

Warner School of Education – University of Rochester COMPREHENSIVE PORTFOLIO

Section I: Overview and General Guidelines:

Goals of the portfolio

This “comprehensive portfolio” has been designed to assess the extent to which you have achieved the set of proficiencies we have established as the goal of our teacher preparation programs. We also expect that creating the portfolio will be a valuable learning experience, as it will require you to look back at your entire experience in the program, reflect on what is required to be a good teacher, and examine what you have accomplished so far and what you would like to develop further in your practice.

Candidates who do not receive a passing grade in this portfolio will not be able to graduate from their teacher preparation program and be recommended to the New York State Education Department for teaching certification.

Who needs to submit this comprehensive portfolio

All teacher candidates admitted after November 2003 into a Masters’ teacher preparation program leading to NYS Initial as well as Professional teaching certification will need to submit and pass this comprehensive portfolio evaluation in order to graduate and be recommended for teacher certification. This comprehensive portfolio will also serve as the “culminating assessment” required by the University of Rochester of all Master’s students.

Targeted proficiencies

Warner teacher candidates need to demonstrate two sets of complementary proficiencies:

- a. those established by the Warner School for all teacher candidates (regardless of their area of specialization), and
- b. those established by their professional organization specifically for teacher candidates in their area of specialization (also referred to as “SPA” proficiencies/standards hereafter).

Both sets of proficiencies have been reproduced in the “Key Assessments” booklet specific to your area of specialization. When taken together, these proficiencies identify the main skills, dispositions, and knowledge that we believe teacher candidates need to have in order to become successful teachers.

The list of “Warner proficiencies” was derived from the standards articulated by the Interstate New Teacher Assessment and Support Consortium (INTASC), our own Warner School conceptual frameworks, the National Council for the Accreditation of Teacher Education (NCATE) and the New York State Education Department (NYSED). These proficiencies have

been organized according to the following ten principles, parallel to those identified by INTASC, and each addressing a key element of teaching:

1. Content principle
2. Learning principle
3. Equity principle
4. Pedagogy principle
5. Learning community principle
6. Communication principle
7. Planning principle
8. Assessment principle
9. Professional practice principle
10. Community principle

Rubrics

For each of the targeted proficiencies (both Warner School and specialization-specific), we have created a holistic rubric that makes explicit what we consider as:

- 1. Insufficient** – i.e., the evidence provided in the portfolio suggests that the candidate has not attained the proficiency in question
- 2. Basic proficiency**– i.e., the evidence provided in the portfolio suggests that the candidate has attained the targeted proficiency at least at the minimum acceptable level for graduation and certification
- 3. Outstanding proficiency** – i.e., the evidence provided in the portfolio suggests that the candidate has attained the targeted proficiency at the level we would ideally like teacher candidates to achieve at the completion of their teacher preparation program or beyond.

Throughout the program, we have been using 4-point rubrics where, in addition to these three levels, we also had an “Emergent” level. The “Emergent” category was used to indicate that, although the candidate had not yet been able to achieve the minimum level expected, good progress towards the targeted proficiency was taking place; as such, it provided both candidates and instructors with valuable information to inform subsequent actions within the program. However, since this portfolio evaluation takes place at the end of your teacher preparation program, and aims to ensure that all our teacher candidates exit the program with at least a minimum level of proficiency in key areas that we have identified as necessary for successful teaching, we have eliminated this category from our comprehensive portfolio rubrics. To maintain consistency with the other rubrics used for candidate evaluation at the other key transition points (i.e., admission, pre-internship and post-internship), while the “Emergent” column will NOT appear in our rubric tables, the other three levels will continue to have the same score, that is:

- 1 – Insufficient**
- 3 – Basic proficiency**
- 4 – Outstanding proficiency**

Portfolio evaluation process

Each portfolio will be evaluated by two faculty members in Teaching & Curriculum – your advisor and a “second reader” assigned by the Chair of Teaching & Curriculum in consultation with your advisor.

Each reviewer will independently score your portfolio according to the rubrics; if there is disagreement in their evaluation for any proficiency, the two reviewers will discuss it and reach consensus. Whenever an evaluation of “Insufficient” is reached for any proficiency, a detailed explanation of the identified shortcomings and what needs to be done to overcome them will be provided. You will receive the result of the reviewers’ combined evaluation.

You will need to receive an evaluation of 3 or 4 in each of the targeted proficiencies in order to pass this final comprehensive portfolio evaluation and graduate from the program.

If you were marked as “Insufficient” in one or more proficiencies, you will have one chance to revise and resubmit your portfolio. The same original two reviewers will usually review the resubmission.

Portfolio submission dates

Because of its comprehensive nature, this portfolio needs to be submitted at the end of your teacher preparation program, after you have successfully completed all the coursework and internships required for your program and with sufficient time to ensure its evaluation before our graduation deadlines. Therefore, there are three deadlines for the submission of the comprehensive portfolio during each academic year, and they are continuously updated on our website.

No portfolio submission (or re-submission) will be accepted at any other time.

Portfolio organization

Your portfolio will need to include the following three main sections:

1. A **Personal Statement**, where you introduce yourself as a teacher and provide all the information that you think would be helpful for a reviewer to know before looking at the rest of the documents included in your portfolio. Among other things, this section should articulate “what kind of teacher” you want to be and why, what you think is required in order to be a “good teacher” (i.e., your theoretical framework) and to what extent you have achieved these expectations as a result of your experiences up to this point. (You may want to look at the “tips” provided for each section of the portfolio to get more ideas for what you may want to include in this Personal Statement)
2. A **Narrative** section, where you make a case that you have achieved all of the targeted proficiencies/standards at least at the basic proficiency level expected. Your narrative will be

organized in ten sections, according to each of the ten principles articulated in Section II. In each section, you are expected to identify the extent to which you believe you have achieved each of the proficiencies/standards related to that principle as a result of your experiences in the program. You are expected to provide evidence to support your claims; in most cases, the evidence will consist of referring to samples of your best work that illustrate that proficiency. For each section, we have prepared some additional guidelines and suggestions (see next section) and also included the rubrics that will be used for our evaluation (see Rubrics section).

3. An **Exhibits** section, where you collect samples of your best work and other relevant artifacts. Collecting all relevant artifacts in one section of the portfolio will enable you to refer to a specific artifact multiple times in your portfolio (i.e., cross-reference) without having to reproduce multiple copies of that artifact. Please note that the artifacts included in this section should all be mentioned at some point in your narrative section. Also make sure that it is easy for a reviewer to find specific artifacts as they are referenced to in your narrative – whether by numbering the pages in the Exhibits section consecutively, or by clearly labeling sub-sections and numbering the pages consecutively within each sub-section.

NOTE: If your area of specialization accepts or requires electronic portfolios, please ask your advisor for more information.

Required elements in the Exhibit section

While you will select most of the artifacts to be included in the Exhibits section based on the items you choose to refer to in your narrative, there are some important documents that we want to make sure everyone includes in his/her portfolio:

- a. Your **Innovative Unit Paper**, including instructor's comments and graded rubric. (*NOTE: This can be submitted in a separate binder, if appropriate*) ** **Inclusion candidates: in addition, include the Continuous Teaching Cycle project, which is an extension of the Innovative Unit**
- b. The **Student Teaching Final Evaluation** you received from your cooperating teachers and university supervisor at the end of each of your student teaching experiences (both the narrative and rubric components).
- c. Your **official results on the relevant NYS licensure tests** – in addition to the results in the LAST and ATS-W exams (common to all teacher candidates applying for NYS Initial Certification), you also need to include the results in the Content Specialty Test (CST) specific to your specialization, that is:
 - For **Elementary/Childhood** and **Early Childhood** candidates: Multiple Subjects CST.
 - For **Mathematics** candidates: Mathematics CST.
 - For **English** candidates: English Language Arts CST.
 - For **Social Studies** candidates: Social Studies CST.
 - For **Science** candidates: Biology, Chemistry, Physics and/or Earth Science CST, depending on the certifications sought.

- For **Foreign Languages** candidates: French, German, Italian and/or Spanish CST, depending on the certifications sought.
 - For **ESOL** candidates: English for Speakers of Other Languages CST.
 - For **Inclusion** candidates: Disabilities CST.
- d. *(not applicable to ESOL candidates)* A copy of your completed **Admissions Content Preparation Review Worksheet** (to be requested from the Office of Student Services), plus a completed **Content Preparation Update Worksheet** (included in this booklet). At the time of your admission into the program, you were asked to complete an Admissions Content Preparation Review Worksheet to help evaluate the extent to which your content preparation fulfilled both New York State and relevant professional organization standards and, when needed, to identify what additional experiences needed to be completed by graduation in order to meet those requirements. As you are now at the end of your program, we would like you to use the Content Preparation Update Worksheet appropriate to your program to document that you have completed all the additional experiences agreed upon at the time of admissions (if any), and also to identify other learning opportunities you had throughout your program to deepen your proficiency in specific content preparation standards. This will give the reviewer a complete picture of your content preparation at completion of your teacher preparation program.

In addition, other artifacts may be required of candidates in specific areas of specialization – as articulated in the more detailed guidelines provided in the next section.

Other possible sources to consider in gathering artifacts for the Exhibit section

Evidence that you have achieved certain proficiencies can come from many different sources. For each section of the portfolio, in Section II we will provide specific suggestions that are especially relevant to the proficiencies assessed in that part of the portfolio. Below we have provided a more generic list that can give you some ideas about the kinds of artifacts that it may be worthwhile for you to collect as you move through your program:

- Written assignments (with instructor’s feedback and evaluation when available)
- Artifacts produced during the “experiences as learners” or inquiry projects in which you engaged during your methods courses.
- Lesson plans created as part of your internships.
- Samples of student work.
- Photos with captions.
- Correspondence with parents, colleagues and other community members.
- Your journals, field-notes, and vignettes.
- Data from your research projects.
- Final evaluations and more informal notes from your cooperating teacher or university supervisor.
- Testimonials from faculty, cooperating teachers, university supervisors, students, parents/caregivers, colleagues, etc.
- Artifacts from conferences, seminars or community events in which you participated.

Portfolio Checklist

PREPARATION

- Collect and keep everything.
- Ask supervisors and cooperating teachers as well as students to give you written feedback on your performance.
- Keep copies of student work; take photographs (or video) in your placements.

ARTIFACT SELECTION & MANAGEMENT

- Number all artifacts individually and clearly for ease of reference; make sure to refer to these artifacts by number in your narrative.
 - When you cite a large artifact (such as the Innovative Unit Plan), refer to specific page numbers or items within this document that specifically address the proficiency.
 - If you are preparing an electronic portfolio, name your documents in ways that clearly indicates to the reader the order in which they first appear in the text.
- Include artifacts in a box, binder, or digital file in order of first mention in the text.
- Innovative Unit should be submitted in a separate binder.
- Don't forget to include REQUIRED pieces - for example, the self-assessed transcript review form and update (except for ESOL).
 - See Portfolio handbook for complete list of required exhibits)
- Please do not enclose each page in plastic sleeves (ok for photographs or artwork).
- Please be sure to include graded rubrics whenever possible, and cite as evidence others' evaluations of your work, as well as your own understanding of that work.
- Common core artifacts include:
 - Transcripts from content coursework (except for ESOL).
 - Final papers in core classes
 - Field based placement evaluations
 - Lesson plans and innovative unit paper
 - Candidate assessment of your students
 - Evaluation of you by your students (if you did this)

NARRATIVE

- Make sure to explain how each artifact illustrates or exemplifies the point you are making (the claim in your argument) in your narrative. Don't just assume that referencing the artifact will suffice for your reader to understand—or believe—what you are saying. Ask yourself whether the narrative would still demonstrate the principles and proficiencies if the evidence were not there.
 - You still need to remember to be concise and focused!
- When referencing a paper you wrote for a class, include a representative quote or quotes from that paper that illustrate the point you are making, and include the relevant page number. Don't expect your portfolio readers to re-read the whole paper.
- Make sure to address all aspects of the rubric's criteria (each numbered and subnumbered

section) in your narrative. For example, when addressing the use of technology, don't just describe how you used technology, but also discuss the benefits and drawbacks related to using technology in the classroom and what changes about the content or instruction with the use of technology. If you don't have evidence to address a specific point you still need to discuss it in your narrative—for example, if you had no opportunities in your placements to interact with parents, discuss why not.

- Help the reader navigate your narrative by identifying which proficiency you just addressed with parentheses at the end of that section (Proficiency 3.2).
- Focus overall on how you have translated the theories and practice studied in your WS courses into your teaching practice. Use specific references from your coursework to link your teaching practice and artifacts with the theories you have studied and explored. Use formal APA citation format and include a reference list.
- Note the distinctions in the proficiencies within a principle that ask for demonstration of Knowledge (K), Disposition (D) and Skill (S) and choose artifacts appropriately, so as not to create too much redundancy within a principle. For example, proficiencies marked with a (K) might include more coursework-based artifacts and proficiencies marked with an (S) might call for more evidence from Field Experiences and Student Teaching.

SPECIAL ATTENTION TO CONTENT STANDARDS:

- When you address the content principle, address each of the standards or themes for your subject matter content (see additional rubrics for lesson plan and innovative unit assignments). Synthesize and cite works read during BOTH your academic and teacher education coursework in your narrative. You also need to demonstrate through links to lesson plans, student work, vignettes or reflections about classroom events, or artifacts used in the implementation of lessons that you have the ability to facilitate student understanding of these themes, standards and/or performance expectations. Your narrative should be in your own words and not a "carbon copy" of the description of the themes or standards in your content area standards documents.
- Throughout your narrative, you should also synthesize knowledge and habits of mind developed in content-based curriculum courses with foundation curriculum courses.
- Since evaluations alone may be inadequate ways to demonstrate your ability to implement the various standards in your teaching, please consider including vignettes describing classroom events, video clips of interactions in your classroom, and copies of student work to support your claims about your implementation of the principles in your student teaching classes.

DETAILS

- Spell out all acronyms on first use. Don't assume both of your readers will know acronyms, especially the ones specific to your content area.
- Your text should flow well. For example, use transitions from paragraph to paragraph and section to section—don't just amass a collection of chunks of text.
- Finally, PROOFREAD—don't just use spell check, but actually read your narrative word for word, or better yet, exchange drafts with a friend for peer review. This document should represent your best professional self.

Section II: Detailed Guidelines for Each Section of the Narrative

1. CONTENT PRINCIPLE:

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

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

- 1.1 Candidates have a broad preparation in the subject area(s) taught, consistent with professional and New York State standards*
- 1.2 Candidates have a good understanding of some of the central concepts, tools of inquiry and structures of the subject matter(s) taught, and have developed strategies and skills to continue their learning in this area*
- 1.3 Candidates are familiar with the principles and concepts delineated in professional, New York State, and Warner Teaching and Curriculum standards, and their implications for curricular and instructional decisions*
- 1.4 Candidates can create learning experiences that make the subject matter meaningful and relevant for all students*

In addition, in this section you also need to make the case that you have achieved the relevant standards (or components/indicators) identified by your professional association that are related to content knowledge. Depending on your area of specialization, these include:

- *For **early childhood** teacher candidates:* NAEYC standard #4c
- *For **elementary (childhood)** teacher candidates:* ACEI standards #2.1-2.8
- *For **mathematics** teacher candidates:* NCTM standards #1-6 and #9-15.
- *For **English** teacher candidates:* NCTE standards #3 (and related components)
- *For **social studies** teacher candidates:* NCSS interdisciplinary thematic standards #1.1-1.10 (content knowledge component only – see rubrics).
- *For **science** teacher candidates:* NSTA standards #1a-e, 2a-c, 3a-b, 4a-b, 5b, 5e
- *For **foreign languages** teacher candidates:* ACTFL standards #1.a-c; 2a-b; 3a, 4a
- *For **ESOL** teacher candidates:* TESOL standards #1.a-b; 2a-b
- *For **inclusion** teacher candidates:* CEC standard #1

(For more information on the standards and rubrics specific to your area of specialization, see Rubrics)

As you prepare your narrative for this principle, please consider the following:

- **Make sure that your narrative explicitly addresses each of the above proficiencies, as well as the relevant standards set by your professional organization (as identified above). In**

particular, early childhood, elementary/childhood, and inclusion teacher candidates need to address ALL content areas addressed in their professional standards, and social studies candidates need to address ALL ten social studies themes.

- Review the scoring rubrics for the Content Principle provided in Section III of this document to get a better sense of what is expected for this section of the Portfolio.
- In this section we also expect you to address explicitly how you have met the minimum requirements set by New York State with respect to coursework in the subject area(s) you will be teaching (NOTE: all these are articulated in the “Admissions Content Preparation” form created for your area of specialization); even if, like most Warner candidates, you have met these requirements prior to entering your teacher preparation program, we still need you to explicitly address these requirements in your narrative and provide evidence that you met them.
- We are well aware that it would be impossible, within the scope of this portfolio, for you to provide a comprehensive report of what you know about your subject matter. Therefore, what we are looking for in this section are simply some concrete examples that illustrate the depth of your understanding of the subject matter(s) you will teach and your ability to create learning experiences that reflect this understanding.

Required artifacts to be referred to in this section:

- Official results in the relevant Content Specialty Test (CST) and LAST test.
- **(for all candidates except ESOL)** Your “Admission Content Preparation Review” and “Content Preparation Update” worksheets
- **(for mathematics candidates who enrolled after Fall 2006 ONLY)** A copy of the Math Knowledge Observation Tool compiled by your methods course instructor(s).
- **(for science candidates who enrolled after Fall 2006 ONLY)** The “Understanding Your Field as a Discipline” (EDU 448 requirement) assignment and “Science as Learners” paper (EDU 487 requirement).
- **(for social studies candidates ONLY)** Instructor’s Summary Evaluation of the Lesson Plan Assignments.
- **(for inclusion candidates ONLY)** The “Comprehensive School Reform and Inclusive Practice” (ED 451 requirement) paper, IEP project (ED 447 requirement), and your IEP meeting narrative.

Tips about other sources of artifacts you could use as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes some statements about your beliefs about the subject matter(s) you teach
- Specific assignments in your methods courses (and content courses for MAT students) – especially as they reveal your understanding of specific content, of the nature of the discipline you teach, of specific standards, etc.
- “Experiences as learners” or inquiry projects you engaged in during your methods courses -- especially as they led to you to some new insights about specific topics.
- Analysis of lessons and/or instructional resources – especially as they may reveal your recognition of key concepts, tools of inquiry or structures of the discipline(s) you teach and demonstrate your ability to make content relevant and meaningful for students.
- Lesson plans you designed for your students – especially as they address key concepts, tools

of inquiry or structures of the discipline(s) you teach, and make these contents relevant and meaningful for all students.

- Samples of student work – especially as they illustrate how the experiences you designed enabled them to engage with significant content and find such content meaningful and relevant.
- Your journals, field-notes and/or vignettes – especially as they record insights you have gained about specific topics or standards.
- Relevant data and conclusions from your research projects.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your understanding of content and/or the quality of the content addressed in your lessons.

2. LEARNING PRINCIPLE:

The teacher candidate understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. The teacher candidate understands that learning involves active engagement in culturally valued activities with knowledgeable others and the construction of new knowledge.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

2.1. Candidates understand human development and how it is affected by context

2.2. Candidates understand that all students construct knowledge through active engagement in culturally valued activities and know what is appropriate for their students to learn, based on their age/grade level and the strengths, experiences and resources of their family/community background

2.3. Candidates are able to provide learning experiences that take into consideration the students' development level and draw on the strengths and resources available in students' prior experiences, as well as the school, family, and community contexts in which they live

In addition:

- ***Early childhood candidates*** will also need to make the case here that they have achieved NAEYC standards #1 & 2.
- ***Elementary (childhood) candidates*** will also need to make the case here that they have achieved ACEI standard #1.
- ***Inclusion candidates*** will also need to make the case here that they have achieved CEC standard #2.

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies (and, for early childhood, and inclusion candidates, also the SPA standards identified above).
- Review the scoring rubrics for the Learning Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.
- We are well aware that it would be impossible, within the scope of this portfolio, for you to provide a comprehensive articulation of your understanding of learning and development. Therefore, what we are looking for in this section are (a) the identification of key principles about learning and development that inform your teaching and (b) some examples that illustrate how these principles have affected your teaching practice.

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes some statements about your beliefs about students’ learning and development
- Specific assignments in your development courses – especially as they demonstrate your understanding of key principles of learning and development, or what is appropriate for students to learn.
- Final project in “Literacy Learning as Social Practice.”
- Relevant reflective papers from “Topics in Teaching & Schooling.”
- Relevant assignments from “Teaching and Learning in Inclusive Classrooms.”
- “Experiences as learners” you engaged in during your methods courses – especially as they made you aware of how certain topics can be learned, what is appropriate for students to learn and/or what are good examples of “relevant and meaningful” learning experiences to learn specific topics.
- Lesson plans you designed for your students – especially as they show how you take into consideration learning and development principles, culturally valued activities, the students’ development stage, prior experiences, interests and contexts, etc. in planning your lessons
- Samples of student work – especially as they illustrate how a specific student may construct knowledge of an important concept, how different students may use different learning approaches, how prior experiences and/or knowledge coming from their family or cultural background affected and supported a student’s solution, etc.
- Relevant data and conclusions from your research projects.
- Specific assignments in your methods courses – especially as they reveal your understanding of how students learn specific content, what could be culturally valued activities that can facilitate the learning of specific topics, etc.
- Your journals and field-notes – especially as they record insights you gained about how students learn.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your understanding of student learning and attention to students’ individual and cultural characteristics in designing lessons.

3. EQUITY PRINCIPLE:

The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher candidate understands the role each of us plays in the maintenance and transformation of social and educational practices that engender inequity and is committed to promote equity and social justice.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

- 3.1. Candidates understand equity and social justice principles, including everyone's right to have an opportunity to learn and what constitutes equitable and socially just behavior and treatment for themselves and others*
- 3.2. Candidates are committed to high moral and ethical standards and respect and value their students' differences in contexts and approaches to learning*
- 3.3. Candidates are familiar with some of the cultural, linguistic and learning differences and/or disabilities their students may present and their implications for the classroom*
- 3.4. Candidates are able to provide learning experiences that are culturally relevant and address the strengths and needs of all students*

In addition

- **Inclusion candidates** will also need to make the case here that they have achieved CEC standard #3.

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies
- Review the scoring rubrics for the Equity Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes some statements about your beliefs about diversity, equity, social justice and inclusion.
- Specific assignments in your development course(s) and “Disability and Schools” – especially as they address learning differences and disabilities.
- Specific assignments in “Race, Class, Gender and Disability in American Education” and “Disability and Schools” – especially as they address issues of equity and social justice.
- Final project in “Literacy Learning as Social Practice.”
- Relevant reflective papers from “Topics in Teaching & Schooling.”

- Relevant assignments from “Assessment in Instructional Contexts.”
- Specific assignments and “experiences as learners” in your methods courses – especially as they made you aware of how students may approach learning differently and how lessons could be designed to meet diverse needs.
- Lesson plans you designed for your students – especially as they show how you took into consideration learning and cultural differences and made adaptations for students with special needs.
- Samples of student work – especially as they illustrate specific challenges presented to students with special needs and what students with special needs are capable of doing when appropriately scaffolded.
- Relevant data and conclusions from your research projects.
- Classroom rules and policies you have established; letters to parents articulating your expectations – especially as they illustrate how you set high moral and ethical standards for you and your students.
- Your journals and fieldnotes – especially as they record insights you gained about students’ differences and how to meet the diverse needs of your students.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your understanding of students’ differences and your responsiveness to them.

4. PEDAGOGY PRINCIPLE:

The teacher candidate understands the link between content and pedagogy. As such, the teacher candidate understands and uses a variety of instructional strategies to encourage all students' development of critical thinking, problem solving, and performance skills that are appropriate for specific topics and subject areas, as identified by the relevant professional organization(s). The teacher candidate is able to use and problematize the various technologies available to facilitate learning.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

- 4.1. Candidates are familiar with a wide array of instructional strategies consistent with professional, NYS and WS program standards, and understand their potential uses, values and limitations for achieving specific learning goals***
- 4.2. Candidates are able to use a variety of teaching and learning strategies and classroom structures to achieve the learning goals articulated in relevant professional, NYS and WS program standards***
- 4.3. Candidates understand the potential values as well as problems and limitations of using technology in instruction***

4.4. Candidates are able to use technology in a variety of ways to support student learning within specific content areas

In addition, in this section you also need to make the case that you have achieved the relevant standards (or components) identified by your professional association that are related to pedagogy and/or pedagogical content knowledge. Depending on your area of specialization, these include:

- For **early childhood** teacher candidates: NAEYC standards #4a & 4b
- For **elementary (childhood)** teacher candidates: ACEI standards #3.3 & 3.4
- For **mathematics** teacher candidates: NCTM standards #8.1-2, 8.7-9
- For **English** teacher candidates: NCTE standards #2.2, 2.4-6, 4.1-3, 4.4-9
- For **social studies** teacher candidates: NONE
- For **science** teacher candidates: NSTA standards #5a, 5c, 5d, 6a
- For **foreign languages** teacher candidates: ACTFL standards #2c, 3a, 3b, 4a-c
- For **ESOL** teacher candidates: TESOL standards #3b-c
- For **inclusion** teacher candidates: CEC standard # 4

(For more information on the standards and rubrics specific to your area of specialization, see Rubrics)

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies
- Review the scoring rubrics for the Pedagogy Principle provided in Section III to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about the overall approach to teaching you have assumed, specific strategies that characterize your teaching practice, and/or your position about using technology in instruction.
- Specific assignments and “experiences as learners” in your methods courses – especially as they made you aware of different instructional strategies (including uses of technology) and led you to a better understanding of their potential benefits and drawbacks.
- Specific assignments in “Instructional Strategies for Inclusive Classrooms” regarding differentiated instruction.
- Relevant assignments from “Disability and Schools.”
- Lesson plans you designed for your students – especially as they show how you used different instructional strategies (including uses of technology), appropriate for the learning goals you were trying to achieve.
- Samples of student work – especially as they illustrate how students responded to some innovative instructional strategies you used, provide explicit feedback to you about the instructional strategies used, etc.

- Your journals and fieldnotes – especially as they record insights you gained about using specific instructional strategies or approaches.
- Relevant data and conclusions from your research projects.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your use of instructional strategies (including technology).

5. LEARNING COMMUNITY PRINCIPLE:

The teacher candidate 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 for all students.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

5.1. Candidates understand what may encourage or hinder student’s motivation and engagement in learning, based on an analysis of research and practice

5.2. Candidates are able to construct comfortable and safe classroom environments for all students

5.3. Candidates are able to construct a classroom environment that supports student motivation and learning and the creation of a “community of learners”

In addition:

- ***Science candidates*** will also need to make the case here that they have achieved NSTA standards #5f and 9a-d.
- ***Inclusion candidates*** will also need to make the case here that they have achieved CEC standard #5.

As you prepare your narrative for this principle, you may consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies
- Review the scoring rubrics for the Learning Community Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.
- We are well aware that it would be impossible, within the scope of this portfolio, for you to provide a comprehensive articulation of your understanding of motivation and the role it may play in schools. Therefore, what we are looking for in this section are (a) the identification of key principles about motivation that inform your teaching and (b) some examples that illustrate how these principles have affected your teaching practice.

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes some statements about your beliefs about what motivates students and how you can increase their engagement in learning.
- Specific assignments in your development courses – especially as they demonstrate your understanding of key principles of motivation and their implications for instruction.
- Final project in “Literacy Learning as Social Practice.”
- Relevant reflective papers from “Topics in Teaching & Schooling.”
- “Experiences as learners” you engaged in during your methods courses – especially as they made you aware of what helps or hinders’ different students’ engagement in specific learning activities.
- Lesson plans you designed for your students – especially as they show how you take into consideration principles of motivation in the design of your activities.
- Specific assignments in “Instructional Strategies for Inclusive Classrooms” regarding differentiated instruction.
- Relevant data and conclusions from your research projects.
- Your journals and field-notes – especially as they record insights you gained about what motivates and engages students.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your ability to create environments that foster motivation and communities of learners, and your relationship with students.
- Testimonials from students, parents and/or colleagues that address your ability to create environments that foster motivation and communities of learners, and your relationship with students

6. COMMUNICATION PRINCIPLE:

The teacher candidate understands the key role played by language in teaching and learning. The teacher candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

6.1. Candidates understand the role of language in teaching and learning.

6.2. Candidates are familiar with and proficient in a wide variety of modes and vehicles for communication that can support learning and inquiry for all students

6.3. Candidates are able to use effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry

6.4. Candidates construct curriculum activities that incorporate oral, written, visual, and electronic texts as tools for interaction and communication across multiple contexts, and that facilitate all students’ critical analysis of such texts.

In addition

- ***Inclusion candidates*** will also need to make the case here that they have achieved CEC standard #6.

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies
- Review the scoring rubrics for the Communication Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.
- In this section of the portfolio you will be expected to address communication-related standards that are specific to your area of specialization, if any are identified by the relevant professional organization and as they relate to specific proficiencies

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about your beliefs about the role of language and communication in teaching and learning.
- Final project in “Literacy Learning as Social Practice.”
- Specific assignments and “experiences as learners” in your methods courses – especially as they made you aware of different modes of communication and led you to a better understanding of their potential benefits and drawbacks.
- Specific assignments in “Instructional Strategies in Inclusive Classrooms” regarding assistive technology and augmentative and alternative communication.
- Lesson plans you designed for your students – especially as they show how you used different modes of communication (including uses of multi-media and assistive technology / augmentative and alternative communication), appropriate for the learning goals you were trying to achieve.
- Samples of student work – especially as they illustrate how students responded to different modes of communication you have been using and promoting in class.
- Relevant data and conclusions from your research projects.
- Your journals and field-notes – especially as they record insights you gained about using specific modes of communication.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your use of a variety of modes of communication (including multi-media and assistive technology / augmentative and alternative communication).

7. PLANNING PRINCIPLE:

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

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

7.1. Candidates are able to align instruction with learning goals consistent with professional and New York State standards

7.2. Candidates are able to implement lessons according to a well-defined and high quality plan

In addition, in this section you may also need to make the case that you have achieved the relevant standards (or components) identified by your professional association that are related to planning. Depending on your area of specialization, these include:

- For **early childhood** teacher candidates: NAEYC standard #4d
- For **elementary (childhood)** teacher candidates: ACEI standard #3.1
- For **science** teacher candidates: NSTA standard #6.a, 7a, 7b.
- For **social studies** teacher candidates: planning instruction component of NCSS thematic standards #1.1-1.10.
- For **foreign language** teacher candidates: ACTFL standard #4.a.
- For **ESOL** teacher candidates: TESOL standards #3.a.
- For **inclusion** teacher candidates: CEC standard #7.

(For more information on the standards and rubrics specific to your area of specialization, see Rubrics)

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies, **as well as the relevant standards set by your professional organization** (as identified above).
- Review the scoring rubrics for the Planning Principle to get a better sense of what is expected for this section of the Portfolio.

Required artifacts to be referred to in this section

- Lesson Plan Assignment
- Innovative Unit Paper
- Continuous Teaching Cycle (**ONLY** for **inclusion** teacher candidates)
- IEP Project (**ONLY** for **inclusion** teacher candidates)
- IEP/CSE meeting narrative (**ONLY** for **inclusion** teacher candidates)

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about how you plan instruction.
- Specific assignments and “experiences as learners” in your methods courses – especially as they made you aware of what is involved in planning effective lessons.
- Lesson plans you designed for your students (implemented and/or not).
- Your journals and field-notes – especially as they record insights you gained about planning lessons.
- Relevant data and conclusions from your research projects.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your practice in planning instruction.

8. ASSESSMENT PRINCIPLE:

The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social and physical development of all learners and to inform instruction. Assessment is embedded in authentic learning activities that are for real audiences and real purposes.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

- 8.1. Candidates understand the multiple purposes of assessment and are familiar with a variety of assessment and evaluation strategies, their purposes and potential uses***
- 8.2. Candidates are able to use a variety of assessment and evaluation strategies, including some that are embedded in authentic learning activities and have real audiences and purposes, to monitor, assess and provide guidance to student learning over time.***
- 8.3. Candidates are able to use assessment to inform instruction by making links between their teaching and student performance and by adjusting their practice as a result of analysis of and reflection on student assessment data.***
- 8.4. Candidates are able to have a positive effect on their students' learning***

In addition

- ***Inclusion candidates*** will also need to make the case here that they have achieved CEC standard #8.

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies, **as well as the relevant standards set by your professional organization** (as identified above).
- Review the scoring rubrics for the Assessment Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.

Required artifacts to be referred to in this section of the portfolio:

- Innovative Unit Paper
- Continuous Teaching Cycle (***ONLY for inclusion teacher candidates***)
- Comprehensive Evaluation and Assessment project (ED 405 requirement) (***ONLY for inclusion teacher candidates***)

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about your beliefs about assessment and your assessment practices.

- Specific assignments and “experiences as learners” in your methods courses – especially as they made you aware of what is involved in assessing students’ learning and helped you gain a better appreciation of the potential purposes, strengths and weaknesses of specific assessment tools.
- Lesson plans you designed for your students– especially as they illustrate the specific assessment tools, rubrics and systems you designed for your students.
- Specific assignments in “Assessment in Instructional Contexts” regarding multiple forms of continuous assessment and the role of assessment in informing instruction.
- Specific assignments from “Instructional Strategies for Inclusive Classrooms.”
- Samples of student work along with your comments and evaluation – especially as they illustrate your use of specific assessment tools and techniques, show the kind of feedback you provide to your students, and illustrate the impact of your teaching on your students’ learning.
- Testimonials from students, parents, cooperating teachers and/or university supervisors with respect to your assessment practices and effect on students’ learning.
- Your journals and field-notes – especially as they record insights you gained about assessment.
- Relevant data and conclusions from your research projects.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address how your practice with respect to assessing students’ learning.

9. PROFESSIONAL PRACTICE PRINCIPLE:

The teacher candidate 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, including staying up to date with research, theories and best practices in his/her field and participating in their professional communities.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

- 9.1. Candidates are committed to continue to learn and improve their practice throughout their teaching career***
- 9.2. Candidates are able to reflect on their practices, constructively use critiques of their practice, and draw from theories and research results, in order to make necessary adjustments to enhance student learning***
- 9.3. Candidates recognize the key role played by professional organizations and the importance of participating in these learning communities; this includes knowing and using relevant standards generated by these organizations (including professional ethics standards)***

In addition, in this section you may also need to make the case that you have achieved the relevant standards (or components) identified by your professional association that are related to planning. Depending on your area of specialization, these include:

- For **early childhood** teacher candidates: NAEYC standards #5a-e
- For **elementary** teacher candidates: ACEI standards #5.1-5.2
- For **foreign languages** teacher candidates: ACTFL standards #6a-b
- For **ESOL** teacher candidates: TESOL standards #5a-c
- For **inclusion** teacher candidates: CEC standard #9

(For more information on the standards and rubrics specific to your area of specialization, see Rubrics)

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies, **as well as the relevant standards set by your professional organization** (as identified above).
- Review the scoring rubrics for the Professional Practice Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about your beliefs about learning to learn, reflecting on your practice, being a member of a professional community, and the practices related to these beliefs.
- Specific assignments in “Topics in Teaching and Schooling” regarding professional ethics standards and professionalism.
- Specific assignments in “Disability and Schools.”
- Changes that took place in your lesson plans overtime as a result of receiving feedback and/or reflecting on your practice.
- Your journals and field-notes – especially as they record insights you gained about learning to learn, reflecting on your practice, and being a member of a professional community.
- Relevant data and conclusions from your research projects.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address how your practice about learning new things, receiving feedback from peers and supervisors, reflecting on your own practice, using theory and research to improve your practice, being a member of your professional community.
- Evidence of participation in conferences and seminars, subscription to journals and professional organizations in one’s area of specialization, and/or participation in professional organizations in various roles.

10. COMMUNITY PRINCIPLE:

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

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

10.1. Candidates value and seek out parental and community involvement

10.2. Candidates are able to communicate effectively with parents/caregivers and colleagues

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies
- Review the scoring rubrics for the Community Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.

In addition:

- **Science candidates** will also need to make the case here that they have achieved NSTA standards #10d.
- **Inclusion candidates** will also need to make the case here that they have achieved CEC standard #10.

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about your beliefs and practices regarding the role of parents and other community members in schools.
- Specific assignments in “Topics in Teaching and Schooling” and “Teaching Curriculum and Change” regarding the role of parents and community in schools.
- Specific assignments in “Collaborative Teaching Partnerships in Inclusive Classrooms” regarding strategies for and critical issues in professional collaboration.
- Lesson plans you designed for your students– especially as they illustrate an effort to capitalize on families and the local community to enrich students’ learning.
- Your journals and field-notes – especially as they record insights you gained about the role of parents and community in schools.
- Relevant data and conclusions from your research projects.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your practice about relating with parents and making connections with the community.
- Communications with parents and other community members.
- Participation in community events.