

Narrative 5.1 Writing Help

Reflecting on the Extent to Which the Learning Goals Were Met

[Reminder: Section 5 is related to teacher professionalism.]

Look through your artifacts and find something that shows evidence of how a teacher reflects on how well a lesson or assessment meets the goals. (Look at the evidence ideas in your Portfolio Handbook.)

Write a paragraph for the first bullet which explains why it is important for teachers to reflect (check) what they have done in the classroom. Why do teachers need to check their lesson plan, teaching strategy, or evaluation for its effectiveness? Why do teachers need to check their lesson plan, teaching strategy, or evaluation to be sure the learning goals are met? How can they use the reflection and feedback to improve? How can a teacher adjust the activities, materials, or teaching strategies when reflection or feedback indicates improvement needs made or the learning goals were not met?

Write a paragraph for bullet two which explains how feedback from others helps identify the strengths and weaknesses of classroom instruction. Why should teachers not only self-reflect after every lesson, activity, or evaluation, but also get feedback from their students, colleagues, and administration as to the effectiveness of their teaching strategies?

Include a reference to your evidence and explanation of how that evidence demonstrates how a teacher reflects on whether or not the learning goals were met.

Narrative 5.2 Writing Help

Demonstrating a Sense of Efficacy

[Reminder: Section 5 is related to teacher professionalism.]

Look through your artifacts and find something that shows evidence of how a teacher demonstrates a sense of efficacy – believing that (s)he is responsible for the students' learning. (Look at the evidence ideas in your Portfolio Handbook.)

Write a paragraph for the first bullet which defines and explains efficacy in the school environment. What is efficacy? Why should teachers demonstrate a sense of efficacy? Teachers with a sense of efficacy believe they can teach every student – regardless of the students' background, abilities, behavior, etc. Why should teachers believe they are responsible for student success? Why is this important for a teacher to be successful? Why is it important for a teacher to continuously monitor the progress of students and work on improving instruction to reach every student? What would the classroom look like when the teacher has a sense of efficacy?

Write a paragraph for bullet two which describes techniques teachers use to support student success. What are some techniques teachers use to help struggling students reach learning goals? How would a teacher with efficacy recognize or identify struggling students? What type of modifications (changes) would a teacher with efficacy make to help every student reach the learning goals? How would a teacher continuously monitor the progress of students and work on improving instruction to reach every student? What type of teaching strategies or procedures would help a teacher effectively and efficiently reach all learners – especially those who struggle? What would a teacher with a sense of efficacy do? Why do teachers with efficacy see their creativity and ingenuity as tools to meet the challenges of students experiencing difficulties?

Include a reference to your evidence and explanation of how that evidence demonstrates how a teacher shows a sense of efficacy.

Narrative 5.3 Writing Help

Building Professional Relationships with Colleagues to Share Teaching Insights and to Coordinate Learning Activities

[Reminder: Section 5 is related to teacher professionalism.]

Look through your artifacts and find something that shows evidence of how a teacher builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. (Look at the evidence ideas in your Portfolio Handbook.)

Write a paragraph for the first bullet which explains how professional relationships improve instruction and address teaching concerns. Why should teachers develop professional relationships with fellow teachers? How could teachers help one another: learn from shared experiences, share new teaching strategies, and coordinate learning activities? How would this sharing make a better learning environment? How could colleagues help a new or struggling teacher: assessment, observation, feedback?

Write a paragraph for bullet two which identifies appropriate colleagues and resources for collaboration. What are some ways teachers can collaborate: support groups, team teaching, workshops, conferences, conventions, seminars, etc. What types of things would teachers discuss with their colleagues: lessons, teaching strategies and activities, personal development opportunities, etc. Other colleagues, besides teachers, would be curriculum consultants, guidance counselors, principals, other administrators, etc. How could these colleagues be resources? Professional organizations provide workshops and other collaboration opportunities, and journals or other resources for educational strategies or methods. How could becoming a member of a professional organization (National Science Teachers Association, American Society for the Teachers of Math, Ohio Council for the Teachers of English and Language Arts, etc.) help a teacher?

Write a paragraph for bullet three which describes examples of collaboration. Why would new teachers being mentored by veteran teachers help the novice? Why should teachers within a subject area collaborate or team teach (for example, to make sure they are not repeating activities and building on previously learned material)? What is team teaching? Would it be an advantage to have cross-curricular team teaching (for example, math and science teachers working together)? How could a teacher collaborate with a guidance counselor (maybe a unit on college readiness, stress reduction, etc.)? Why should teachers serve on school improvement, safety, technology or other committees with administrators?

Include a reference to your evidence and explanation of how that evidence demonstrates how a teacher builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.

Narrative 5.4 Writing Help

Communicating with Parents or Guardians About Student Learning

[Reminder: Section 5 is related to teacher professionalism.]

Look through your artifacts and find something that shows evidence of how a teacher communicates with parents or guardians about student learning. (Look at the evidence ideas in your Portfolio Handbook.)

Write a paragraph for the first bullet which explains the importance of communication between school, family, and community. How would a partnership between a student's family and the school and teacher benefit the student? Why is a family's involvement important for a student's success? How could the community form a partnership with the school to benefit students? What type of community programs would be helpful in a student's success: professional organizations (police and fire departments, DARE programs, etc.), civic groups (Rotarians, Kiwanis, American Legion, VFW, etc.), local businesses, athletic leagues, etc.? How could students help the community: service days, clean-up days, etc.?

Write a paragraph for bullet two which illustrates how various forms of communication connect the home, school, and community. What are some ways a teacher communicates with parents: progress reports, report cards, class newsletter, parent-teacher conferences, open-houses, emails, websites, etc.? What are some ways parents can get involved in students' learning: PTA, chaperones, booster club, etc.? What are some ways students can be involved in the community: speaker for a meeting, blood drives, clean-up days, mock trials, etc.

Include a reference to your evidence and explanation of how that evidence demonstrates a teacher communicating with parents or guardians.