Guidelines for the Integrated Digital Portfolio Based On the New InTASC Standards

# Revised Fall 2011



**Guidelines for The Integrated Digital Portfolio**

**Revised Fall 2011 to Reflect the New InTASC Standards**

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| General Guidelines for Candidates   * The portfolio is comprised of: the Framework for Professional Development and the InTASC Standards Sections (Artifacts) * The Framework for Professional Development section includes the Introduction (Resume and the Site Description), Educational Philosophy, and your Professional Development Plan. * The InTASC Standards sections include the four integrated artifacts consisting of narratives and hyperlinked evidence. * Each artifact rationale includes paragraphs that explain how experiences and materials from your internship support the principles as outlined in the guidelines and discussed in class. * Evidence, which is uploaded into your file cabinet, should be drawn from teaching experiences; however, some evidence from course work may be used sparingly, if discussed with portfolio advisor, and should be linked to examples from practice. The evidence will be hyperlinked within the rationale portion of each artifact. * Student work should be included in each artifact as part of the evidence. Artifact rationales and evidence should show examples of student achievement, when possible and appropriate. * Any evidence material from published curriculum, commercial materials, or other resources, require an explanation as to how they were adapted to fit the needs of the specific students, setting, and/or lesson. * The entire portfolio should be free of spelling and grammatical errors. | **How Will The Portfolio be Evaluated?**   * The purpose of the portfolio review is to assess the extent to which candidates demonstrate that they have met the requirements for knowledge and performance as indicated in the InTASC Standards for beginning and veteran teachers. * Reviewers will consider limitations on opportunities to experience/demonstrate any of the portfolio requirements. * Each artifact will be considered separately will be rated as   Insufficient (1), Proficient (2), or (3) Highly Proficient   * A rating of Insufficient (1) will require the candidate to redo or revise and resubmit the artifact in question. * In order to earn a rating of Proficient (2) for an artifact, all requirements must be present and be of high quality. * In order to earn a rating of Highly Proficient (3), all requirements must be present and be of the highest quality. |

**ARTIFACT NARRATIVES AND EVIDENCE**

The purpose of the artifact narratives is to demonstrate an understanding of how the InTASC Standards guide and influence teaching.

The creation of each narrative allows for personal reflection and the internalization of the content of the specific InTASC Standards as related to the candidate’s content area(s).

The portfolio will consist of four artifacts that will be organized according to the following scheme:

**Artifact One The Learner and Learning**

**Integrating Standards 1, 2, and 3**

**Does the candidate demonstrate how knowledge of the learner and learning are important to successful teaching?**

**Artifact Two Content**

**Integrating Standards 4 and 5**

**Does the candidate demonstrate his or her knowledge of the subject area and how to apply that knowledge to meaningful classroom teaching?**

**Artifact Three Instructional Practice**

**Integrating Standards 6, 7 and 8**

**Does the candidate demonstrate how the knowledge of curriculum, instructional strategies and assessment form the heart of the teaching and learning experience?**

**Artifact Four Professional Responsibility**

**Integrating Standards 9 and 10**

**Does the candidate demonstrate how personal reflection and growth coupled with school and community collaboration are essential to success as a teacher?**

Criteria for Artifact Rationales:

* Written in the first person, as this is the candidate’s experience.
* Demonstrate a comprehensive understanding of the required elements drawn from each INTASC principle, including knowledge, performances, and dispositions.
* Align with the candidate’s Educational Philosophy as expressed in the portfolio.
* Reflect content area(s), when appropriate
* The evidence selected to support your narrative is explained specifically and it concisely details how it supports the artifact. Each piece of evidence must be hyperlinked in the narrative. Suggested element numbering is given; however, it is not required.

| *Framework Element* | Characteristics and Requirements | **Scoring** |
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| **Educational Philosophy** | * Written in sentences and paragraphs, with appropriate transitions between paragraphs * Use first person, present tense * Focus on 3-4 core beliefs about teaching and learning. The core beliefs are clearly label and developed. * Must include references to student achievement and content knowledge * Portfolio artifacts must support the core beliefs outlined in philosophy | Technical  Quality of Narrative  Consistent or Not Consistent |
| **Professional**  **Development Plan**  **PDP** | * Include 2 - 3 **Short-Range Goals**, with 2 – 4 specific steps for each goal, for *first year after program completion*, that can be clearly linked to portfolio sections * Include 1 - 2 **Continuing Professional Goals** for the next 2-5 years, with 2 – 4 specific steps for each goal * At least one goal, must be related to developing content knowledge | Technical  Appropriateness of Goals  Consistent Or Not Consistent |

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| Resume **(Part of Introduction)** | * Education * Internship/Teaching/Educational experience * Related experiences (other work with youth/children) * Other Work experiences (if applicable in some way) * Skills/Computer/Languages * Professional Affiliations | Not Scored |
| Site Description(Part of Introduction)Much of this information can be found on the MSDE Websitehttp://mdreportcard.orgor on the School or School System Website | * Include at least one paragraph describing the school for teaching placement * Enrollment disaggregated by ethnicity, gender, SES * Special programs (special education/magnet program/Success for All, technology access, direct instruction, resources) * Community info: socio-economic, free and reduced lunch, mobility rate * Special circumstances * Include at least one paragraph describing the class (es) for teaching placement. * Elementary: content/grade level, number of students, gender and ethnicity breakdown, self-contained, academic/ability levels, active grade level team, extra-curricular assignments, resources/specials * Middle: content/grade level, students per class, number of classes taught, length school day and of class periods, gender and ethnicity breakdown, academic/ability levels, students with special needs, extra-curricular assignments * High: content/grade level, students per class, number of classes taught, length of school day and each class period, total number of kids, levels of classes, department structure and collaborative nature, academic/ability levels, students with special needs, extra-curricular assignments | Not Scored |

**General Scoring Guidelines**

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|  | ***Insufficient 1*** | Proficient 2 | ***Highly Proficient 3*** |
| **Artifact Narratives** | Artifact narratives are poorly written and do not demonstrate each piece of evidence’s relationship to required elements of InTASC Standards | Artifact narratives are well-written and clearly demonstrate each piece of evidence’s relationship to required elements of InTASC Standards | Artifact narratives are exceptionally written and explicitly demonstrate each piece of evidence’s relationship to required elements of InTASC Standards |
| **Supporting Evidence** | Supporting evidence is weak and does not link to the indicator. | Supporting evidence is well-developed and effectively links to the indicator. | Supporting evidence is rich and sophisticated and strongly links to the indicator. |

**Each of the following Artifacts consists of a cluster of InTASC Standards. Each Artifact will be supported by a seamless essay or narrative in which you will integrate the designated InTASC Standards**

**Artifact One**

**The Learner and Learning**

**The Integration of Standards 1, 2 and 3**

**Does the candidate demonstrate how knowledge of the learner and learning are important to successful teaching?**

InTASC Standard 1-Learning Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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| ***Suggested Elements*** | ***Possible Evidence*** | ***HAVE*** | NEED |
| 1.1  Cognitive Development Scaffolding and Prior Knowledge | * Lesson plan or activity that encourages cognitive development through the use of scaffolding or building upon prior knowledge. * Student work that demonstrates the development of cognitive operations based upon scaffolding and incorporation of prior knowledge. |  |  |

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| 1.2  Affective Development  (social, emotional , and moral) | * Lesson plans and activities that encourage personal development, social, emotional, moral, and/or ethical character development |  |  |
| 1.3  Focus on Developmentally Appropriate and Challenging Experiences | * Lessons plans and activities that are developmentally appropriate and challenging |  |  |

InTASC Standard 2-Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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| ***Suggested Elements*** | ***Possible Evidence*** | ***HAVE*** | | ***NEED*** |
| 2.1  Evidence of Differentiation of Instruction for Ability Level | * Lesson plan, activity, or project with adaptations/modifications for students with special needs related to student IEPs * Reflections on how to teach students with IEPs * Student work showing differentiated products to meet a common rubric |  | |  |
| 2.2  Evidence of Differentiation of Instruction Based on Learning Styles | * Lesson plan, activity, or project that highlights different learning modalities * Student work that demonstrates different learning modalities. * Analyses of student learning styles. * Lesson plan, activity, or project that highlights different types of intelligence   Reflections on how diversity of learning styles affects instructional decisions. |  |  | |
| 2.3  Integration of Relevant Culturally Diverse Content and/or Approaches | * Lesson plan, activity, project, or unit with a selection of materials that demonstrate strong commitment to cultural diversity * Lesson plan, activity or project that promotes awareness of and respect for cultural differences and similarities |  |  | |

**InTASC Standard 3-Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

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| ***Suggested Elements*** | ***Possible Evidence*** | ***HAVE*** | ***NEED*** |
| 3.1  Individual and Collaborative Approaches to Create a Positive Learning Environment | * Lesson plan, activity or project with motivational elements highlighted * Reflection on individual students and motivation |  |  |
| 3.2  Evidence of the Application of Physical and Emotional Considerations to Create A Positive Environment | * Activity or project that involves cooperative learning or team building. * Student work that demonstrates working together to achieve a common goal |  |  |
| 3.3  Evidence of a Systematic Approach to Classroom Monument | * Clearly stated routines for classroom operations * Individual behavior contract * Individual reward system |  |  |

**Artifact Two**

**Content**

**The Integration of Standards 4 and 5**

**Does the candidate demonstrate his or her knowledge of the subject area and how to apply that knowledge to meaningful classroom teaching?**

InTASC Standard 4-Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

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| ***Suggested Elements*** | ***Possible Evidence*** | ***HAVE*** | ***NEED*** |
| 4.1  Evidence of the Inclusion of Central Content and Concepts from the Discipline\*\*\* | * Content-rich lesson plan, activity, or project that clearly demonstrates influence of teacher content knowledge on planning * Content self-assessments with accompanying project to address content gaps |  |  |
| 4.2  Evidence of Content Discipline Specific Pedagogy and Tools of Inquiry | * Lesson plan, activity or project with student work to support the lesson, that shows the use of primary sources (social studies), use of manipulatives (math), use of lab work, inquiry, and the scientific process (science), use of the writing process (English) |  |  |
| 4.3  Evidence of Making the Discipline Meaningful to Students | * Lesson plan, activity and/or project with student work in which the teacher has taken high interest material for students and infused it into the required content |  |  |

\*\*\*See appropriate Learned Society websites for guidance concerning content concepts.

InTASC Standard 5-Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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| ***Suggested***  ***Elements*** | ***Possible Evidence*** | ***HAVE*** | ***NEED*** |
| 5.1  Inclusion of Discipline Specific Pedagogical Approaches or Skills | * Video of teacher employing a discipline specific strategy * Teaching that is discipline based |  |  |
| 5.2  Evidence of the Inclusion of Activities that Promote Critical and Creative Thinking | * Lesson plan, activity or project with student work that demonstrates that the students are working at the higher levels of Bloom’s Taxonomy |  |  |
| 5.3 Evidence of the Inclusion of Activities that Promote Collaborate Problem Solving | * Lesson plan, activity and/or project with student work that demonstrates cooperative learning or interdependence of class members |  |  |

**Artifact Three**

**Instructional Practice**

**The Integration of Standards 6, 7, and 8**

**Does the candidate demonstrate how the knowledge of curriculum, instructional strategies and assessment form the heart of the teaching and learning experience?**

**InTASC Standard 6-Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

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| ***Suggested***  ***Elements*** | ***Possible Evidence*** | ***HAVE*** | ***NEED*** |
| 6.1  Evidence of the Use of Informal/Formative Assessments to Monitor Student Progress | * Exit ticket completed by students * Drill * Homework * EPR strategy * KWL chart * Observation checklist |  |  |
| 6.2  Evidence of the Use of Formal or Summative Assessments to Monitor Student Progress | * Selected response test * Constructed response test * Performance task   Examples of assessments completed by students must be included |  |  |
| 6.3  Evidence of Assessment Data Analysis that is Applied to Subsequent Instruction | * Action Research on Student Learning * Pre-assessment with analysis of target areas for growth * Analysis of assessment with an aggregation and desegregation of results by sub-group   **Must include an explanation of how the data was used to guide instruction.** |  |  |

InTASC Standard 7-Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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| ***Suggested Elements*** | ***Possible Evidence*** | ***HAVE*** | ***NEED*** |
| 7.1  Disciplined Based  Long and Short Range Planning | * Unit overview (linked to national/state/local standards) * 5 daily plans (links to state/local standards) * Unit assessment * Student work |  |  |
| 7.2  Interdisciplinary Learning Experiences | * Lesson plan, activity and/or project with student work that demonstrates literacy strategies. |  |  |
| 7.3  Planning that Demonstrates Knowledge of the Specific Learning Community | * Lesson plan that shows that the school community context was considered when implementing |  |  |

InTASC Standard 8-Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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| ***Suggested Elements*** | ***Possible Evidence*** | ***HAVE*** | ***NEED*** |
| 8.1  Purposeful Use of a Variety of Instructional Strategies  How You Teach | * Lesson plan, activity or project that with reflections on varied instructional strategies and why they were chosen |  |  |
| 8.2  Evidence of the Use of Media and Technology to Promote Student Learning | * Student project utilizing the internet or other technology * Lesson and student work showing use of electronic devices, such as graphing calculators, computers, etc. |  |  |

**Artifact Four**

**Professional Responsibility**

**The Integration of Standards 9 and 10**

**Does the candidate demonstrate how personal reflection and growth coupled with school and community collaboration are essential to success as a teacher?**

InTASC Standard 9-Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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| ***Suggested Elements*** | ***Possible Evidence*** | ***HAVE*** | ***NEED*** |
| 9.1  Self Evaluation of Instructional Practice | * Reflective journal entry * Lesson plan reflections with revisions to lesson * Analysis of audio/video tapes of teaching * Supervisor observation notes and evidence of changes in practice |  |  |
| 9.2  Evidence of Actions Taken as a Result of Professional or Student Feedback | * Supervisor observation notes and evidence of changes in practice |  |  |
| 9.3  Professional Growth and Related Research Activities | * Conference notes and examples of classroom application * Annotated bibliography to support instruction * Action research project |  |  |

InTASC Standard 10-Leadership and Collaboration

**Does the candidate demonstrate how personal reflection and growth coupled with school and community collaboration are essential to success as a teacher?**

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| ***Suggested Elements*** | ***Possible Evidence*** | ***HAVE*** | ***NEED*** |
| 10.1  Collaborative Relationship with Colleagues  and School | * Team meeting agenda/minutes with indication of how student learning is supported * Collaborative planning * Collaborative project * Volunteering for School wide activities * Co cashing, Tutoring |  |  |
| 10.2  Collaborative Relationships with Families | * Parent newsletter * Volunteer log * Parent letter which encourage two-way communication * Parent phone contact record * School/family/community involvement plan * Resource binder for parents * Grants to support a school project * Volunteer project with larger community |  |  |