessment, formative assessment, and/or summative assessment. Assessment plans are minimal and/or unclear and/or unrealistic. It is unlikely that any of the assessment plans will produce reliable information.
Daily Lesson Plans	Each lesson plan details the six components, including a title. It is clear that the candidate meticulously addressed each element of the daily lesson plans and that the plans flow, connect and advance as the Unit progresses. The daily lesson plans demonstrate creativity and skill in seeking to engage student interest. The Unit ends in a culminating event that incorporates the family, the community and/or others.	Each lesson plan details the six components, including a title. It is clear that the candidate addressed each element of the daily lesson plans and that the plans flow, connect and advance as the Unit progresses. The Unit ends in a culminating event that incorporates the family, the community and/or others.	Most lesson plans details the six components, including a title. It is clear that the candidate addressed each element of the daily lesson plans and that the plans flow, connect and advance as the Unit progresses. There is some inconsistently in the quality of some of the daily plans, but clearly the candidate was attempting to deliver high quality instruction daily. Some lessons do incorporate the family, the community and/or others.	Most lesson plans do not include the details of the six components. It is clear that the candidate was careless in putting together the daily lesson plans. Little consideration was given to the students to be taught, and/or the plans do not flow, progress and/or involve the family, community, or others.
Reflection	Clearly indicates if the Unit was or was not taught. If taught, an excellent general reflection was included.	Clearly indicates if the Unit was or was not taught. If taught, a good general reflection was included.	Clearly indicates if the Unit was or was not taught. If taught, a somewhat brief and/or very general reflection was included.	Does not clearly indicate if the Unit was or was not taught.
Bibliography of Resources	The list of resources is varied and rich. Candidate clearly makes a	The list of resources is very good. Candidate clearly makes a	The list of resources is adequate. Candidate clearly makes a	The list of resources was minimal. Candidate does not clearly make a

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	distinction between teacher resources and student resources. Candidate demonstrates an excellent understanding of and an appreciation of the capacity of tools—informational, technological, physical and intellectual.	distinction between teacher resources and student resources. Candidate demonstrates a good understanding of and an appreciation of the capacity of tools—informational, technological, physical and intellectual.	distinction between teacher resources and student resources. Candidate demonstrates a basic understanding of and an appreciation of the capacity of tools—informational, technological, physical and intellectual.	distinction between teacher resources and student resources. Candidate does not demonstrate an understanding of and an appreciation of the capacity of tools—informational, technological, physical and intellectual.
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C. Professional Knowledge				
Elements	4	3	2	1
Statement addresses: Elements of candidate’s teaching philosophy, a discussion of goals, and evidence/examples and/or experiences that relates to vision for teaching	<ul style="list-style-type: none"> • Reflects a coherent and significant vision for his or her students; • Describes a constructivist understanding of how learning takes place; • Reveals the disposition to create opportunities for diversity to enhance the instructional environments he or she creates; • Describes a community of inquiry in which students have meaningful roles and in which communication is a vital element; • Reflects deep understanding of all program goals and their interrelationships; • Provides rich and compelling evidence for all assertions. 	<ul style="list-style-type: none"> • Reflects a coherent vision for his or her students; • Describes a constructivist understanding of how learning takes place; • Reveals an appreciation for the benefits diversity brings to an instructional environment; • Describes a community of inquiry in which students have meaningful roles; • Reflects deep understanding of most program goals; • Provides evidence for all assertions or some evidence is compelling while other evidence is missing or not compelling. 	<ul style="list-style-type: none"> • Reflects an incomplete vision for his or her students; • Describes a constructivist understanding of how learning takes place; • Reveals an understanding of the role diversity plays in an instructional environment; • Describes a community of inquiry as teacher centered; • Reflects adequate understanding of most program goals; • Provides evidence for only some assertions and evidence is not compelling. 	<ul style="list-style-type: none"> • Reflects an incoherent vision for his or her students; • Describes a behaviorist understanding of how learning takes place; • Reveals an understanding of diversity as a challenge that must be dealt with in an instructional environment; • Does not describe the role of a community of inquiry in an appropriate classroom environment; • Reflects shallow understanding of program goals; • Provides inadequate evidence supporting assertions.