Guidelines for Preparing
A Portfolio

for
Students Receiving
Certification to
Teach in Indiana

from the
School of Education

Indiana University
Purdue University
Fort Wayne
(IPFW)

Revised Fall 2004 & Fall 2007 & Fall 2009
# Table of Contents

**Guidelines for Preparing A Portfolio**

I. Greetings to School of Education Students .......................... 3

   IPFW School of Education Mission Statement ....................... 3
   IPFW School of Education Conceptual Framework ................... 4
   INTASC Standards .................................................. 5

II. The Portfolio Process .................................................. 6
    [p. 20, Performance-Based Assessment, revised September 2007]

III. Portfolio Checkpoints and the Evaluation Process ................. 21

IV. Assessing the Exit Portfolio ......................................... 23

   Portfolio Final Evaluation Checksheet ................................. 26
   Performance-Based Assessment Rubric .................................. 28

V. The INTASC Standards .................................................. 29

VI. IPFW’s Suggested List of Possible Artifacts ....................... 42
I.

Greetings to School of Education Students!

The IPFW School of Education (SOE) faculty base their teaching on the Mission Statement of the SOE and its Conceptual Framework, which follow below. The faculty worked collaboratively to develop these documents so that the documents reflect the deeply held views of the faculty. These statements represent the broadest and most universal goals of the faculty as they participate in the education of future educators.

Currently the Indiana Professional Standards Advisory Board (IPSAB) and the Interstate New Teacher Assessment and Support Consortium (INTASC) have also developed standards to raise the quality of all teachers. To help measure pre-service teachers’ performances on these new standards, the SOE has developed a portfolio assessment system. That system is explained in these guidelines. We invite students and faculty to critique these guidelines as they use them to make it the most powerful teaching tool it can be.

We wish you well and we offer you our help in this process!

The SOE Mission Statement, the Conceptual Framework, and the INTASC Standards follow. (See Section V, pages 29-41, for detailed lists of knowledge, dispositions, and performances for each INTASC standard.)

IPFW School of Education Mission Statement
(adopted January 10, 1996)

To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;

Improving the human condition by creating positive learning environments;

Becoming change agents by demonstrating reflective professional practice;

Solving client problems through clear, creative analyses;

Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research;

Utilizing interdisciplinary scholarship, demonstrating technological and critical literacy, and effectively communicating with all stakeholders.
IPFW School of Education Conceptual Framework:  
A Learning and Leadership Model

We in the school of education are committed to the following conceptual framework for our program:

1. **Democracy and Community**
   Effective educators, such as teachers, counselors, and administrators need to be a part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. **Consequently, the SOE should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.**

2. **Habits of Mind**
   Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors. Within the context of a compassionate, caring community, educators foster habits of mind necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating. **Consequently, the SOE must integrate critical habits of mind in all aspects of the teaching/learning process.**

3. **Pedagogy**
   Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and social circumstances that they and their students bring to the educational setting. **Consequently, the SOE needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.**

4. **Knowledge**
   Effective educators need to be well-grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, how disciplines can be integrated and most effectively communicated to their students. Educators also need understanding of themselves, of communities in which they intend to teach and of students. **Consequently, the SOE should immerse educators in nurturing learning communities that deepen knowledge, and encourage on-going intellectual, emotional, and personal growth.**

5. **Experience**
   Effective educators learn their craft through experiences in actual educational settings. Through on-site campus activities and field-based experiences, students will observe and emulate exemplary teaching and learning. These educators will practice, collaborate, and interact with practitioners and their students. **Consequently, the SOE must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.**

6. **Leadership**
   Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory, and practice as they optimistically face the educational challenges of the twenty-first century. **Consequently, the SOE must provide opportunities for educators to develop as leaders in their profession and in their communities.**

* Educator is broadly defined as pre-service and in-service teachers, administrators, and counselors.
The INTASC Standards

Standard #1 - Knowledge of Subject
The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard #2 – Learning and Human Development
The pre-service teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard #3 – Adapting Instruction
The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard #4 – Instructional Strategies
The pre-service teacher understands a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard #5 – Motivation and Learning Environment
The pre-service teacher 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.

Standard #6 – Communication Skills
The pre-service teacher understands and models verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7 - Planning
The pre-service teacher understands and can plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard #8 - Assessment
The pre-service teacher understands how to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard #9 – Reflection and Professional Growth
The pre-service teacher understands how to be 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.

Standard #10 – Relationship with the School and Community
The pre-service teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.
II.
The Portfolio Process

Why a Portfolio Process?

The purposes of the portfolio process are:

1. **Pre-service teacher professional development.** The process helps you synthesize your professional experiences, giving you control over your own learning, awareness of your strengths and weaknesses, and an opportunity to grow and emerge as a professional.

2. **Pre-service teacher state certification requirement.** The process allows you to show your evaluators, the School of Education (SOE) faculty, what you have learned and what you can do as a result of your experiences in the SOE. You will be able to demonstrate your competence in meeting the new state and national standards through an authentic, performance-based framework. This is a requirement for certification by the State of Indiana.

3. **Pre-service teacher education program evaluation.** The process helps the IPFW School of Education evaluate its pre-service education programs, as required by our accreditor, the National Council for Accreditation of Teacher Education (NCATE). SOE faculty will review the portfolios to assess how program goals, derived from the IPSB standards, are being met, as students exit the various programs. The data from these assessments could, then, help us to revise our programs to meet candidate needs more effectively.

Thus, your portfolio has value to you as a student, to your evaluators, and to the teacher education programs at IPFW. We are confident that creating a portfolio will enrich your professional development and will enhance your entry into the teaching profession.

Where will students begin the process?

Students entering IPFW will be introduced to portfolios in a the course, Invitation to Teaching, currently designated EDUA F300. Students will continue to develop their portfolio throughout their coursework.

Who owns the Portfolio?

You own your portfolio. You will turn it in to be assessed at several points in your program, and it will be returned to you. At the exit portfolio checkpoint, several portfolios will be copied by the SOE for use as evidence to our accreditors of the work students are completing, as well as exemplars for students who are still developing their portfolios. Your original portfolio will be returned to you. We thank you ahead of time for allowing us to showcase your work.
What is the format and expectation for my Philosophy of Education statement?

You will be studying philosophies of education in the Social Foundations course, H340, Education and American Culture. You will have an opportunity there to express your educational philosophy, as you understand it at that point in your studies, in reference to at least four or five mainstream educational philosophies. This will show us that you understand at least these philosophies and can articulate your philosophy in reference to them.

As you progress in your program and have experiences in the field, you might find that your philosophy changes. If you would like to add a “progress report” on your philosophical journey, we encourage you to do that. If you would like to add philosophy statements related to a specific subject, such as “My philosophy of Math Education,” or related to a specific developmental area, such as “My philosophy of Early Childhood Education,” we encourage you to do that also.

Officially, however, you only are required to include the theory-based philosophical statement that you developed in your Social Foundations course.

What artifacts will the Portfolio contain?

For the summative, exit portfolio completed during Student Teaching, you will assemble 30 artifacts and your reflections on them. An artifact is a piece of evidence that demonstrates your understanding of, as well as your ability to implement the INTASC standards. Education students may begin collecting artifacts and reflecting upon them when they start courses at IPFW. Artifacts will be acceptable from all courses taken, as long as the artifacts show an understanding of one of the INTASC standards. INTASC standards are included on pages 28-40 of these Guidelines; suggestions for possible artifacts are included on pages 41-43.

Are only “clean” copies acceptable? No.

Students sometimes ask if they should present only “clean” copies of artifacts (i.e. those not written on by instructors). Either original copies or assessed copies are acceptable, as both can demonstrate growth toward a standard.

Can one artifact show competence on more than one standard? Yes, but…

Students also ask if they can submit an artifact for more than one standard. While an artifact may indeed show competency on several standards, you may only use it for one standard.
Should I include artifacts that speak to the three parts of each INTASC standard: Knowledge, Dispositions, and Performances? Yes.

When the INTASC standards were developed they included a list of knowledge, dispositions, and performances for each standard. These lists help one to think about the standards and what possible evidence might be included with each standard. A list of all standards with knowledge, dispositions, and performances is in Section V, pages 28-40 of these Guidelines. The original source for these standards, as well as other information about them, is available at the following web site: www.ccsso.org/intasc.html.

Please consider knowledge, dispositions, and performances for each standard as you write your reflections. In fact, we urge you to try to choose artifacts for each INTASC standard that address as many parts of the standard’s description as possible.

Should I include examples of P-12 student work? Yes, in at least two artifacts.

Please include P-12 student work as part of at least two artifacts. This work could be included in many standards, but we would like you to include it in Standard 3, Adapting Instruction; Standard 4, Instructional Strategies; or Standard 8, Assessment. Student work from all P-12 class members need not be included, just a few representative samples. Blank out the last name of a student on any student work included to insure the confidentiality of the student. On the Table of Contents for those artifacts with student work, write “(student work included)” after the title of the artifact.

How do I show my use of technology? In at least one artifact.

At least one artifact should demonstrate your use of technology. We think this might be placed in INTASC Standard #6: Communication Skills. Use of technology could appropriately be demonstrated in artifacts for other INTASC Standards as well. As with student work above, please note in the table of contents after artifacts that demonstrate your use of technology, “(demonstrated use of technology).”

How should I write a reflection?

Examples of reflections to introduce artifacts follow on pages 10-18. They include examples appropriate to the various developmental areas: Early Childhood Education, Middle Childhood Education, Early Adolescence Education, and Adolescence/Young Adulthood Education.

Each artifact in the portfolio should have a reflection introducing the artifact. It should be
placed before the artifact. The reflection should begin with a heading, as in the exemplars that follow on pages 10-17 of these Guidelines. For example, “Reflective Analysis of Portfolio Artifact for INTASC Standard 3: Adapting Instruction.” The reflective analysis should include:

1) a description of the artifact,

2) an analysis of what you learned, and

3) an explanation of how the artifact demonstrates competence in meeting one of the INTASC standards.

Reflections should be specific and clearly written. There is no minimum or maximum length requirement for reflections. Each part of the reflection, however, should contain a well-developed paragraph to further assist the reader in visualizing and understanding the artifact, the learning context, what you learned, and your understanding of the INTASC standard.

1) When you write part one of the reflection, the description of the artifact, ask yourself: Does my description provide the added dimensions that cannot be visibly seen in the artifact?

2) In writing part two, the analysis of what you learned, ask yourself: Does the explanation of what I learned provide a rich base for my connection to the INTASC standard? Does my analysis relate to the knowledge, dispositions, and/or performances associated with this INTASC standard? Did I refer to specific elements of the artifact to help the reader see the connection I am making?

3) As you write part three of the reflection, ask yourself: Can the reader see what I am talking about? Does the artifact visibly show the connection to the standard? You should not simply repeat the working of the INTASC standard, but explain why your artifact demonstrates competence.

If you believe the artifact addresses several INTASC standards, you may note that in the reflection, but you may only include the artifact and reflection under one INTASC standard in the portfolio.

If you have materials such as charts or student work that are oversized, i.e., larger than 8 ½”x 11” in format, we suggest that you photograph the work and include the photograph of it or reduce it with a copier to an 8 ½” x 11” format. While you may want to keep the originals for future use, we find that oversized materials make portfolios difficult to store, even for a brief period while they await assessment, and the materials may risk getting damaged.

**EXEMPLARS OF SOME REFLECTIONS NOW FOLLOW:**
Reflective Analysis of Portfolio Artifact
for INTASC Standard #3:
Adapting Instruction

Brief Description of Evidence

I am submitting an Individualized Education Plan (IEP) project completed for EDUC K206, Methods for Teaching Students with Special Needs. The goal of the assignment was to develop a modified IEP that would familiarize me with the various components used in legal documents that fashion the nature of programs for children with disabilities. I chose a case study on a student who required an IEP because he was reading below first grade level in spite of having repeated the first grade. In addition, the student was frequently inattentive in class, had difficulty following instructions and staying engaged with a task for more than a few minutes, and seldom turned in completed homework. The project required an understanding of the IEP process, an ability to analyze the student’s present level of functioning in order to be able to determine related services, annual goals and objectives, and write a statement of the student’s least restrictive environment.

Analysis of What I Learned

I learned that with the advent of inclusion in the general education classroom, teachers are required to be capable of understanding how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. I learned that teachers have to be able to analyze testing information, determine goals and objectives, and formulate a plan on how to help the student reach those goals and objectives in what is the least restrictive environment for that particular student. This artifact shows that I understand the IEP process, I’m capable of analyzing testing data, and I have learned how to plan for a student’s advancement while accommodating his/her special needs.

How this Artifact Demonstrates My Competence on the INTASC Standard

The IEP project demonstrates my competence in INTASC Standard #3 as it shows I can identify differences in approaches to learning and performance. The student in the case study required an individualized plan to not only prevent him from falling any further behind his peers, but to also help him reach academic grade level. This project proves my understanding about areas of exceptionality in learning, including learning disabilities. The student required additional assistance to develop classroom skills, such as following instructions and turning in homework assignments on time, and literacy instruction to reach second grade level reading. I am committed to the pursuit of “individually configured excellence” as evidenced by my ability to know when and how to access appropriate services or resources to meet exceptional learning needs. I can identify the most important goals and objectives for a student’s advancement, and I know how to access the special education services and the assistance of a paraeducator for additional literacy instruction to help a student reach established goals and objectives.
Reflective Analysis of Portfolio Artifact
for INTASC Standard # 10:
Relationship with the School and Community

Brief Description of Evidence

I am submitting two excerpts from my Field Experience Journal, completed during my 100 hours of field observation. The first excerpt is on the “Meet the Teacher Night,” which was during 50 hours of a 5th grade class. The second excerpt is on the “Parent-Teacher Conferences,” held during my second 50 hours of field experience in a second grade class. The excerpts include my observations of the proceedings and my reflections.

Analysis of What I Learned

During the “Meet the Teacher Night” I learned that the educational staff often seems to be more nervous than the parents. While teachers seem perfectly at ease instructing students, they get all worked up meeting the parents. Most of the staff lack experience working with adults and are more accustomed to children. My own background involves more work with adults than children, and so I often found myself trying to reassure the teacher to put her more at ease. It was a very informal evening with more time spent explaining to the parents what the teacher’s expectations were of the students, than any one-on-one conference. During the “Parent-Teacher Conferences,” the second grade teacher consistently began each conference asking the parents if they had any questions, concerns, or issues that they would like to discuss. This empowers the parents to feel in control of the meeting. About half of the parents seemed intimidated by the conference, and the teacher waited to address any issues or concerns she wanted to raise until the parent was more at ease. The second grade teacher had one student she was particularly concerned might be evidencing some kind of processing problem, but due to the student’s high reading ability, the teacher felt it wise to wait until the problem was sufficiently evident to warrant testing. This would also help to ensure that the problem could be quantified on a test. I thought this was mostly a wise approach, the teacher makes notes of issues when they arise, and testing won’t be constructive until there is sufficient discrepancy as to appear on a test; tests that can’t be done more often than once every two years. The teacher gave the parent some strategies to work through the issues the parent had observed. As the classroom teacher, I think I would accumulate information to demonstrate areas of struggle, but I also think that I would at least broach the issue with the parent to give them some warning.

How this Artifact Demonstrates My Competence on the INTASC Standard

The excerpt included demonstrates my competence on INTASC Standard #10 as it shows I understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the system within which I work. Schools are but one aspect of the community at large, they do not operate in isolation, and parents need to be an integral part of the school community for the benefit of the students. I observed teachers willing to consult
with other adults regarding the education and well being of their students. Consulting with parents gives the teacher an opportunity to make links with the learners’ other environments on behalf of students. I observed respectful and productive relationships with parents from diverse home and community situations, and the teachers consistently sought to develop cooperative partnerships in support of student learning and well being.
Reflective Analysis of Portfolio Artifact
for INTASC Standard # 4:
Instructional Strategies

Brief Description of Evidence

This artifact consists of two computer projects from my middle school field experience. The purpose of the assignment, which was from an eighth grade science class, was to use the Internet to research an endangered species and to use that information to create a “Wanted” poster using a graphics program. I have included several examples of student work and the list of required information. I observed students working on this project for several days and spent some time assisting individual students. The second project was from an eighth grade social studies class, but could easily be modified for a science class. For this project, pairs of students conducted research on a historical figure and created an iMovie commercial describing their findings. All images and music for the commercial were found on the Internet. I have included the assignment sheet, grading rubric and iMovie instructions.

Analysis of What I Learned

From my participation in these projects, I observed how technology can be used to motivate student learning. In both cases, the students were excited about the projects and put considerable effort into them. They were more interested in these assignments than in more traditional worksheets or homework questions. In addition, when the posters were displayed, the students were anxious to see theirs, clearly displaying pride in their work. During these projects, I was able to observe students working both individually and in pairs. I found that the individual project required a commitment from the student to independent work since each student was responsible for his/her own final product. In contrast, students in pairs learned to share responsibility while completing their movie. These groups seemed to stay on task more often while individuals sometimes became easily distracted. However, I also noticed that, in a few cases, the pairs did not share work equally with one partner completing most of the project. The teacher was also aware of this and, at the end of the project, had each student fill out a self evaluation and a partner evaluation which will be part of the final project grade.

How this Artifact Demonstrates My Competence on the INTASC standard

This artifact demonstrates my competence on Standard 4 because it shows that I understand that learning can be motivated and enhanced through the use of various resources, including computer technology. Because I spent time working with individual students on their projects, I have also shown that I help my students identify and use these alternative resources. This artifact also demonstrates that I understand how different styles of teaching can increase students’ interest in the material, as well as my effect use of different instructional strategies, like independent study and collaborative learning.
Reflective Analysis of Portfolio Artifact
for INTASC Standard # 7:
Planning Instruction

Brief Description of Evidence

This artifact represents a collection of lesson plans in my content area. I wrote these lesson plans as a requirement for my Critical Reading in the Content Area X401 class, for which I was assigned to periodically write a lesson plan that represented current class dialogues and professional journal reading assignments. Additionally, we were required to incorporate the Indiana Academic Standards as well as student assessment goals. Because these plans were the first I had ever prepared, they represent a great deal of thoughtful research and symbolize one of the most significant lessons I received in this class as a pre-service teacher: conceptualizing the reality of daily teaching activities.

Analysis of What I Learned

While I was well versed on teaching theory and philosophy when I began this course, I had not had the opportunity to use my knowledge in a practical context. In this class, we thoroughly covered professional literature related to literacy and dialogued each class meeting about the readings and related issues. As I learned about literacy issues, I also discovered a wide variety of teaching methods used to address both the cognitive and affective dimensions of learning, including collaborative learning, reflection and specific teaching strategies. These lesson plans are designed to incorporate these teaching practices with the philosophical views of Paulo Freire, author of “Pedagogy of the Oppressed.” During the process of creating these lesson plans, I increased my understanding of teaching practices as well as several other important factors of teaching. First, I became familiar with the Indiana Academic Standards and reading list, which is absolutely crucial for me as an Indiana teacher. I also worked hard to include a variety of activity types that address all forms of literacy (reading, writing, listening, and speaking) while giving students opportunities to sometimes make choices. Additionally, I learned how to plan a lesson while considering student assessment and grading. Finally, I considered time management (for the first time) when planning my classroom activities and tried to outline my time per activity to ensure that my students have plenty of time to think and complete tasks without spending too much time on something, which will decrease the students’ motivation to participate.

How this Artifact Demonstrates My Competence on the INTASC Standard

This artifact demonstrates my competence on Standard 7 because it shows that I understand how to plan lessons by synthesizing professional journal articles, education theory, state standards, and curriculum goals while taking into consideration the cognitive and affective dimensions. Because my lesson plans use a variety of activities (reading, writing, listening, and speaking) in changing settings (whole class, small group, pairs and individual work), I can help my students learn by addressing multiple learning styles and
ability levels. Furthermore, some of the lesson plans are for a day’s activities while others account for a much longer unit; I have exhibited that I am able to plan for multiple timeframes within a school term. Finally, I have included many reflective activities in my lesson plans that will help students make connections from the curriculum to themselves and their world.
Reflective Analysis of Portfolio Artifact
For INTASC Standard #9:
Reflection and Professional Growth

Brief Description of Evidence

The first part of this artifact was created through the collaborative effort of a unique group that came together during X401, Critical Reading in the Content Area. Our group consisted of seven people all in different content areas. Within this group we were to design and present a change process with the goal of critical literacy for a secondary school. Our only tools were a variety of assigned articles and our own unique personalities created from our experiences. Our group spent hours immersed in conversational dialogue and reflection. When we had narrowed down exactly what it was we would be focusing on, the facilitator, stakeholders, scaffolding, dialogue, and reflection, each member of our unique team took the responsibility of thoroughly researching one of those topics. We presented our final design process as if we were a group of teachers actually engaged in our process, similar to role-play. I have included a copy of our PowerPoint presentation for clarification.

The second part of this artifact was completed by using the experiences I gained from the design process project. I have written an essay that reflects on my learning experiences through three lenses, the IPFW SOE Mission Statement, the SOE Conceptual Framework, and the INTASC Standards. Within the pages of this essay I describe how this process has increased my understanding and professional development within the ideology of change.

Analysis of What I Learned

One of the most important things I learned while actually experiencing a design process in the making was that education systems must change in order to keep up with the demands of a changing society. Through research, reflection, and dialoguing, it came to my attention that I was living the actual process we were attempting to create. I learned that accepting and implementing change are essential for creating a new process. In order to bring change about we needed to create stimulation and think in creative reflective ways. It is the people and the culture in the community that makes the process happen. I learned that it is essential for educators to interact frequently through conversational dialogue, a system which leads teams to learning. It creates a bridge between people and ideas. In order for educators to truly be part of a dynamic educational community they need to understand the moral, culture, social, political, and economic foundations of our society. When these educators can be part of a group that can communicate and discuss issues for change, the proper environment for a new process can occur. Collaboration and community can make any common goal a reality. It was more effective than any amount of reading or research that could have been conducted. Actually experiencing the change brings to life the meaning and emphasis placed on documents such as the IPFW
School of Education Mission Statement and the Conceptual Framework. It adds meaning to the words that you read on the paper. The process that my group went through has solidified my understanding of those important and necessary pieces of literature.

How this Artifact Demonstrates My Competence on the INTASC Standard

I believe that this artifact demonstrates my understanding of INTASC Standard #9 because it portrays my commitment to converse and reflect upon critical learning as an ongoing process within the school system. This artifact could not have happened if not for the many hours of collaborative efforts made by the group I belonged to. We engaged ourselves in creating a process in which I believe would in fact help any secondary school create a critical literacy program. This artifact contains information from scholarly journals, as well as resources from our own individual learning experiences. Through dialogue and reflection our group created new ideas and experiences others could potentially benefit from. I believe this artifact shows my understanding of the dedication and patience it takes to be part of a change process.
How can IPFW faculty help in this process?

To assist in the reflection process, School of Education faculty will explain, when necessary, how assignments might fit under the INTASC standards. Ultimately, however, you must decide what standard the chosen artifact attempts to address. In addition, the School of Education keeps copies of past exemplary portfolios. You may request a copy to read, which you may do in the SOE library, Neff 250H, during SOE office hours, from 8:00-5:00 weekdays.

What format/presentation styles are preferred?

Quality and clarity are the goals of the presentation style selected. The binder should be no more than 4 inches thick. Quantity alone does not guarantee quality. We will be assessing the quality of your artifacts and reflections. We anticipate you will have an abundant supply of artifacts from your college courses, field experiences, and student teaching experience. Your task will be to select the best and most appropriate artifacts and reflections to show your competence in meeting the standards.

Are plastic sleeves necessary? No, but...

Clarity of presentation should be the goal whether or not you use plastic sleeves. Some students believe that plastic sleeves make their work easier to access by the reader; other students find that using plastic sleeves makes their portfolio unnecessarily bulky. The decision to use plastic sleeves, or not, is up to you.

If you choose to use sleeves, you should use the “economy weight” so that the binder isn’t unnecessarily bulky. This is especially true if you choose to include only one or two pages per sleeve. On the other hand, housing an artifact consisting of many pieces in one sleeve may be an efficient way to include the pieces, but it is not as easily visible. If you use sleeves, you should also use dividers that are visible (i.e. that protrude beyond the edges of the sleeves). Even if you don’t use sleeves, you should use dividers for the various divisions in the portfolio. (It’s highly possible, however, that in the future students may submit electronic portfolios, so the question of sleeves or not will disappear!)

What if I don’t see anything in these Guidelines that answers my questions about the style, format, or content of my portfolio?

The purpose of the Guidelines is to streamline the presentation of portfolios, so they can be assessed most effectively and fairly by evaluators. If there is nothing in these Portfolio Guidelines about an issue, that means that there is no policy, so the decision of what to do is yours.
What should the Portfolio Include?

1. Presentation Page

The portfolio should be in a professional looking loose-leaf binder and should include a presentation or cover page as follows:

Student Name

Portfolio Submitted to

the

School of Education Faculty

as a

Requirement for

a Teacher Education Program
(insert the name of your program)

Indiana University - Purdue University Fort Wayne

(date submitted)
2. Required Entries

Required pieces include:

- Presentation or Cover Page
- Table of Contents for Entire Portfolio
- Table of Contents for each INTASC standard section, placed to introduce each standard
- Resume
- Three Professional Letters of Recommendation
- Evaluations from all field experiences
- Mid-Term Student Teaching Evaluation required, other completed Student Teaching evaluations encouraged
- Certificates of completion or participation in workshops or programs related to teaching or any additional material indicating exemplary teaching/learning performances that do not fall under one of the ten INTASC standards

and

- Philosophy of Education (Theory-Based Statement first, as developed in the Social Foundations course, H340, Education and American Culture; updated philosophy statement, content, or developmental-level specific statements may follow)

- Performance-Based Assessment of your Impact on P-12 Student Learning during Student Teaching

Required Components:

1) Include a minimum of 2 connected lesson/experience plans or 1 unit;
2) Include an assessment from University Supervisor or Cooperating Teacher of one lesson (on the official Student Teaching assessment form);
3) Provide the data gathered from the lessons/experiences/unit plan(s) for the entire class in a chart/graph format;
4) Provide actual data (photocopies or scanned) for three selected P-12 students.
5) Write a reflection about your impact on P-12 student learning, including the following points:
   a) Explain the data you present in your chart/graph. Discuss why you chose the three students whose work you present as examples;
   b) Analyze what the P-12 students learned during the lessons/unit—using specific evidence from your data chart and P-12 student work—in relation to what you taught;
   c) Interpret the P-12 student learning in reference to Indiana Academic Standards;
   d) Discuss the teaching-learning process with specific reference to your lessons/unit plan(s), your instructional strategies/methods, and P-12 student learning data; and
   e) Reflect on the implications of the P-12 student learning data on your future teaching and learning plans, and how you will improve/inform your educational practices.

3. Artifacts as Evidence of Meeting the INTASC Standard(s)

The remainder of the portfolio will consist of artifacts that demonstrate your competency and understanding of the INTASC standards. Each student’s artifacts will be different, portraying the unique development of that student. The artifacts will be divided into ten sections, one section for each of the INTASC standards. Each section should begin with a statement of the INTASC standard and a table of contents indicating the artifacts included. In the final, exit portfolio each of the ten INTASC standards sections of the portfolio should have three artifacts and three reflections, one introducing each of the three artifacts.
III.

Portfolio Checkpoints and the Evaluation Process

Checkpoints are an important part of the process and will allow students to receive feedback on how timely and how proficient they are in putting the portfolio together. The student will be required to present quality work because an unacceptable portfolio will prevent the student from completing the program or being certified to teach. The checkpoints are based on the new areas of concentration in Early Childhood, Middle Childhood, Early Adolescence and Adolescence/Young Adulthood certification areas. The rubrics, included in this document on pages 23-27, will primarily be used for assessing the final portfolio presented during student teaching.

First Portfolio Checkpoint

At the completion of EDUA F300, Invitation to Teaching, students will be required to have selected a possible artifact and to have written a reflection for it. They will not be bound to the inclusion of this early artifact in their final portfolio. This experience will initiate the student in the portfolio process. Instructors for the EDUA F300 course will examine this early evidence for the first portfolio checkpoint.

Midway Portfolio Checkpoints

These checkpoints will differ according to program. For example, Early Childhood Education students will encounter portfolio checkpoints in P249, their first psychology course, and at the end of TEAM I. Middle Childhood Education students will encounter portfolio checkpoints in P249, their first psychology course, and at the end of TEAMS I and II. Students in Early Adolescence Education and Adolescence/Young Adulthood Education will have a checkpoint in their first psychology course, P250, and in their methods course.

Exit Checkpoint – the Completed Portfolio

At the end of the twelfth week of the student teaching semester for all programs (on a date that will in all likelihood coincide with a student teaching inservice day at IPFW), students will be required to turn in their final completed portfolio with all required entries and artifacts. Students will be given a receipt for their portfolio when they turn it in, and they will be expected to produce that receipt to pick up their portfolio at the end of the evaluation process. At that time students will be required to have at least three artifacts for each of the ten INTASC standards and to have written a reflection page for each of the artifacts. Teacher Education faculty, other university faculty, and P-12 teachers and administrators will gather to evaluate the final portfolios. Each portfolio will be evaluated by at least two educators. The portfolio score assigned will be an average of the two educators’ evaluation scores. If the scores of the two evaluators are significantly different from one another, the portfolio will be assessed by a third reader and the two scores closest to one another on the point scale will be averaged for the final score.
As of fall 2002, teacher candidates in all programs will be registered for a non-credit course, M501, during student teaching. The grade in that course will reflect the assessment of the portfolio.

**What happens if the final portfolio is unacceptable?**

If a portfolio is judged unacceptable, the student will be responsible for correcting any deficiencies and returning the portfolio for a second evaluation. The second submission will have a deadline near the end of student teaching, but early enough for a second evaluation of the student’s work before the end of the semester. A student may resubmit a portfolio as many times as it takes to be judged satisfactory. The student will receive an Incomplete for the M501 course until the portfolio has been evaluated as passing. If the student is a degree candidate, the student may not graduate, nor apply for a teaching license, until the portfolio has been successfully completed and the Incomplete has been converted to a “P”. The student will, then, have completed the program in education and will be eligible to graduate and be certified.
IV.

Assessing the Exit Portfolio - IPFW School of Education

Part I - Required Basic Entries

(8 points / 1 per item listed)

____ Presentation or Cover Page
____ Table of Contents for Entire Portfolio
____ Table of Contents for each INTASC standard, placed to introduce each standard
____ Resume
____ Three Professional Letters of Recommendation
____ Evaluations from all field experiences
____ Mid-Term Student Teaching Evaluation required, other completed student teaching evaluations encouraged
____ Certificates of completion or participation in workshops or programs related to teaching or any additional material indicating exemplary teaching/learning performances that do not fall under one of the ten INTASC standards

and

(5 points/philosophy statement)

____ Philosophy of Education (Theory-Based Statement, as developed in the Social Foundations course, H340, Education and American Culture, first; updated philosophy statement, content, or developmental-level specific philosophies may follow)

(5 points/performance-based entry from student teaching experience)

____ Performance-Based Assessment of your Impact on P-12 Student Learning during Student Teaching

Required Components:

1) Include a minimum of 2 connected lesson/experience plans or 1 unit;
2) Include an assessment from University Supervisor or Cooperating Teacher of one lesson (on the official Student Teaching assessment form);
3) Provide the data gathered from the lessons/experiences/unit plan(s) for the entire class in a chart/graph format;
4) Provide actual data (photocopies or scanned) for three selected P-12 students.
5) Write a reflection about your impact on P-12 student learning, including the following points:
   _____ a) Explain the data you present in your chart/graph. Discuss why you chose the three students whose work you present as examples;
   _____ b) Analyze what the P-12 students learned during the lessons/unit—using specific evidence from your data chart and P-12 student work—in relation to what you taught;
   _____ c) Interpret the P-12 student learning in reference to Indiana Academic Standards;
   _____ d) Discuss the teaching-learning process with specific reference to your lessons/unit plan(s), your instructional strategies/methods, and P-12 student learning data; and
   _____ e) Reflect on the implications of the P-12 student learning data on your future teaching and learning plans, and how you will improve/inform your educational practices.

Points (18 possible)
Part II - Evidence Documenting Achievement of INTASC Standards

All ten INTASC standards used as the major sections in the portfolio will be rated as follows:

(5 points)
   a) All reflection statements clearly explain why these artifacts have been included in this section of the portfolio and each clearly demonstrates the candidate’s understanding of the standard.

   b) At least three artifacts are of high quality and indicate meaningful and convincing evidence of the candidate’s understanding of the standard and its application to teaching.

   c) Writing is of high quality with no grammatical errors in the reflection statements. Presentation and organization show good planning, execution, and selection.

(3 points)
   a) Most reflection statements give reasons as to why they are included, but do not clearly explain how the artifacts demonstrate the candidate’s proficiency or understanding of the standard.

   b) At least two artifacts are of high quality and indicate meaningful and convincing evidence of the candidate’s understanding of the standard and its application to teaching.

   c) Writing is of good quality with only minor grammatical errors in the reflection statements. Presentation and organization show adequate planning, execution, and selection.

(1 point)
   a) Most reflection statements give limited or no reasons why artifacts are included; weak reflections indicate a candidate’s lack of proficiency or understanding of the standard.

   b) Only one artifact is of high quality and indicates meaningful and convincing evidence of the candidate’s understanding of the standard. Other artifacts have limited applications to teaching.

   c) Writing is generally of poor quality and may even contain a pattern of grammatical errors. Presentation and organization show minimal planning, execution, and selection.

(0 points)
   a) No reflection statements are present.

   b) There is either only one artifact present or there are no artifacts present for this standard.

   c) Writing is not acceptable for a teacher candidate.
Part III - Scoring the INTASC Standards Sections

Each INTASC standard will be assessed for 0-5 points, as, for example, Standard 1:

1. **Knowledge of Subject**
The Pre-Service Teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches, and can create learning experiences that make these aspects of subject matter meaningful for students.

   points earned = 

   0 - 5

---

### Final Portfolio Evaluation

<table>
<thead>
<tr>
<th>Overall Analytic Score:</th>
<th>Overall Holistic Category:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL required entries =</td>
<td>(68 points possible - check one category)</td>
</tr>
<tr>
<td></td>
<td>Exemplary:</td>
</tr>
<tr>
<td></td>
<td>(59-68 points)</td>
</tr>
<tr>
<td></td>
<td>demonstrates proficiency in all areas</td>
</tr>
<tr>
<td>TOTAL from stds 1-10 =</td>
<td>Satisfactory:</td>
</tr>
<tr>
<td></td>
<td>(49-58 points)</td>
</tr>
<tr>
<td></td>
<td>demonstrates proficiency in most areas, but needs improvement in at least one area</td>
</tr>
<tr>
<td>OVERALL TOTAL =</td>
<td>Needs major improvements:</td>
</tr>
<tr>
<td></td>
<td>(less than 49 points)</td>
</tr>
<tr>
<td></td>
<td>proficiency not sufficiently demonstrated, revisions necessary</td>
</tr>
</tbody>
</table>

The actual checksheet used for evaluating the exit portfolio follows on the next two pages:
PORTFOLIO FINAL EVALUATION SHEET

Part I—Required Basic Entries

Place a checkmark next to each item satisfied. (each worth 1 point)

_____ Presentation or Cover Pager
_____ Table of Contents for Entire Portfolio
_____ Table of Contents for each INTASC standard, placed to introduce each standard
_____ Resume
_____ Three professional letters of recommendation
_____ Evaluations from all field experiences
_____ Mid-Term student teaching evaluation required; other completed student teaching evaluations encouraged
_____ Certificates of completion or participation in workshops

Total number of basic entries checked above (0-8 points)

Grand Total from evaluation
(0-68 points) Total from boxes on other side of this page

____ 59-68 points: Exemplary. Demonstrates proficiency in all areas.
____ 49-58 points: Satisfactory. Demonstrates proficiency in most areas, but needs improvement in at least one area.
____ 0-48 points: Needs major improvements. Proficiency not sufficiently demonstrated.

Overall Comments

Examiner’s signature _____________________________________________ Date __________________
Examiner’s name (Print) __________________________ Examiner’s ID __________________
Philosophy of Education: Theory-based statement developed in Social Foundations course, H340 (maximum 5 points)

Performance-Based Assessment of your Impact on P-12 Student Learning during Student Teaching

Required Components: (maximum 5 points)
1) Include a minimum of 2 connected lesson/experience plans or 1 unit;
2) Include an assessment from University Supervisor or Cooperating Teacher of one lesson (on the official Student Teaching assessment form);
3) Provide the data gathered from the lessons/experiences/unit plan(s) for the entire class in a chart/graph format;
4) Provide actual data (photocopies or scanned) for three selected P-12 students.
5) Write a reflection about your impact on P-12 student learning, including the following points:
   _____ a) Explain the data you present in your chart/graph. Discuss why you chose the three students whose work you present as examples;
   _____ b) Analyze what the P-12 students learned during the lessons/unit—using specific evidence from your data chart and P-12 student work—in relation to what you taught;
   _____ c) Interpret the P-12 student learning in reference to Indiana Academic Standards;
   _____ d) Discuss the teaching-learning process with specific reference to your lessons/unit plan(s), your instructional strategies/methods, and P-12 student learning data; and
   _____ e) Reflect on the implications of the P-12 student learning data on your future teaching and learning plans, and how you will improve/inform your educational practices.

[For each element in the reflection: 1=Exceeds Expectations; .5=Meets Expectations; 0=Below Expectations.
See Grading Rubric for details of how your work will be assessed.]

Performance-Based total (0-5 points) [If any components are missing, no more than 2 possible points.]

Total Philosophy and Performance (0-10 points)

Part II – INTASC Standards Assessments: Write the score for each of the INTASC standards: (maximum 5 points each)

Since you will be doing this Performance-Based Assessment, you only need to have 2 artifacts/reflections for INTASC Standards #4: Instructional Strategies, #7: Planning, and #8: Assessment. All other INTASC Standards will still require 3 artifacts/reflections.

The pre-service teacher:

1. Knowledge of subject: Understands the central concepts, tools of inquiry and structures of the disciplines(s) he or she teaches, and can create learning experiences that make these aspects of subject matter meaningful for students.

2. Learning and Human Development: Understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

3. Adapting instruction: Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (P-12 work included: ___yes ___no)

4. Instructional Strategies: Understands a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills. (P-12 work included: ___yes ___no)

5. Motivation and Learning Environment: 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.

6. Communication Skills: Models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (technology work included: ___yes ___no)

7. Planning: Understands and can plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. Assessment: Understands how to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. (P-12 work included: ___yes ___no)

9. Reflection and professional growth: Understands how to be a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. Relationship with school and community: Fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Total INTASC Standards (0-50 points)

P-12 work needs to be included in two artifacts for the INTASC Standards; use of technology needs to be included in one artifact to receive full credit for a Standard.
## Rubric for Assessing Reflection on Candidate’s Impact on P-12 Student Learning

**Student Teacher:** ___________________________________________________________

**Placement:** Grade level __________  Subject of lessons taught: ________________________

**Portfolio Evaluator:** ___________________________  **Date:** __________________________

<table>
<thead>
<tr>
<th>Points</th>
<th>1</th>
<th>.5</th>
<th>0</th>
<th>Points &amp; Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td><strong>Exceeds Expectations</strong> (includes general reflection &amp; specific examples in each category)</td>
<td><strong>Meets Expectations</strong> (includes general reflection)</td>
<td><strong>Below Expectations</strong> (missing data or limited reflection)</td>
<td></td>
</tr>
<tr>
<td>a.) <strong>Explain the data you present in your chart/graph. Discuss why you chose the three students whose work you present as examples;</strong></td>
<td>Explains how the chart including data for all students summarizes the assessment of knowledge before and after instruction. Data are graphed to enhance the quality of the data presentation. Three specific examples of student work are included with explanation of why those three students were chosen to provide meaningful account of P-12 student learning.</td>
<td>A chart including data for all students summarizes the assessment of knowledge before and after instruction.</td>
<td>Chart is missing.</td>
<td></td>
</tr>
<tr>
<td>b.) <strong>Analyze what the P-12 students learned during the lessons/unit—using specific evidence from the data chart and P-12 student work—in relation to what you taught;</strong></td>
<td>Analysis provides a thorough evaluation of what P-12 students learned, specifically referencing the data provided as evidence. Demonstrates how decisions were made during and after instruction to make lesson “better” for the students.</td>
<td>Reflection addresses data and demonstrates knowledge of the role assessment plays when planning and implementing instruction.</td>
<td>Reflection does not address data and/or presents a perception that assessment is not linked to planning instruction.</td>
<td></td>
</tr>
<tr>
<td>c.) <strong>Interpret the P-12 student learning in reference to Indiana Academic Standards;</strong></td>
<td>Reflection interprets/analyzes P-12 student performance in reference to multiple, appropriate Indiana Academic Standards (IAS)</td>
<td>Reflection includes general interpretations of P-12 student performance in reference to IAS.</td>
<td>Reflection does not include references to the standards.</td>
<td></td>
</tr>
<tr>
<td>d.) <strong>Discuss the total teaching-learning process with specific reference to your lessons/unit plan(s), your instructional strategies/methods, and P-12 student learning data.</strong></td>
<td>Reflection provides a comprehensive and thoughtful description of the teaching of the lessons/unit, what methods/strategies were used, what the students learned, and what the candidate learned. Reflection includes specific examples from the lessons/unit plan(s). Reflects on the experience as a whole.</td>
<td>Reflection provides a thorough description of the teaching of the lessons/unit, what methods/strategies were used, what the students learned, and what you learned. Reflects on the experiences as a whole.</td>
<td>Reflection reveals that the candidate did not accurately describe the teaching of the lessons/unit, what the students learned, and what the candidate learned. The reflection on the experience as a whole is limited or missing.</td>
<td></td>
</tr>
<tr>
<td>e.) <strong>Reflect on the implications of P-12 student learning data on your future teaching and learning plans and how you will improve/inform your educational practices.</strong></td>
<td>Reflection demonstrates that candidate can critically analyze his/her own teaching in relationship to the P-12 students’ learning. Provides several specific examples of how this experience will meaningfully inform his/her educational practices.</td>
<td>Reflection demonstrates an ability to consider direct and indirect impacts of his/her teaching on P-12 student learning. Provides few specific examples of how this experience will inform his/her educational practices.</td>
<td>Analysis of his/her own behaviors and suggestions for improving his/her own teaching are limited or missing.</td>
<td></td>
</tr>
</tbody>
</table>

**Total =**
V.

The INTASC Standards

including
Knowledge,
Dispositions, and
Performances
Standard #1 - Knowledge of Subject

The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

The pre-service teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

The pre-service teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

The pre-service teacher can relate his/her disciplinary knowledge to other subject areas.

Dispositions

The pre-service teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

The pre-service teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

The pre-service teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

The pre-service teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Performances

The pre-service teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

The pre-service teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.

The pre-service teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

The pre-service teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

The pre-service teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The pre-service teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.
Standard #2 – Learning and Human Development

The pre-service teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Knowledge

The pre-service teacher understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning.

The pre-service teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

The pre-service teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Dispositions

The pre-service teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

The pre-service teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

Performances

The pre-service teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

The pre-service teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

The pre-service teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.
Standard #3 – Adapting Instruction

The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge

The pre-service teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

The pre-service teacher knows about areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

The pre-service teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

The pre-service teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

The pre-service teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Dispositions

The pre-service teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The pre-service teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

The pre-service teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

The pre-service teacher is sensitive to community and cultural norms.

The pre-service teacher makes students feel valued for their potential as people, and helps them learn to value each other.

Performances

The pre-service teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

The pre-service teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

The pre-service teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

The pre-service teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.
The pre-service teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

The pre-service teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

The pre-service teacher creates a learning community in which individual differences are respected.
Standard #4 – Instructional Strategies

The pre-service teacher understands a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Knowledge
The pre-service teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

The pre-service teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

The pre-service teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audiovisual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

Dispositions
The pre-service teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

The pre-service teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Performances
The pre-service teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).

The pre-service teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

The pre-service teacher constantly monitors and adjusts strategies in response to learner feedback.

The pre-service teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

The pre-service teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
Standard #5 – Motivation and Learning Environment

*The pre-service teacher 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.*

**Knowledge**

The pre-service teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

The pre-service teacher understands how social groups function and influence people, and how people influence groups.

The pre-service teacher knows how to help people work productively and cooperatively with each other in complex social settings.

The pre-service teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

The pre-service teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

**Dispositions**

The pre-service teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.

The pre-service teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

The pre-service teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

The pre-service teacher recognizes the value of intrinsic motivation to students' lifelong growth and learning.

The pre-service teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

**Performances**

The pre-service teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

The pre-service teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

The pre-service teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
The pre-service teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

The pre-service teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

The pre-service teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

The pre-service teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
Standard #6 – Communication Skills

The pre-service teacher understands and models verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge
The pre-service teacher understands communication theory, language development, and the role of language in learning.

The pre-service teacher understands how cultural and gender differences can affect communication in the classroom.

The pre-service teacher recognizes the importance of nonverbal as well as verbal communication.

The pre-service teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

Dispositions
The pre-service teacher recognizes the power of language for fostering self-expression, identity development, and learning.

The pre-service teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

The pre-service teacher is a thoughtful and responsive listener.

The pre-service teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Performances
The pre-service teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

The pre-service teacher supports and expands learner expression in speaking, writing, and other media.

The pre-service teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

The pre-service teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

The pre-service teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.
Standard #7 - Planning

The pre-service teacher understands and can plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge
The pre-service teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

The pre-service teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

The pre-service teacher knows when and how to adjust plans based on student responses and other contingencies.

Dispositions
The pre-service teacher values both long term and short term planning.

The pre-service teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

The pre-service teacher values planning as a collegial activity.

Performances
As an individual and a member of a team, the pre-service teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

The pre-service teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.

The pre-service teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

The pre-service teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

The pre-service teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.
Standard #8 - Assessment

The pre-service teacher understands how to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Knowledge
The pre-service teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

The pre-service teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

The pre-service teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions
The pre-service teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

The pre-service teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Performances
The pre-service teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

The pre-service teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

The pre-service teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

The pre-service teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

The pre-service teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

The pre-service teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.
Standard #9 – Reflection and Professional Growth

The pre-service teacher understands how to be 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.

**Knowledge**

The pre-service teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

The pre-service teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

**Dispositions**

The pre-service teacher values critical thinking and self-directed learning as habits of mind.

The pre-service teacher is committed to reflection, assessment, and learning as an ongoing process.

The pre-service teacher is willing to give and receive help.

The pre-service teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

The pre-service teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

**Performances**

The pre-service teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

The pre-service teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.

The pre-service teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.
Standard #10 – Relationship with the School and Community

*The pre-service teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.*

**Knowledge**

The pre-service teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.

The pre-service teacher understands how factors in the students’ environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

The pre-service teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

**Dispositions**

The pre-service teacher values and appreciates the importance of all aspects of a child's experience.

The pre-service teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

The pre-service teacher is willing to consult with other adults regarding the education and well-being of his/her students.

The pre-service teacher respects the privacy of students and confidentiality of information.

The pre-service teacher is willing to work with other professionals to improve the overall learning environment for students.

**Performances**

The pre-service teacher participates in collegial activities designed to make the entire school a productive learning environment.

The pre-service teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

The pre-service teacher can identify and use community resources to foster student learning.

The pre-service teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.

The pre-service teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

The pre-service teacher acts as an advocate for students.
VI.

**IPFW’s Suggested List of Possible Artifacts**
(from courses taken in the student’s program)

____ (1) Research Papers on content, curriculum, classroom management, etc. (for example: comparing and contrasting theories of child psychologists, multiple intelligences, multi-cultural issues in education, an area of assessment, current research in Language Arts, working with diverse learners, or trends and issues in special education)

____ (2) Critiques, summaries and/or reactions to related articles (These may have been written for a class assignment. When including these be sure the article is connected to the chosen INTASC standard. The critique may show ability to analyze any number of teaching areas. ex: Skemp reflective write-up)

____(3) Lesson plans the pre-service teacher has created that:
   a) demonstrate knowledge of subject matter
   b) demonstrate use of current research and active learning strategies
   c) demonstrate the accommodation of, needs and interests of diverse learners
   d) demonstrate good questioning techniques and discussion techniques
   e) demonstrate critical thinking, problem-solving and/or performance skills
   f) demonstrate ability to speak, write, listen, and use media/technology effectively
   g) use a variety of media/technology to foster active/inquiry/cooperative learning
   h) use multiple forms of assessment, of academic performance, student evaluations of each other’s work, oral presentation, group or individual project critiques
   i) show adaptations for ESL students
   j) show your knowledge of each subject and grade level you’ve worked with (ex: a multiple set of plans for different levels)

____(4) Annotated bibliography of children’s books with suggestions for age, developmental, or content appropriateness

____(5) Descriptions of curricular modifications tried and reflections about the outcomes

____(6) Reflection of the role the pre-service teacher played in a IEP meeting or parent conference and what the pre-service teacher learned

____(7) Documented evidence of teaching writing or testing modifications for a special needs student (for example: how curriculum is modified for gifted students or LD students)

____(8) Video tapes of the pre-service teacher teaching a lesson

____(9) Narrative descriptions of methods the cooperating teacher uses and reflections about whether the student will use those methods and why
(10) Examples of methods used by the pre-service teacher to motivate students, descriptions and reflections about their effectiveness

(11) Copy of a classroom management or assertive discipline plan the pre-service teacher created and reflections about how it will be implemented

(12) Letters of appreciation from parents grateful for the extra effort the pre-service teacher gave their child with emotional or behavioral problems and a description of those efforts

(13) Letters to students or parents introducing oneself as a student teacher

(14) Outreach learning projects or activities for parents and/or family members

(15) Address of your educational web page with copies of documents included

(16) A PowerPoint presentation (for example: philosophy of education, an introduction to a student unit, an introduction to a school night presentation to parents, and a description of why and when it was used)

(17) Copies of assessments written, planned or used (with authors) and a rationale explaining their use

(18) Copies of tests created with modifications for special learning needs and evidence that the tests cover the material introduced

(19) Copies of case studies of students with reflections on how the studies influenced one’s thinking about learning and teaching

(20) Learning modality inventories used, administered, and reflected upon

(21) Clinical interviews analyzing a student’s developmental level and reflections indicating understanding and recognition of various student developmental stages

(22) Descriptions of volunteer work during the student’s program with non-profit groups or participation in community events

(23) Reflections on professional development opportunities of the pre-service teacher, such as conferences or workshops, including materials used or prepared in the workshop

(24) Thematic unit activities with reflective paper

(25) Textbook review with reflective thinking about the textbook
(26) Internship Journal Reflections - include if they address observations of students as they relate to the desired INTASC standard. If necessary, highlight the appropriate sections of the journals. (Include times and dates, but not the names of schools or teachers).

(27) A journal (not just an outline) of a content or methods class. Include this journal if it addresses understanding and knowledge of content as it relates to the classroom. The reflective portion would include an analysis of the day’s important activities, why, how, and where they could be included in a teaching experience. (Include times and dates, but not the names of schools or teachers).

(28) Integrated curriculum and reflective paper

(29) Reflections on visits to schools or other educational sites within the contexts of the socio-economic communities that they serve

(30) Philosophy of content area

(31) Problem solving write-up and reflections

(32) Technology projects with an accompanying reflective write-up

(33) A pre-service teacher’s philosophy of classroom management, citing the research and theories that influence student behavior and encourage development of self-control.

(34) Philosophy of teaching exceptional children [for further suggestions related to exceptionality consult: http://users.ipfw.edu/parkeb/InASC.htm]

(35) Other relevant material - Consult IPFW School of Education faculty and their course syllabi for additional possible artifacts.
Fall 2009

Revision by Educational Studies Faculty to Performance-Based Assessment Requirement
to assess Impact on P-12 Student Learning.
David Lindquist, Alice Merz, Kathleen Murphey, Joe Nichols, Terri Swim

Fall 2007

Dean: Barry Kanpol
Associate Dean: Kathleen Murphey
Chair Educational Studies: Joe Nichols
Chair Professional Studies: James Burg

Revisions by UAS Taskforce to Performance-Based Assessment Requirement
tied to the Conceptual Framework in the Exit Portfolio

* * *

Dean: Barry Kanpol
Associate Dean: Kathleen A. Murphey
Chair Educational Studies: Joe Nichols
Chair Professional Studies: William E. Utesch

Portfolio Guidelines Revising and Editing Committee, Fall 2004

Kathleen A. Murphey, Chair
Phyllis Agness, Lisa Holsinger, Alice Merz, Glenda Moss, Joe Nichols,
Barbara Richter, Beverly Parke, Dorace Smith, Terri Swim

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Dean: Roberta B. Wiener
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Portfolio Guidelines Revision Committee, Fall 2002
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Kathleen A. Murphey, Co-Chair

Portfolio Guidelines Committee, Fall 2001
Patricia A. Sellers, Co-Chair
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