

Student Teaching Exit Portfolio Guidelines And Rubric

The Exit Portfolio that you present at the conclusion of the semester should illustrate that you have satisfactorily addressed Berea College's *Education Program Goals* and the *Kentucky Teacher Standards* in a way that integrates *your own vision* for the world. To do this, you need to be able to articulate your vision well, and you need to become so familiar with the *Goals* and *Standards* that you can recognize in your ongoing teaching activities how your practice exemplifies the qualities or characteristics they describe. Your portfolio will provide a focused opportunity to analyze your practice and the impact of your teaching on student learning.

You should also keep all of your lesson and unit plans, handouts, assessments, reflections, teacher notes, etc., throughout the semester. You will draw on these materials as you respond to the portfolio requirements below.

Your portfolio has three sections.

A. Teaching Philosophy

Begin your teaching philosophy with a statement that articulates your hope for the world. This is a personal statement that shares how the world should be, in your view. Your hope for the world permeates everything you do as a teacher. This statement becomes the foundation of your vision for teaching. For example, your vision guides how you foster community, how you engage in inquiry, and in how you interact with the natural world. Your hope for the world is the overarching idea that you value, your vision is how you will bring this about through your teaching.

In this philosophy, discuss all aspects of the following four dimensions:

1. What is your hope for the world?
2. What is your vision for teaching that reflects your hope for the world?
3. As you consider aspects of your vision for teaching, reflect on:
 - a. Planning/Implementation
 - b. Inquiry/Assessment
 - c. Diversity/Relationships
 - d. Reflection/Self-correction
4. What other dimensions inform your vision for teaching? (Other dimensions may include but are not limited to: What is the purpose of education?; How does learning happen? What is important to teach/learn?; What kind of learning environment supports my vision for the world?; etc.)

- B. The second section of your portfolio is a seven-part narrative relating the Education Program Goals to your work in the classroom this semester. For each Goal, your narrative should do the following things:
1. Explain what the goal means to you in ways that demonstrate your ability to embrace its complexity and its role in realizing your hope for the world and your vision for teaching.
 2. Select, include, and discuss at least one piece of evidence from your student teaching that demonstrates:
 - a. Your understanding of that goal;
 - b. How your vision for teaching connects to that goal.
 3. Show the evidence you include relates to one or more of the ten *Kentucky Teacher Standards (KTS)*.
 - a. Include the *Kentucky Teacher Standard* and indicators you address in your narrative.
 - b. Address each of the ten standards.
- C. The third section of your portfolio, which focuses on your unit, is a ***work sample analysis***. This requires that you have planned, taught, and analyzed a complete unit so you can show the impact of your instruction on student learning. The work sample analysis will provide an excellent opportunity to analyze your practice and will prepare you for the work sample analysis that is a required component of the Kentucky Teacher Internship Program (KTIP) performance assessment that first-year Kentucky teachers must complete during their first year of teaching.

Within the work sample analysis, you will address a series of questions on your planning and teaching of an instructional unit (*Kentucky Teacher Standards I-IV*). You will analyze student performance during the unit (*KTS V*). The act of analyzing and reflecting is evidence of *KTS VII*.

1. Describe your instructional environment.
 - a. Describe the physical environment. You should include photographs, diagrams, and/or social maps.
 - b. Describe your students as a group and as individuals. Identify the content, grade level and number of students, and IEPs if there were any. Using pseudonyms describe several diverse students and focus on their journey throughout your unit.
 - c. Describe the learning context and implications it held for teaching your unit. Address on any critical climate issues that may have affected students' ability to handle planned tasks. What aspects of your context were you able to adapt to better align it with your hope for the world and your vision of what it requires of you as a teacher?
2. Describe your goals for the instruction.
 - a. What were the key concepts or Big Ideas/Essential Questions on which the unit focused? Why are these important for students to understand?
 - b. What were the goals and major objectives for the unit?

- c. What Core Content, Common Core Content, and/or areas of the Program of Studies did the unit address?
 - d. What dispositions did you plan to nurture?
 - e. What levels and categories of student performance were expected? For instance you might think in terms of Bloom's Taxonomy, or of Webb's Depth of Knowledge, but you may also wish to describe Gardner's Multiple Intelligences, or other ways of considering student performance.
 - f. Reflect in one to two pages on how you approached planning the unit. Explain what prompted the choice of topic (e.g. standard district curriculum, etc.); what did you know about the students that caused you to think the activities you selected would work well; etc.? Cite specific examples in the unit itself. How are your instructional goals aligned with your hope for the world?
3. Describe your assessment plan.
- a. Briefly describe your efforts at pre-assessment. Explain how you attempted to determine what prior knowledge students had, what interests they may have had in this topic, and what might serve to focus their attention on the content goals you had for the unit. If you employed a formal assessment, describe the method, whether pre-test, or some kind of activity/assignment. If your pre-assessment was informal describe what you did.
 - b. Describe and reflect briefly on your efforts at formative assessments during the course of the unit. These would be the kind of steps you took to ensure that learning was occurring as you taught, that students were approaching tasks/activities correctly, etc. How were students enabled to use the results of your formative assessment and to engage in self- and/or peer-assessment?
 - c. Describe the summative assessments (tests, final projects, assignments, presentations, etc.) employed for this unit. Make sure to include the instruments, including any rubrics and student work samples, with the unit.
 - d. Explain how your assessment plan is congruent with your hope for the world and vision for teaching.
4. Describe your unit and lesson planning.
- a. Present an overview of your plan for the unit. What is the specific planned flow of events that constitutes your unit? This can be a schedule or chart.
 - b. Describe the activities in detail. Describe your plan for each activity in the instructional unit.
 - c. Describe your tool use supporting instruction. From the perspectives about technology present in Kentucky Teacher Standard 6 and in Berea's Education Studies Program Goal 6 describe the nature of the technology use you designed into this instruction and a reflection about its effectiveness.

- d. Explain how your planning is congruent with your hope for the world and vision for teaching.
5. Describe your instructional decision-making.

This should be a narrative describing the flow of your instructional decisions. It should be based upon the results of your pre-assessments, your formative assessments, and your reflective journals written during the instruction you're analyzing. It should include description/analysis/reflection on how you negotiated the inevitable hurdles that occur requiring you to alter your initial plans. You should be clear how your hope for the world influenced specific decisions you made while you were teaching, including alterations you may have made to your original plans.
6. Describe the methods and results of your analysis of student learning.
 - a. Provide a summary of the data describing how students achieved your objectives. Include data from all assessments formal or informal, qualitative or quantitative. This can include tables and graphical displays, but descriptions of qualitative data will be important as well.
 - b. Describe any patterns in the way students met your objectives. Describe the relative success of any groups of students (describe and identify numbers). Be sure to disaggregate according to the standard demographic groups. What do you think contributed to the success or failure of any students?
 - c. Select one of your objectives on which your students were most successful and describe what you think are reasons for their success (with supporting evidence).
 - d. Select one of your objectives on which your students were least successful and describe what you think are reasons for their lack of success (with supporting evidence).
7. Write a reflection and self-evaluation.

Reflect on your efforts to create an instructional environment in which students' hearts and minds were engaged. How did you intentionally address changing students' dispositions in your planning? What did you learn about yourself as a teacher? What did you learn about children? What did you learn about teaching and learning?

Written Presentation				
	4	3	2	1
Overall Presentation	The submission demonstrates the writer's pride in presenting what was learned. The writer communicates competence, attention to detail and professionalism in putting together the portfolio. The writer communicates to the reader commitment to doing quality work.	The submission demonstrates the writer's pride in presenting what was learned. The writer communicates a basic understanding of professionalism in putting together the portfolio. The writer communicates to the reader commitment to doing quality work.	The submission demonstrates the writer's pride in presenting what was learned. The writer communicates a beginning understanding of professionalism in putting together the portfolio. The writer communicates to the reader the intent to do quality work.	The submission does not demonstrate the writer's pride in presenting what was learned. The writer does not communicate competence, attention to detail and/or professionalism in putting together the portfolio. The writer communicates to the reader a lack of commitment in doing quality work.
Organization	All components of the portfolio are included. Presentation is professional; typed cover page, a table of contents, easy for the reader to follow. It is clear that the writer was intentional and careful in putting the portfolio together. Additionally, the writer included a creative, expressive, or innovated aspect to the portfolio to further communicate ideas.	All components of the portfolio are included. Presentation is professional; typed cover page, a table of contents, easy for the reader to follow. It is clear that the writer was intentional and careful in putting the portfolio together.	All components of the portfolio are included. Presentation is professional; typed cover page, a table of contents, easy for the reader to follow.	Not all components of the portfolio are included and/or the presentation is not professional.
Content	All sections are fully aligned. The teaching philosophy, discussion of the EDS goals, unit and work sample analysis are all congruent. The writer's hope for the world and vision for teaching is clearly communicated and woven throughout all components.	All sections are aligned. The teaching philosophy, discussion of the EDS goals, unit and work sample analysis are congruent. The writer's hope for the world and vision for teaching is clearly communicated.	Most aspects of the teaching philosophy, discussion of the EDS goals, unit and work sample analysis are congruent. The reader must infer at times, and/or some connections are vague or awkward. The writer's hope for the world and vision for teaching is communicated.	Sections are not aligned. The teaching philosophy, discussion of the EDS goals, unit and work sample analysis are at times contradictory. The writer's hope for the world and vision for teaching is not clearly communicated and/or woven throughout all components.
Mechanics	Contains few if any errors in professional writing conventions. The writing is excellent, clearly and effectively communicates ideas. The reader is able to understand what is written. The quality of the writing engages the reader.	Contains few if any errors in professional writing conventions. The writing is good and effectively communicates ideas. The reader is able to understand what is written.	Contains few errors in professional writing conventions. The writing adequately communicates ideas. The reader is able to understand what is written.	Contains many errors in professional writing conventions. The writing does not communicate ideas. The reader cannot easily understand what is written.

Section A.

	4	3	2	1
<p>Teaching Philosophy Discuss the following four dimensions:</p> <ol style="list-style-type: none"> 1. What is your hope for the world? 2. What is your vision for teaching that reflects your hope for the world? 3. As you consider aspects of your vision for teaching, reflect on: <ul style="list-style-type: none"> • Planning/Implementation • Inquiry/Assessment • Diversity/Relationships • Reflection/Self-correction 4. What other dimensions inform your vision for teaching? 	<p>Statement provides a full and rich discussion of all aspects of the three required/stated dimensions, adding several personal dimensions (as instructed in #4). Statement is tightly woven and fully aligned internally. Writing demonstrates deep thinking, understanding of complexities, and challenges of teaching with a particular hope for the world and vision for teaching.</p>	<p>Statement provides a full and rich discussion of all aspects of the three required/stated dimensions, adding at least one personal dimension (as instructed in #4). Statement is consistent and fully aligned internally. Writing demonstrates deep thinking, understanding of complexities, and challenges of teaching with a particular hope for the world and vision for teaching.</p>	<p>Statement addresses all aspects of each of the three required/stated dimensions and adds at least one personal dimension (as instructed in #4). Statement is internally aligned. The philosophy statement is adequate, but lacks consistent depth and complexity in all areas.</p>	<p>Statement does not address all aspects of the three required/stated dimensions and/or statement does not add any personal dimensions (as instructed in #4). Or, the statement is not internally aligned. Or, the philosophy statement is weak, narrow or superficial in presentation.</p>

Section B.

	4	3	2	1
<p>Program Goals/work in classroom discussion</p> <p>1.Explain what the goal means to you in ways that demonstrate your ability to embrace its complexity and its role in realizing your hope for the world and your vision for teaching.</p> <p>2. Select, include, and discuss at least one piece of evidence from your student teaching that demonstrates:</p> <ul style="list-style-type: none"> Your understanding of that goal; How your vision for teaching connects to that goal. <p>3. Show the evidence you include relates to one or more of the ten <i>Kentucky Teacher Standards</i> (KTS).</p> <ul style="list-style-type: none"> Include the Kentucky Teacher Standard and indicators you address in your narrative. Address each of the ten standards. 	<p>All goals are communicated clearly and vision for the world and vision for teaching is woven throughout the statement</p> <p>Statement demonstrates deep thinking and understandings of goals' complexities</p> <p>Evidence from student teaching experience accompanies each goal, enriches discussion of goal and connects to vision for teaching</p> <p>KTS are present in each piece of evidence and standards are related to goals in statement. Each standard is present somewhere in goals discussion</p>	<p>All goals are communicated clearly and vision for the world and vision for teaching is somewhat woven throughout the statement</p> <p>Statement demonstrates a strong understanding of goals' complexities</p> <p>Evidence from student teaching experience accompanies each goal and connects with discussion of goal and vision for teaching</p> <p>KTS are present in each piece of evidence and are included in statement. Each standard is present somewhere in goals discussion</p>	<p>All goals are communicated with inconsistent depth. Vision for the world and vision for teaching is present in discussion.</p> <p>Statement somewhat demonstrates an understanding of goals' complexities</p> <p>Evidence from student experience accompanies each goal</p> <p>At least one KTS is present in each piece of evidence. Each standard is present somewhere in goals discussion</p>	<p>All goals are not communicated in statement or are discussed superficially.</p> <p>Statement does not demonstrate an understanding of some of the goals.</p> <p>Evidence does not accompany each goal.</p> <p>Some KTS are missing from the evidence supporting goals discussion</p>

Section C.					
COMPONENTS	(√)	4	3	2	1
I. Instructional Environment		<ul style="list-style-type: none"> • Descriptions are clear, comprehensive, and vivid 	<ul style="list-style-type: none"> • Descriptions are clear, to the point, and detailed. 	<ul style="list-style-type: none"> • Descriptions are clear and have adequate detail. 	<ul style="list-style-type: none"> • Descriptions are not clear and/or lack adequate detail.
Description of Physical Environment:					
Description of Students:					
Description of Learning Context:					
II. Unit Plan Overview		<ul style="list-style-type: none"> • Unit goals are substantial and observable; address relevant knowledge, skills & dispositions; are justified according to state standards; are aligned with vision for teaching. • Reflection is comprehensive, clear, profound, aligned with vision for teaching. 	<ul style="list-style-type: none"> • Unit Goals are important, observable, address relevant knowledge, skills & dispositions, justified according to state standards & philosophy and vision for teaching • Reflection is comprehensive, clear, substantial, aligned with philosophy and vision for teaching. 	<ul style="list-style-type: none"> • Unit goals are reasonable, observable, address relevant knowledge & skills, justified according to state standards. • Reflection is comprehensive, generally clear, has some depth, aligned with philosophy and vision for teaching. 	<ul style="list-style-type: none"> • Unit goals are not reasonable and/or observable, and/or do not address knowledge & skills, and/or are not justified. • Reflection is not comprehensive, and/or not clear, and/or lack depth, and/or contradicts philosophy and vision for teaching.
Overview & Rationale:					
Key Concepts or Essential Questions:					
Unit Goals:					
POS, CCA, and CCS:					
Intended Dispositions:					
Intended Performance Levels:					
Reflection:					
III. Assessment Plan		<ul style="list-style-type: none"> • Represents an understanding of how student dispositions, skills, and understandings may develop over the course of the unit and is keyed to anticipated difficulties. • Uses both qual. & quan. Data sources. • Shows understanding how to develop assessments that produce valid & reliable information. 	<ul style="list-style-type: none"> • Represents an understanding of how student dispositions, skills, and understandings may develop over the course of the unit. • Uses both qual. & quan. Data sources. • Shows understanding how to develop assessments that produce valid & reliable information. • Provides effective communication of development to all 	<ul style="list-style-type: none"> • Addresses the development of student dispositions, skills and understandings. • Uses qual. or quant. data sources. • Shows understanding how to develop assessments that produce valid & reliable information. • Provides communication of achievement to all. • Doesn't contradict philosophy and vision for 	<ul style="list-style-type: none"> • Does not address the development of student dispositions, skills and understanding • Plan lacks important elements, and/or • Shows lack of understanding how to develop assessments that produce valid & reliable information, and/or • Contradicts philosophy and vision for teaching and/or
Pre-Assessment:					
Formative Assessment:					
Summative Assessment:					
Reflection:					

		<ul style="list-style-type: none"> Provides effective communication of development to all. Aligned with philosophy and vision for teaching. Calls for students to demonstrate learning in multiple ways. <p>Reflection is comprehensive, clear, profound, aligned with philosophy and vision for teaching.</p>	<ul style="list-style-type: none"> Aligned with philosophy and vision for teaching. Calls for students to demonstrate learning in multiple ways. Reflection is comprehensive, clear, substantial, aligned with philosophy and vision for teaching. 	<p>teaching.</p> <ul style="list-style-type: none"> Calls for students to demonstrate learning in limited ways. Reflection is comprehensive, generally clear, has some depth, aligned with philosophy and vision for teaching. 	<ul style="list-style-type: none"> Reflection is missing elements, and/or not clear, and/or of limited depth, and/or contradicts vision.
IV. Unit and Lesson Planning		<ul style="list-style-type: none"> Planning is comprehensive, flowing. Planned learning experiences call for active and mindful student engagement. Planning includes thoughtful transitions. Planning is congruent with philosophy and vision for teaching. 	<ul style="list-style-type: none"> Planning is comprehensive, effective, aligned with philosophy and vision for teaching. Planned learning experiences call for active and mindful student engagement. Planning includes thoughtful transitions. Planning is congruent with philosophy and vision for teaching. 	<ul style="list-style-type: none"> Planning contains all elements but not well-developed, feasible, not aligned with philosophy and vision for teaching. Planned learning experiences attempt call for active and mindful student engagement. Planning includes transitions. Planning is congruent with philosophy and vision for teaching. 	<ul style="list-style-type: none"> Planning lacks important elements, and/or not feasible, and/or contradicts philosophy and vision for teaching. Planned learning experiences do not call for active and mindful student engagement. Planning is not congruent with philosophy and vision for teaching.
Overview:					
Detailed Activity Description:					
Tool-Use Description:					
Transitions:					
V. Instructional Decision-Making		<ul style="list-style-type: none"> Narrative insightfully and comprehensively describes the flow of teaching decisions based on ongoing assessments and daily reflections. Narrative includes insightful analysis and in-depth reflection on alterations required during unit. Narrative reflects deep congruence among teaching decisions, philosophy, and vision. 	<ul style="list-style-type: none"> Narrative describes thoughtfully and in adequate detail the flow of teaching decisions based on ongoing assessments and daily reflections. Narrative includes analysis and reflection on alterations required during unit. Narrative reflects congruence among teaching decisions, philosophy, and vision. 	<ul style="list-style-type: none"> Narrative describes in adequate detail the flow of teaching decisions based on ongoing assessments and daily reflections. Narrative includes some analysis and reflection on alterations required during unit. Narrative reflects congruence between teaching decisions, philosophy, and visions. 	<ul style="list-style-type: none"> Narrative does not adequately describe the flow of teaching decisions based on ongoing assessments and daily reflections; and/or does not include analysis and reflection on alterations required during unit; and/or does not reflect congruence among teaching decisions, philosophy, and vision.

VI. Analysis of Student Learning		<ul style="list-style-type: none"> • Discussion, presentation, and summary of data and patterns are thoughtful and comprehensive. • Discussion of most and least successful objective is thoughtful, detailed, and includes relevant supporting evidence. 	<ul style="list-style-type: none"> • Discussion, presentation, and summary of data and patterns are thoughtful and in adequate detail. • Discussion of most and least successful objectives is clear and includes relevant supporting evidence. 	<ul style="list-style-type: none"> • Discussion, presentation, and summary of data and patterns are adequate. • Discussion of most and least successful objectives is adequate and includes relevant supporting evidence. 	<ul style="list-style-type: none"> • Discussion, presentation, and summary of data and patterns are inadequate; and/or • Discussion of most and least successful objective is inadequate and/or lacks relevant supporting evidence.
Summary of Date:					
Description of Patterns:					
Analysis of Successful Objective:					
Analysis of Less-Successful Objective:					
VII. Reflection and Self-Evaluation		<ul style="list-style-type: none"> • Reflection is comprehensive, clear, profound, aligned with philosophy and visions for teaching. 	<ul style="list-style-type: none"> • Reflection is comprehensive, clear, substantial, aligned with philosophy and vision for teaching. 	<ul style="list-style-type: none"> • Reflection is comprehensive, generally clear, has adequate depth, aligned with philosophy and vision for teaching. 	<ul style="list-style-type: none"> • Reflection is not comprehensive, and/or not clear, and/or lacks depth, and/or contradicts philosophy and vision for teaching.
What learned about self as a teacher?					
What learned about children?					
Why did you select the dispositions that you focused on in your instruction?					