

Portfolio Artifacts

Supporting Materials for the Four Domains

Candidates are encouraged to keep all four standards in mind at all times and to watch for relationships among the different standards and to take advantages of opportunities to use artifacts more than once. The information below is intended to help candidates think about what kinds of materials might be used as artifacts for the four domains of criteria that are used to evaluate their student teaching. Although they are not exactly the same, the four domains do parallel the 4 Standards discussed in our Conceptual Framework.

The following is a list of support materials that candidates will create and/or encounter during that professional semester:

Domain A: Organizing Content Knowledge for Student Learning

A1: Students' background, knowledge, experience

1. Student interest inventories
2. Student biography projects
3. Student journal entries
4. Class profiles

A2: Articulation clear/appropriate learning goals for the lesson

1. Lesson plans that include the following:
 - a. Student-centered activities
 - b. Questioning and teaching techniques
 - c. Assignments that lead to higher level thinking
 - d. Goals and objectives that are linked with state and national standards
2. Reflective paragraph on how these plans worked and how you would increase student achievement the second time you taught this lesson

A3: Connections between previous, current, future content

1. A week's overview of goals, objectives, activities, evaluations
2. A timeline for a unit
3. Address in a paragraph, diagram, or event sequence how you identify prior knowledge and how you tap into it for your lessons
4. Include lesson extensions that move students on to the next topic of the curriculum

A4: Creating/Selecting teaching methods, learning activities, instructional material, etc. appropriate for students and aligned with the goals

1. Evidence demonstrating methods learned during the block experience, i.e. discovery, inquiry, collaborative learning, etc.
2. Evidence demonstrating use of multiple evaluation and assessment methods
3. Evidence that represents the variety of instructional **materials** that were employed during any field experience

A5: Creating or selecting evaluation strategies appropriate for students and aligned with goals of the lesson.

1. A rubric created to assess an assignment. Include the assignment, the rubric, and any adaptations to meet needs of diverse learners
2. Evidence demonstrating use of multiple evaluation and assessment methods
3. Evidence of alternative assessments used that reflect student achievement

Domain B: Creating an Environment for Student Learning

B1: Creating a climate that promotes fairness

1. Gender neutral assignments, activities, language
2. Inclusive assignments, activities, language
3. Evidence provided by cooperating teacher, method's instructor, or peer
4. A copy of how you assigned seating in the room to promote fairness
5. Evidence of the use of multicultural aspects in your subject area
6. Evidence of what you introduced or taught to students that promoted understanding diverse cultures

B2: Establishing and maintaining rapport with students

1. Evidence of attendance at extra-curricular activities/participation in school wide activities
2. Evidence of personal communication with students (notes, letters)
3. A compilation of comments on student papers/projects
4. Evidence provided by cooperating teacher, methods instructor, peer
5. Phone log of calls made to parents or concerned adults about students
6. A copy of a letter sent to parents introducing candidate and what he or she intends to do
7. Summaries of meetings with students, the purpose of the meeting and the outcome

B3: Communicating challenging learning expectations to each student

1. Projects that include alternatives for various learning styles, intelligences, abilities
2. Evidence provided by cooperating teacher, methods instructor, peer
3. Copy of information sheet given to all students that lists candidate's expectations for the class
4. Copy of the letter to parents that identifies candidate's classroom rules and consequences

B4: Establishing and maintaining consistent standards of classroom behavior

1. A case study involving issues of classroom behavior
2. A candidate-created discipline plan with expectations and consequences
3. Candidate created class rules/expectations/policies within a content area
4. Evidence provided by cooperating teacher, methods instructor, peer
5. Copy of candidate's behavior log: what happened and what the consequences were

B5: Making the physical environment as safe and conducive to learning as possible

1. Room plan (seating chart, teacher station, computers, etc.) for candidate's vision of an ideal classroom
2. Reflective piece on room arrangement of field experience including diagram of room

Domain C: Teaching for Student Learning

C1: Learning goals and instructional procedures clear to students

1. Syllabus of assignment sheet for a unit
2. Scripting or transcription of introduction, instructions, conclusion to a lesson
3. Capturing in writing or transcription of audio of student(s) reaction to a lesson
4. Evidence provided by cooperating teacher, methods instructor, peer

C2: Making content comprehensible to students

1. Evidence of use of manipulatives
2. Evidence of use of demonstrations
3. Evidence of use of case studies
4. Evidence of use of groups, cooperative learning styles

C3: Encouraging students to extend their thinking

1. Evidence of elaboration, use of extensions to lessons
2. Evidence of using questioning to achieve higher level thinking
3. Evidence of use of alternative assessment techniques
4. Evidence of students being encouraged to explore a concept through a variety of learning styles

C4: Monitoring student's understanding of content through a variety of means, providing feedback, adjusting learning activities as situation demands

1. Evidence of feedback to students through a compilation of remarks/methods
2. Evidence of a changed lesson plan or reteaching of a concept
3. Copies of student work that represent student achievement
4. Copies of candidate's grading rubrics and how the candidate responded to student work using these rubrics
5. Copies of candidate's records of student achievement

C5: Using instructional time effectively

1. A timeline for a class showing planned timing and real time of teaching/learning activities
2. Evidence of back-up activities linked to the lesson created as enrichment for use when activities are accomplished before the class has ended
3. Copies of Ausabelian advanced organizers used in candidate's classes

Domain D: Teacher Professionalism

D1: Reflecting on the extent to which the learning goals were met

1. Journal entry reflecting upon student learning based upon an assessment
2. Post-conference summary with cooperating teacher or peer on the success of a lesson
3. Email exchange concerning issues in teaching
4. Pre & post assessment of students on learning or on candidate's performance in the field experience
5. Copies of student reflections on their learning

D2: Demonstrating a sense of efficacy

1. Evidence of adjusting lesson plans to meet special needs
2. Original and revised lesson plans showing adaptations based upon perceived and real student needs and learning
3. Capturing the process of building a case study
4. Compilation of journal entries capturing ideas to improve teaching
5. Evidence provided by cooperating teacher, methods instructor, peer
6. Evidence of the transfer of research in content or methodology that enhances student learning

D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students

1. Evidence of collaboration on lesson plans within content area or across the curriculum
2. Evidence of team or collaborative teaching
3. Interviews with teachers on classroom practices and philosophies with accompanying reflections by the candidate
4. Summary of a scenario with teacher, **support** personnel, special education colleague about a student
5. Summary of inservice that candidate attended with a signature from cooperating teacher as evidence of attendance

D4: Communicating with parents or guardians about student learning

1. Letter of introduction to parents
2. Copies of notes to parents concerning student achievements/behavior
3. Examples of a telephone log or email log with parents
4. Classroom newsletter
5. Summaries of meeting for problem solving, parent/teacher conferences
6. Reflections on parent night attendance and programs