

DETAILED PORTFOLIO DESCRIPTION

STAGE 1

PART 2 - PORTFOLIO

Each applicant is required to create and submit a portfolio of evidence that includes a detailed resume and demonstrates his/her proficiency as a teacher in five different categories; use the categories to organize the portfolio. Develop written correspondence and select artifacts that demonstrate proficiency in the identified area of each category as well as the ability to self-reflect. An “artifact” is defined as any piece of evidence that addresses the stated requirements and can include, but is not limited to, pamphlets, surveys, questionnaires, pictures video, fliers, newsletters, emails, power points, brochures, etc.

A four-member panel, consisting of two program faculty members and two community partners, will review each applicant’s portfolio and score its contents based on a four-point rubric. A total of 16 points is possible for each portfolio category and a total of 80 points for the portfolio; a minimum score of 60 is required for admission (rubric attached).

Applicant Instructions and Portfolio Requirements are provided for each category.

Category 1: Leadership Roles

Category 2: Family and Community

Category 3: Curriculum and Instruction

Category 4: Data Analysis

Category 5: Effective Instruction Supporting Student Achievement

Portfolio Instructions and Requirements

(Note: Please include your detailed resume at the front of the portfolio.)

Category 1: Leadership Roles (Rules Section 30.70-B): Evidence of leadership roles in past positions.

Applicant Instructions: Please list and briefly describe any leadership positions you have held, especially on school committees, and include any impact you have had on the classroom, school or district, or constituents, as a result of serving in these positions. Additionally, provide evidence of and briefly explain curriculum development, student assessments, and/or other initiatives that resulted from your involvement.

Portfolio Requirements:

- A list and brief descriptions of leadership positions held, including the impact the Applicant has had on the classroom, school or district, or the constituents served.
- Evidence of curriculum development, student assessments, and/or other initiatives that resulted from Applicant’s involvement in leadership roles.

Category 2: Family and Community (Rules Section 30.70-B6): Evidence of respect for family and community.

Applicant Instructions: As a current teacher or educator, it is assumed that one has already incorporated families and the community into the school in some capacity. Accomplished teachers involve families and the community on a daily basis and many, with specific classroom activities. As part of your application process, please provide two artifacts of instruction and/or classroom activities that demonstrate how you have involved and worked with families and community groups and briefly explain how the work you have done exhibits respect for them.

- Portfolio Requirements:
- Two artifacts that exhibit your work with family and community groups
 - A brief explanation, for each artifact, of how your work with families and community groups exhibits respect for them.

Category 3: Curriculum and Instruction Practices (Rules Section 30.70-B8; 30.70-B4)

Evidence of knowledge of curriculum and instructional practices, and strong written communication skills.

Applicant Instructions: Curriculum and instructional practices are ever changing in today's modern world. As a teacher, it is essential that one stays current in these practices. As a principal, it is equally as essential to ensure the student body receives a quality education. Principals also dedicate a large portion of their day to parent communication, sometimes even explaining these curriculum and instructional practices.

A concerned parent wrote an email to the principal of a school, expressing concern regarding the school's current reading scores on standardized tests. Although it is understood that the Applicant has no formal training as a principal, please include a brief response to this parent, from a principal's perspective. Be sure to address current curriculum and instructional practices in your response.

- Portfolio Requirements:
- A thorough, thoughtful, and professional response to an email from a parent who expresses concern about the school's current reading scores on standardized tests.
 - The response is written from a principal's perspective and addresses the school's current curriculum and instructional practices.

Category 4: Data Analysis (Rules Section 30.70-B2; 30.70-B5): Evidence of accomplished classroom instruction that includes evidence of two years of student growth and learning within the last five years, and how data were used to inform instruction. Evidence of analytical abilities needed to collect and analyze data for student learning and how the results from student assessment improve student learning.

Applicant Instructions: Analysis of data and accurate student assessments are becoming increasingly important in order to achieve student growth and improve student learning. Exceptional teachers continuously reevaluate their own instructional methods by tracking student growth and learning in their own classroom.

Please provide documentation of accomplished classroom instruction by preparing a power point presentation of up to 10 slides. Show a collection and analysis of student data that include the state standards addressed, how these data were used to inform instructional planning and implementation, how the results from student assessment improved their learning, and evidence of student growth over two years. If expected outcomes did not occur, please explain steps taken to ensure student learning and growth did occur. Information, including all data, must be within the last five years.

- Portfolio Requirements:
- Documentation of accomplished classroom instruction including data that indicates two years of student growth and learning within the last five years.
 - A power point presentation of up to ten slides that:
 - (a) Demonstrates an understanding of data analysis;
 - (b) Describes how data were used to inform instructional planning and implementation, including the standards addressed;
 - (c) Shows improved student learning;
 - (d) Indicates student growth over two years; and
 - (e) Explains steps taken when expected outcomes did not occur, if applicable.

Category 5: Effective Instruction Supporting Student Achievement (Rules Section 30.70-B1; 30.70-B4; 30.70-B7; 30.70-B8): Evidence of support for all students achieving high standards of learning, strong oral and written communication skills, strong interpersonal skills, accomplished classroom instruction, and knowledge of curriculum and instructional practices.

Applicant Instructions: In today's school system, accomplished classroom instruction utilizes differentiated instruction – e.g., instruction designed to meet students' individual learning needs. More often than not, this requires variations of the same lesson – simplifying concepts for some students, or making concepts more challenging for others. Select two-four as evidence of your support for all students achieving high standards of learning. As one of the artifacts, please include an unedited video, one to three minutes in length that demonstrates effective and accomplished classroom instruction as well as knowledge of current curriculum practices. Be sure to write a brief description on how these artifacts support the objective.

- Portfolio Requirements:
- Two to four artifacts and relevant reflections describing how the artifacts selected provide evidence of support for all students achieving high standards of learning.
 - An unedited video (one to three minutes) demonstrating effective and accomplished classroom instruction, and knowledge of curriculum and instructional practices.

ATTACHMENT:

PORTFOLIO SCORING RUBRIC			
Unacceptable 1	Needs Improvement 2	Acceptable 3	Proficient 4
Portfolio is not well organized and is missing many of the required components. Artifacts and supporting narratives reveal a poor sense of leadership, provide little or no evidence of meeting category requirements, and fail or demonstrate minimal applicant proficiency in the required areas. Grammatical, punctuation, and spelling errors are prevalent throughout the portfolio.	Portfolio shows some evidence of organization and provides some of the required components. Artifacts and supporting narratives reveal a developing sense of leadership, provide evidence of meeting some of requirements for most of the categories, and demonstrate applicant's limited proficiency in most of the areas. Grammatical, punctuation, or spelling errors are evident in many portfolio components.	Portfolio is organized, includes all required components with artifacts and supporting narratives that reveal a moderate sense of leadership, adequately addresses requirements for each category, and demonstrate applicant's proficiency in all areas. Few grammatical, punctuation, or spelling errors.	Portfolio is well organized, includes all required components with artifacts and supporting narratives that reveal a strong sense of leadership, precisely and clearly addresses requirements for each category, and demonstrate applicant's proficiency in all areas. Minimal, if any, grammatical, punctuation, or spelling errors.