

# **Teaching Professions**

## **Portfolio Handbook**

**Mrs. James**

# Teaching Professions Portfolio "Set-Up"

- \* A nicely decorated binder is encouraged, but remember neatness counts!
- \* Each of the sections, plus the introduction and appendix must have a cover sheet:

**Cover Sheets** should be:

- centered
- large font
- decorated (optional)

EXAMPLE:

## Teaching Professions Portfolio by Tami James May 20, 2020

### **Introduction Section**

- \* Cover Sheet
- \* Table of Contents
- \* Introduction Page: (*write the following paragraph*)

This portfolio is a collection of documents, artifacts, reflections, and other evidence that demonstrates my knowledge, skills, and mastery of the Teaching Professions program standards.

# **Teaching Professions Portfolio**

## **What is the Portfolio?**

It is a collection of selected documents, artifacts, reflections, and other evidence that demonstrates the student's knowledge, skills, and mastery of the Teaching Professions program competencies.

## **When can the portfolio be developed and used?**

The development of the portfolio begins with the first classes of the Teaching Professions program and is continually updated and revised many times throughout the year. The portfolio can be used in future teacher education courses and throughout one's career as a teacher.

## **How will the portfolio be used?**

- To assess student performance.
- To document prerequisite competency for future employment and college education.
- To verify eligibility for advanced standing in employment and postsecondary education.

## **What can a portfolio do for a student?**

- Develop reflective thinking.
- Provide an ongoing record of accomplishments.
- Help develop and plan goals
- Prepare for future performance-based assessment as a teacher
- Facilitate self-assessment of performance
- Enhance job and future education processes.

## **How is the portfolio organized?**

The portfolio is divided into five sections, plus an introduction and appendix in a three-ring binder. Each section must have a labeled divider and include one piece of evidence that illustrates an understanding of each criteria listed in the section, plus a narrative explaining how or why the entry demonstrates knowledge, skills, or mastery of competencies of the section. This means that the portfolio will have 24 entries and 24 pieces of evidence in sections one through five placed in a plastic page protector. The section requirements are listed.

- Introduction — Personal Information

1. Cover sheet
2. Table of Contents
3. Instructor's Letter
4. Philosophy of Education
5. Final Reflective Paper (If completed)
6. Resume (If available)

- Section One — Preparation for a Career in Education

(5 entries, 5 pieces of evidence)

1. Evidencing My Competency in Academics and Meeting Personal Obligations
2. Evidencing My Knowledge and Skills in Technology
3. Planning for My Career in Education
4. Describing Responsibility and Accountability within Educational Systems
5. Demonstrating Effective Communication

- Section Two — Organizing Content Knowledge for Student Learning

(5 entries, 5 pieces of evidence)

1. Becoming Familiar with Relevant Aspects of Student's Background Knowledge and Experiences
2. Articulating Clear Learning Goals for the Lessons that are Appropriate to the Students
3. Demonstrating an Understanding of the Connections between the Content that was Learned Previously, the Current Content, and the Content that Remains to be Learned in the Future.
4. Selecting Age-Appropriate Teaching Methods, Learning Activities, and Instructional Materials and Resources that are Aligned with the Goals and Objectives of the Lesson.
5. Selecting Evaluation Strategies that are Appropriate for the Students and that are Aligned with the Goals of the Lesson.

- Section Three — Creating an Environment for Student Learning

(5 entries, 5 pieces of evidence)

1. Creating a Climate that Promotes Fairness.
2. Establishing and Maintaining Rapport with Students.
3. Communicating Challenging Learning Expectations to Each Student.
4. Establishing and Maintaining Consistent Standards of Classroom Behavior
5. Making the Physical Environment as Safe and Conducive to Learning as Possible.

- Section Four —Teaching for Student Learning

(5 entries, 5 pieces of evidence)

1. Making Learning Goals and Instructional Procedures Clear to Students.
2. Making Content Comprehensible to Students
3. Encouraging Students to Extend Their Thinking
4. Monitoring Students' Understanding of Content Through a Variety of Means, Providing Feedback to Students to Assist Learning, and Adjusting Activities as the Situation Demands
5. Using Instructional Time Effectively

- Section Five —Teacher Professionalism

(4 entries, 4 pieces of evidence)

1. Reflecting on the Extent to Which the Learning Goals Were Met.
2. Demonstrating a Sense Of efficacy
3. Building Professional Relationships with Colleagues to Share Teaching Insights and to Coordinate Student Learning Activities
4. Communicating with Parents or Guardians About Student Learning

- Appendix — Pictures, articles, letters, etc. that document some of what has been done in the field experiences. (Minimum of three)

**\* *When writing the narratives, use the bullet prompts in the introductory and concluding sentences of the paragraphs. Generally, write a paragraph for each bullet.***

**\* *Evidence and artifacts should be placed in your file folder under each section as received.***

\* The rubric for grading is used in all Teaching Professions programs in Ohio it includes neatness, creativity, organization, overall appearance, style, writing, grammar, spelling, depth of thought (as outlined in the rubric sections), and completeness. The portfolio is a requirement for this program. A panel of experts will conduct the evaluation, and the final score will be submitted to the Ohio Department of Education. In addition, the final evaluation may include a public presentation. The portfolio narratives will be graded individually, then as a whole once the portfolio is complete.

## Portfolio Narrative Format

The Teaching Professions portfolio requires that each of the subsections of the five main sections have a written narrative (reflection paper) that explains your understanding of the importance of the principle, its criteria, and its application in the classroom. When completed, you will have written 24 narratives. When writing the narratives, it is helpful to answer each bulleted item in a subsection to receive the best score.

Each paper should be about **one page** in length with **four to five paragraphs**:

Paragraph One: Introduction (*start by stating the subsection title*)

Paragraphs Two, Three and Four: Show an understanding of why the concepts or principles in that section are important, or the rationale for it, and show how the principle is applied, plus give examples of teachers, classrooms, or other evidence of this principle's criteria. (*remember to use the bullets as prompts*)

Paragraph Five: Conclusion. (*end by restating the subsection title or tying everything together*)

The paper should use this **format**:

- set with standard margins
- 1.5 or double-spaced
- professional, size 12, font style
- titled using the subsection title centered and bolded
- written with awareness of content organization as well as the mechanics of writing, including sentence structure, spelling, grammar, punctuation, and word choice

When writing remember to:

- ~ identify each subsection
- ~ identify the mentor teacher by title and initial, grade level, and subject for each example you give (*Ms. R., the 7<sup>th</sup> grade math teacher, has students...*)

Find evidence in:

- class handouts, discussions, references, assignments, portfolio rubrics
- log sheet, reflections, observations, field experience narratives
- file of materials you have collected
- photographs from field experience

\* **Save** each paper on the server, or on a pen drive/flash drive

\* Type your name at the bottom of each narrative

\* Print a rough draft of each narrative for editing

## **MRS. JAMES'S WRITING RULES**

*When proofreading written work, pay attention to the following rules. If you make an error in your writing, rewrite your work with the corrections. Your final grade will be based on your revised work. Take advantage of proofreading and revising.*

1. The first letter of a sentence and proper nouns are capitalized.
2. The first sentence in a paragraph is indented.
3. Double-check your spelling before submitting your work.
4. Make sure your sentences are complete, not fragments.
5. There are no contractions (isn't I'm) in a formal paper (written assignment).
6. Do not use "you" in a formal paper (written assignment), instead, use he, she, him, her, one, it, they, "the teacher", "the student", etc.
7. Singular nouns take singular verbs. [He is.]
8. Plural nouns take plural verbs. [They are.]
9. The word "I" is capitalized.
10. Double negatives are inappropriate [Don't use no double negatives.]
11. A pronoun should match its antecedent. [The birds flew after they were scared.]
12. Colloquialisms such as "kinda, allot, coulda, got, gotta, gonna, sorta, etc." are not used in a formal paper (written assignment).
13. Sentences should be parallel. [The car was racing. The plane was flying.]
14. Words in groups or lists should be parallel. [The girls were running, jumping, and skipping.]
15. After "if" or "wish," the past singular changes to plural. [If I were... I wish I were...]
16. "Of" is a preposition not a verb. [I should have, *not* I should of]
17. Commas and periods go inside the quotation marks. [I said to "Go," then to "Stop."]
18. A paragraph must have structure and flowing content. [Use linking words or phrases such as then, finally, first, however, etc. between sentences ]
19. Sentences should make sense and be supported by evidence in the paragraph.
20. There should be no unwarranted or unnecessary change in tense. [I went to the store, and I will buy some milk.]
21. Apostrophes show possession, not plurality. [The boy's book, *not* The book's of the boys.]

22. Between two main clauses, the coordinating conjunction (and, but, however, etc.) is preceded by a comma. [The dog ran, and the cat climbed the tree.]
23. Two main clauses cannot be joined without proper punctuation. [Run-on sentence: The dog ran and the cat climbed the tree.] ]
24. When the subordinate clause appears first, there is a comma.
25. There is no comma when the main clause is followed by the subordinate clause.
26. A comma cannot join two main clauses by itself. [The dog ran, the cat climbed the tree.]
27. Do not start a sentence with a conjunction (and, but, etc.).
28. Do not use abbreviations or symbols in your writing (&,#, b/c, etc.).
29. Written essays (more than one paragraph) should have a title.
30. PROOFREAD your work!